

# 2022-2023 PROGRAM OF STUDIES



## Dighton-Rehoboth Regional High School

2700 Regional Road  
North Dighton, MA 02764

*Dighton- Rehoboth Regional School District does not discriminate based on race, color, religion, gender, national origin, age, marital status, veteran status, disability, sexual orientation, gender identity, or any other legally protected group.*

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## A MESSAGE FROM THE ADMINISTRATIVE TEAM

The DRRHS Program of Studies Guide lists a wide variety of classes, each with an array of learning opportunities and challenges. Our hope is that with proper assistance from your parents, teachers and guidance counselors, you will enroll in classes that meet graduation requirements, help you find a pathway that you want to pursue, and spark your interest.

Our Program of Studies is designed to provide you and your parents with clear descriptions of the many courses offered within our departments. As you prepare yourself for whatever post-secondary pathway that you choose, we encourage you to experience our academic offerings, our challenging career and technical classes and our visual and performing arts courses.

All departments offer elective courses, so even if you are not pursuing, for example, a career in woodworking, you can certainly enroll in a challenging architecture class. While high school is a time to refine your academic skills in preparation for college, it is also our belief that it is a time to attempt new endeavors as you take full advantage of all of the opportunities available at our comprehensive high school.

It is our mission to embody our core values of respect, responsibility, integrity, independence and excellence. Therefore, we provide a range of courses for college-bound and job-focused students that will provide each student, when appropriately placed, with the greatest opportunity for success and continued growth. We ask that when you consider your course selections, you keep in mind your goals, but also to know that this is a time of learning, experimentation and growth.

Our Program of Studies is provided as a resource and should not be considered a substitute for the recommendations of your teachers, our suggested prerequisites, and the advice of your guidance counselor. We encourage you to seek out your teachers and take their input seriously. All of us here at D-R are available to help.

Dr. John Gould, Principal

Ms. Katelyn Lima, Assistant Principal

Ms. Gail DeCecco, Assistant Principal

Ms. Diane Rose, Director of Career and Technical Education

Mr. Douglas Kelley, Dean of Student Activities and Athletics

***\*\*Please note: The Program of Studies is a fluid document that is constantly changing based on the needs of students, available personnel, future budget implications, and other requirements of the high school.***

## ADMINISTRATION

**DR. JOHN GOULD**

Principal

**DIANE ROSE**

Director of Career and Technical Education

**KATELYN LIMA**

Assistant Principal, Classes of 2023 & 2025

**DOUGLAS KELLEY**

Dean of Student Activities and Athletics

**GAIL DeCECCO**

Assistant Principal, Classes of 2024 & 2026

**Dighton-Rehoboth Regional High School Phone Numbers**

**Main Office** 508-252-5025

**Guidance Office** 508-252-5050

## EQUAL EDUCATIONAL OPPORTUNITY

The Dighton-Rehoboth Regional School District complies with the following State and Federal Regulations:

**TITLE I:** Title I of the Americans with Disabilities Act of 1990 prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.

**TITLE II:** Title II of the Americans with Disabilities Act of 1990 prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.

**TITLE VI:** Title VI of the Americans with Disabilities Act of 1990 prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, and national origin.

**TITLE IX:** Title IX of the Education Amendments of 1972 prohibits discrimination, exclusion from participation, and denial of benefits in educational programs based on sex.

**SECTION 504:** Section 504 of the Rehabilitation Act of 1973 prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion, and sexual orientation.

## CORE VALUES AND EXPECTATIONS FOR STUDENT LEARNING

**RESPECT**—The school community supports high academic, personal, and professional standards for all its members including staff, students, and the community at large through understanding and acceptance.

**RESPONSIBILITY**—The school community promotes and encourages positive behavior, continuous academic growth, and effective communication in all its members.

**INTEGRITY**—The school community fosters a learning environment in which all individuals demonstrate acceptance, honesty, courtesy, and mutual appreciation in both the academic and social contexts of the school.

**EXCELLENCE**—The school community creates rigorous, relevant opportunities for all its members to achieve high standards of performance through the mastery of communication, goal setting, and critical thinking skills.

**INDEPENDENCE**—The school community embraces each person’s individuality and prepares its members for real-world challenges by encouraging and instilling creativity, prioritization, and organization.

**Expectation 1:** The student will apply knowledge and analyze information in order to solve problems and create original products and ideas (independently or collaboratively).

**Expectation 2:** The student will articulate ideas clearly and effectively using multiple tools and media for a variety of purposes.

**Expectation 3:** The student will use a variety of digital technology and other research tools to access, evaluate, and effectively apply information.

**Expectation 4:** The student will demonstrate personal responsibility, reliability, cultural respect, integrity, and ethical behavior.

<b>Expectation</b>	<b>Department 1</b>	<b>Department 2</b>	<b>Department 3</b>
<b>1</b>	Science Special Education	Mathematics	CTE Social Studies
<b>2</b>	Unified Arts	Foreign Language	English
<b>3</b>	Social Studies	English	Science
<b>4</b>	Foreign Language	CTE Unified Arts	Mathematics Special Education

## GRADUATION REQUIREMENTS

**Curriculum**—Dighton-Rehoboth Regional High School is a four-year comprehensive high school; Therefore, the curriculum includes academic, business, career/technical, and various elective subjects. We offer a curriculum in which students can choose subjects according to their individual needs, interests, and abilities. While some students do not plan to immediately continue with their education following high school, all of our courses are designed to support a graduating senior’s success in post-secondary education.

**Selection of Courses**—The selection of courses should be a cooperative discussion between the student, parents, teachers, and a school counselor. At the forefront, however, are the needs, interests, abilities, and career goals of the student. Keeping this in mind, read the *Program of Studies*, select those courses that will meet the requirements of the student’s post-high school objective, and develop a program of studies for the student for the year. If you decide not to follow a teacher’s recommendation, please be sure to fill out the Course Override Form at the end of the Program of Studies. This form is due by the last day of the active school year.

**Graduation Information**—To be eligible for a Dighton-Rehoboth Regional High School diploma, all students must earn a total of 120 credits.

**DRRHS Graduation Requirements (All students except CTE)**—*In addition to the requirements below, students must also satisfy the competency determination in the English Language Arts, Mathematics and Science/Technology portions of the MCAS test.*

English	Mathematics	Social Studies	Science	World Language	PE	Arts
20 credits	20 credits	15 credits	15 credits	10 credits	10 credits	5 credits
4 years	4 years	3 years	3 years	2 years	4 years	1 year

<p><b>The minimum credit requirements are:</b></p> <ul style="list-style-type: none"> <li>• 20 credits English—English 9, 10, 11, 12</li> <li>• 20 credits Mathematics—Algebra I, Geometry, Algebra II, 4<sup>th</sup> year math course</li> <li>• 15 credits Social Studies—World History, US History I, US History II</li> <li>• 15 credits Science—3 lab-based Science courses</li> <li>• 10 credits World Language—2 consecutive years of the same language</li> </ul>	<p><b>Courses for Arts Requirement:</b></p> <ul style="list-style-type: none"> <li>• Art Electives—all courses</li> <li>• Business Technology—Computer Applications</li> <li>• CTE—all courses</li> <li>• English Electives—Drama Workshop, Speech Communications, Journalism, Creative Writing, Advanced Theatre Arts-Honors, Young Adult Literature</li> <li>• Music Electives—all courses</li> </ul>
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**Career Technical Education Path Graduation Requirements**—*In addition to the requirements below, students must also satisfy the competency determination in the English Language Arts, Mathematics and Science/Technology portions of the MCAS test.*

