

Dear Students,

Welcome to the Douglas High School Program of Studies. During your time at Douglas High School you are laying the foundation for your future success; this book is designed to help you make the best choices to be prepared for whatever you plan to do after high school.

Use this guide to understand the opportunities available to you. Inside you will find information about the DHS graduation requirements and College and Career Readiness Pathway Options. There are also helpful materials about the course selection process and descriptions of the courses we offer, and the course sequences for each department. Finally, there are sections devoted to special programs and college admission standards. Our goal is for each of you to meet the requirements to get into any school or career of your choice.

Mrs. Carpenter and Mrs. O'Brien, your school counselors, are available to advise you on your future planning and all aspects of this program of studies. Work with your counselors on college and career planning, decision-making, selection of the academic program, personal and developmental issues, and referrals. Contact with counselors may be established via phone, e-mail, or through Mrs. Brosnahan, the school counseling secretary, at 508-476-4100 extension 2102.

The courses that we offer are in keeping with our core values as a school. In particular, we ask that you focus on the core value of Tenacity. Consider taking honors and Advanced Placement Courses and courses in technology, the arts, and music that may interest you. Set yourself up for future success by following the advice of your teachers and counselors and taking challenging classes.

The foundation for the rest of your life is built in high school and we at Douglas High School are here to help you reach your goals.

Sincerely,

Joshua Romano  
Principal

Desi Vega  
Assistant Principal

# **DOUGLAS HIGH SCHOOL**

## **Douglas High School Administration**

33 Davis Street, Douglas, Ma. 01516

TEL: 508-476-4100

FAX: 508-476-7310

EMAIL: [www.douglasps.net](http://www.douglasps.net)

Joshua Romano, Principal

Desi Vega, Asst. Principal

Mary Sokol Athletic Director

## **Department Chairpersons**

Kevin Riordan, Math

Emily Mayo & Emily Costa, English

Shaelyn Floria, Foreign Languages

Jon Waggenheim, Science

Caroline Fitzpatrick, Social Studies

Al DeNoncour, Related Arts

Mary Sokol, PE/Health Coordinator

Denise Mulligan, Special Education

## **Counseling Dept./Health Services**

Jill Carpenter, Director of School Counseling

Kristen O'Brien, School Counselor

Jessica Hurley, School Psychologist

Lindsey Poulin, Adjustment Counselor

Melanie Gaucher, School Nurse

## **Douglas Public School – District Administration**

21 Davis Street, Douglas, Ma. 01516

508-476-7901

Kevin Maines, Superintendent of Schools

Cortney Keegan, Business Manager

Nealy Urquhart, Asst. Superintendent of Student Support Services

Cindy Socha, Director of Curriculum

Donna Sousa, Technology Director

## **School Committee**

Brett Argall, Chairperson

Kellie Grady, Vice Chairperson

Lisa Brown, Secretary

Julie Moulder

Rebecca Charniak

# Table of Contents

Mission Statement.....	iv
Course Selection Letter to Parents.....	v
Graduation Requirements.....	vi-vii
Early College.....	viii
Pathways.....	ix-xiii
College Requirements.....	xiv
Recommended Courses/Four-Year Colleges.....	xv
Grading Policies.....	xvi-xvii
Course Selection Policies.....	xviii
<b>Courses:</b>	
English.....	1-9
Mathematics .....	10-17
Social Studies.....	18-27
Science.....	28-39
World Language.....	40-46
Physical Education/Health .....	47-48
Information Technology.....	49-53
Related Arts.....	54-63
Business .....	54-55
Industrial Technology .....	48-49
Family & Consumer Science .....	58-59
Art .....	59-61
Music .....	62-64
Additional Electives .....	64-65
Sr. Capstone Courses.....	66-67

## **District Mission Statement**

Douglas School District provides diverse learning experiences that meet the academic, social, physical, and emotional needs of all students. We provide a safe, supportive, and challenging learning environment in which students may achieve academic success and personal growth. Decisions are made in the best interest of our students.

## **Douglas High School Statement of Beliefs**

The Douglas High School community believes in a learning environment that is safe, supportive, and intellectually challenging. We maintain high expectations for all students and emphasize the skills necessary to be college and career ready. We encourage students to be informed citizens and lifelong learners.

## **21<sup>st</sup> Century Learning Expectations:**

*The DHS student will:*

- Read critically and write effectively
- Speak confidently and convincingly
- Listen for understanding
- Demonstrate critical thinking; gather and analyze information to solve problems
- Develop skills necessary to lead a healthy and balanced physical and emotional life
- Engage in creative, expressive, and innovative learning through art, music, drama, and/or technology
- Demonstrate personal

## **The Douglas High School Community Believes:**

- That all students have the ability to learn
- In providing a comprehensive, challenging, and engaging curriculum
- Learning is most effective when meaningful connections are made
- Students learn best when they are encouraged to think, work, and communicate effectively
- In exposing students to intellectual and cultural experiences
- In respect for diverse cultural and individual differences
- In equal opportunity to succeed academically and develop socially

## **Core Values:**

Self Reliance

Progress

Inclusiveness

Respect

Integrity

Tenacity

## 2020-2021 COURSE SELECTION

Dear Parent/Guardian:

We look forward to working with you and your son/daughter throughout the scheduling process. Our goal is to give each student the best schedule based on the requirements of the school and the student's individual needs. School counselors will be meeting with all students to review the course selection process.

Both you and your son/daughter should use the IPass online system to view course selections and teacher recommendations. In addition, we encourage you to use the Program of Studies which can be found on the School Counseling website to plan for courses to be taken next year. Courses need to be selected in the major areas of English, Math, Science, Social Studies and Foreign Language in order to meet graduation requirements and college admission requirements. They should also choose courses in order that will help them reach their individual career goals and plans after graduation.

Students have already received teacher recommendations electronically in IPass as to the level that they feel your son/daughter should be in. These are only recommendations and you have the opportunity to agree or disagree with them by checking off the courses that suit your student. However, in the case of Honors and some AP courses, teacher recommendation is strongly encouraged in that specific area to be entered into that class. Also, parents and students can review any comments teachers have made to help with any decisions.

Students are asked to select five elective courses from areas such as music, art, technology, industrial arts, business, or from the major course areas. We want to make it clear that elective courses are not guaranteed. We will do our best to place a student in their top elective choice. However, our main concern is to schedule the required courses necessary for graduation. The course selections must be completed in IPass as soon as possible. Failure to do so will result in delays in the scheduling process and may result in your student not having a schedule or having one developed for them by the counseling office with no opportunity for their input or yours.

Schedule changes can be made through first quarter progress reports for full year courses or two weeks after the start date for half year courses. Changes will depend on the number in a class and our ability to make changes according to the master schedule. Only extenuating circumstances will be considered for any additional changes. Please feel free to contact us with any questions or problems.

Jill Carpenter  
Director of Guidance  
Counselor for 9<sup>th</sup>-12<sup>th</sup> L-Z

Kristen O'Brien  
School Counselor 9<sup>th</sup> -12<sup>th</sup> A-K

---

# GRADUATION REQUIREMENTS

---

The following outlines the recent changes in course requirements and credits needed for graduation.

## **Graduation Credit Requirements:**

124.5 Credits

### **Class of 2021**

English - 4 years	20 credits
Math - 4 years	20 credits
Social Studies – 4 years	20 credits
Science – 3 years	15 credits
PE/Health	13.5 credits
Technology – 1/2 year	2.5 credits
Senior Capstone	1 credit
Foreign Lang – 2 yrs. Recomm.*	
Electives – 32.5 credits	

### **Class of 2022 and beyond**

English – 4 years	20 credits
Math – 4 years	20 credits
Social Studies – 4 years	20 credits
Science – 3 years	15 credits
PE/Health	13.5 credits
Technology – 1/2 year	2.5 credits
Foreign Lang. – 2 years **	10 credits
Senior Capstone	1 credit
Fine Arts	5 credits
Electives –	17.5 credits

\* Massachusetts state colleges and universities require a minimum of two years of the same foreign language for admission. *Douglas High School urges all students to complete at least two years of the same foreign language prior to graduation in order to meet this requirement.*

\*\* Eligibility for exemption from the foreign language requirement will be determined by the special education team.

## **Promotion Requirements**

Starting with class of 2024:

**Promotion to Sophomore:** Student must earn 25 credits, including earning 5 credits in math and 5 credits in English.

**Promotion to Junior:** Student must have a total of 60 credits and be making adequate progress to graduate.

**Promotion to Senior:** Student must have a total of 92.5 credits and be making adequate progress to graduate.

## **MCAS**

In addition to the graduation requirements listed above, all students must pass the MCAS competency determination to obtain a Douglas High School diploma.

## **Community Service Requirement:**

15 total hours (3 hours as a freshman, sophomore and junior, 6 hours as a senior)

### **Credit for Foreign Study**

Students who are away for a term or year to participate in a student exchange program or otherwise study abroad, may receive credits toward high school graduation when (1) study plans are approved by the school administration in advance; and (2) the institution where the study occurred submits a record of the student's work. The principal and school counselor will evaluate the work and assign credit according to standards prevailing at Douglas High School.

\*\*Classes eligible to meet the fine art requirement: Art I, Band, Chorus (includes night chorus, Night band), TV Production, Music Technology & Audio Production, Music Theory

Classes eligible to meet the Fine Arts requirement (must total 5 credits)

- Art Foundations
- Band/Chorus (includes Night Band/Chorus)
- TV Production
- Music Tech
- Music Theory

Classes eligible to meet the Technology requirement (2.5 credits needed)

- Web Design
- Microsoft Excel
- Microsoft Word & PowerPoint
- Robotics
- Intro to Computer Programming/Intro to Python
- Music Tech
- TV Production
- Science/Tech
- Drafting
- Yearbook

---

# *EARLY COLLEGE*

---

Early College courses are offered at Douglas High School through Quinsigamond Community College and a partnership with Uxbridge High School. These courses are offered as a hybrid, with one class session held at Uxbridge High School and the remainder of the course held online.

Students taking these courses will receive credits at the high school level as well as the college level. Upon completion of the course, students will have a Quinsigamond Community College transcript with transferable credits. Credits are transferable to all New England public colleges and some private colleges. Though most colleges accept these credits and count each course taken toward the student's graduation requirement, the acceptance of credits earned are subject to the receiving college's discretion.

## **Fees**

Each course will cost between \$100 to \$250 plus book fees. Students are responsible for all course and book fees.

## **Accuplacer**

For a student to be eligible, they must place into the course through the Quinsigamond Community College's Accuplacer exam. The dates for the exam will be communicated to students and families. Students **MUST** complete the QCC Residency Form prior to taking the Accuplacer.

Students can also take the Accuplacer at QCC. Go to <http://www2.qcc.mass.edu/AccuplacerMain/Default.asp> to register for the Accuplacer at QCC.

## **Courses**

Students are eligible to take English Composition I and English Composition II in lieu of CP English 12 or H English 12 and Critical Thinking and Problem Solving Skills as a half year elective.

\*Currently these classes are only offered to Seniors

\*Students will receive Honors credit for these courses



---

# PATHWAYS

---

The DHS Pathways program is designed to provide structured courses of study for students who have a particular focus. The Pathway is similar to a college major, where certain courses and activities are required to earn the Pathway designation on their transcript and diploma. DHS Pathways can be earned as a basic Pathway or a Pathway with Distinction. The Pathway with Distinction includes more Honors and AP level courses.

The intent of the Pathways is to raise the academic achievement of our students, help students develop plans for their future college and career success, and add structure and rigor to their Senior Capstone, community service, internships, and workstudy. Three Pathways will be available in the 2020-2021 school year:

- Global Competency Pathway
- STEM Pathway
- Business Specialization Pathway

## **Global Competency Pathway**

To receive Global Competency Pathway designation, a student must complete:

1. 45 credits with at least a grade of 80, including the following:
  - 20 credits of Spanish
  - CP or Honors World Literature or AP Literature
  - CP, Honors, or AP American Government
  - 15 credits of approved electives:
    - AP Biology
    - AP Environmental Science
    - AP Stats
    - AP Microeconomics
    - AP MicroEconomics
    - Art
    - Band or Chorus
    - VHS courses as approved
    - An internship or work study related to foreign nations or global issues
    - International travel may be used for 5 credits
2. Senior Capstone: The Senior Capstone will relate to a foreign country and include a component of research into that country's culture. Students will also complete an independent research paper and presentation on the country of study.
3. Community Service: 12 hours (in addition to the 15 required of all students)

## **Global Competency Pathway with Distinction**

To receive Global Competency Pathway with Distinction designation, a student must complete:

1. 50 credits with a grade of at least 80, including the following:
  - 20 credits of Spanish including AP Spanish;
  - AP Literature
  - Honors or AP American Government
  - AP Microeconomics
  - 15 credits of approved electives:
    - AP Biology
    - AP Environmental Science
    - AP Stats
    - VHS courses as approved
    - Band or Chorus
    - Art
    - An internship or work study related to foreign nations or global issues
    - International travel may be used for 5 credits
2. Senior Capstone: The Senior Capstone will relate to a foreign country and include a component of research into that country's culture. Students will also complete an independent research paper and presentation on the country of study.
3. Community Service: 12 hours (in addition to the 15 required of all students)

## **STEM Competency Pathway**

The STEM Pathway is designed to prepare students for college programs and careers in Science, Technology, Engineering, or Math fields.

To receive a STEM Competency Pathway designation, a student must complete:

1. 50 credits with a grade of at least 80, including the following:
  - 15 credits of Math, including Pre-Calculus
  - 15 credits of Science, including add Environmental Science, Biology, Chemistry, or Physics; at least one at the Honors or AP level.
  - 20 credits in approved electives in Science, Math or Technology
    - Work Study or Internship in a STEM-related area may be used for 5 credits
    - VHS courses as approved may be used for elective credits.

Science:

- H or AP Biology
- H or AP Chemistry
- H or AP Physics
- AP Environmental Science
- Anatomy and Physiology
- Meteorology and Astronomy

Math:

- \* AP Calculus AB
- \* AP Calculus BC
- \* AP Statistics

Technology:

- \* Science Technology
- \* Manufacturing I or II
- \* Drafting I or II
- \* Robotics
- \* Intro to Computer Prog.
- \* C++
- \* AP Computer Science

2. Senior Capstone: The Senior Capstone will relate to one of the student’s courses in the sciences, technology, or math subjects. Students will also complete an independent research paper and presentation on their topic of study.

3. Community Service:12 hours (in addition to the 15 required of all students).

**STEM Competency Pathway with Distinction**

To receive STEM Competency with Distinction designation, a student must complete:

1. 50 credits with a grade of at least 80, including the following:

- 20 Credits of Math, including AP Calculus AB
- 20 Credits of Science:
  - Honors Biology
  - Honors Chemistry or Honors Physics.
  - Two AP-level Science courses.
- 10 additional credits of approved courses in Science, Math, or Technology  
\*An internship or work study related to STEM will also be considered.

Science:

- AP Biology
- AP Chemistry
- AP Physics
- AP Environmental Science
- Anatomy and Physiology
- Meteorology and Astronomy

Technology:

- \* Science Technology
- \* Manufacturing I or II
- \* Drafting I or II
- \* Robotics
- \* Intro to Computer Prog.
- \*C++
- \*Videogame Design
- \*Music Tech
- \*TV Production
- \*C++
- \*AP Computer Science
- \*Music Tech
- \*TV Production

Math:

- AP Calculus BC
- AP Statistics

2. Senior Capstone: The Senior Capstone will relate to one of the student's courses in the sciences, tech, or math subjects. Students will also complete an independent research paper and presentation on their topic of study.

3. Community Service: 12 hours (in addition to the 15 required of all students).

### **Business Specialization**

The Business Specialization Pathway provides instruction and opportunities in how to create, analyze, organize, market and understand businesses.

To receive the Business Specialization designation, a student must complete:

1. 30 credits with a grade of at least 80, including the following:

- Entrepreneurship or Intro to Business AND Creating Your Own Business
- Marketing or Marketing I & II
- Trigonometry or higher Math Course
- 15 credits of approved electives:
  - Manufacturing I
  - Manufacturing II
  - Psychology/Sociology
  - Personal Finance
  - AP Microeconomics
  - Business Law (VHS)
  - International Business (VHS)
  - AP Language and Composition
  - AP Statistics
  - One year of DECA participation may be used as 5 credits

2. Senior Capstone: The student will join the DECA club and his/her Senior Capstone will be a DECA written project chosen by the student in their area of interest and will be prepared as part of the annual DECA district/state competition.

3. Community Service: 12 hours (in addition to the 15 required of all students).

**Business Specialization With Distinction:**

To receive the Business Specialization with Distinction designation, a student must complete:

1. 35 credits with a grade of at least 80, including the following:

- Entrepreneurship or Intro to Business AND Creating Your Own Business
- Marketing or Marketing I & II
- Pre-calculus or higher Math Course
- AP Microeconomics
- AP Statistics

15 credits of approved electives:

- Manufacturing I
- Manufacturing II
- Psychology/Sociology
- Personal Finance
- Business Law (VHS)
- International Business (VHS)
- AP Language and Composition
- AP Calculus AB
- AP Calculus BC

2. Senior Capstone: The student will join the DECA club and his/her Senior Capstone will be a DECA written project chosen by the student in their area of interest and will be prepared as part of the annual DECA district/state competition.

3. Community Service: 12 hours (in addition to the 15 required of all students).

---

# *COLLEGE REQUIREMENTS*

---

## **Course Requirements for Entering College Freshmen at Massachusetts State Universities.**

- English: 4 courses
- Mathematics: 4 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework) Including mathematics during the final year of high school
- Sciences: 3 courses (from Natural Science and/or Physical Science and /or Technology/Engineering) including 3 courses with laboratory work
- Social sciences: 2 courses (including 1 course in U.S. History)
- Foreign language: 2 courses (in a single language)
- Electives 2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences).

## **Minimum GPA Requirement at Massachusetts State Universities**

The minimum average GPA for freshman applicants, weighted for accelerated (Honors and Advanced Placement) courses, is 3.0 for both the state universities and the UMass campuses. Calculating the weighted GPA is conducted by admissions offices and does not reflect policies and practices of Douglas High School.

This GPA is based on all academic courses completed and grades received for courses in which the student is currently enrolled.

**An applicant with a high school weighted GPA below 2.0 will not be admitted to a state university or UMass undergraduate campus.**

## **SAT/ACT Score Requirements for Applicants**

All freshman applicants who meet the minimum average weighted GPA requirement of 3.0 and are within three years of their high school graduation must submit their SAT scores (for Critical Reading and Mathematics) or ACT scores.

Note: Some MA State Universities and UMASS campuses are test optional. For further information contact the admissions office at these institutions.