English	Mathematics	Social Studies	Science	PE	CTE
20 credits	20 credits	15 credits	15 credits	7.5 credits	Meet the number of required CTE program hours
4 years	4 years	3 years	3 years	4 years	

MassCore Framework Massachusetts High School Program of Studies		
SUBJECT	UNITS	NOTES
English Language Arts	4 Units	
Mathematics	4 Units	Including completion of Algebra II or the Integrated Mathematics equivalent. A mathematics course during senior year is recommended for all students. Students may substitute one unit of <b>Computer Science</b> that includes rigorous mathematical concepts and aligns with the Digital Literacy and Computer Science standards for a mathematics course.
Science	3 Units of lab-based science	Coursework in technology/engineering courses may also count for MassCore science credit. Students may substitute one unit of <b>Computer Science</b> that includes rigorous scientific concepts and aligns with the Digital Literacy and Computer Science standards for a laboratory science course.
History and Social Science	3 Units	Including U.S. History and World History.
Foreign Language	2 Units	Of the same language.
Physical Education	As required by law	"Physical education shall be taught as a required subject in all grades for all students" (M.G.L. c.71 §3).
Arts	1 Unit	
Additional Core Courses	5 Units	Other additional coursework (including Career and Technical Education) or any of the above.

\*A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.  
 \*\* Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of Foreign Language and Art and still fulfill MassCore.  
 MassCore is a recommended program of study Massachusetts high school students need to excel in college, career, and civic life. Developed by an advisory group from elementary and secondary education, higher education, nonprofits, and the private sector, MassCore maintains flexibility for students while letting districts set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate learning standards for high school or beyond. Fulfilling MassCore is just a start. Students should also engage in a full range of additional learning opportunities, such as: accelerated/advanced coursework; capstones or senior projects; dual enrollment courses; online courses; service learning; work-based learning; clubs and student organizations; varsity and intramural athletics; and part-time employment.

**Marking System**—Students are marked according to the following grading scale:

A+	97-100	C+	77-79
A	93-96	C	73-76
A-	92-90	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	65-66
B-	80-82	F	below 65

**Grade Point Averages**—GPAs are calculated using the following scale factors:

Course Level	Weight
AP	1.25
Honors	1.10
College or Career Technical Education	1.0

# COURSE CATALOG

**These courses may not be offered every year dependent upon enrollment and staffing.**

## ENGLISH DEPARTMENT

1010	English 9
1020	English 9-Honors
1110	English 10
1120	English 10-Honors
1210	English 11
1220	English 11-Honors
1230	AP English Language and Composition
1310	English 12
1320	English 12-Honors
1330	AP English Literature and Composition
1410	Creative Writing I / II
1412	Speech Communications
1415	Young Adult Literature
1416	Journalism I / II
1417	Drama Workshop I / II Fall
1418	Drama Workshop I / II Spring
1419	Advanced Theatre Arts-Honors Fall
1420	Advanced Theatre Arts-Honors Spring
1778	Literacy Skills

## MATHEMATICS DEPARTMENT

2010	Algebra I
2020	Algebra I-Honors
2110	Geometry
2220	Pre-Calculus-Honors
2310	Advanced Algebra and Trigonometry
2311	Calculus
2320	Applications of Calculus and Physics-Honors
2321	Calculus-Honors
2330	AP Calculus
2520	Geometry-Honors
2660	Financial Math
2720	Algebra II-Honors
2810	Algebra II
2910	Pre-Calculus
2911	Statistics
2930	AP Statistics

## SCIENCE DEPARTMENT

3010	Physical Science
3330	AP Physics C
3410	Earth Science
3411	Zoology
3420	Chemistry-Honors
3710	Biology
3720	Biology-Honors
3820	Applications of Biology-Honors
3830	AP Biology
3910	Chemistry
3911	Physics
3912	Environmental Science
3913	Forensics
3914	Marine Biology
3916	Human Biology
3920	Applications of Chemistry-Honors
3921	Physics-Honors
3922	Anatomy and Physiology-Honors
3930	AP Chemistry
3931	AP Environmental Science
8840	Introduction to Robotics
8841	Robotics and Engineering II

## SOCIAL STUDIES DEPARTMENT

4010	World History
4020	World History-Honors
4110	U.S. History I: c.1763-1919
4120	U.S. History I-Honors: c.1763-1919
4210	U.S. History II: c. 1920-present
4220	U.S. History II-Honors: c. 1920-present
4230	AP U.S. History
4310	American Government
4320	American Government-Honors
4330	AP European History
4411	Sociology
4412	History through Film
4413	Sports in Society
4910	Psychology
4912	Economics
4914	Economics-Honors
4915	Criminal Justice
4916	Constitutional Law
4930	AP Psychology

**WORLD LANGUAGES DEPARTMENT**

- 5231 Introduction to French Language and Culture
- 5410 Latin I
- 5411 Spanish I
- 5412 Spanish II
- 5413 Portuguese I
- 5414 Portuguese II
- 5415 World People, Cultures, and Civilizations
- 5420 Latin I-Honors
- 5421 Spanish II-Honors
- 5422 Portuguese I-Honors
- 5423 Portuguese II-Honors
- 5424 Spanish I-Honors
- 5810 Latin II
- 5811 Spanish III
- 5812 Portuguese III
- 5820 Latin II-Honors
- 5821 Spanish III-Honors
- 5822 Portuguese III-Honors
- 5920 Latin III-Honors
- 5921 Latin IV-Honors
- 5922 Spanish IV-Honors
- 5923 Spanish V-Honors
- 5924 Portuguese IV-Honors
- 5925 Portuguese V-Honors
- 5930 AP Latin

**PHYSICAL EDUCATION AND HEALTH DEPARTMENT**

- 6410 Introduction to Fitness and Wellness-Fall
- 6411 Introduction to Fitness and Wellness-Spring
- 6510 Freshman and Sophomore Physical Education-Fall
- 6511 Freshman and Sophomore Physical Education- Spring
- 6910 Junior and Senior Physical Education-Fall
- 6911 Junior and Senior Physical Education-Spring
- 6913 Health

**UNIFIED ARTS DEPARTMENT**

- 7440 Painting I
- 7441 Drawing I
- 7442 Drawing II / Drawing III
- 7443 Ceramics I
- 7444 Sculpture I
- 7445 Printmaking I
- 7446 Printmaking II
- 7448 Digital Photography/Phonetography I/ II
- 7450 Mixed Media Art
- 7451 Illustration, Color, and Design
- 7453 Ceramics II / Ceramics III
- 7460 Computer Applications
- 7461 Accounting I

**(continued) UNIFIED ARTS DEPARTMENT**

- 7480 Piano I
- 7481 Advanced Piano-Honors
- 7482 Chorus-Fall
- 7483 Chorus-Spring
- 7484 Symphonic (Concert) Band-Fall
- 7485 Symphonic (Concert) Band-Spring
- 7486 Introduction to Guitar
- 7487 Sound Recording Technology
- 7488 History of Rock and Roll Part 1
- 7489 Percussion Workshop
- 7490 History of Rock and Roll Part 2
- 7820 Music Theory II-Honors
- 7840 Painting II / Painting III
- 7860 Accounting II-Honors
- 7880 Music Theory I-Honors
- 7930 AP Drawing
- 7940 AP Art History
- 7941 3D Studio Art-Honors
- 7943 2D Studio Art-Honors
- 7960 Accounting III-Honors
- 7961 You and the Law
- 8871 Personal Finance

**CAREER AND TECHNICAL EDUCATION DEPARTMENT**

- 8000 CTE Exploratory
- 8001 Introduction to Automotive Technology I
- 8101 Automotive Technology II
- 8201 Automotive Technology III
- 8301 Automotive Technology IV
- 8011 Introduction to Carpentry I
- 8111 Carpentry II
- 8211 Carpentry III
- 8311 Carpentry IV
- 8041 Introduction to Drafting and Design
- 8141 Mechanical Drafting and Design
- 8241 Architectural Drafting and Design
- 8341 Drafting and Design

**(continued) CAREER AND TECHNICAL  
EDUCATION DEPARTMENT**

- 8051 Introduction to Early Education and Care I  
 8151 Early Childhood Education II  
 8251 Early Childhood Education III  
 8351 Early Childhood Education IV
- 8071 Introduction to Advanced Manufacturing  
 Technology I
- 8081 Introduction to Marketing I  
 8181 Marketing II  
 8281 Marketing III  
 8381 Marketing IV
- 8091 Introduction to Digital Video Production  
 8191 Principles of Digital Audio and Video Production  
 8291 Principles of Media Specialist  
 8391 Advanced Broadcast Journalism
- 8811 Woodworking I / Woodworking II  
 8905 Cooperative Education Program

**SPECIALIZED COURSE ELECTIVES**

- 0010 Dual Enrollment Program  
 1798 Work Study Internship  
 9320 Honors Senior Research  
 9380 School Service  
 9385 Senior Privilege  
 9400 Virtual High School  
 9500 Edgenuity  
 9910 Humanities Preparation Program  
 9920 STEAM Preparation Program

**SPECIAL EDUCATION DEPARTMENT**

- 9480 SAILS I—Success in Academics and  
 Independence with Life Skills  
 9481 SAILS II—ELA  
 9482 SAILS II—Math  
 9580 BOOST Program  
 9680 ISP—Individual Support Program-Fall  
 9681 ISP—Individual Support Program-Spring  
 9700 Transition Program

**COURSE LEVEL CHANGE REQUEST FORM****COURSE OVERRIDE REQUEST FORM****VIRTUAL HIGH SCHOOL APPLICATION****CAREER AND TECHNICAL EDUCATION  
ADMISSIONS POLICY**

**ENGLISH DEPARTMENT****COURSE SELECTIONS BY GRADE**

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>AP</b>	N/A	N/A	<i>AP English Language and Composition</i>	<i>AP English Literature and Composition</i>
<b>Honors</b>	<i>English 9-Honors</i>	<i>English 10-Honors</i>	<i>English 11-Honors</i>	<i>English 12-Honors</i>
<b>College Prep</b>	<i>English 9</i>	<i>English 10</i>	<i>English 11</i>	<i>English 12</i>
<b>Semester Electives</b>	Creative Writing I Creative Writing II Speech Communications Journalism I Journalism II Drama Workshop I Drama Workshop II Adv. Theatre Arts-Honors Young Adult Literature Literacy Skills	Creative Writing I Creative Writing II Speech Communications Journalism I Journalism II Drama Workshop I Drama Workshop II Adv. Theatre Arts-Honors Young Adult Literature Literacy Skills	Creative Writing I Creative Writing II Speech Communications Journalism I Journalism II Drama Workshop I Drama Workshop II Adv. Theatre Arts-Honors Young Adult Literature Literacy Skills	Creative Writing I Creative Writing II Speech Communications Journalism I Journalism II Drama Workshop I Drama Workshop II Adv. Theatre Arts-Honors Young Adult Literature Literacy Skills

*Italics* denotes courses that count toward English graduation requirements.

**COURSE OFFERINGS**

The English Department offers courses that develop students' reading, writing, and speaking abilities. To be literate in the 21st century, students must be adept at analyzing challenging print and non-print texts. The range of activities and assignments in English courses strives to prepare students to be knowledgeable and contributing members of society.

**1010 English 9 (9)**

College Prep—5 credits

This introductory course will prepare students in all areas of the study of English including fiction, nonfiction, composition, grammar, vocabulary development, and speech. Students will have an opportunity to hone advanced compositional techniques, speaking proficiency, and analytical, listening, and research skills through the study of major works. Summer reading is required.

**1020 English 9-Honors (9)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 80 in Eighth Grade Honors English or minimum grade of 90 in Eighth Grade English or teacher/guidance counselor approval.***

This introductory course to the honors program will prepare students in all areas of the study of English including literature, short story, the novel, mythology, poetry, drama, nonfiction, composition, grammar, vocabulary development, and speech. Students will have an opportunity to hone advanced compositional techniques, speaking proficiency, and analytical and listening skills through the study of major works. As part of the freshman honors curriculum, students will complete summer reading assessments. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**1110 English 10 (10)**

College Prep—5 credits

***Recommended prerequisite: Must have passed English 9 or English 9 Honors.***

This sophomore course provides continued study in these areas of English: literature, composition, related grammar, and vocabulary development as well as speaking and listening skills. Students will conduct research. Summer reading is required.

**1120 English 10-Honors (10)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 80 in English 9-Honors or minimum grade of 90 in English 9 or teacher/guidance counselor approval.***

This course will provide preparation in these areas of English study: literature, composition, related grammar and sentence structure, vocabulary development, and speech. The course explores the novel, short story, poetry, and drama. Research is a component of this class. Students in honors courses assume a workload that requires a high degree of independence and motivation. Summer reading is required.

**1210 English 11 (11)**

College Prep—5 credits

***Recommended prerequisite: Must have passed English 10 or English 10-Honors.***

This course focuses on the study, analysis, and comparison of American literature through a thematic lens. In addition to the selected readings, vocabulary and grammatical principles are included in the course of study. Students will be provided with the opportunity to gain experience in reading, writing, speaking, and critical thinking while studying a range of literary works representative of our society. A research paper is completed in the course. Summer reading is required.

**1220 English 11-Honors (11)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 80 in English 10-Honors or minimum grade of 90 in English 10 or teacher/guidance counselor approval.***

This course focuses on the study, analysis, and comparison of American literature. Students will examine a variety of literary works through a thematic lens. In addition to the selected readings, vocabulary and grammatical principles are included in the course of study. Students will gain experience in reading, writing, speaking, listening, and language while studying a range of literary works representative of our diverse society. A research paper is completed in the course. Students in honors courses assume a workload that requires a high degree of independence and motivation. Summer reading is required.