## **COURSES RECOMMENDED FOR FOUR-YEAR COLLEGES**

Four-year colleges typically recommend that students take the following college preparatory courses in high school in order to be academically prepared for college level work:

### **Selective Colleges**

4 courses English

3 courses Math (*including Algebra I, Geometry, Algebra II*)

3 courses History

3 courses Science (*3 lab sciences*)

2-3 courses Foreign Language

1 course Arts

### **Highly Selective**

4 courses English

4 courses Math

3 courses History

3 courses Science (3 lab)

3 courses Foreign Language

1 course Arts

### **Competitive**

4 courses English

4 courses Math

3 courses History

3-4 courses Science (2-4 labs)

3-4 courses Foreign Language

1-2 courses Arts

Highly competitive schools consider the above as minimum requirements. Highly Selective and Competitive colleges also recommend that students take honors and AP courses when available.

Students who do not have all of the above courses may be required to take remedial and/or additional courses once they are in college. Students who have not taken several of these college preparatory courses may want to consider attending a community college.

### **Scholastic Assessment Test (SAT I)**

The SAT is required by most institutions of higher learning. It is made up of three sections: critical reading, math and writing. The test is given six times each year in August, November, December, March, May and June at test centers determined by the College Board. Douglas High School offers the SAT exam in October and May each year. It is recommended that the SAT I be taken during the spring of junior year and may be repeated in senior year.

### **SAT Subject Tests (SAT II)**

The Scholastic Achievement Subject Tests are one-hour tests in a variety of high school subjects. Most highly selective and competitive colleges require students to take both the SAT I and three Achievement tests.

### **ACT**

The ACT test is similar to a SAT test; however, it is more classroom based and is comprised of English, Math, and Science sections with Writing being optional but recommended. Most colleges accept the ACT's in place of SAT's. Check with individual colleges for more information.

Several colleges and universities have now gone "test optional", meaning they do not require standardized tests for admission. To find a complete list of colleges & universities that participate please visit [fiartest.org/university/optional](http://fiartest.org/university/optional). You should always visit the individual college/university website to view their individual policies.

---

# *GRADING POLICIES*

---

## **Douglas High School Grading Policy**

- The passing grade at DHS is 65%
- The minimum grade for first, second, and third terms is 45%
- The minimum grade for fourth term is 0%
- This system may keep a failing grade at DHS from being academically destructive where the student mathematically has no chance of achieving a passing grade for the year.
- The goal of the policy is to prevent a student from mathematically failing a course in the first few terms; it is not to reward poor academic performance, but to minimize the impact of the failing grade in order to allow a second chance at success.
- Senior Capstone and Senior PE are one semester courses. The minimum grade for second quarter of these courses is 0%.
- VHS courses are exempted from the grading policy because the grading is not done through DHS. These courses are one semester long unless they are AP courses.

## **GRADING SYSTEM**

Report Card grades are numerical. The literal equivalents are:

A+	96-100	C+	77-79
A	93-95	C	73-76
A-	90-92	C-	70-72
B+	86-89	D+	67-69
B	83-85	D	65-66
B-	80-82	F	0-64

## **Failure of a Course**

Students failing a course or courses will be responsible for making up that course. If the failed course/courses cannot be put into the student's schedule, they will be responsible to make the course up in summer school or through an approved online credit recovery program. These options will be at the expense of the student. Failure to meet these requirements may result in the student not graduating on time.



### **Summer School**

Students may take up to two courses at an approved summer school to make up for a failing course grade. The summer school grade and the student's final grade from DHS will be averaged together and must be a 65 to receive credit.

- The minimum grade for a student to attend summer school is a 55%
- If a student receives the minimum grade in two of the first three quarters, that student will not be eligible to attend summer school.
- The course must be made up in the summer immediately following the failure
- No credit will be given for work undertaken to improve a grade already considered passing. The course and grade will be recorded on the student's transcript.

### **Class Rank**

Class Rank is a cumulative computation of a student's academic standing in his/her class. It is a weighted ranking system, in which both the levels and course grades are used to determine Grade Point Average (GPA) and class standing. Rank is calculated by multiplying the report card grade by the weight given to the level of the course which yields the weighted grade.

Level 1 college courses and electives receive a value of 1.0

Level 2 Honors courses receive a value of 1.05

Level 3 AP courses receive a value of 1.1

Class rank will not be calculated until the end of junior year. This class rank will be based on six semesters. Senior final class rank will be based on eight semesters.

Student's transcripts display the numeric grade equivalent as well as class rank, names of courses and grades for each completed course.

**\*Students must have attended Douglas High School their entire junior and senior years to be eligible for Valedictorian, Salutatorian, and Student Achiever status.**

---

# *COURSE SELECTION POLICIES*

---

## **Changing Classes**

The add/drop period for classes ends with the first progress report for full year courses or two weeks after the start date for ½ year courses. Any changes to a student’s schedule after the first progress report require a review with their school counselor, administration, teachers, student and parent and must be due to a compelling reason for the change. Changing or dropping VHS courses will only be allowed if it meets the guidelines set forth by Global Consortium, the company that regulates Virtual High School courses. The final decision regarding schedule changes will be with the principal.

## **Course Availability**

Administration and the school counseling office work together to schedule student’s course choices to the best of their ability. However, course availability is subject to change due to staffing changes and/or budgetary issues, etc.

## **Guidelines for Enrollment in Advanced Placement Classes**

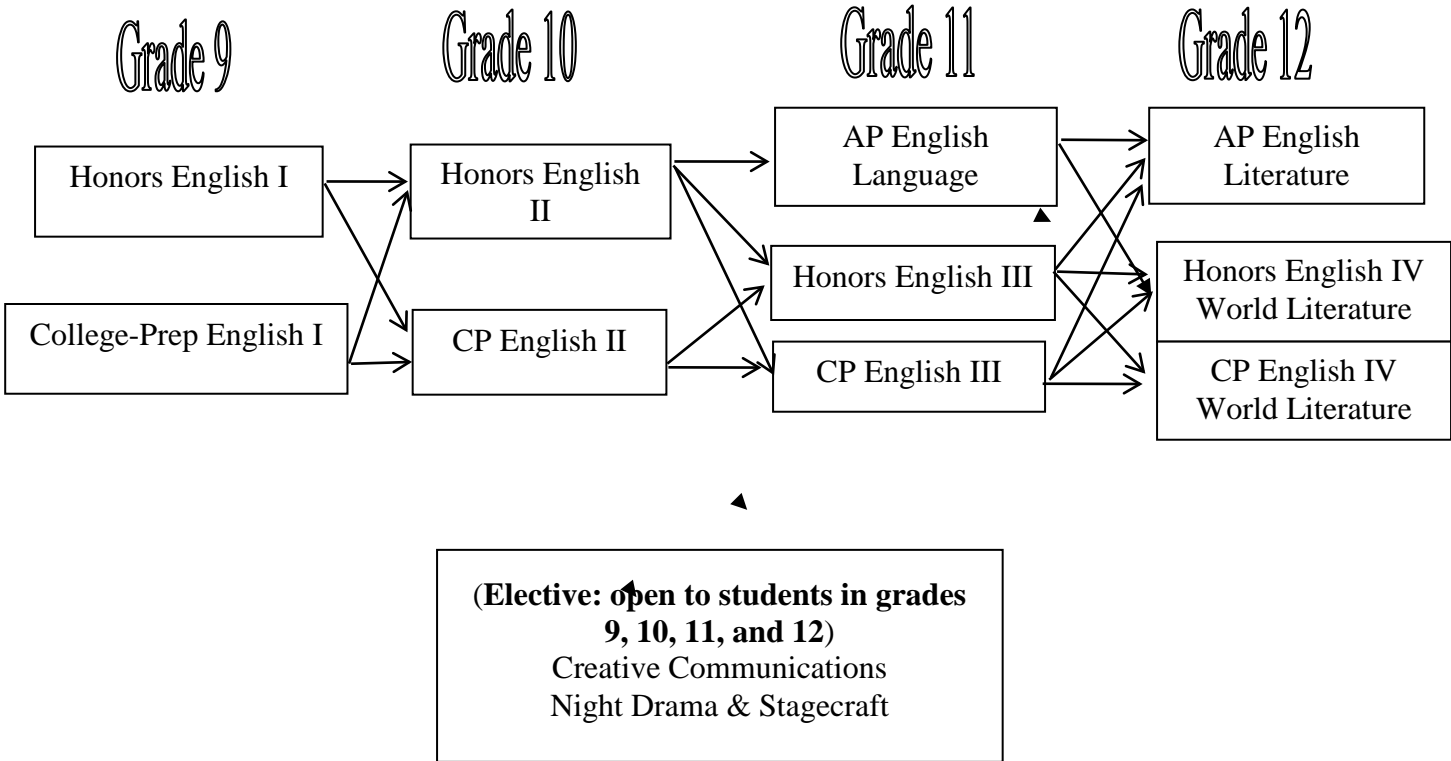
We encourage students to take the most challenging course load possible in order to promote college readiness.

- Students must successfully complete the appropriate pre-requisite course.
- Teacher recommendation is *strongly* suggested.
- Students are required to take the AP exam at their expense (\*). The AP exam is the final exam for the course and is required to receive AP credit on the transcript. Failure to take the AP exam will result in the student receiving honors credit on their transcript and may result in a fee through the CollegeBoard.
- Students may be required to purchase AP text(s) at his or her expense(\*).
- Students should be able to read, understand, and interpret college-level texts.
- Students should be able to incorporate prior learning, textual analysis, attention to detail, and synthesis of ideas.
- Students should demonstrate exemplary work habits and time management skills and take personal responsibility for attendance and work requirements.
- Students must complete required summer work prior to the beginning of the school year.
- Students who wish to take more than 3 AP courses in one school year should discuss this with their counselor.

\*Students with financial need should speak with the instructor or administration to make arrangements regarding textbook costs/testing fees.



**THE ENGLISH PATH ~ 2020-2021**



## English Department

*Education is not the filling of a bucket, but the lighting of a fire. -- W. B. Yeats*

The mission of the Douglas High School English department is two-fold: to help students learn to read and listen critically for information, understanding, and enjoyment, and to write and speak clearly, factually, and persuasively. We further seek to help students refine their research skills by using a variety of media, and to evaluate the quality of the information obtained. We expect our students to become critical thinkers and problem solvers, and to be able to distinguish fact from opinion, make reasoned inferences, construct logical arguments, identify stereotypes, and recognize bias. Finally, we seek to help students understand and appreciate the traditions, practices, and perspectives of other cultures in our ever-changing global society.

**Douglas High School Expectations for Student Learning Assessed by the English Department include:**

- 1. The DHS student writes effectively**
- 2. The DHS student reads critically**
- 3. The DHS student speaks confidently and convincingly**
- 4. The DHS student listens for understanding**

Upon completion of a four year English program, students will be able to:

- attain a passing score on MCAS
- write effectively (personal, analytical, etc. writing)
- read for understanding and make connections between literature and life
- speak effectively on given topics for audiences
- listen actively for information
- research using a variety of media

Assessments used in English courses include but are not limited to:

- tests/quizzes
- essays (analytical, expository, descriptive, narrative, persuasive)
- research papers
- projects
- open-ended and/or open-response questions
- speeches/oral presentations
- dramatic performances
- oral interpretations

A summer reading assignment(s) is required of all students taking courses at the AP and honors levels.

## **Course#002 - College English I**

This college-prep course is designed to provide freshmen with an intensive study of skills in the following areas: critical reading, writing for different purposes and audiences, public speaking, researching, vocabulary, and grammar/mechanics/usage. The curriculum is genre-based and includes literature such as the epic “The Odyssey,” Romeo and Juliet, The Giver, classic and contemporary short stories, nonfiction pieces, and poetry. The art of public speaking is practiced as well. Writing for different purposes is also emphasized. The research process is taught and a research paper is required. Upon completion of this course, students should show competency in: - making inferences - writing for different purposes, including narrative, persuasive, expository, creative, literary analysis, and text based essays - interpreting and analyzing fiction and nonfiction - identifying and analyzing elements of major genres - researching topics using a variety of media - making connections between fiction, nonfiction, other disciplines, and life - using knowledge of standard grammar to compose writing pieces - developing and extending vocabulary - creating presentations using media/technology

Prerequisite: None

Credit: 5

## **Course#003 - Honors English I**

This course offers a more intensive study of critical thinking, reading, and writing skills needed for higher level Honors courses, Advanced Placement courses, and eventually college. Students taking this course have demonstrated advanced proficiency in reading and writing skills, a strong work ethic, and an ability to work independently. Students are responsible for a heavier reading load and generally more rigorous expectations in terms of reading, writing, and research. The focus will be on the core ninth grade curriculum, but requires a deeper analysis of more challenging fiction and nonfiction. The curriculum is genre-based and may include literature such as the epic “The Odyssey,” Romeo and Juliet, The Giver, The House on Mango Street, classic and contemporary short stories, nonfiction pieces, and poetry. The art of public speaking is also studied and practiced. This course is discussion-based and requires outside reading and assignments, frequent analytical essays, a research paper, and two summer reading assignments. In order to ensure success in the course, it is suggested that students have a 90 or higher in eighth grade language arts and teacher recommendation. Upon completion of this course, ninth graders should show competency in:

- making inferences
- writing for different purposes, including narrative, persuasive, expository, creative, literary analysis, and text based essays
- interpreting and analyzing fiction and nonfiction
- identifying and analyzing elements of major genres
- researching topics using a variety of media
- making connections between fiction, nonfiction, other disciplines, and life
- using knowledge of standard grammar to compose writing pieces
- developing and using a more sophisticated vocabulary
- creating presentations using media/technology

Prerequisites: Teacher recommendation and a 90 or higher in 8<sup>th</sup> grade language arts

Credit: 5

## **Course#005 - College English II**

This college-prep course is designed to continue building students' skills in the areas of critical reading, writing for different purposes and audiences, public speaking, researching, vocabulary, and grammar/mechanics/usage that students began in College English I. The curriculum focuses on the elements of literature, using both classic and contemporary works in various genres such as *Of Mice and Men*, *To Kill a Mockingbird*, *Night*, and *The Pearl*. In addition, students will become more familiar with the elements of poetry. Students in College English II will continue to learn to write effectively. They will write narrative, argument, text-based, and explanatory essays to further develop their writing skills and to prepare for The Next Generation MCAS. The research process is reviewed and a research paper is required. Upon completion of this course, students should show competency in:

- writing in different modes and for different purposes, including: narrative, argument, explanatory, and literary analysis
- using evidence from a text to support a claim or idea
- interpreting and analyzing the elements of fiction and nonfiction
- researching topics using a variety of media
- bridging connections between fiction, nonfiction, other disciplines, and life today
- using knowledge of standard grammar to compose writing pieces
- developing and extending vocabulary and academic language
- speaking and listening

Prerequisite: College English I

Credit: 5

## **Course#006 – Honors English II**

This honors level course encompasses all of the curriculum requirements of tenth grade College English as described above, but students will have the opportunity to continue a more challenging and rigorous analysis of literature while improving their critical reading and writing skills. This course offers a more intensive study of critical thinking, reading, and writing skills needed for higher level Honors courses, Advanced Placement courses, and eventually college. Students will be required to complete a research project, frequent analytical/narrative/persuasive/expository essays, and two summer reading assignments. They will write narrative, argument, text-based, and explanatory essays to further develop their writing skills and to prepare for The Next Generation MCAS. In order to ensure success in the course, it is suggested that students have a teacher recommendation and a 90 or higher in College/Honors English I and an 85 or higher in Honors English I. Upon completion of this course, students should show competency in:

- use of sophisticated vocabulary
- making inferences
- writing for different purposes, including narrative, persuasive, expository, creative, literary analysis, and text based essays
- interpreting and analyzing fiction and nonfiction
- identifying and analyzing elements of major genres
- researching topics using a variety of media
- making thematic comparisons and connections between a variety of works
- using knowledge of standard grammar, both in writing and speech

- developing and using a more sophisticated vocabulary
- creating presentations using a variety of media/technology
- creating presentations using a variety of media

Prerequisite: Teacher recommendation and an 85 or higher in Honors English I or a 90 or higher in C. English I  
 Credit: 5

### **Course#008 - College English III**

This college-prep course is designed to engage students in both supervised and independent reading and writing assignments through the study of both contemporary and classic American literature. Some of the major works may include *A Raisin in the Sun*, *Death of a Salesman*, *The Great Gatsby*, and *Macbeth*. In addition, time is spent analyzing various poems, essays, and short stories written by American authors by building on the various literary devices learned in their previous courses. Students may complete oral presentations and will do vocabulary exercises. Students will also spend time preparing for the SAT reading comprehension, essay, and writing sections. This course differs from Honors English III in its pace and outside reading and writing requirements. Upon completion of this course, students should show competency in:

- writing analytical and personal essays
- analyzing and comprehending literature and poetry through reading, writing, and discussion
- making connections between the literature and history
- researching and citing sources
- using junior level vocabulary in writing and speech

Prerequisite: C. English II  
 Credit: 5

### **Course#009 – Honors English III**

This honors level course encompasses all of the curriculum requirements of eleventh grade College English as described above. The curriculum focuses on American literature, both classic and contemporary, with emphasis on ideas regarding the American Dream, the individual versus society, and diversity. Choices may include *The Great Gatsby*, *The Scarlet Letter*, *Death of a Salesman*, and *The Things They Carried*. Students will analyze literature, drama, and poetry developing a better understanding of style, literary and poetic devices, and critical analysis. Students who enroll in this course must be highly motivated, independent, and responsible. Students need to demonstrate a willingness to work both independently and cooperatively and to consistently strive toward their personal best. Writing will require revision and polishing as we work towards college level writing. Vocabulary, oral presentation, SAT practice, and two summer reading assignments will be included. In order to ensure success in the course, it is suggested that students have a 90 or higher in College English II or an 85 or higher in Honors English II and teacher recommendation. Upon completion of this course, students should show Competency in:

- Writing analytical and personal essays
- Analyzing and comprehending challenging literature and poetry through reading, Writing, and discussion
- Connecting America's past and present through the study of literature



- Researching and writing formal papers with cited sources
- Creating presentations using a variety of media
- Usage of sophisticated vocabulary and academic language

Prerequisite: Teacher recommendation and an 85 or higher in Honors English II or a 90 or higher in College English II