**1230 AP English Language and Composition (11)**

Advanced Placement—5 credits

***Recommended prerequisite: Minimum grade of 80 in English 10-Honors or minimum grade of 90 in English 10 or teacher/guidance counselor approval.***

This course is designed to prepare students for the rigors of college composition courses and to improve the students' compositional and formal speaking abilities through a systematic examination of the key rhetorical principles and skills involved in writing and speaking in a sophisticated, analytical, and technically proficient manner. A thorough examination of the various rhetorical modes is at the center of the course. Over the course of the year, students will analyze a variety of nonfiction works and craft a variety of responses based on those works, including oral presentations, all the while concentrating on the key steps involved in the writing process and the essentials of powerful communication, including grammar and sentence structure. This course will prepare students for the AP English Language and Composition Exam. Summer reading is required.

**1310 English 12 (12)**

College Prep—5 credits

***Recommended prerequisite: Must have passed English 11 or English 11-Honors.***

This course considers the thematic presentation of a variety of literary genres. The course provides students with the opportunity to gain experience in reading, writing, speaking, and critical thinking while studying a range of literary works. Students will also be required to complete a research paper. Summer reading is required.

**1320 English 12-Honors (12)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 80 in English 11-Honors or AP English Language and Composition or minimum grade of 90 in English 11 or teacher/guidance counselor approval.***

This course considers the thematic presentation of a variety of literary genres. The course provides students with the opportunity to gain experience in reading, writing, speaking, and critical thinking while studying a range of literary works. Students will also be required to complete a research paper. Students in honors courses assume a workload that requires a high degree of independence and motivation. Summer reading is required.

**1330 AP English Literature and Composition (12)**

Advanced Placement—5 credits

***Recommended prerequisite: Minimum grade of 80 in English 11-Honors or AP English Language and Composition or minimum grade of 90 in English 11 or teacher/guidance counselor approval.***

“The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences” (from *The AP® English Literature and Composition Course and Exam Description*). This course requires students to be responsible for an amount of work outside of class akin to that of a college course. This course will prepare students for the AP English Literature and Composition exam. Students in AP courses assume a workload that requires a high degree of independence and motivation. Summer reading is required.

**SEMESTER COURSE OFFERINGS****1410 Creative Writing I / Creative Writing II (9-12)**

College Prep—2.5 credits

Creative Writing is a workshop course designed for students to apply the techniques they have already studied in literature on their own original works. Students enrolled in this course will create a variety of original works in all the literary genres. The focus will be to improve the individual writing style of each student. To accomplish this, students will analyze the works of a number of authors across three genres—fiction, drama, and poetry—and then undertake a variety of assignments and exercises. Given the overall focus, a good portion of the course is student directed and centers around student choice. Thus, a variety of assessments will be done, including student generated portfolios. If taken a second time, the class will entail additional projects and more demanding assignments.

**1412 Speech Communications (9-12)**

College Prep—2.5 credits

The goal of this course is to introduce students to public speaking in a dynamic manner. The class will study and present various types of speeches including persuasive, informative, and special occasion. Students will be exposed to the study of extemporaneous and impromptu speaking. Interviewing skills are also included. Students will improve their research skills and focus on the art of argumentation. This course may be taken for credit more than once and also counts toward the art requirement for graduation.

**1415 Young Adult Literature (9-12)**

College Prep—2.5 credits

This course celebrates the YA genre with an emphasis on award-winning, provocative literature by such authors as Laurie Halse Anderson (*Speak*) and Jhumpa Lahiri (*The Namesake*). Students will explore a broad collection of contemporary works that reflects young adult issues and gain valuable speaking, listening, reading, and writing skills through literacy activities including blogging and literature circles.

**1416 Journalism I / Journalism II (9-12)**

College Prep—2.5 credits

In this course, students contribute to the online edition of the school newspaper, *The Falcon*, and develop many of the real-world skills used by 21st century journalists. Students will analyze and discuss current issues and events, write articles on topics of personal and community relevance, and learn the basics of online publishing. Students will also examine the history, laws, and ethics of American journalism, focusing particularly on how advancements in technology impact the field of journalism. Journalism II requires students to complete additional projects and serve as the managing editors for the monthly editions of *The Falcon* publication. **Enrollment in Journalism II is by instructor permission only.**

**1417 Drama Workshop I / Drama Workshop II Fall (9-12)****1418 Drama Workshop I / Drama Workshop II Spring (9-12)**

College Prep—2.5 credits

Topics studied in this course are acting, technical design, directing, producing, and theater history. Students also analyze professional productions. This class is for students new to theatre as well as experienced students. Students explore topics at various degrees of depth depending upon their interests and experience. Students also learn a monologue and create a design portfolio. This course counts toward the art requirement for graduation. **Enrollment in Drama Workshop II is by instructor permission only.**

**1419 Advanced Theatre Arts-Honors Fall (9-12)****1420 Advanced Theatre Arts-Honors Spring (9-12)**

Honors—2.5 credits

***Recommended prerequisite: Minimum grade of 90 in Drama Workshop or a performance in one production of the DRRHS Theatre Company.***

This course is designed for students who wish to continue to study and develop their knowledge of theatre arts at an advanced level. Through the applied study of advanced acting and directing, students will focus on the study and production of monologues, scenes, and one act plays. Students have the opportunity to refine their own interests in theatre by conceptualizing and producing their own work. To further hone their skills, students will also have the opportunity to work with professional artists in the field of theatre. This class produces a performance. In addition, students relate theatre with societal, cultural, and historical concepts. Finally, students discuss and critique performances and issues facing contemporary theatre. Students will add to their portfolio of work to demonstrate their development as an artist. This course may be taken for credit more than once and also counts toward the art requirement for graduation. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**1778 Literacy Skills**

College Prep—5 credits

Using both fiction and non-fiction, students will practice close reading skills to gain an enhanced understanding of text. Active reading will be stressed as students study both teacher-selected and student-selected titles. In addition, there will be an emphasis on the reading/writing connection. This class affords students the opportunity to improve their reading and writing skills. This class can be taken more than once for credit and is recommended for students who need additional support with reading comprehension.

# MATHEMATICS DEPARTMENT

## COURSE SELECTIONS BY GRADE

	Grade 9	Grade 10	Grade 11	Grade 12
<b>Honors (AP)</b>	<i>Algebra I-Honors</i>	<i>Geometry-Honors Algebra II-Honors</i>	<i>Pre-Calculus-Honors AP Statistics</i>	<i>AP Calculus AP Statistics</i>
<b>Honors</b>	<i>Algebra I-Honors</i>	<i>Geometry-Honors Algebra II-Honors</i>	<i>Algebra II-Honors Pre-Calculus-Honors</i>	<i>Pre-Calculus-Honors Calculus-Honors AP Calculus AP Statistics Statistics</i>
<b>College Prep</b>	<i>Algebra I</i>	<i>Geometry</i>	<i>Pre-Calculus Algebra II</i>	<i>AP Statistics Calculus Pre-Calculus Advanced Algebra &amp; Trigonometry Statistics Financial Math</i>
<b>Electives</b>			<i>AP Statistics Statistics</i>	<i>Statistics Apps of Calculus &amp; Physics-Honors</i>

*Italics* denotes courses that count toward Math graduation requirements.