Credit: 5

### **Course#010 – AP English Language**

This course is an introductory collegiate level course that satisfies the district graduation requirements for English III. In this rigorous course, students are required to complete extensive outside reading and writing. Students must be highly motivated, independent, and responsible. Students need to demonstrate a willingness to work cooperatively and to consistently strive toward their personal best. Daily participation is required. The curriculum focuses largely upon nonfiction short essays, both classic and contemporary. Choices of longer works may include *The Catcher in the Rye* and *The Great Gatsby*. Students will analyze fiction and nonfiction to develop a better understanding of style, rhetorical strategies, and critical analysis. Expository, analytical, creative, and persuasive writing will require revision, development of tone and style, and critical analysis. Essays of varying length and topics, projects, formal and informal presentations, and debating will be required. Vocabulary, AP exam preparation, frequent timed writing, and two to three summer reading assignments will be included. In order to ensure success in the course, it is suggested that students have a 90 or higher in College English II or III or an 85 or higher in Honors English II or III and teacher recommendation. Upon completion of this course, students should show competency in:

- writing text-based analytical essays, argumentative and persuasive essays, and personal essays
- analyzing and comprehending challenging literature and nonfiction through reading, writing, and discussion
- researching and writing formal papers with cited sources
- creating presentations using a variety of media
- usage of sophisticated vocabulary and academic language

Prerequisite: It is recommended that a student have an 85 or higher in Honors English II or III or a 90 or higher in College English II or III

Credit: 5

### **Course#012 - College English IV-World Literature**

This college prep course is designed to engage students in both supervised and independent reading and writing assignments through the study of both contemporary and classic global literature and issues, argumentative and narrative writing, novels, and poetry. Some of the major works may include *Beowulf*, *Oedipus*, *A Long Way Home*, *Kite Runner*, and a Shakespearean drama. Students will be asked to conduct research, study vocabulary, deliver oral presentations, and complete analytical, persuasive, and personal writing assignments to prepare them for studies at the college level. This course differs from the Honors level in its pace and number of outside reading and writing assignments. Upon completion of this course, students should show competency in:

- writing analytical and personal essays
- analyzing and comprehending literature and poetry through reading, writing, and discussion
- making connections between the literature and history
- understanding the origins of the English language
- researching and writing formal papers with cited sources
- presenting information to the class in both formal and informal settings
- the usage of senior level vocabulary and literary terms

Prerequisite: College English III

Credit: 5

### **Course#013 - Honors English IV-World Literature**

This honors level course encompasses all of the curriculum requirements of twelfth grade College English as described above and also builds on the skills learned in eleventh grade Honors English. It is open to seniors who desire a rigorous course of study and are motivated and willing to complete various assignments in and out of the classroom to prepare them for a college setting. The focus is on British and World literature, satire, a Shakespeare play, narrative and argumentative writing. Some of the major works may include *Beowulf*, *The Stranger*, *Oedipus*, *1984*, and a Shakespearean drama. The course requires outside reading and writing assignments, a research paper, frequent analytical essays, and a minimum of two summer reading assignments. In order to ensure success in the course, it is suggested that students have a teacher recommendation and a 90 or higher in College English III or an 85 or higher in Honors English III or its equivalent. Upon completion of this course, students should show competency in:

- writing analytical and personal essays
- analyzing and comprehending literature and poetry through reading, writing, and discussion
- making connections between the literature and history
- understanding the origins of the English language
- researching and writing formal papers with cited sources
- presenting information to the class in both a formal and informal setting
- the usage of senior level vocabulary and literary terms

Prerequisite: Teacher recommendation and an 85 or higher in Honors English III or a 90 or higher in College English III

Credit: 5

## **Course#014 – AP English Literature**

AP English is designed for seniors desiring a challenging class organized in a freshman college-level format. In this rigorous course, students are required to complete extensive outside reading and writing. Students must be highly motivated, independent, and responsible. The content includes British, multicultural, contemporary, and American fiction, poetry, and drama. Requirements include daily reading and writing, and composing analytical essays in and out of class, student-led daily discussions, and formal and informal presentations. The curriculum is aligned with the objectives set forth by the College Board to challenge students and to prepare them for the Advanced Placement Literature and Composition Examination, which students are required to take. Students are required to complete frequent timed writing pieces. Three summer reading assignments are also mandatory. In order to ensure success in the course, it is suggested that students have a 90 or higher in College English III or an 85 or higher in Honors English III and teacher recommendation. Upon completion of this course, students should show competency in:

- reading, analyzing, discussing, and critiquing challenging literature, poetry, and drama
- writing formal literary analyses based on prose, poetry, and drama
- usage of sophisticated vocabulary and literary and poetic devices
- creating presentations using a variety of media

Prerequisite: It is recommended that a student have an 85 or higher in Honors English III or a 90 or higher in College English III

Credit: 5

## **Course#016 – Creative Communications**

This project-based course is designed for those students who wish to explore journalism, news-writing and creative writing. It will provide students with the opportunity to write outside of the structure of a typical English classroom. Students collaborate to produce a monthly school newspaper while practicing interviewing techniques, using Google Sites, writing non-fiction articles for a public audience, publishing to the Douglas High School website and editing. This course will also provide creative writing opportunities for students interested in exploring the elements of fiction and style in order to develop original works of fiction in multiple genres. Students will have the opportunity to publish these original works in the school newspaper.

Prerequisite: None

Credit: 5

Elective: Grades 9-12

## **Course#087 – Night Drama & Stagecraft**

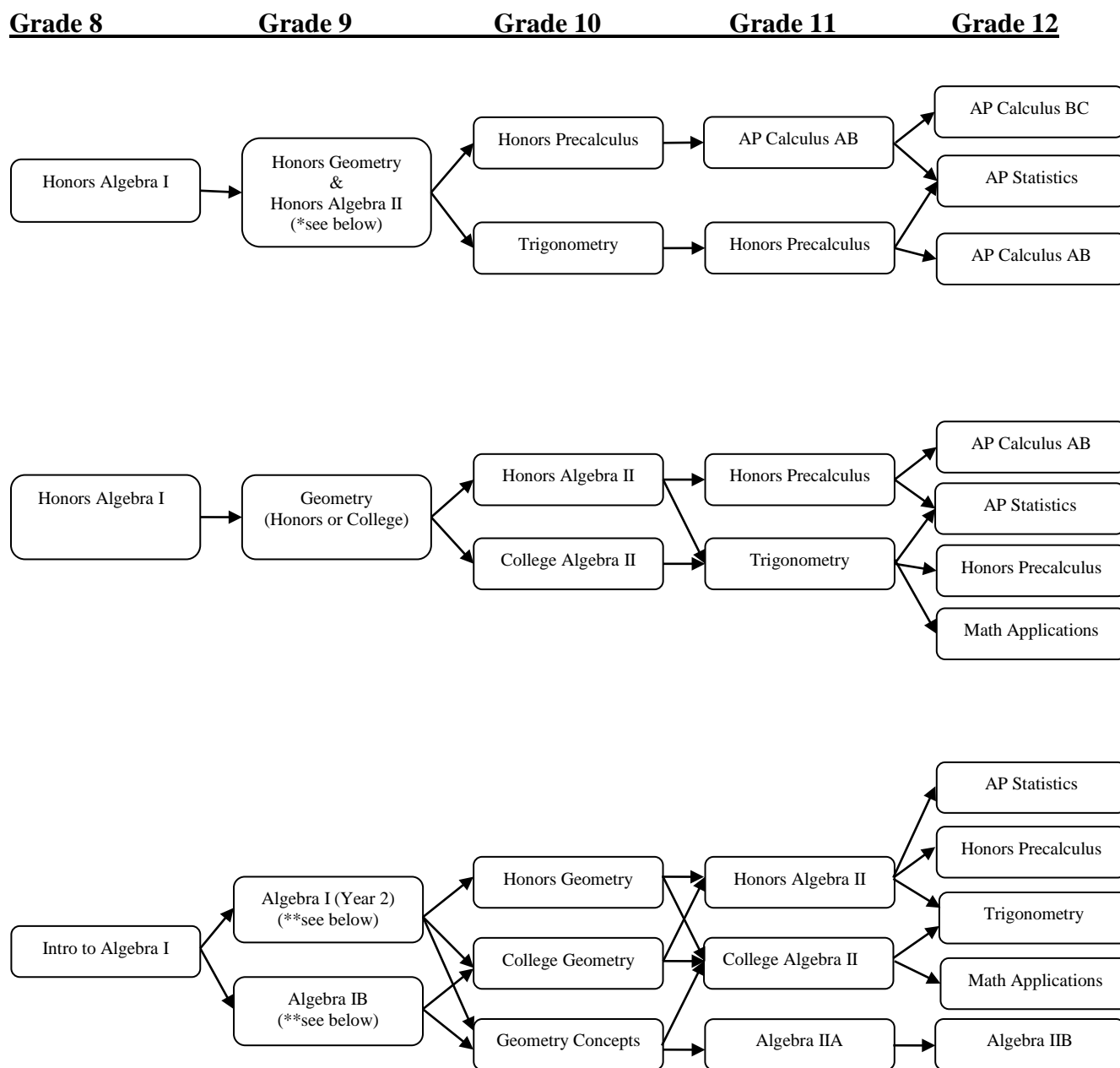
After-school drama is a program in which students rehearse and perform a scripted play. Students in Drama and Stagecraft learn the basics of stagecraft, self-discipline, and the importance of hard work, creativity, listening and observation skills, and self-confidence. Our students enjoy the rewards that come with working together to achieve a common goal. Drama meets after school for an hour and a half every Thursday (weather and holiday permitting) for two half-year sessions. Along with the weekly sessions, there is an additional week of rehearsals leading up to the final play (tech week). Depending on the year, the Drama and Stagecraft will run either one or two scripted plays. Students can elect to take Drama and Stagecraft for multiple semesters. Students may also elect to participate in Drama and Stagecraft for no credits if they cannot commit to the attendance requirement.

Grading will be determined by participation, behavior, and attendance. For attendance, the expectation is that students attend all scheduled Thursdays for full participation credit. Tech week for all students is mandatory.

Prerequisite: None  
Credits: 1 per semester  
Elective: Grades 9-12

## 2020 – 2021 MATH PATH

*All course recommendations are made assuming successful completion of the current courses and are based on past performance on mastering concepts and student effort.*



\* Students who elect to take **Geometry and Algebra II in the same year** should be doing so only if they intend to take both AP Calculus and AP Statistics before graduation. Therefore, if students elect to double up, **both classes must be at the Honors level.**

\*\***NO STUDENTS** will be allowed to take an Algebra I course and a Geometry course concurrently.

## Recommended Calculators

All students going into Algebra I, Geometry, and Algebra II-A or B, classes are required to have a scientific calculator. We strongly recommend students choose one of those listed below:

### Texas Instruments (strongly recommended)

TI-30XS

TI-30xa

TI-30x II

TI-34 II

All students taking Honors or College Algebra II, Trigonometry, Honors Precalculus, AP Statistics, or AP Calculus will need a graphing calculator. We strongly recommend the **TI 84-Plus**.

**Please Note:** Other graphing calculators contain features that are different from the Texas Instruments calculators listed above. It will be your responsibility to become familiar with your calculator if you choose one not listed above.

## Mathematics Department Philosophy

*Tell me and I will forget,  
Show me and I will remember,  
Involve me and I will understand.”  
– Confucius*

It is the primary goal of the mathematics department, through its curriculum, to provide a strong mathematics program that emphasizes problem solving, communicating, reasoning, making connections, and using representations. In addition, we seek to provide opportunities for the student to develop an appreciation for the power of mathematics to solve real-life problems.

The program of studies will provide direct instruction, guided practice, student-directed learning activities, and applications to current technology. All courses are aligned with the Massachusetts Mathematics Curriculum Frameworks.

The Douglas High School Expectation for Student Learning Assessed by the Mathematics Department is: The DHS student thinks critically and solves problems.

***The major goals of the mathematics curriculum are to develop within the students:***

- Preparedness for higher mathematics through a sequential mathematics program.
- Concepts and/or computational skills used in daily life, both in and out of the classroom.
- Awareness of the interconnectedness of mathematics and its applications across the curriculum
- Clear analytical thinking as an approach to problem solving
- The ability to utilize mathematical terminology

### ***Assessment:***

Student assessment is based on tests, quizzes, projects, take-home assignments, classwork and homework, as well as participation through demonstration and oral explanation in class. By observing students as they work, teachers can gain insight into students' abilities to apply

appropriate mathematical concepts and skills, make conjectures, and draw conclusions. Taken together, the results of those different forms of assessment provide rich profiles of students' achievements in mathematics and serve as the basis for identifying curricula and instructional approaches.

### **Course #101 – Algebra I-B**

This course is a continuation of Algebra I–A. The course will begin with a review of solving linear equations, solving and graphing linear inequalities, and writing and graphing linear functions. Students will then study concepts including graphing absolute value functions, solving absolute value equations and inequalities, solving linear systems, properties of exponents, operations on polynomials, factoring polynomials, graphing quadratic functions, and solving quadratic equations. This course is designed to help students strengthen their skills and will include opportunities for extra practice and review.

Prerequisite: Algebra I-A  
Credit: 5  
Elective: Grade 9

### **Course #102 – Algebra I (Year II)**

This course is a continuation of Intro to Algebra I. The course will begin with a quick review of equations, inequalities, linear systems, properties of exponents, and operations on polynomials. Students will begin with a brief review of equations, inequalities, and polynomials. Students will then study concepts including factoring polynomials, graphing quadratic functions, solving quadratic equations, radical functions and equations, and data analysis. Students will be encouraged to think critically and solve problems.

Prerequisite: Intro to Algebra I  
Credit: 5  
Elective: Grade 9

### **Course #105 – Geometry Concepts**

This course is a study of the principles of plane and solid geometry. Topics include: angles, relationships of lines and planes, triangles, polygons, circles, similarity, congruence, planar and space measurements. This course is designed to help students become proficient and confident with geometric concepts.

Prerequisite: Algebra I-B or Algebra I  
Credit: 5  
Elective: Grade 10

### **Course #106 – College Geometry**

This course is a study of the principles of plane and solid geometry. Topics include: angles, logic, relationships of lines and planes, triangles, polygons, circles, similarity, congruence, planar and space measurements, and proofs. This course emphasizes critical thinking and problem solving and is intended for students with solid algebra skills.

Prerequisite: Algebra I-B, Algebra I, or Honors Algebra I

Credit: 5

Elective: Grades 9-10

### **Course #107 – Honors Geometry**

This course is an in-depth study of the principles of plane and solid geometry. Topics include: segment and angle properties and relationships, transformations, algebraic and geometric proof, parallel and perpendicular lines, triangle congruence, special segments in triangles, polygons, similarity, right triangle trigonometry, perimeter and area, surface area and volume, and circles. This is a fast-paced course that requires solid algebra, critical thinking, and problem solving skills.

Prerequisite: Algebra I or Honors Algebra I; Teacher Recommendation strongly encouraged

Credit: 5

Elective: Grades 9-10

### **Course #118 – Algebra II, Part A**

This course is designed to further develop skills and knowledge in Algebra over a two-year period. Concepts from Algebra I will be reviewed and built upon. Topics include: linear systems of equations and inequalities, absolute value equations and inequalities, matrices, exponent properties, polynomial functions and factoring, quadratic functions and equations, rational expressions and equations, and radical expressions. This course is designed to help students strengthen their skills and will include multiple opportunities for extra practice and review.

Prerequisite: Geometry Concepts or Geometry

Credit: 5

Elective: Grade 11



### **Course #156 – Algebra II, Part B**

This course is a continuation of Algebra II Part A. The course will begin with a review of multiplying and factoring polynomials. Students will then study concepts including simplifying rational and radical expressions, solving rational and radical equations and inequalities, writing and using properties of inverse functions, using properties of logarithmic and exponential functions and an introduction to trigonometric functions. This course is designed to help students strengthen their skills and will include multiple opportunities for extra practice and review.

Prerequisite: Algebra II Part A

Credit: 5

Elective: Grade 12

### **Course #108 – College Algebra II**

This course is designed to further develop skills algebraic concept knowledge. Topics include: properties of real numbers, radicals, exponents, relations and functions, linear equations and inequalities, graphing linear functions, absolute value equations and inequalities, solving linear systems of equations and inequalities, factoring, polynomial functions, and quadratic functions and equations, and complex numbers. Students will be encouraged to think critically and solve problems.

Prerequisite: Geometry or Honors Geometry

Credit: 5

Elective: Grades 10-12

### **Course #109 – Honors Algebra II**

This is an accelerated course designed for students who are proficient in Algebra I and Geometry. Topics include: solving linear systems in two variables, functions, solve quadratic equations by completing the square, exponents, polynomials and factoring, rational expressions and equations, radicals, complex numbers, exponential and logarithmic functions, and sequences and series. This is a fast-paced course that requires solid algebra, critical thinking, and problem solving skills.

Prerequisite: Geometry or Honors Geometry; Teacher recommendation strongly encouraged

Credit: 5

Elective: Grades 9-11

### **Course #149 – College Trigonometry**

This course is the study of right triangle measurements and ratios, useful for calculating indirect measurements. Trigonometry is often considered a “gateway” course because its content is necessary for further study in upper level mathematics and the sciences. Topics covered in Trigonometry include: nonlinear functions, right triangle properties, trigonometric functions, the unit circle, radian measure, trigonometric identities, trigonometric graphs, and advanced algebra. Students will be encouraged to think critically and solve problems.

Prerequisite: Algebra II or Honors Algebra II  
Credit: 5  
Elective: Grades 11-12

### **Course #125 – Math Applications**

The purpose of this course is to provide an opportunity for students to become college and career ready. It is intended for seniors who have completed Algebra II, but may lack the skills necessary for success in Trigonometry or Precalculus. This course will focus on interesting applications from previous math courses supported by up-to-date, real-world data. Students get to see how mathematics can be used to help them in the future. The first half of the year focuses on topics that will help students find success on standardized and college placement tests. The second half of the year focuses on personal finance and career planning. Topics covered include: set theory, number systems, order of operations, probability, personal finance, sales tax and discounts, income tax, simple and compound interest, investing, reading stock tables, retirement savings, purchasing vs renting/leasing, insurance, and credit cards.

Prerequisite: College Algebra II or Algebra II-B  
Credit: 5  
Elective: Grade 12

### **Course #160 – Honors Precalculus**

This course is designed to prepare students for Calculus and other college mathematics classes. It provides an in-depth study of additional geometric and algebraic concepts as well as an introduction to trigonometry. Topics include sets, function and graph analysis, operations on functions, inverse functions, graphs of polynomials and rational functions, exponential and logarithmic functions and equations, radians, the unit circle, trigonometric functions and their graphs, trigonometric identities and equations, and the Laws of Sines and Cosines. This is a fast-paced course that requires solid algebra, critical thinking, and problem solving skills.

Prerequisite: Algebra II or Honors Algebra II; Teacher Recommendation strongly encouraged  
Credit: 5  
Elective: Grades 11-12

### **Course #157- Honors Topics in Math**

This course is designed for the Honors-level senior who does not want to take an AP math course. Topics will include descriptive statistics, data analysis, permutations and combinations, variance and standard deviation, normal probability distribution, z-scores, continuity, limits, derivatives, and more.

Prerequisite: Honors Precalculus

Credit: 5

Elective: Grade 12

### **Course #136 – AP Statistics**

This course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) exploring data: describing patterns and departures from patterns, (2) sampling and experimentation: planning and conducting a study, (3) anticipating patterns: exploring random phenomena using probability and simulation, (4) statistical inference: estimating population parameters and testing hypotheses. Students who choose to take this course should have a solid background in algebra along with excellent critical thinking and problem solving skills. The curriculum is aligned with the objectives set forth by the College Board to prepare them for the Advanced Placement Statistics Exam, which students are expected to take. This course is for advanced students who are able to work at an accelerated pace.

Prerequisite: Honors Algebra II; Teacher Recommendation strongly encouraged

Credit: 5

Elective: Grades 11-12

### **Course #135 – AP Calculus AB**

This course is designed to provide an in-depth study of the concepts of Calculus and their applications. Topics include detailed study of limits, derivatives, and integrals. This is a fast-paced course where students are asked to use analytical, graphical, numerical, and verbal approaches and understand their connections within and between concepts. Students who choose to take this course should have a solid background in algebra and precalculus along with excellent critical thinking and problem-solving skills. The curriculum is aligned with the objectives set forth by the College Board to prepare them for the Advanced Placement Calculus AB Exam, which students are expected to take. This course is for advanced students who are able to work at an accelerated pace.

Prerequisite: Honors Precalculus; Teacher Recommendation strongly encouraged

Credit: 5

Elective: Grades 11-12

### **Course #158 - AP Calculus BC**

This course is an extension of AP Calculus AB. Completion of Calculus AB and BC is approximately equivalent to Calculus I and II for colleges. Content from Calculus AB will be revisited and extended to different types of equations. New topics will include parametric, polar, and vector functions as well as sequences and series. Students will continue to work with problems presented in multiple representations and connections between them. The curriculum is aligned with the objectives set forth by the College Board to prepare them for the Advanced Placement Calculus BC Exam, which students are expected to take. This course is for advanced students who are able to work at an accelerated pace.

Prerequisite: AP Calculus AB; Teacher Recommendation strongly encouraged

Credit: 5

Elective: Grade 12

### **Course#116 – Math Intervention**

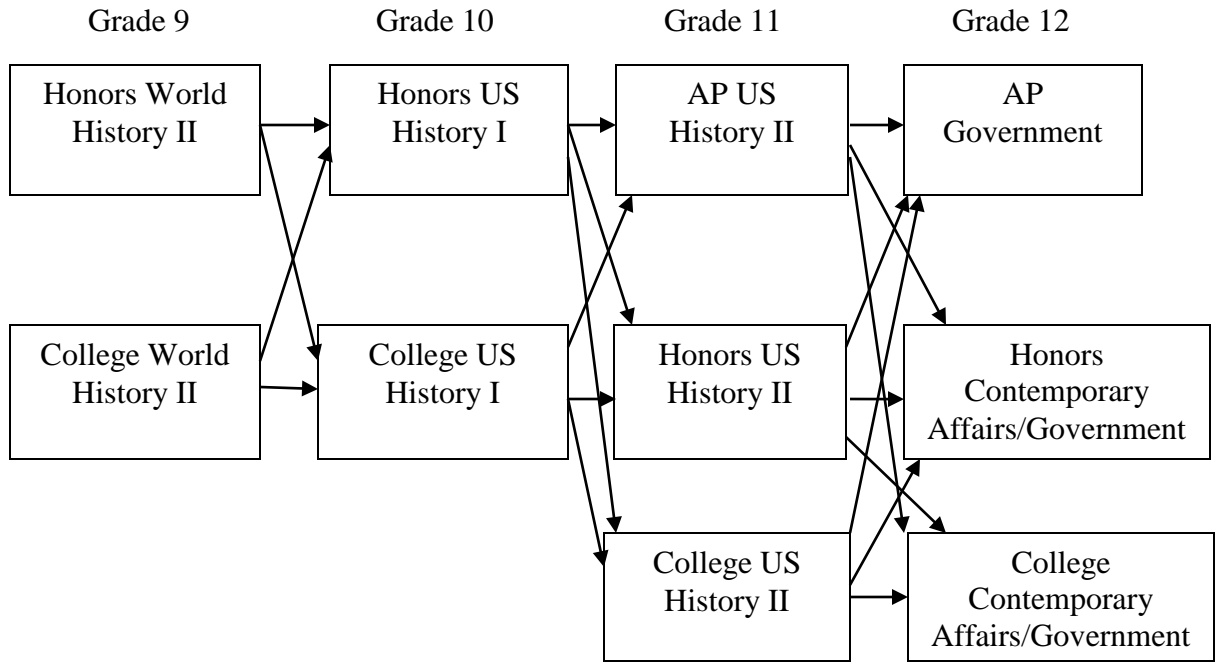
This course is designed to assist students in strengthening basic skills and problem solving techniques. The curriculum is based on MCAS topics and questions, which include multiple-choice, short answer, and open response. Students are assigned to the class by the school administration based upon previous MCAS results. **\*\*NOTE:** Students will take this course as a second math course in grade 9 - 12 based on MCAS scores and performance in math courses. It does not count as one of the 4 required math courses necessary to graduate.

Prerequisite: None

Credit: 5

Elective: Grades 9-10

# THE SOCIAL STUDIES PATH 2020-2021



Electives:  
Intro to Psychology  
Intro to Sociology  
Advanced Placement Microeconomics  
Criminal Justice

## **SOCIAL STUDIES DEPARTMENT**

***“We need history, not to tell us what happened or to explain the past, but to make the past alive so that it can explain us and make a future possible.” Allan Bloom***

The purpose of the Douglas High School Social Studies department is to increase student competency in reading, writing, understanding, and listening for information from a variety of sources. We expect our students to use this knowledge to analyze our own society and others from both the past and the present. We seek to foster an appreciation of the practices, traditions, and viewpoints of both our own culture, and those of others. As citizens of the United States and members of the larger global society, we want our students to be engaged with current events and be able to find solutions to problems faced by others who came before.

**Douglas High School Expectations for Student Learning Assessed by the Social Studies Department are:**

- 1. The DHS student writes effectively.**
- 2. The DHS student reads critically.**
- 3. The DHS student speaks confidently and convincingly.**

At the end of four years at Douglas High School, the student will be able to understand the common links between people today and people in the past. They will listen actively to others around them, including the media, to gain information about their place in history, how it developed and what can be done to solve problems facing us today. They will have covered the following areas:

- A. United States History 1600-Present
- B. World History 1700-Present
- C. American Government – United States, Massachusetts, Douglas.

***Assessment tool used in Social Studies courses:***

1. Tests
2. Quizzes
3. Essays
4. Projects
5. Open-ended questions
6. Skits
7. Posters
8. Oral Presentations
9. Class Participation
10. Notebooks

11. Document Based Questions
12. Primary/Secondary source evaluations
13. Research Papers
14. Power Point Presentations
15. Summer Reading required in Advanced Placement courses

Social Studies requirements for graduation: 4 (four) years of social studies. (20 credits)

Grade 9	World History II (1700 – present)
Grade 10	U.S. History I (1600 – 1877)
Grade 11	U.S. History II (1877 – present)
Grade 12	Modern History/American Government

**Each student is required to pass these courses in order to graduate.**

Additionally, Social Studies department offers the following electives:

- |    |                                       |                 |
|----|---------------------------------------|-----------------|
| 1. | Advanced Placement in U.S. History II | Grade 11        |
| 2. | Advanced Placement in U.S. Government | Grade 12        |
| 3. | Advanced Placement in Microeconomics  | Grade 11 and 12 |
| 4. | Introduction to Psychology/Sociology  | Grade 11 and 12 |

**Course#301 – College World History II – (1700 C.E. – Present)**

This course emphasizes topics listed in the Massachusetts History – Social Science Frameworks. It focuses on the Age of Revolutionary change (1700-1914). Topics such as the French Revolution and Napoleon’s Empire are studied. The World in the Era of Great Wars (1900-1945) is discussed. The role of Nationalism, Imperialism, and Democracy and their effects of the world are analyzed. The World from 1945 to present looks at the world of the 20<sup>th</sup> and 21<sup>st</sup> century. The impact of the Korean War, the Cold War, and the Vietnam War are researched and students are asked to analyze how these events have affected the world we live in. Students continue to develop their skills through the writing of essays and papers, the reading of supplemental historical documents, analyzing document based questions, and the analysis of how these events have impacted political, economic, and social development. Students will participate in oral presentations, debates, and discussions to aid in their study of history. Supplemental readings and the use of primary documents will also be incorporated into this course.

Prerequisite: World History I  
 Credit: 5  
 Required: Grade 9

### **Course#302 – Honors World History II – (1700 C.E. – Present)**

This course emphasizes topics listed in the Massachusetts History – Social Science Frameworks. It focuses on the Age of Revolutionary change (1700-1914). Topics such as the French Revolution and Napoleon’s Empire are studied. The World in the Era of the Great Wars (1900-1945) is discussed. The role of Nationalism, Imperialism, and Democracy and their effects of the world are analyzed. The World from 1945 to present looks at the world of the 20<sup>th</sup> and 21<sup>st</sup> century. The impact of the Korean War, the Cold War, and the Vietnam War are researched and students are asked to analyze how these events have affected the world we live in. Students continue to develop their skills through the writing of essays and papers, the reading of supplemental historical documents, analyzing document based questions, and the analysis of how these events have impacted political, economic, and social development of our world. Research papers, independent readings, oral presentations, PowerPoint presentations and summer reading are requirements for this course. Supplemental readings and the use of primary documents will also be incorporated into this course.

Prerequisite: Teacher recommendation and a 90 or higher in College World History I  
Credit: 5  
Required: Grade 9

### **Course#304 – College United States History I (1500-1877)**

This course covers events that took place in America from 1500 to 1877. The topics covered are aligned with the Massachusetts History-Social Frameworks. European explorers, colonization, and colonial governments are major topics studied and discussed throughout the year. Great emphasis is placed on the contribution of the Founding Fathers, The Declaration of Independence, the Constitution and the Amendments. The causes of the Revolutionary War and major battles and people are also studied, along with the federal system of government and how it works. Other topics include the Northern, Southern, and Western economy and way of life, Jacksonian democracy, Westward expansion, and the Civil War and Reconstruction. The course ends with a general overview of the labor movement and industrialization. Students are required to complete a research paper, projects, and quarterly book reviews. Students will participate in discussion, debates, and presentations to aid in their study of history. Supplemental readings and the use of primary documents will also be incorporated into this course.

Prerequisite: World History II  
Credit: 5  
Required: Grade 10



### **Course#305 – Honors United States History I (1500 – 1877)**

This course covers events that took place in America from 1500 to 1877. The topics covered are aligned with the Massachusetts History-Social Frameworks. European explorers, colonization, and colonial governments are major topics studied and discussed throughout the year. Great emphasis is placed on the contribution of the Founding Fathers, The Declaration of Independence, the Constitution and the Amendments. The causes of the Revolutionary War and major battles and people are also studied, along with the federal system of government and how it works. Other topics include the Northern, Southern, and Western economy and way of life, Jacksonian democracy, Westward expansion, and the Civil War and Reconstruction. The course ends with a general overview of the labor movement and industrialization. Students are required to complete a research paper, projects, and quarterly book reviews. Students continue to develop their skills through the writing of essays and papers, the reading of supplemental historical documents, analyzing document based questions, and the analysis of how these events have impacted political, economic, and social development. Supplemental readings and the use of primary documents will also be incorporated into this course. Research papers, independent readings, oral presentations and summer reading are requirements for this course. It is suggested that students have a teacher recommendation and a 90 or higher in College World History II to take this course.

Prerequisite: Teacher recommendation and a 90 or higher in College World History II  
Credit: 5  
Required: Grade 10

### **Course#307 – College United States History II (1877-WWII)**

The course is required for all juniors and provides intense study of U.S. History from 1600 to present day with an emphasis on 20<sup>th</sup> century events. The World Wars as well as Korea, Cold War, and Vietnam will be discussed. The Roaring 20's, the Great Depression, and United States Imperialism will be studied. Students are required to complete a research paper, projects, and quarterly book reviews. Students will participate in discussion, debates, and presentations to aid in their study of history. Students continue to develop their skills through the writing of essays and papers, the reading of supplemental historical documents, analyzing document based questions, and the analysis of how these events have impacted political, economic, and social development. Critical reading skills will be used to critique primary and secondary sources.

Prerequisite: College U.S. History I  
Credit: 5  
Required: Grade 11

### **Course#308 – Honors United States History II (1877-WWII)**

This course emphasizes topics listed in the Massachusetts History-Social Science Frameworks. The course is recommended for students who are interested in an intensive study of the second half of United States history, from 1865 to present day. There is an emphasis placed on 20<sup>th</sup> century events – the World Wars as well as Korea, Cold War, and Vietnam. The Roaring 20's, the Great Depression, and United States Imperialism will be studied. Students are required to complete projects, and quarterly book reviews. Students will participate in discussion, debates, and presentations to aid in their study of history. Students continue to develop their skills through the writing of essays and papers, the reading of supplemental historical documents, analyzing document based questions, and the analysis of how these events have impacted political, economic, and social development. Critical reading skills will be used to critique primary and secondary sources. Research papers, independent readings, oral presentations and summer reading are requirements for this course. It is suggested that students have a teacher recommendation and a 90 or higher in College U.S. History I to take the course.

Prerequisite: Grade of 90 or higher in College U.S. History I, and teacher recommendation

Credit: 5

Required: Grade 11

### **Course#309 – A.P. U.S. History**

Advanced Placement History is a one-year survey course commencing with Colonialism and ending in the present century. This course requires students to complete additional supplemental readings, as well as using critical reading skills to critique of primary and secondary sources. It provides the opportunity for students to learn key trends and concepts in U.S. History. Summer reading and reports are required for all students. The curriculum is aligned with the objectives set forth by the College Board to challenge students and to prepare them for the Advanced Placement Examination. Students are expected to take the AP U.S. History exam. It is suggested that students should achieve a 90 or higher in Honors U.S. History I and have the recommendation of a previous History teacher.

Prerequisite: Completion of College or Honors World History II and College U.S. History I

Credit: 5

Elective: Grade 11

## **Course#311 – College Contemporary Affairs/College American Government**

\*This course will be broken down into two half year courses. See below for specific breakdown

### **College Contemporary American Affairs**

This course is required for all seniors and provides a study of U.S. History from WWII to the present day. The first half of the year will include an in-depth analysis of Post WWII events. Subjects will include but will not be limited to the Cold War, the Korean War, the Vietnam War, the Reagan Era, Desert Storm and 9/11. Students are required to complete projects and quarterly book reviews. Students will participate in discussion, debates, and presentations to aid in their study of history. Students will continue to develop critical skills through the writing of essays and papers, the reading of supplemental historical documents, and the use of document based questions as they analyze how events have impacted political, economic, and social developments. Critical reading skills will be used to critique primary and secondary sources. Research papers, independent readings, oral presentations and summer reading are requirements for this course.

### **College American Government**

This course emphasizes topics listed in the Massachusetts History-Social Science Frameworks. There will be five standards covered in the study of American Government: Authority, Responsibility and Power; The Founding Documents; Principles and Practices of American Government; Citizenship; and Forms of Government. Students are required to complete a research paper, projects, and quarterly book reviews. Students will participate in discussion, debates, and presentations to aid in their study of history. Supplemental readings and the use of primary documents will also be incorporated into this course. Students will continue to develop their skills through the writing of essays and papers, the reading of supplemental historical documents, the use of document based questions, and the analysis of how these events have impacted political, economic, and social developments. Critical reading skills will be used to critique primary and secondary sources.

Prerequisite: College U.S. History II

Credit: 5

Required: Grade 12

## **Course#312 – Honors Contemporary American Affairs/Honors American Government**

\*This course will be broken down into two half year courses. See below for specific breakdown

### **Honors Contemporary American Affairs**

This course is required for all seniors and provides an intense study of U.S. History from WWII to the present day. The first half of the year will include an in-depth analysis of Post WWII events. Subjects will include but will not be limited to the Cold War, the Korean War, the Vietnam War, the Reagan Era, Desert Storm and 9/11. Students are required to complete projects and quarterly book reviews. Students will participate in discussion, debates, and presentations to aid in their study of history. Students will continue to develop their skills through the writing of essays and papers, the reading of supplemental historical documents, the analysis of document based questions, and the analysis of how these events have impacted political, economic, and social developments. Critical reading skills will be used to critique primary and secondary sources. Research papers, independent readings, oral presentations and summer reading are requirements for this course.

### **Honors American Government**

This course emphasizes topics listed in the Massachusetts History-Social Science Frameworks. There will be five standards covered in the study of American Government: Authority, Responsibility and Power, The Founding Documents, Principles and Practices of American Government, Citizenship, and Forms of Government. Students will participate in discussion, debates, and presentations to aid in their study of American Government. Students will continue to develop their skills through the writing of essays and papers, the reading of supplemental historical documents, the analysis of document based questions, and the analysis of how these events have impacted political, economic, and social developments. Critical readings skills will be used to critique primary and secondary sources. Research papers, independent readings, oral presentations and summer reading are requirements for this course. It is suggested that students have a teacher recommendation and a 90 or higher in College American History II to take this

Prerequisite: Grade 12, grade of 90 or higher in College U.S. History II, and teacher recommendation

Credit: 5

Required: Grade 12

### **Course#313 – Advanced Placement American Government**

Advanced Placement U.S. Government is a one-year survey course commencing with the formation of the American government and ending in the present century. This course requires students to complete additional supplemental readings, as well as using critical reading skills to critique of primary and secondary sources. It provides the opportunity for students to learn key ideas and concepts concerning U.S. Government. Summer reading and reports are required for all students. The curriculum is aligned with the objectives set forth by the College Board to challenge students and to prepare them for the Advanced Placement Examination. Students are expected to take the AP U.S. Government exam. It is suggested that students achieve a 90 or higher in Honors U.S. History II and have the recommendation of a previous History teacher.

Prerequisite: Completion of College or Honors World History II, College/Honors U.S. History I, and College/Honors U.S. History II.  
Credit: 5  
Elective: Grade 12

### **Course#314 – Advanced Placement Microeconomics**

The purpose of an Advanced Placement course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The curriculum is aligned with the objectives set forth by the College Board to challenge students and to prepare them for the Advanced Placement Examination. Students are expected to take the AP U.S. Microeconomic exam.