Students doubling up with Algebra II and Geometry, in the honors sequence, are recommended to take **Algebra II-Honors** with either Geometry-Honors or College Prep Geometry to be best prepared for Pre-Calculus-Honors and AP Calculus.

Students may double up with Algebra II and Geometry, Pre-Calculus and Statistics, or Calculus and Statistics.

### COURSE OFFERINGS

The Mathematics Department encourages and provides students with the opportunity to use a variety of methods to analyze and solve problems efficiently by applying mathematical concepts to solve problems that incorporate “real-world” applications. Focus is placed on solving problems graphically, numerically, and algebraically utilizing appropriate tools.

**The TI 83/84 family of graphing calculators is strongly recommended for all college prep classes and is required for all honors and AP classes.**

**2010 Algebra I (9)**

College Prep—5 credits

***Recommended prerequisite: Must have passed Eighth Grade Math.***

This course will engage students in the study of linear functions, equations and inequalities, systems of equations and inequalities, quadratic functions, exponential functions, polynomial, rational expressions, probability, and data analysis. Students will utilize these functions understudy to model “real world” applications. Problem-solving activities and applications will allow students to model patterns and relationships with variables and functions. The TI 83/84 graphing calculator will be utilized to enhance the exploration of functions, to develop problem solving skills, and to explore alternative methods of obtaining solutions. **The TI 83/84 graphing calculator is strongly recommended.**

**2020 Algebra I-Honors (9)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 70 in Eighth Grade Enhanced Math or minimum grade of 90 in Eighth Grade Math.***

Algebra I-Honors is recommended for the highly motivated, self-directed, and responsible student with the ability to learn in an accelerated environment. This course will engage students in the study of linear functions, equations and inequalities, systems of equations and inequalities, quadratic functions, exponential functions, polynomial, rational expressions, probability, and data analysis. Students will utilize these functions understudy to model “real world” applications. Problem solving activities and applications will allow students to model patterns and relationships with variables and functions. The TI 83/84 graphing calculator will be utilized to enhance the exploration of functions, to develop problem solving skills, and to explore alternative methods of obtaining solutions. Students in honors courses assume a workload that requires a high degree of independence and motivation. **The TI 83/84 graphing calculator is strongly recommended.**

**2110 Geometry (10)**

College Prep—5 credits

***Recommended prerequisite: Must have passed Algebra I or Algebra I-Honors.***

Students will examine the methods of geometric proofs, deductive reasoning, spatial relationships, and analytic geometry. Students will engage in problem solving that involves parallel lines, congruent triangles, right triangles (including special right triangles and right triangle trigonometry), similarity, quadrilaterals, areas, circles, coordinate proofs, and volumes of solids. Constructions of geometric figures will be explored using geometric tools as well as The Geometer’s Sketchpad Software. This course also includes a great deal of algebra in order to reflect the Common Core Curriculum of approaching geometry from an algebraic perspective.

**2520 Geometry-Honors (10)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 80 in Algebra I-Honors or minimum grade of 90 in Algebra I.***

Geometry-Honors is recommended for the highly motivated, self-directed, and responsible student with the ability to learn in an accelerated environment. Students will examine the methods of geometric proofs, deductive reasoning, spatial relationships, and analytic geometry. Students will engage in problem solving that involves parallel lines, congruent triangles, right triangles (including special right triangles and right triangle trigonometry), similarity, quadrilaterals, areas, circles, coordinate proof, and volumes of solids. Constructions of geometric figures will be explored using geometric tools as well as The Geometer’s Sketchpad Software. This course also includes a great deal of algebra in order to reflect the Common Core Curriculum of approaching geometry from an algebraic perspective. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**2810 Algebra II (10-12)**

College Prep—5 credits

***Recommended prerequisite: Must have passed Geometry or Geometry-Honors.***

This course centers on a functional approach to algebra, investigating traditional algebra topics more in depth as well as more advanced functions. Students will examine linear, quadratic, radical, rational, logarithmic, exponential, trigonometric, and statistical functions. Procedures to manipulate expressions to solve equations and model with these functions will be studied. The TI 83/84 graphing calculators are integrated throughout for connecting graphical, numerical, and symbolic representations of functions. Problem-solving activities and applications will allow students to model patterns and relationships with variables and functions.

**A TI 83/84 graphing calculator is strongly recommended in this course.****2720 Algebra II-Honors (10-11)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 80 in both Algebra I-Honors and Geometry-Honors or minimum grade of 90 in Algebra I and Geometry.***

Algebra II-Honors is recommended for the highly motivated, self-directed, and responsible student with the ability to learn in an accelerated environment. This course centers on a functional approach to algebra, investigating traditional algebra topics more in depth, as well as more advanced functions. Students will examine linear, quadratic, radical, rational, logarithmic, exponential, trigonometric, and statistical functions. Procedures to manipulate expressions solve equations, and model with these functions will be studied. The TI 83/84 graphing calculators are integrated throughout for connecting graphical, numerical, and symbolic representations of functions. Problem solving activities and applications will allow students to model patterns and relationships with variables and functions. Students in honors courses assume a workload that requires a high degree of independence and motivation. **A TI 83/84 graphing calculator is required in this course.**

**2910 Pre-Calculus (11-12)**

College Prep—5 credits

***Recommended prerequisite: Minimum grade of 80 in Algebra II or passing grade in Algebra II-Honors.***

This course is designed for seniors and juniors who have successfully completed Algebra II. In this course, topics will include a study of trigonometric functions, their graphs and applications, as well as a study of all algebraic functions necessary to fully prepare for a college calculus class.

**A TI 83/84 graphing calculator is strongly recommended.****2220 Pre-Calculus-Honors (11)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 80 in Algebra II-Honors or minimum grade of 90 in Algebra II.***

Pre-Calculus-Honors is recommended for the highly motivated, self-directed, and responsible student with the ability to learn in an accelerated environment. This course is required for those students planning on taking AP Calculus. In this course, topics will include a study of trigonometric functions, their graphs and applications, as well as a study of all algebraic functions necessary to fully prepare for a college calculus class. Students electing this course need good study habits and a willingness to work hard. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**A TI 83/84 graphing calculator is required in this course.**

**2310 Advanced Algebra and Trigonometry (12)**

College Prep—5 credits

***Recommended prerequisite: Must have passed Algebra II.***

This course is designed for those students who have passed Algebra II yet need strengthening of algebraic skills for college readiness. Students will examine linear equations and inequalities, systems of equations and inequalities, polynomials, radicals, quadratics, right triangle trigonometry, matrices, and logarithms. Students will engage in activities to model “real-world” applications of the functions understudy. Additionally, if time allows, students will explore topics pertaining to various financial situations. The TI 83/84 graphing calculators will be used throughout this course to provide a deeper understanding of concepts.

**2311 Calculus (12)**

College Prep—5 credits

***Recommended prerequisite: Must have passed Pre-Calculus or Pre-calculus-Honors.***

This course is designed for seniors who have successfully completed a course in pre-calculus. Students will examine limits, derivatives and their applications, and integration and its applications. These are the same topics covered in a first semester college calculus class.