Prerequisite: U.S. History  
Credit: 5  
Elective: Grade 11-12

### **Course#370 – Introduction to Psychology**

Psychology focuses on the reasons and causes of human behavior. Topics covered, among others, include patterns of behavior, perceptions, motivation, learning, and memory. The goal of this course is to increase the students' understanding of some of the elements of behavior.

Prerequisite: None  
Credit: 2.5  
Elective: Grades 11-12

### **Course#371 – Introduction to Sociology**

Sociology focuses on the study of humans and their lives in both informal and formal groups. This course emphasizes awareness of the rules, structures, and institutions that enable people to live together and deal with problems.

Prerequisite: None  
Credit: 2.5  
Elective: Grades 11-12

### **Course#372 – Criminal Justice**

Criminal Justice introduces the student to the content area of Law. This course utilizes various studies of human experience both past and present. This course is designed to provide the student with an understanding of your rights and responsibilities, knowledge of everyday legal problems and the ability to analyze, evaluate and in some situations resolve legal disputes. Presentation of the classification of law, an investigation of individual laws and case studies will be the focus of this course. Areas of attention will include rights of the individual, family law, state law, federal court system and the ongoing issues around law enforcement and penal institutions.

Prerequisite: None  
Credit: 2.5  
Elective: Grade 11-12

## THE SCIENCE DEPARTMENT ~ 2020-2021

*Science is built up with facts, as a house is with stones.  
But a collection of facts is no more a science than a heap of stones is a house.*  
– Henri Poincaré

Students demonstrate their knowledge of scientific facts and concepts through various types of assessment found throughout the different courses of the science curriculum. Students are required to participate in cooperative learning activities, hands-on exercises, interactive online activities, oral presentations, and projects. Students write laboratory reports, term/research papers, and other forms of essays. Exams and quizzes are also used to assess knowledge in all scientific disciplines. Assessments vary for each course and their contribution to the final grade is specified by the course instructor at the start of the school year.

**The DHS Expectations for Student Learning assessed by the Science Department are:**

- 2. The DHS student reads critically.**
- 5. The DHS student demonstrates critical thinking.**

In order to better accommodate the needs of all students, we offer multiple options for progress through the science courses. This ordering of courses better prepares students for the MCAS Science tests and also allows more students to take advantage of newly offered Advanced Placement courses.

### **SCIENCE GRADUATION REQUIREMENTS**

Students must take a minimum of three high school science courses and pass an MCAS Science Subject Test in order to meet graduation requirements. In 9<sup>th</sup> grade, students and their families can choose different orders of the courses to take, based on the student's preferences and abilities. (For the most common options, please see the "Science Pathways" chart in the following pages.)

To meet this need, most of our students take either the **Biology** or **Technology / Engineering** MCAS subject tests. The Science / Technology course is offered as a one-year course for the Technology / Engineering test. Honors & College Biology will cover the material for the Biology MCAS Test in one year.

Students taking the Honors Algebra I course as 8<sup>th</sup> graders will be on course to take Algebra II in their sophomore year; this would also enable these students to take Chemistry I as a sophomore. Any student who is in either of the two-year Algebra I programs would be able to take Chemistry as a junior, assuming they meet all requirements. It would be possible for a student to take Geometry, Algebra II, and Chemistry in the same year, but this is an extremely ambitious course of studies.

# 2020-2021 Science Pathways

## SCIENCE GRADUATION REQUIREMENTS

- Take and pass three High School Science Courses
- Take and pass an MCAS Science Subject Test

## SCIENCE PATHS

(CP) = College Prep

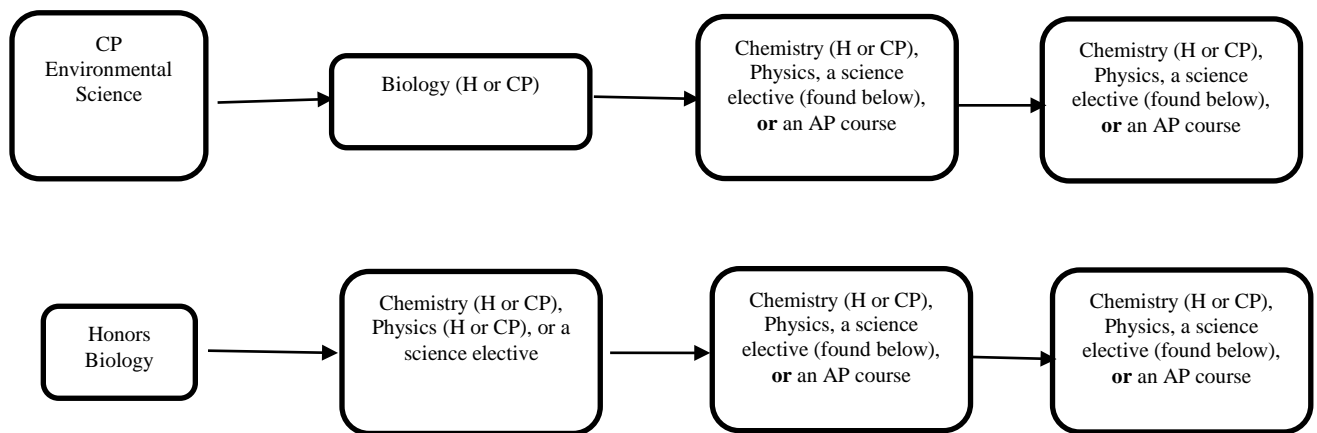
(H) = Honors

Grade 9

Grade10

Grade11

Grade 12



## SCIENCE ELECTIVES

- METEOROLOGY/ASTRONOMY (H OR CP)
- BIOLOGY II (CP)
- PHYSICS (CP OR H)
- ANATOMY & PHYSIOLOGY (H)
- BIOTECHNOLOGY
- BIOMEDICAL
- FORENSIC SCIENCE

## ADVANCED PLACEMENT (AP) OPTIONS

- ENVIRONMENTAL SCIENCE
- CHEMISTRY
- PHYSICS
- BIOLOGY



## **AP SCIENCE COURSES AT DOUGLAS HIGH SCHOOL**

DHS offers four different Advanced Placement science courses. We do this in the hopes of offering all students an option that will help prepare them for their goals post high school. The guide should help students determine which course(s) are the right choice.

**AP BIOLOGY II** is comparable to the second semester course a student might take in college. As such, both Biology I & Chemistry I are prerequisites. Many colleges offer two semester credits for a passing score on the AP Biology Exam\*

**AP CHEMISTRY II** is comparable to the second semester course a student might take in college. As such, both Chemistry I & Algebra II are prerequisites. Many colleges offer two semester credits for a passing score on the AP Chemistry Exam\*

**AP ENVIRONMENTAL SCIENCE** is comparable to a one semester college course; it is an interdisciplinary program of studies. Algebra I is the only prerequisite to this course. Many colleges offer one semester credit for a passing score on the AP Environmental Science Exam\*

**AP PHYSICS (1)** is comparable to the first semester course a student might take in college as a non-engineering student. Honors Physics I is a prerequisite; students should have taken Honors Pre-calculus or Trigonometry. Many colleges offer one semester credit for a passing score on the AP Exam\*

\*Colleges set their own policy regarding acceptable passing scores and credits offered. The only way to know is to contact them; many have a page on their websites detailing their AP Policy.

### **WHO SHOULD TAKE WHAT COURSE OFFERINGS**

If a student wants to study	...they should take	... because ...
Astronomy	AP Physics (1) AP Calculus	An astronomer will use physics and calculus to describe the motion of celestial bodies. Chemistry is used to understand their compositions.
Biology	AP Biology AP Chemistry AP Statistics AP Environmental	A biologist will need to understand Biology and Chemistry; Environmental Science is nice, but the least important of the three. Statistics is used during biological studies.
Chemistry	AP Chemistry AP Biology, AP Physics (1) AP Environmental	It depends on what kind of Chemistry the student wants to take. Chemistry is called the “Central Science” because it touches on Biology, Physics, Engineering, and Medicine.
Engineering	AP Physics AP Calculus AP Chemistry	High-level engineering will use calculus and will require a background in physics. Chemistry is used in many branches of engineering (Mechanical, Chemical, Biomedical, etc.)
Environmental Science	AP Environmental AP Biology AP Chemistry AP Statistics	An environmental scientist will need to understand Biology, Chemistry, and how they fit together. Take what you can without overloading yourself. Statistics is used during studies.
Forensics	AP Chemistry AP Biology AP Physics (1)	A forensics expert will routinely use aspects of both Chemistry and Biology in their work. Physics is useful for understanding bullet trajectories, etc.
Physics	AP Physics	Once a physics student is past introductory levels, physics

	AP Calculus	relies heavily on Calculus. AP Chemistry is not a bad idea, if the student wants to add depth.
--	-------------	--

### **Course#201 – College Prep Environmental Science**

This course will investigate the interconnectedness of humans and their environment, including many different aspects of biology and earth science. The course will study ecology, populations, water, air, land, mineral and energy resources, and our planet’s health and future. It will examine natural and manmade hazards, and will then look at possible solutions to those hazards. It will give students an understanding of our role in the delicate balancing acts that take place on earth.

Required: Successful completion of grade 8 Science  
 Credit: 5  
 Grade: 9

### **Course#203 – College-Prep Biology I**

The objective of this college-prep course is to acquaint students with the mysteries of life. An in-depth study of various biological concepts in cellular biology is undertaken, including life activities, cell structures and function, DNA molecules and their role in genetics, and updates of current findings. Representative organisms of the kingdoms are studied for an understanding of their morphology, physiology, taxonomy, life cycles, and interaction with man and his environment. Laboratory activities are conducted regularly and will emphasize lab procedure, safety, and reporting. The use of technology is incorporated in this class to enhance information gathering for research papers, projects, and review. This is an MCAS science course.

Prerequisite: Successful completion of Environmental Science  
 Credit: 5  
 Grade: 10

### **Course#204 – Honors Biology I**

This course will cover the same subjects as described for college biology at an accelerated pace with a more in depth study of some of the topics as well as some of the topics from Earth Science. In addition, the students will be expected to work independently on laboratory exercises, be asked to design some of their own laboratory investigations, and complete some assigned reading of scientific articles and books. Honors Biology will cover in one year all of the MCAS biology topics that are otherwise covered in two years in Earth Science and College Prep Biology.

Prerequisite: Successful completion of grade 8 science as well as recommendation of the teacher or completion of grade 9 Environmental Science, with a 90 average or higher, and recommendation of the teacher.  
 Credit: 5  
 Grade: 9-10

### **Course#285 - Biology II (CP) Elective**

This course will have an emphasis on the animal kingdom, plant kingdom, and environmental themes in biology. Relationships between the biotic and abiotic factors of ecosystems will be explored in the world around us. This course will continue where the 10th grade Biology curriculum ended. It will include laboratory exercises, hand-on activities and research projects to complement the text as well continuing with the integration of technology into the curriculum. Dissection of selected organs and organisms will be required.

Prerequisite: Successful completion of Environmental Science and Biology.  
Credit: 2.5  
Elective: Grade 10-12

### **Course#206 – Anatomy and Physiology (Honors)**

This is a full year course designed to prepare students interested in pursuing a medical career or those seeking to learn more about anatomy and physiology. In this course we will survey the remarkable array of body systems that comprise the human body and explore topics such as the relationship between structure and function, homeostasis, anatomical, and physiological disorders, medical diagnosis and treatment, modern and past imaging techniques, biochemistry, cytology, and histology. This course will include hands-on-activities, group work, projects, lectures, written reports and independent assignments as well as laboratory activities designed to reinforce concepts and principles presented in the course, including dissections.

Prerequisite: Successful completion of Biology  
Credit: 5  
Elective: Grades:11-12 (10, if the student completed Honors Biology in grade 9)

### **Course#208 –Chemistry I (College-Prep)**

This is a traditional approach to introductory chemistry. It includes a description of matter and energy relationships, basic nuclear chemistry, atomic structure, chemical bonding, properties of matter, chemical reactions, solutions, acids & bases, and gas laws. Mathematical applications are an integral part of this course. Laboratory exercises are performed to coincide with the course material. This course is designed to prepare the student who will take chemistry courses in college. This is a pre-requisite to AP Chemistry II, AP Biology II, or AP Environmental Science.

Prerequisite: Algebra 1 and Geometry (either prior or concurrent enrollment). It would be beneficial for students to previously have taken, or currently be enrolled in, Algebra II.  
Credit: 5  
Elective: Grade 10- 12

### **Course#209 –Chemistry I (Honors)**

This is a traditional approach to introductory chemistry, but at an accelerated pace. It includes a description of matter and energy relationships, basic nuclear chemistry, atomic structure, chemical bonding, properties of matter, chemical reactions, solutions and acids & bases. Mathematical applications are an integral part of this course, and are heavily stressed. Laboratory exercises are regularly performed to coincide with the course material. This course is designed to challenge the student who plans on obtaining a major or a minor in science or engineering in college. This is the recommended pre-requisite to AP Chemistry II, AP Biology II, or AP Environmental Science.

Prerequisite: An 85 or higher in College-Prep or Honors level Biology and approval of instructor. It would be beneficial for students to previously have taken, or currently be enrolled in, Algebra II. As Honors Chemistry is a math-intensive science, students must be comfortable and competent with manipulating and solving equations.

Credit: 5

Elective: Grade 10-12

**Successful completion of Chemistry I (either College-Prep or Honors) is a pre-requisite for enrollment in either AP Chemistry II, AP Biology II. (or taking it concurrently)**

### **Course#210 - College Prep Physics I**

College Prep Physics is a qualitative look at the scientific study of energy, matter, space, time, and of the relationships between them. The course is designed for students who are adept at applying algebra to word problems, and for those who desire to pursue a career path outside of the sciences. The major focus is on Newtonian Mechanics topics: Motion (position, velocity, and acceleration), Forces (friction, normal, and gravitation), Momentum (collisions), Energy (kinetic and potential), and Modern Physics topics: Thermodynamics (heat and temperature), Electricity (charge, current, and circuits) Waves (properties and types), Nuclear Physics.. Students will develop a conceptual and mathematical understanding of these physics concepts, improve their ability to solve real world problems, and discover how Physics affects our daily lives. Use of technology and digital simulations happens often in College Prep Physics. Additionally, there are numerous hands-on labs to improve understanding of the concepts learned. As a result of this course, students will be able to understand and communicate about a variety of real world topics, and identify occurrences of Physics in the world around them.

Prerequisite: Successful completion of Algebra I with a B average recommended. Students must either be concurrently enrolled in or have completed Algebra II.

Credit: 5

Elective: Grade 10-12

### **Course#211 – Honors Physics I**

Honors Physics is an intensive look at the scientific study of energy, matter, space, time, and of the relationships between them. The course was designed for students who are adept at applying algebra and trigonometry skills to word problems. The major focus is on Newtonian Mechanics topics: Motion (position, velocity, and acceleration), Forces (friction, normal, propulsion, and gravitation), Momentum (collisions), and Energy (kinetic and potential). Students will develop workable algorithms for solving real world problems, improve their abilities to prove Physics concepts empirically, and will discover how Physics affects our daily lives. Significant use of technology and digital simulations is commonplace in Honors Physics. As a result of this course, students will be able to solve complex, multi-step problems covering a variety of real world topics, realistically identify sources of error in laboratory calculations, support their hypotheses by application of graphical representations of acquired data, and quantitatively identify occurrences of Physics in the world around them.

Successful completion of Honors Physics I is a pre-requisite for enrollment in Advanced Placement Physics (1).

Prerequisite: Successful completion of Honors Algebra II (with a B+ or higher). Students must either be concurrently enrolled in or have completed Trigonometry or Pre-Calculus.

Credit: 5

Elective: Grade 10-12

### **Course#277 – CP Meteorology/Astronomy**

For the meteorology portion of the course, students will analyze the structure, functions, dynamics and threats to the Earth's atmosphere. Topics covered will include the makeup and structure of the atmosphere, factors affecting weather, weather patterns, and seasonal effects on weather, climate types/distribution, and natural and manmade climate change. The course will consist of lectures, labs, projects, presentations, and daily analysis of the weather. For the astronomy portion of the course, students in this course will learn about the origins of the universe, how it is formed, and the objects it contains with an emphasis on our own solar system. A history of the science of discovering these topics-how we know what we know-will be studied.

Prerequisite: None

Credit: 5

Elective: Grade 11-12

### **Course#278 – Honors Meteorology/Astronomy**

For the meteorology portion of the course, students will analyze the structure, functions, dynamics and threats to the Earth's atmosphere. Topics covered will include the makeup and structure of the atmosphere, factors affecting weather, weather patterns, and seasonal effects on weather, climate types/distribution, and natural and manmade climate change. The course will consist of lectures, labs, projects, presentations, and daily analysis of the weather. For the astronomy portion of the course, students in this course will learn about the origins of the universe, how it is formed, and the objects it contains with an emphasis on our own solar system. A history of the science of discovering these topics-how we know what we know-will be studied. The honors students will have a more demanding workload.

Prerequisite: None

Credit: 5

Elective: Grade 11-12

### **Course#292 – Biotechnology**

This course will be a lab-intensive half-year course that will explore the technological applications of life and living organisms. It will be designed to combine molecular biology with practical applications. Students will begin by examining the chemical nature of life, the molecular basis of heredity, and the inheritance of traits according to the principles of genetics. Through the direct application of modern biotechnology lab skills such as; cultures, recombinant DNA technology, DNA fingerprinting, gene mapping, and gel electrophoresis, students will study plants and animals as they relate to the science of food and feeding our human population. Emphasis will be put on the Biotechnology industry as a 21<sup>st</sup> Century career opportunities. Students will study the Biotechnology industry as a source of future livelihood and learn about the academic requirements, career opportunities, online resources, and a host of other related topics required to pursue. Students will have an opportunity to address social and ethical issues surrounding our ever-increasing biotechnology knowledge and research.

Prerequisite: To qualify for admission into the course student must have passed Biology and Chemistry

Credit: 2.5

Elective: Grades 11-12

### **Course#293 – Biomedical**

This course will be a lab-intensive half-year course that will explore the technological applications of sciences as they pertain to the medical field. It will be designed to (among other things) combine molecular biology with practical applications. Students will examine various topics like physiology, molecular biology, microbiology, chemistry, genetics, engineering and physics, and epidemiology and public health. Through the direct application of modern technology and lab skills, students will study plants and animals as they relate to the science of medical field. Emphasis will be put on the Biomedical industry as a 21<sup>st</sup> Century career opportunities. Students will study the Biomedical industry as a source of future livelihood and learn about the academic requirements, career opportunities, online resources, and a host of other related topics required to pursue. Students will have an opportunity to address social and ethical issues surrounding our ever-increasing biomedical knowledge and research.

Prerequisite: To qualify for admission into the course students must have passed Biology & Chemistry and passed Anatomy or taking concurrently is recommended

Credit: 2.5

Elective: Grades 11-12

### **Course#294 - Forensics**

Forensic Science is the application of science (chemistry, physics, and biology) to the criminal and civil laws that are enforced by police agencies in a criminal justice system. This integrated science course is designed to explore the scientific and technological aspects of criminal investigations. Topics will include the study of DNA, glass, blood, fingerprinting, chemical residues, and evidence collection as it relates to forensic issues. Applications to court cases, literature, psychology, and criminology also will be examined.

Prerequisite: Completion of Biology & Chemistry course curriculum content

Credit: 2.5

Elective: Grades 11-12

### **Course#295 – Horticulture**

This course provides instruction related to the broad field of horticulture with the emphasis on the scientific and technical knowledge related to the discipline, as well as the ways we use this knowledge to establish a relationship with our environment. Topics in this course include information on plant structure and function, plant growth, plant diversity, basic plant identification, general botany, soil analysis, gardening and land use, and more. Time will be spent in the classroom, outside (as weather permits), and in the greenhouse.

Prerequisite: Biology

Credit: 2.5

Elective: Grades 9-12

### **Course#296 – Zoology**

Zoology encompasses many areas of life sciences. Topics include basic concepts of general zoology including the origin of animal life, animal reproduction and development, classification of major phyla of animals and the major classes of vertebrates, structure, and function of animals, and basic concepts of animal behavior and ecology. Zoology is a half year course introducing students to the diverse animal kingdom. Through experimentation, laboratory investigation and library research, students will make a detailed examination of selected animal phyla.

Prerequisite: Biology  
Credit: 2.5  
Elective: Grades 9-12

### **Course#297 – Marine Biology**

Marine Science builds on the physical science and life science concepts learned in previous science courses and applies that knowledge to the exploration of the living and nonliving environments of our bays and oceans. This half year course focuses on various aspects of physical oceanography: chemistry, plate tectonics, sediments, ocean and atmospheric circulation, waves, and tides. It will also focus on marine biology: plankton, algae, plants, animals, marine ecosystems, and ecology.

Prerequisite: Biology  
Credit: 2.5  
Elective: Grades 9-12

### **AP Science Courses at DHS:**

AP science courses are different from other AP courses. One difference is that successful scores on AP Biology or Chemistry may result in two semester credits (depending on individual college AP policies). Another is the amount of additional lab time that is required. Courses are offered based on the availability of instructors. All AP Science courses have required summer work.



## **Course#249 – Advanced Placement Biology II**

Advanced Placement Biology II is a second year course in Biology. Placement in AP Bio II is limited to students who have taken both a year in Biology and a year in Chemistry I. Students who take AP Bio II will have a summer work packet to review topics from both Bio I and Chemistry I. At the end of AP Bio II, students are required to take the AP Biology Exam.

AP Bio II is designed to be the equivalent of the general Biology course taken during the first year in college. This course focuses on eight major themes: Science as a Process, Evolution, Energy Transfer, Continuity and Change, Relationship of Structure to Function, Regulation, Interdependence in Nature and Science, Technology, and Society. The major topics that will be intertwined with these themes will be Molecules and Cells, Heredity and Evolution, and Organisms and Populations. AP Bio II is designed as an intensive lab course. The course will strengthen a student's scientific background through lab work, discussion, scientific literature appraisal, and the use of technology. The course is taught at an accelerated pace; to keep students on topic and on track, the instructor will be available one day after school each week for extra help.

Prerequisite: Biology I and Chemistry I

Credit: 5

Elective: Grade 12

## **Course#227 – Advanced Placement Physics (1)**

AP Physics (1) will challenge students. It will provide a solid level of introduction to both classical as well as modern physics concepts. The goals of this course will be two-fold. Students will be able to apply physics concepts to the world around them to problem-solve and the course will prepare them for the AP Physics 1 exam. This non-calculus, college-level physics course will briefly review Newtonian mechanics from Honors Physics I, and then cover mechanical waves, sound, and an introduction to electrical circuits. Students will be asked to build on what they've already learned in everyday life as well as other classes. As a direct result, the DHS AP Physics 1 student will gain a deeper appreciation of the concepts of Physics and learn advanced algorithms for problem-solving. Numerous labs will help the student understand the concepts covered in the course, strengthen the student's academic independence, fortify their ability to write a college-caliber lab report, and deepen the student's comprehension of the scientific method. The course focuses on developing intangible understanding and problem-solving abilities using Advanced Algebra II and Trigonometry concepts. At the completion of the course, students are required to take the AP Physics (1) exam.

Prerequisite: Completion of Honors Physics I and either Honors Pre-Calculus or Trigonometry with a B+ or Higher for all classes.

Credit: 5

Elective: Grade 11-12

## **Course#228 –Advanced Placement Chemistry II**

Advanced Placement Chemistry is a second year course. Placement in AP Chemistry is limited to students who have taken Chemistry I (Honors) or (College Prep). Students who take AP Chemistry will have a summer work packet to review topics covered in Chemistry I. At the end of the year, students are required to take the AP Exam in Chemistry.

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. A successful score on the AP exam could earn a student up to two semester credits at college, depending on the college's AP acceptance policy. The course will be fast-paced; to help the students keep up, the instructor will be available one afternoon a week for extra help; the day will be picked at the start of the year. Typical help sessions will last one hour.

Students will be required to attend additional lab sessions as set up by the instructor (with collaboration from guidance, and the students). This is a requirement of the College Board.

Prerequisite: Successful completion of both a Chemistry I course and Algebra II.

Credit: 5

Elective: Grade 11

## **Course#269 –Advanced Placement Environmental Science**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. These include the facts that Science is a process, Science is a method of learning more about the world, energy conversions underlie all ecological processes, the Earth itself is one interconnected system, humans alter natural systems, and human survival depends on developing practices that will achieve sustainable systems. Students are required to take the A.P. Environmental Exam at the end of the year.

This is an AP level course; students taking this course can expect a significant amount of homework each night. In addition, work will be assigned during the summer that must be completed prior to the start of the upcoming school year.

Prerequisite: Successful completion of Algebra II.

Credit: 5

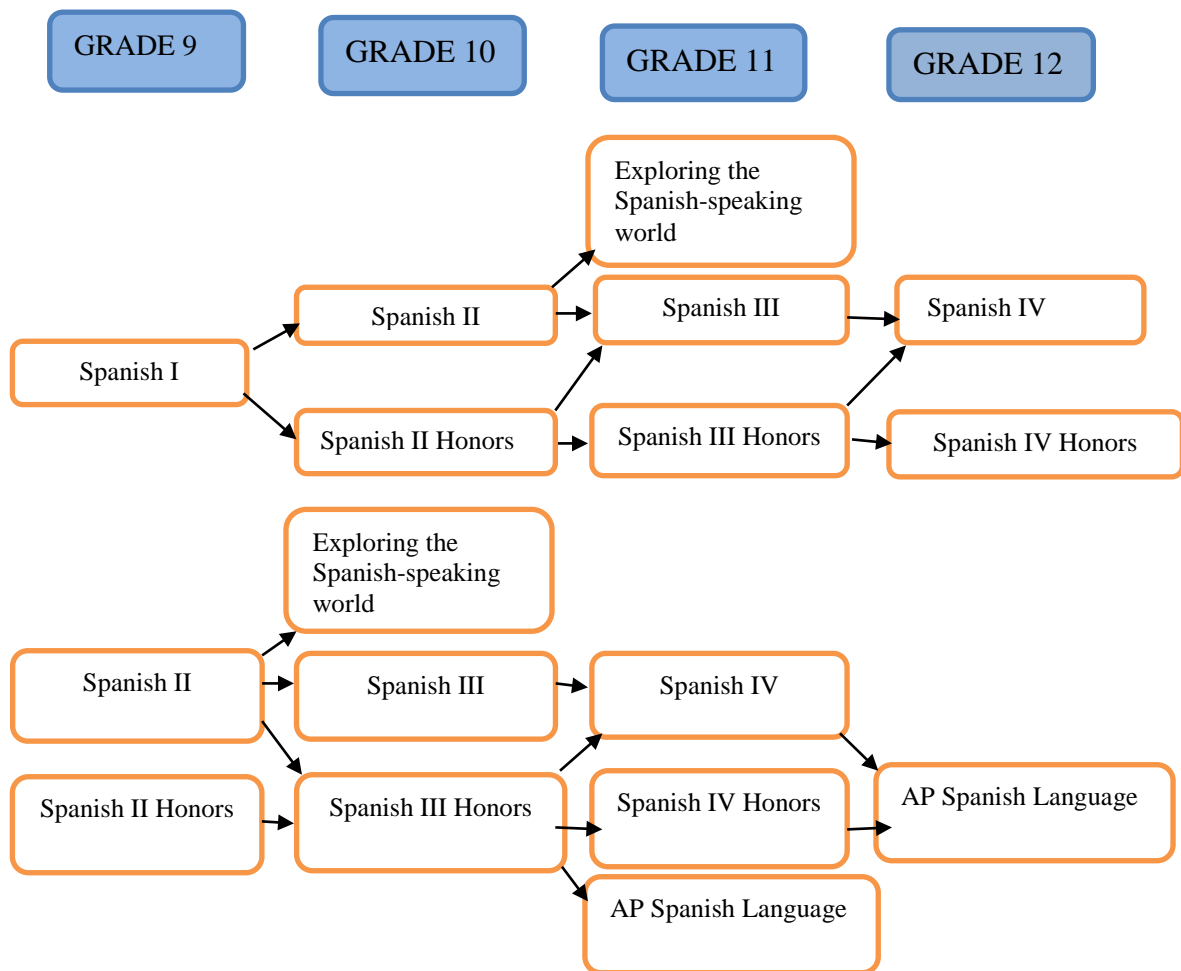
Elective: Grade 11-12

## THE WORLD LANGUAGE PATH ~ 2020-2021

Courses are based on successful completion of the courses, grades earned and teacher recommendation. Students wishing to move from the CP track to the Honors track should consult with the World Language Department as gaps in the curriculum might warrant the need for independent study over the summer.

Foreign Language is a two-year requirement to graduate from Douglas High School. Students can be exempt from this requirement if at least one of the following applies to them:

- Students had a psychoeducational evaluation in the last 3 years and has been found to have a specific diagnosis of a learning disability and an inability to succeed in a foreign language.
- Student has had an evaluation in the last 3 years and has been found to have a communication disorder.
- Student has been diagnosed with a cognitive or autism spectrum disorder.



## FOREIGN LANGUAGE

*“The limits of my language means the limits of my world.”  
--- Ludwig Wittgenstein*

The foreign language department offers a sequential curriculum in Spanish from level I to AP. By fostering cross-cultural awareness, we offer students a very practical skill in today’s highly competitive job market. In today’s society, the ability to speak a foreign language has numerous advantages. The government, business world, travel industry, medical, and engineering fields all actively seek workers who are bilingual.

**The Massachusetts Foreign Languages Curriculum Framework** is based on these four guiding principles:

- I. All students should become proficient in at least one language in addition to English by the time they graduate from high school. Students who select modern languages should be able to speak, read, write, and understand the foreign language they study; students who select a classical language should be able to read and understand the foreign language they study.
- II. Language acquisition is a lifelong process. Foreign language programs should begin in elementary school, since language acquisition is more easily accomplished at a young age, and continue beyond grade twelve.
- III. Effective foreign language programs integrate the study of language with the study of culture, which includes daily life, history, literature, visual and performing arts, mathematics, and science. In this way, foreign language programs create natural links to all other disciplines.
- IV. Assessment of student learning is an integral component of effective foreign language instruction.

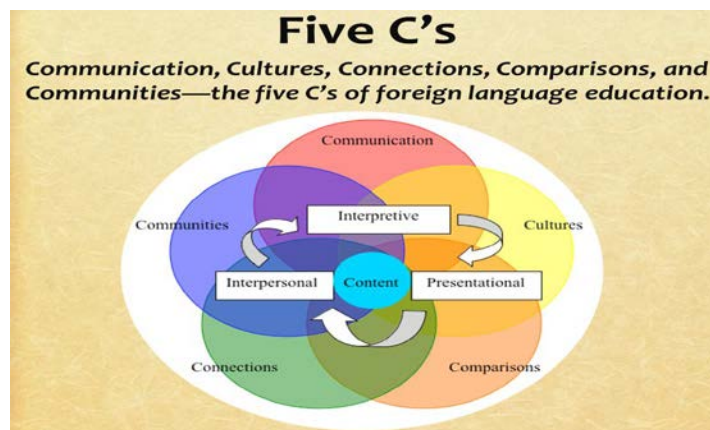
**MassCore**, the Massachusetts High School Program of Studies formulated as a guideline for districts in promoting college and workplace readiness, requires two years of the same foreign language in order to prepare students to read, write, and converse in at least one language in addition to English. Moreover, Massachusetts state colleges and universities require a **minimum** of two years of the same foreign language for admission. *Therefore, the Douglas High School Foreign Language Department strongly urges all students to complete at least two years of the same foreign language prior to graduation in order to meet this requirement and to verify the expectations of their desired colleges or universities. Furthermore, doing so will enable students to better communicate with others, to work more effectively in an increasingly competitive worldwide economy, and to better understand cultural diversity.*

As a department, we strive to expand student knowledge of diverse cultures and peoples while promoting a greater understanding of others and ourselves through the study of language. Emphasis at all levels is on reading, writing, speaking and listening in the target language.

The Douglas High School Student listens for understanding. \*

\* Students will be assessed based on the expected level of proficiency for a foreign language student at his/her particular stage of development.

*The World Language Department expectations are as follows:*



**The learner:**

- Communicates in a second language
- Reads and comprehends a second language
- Listens to and understands a second language
- Writes effectively in a second language
- Understands social and cultural aspects of the countries where the second language is spoken

### **Course#409 – Spanish I**

Spanish I introduces students to the Spanish language with the emphasis on listening and speaking skills. Vocabulary acquisition, reading and writing skill are also developed. Strategies for learning a second language are taught. Basic grammar patterns are stressed in the written component of the language study. An introduction to Spanish civilization, geography and culture are also studied in this course. Use of the Internet, and technology are integrated into the program.

Prerequisite: None  
Credit: 5  
Elective: Grade 9-12

### **Course#411 – Spanish II**

This course is a continuation of Spanish I or Grade 8 Spanish with a complete review of the grammar taught during the first year, as well as further introduction of new grammatical structures and tenses. Activities will be designed to help students apply grammatical concepts and new vocabulary to increase their oral and written proficiency of Spanish. Spanish culture will be incorporated into the course throughout the year. Use of the Internet, and technology are integrated into the program.

Prerequisite: Spanish I  
Credit: 5  
Elective: Grade 9-12

### **Course#412 – Spanish II Honors**

This course is for students who have successfully completed Grade 8 Spanish Honors or Spanish I. The course will emphasize conversation as well as written work and will focus on the acquisition of vocabulary and grammar topics not yet covered. The reading of short stories and the application of the spoken language will be emphasized. Activities will be designed to increase verbal, reading, writing and listening comprehension skills. This course will continue to broaden the student's knowledge of Spanish-speaking countries and their cultures. Spanish will be the language of choice and the use of English will be held to a minimum. Use of the Internet, and technology are integrated into the program. Students should feel confident in their abilities to complete tasks individually. Students should feel confident in their abilities to complete tasks individually.

Prerequisite: **A “90” or better in Grade 8 Spanish or “85” or better in Spanish I Honors and/ teacher recommendation is required along with an entrance exam with a passing grade of an “85” or better. Summer work is also a requirement.**  
Credit: 5  
Elective: Grade 9-12

### **Course#413 – Spanish III**

This course is open to those students who have successfully completed Spanish II. It is designed to advance and refine the students' ability to communicate in the target language. All four language skills are emphasized: understanding the spoken word, speaking, reading, and writing. Following a review of basic grammar, students are presented with vocabulary, reading, grammar, speaking, and listening exercises that are suitable for this level. The language will continue to be studied within the context of the contemporary Hispanic world and its culture.

Prerequisite: Spanish II  
Credit: 5  
Elective: Grades 10-12

### **Course#414 –Spanish III Honors**

This course is for students who have successfully completed Spanish II. The course will advance and refine the students' ability to communicate in the target language. All four language skills are emphasized: understanding the spoken word, speaking, reading and writing. Following a review of grammar from the previous year, students are presented with vocabulary, grammar, reading, listening and speaking exercises that are suitable for this level. Some literature is introduced and compositions are assigned. Projects that incorporate the cultural and grammatical aspects of the language can be anticipated. The language will be studied within the context of the contemporary Hispanic world and its culture.

Prerequisite: **A “90” or better in Spanish II or “85” or better in Spanish II Honors and/ teacher recommendation is required along with an entrance exam with a passing grade of an “85” or better. Summer work is also a requirement.**  
Credit: 5  
Grades: 10-12

### **Course#416 – Spanish IV Honors**

This course is for those students who wish to reach the proficiency level adequate for placement in the AP Spanish Language course. It includes a brief review of basic concepts as well as the study of more complex grammatical structures, vocabulary, and idiomatic expressions. Emphasis is placed on expression (both in writing and in oral presentations) and on comprehension (both of printed and auditory sources). Students will also challenge themselves by completing authentic communicative activities in preparation for the AP Spanish Language course. Students will learn about Spanish history and culture through readings by various Hispanic authors.

Prerequisite: **A “90” or better in Spanish III or “85” or better in Spanish III Honors and/ teacher recommendation is required along with an entrance exam of an “85” or better. Summer work is also a requirement.**  
Credit: 5  
Elective: Grades 11-12

### **Course#417 – AP Spanish Language**

This course emphasizes the fundamentals of Spanish structure applied in both written and oral communication. Activities will be designed to practice, refine, and consolidate all language skills: listening, speaking, reading, and writing. Curriculum will expand vocabulary, stimulate discussion, and broaden students' understanding of the Hispanic world while increasing their ease in communication in Spanish. AP Spanish language is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. Students who enroll should already have a basic knowledge of the language and cultures of Spanish-speaking peoples and should have attained a reasonable proficiency in using the language. AP Spanish will be conducted almost entirely in Spanish. The AP Spanish language course provides students with a learning experience equivalent to that of a third-year college course in Spanish language. This course should develop students' reading, writing, listening, and speaking skills at this level. Students enrolling in AP Spanish language are typically in their fourth or fifth year of language study, or have had equivalent experience with the language.