**A TI 83/84 graphing calculator is required for this course.****2321 Calculus-Honors (12)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 80 in Pre-Calculus-Honors or minimum grade of 90 in Pre-Calculus.***

This course is designed for seniors who have successfully completed a course in pre-calculus. Students will examine limits, derivatives and their applications, and integration and its applications. These are the same topics covered in a first semester college calculus class. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**A TI 83/84 graphing calculator is required for this course.****2320 Applications of Calculus and Physics-Honors (12)**

Honors—5 credits

***Corequisite: Must also be taking either AP Calculus, AP Physics, or both.***

The Applications of Calculus and Physics course is a co-taught program and is intended to complement and reinforce concepts learned in AP Physics and AP Calculus by carrying out of all the College Board’s required AP Physics laboratory exercises. This class will provide students with the opportunity to investigate various topics blending Calculus and Physics to supplement their Calculus and Physics classes. Projects, labs, and open response type assignments will engage students in applications of Calculus and Physics to assist them in the transfer of skills through critical thinking and analytical reasoning to real-world situations and problems. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**This course is required for students taking the AP Calculus and/or AP Physics exams.****2330 AP Calculus (12)**

Advanced Placement—5 credits

***Recommended prerequisite: Minimum grade of 80 in Pre-Calculus-Honors.******Corequisite: Must also be taking Applications of Calculus and Physics-Honors.***

AP Calculus is recommended for the highly motivated, self-directed, and responsible student with the ability to learn in an accelerated environment. Students will be expected to complete assignments and reading independently and have mastery of essential skills from prerequisite course work. Students will study all topics included in a college calculus course. Students will examine limits, derivatives and their applications, and integration and its applications. The pace of this course is dictated by the curriculum guide published by the

**(continued) 2330 AP Calculus**

College Board, <http://www.collegeboard.com/student/testing/ap/subjects.html>. Students electing this course must be prepared to do the work necessary to keep up with this pace and to do additional work independently as needed. A summer assignment of prerequisite topics must be completed before the start of the course. Students who are successful in this course will be eligible to take the Advanced Placement Exam in Calculus AB. Students in AP courses assume a workload that requires a high degree of independence and motivation.

**A TI 83 or 84 graphing calculator is required for this course.**

**2660 Financial Math (12)**

College Prep—5 credits

***Recommended prerequisite: Must have passed Algebra II.***

Connecting practical mathematical concepts to personal and business settings, this course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. This course encourages mastery of math skill sets including percentages, proportions, data analysis, linear systems, and exponential functions.

**2911 Statistics (11-12)**

College Prep—5 credits

***Recommended prerequisite: Minimum grade of 75 in Algebra II or must have passed Algebra II-Honors.***

In this course students will collect and analyze raw data and reach conclusions based on statistical analysis. Topics include mean, median, mode, standard deviation, normal curve, correlation, distributions, sampling, hypothesis testing, and applications. Upon completion of this course, students will be able to observe patterns and departures from patterns in explored data, decide how and what to measure when planning a study, produce models, and anticipate patterns using probability theory and simulation. Extensive use will be made of the TI 83/84 graphing calculator using its statistical capabilities.

**A TI 83 or 84 graphing calculator is required for this course.**

**2930 AP Statistics (11-12)**

Advanced Placement—5 credits

***Recommended prerequisite: Minimum grade of 90 in Algebra II or achieved minimum grade of 80 in Algebra II-Honors.***

Following the College Board's suggested curriculum designed to parallel college-level statistics courses, AP Statistics will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four broad conceptual themes: exploring data, sampling, and experimentation, anticipating patterns, and statistical inferences. Extensive use will be made of the TI 83/84 graphing calculator using its statistical capabilities.

**A TI 83 or 84 graphing calculator is required for this course.**

**SCIENCE DEPARTMENT****COURSE SELECTIONS BY GRADE**

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>AP / Honors</b>		AP Biology** Applications of Biology-Honors	AP Biology** Applications of Biology-Honors AP Chemistry** Applications of Chemistry-Honors AP Environmental Science	AP Biology** Applications of Biology-Honors AP Chemistry** Applications of Chemistry-Honors AP Physics** Applications of Calculus and Physics-Honors AP Environmental Science
<b>Honors</b>	Biology-Honors	Chemistry-Honors	Physics-Honors Anatomy & Physiology-Honors	Physics-Honors Anatomy & Physiology-Honors
<b>College Prep</b>	Biology Human Biology	Chemistry	Physics Earth Science Environmental Science	Chemistry Physics Earth Science Environmental Science Forensics Robotics and Engineering II Marine Biology* Zoology*
<b>Additional Courses</b>	Earth Science Marine Biology* Zoology* Introduction to Robotics*	Physical Science Earth Science Forensics Robotics and Engineering II Marine Biology* Zoology*	Chemistry Forensics Robotics and Engineering II Marine Biology* Zoology*	Chemistry Physics Earth Science Environmental Science Forensics Robotics and Engineering II Marine Biology* Zoology*

\* Semester courses do not count toward Science graduation fulfillment.

\*\* Applications course REQUIRED in conjunction with specified Advanced Placement courses.

All students must pass the Biology MCAS to fulfill graduation requirements.

**COURSE OFFERINGS**

Living in a world dominated by advances in science and technology requires that all students develop an intellectual base in the sciences and an ability to think critically. One must be able to assimilate new data, generate ideas, and draw logical conclusions based on the facts to progress in the ever-more competitive international marketplace. The Dighton-Rehoboth Science Department strives to foster lifelong learners who think critically about the world around them and apply their knowledge to make a positive impact on society. Honors and Advanced Placement courses in the sciences are designed to meet the needs of the highly motivated student who wishes to consider a career in the biological sciences or medical fields. Students in these courses assume a workload that requires a high degree of independence and motivation.

**3710 Biology (9)**

College Prep—5 credits

***Recommended prerequisite: Must have passed Eighth Grade Science.***

This course provides students with a better understanding and appreciation of the interdisciplinary nature of Biology. Specific units will address the following areas: the chemistry of life, cell biology, genetics, evolution, ecology, as well as anatomy and physiology (select organ systems). Instruction includes lecture, laboratory experiences, computer activities, individual and group work, as well as outside readings and assignments.

**3720 Biology-Honors (9)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 90 in Eighth Grade Science or teacher recommendation.***

This course is the foundation of the honors science program. The course involves the in-depth study of complex concepts and processes in cell biology, genetics, evolution, ecology, and human anatomy and physiology. Instruction includes lecture, laboratory experiences, computer activities, individual and group work. Students in honors courses assume a workload that requires a high degree of independence and motivation due to the pace, level of inquiry, and independent work required.

**3820 Applications of Biology-Honors (10-12)**

Honors—5 credits

***Corequisite: AP Biology***

Applications of Biology-Honors is intended to complement and reinforce concepts learned in AP Biology. As such, it is a challenging college preparatory science program designed to carry out all the College Board's required AP Biology laboratory exercises providing the student with foundational material necessary to devise scientific investigations, analyze and interpret experimental evidence, synthesize and organize experimental results into a summative document, and communicate results to the scientific community.

**This course is required for students taking AP Biology.**

**3830 AP Biology (10-12)**

Advanced Placement—5 credits

***Recommended prerequisite: Minimum grade of 80 in previous honors level science course or minimum grade of 90 in previous college prep level science course.******Corequisite: Applications of Biology-Honors and must be currently taking or have passed Chemistry-Honors.***

AP Biology is a rigorous and demanding course, which is the equivalent of an introductory college biology course. Content will be covered in more depth and greater expectations will be placed on interpretation and analysis of information. In addition, statistical analysis of data and modeling of concepts will be expected. A significant amount of studying must be completed at home to allow time for discussion, labs, and inquiry during class time. The College Board has redesigned the curriculum starting in the 2013 school year, and although the amount of material has been reduced, the emphasis on scientific thinking and analytical thinking has increased. Therefore, a full laboratory component is part of the curriculum and is completed in the Applications of Biology-Honors course. The College Board believes that all students should have access to academically challenging courses before taking AP classes. With that being said, it is strongly recommended that students take an honors level science course before enrolling in AP Biology. Course work in chemistry and biology is strongly suggested. Students in AP courses assume a workload that requires a high degree of independence and motivation.

**3910 Chemistry (10-12)**

College Prep—5 credits

***Recommended prerequisite: Teacher recommendation.***

Chemistry is a full-year college preparatory course which presents chemistry as an “experimental science.” It is designed to meet the standards outlined in the Massachusetts Science/Technology/Engineering Curriculum Frameworks. Emphasis is on problem solving and on obtaining and interpreting laboratory data through experimentation. Students will develop their knowledge of chemistry topics such as phases of matter, atomic structure and bonding, periodic trends, solutions, kinetics and equilibrium, acids, bases and salts etc. through investigations including lab work, individual and group work, computer activities, research, and selected readings.

**3420 Chemistry-Honors (10-12)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 90 in Biology or minimum grade of 80 in Biology-Honors and teacher recommendation.***

Chemistry-Honors is a full-year course designed for students currently in an honors program. A strong emphasis is placed on solving a variety of challenging problems through various solution methods and laboratory experiments. Topics that will be investigated include phases of matter, atomic structure and bonding, periodic trends, solutions, kinetics and equilibrium, acids, bases, salts, and gases through investigations including lab work, individual and group work, computer activities, research, and selected readings. This course is designed to prepare students for a more comprehensive first-year chemistry course in college. It is recommended for students seeking admittance into a comprehensive competitive four-year college. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**3920 Applications of Chemistry-Honors (10-12)**

Honors—5 credits

***Corequisite: AP Chemistry***

Applications of Chemistry-Honors program is intended to complement and reinforce concepts learned in AP Chemistry. As such, it is a challenging college preparatory science program designed to carry out all of the College Board’s required AP Chemistry laboratory exercises providing the student with foundational material necessary to devise scientific investigations, analyze and interpret experimental evidence, synthesize and organize experimental results into a summative document, and communicate results to the scientific community.

**This course is required for students taking AP Chemistry.****3930 AP Chemistry (10-12)**

Advanced Placement—5 credits

***Recommended prerequisite: Minimum grade of 80 in a previous honors level science course or minimum grade of 90 in a previous college prep level science course.******Corequisite: Applications of Chemistry-Honors.***

This AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. For most students, the course enables them to undertake, as a college freshman, second-year work in the chemistry sequence or to register in courses in other fields where general chemistry is a prerequisite. This course is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the College Board. A special emphasis will be placed on the seven science practices, which capture important aspects of the work in which scientists engage with learning objectives that combine content with inquiry and reasoning skills. Therefore, a full laboratory component is a part of the curriculum and is completed in the Applications of Chemistry-Honors course. AP Chemistry is open to all students who have completed a year of chemistry and wish to take part in a rigorous and academically challenging course. Students in AP courses assume a workload that requires a high degree of independence and motivation. For complete course description, go to: <http://www.collegeboard.com/student/testing/ap/subjects.html>

**3911 Physics (11-12)**

College Prep—5 credits

***Recommended prerequisite: Must be in or have passed Algebra II or Pre-Calculus.***

Physics is designed to help students with a wide range of backgrounds and abilities to learn physics. The two main goals of the course are to give students a thorough understanding of the basic concepts in physics and, by means of interesting applications, laboratory experiments, problems and projects, to prepare them to take a second course in physics or physical science in college. Additionally, this course is designed to help students who are seeking a career in the armed forces with the military entrance exam.

**3921 Physics-Honors (11-12)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 80 in Algebra II-Honors and Chemistry-Honors or minimum grade of 90 in Algebra II and Chemistry.***

Physics-Honors is a full-year course designed for students currently in the honors program. A strong emphasis is placed on solving a variety of challenging problems through various solution methods and laboratory experiments. Topics that will be investigated include mechanics, work and energy, momentum, waves, and electricity and magnetism. This course is designed to prepare students for a more comprehensive first-year physics course in college. It is recommended for students seeking admittance into a comprehensive competitive four-year college. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**2320 Applications of Calculus and Physics-Honors (12)**

Honors—5 credits

***Corequisite: Must also be taking AP Calculus, AP Physics, or both.***

The Applications of Calculus and Physics-Honors course is a co-taught program and is intended to complement and reinforce concepts learned in AP Physics and AP Calculus by carrying out of all the College Board's required AP Physics laboratory exercises. This class will provide students with the opportunity to investigate various topics blending Calculus and Physics to supplement their Calculus and Physics classes. Projects, labs, and open response type assignments will engage students in applications of Calculus and Physics to assist them in the transfer of skills through critical thinking and analytical reasoning to real-world situations and problems. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**This course is required for students taking AP Calculus and/or AP Physics.****3330 AP Physics C (12)**

Advanced Placement—5 credits

***Recommended prerequisite: Minimum grade of 80 in a previous honors level science course or minimum grade of 90 in a previous college prep level science course.******Corequisite: Applications of Calculus and Physics-Honors and AP Calculus or Calculus-Honors.***

The AP Physics C course forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physics problems. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. Additionally, a full laboratory component is part of the curriculum and is mainly completed in the Applications of Calculus and Physics-Honors course. The subject matter of the C course is principally mechanics with some electricity and magnetism discussed after the AP exam in May. Students are required take the AP Physics C-1 Examination in May of their senior year. Students in AP courses assume a workload that requires a high degree of independence and motivation. For complete course description go to: <http://www.collegeboard.com/student/testing/ap/subjects.html>

**3912 Environmental Science (11-12)**

College Prep—5 credits

***Recommended prerequisite: Must have passed a biology and chemistry or physical science course.***

Environmental Science is a full-year, multidisciplinary course that draws from all the sciences as well as other fields to help students better understand the relationship between humans and the world in which we live. Students will explore topics of ecology, natural resources, populations, forestry, fisheries, climatology, environmental health and toxicology, environmental engineering and modeling, production and consumption of energy, and environmental policy, law, and planning. The study of Environmental Science focuses on three main areas: conservation and protection of natural resources, environmental educational and communication, and environmental research.

**3931 AP Environmental Science (11-12)**

Advanced Placement—5 credits

***Recommended prerequisite: Minimum grade of 80 in Algebra II-Honors and Chemistry-Honors or minimum grade of 90 in Algebra II and Chemistry.***

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. AP Environmental Science increases environmental science literacy through a challenging laboratory- and field-science-based course. It teaches sustainability and the idea that individuals can bring about positive change and work toward solutions to many environmental problems and challenges in front of us. Students who are independent workers, can think critically, work with other students, and have a desire to work in the environmental field will benefit from this class. Students in AP courses assume a workload that requires a high degree of independence and motivation.