Prerequisite: **A “90” or better in Spanish IV or “85” or better in Spanish IV Honors, or Spanish III Honors and teacher recommendation is required along with an entrance exam of an “85” or better. Summer work is also a requirement.**

Credit: 5

Elective: Grades 11-12

### **Course#442 – Exploring the Spanish-Speaking World: [Full-year course as alternative to Spanish II](#)**

This course will be offered to students who have previously taken Spanish I and would like to explore the Spanish culture more in depth. This cross-curricular course will be offered as an alternative to Spanish II and will focus on the history and geography of Latin America as well as indigenous cultures (Aztec, Incas, Maya). This course will introduce new vocabulary and some grammar topics will be introduced. It will be taught in both English and the target language.

Prerequisite: Spanish I

Credit: 5

Elective: Grade 9-12

### **Course#445 – Geography and History of the Spanish-Speaking World**

This course will be offered to students who have previously taken Spanish I and II but would like to explore the Spanish culture more in depth. This cross-curricular course will be offered as an elective and will focus on the history and geography of Latin America as well as indigenous cultures (Aztec, Incas, Maya). This course will also incorporate popular hispanic dishes from around the world and will utilize the kitchen at least once per quarter. This course will introduce new vocabulary and will be taught in the target language.

Prerequisite: Spanish I & II

Credit: 2.5

Elective: Grades 9-12



### **Course#446 – Spanish Legends & Film**

This course would be offered to students who have previously taken and passed Spanish I and Spanish II and are interested in exploring cultures through cultural legends and films. Students will read various legends from Spanish-speaking cultures and further their understanding through films and discussions. This course is an opportunity for students to dive deeper into cultural topics that they were introduced to in Spanish I and II. This course will mainly be taught in the target language so students should feel confident in reading and listening to Spanish. \*Some films in this course may be rated R. Parental approval will be required\*.

Prerequisite: Spanish I & II

Credit: 2.5

Elective: Grades 10-12

### **Course#447 – Spanish Music & Dance**

This course will be offered to students who have previously taken Spanish I and II but would like to explore the Spanish culture more in depth. Students will learn and discuss how music and dance has influenced and helped shape the Latin American culture. Students will listen to and analyze music while learning the basic steps of popular dances. Students will be able to demonstrate their knowledge through artistic expression in the target culture by identifying, learning, and performing songs and dances.

Prerequisite: Spanish I & II

Credit: 2.5

Elective: Grades 10-12

## PHYSICAL EDUCATION/HEALTH

**The Douglas High School Expectations for Student Learning Assessed by the Health/P.E. Department are:**

6. **The DHS student develops skills necessary to lead a healthy and balanced physical and emotional life.**

7. The main focus of the Physical Education/Health courses is to teach students the information and skills they need to become health literate, maintain and improve health, prevent disease, and reduce health-related risk behaviors. The six categories of risk behaviors addressed are:

1. Behaviors that result in injuries
2. Tobacco use
3. Alcohol and other drug use
4. Sexual behaviors that result in HIV/STD infections and unintended pregnancies
5. Dietary patterns
6. Insufficient physical activity

### **Course#500 - Physical Education I**

All students are required by state law to participate in a physical education program each year. The physical education curriculum is designed to develop physical fitness and neuro-muscular skills, as well as to provide opportunities for social, emotional and intellectual growth. Classes generally meet three periods per week with two and one-half credits per year awarded. The physical education program includes, but is not limited to, basketball, touch football, indoor hockey, soccer, softball, team handball, volleyball, lacrosse, badminton, deck tennis, and golf.

Required: Grades 9  
Credit: 2.5

### **Course# 501 – Physical Education II**

All students are required by state law to participate in a physical education program each year. The physical education curriculum is designed to develop physical fitness and neuro-muscular skills, as well as to provide opportunities for social, emotional and intellectual growth. Classes generally meet three periods per week with two and one-half credits per year awarded. The physical education program includes, but is not limited to, basketball, touch football, indoor hockey, soccer, softball, team handball, volleyball, lacrosse, badminton, deck tennis, and golf.

Required: Grade 10  
Credit: 2.5

### **Course#504 – Health I**

The Health program is a two-year program associated with the physical education department that is student-centered and concept-oriented and stresses principles of thought and behavior that underlie zestful living throughout life, such as acceptance of self, harmonious association with others, and awareness of social responsibilities. It recognizes the individual personality as a complex interrelationship of physical, emotional, mental, social, and spiritual components.

Required: Grade 9  
Credit: 2.5

### **Course#505 – Health II**

Health II is a continuation of the course topics covered in Health I.

The Health program is a two-year program associated with the physical education department. It is student-centered and concept-oriented, and stresses principles of thought and behavior that underlie zestful living throughout life, such as acceptance of self, harmonious association with others, and awareness of social responsibilities. It recognizes the individual personality as a complex interrelationship of physical, emotional, mental, social, and spiritual components.

Required: Grade 10  
Credit: 2.5

### **Course#502 – 11<sup>th</sup> PE**

Physical Education for the juniors and seniors will be geared toward Lifetime Fitness and Lifetime Sport activities. Students will have the opportunity to engage in a variety of Lifetime Sport activities, traditional sport activities, as well as Fitness opportunities.

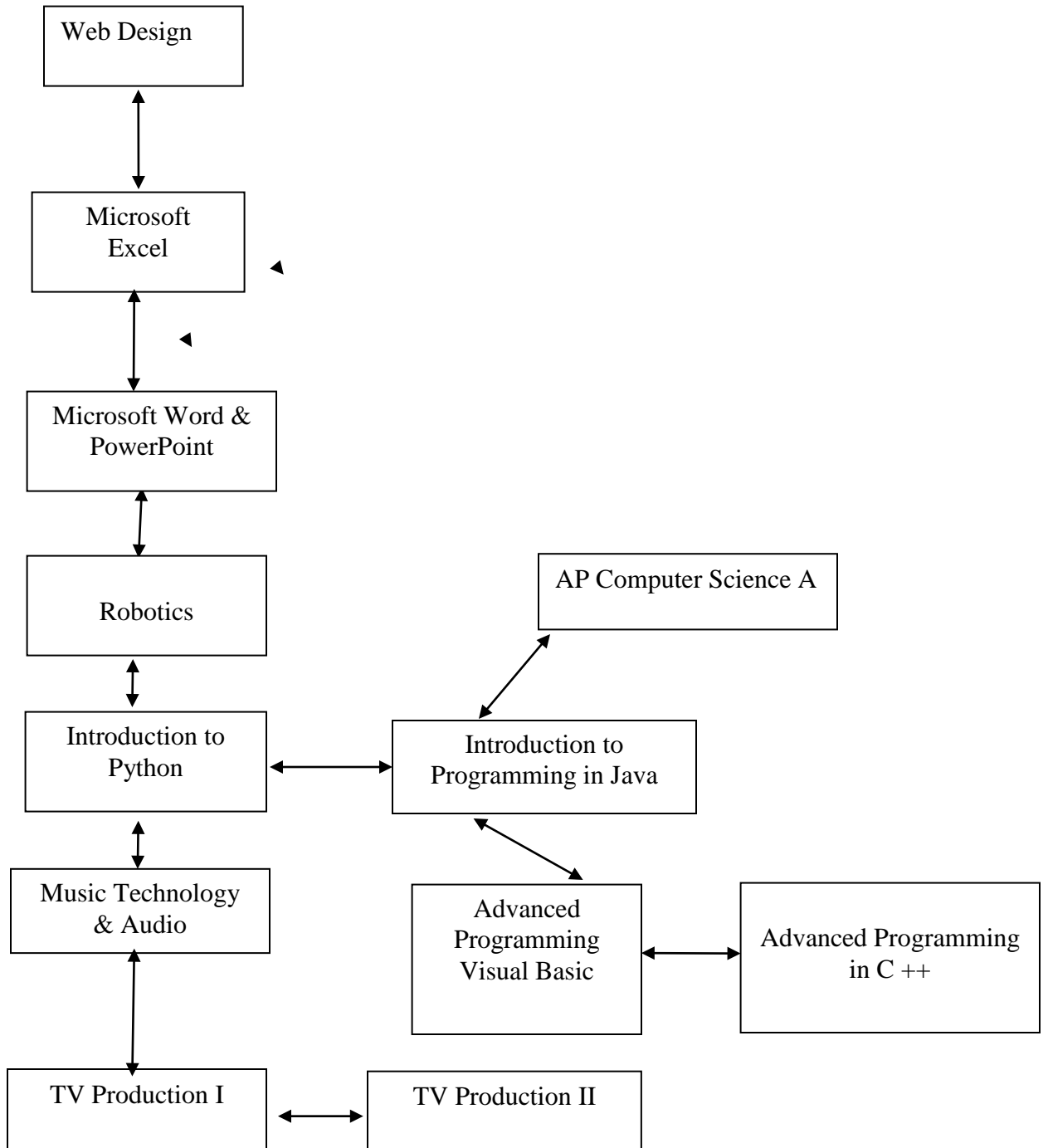
Required: Grade 11  
Credit: 2.5

### **Course# 503 – 12<sup>th</sup> PE**

Physical Education for the juniors and seniors will be geared toward Lifetime Fitness and Lifetime Sport activities. Students will have the opportunity to engage in a variety of Lifetime Sport activities, traditional sport activities, as well as Fitness opportunities. \*\*\*Seniors only will have the opportunity to become certified in CPR/ADULT/CHILD/AED (fee for certification).

Required: Gr. 12  
Credit: 1

# Information Technology Path ~ 2020-2021



### **Course#753 – Microsoft Word and PowerPoint**

This course introduces students to two major components of Microsoft Office software: Microsoft word and Microsoft PowerPoint. Microsoft Word is the standard in word processing and PowerPoint is a key tool for anyone who presents to others. These applications benefit all students, including those who are college bound, as well as those who plan on entering the workforce.

Prerequisite: None  
Credit: 2.5  
Elective: Grades 9-12

### **Course#754 – Microsoft Excel**

This course focuses on Microsoft Excel from using basic MS Office operations through advanced features such as using macros, creating pivot tables and creating charts and graphs. Excel is entrenched in finance and business all over the world. Therefore, this course benefits all students whether college bound or entering the workforce.

Prerequisite: None  
Credit: 2.5  
Elective: Grades 9-12

### **Course#755 – Web Design**

This course is designed to give students a fundamental working knowledge of the concepts of designing and developing effective websites. Students will be working with Adobe Dreamweaver CS6 and Microsoft Expression Web 4 to develop the HTML for their websites. Students will also be introduced to working with graphic images using Adobe Fireworks CS6 and Microsoft Expression Design 4.

Prerequisite: None  
Credit: 2.5  
Elective: Grades 9-12

### **Course#756 – Introduction to Python**

This course is designed to teach students to program computers using the Python programming language. Students will learn the basics of computer architecture and the binary numbering system leading into programming topics. This course will cover the use of the java compiler, java syntax, object-oriented programming concepts, and other topics intended to give students a broad background in the field of computer programming.

Prerequisite: None  
Credit: 2.5  
Elective: Grades 9-12

### **Course#757 – Intro. to Computer Programming in Java**

This course is designed to teach students to program computers using the Java programming language. Students will learn the basics of computer architecture and the binary numbering system leading into programming topics. This course will cover the use of the java compiler, java syntax, object-oriented programming concepts, and other topics intended to give students a broad background in the field of computer programming.

Prerequisite: Introduction to Python  
Credit: 2.5  
Elective: Grades 9-12

### **Course#704 – Advanced Computer Programming in Visual Basic (Honors)**

This course will cover advanced programming techniques in Visual Basic. Topics will include object oriented programming, event-driven concepts, and team project development. Assessment in this course will be based on completion of a variety of programming projects.

Prerequisite: Intro to computer Programming in Java  
Credit: 5  
Elective: Grades 11-12

### **Course#705 – Advanced Programming in C++ - (Honors)**

This course will expand upon students' knowledge of advanced programming topics. The course will be administered using the Microsoft Visual C++ development environment. Topics covered in this class will include the use of built-in and user-defined functions, string manipulation, data structures, file handling, user-written classes, and single and multi-dimensional arrays.

Prerequisite: Advanced Computer Programming in Visual Basic  
Credit: 5  
Elective: Grades 11-12

### **Course# 736 – Robotics**

This course will be intended to foster students' creativities as they apply to the field of robotics, helping them explore engineering, simple machines, torque, and power through a series of hands-on activities. This course will be designed as an introductory coding class but will accommodate experienced programming students as well. The course will be based upon the following features:

- \* An introduction to the RobotC programming language and Arduino, which is an open-source electronics platform based on easy-to-use hardware and software.
- \* Multiple activities and open-ended challenges that task groups of two to four students with creating robots that draw, dance, herd golf balls, and more
- \* Extensive coverage of mechanisms and mechanical systems concepts
- \* Application of STEM knowledge and 21st-century skills
- \* Progressive series of activities that culminate with open-ended challenges
- \* High School correlations to Next Generation Science, Common Core Math and Language Arts, and ITEEA (International Technology and Engineering Educators Association) standards

Prerequisite: None

Credit: 5

Elective: Grades 9-12

### **Course#740 – AP Computer Science A**

AP Computer Science is a comprehensive programming course using the computer language JAVA. This course is an excellent foundation for students planning to study technical fields, engineering, physics and many other areas that require a computer science course in their curriculum. In addition, it is an excellent opportunity to develop sound problem solving and logical thinking skills. The emphasis of the course is to study object-oriented programming methodology, algorithm development, data structures, design and abstraction. Throughout the course students will develop solutions to programming problems in a variety of application areas as well as work with a large case study program that will demonstrate the concepts of computer programming. Students are expected to take the AP Computer Science A exam.

Prerequisite: Intro to Java

Credit: 5

Elective: Grade 10-12

### **Course#617 – TV Production I**

This course is designed for students who have a strong interest in learning about the video production process. Topics covered include camcorder operation, videography, and video project planning and production (including script writing, storyboard creation, and digital video editing). Students will work individually and as part of a production team to produce various class projects and our monthly news program Tiger TV. These courses satisfy the technology graduation requirement.

Prerequisite: None

Credit: 5

Elective: Grades 9-12

## **Course#730 – TV Production II**

This course is a continuation of the skills learned in TV Production I and has an emphasis on filming, editing and producing larger products. Students will work to video various school events, edit the footage and produce professional quality videos for use on our school's local cable channel. These courses satisfy the technology graduation requirement.

Prerequisite: Successful completion of TV Production I

Credit: 5

Elective: Grades 10-12

## **Course#614 – Music Technology & Audio Production**

The audio production component of this class will teach students about introductory and intermediate level audio production equipment and techniques. Students will learn about digital studio recording, live sound reinforcement, microphone and acoustic theory, mixing consoles and digital recording devices. Students in this class will serve as audio technicians for school events, and will be required to attend several evening performances each semester. In the music technology portion of the class students will learn about MIDI and a variety of music software packages used to compose, notate and arrange music. Projects include sequencing, commercial production and creating sound movie sound tracks. **Student limit: due to equipment and space restrictions enrollment in this class is limited to 12 students.** These courses satisfy the technology graduation requirement.

Prerequisite: None

Credit: 5

Elective: Grades 10-12



## **RELATED ARTS**

The Related Arts department consists of course offerings in Business, Information Technology, Industrial Arts, Family and Consumer Science, Art, and Music.

**Douglas High School Expectations for Student Learning Assessed by the Related Arts Department include:**

- 5. The DHS student demonstrates critical thinking.**
- 7. The DHS student engages in creative, expressive, and innovative learning through art, music, drama and/or technology**
- 4. The DHS student listens for Understanding**
- 6. The DHS student develops skills necessary to lead a healthy and balanced physical and emotional life**

## **BUSINESS**

### **Course#746 – Introduction to Business**

Introduction to Business introduces business basics while focusing on preparing students to start and manage their own small business. Students will learn about core business functions such as marketing and accounting while also gaining an understanding of innovation, competition, production, human resources, economics, globalization, and social, environmental, and legal issues of business. Students will get hands on experience by managing the school store.

Prerequisite: None  
Credit: 2.5  
Elective: Grades 9-12

### **Course#752 – Creating Your Own Business**

The students will build on concepts from Into to Business while creating a business plan. This class builds toward a “Shark Tank” style final presentation. Students will get hands on experience by managing the school store and making decisions using business data regarding product selection.

Prerequisite: Introduction to Business  
Credit: 2.5  
Elective: Grades 9-12

### **Course#747 – Marketing I**

This class introduces the student to the world of marketing. Through a variety of activities, the student learns about business and marketing basics. Students learn about global marketing concepts and marketing plans. They learn basic economics, free enterprise, and legal and ethical issues of business. Also, communication, interpersonal skills and management skills are introduced. This class is a prerequisite for Marketing II.

Prerequisite: None  
Credit: 2.5  
Elective: Grades 9-12

### **Course#748 – Marketing II**

This class builds on marketing basics learned in Marketing I. Students explore more advanced marketing concepts in a project-intensive curriculum including sales strategies, promotion, advertising and visual merchandising. Students learn experientially through direct oversight of school store marketing activities.

Prerequisite: Marketing I  
Credit: 2.5  
Elective: Grades 9-12

### **Course#749 – Personal Finance Basics**

Personal Finance presents a solid foundation for students on topics such as income, expenses, budgeting, career selections, credit cards, taxes and insurance. While focusing on the student's role as a citizen, student, family member, consumer, and active participant in the business world, this course informs students of their various financial responsibilities. Students learn strategies to choose rewarding careers and manage financial resources and use credit wisely.

Prerequisite: None  
Credit: 2.5  
Grade: Grades 9-12

### **Course#750 – Personal Finance II**

Personal Finance II delves deeper into more advanced personal finance topics such as economics, banking, saving and investing. While building on skills acquired in Personal Financial Basics, students will be exposed to more advanced financial concepts such as financial instruments, capital markets, banking and the roles of government in the economy.

Prerequisite: Personal Finance Basics  
Credit: 2.5  
Elective: Grades 9-12

## **INDUSTRIAL TECHNOLOGY EDUCATION**

### **Course#290 - Science and Technology/Engineering IA**

The student will get a basic introduction to drafting techniques and principle's. The student will then be able to draw and identify the different drawings and their uses. The students will cover proper and safe tool and machine use in the shop and be required to pass a safety test for all machines. The class will use the engineering design process to research, sketch, complete scaled drawing, construct, test & evaluate different projects through the year like a: 3-dimensional block, boomerang, trebuchet, and hovercraft.

Prerequisite: None  
Credit: 2.5  
Elective: Grades 9-12

### **Course#291 – Science and Technology/Engineering IB**

The student will further their use of the engineering design process to research, sketch, complete scaled drawing, construct, and test & evaluate different projects through the year like a construction of a scaled model house, robotic arm, H2O rockets. The student will then learn basic electronic design theory using ohm's law. They will build simple circuits using prototype boards, resistors, and power supplies for series, parallel, and compound circuits.

Prerequisite: Science and Technology Engineering IA  
Credit: 2.5  
Elective: Grades 9-12

### **Course#286 – Drafting IA**

Drafting IA is a half year course that will cover board drawing. You will cover the basic techniques of drafting like the alphabet of lines, lettering, drawing layout, drafting geometry, and dimensioning. You will use these techniques for sketching and orthographic drawing (multiview) and cabinet and cavalier oblique drawings. All this will be used in accordance with American National Standards Institute (ANSI).

Prerequisite: None  
Credit: 2.5  
Elective: Grades 9-12

### **Course#287 – Drafting IB**

Drafting IB is a half year course that will cover the learning of AutoCAD 2019. You will cover the basic techniques used to efficiently create drawings for orthographic drawing (multiview), cabinet and cavalier oblique drawings, axonometric (isometric) drawings, and perspective drawings. All this will be used in accordance with American National Standards Institute (ANSI). If time permits, we will explore the basics of 3-D modeling using AutoCAD Inventor software.

Prerequisite: Drafting IA  
Credit: 2.5  
Elective: Grades 9-12

### **Course#288 – Drafting IIA**

Drafting IIA is a half year course that will consist of Architecture Drawings of site planning and layout, foundations, elevation drawings, floor plan drawings, section drawings, wall construction, stairs, and roof and truss drawings. The project will consist of a presentation of a completed set of working architectural drawings of a lake front vacation property.

Prerequisite: Drafting I or Drafting IA & IB Grade 10-12

Credit: 2.5

Elective: Grades 10-12

### **Course#289 – Drafting IIB**

Drafting IIB is a half year course that will consist of using AutoCAD to create section drawings, auxiliary drawings, working drawings, fasteners, and electronic drawings. We will use AutoCAD software to get into 3D modeling.

Prerequisite: Drafting I and Drafting IIB

Credit: 2.5

Elective: Grade 10-12

### **Course#214 – Manufacturing**

The students will learn to use the shop equipment safely and properly. The student will use the drafting and shop tools to design and build four wood projects. You will construct an end table from a set of plans and take measurements from a prototype and build either a magazine rack or wine rack. The other two projects will be a step stool and serving tray. This class will enable you to earn a MACWIC level 1 certification and will train you in the knowledge and critical skills needed to enter the manufacturing work force after high school or would be a great addition to a college application or job resume. You can further your MACWIC certification using the Applied Manufacturing Technology Pathway which is an advanced manufacturing certification and credentialing system through several colleges/universities. Douglas High School presently is the only non-vocational school in Massachusetts that provides level one training. MACWIC credentials - <http://www.macwic.org/training/credentials/>

Prerequisite: Science and Technology Engineering I or IA and IB or Drafting I or Drafting IA and IB

Credit: 5

Elective: Grades 10-12

## **FAMILY AND CONSUMER SCIENCE**

### **Course#526 – Food and Nutrition: Kitchen Basics**

Through this course, students will examine different culinary terms, kitchen equipment, proper food handling and preparation, and safety and sanitation skills. This course will give the beginning chef skills to become more confident in the kitchen. Hands on kitchen activities and demonstrations, research, videos and guest speakers are all incorporated in preparing food.

Prerequisite: None  
Credit: 2.5  
Elective: Grades 9-12

### **Course#527 – Baking and Decorating**

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Students will develop skills in preparing a variety of food under baking, pastry making, and cake decorating. Skills in math, science, management and communication are reinforced in this course. Baking techniques will be emphasized.

Prerequisite: Food and Nutrition: Kitchen Basics, Foods I  
Credit: 2.5  
Elective: Grades 10-12

### **Course#528 – Cooking and Culinary Arts**

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Students will develop skills in preparing a variety of food under cooking and using different cooking techniques and cooking appliances. Skills in math, science, management and communication are reinforced in this course. Students will gain knowledge in not only how to cook and create meals, but also learn about food origin and preparation.

Prerequisite: Food and Nutrition: Kitchen Basics, Foods I  
Credit: 2.5  
Elective: Grades 10-12

### **Course#529 – Family Life**

Through this course, students gain knowledge about the significance of the family on individuals and society. They learn skills to help them support their family, balance work and family life, be an effective parent, and nurture the development of children. Topics covered include: family & society, family economics, decision making, personal development.

Prerequisite: None  
Credit: 2.5  
Elective: Grades 9-12

### **Course#530 – Childbirth and Development**

Through this course, students gain knowledge about childbirth, as well as the growth and development of a newborn, infant, and child. They will gain skills to help them learn more about the birthing process and prenatal development. Topics covered include: prenatal development, the birthing process, childcare, child development, parenting.

Prerequisite: None  
Credit: 2.5  
Elective: Grades 9-12

## **ART**

### **Course#531 – Art Foundations**

The Art Foundations course is a half year introductory curriculum incorporating basic elements and principles of design and a variety of two-dimensional and three-dimensional media. Materials include (but are not limited to) pencil, paint, colored pencil, pastel, and clay. Art history and appreciation is also introduced and occasional written work is assigned. A sketchbook is required for this course.

Prerequisite: None  
Credit: 2.5  
Elective: Grades: 9-12

### **Course#532 – Drawing & Painting I**

The Drawing & Painting I course is a half year curriculum that builds on skills acquired in Art Foundations and emphasizes both technical and conceptual themes. Students are expected to problem-solve and think creatively through a variety of 2D media, including (but not limited to): pencil, charcoal, paint, colored pencil, oil and/or chalk pastel, and printmaking. Art history is continued, and occasional written work is assigned. A sketchbook is required for this course.

Prerequisite: Art Foundations  
Credit: 2.5  
Elective: Grade 9-12

### **Course#533 – Sculpture I**

The Sculpture I course is a half year curriculum that builds on skills acquired in Art Foundations and emphasizes both technical and conceptual themes. Students are expected to problem-solve and think creatively through a variety of 3D media, including (but not limited to): clay, paper mache, plaster, wire, and recycled materials. Art history is continued, and occasional written work is assigned. A sketchbook is required for this course.

Prerequisite: Art Foundations  
Credit: 2.5  
Elective: Grade 9-12

### **Course#534 – Drawing & Painting II**

The Drawing & Painting II course is a half year curriculum that challenges students to expand on the elements and principles of design through the use of 2D media and techniques. Materials may include (but are not limited to) graphite, charcoal, ink, pastels, mixed media, printmaking, watercolor and acrylic. Emphasis will be placed on developing technical skills as well as creative expression; in each artwork, students will be expected to solve design problems while communicating their own creative voice. Students will also explore art history by viewing work of various cultures as well as contemporary artists. Digital collection of student work will be curated. A sketchbook is required for this course.

Prerequisite: Drawing & Painting I  
Credit: 2.5  
Elective: Grades 10-12

### **Course#535 – Sculpture II**

The Sculpture II course is a half year curriculum that challenges students to expand on the elements and principles of design through the use of 3D media and techniques. Materials may include (but are not limited to) textiles, clay, wood, found objects, plaster, paper mache, wire, and stone. Emphasis will be placed on developing technical skills as well as creative expression; in each artwork, students will be expected to solve design problems while communicating their own creative voice. Students will also explore art history by viewing work of various cultures as well as contemporary artists. Digital collection of student work will be curated. A sketchbook is required for this course.

Prerequisite: Sculpture I  
Credit: 2.5  
Elective: Grades 10-12

### **Course#536 – Advanced Drawing & Painting (H)**

The Advanced Drawing & Painting course continues to challenge students to push boundaries of the elements and principles of design through the use of two-dimensional media and techniques. Materials include (but are not limited to) graphite, charcoal, ink, pastels, mixed media, printmaking, watercolor and acrylic. This course emphasizes conceptual themes, and developing personal style/ point of view through visual expression to create a collection of work. In each artwork, students will be expected to solve design problems while communicating their own creative voice. Art history is continued, and written work is assigned. A digital collection of student work will be curated. A sketchbook is required for this course.

Prerequisite: Drawing & Painting II

Credit: 2.5

Elective: Grades 11-12

### **Course#537 – Independent Art (H)**

The Independent Art curriculum is exploratory in nature, balancing both independent and directed projects that use a wide range of media. Portfolio work is continued with students interested in furthering their art education after graduation. A portfolio is required in addition to regular course work. Written work is also assigned.

Prerequisite: At least one Advanced Art level and approval of the instructor

Credit: 2.5

Elective: Grade 11-12

### **Course#538 – Portfolio Prep (H)**

The Portfolio Preparation curriculum is designed for students interested in pursuing their art education after graduation. The course is exploratory in nature, emphasizing independent projects using a wide range of mediums. This course should ideally be taken either the 2nd half of junior year or the 1st half of senior year. Enrollment requires teacher consent. Written work is also assigned throughout the year. A sketchbook is required for this course.

Prerequisite: At least one Advanced Art level and approval of the instructor.

Credit: 2.5

Elective: Grade 11-12



## MUSIC

### Course#608 – Chorus (full year option)

Chorus meets five days per week as a regularly scheduled class. The curriculum includes individual and group musical instruction and performance, vocal pedagogy, and music theory. There is also a mandatory rehearsal on Tuesday evenings in order to prepare for performances. Extra rehearsals are scheduled as necessary. Students are required to attend all performances and events. **We strongly encourage students to select this option.** Successful completion of this course satisfies the arts graduation requirement.

Prerequisite: None

Credit: 5

Elective: Grades 9-12

Course Req: Attendance at Tuesday evening rehearsals and all performances and events

### Course#762 – Chorus (Semester)

The chorus (semester) option meets five days per week as a regularly scheduled class for one semester of the school year. This option is only available to juniors and seniors and will be scheduled during the same period as a physical education class for half of the school year. Credits earned in this course can be applied toward the arts graduation requirement.

Course Requirements: Attendance at Tuesday evening rehearsals and all performances and events

Prerequisite: None

Credit: 2.5

Elective: Grades 9-12

### Course#609 – Night Chorus

The night chorus option is designed for students who are unable to fit the full credit option into their schedule. Attendance is required at all Tuesday evening rehearsals throughout the school year and at several performances and events. Chorus members are responsible for all assigned music literature but do not attend rehearsals during the school day. Credits earned in this course can be applied toward the arts graduation requirement.

Prerequisite: None

Credit: 2

Elective: Grades 9-12

Course Req: Attendance at Tuesday evening rehearsals and all performances and events

### **Course#610 - Band**

Band meets five days per week as a regularly scheduled class. The curriculum includes individual and group musical instruction and performance, instrumental pedagogy, and music theory. A mandatory rehearsal on Thursday evenings is also held in order to prepare for marching band and concert band performances. Students are required to attend all scheduled performances. Students selecting this option receive five credits. **We strongly encourage students to select this option.** Successful completion of this course satisfies the arts graduation requirement.

Course Requirements: Attendance at Thursday evening rehearsals and all performances and events

Prerequisite: None

Credit: 5

Elective: Grades 9-12

### **Course#763 – Band (Semester)**

The band (semester) option meets five days per week as a regularly scheduled class for one semester of the school year. This option is only available to juniors and seniors and will be scheduled during the same period as a physical education class for half of the school year. Credits earned in this course can be applied toward the arts graduation requirement.

Course Requirement: Attendance at Thursday evening rehearsals and all performances and events

Prerequisite: None

Credit: 2.5

Elective: Grades 9-12

### **Course#611 – Night Band**

This night band option is designed for students who are unable to fit the full credit option into their schedule. Attendance is required at all Thursday evening rehearsals throughout the school year and at several performances and events. Students are responsible for all assigned music literature but do not attend rehearsals during the school day. Credits earned in this course can be applied toward the arts graduation requirement.

Prerequisite: None

Credit: 2

Elective: Grades 9-12

Course req: Attendance at Thursday evening rehearsals and all performances and events.

### **Course#760 – Music Theory I**

In this semester-long course students will learn introductory to intermediate skills in music reading, writing, analysis and performance. A background in reading music is recommended, but not required. Students enrolled in music theory are required to participate in either high school chorus or high school band (as an instrumentalist). Credits earned in this course can be applied toward the arts graduation requirement.

Prerequisite: Current enrollment in a full year band or chorus class  
Credit: 2.5  
Elective: Grades 9-12

### **Course#761 – Music Theory II**

In this semester-long course students will learn advanced skills in music reading, writing, analysis and performance. Successful completion of Music Theory I or earning a passing score on the course entrance exam is required to take the class. Students enrolled in music theory are required to participate in either high school chorus or high school band (as an instrumentalist). Credits earned in this course can be applied toward the arts graduation requirement.

Prerequisite: Music Theory I or entrance exam, current enrollment in a full year band or chorus class  
Credit: 2.5  
Elective: Grades 10-12

## **ADDITIONAL ELECTIVES**

### **Course# 364 – Social Thinking I**

Through this course the student will be exposed to the logic behind the human social behavior that often appears illogical as well as be provided with strategies to further develop the complexity of our social minds and our social thinking abilities. Students will explore the abstract nature of the social world and engage in variety of activities allowing them to improve their social interpretations and social competencies using concretely defined frameworks and strategies. Students will work on problem solving, developing their social self-awareness, perspective taking, and social self-management skills to meet their personal goals. Students will be guided through an evidenced-based curriculum experiencing how to relate to others, to work effectively as a part of a team, and to learn effectively as part of a group.

Prerequisite: None  
Credit: 5  
Elective: Grades 9-12

## **Virtual High School**

VHS (Virtual High School) offers an extensive selection of unique, *on-line* courses available to students with specialized areas of interest and/or unusual scheduling conflicts. The on-line learning environment helps students master course content as well as develop communication, collaboration and creative problem solving skills. To be successful at VHS, students should be capable of demonstrating strong independent work habits. Students interested in a VHS course should speak to the VHS Site Coordinator and their school counselor. Additional information, including a list of offerings as well as detailed course descriptions, can be found at [vhslearning.org](http://vhslearning.org). Note: Internet access at home is highly recommended, but not required. **\*Cannot be taken in lieu of a required course offering.**

### **Course#619 – School to Career: Work Experience**

This program will provide 12<sup>th</sup> grade students with the opportunity to explore a possible career interest by participating in a field-based work experience. Students begin with classroom instruction investigating career options, professional behavior, and employer/employee responsibilities. Students will be required to submit weekly timecards and journals, meet with the school to career coordinator on a regular basis, and complete four quarterly projects related to their experience. **Note:** Students are required to provide their own transportation to and from the work site.

**Prerequisite:** Students must complete an application and obtain pre-approval from the school counseling department, school to career coordinator, parent, and administration. Students must also be in good academic standing.

Credit: 5  
Grade: 12

### **Course#759 – Intro. to Yearbook Design (spring semester only)**

This project-based course is designed for underclass students to be exposed to the fundamentals of yearbook design while contributing pages for the Douglas High School Yearbook that correspond to their personal class members and the class' activities using provided online software. They will be required to attend various class functions that occur outside of the school day to photograph events (students can be provided a camera to use). Students in this course will learn how to operate under deadlines and to communicate formally both verbally and in writing to staff and students. Students will practice their editing skills and learn how to write captions, copy, and headlines while demonstrating purposeful design principles and adhere to set themes. Students will overview some basic photography lessons on angles, placement, lighting, etc. and engage in some limited post production editing using Photoshop. Students must be self-motivated and willing to work together as a team. Final admission to this course lies with the administration and teacher.

Prerequisite: None  
Credit: 2.5  
Elective: 9-11

## **Senior Capstone Courses**

Students in their senior year are required to choose one of the senior capstone course options below to complete opposite their senior gym requirement. Students are encouraged to choose the option that best matches their plans following graduation. Students who are planning to graduate in a pathway can complete their pathway requirement through either a related senior project or research paper in the digital literacy and research course. These one semester courses are designed to help students demonstrate the skills they have acquired during their time at Douglas High School as well as prepare them for the next phase of life.

Students wishing to take more than one of these courses should consult with their counselor.

### **Course#618 A – Senior Project**

This one-semester course allows students to explore in depth a particular area of interest. The project encompasses communication, problem solving, and research skills while teaching the importance of personal growth and responsibility. During this yearlong project, students are required to choose an area of interest, and work with a mentor in their chosen field. Students first propose their selected topic for study, conduct research on their subject matter, and keep a journal/portfolio based on their experiences. Then, near the end of senior year, students are required to share their experiences in a formal presentation. Upon completion of this course, students should have:

- Explored an area of their interest in-depth through research and fieldwork
- Improved the ability to communicate better with peers and/or the public
- Analyzed their own learning and experiences through a journal or portfolio
- Learned how to make formal presentations to better equip them for either the work force or college

Prerequisite: None  
Credit: 1  
Elective: Grade 12

### **Course#742 – Senior Digital Literacy and Research**

This one semester course teaches students digital literacy skills and prepares them for college level research. Students will learn a variety of research methods, evaluation skills, and citation formats. During this class, students are required to choose a topic of interest, conduct research, and complete a research paper using the appropriate citation style for their chosen topic. Students will also learn about digital literacy, how to conduct proper research, explore databases, and evaluate sources for credibility.

Prerequisite: None  
Credit: 1  
Elective: Grade 12

### **Course#743 – Senior Career Readiness**

This class will focus on getting students ready for success in the next stage of life, whether it be college or the workforce. Students will learn about career choice, professionalism and acceptable workplace behavior along with life skills such as budgeting, taxes, and banking. Students will build a resume and practice interviewing for jobs. **This course is not recommended for students who have previously taken or are currently taking Personal Finance.**

Prerequisite: None  
Credit: 1  
Elective: Grade 12

### **Course#751 – DECA Written Project – 1<sup>st</sup> semester only**

Students interested in business will join DECA and compete against other schools by preparing a written project. Topics are chosen by students and projects are created based on DECA competition guidelines. Topics include a wide range of options from Business Operations and Personal Financial Literacy to Hospitality and Tourism options and many options in between.

Prerequisite: None  
Credit: 1  
Grade: Grade 12

### **Course#758 – Senior Yearbook**

This project-based course culminates with the production of the school yearbook and satisfies the senior capstone requirement. (The student must take his/her Gym credit the first half of the year in conjunction with this class and then remain enrolled in Yearbook entirely second semester). Students in this course will learn how to operate under deadlines and to communicate formally both verbally and in writing to staff and students. Students will also hone their skills as editors and learn how to write captions, copy, and headlines while demonstrating purposeful design principles. The senior members of this class will finalize the theme and design of the book and one senior member will be elected as Chief Editor. Students will overview some basic photography lessons on angles, placement, lighting, etc. and will produce a small portfolio of some of their photographs. They will also engage in some post production editing using Photoshop and the entire book is produced using online software provided. Students must be self-motivated and willing to work together as a team. They will be required to attend various school activities outside of the normal school day to photograph events and produce material for the yearbook (students can be provided a camera to use). Final admission to this course lies with the administration and teacher.

Prerequisite: None  
Credit: 3.5  
Elective: 12