**3922 Anatomy and Physiology-Honors (11-12)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 80 in Chemistry-Honors or minimum grade of 90 in Chemistry.***

Anatomy and Physiology is open to juniors and seniors interested in the structure and function of the human body. This course involves the in-depth study of cell and tissue levels of organization as a foundation for the understanding of organics and organ systems. Instruction includes lecture, laboratory experiences, computer activities, individual and group work. The fetal pig and sheep brain are examined in detail through a real or virtual dissection. This course is open to students who are interested in an in-depth study of the human body, and it is strongly recommended for students planning to enter nursing, premedical, and biology programs in college.

**3010 Physical Science (10-11)**

College Prep—5 credits

***Recommended prerequisite: Teacher recommendation.***

The Physical Science course is designed to better prepare students for success in Chemistry and Physics. The course teaches basic principles and skills of physical science education while offering a balance of textual and investigative learning materials. The course is designed to address the standards of the Massachusetts Science Curriculum Framework. Chemistry topics include the atom, classification of matter, elements and their properties, chemical bonds, chemical reactions, and organic compounds. Physics topics include motion and forces, work and energy, electricity, and sounds and light. The approach is to introduce students to the principles, terminology and skills of science education while offering a balance of hands-on and investigative learning materials.

**ADDITIONAL COURSES****3410 Earth Science (9-12)**

College Prep—5 credits

Students will explore earth, addressing the origin, structure, and physical phenomena of the earth. Studies include concepts of geology, oceanography, and meteorology. Students will learn about the nature and interactions of the ocean and atmosphere, earth processes including plate tectonics, mountain building, earthquake and volcano formation, and weather conditions that produce catastrophic events such as hurricanes and tornadoes. Students will develop basic science skills and critical thinking through internet research, laboratory activities, case studies, and project based assignments.

**3411 Zoology (9-12)**

College Prep—2.5 credits

This semester course provides an introduction to the classification, relationships, structure, function, and behavior of major animal phyla. Emphasis is on levels of animal taxa, symmetry, and behavior. Zoology focuses on an introduction to all classes of invertebrate and vertebrate groups. Laboratory exercises to compare body systems will include dissections, building of models, and experimentation. Each king, phylum, and class will be analyzed through readings, graphing, lectures, videos, and case studies. Sea invertebrates, terrestrial invertebrates, and each major vertebrate group will be examined using anatomy, evolution, and symmetry.

**3913 Forensics (10-12)**

College Prep—5 credits

***Recommended prerequisite: Must have passed a Biology course.***

Forensics is the science which studies and analyzes evidence as it relates to criminalities. Forensics methods and technologies include observations, crime scene investigation, microscopic analysis of hair and fibers, examination and classification of fingerprints, chemical analysis, DNA, and the study of blood and blood spatter. This course is also designed to motivate students in areas such as interrogation, arson and fire investigation, autopsy, poisons, entomology, and criminal profiling. Classroom activities will include discussions, lectures, crime scene scenarios, case studies, and extensive laboratory exercises.

**3914 Marine Biology (9-12)**

College Prep—2.5 credits

This is a semester course that introduces students to life in the ocean. The primary focus will be marine biology; however, elements of physical oceanography will also be used. Major units will focus on Nekton (swimmers), Plankton (floaters and drifters), and Benthos (crawlers, attachers, and burrowers). Unifying themes will include shared taxonomies and morphologies, ecological significance, and human impacts. Dissections will be focal points, and a background in Biology is recommended though not required.

**3916 Human Biology (9)**

College Prep—5 credits

***Recommended prerequisite: Teacher recommendation.***

Human Biology is an introduction to the basic principles of biology by focusing on humans as biological creatures. Topics include basic chemistry in living organisms, cell and tissue structure, human body structures and functioning, and human genetics and development. Activities and group projects are designed to enhance the concepts presented to the class with practical applications using the scientific method and engineering design processes.

**8840 Introduction to Robotics (9)**

College Prep—2.5 credits

Introduction to Robotics is a semester-long, lab-based course that uses a hands-on approach to introduce the basic concepts of robotics focusing on the construction and programming of autonomous mobile robots. Course information will be tied to lab experiments. Students will work in groups to build and test mobile robots culminating in an end-of-semester robot contest. Students will use Lego robotics as their platforms and work independently and collaboratively to complete a variety of robot construction and programming activities.

**8841 Robotics and Engineering II (10-12)**

College Prep—5 credits

***Recommended prerequisite: Successful completion of Introduction to Robotics***

to Robotics. Students will explore artificial intelligence and programming in the robotic and automation industry. Students will learn engineering practices for design and documentation. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs. Small and large robots will be constructed and programmed to complete more complex tasks.

# SOCIAL STUDIES DEPARTMENT

## COURSE SELECTIONS BY GRADE

	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>AP</b>	N/A	N/A	<i>AP U.S. History</i> <i>AP Psychology</i>	<i>AP U.S. History</i> <i>AP European History</i> <i>AP Psychology</i>
<b>Honors</b>	<i>World History-Honors</i>	<i>U.S. History I-Honors</i>	<i>U.S. History II-Honors</i> <i>Economics-Honors</i>	<i>American Government-Honors</i> <i>Economics-Honors</i>
<b>College Prep</b>	<i>World History</i>	<i>U.S. History I</i>	<i>U.S. History II</i> <i>Economics</i> <i>Psychology</i>	<i>American Government</i> <i>Economics</i> <i>Psychology</i>
<b>Electives</b>	Sociology* History Through Film* Sports in Society*	Sociology* History Through Film* Sports in Society* Criminal Justice* Constitutional Law	Sociology* History Through Film* Sports in Society* Criminal Justice* Constitutional Law	Sociology* History Through Film* Sports in Society* Criminal Justice* Constitutional Law

*Italics* denote courses that count toward Social Studies graduation requirements.

\* Denotes semester course

### COURSE OFFERINGS

Social Studies courses in history, government, and economics prepare students for the duties of American citizenship and the understanding of current events. Four-year colleges require three years of college preparatory social studies in high school. Any other combination of electives will prepare students for admission to two-year state schools. Students and parents should keep this in mind as they discuss course selections.

#### **4010 World History (9)**

College Prep—5 credits

Students in this course will analyze and assess various world civilizations from the Renaissance to World War I. Students enrolled in this course will develop strong reading comprehension and writing skills. Course units will integrate the key social studies disciplines of history, government, geography, culture, religion, and economics in addition to developing in the student an appreciation for the impact of the fine arts, literature, science, and technology on the Western and non-Western world.

#### **4020 World History-Honors (9)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 90 in Eighth Grade Social Studies.***

Students in this course will analyze and assess various world civilizations from the Renaissance to World War I. Students will develop strong reading comprehension and writing skills. Course units will integrate the key social studies disciplines of history, government, geography, culture, religion, and economics in addition to developing in the student an appreciation for the impact of the fine arts, literature, science, and technology on the Western and non-Western world. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**4110 U.S. History I: c. 1763-1919**

Starting with a review of the major events which led to the American Revolution, students in this course will assess American history through the conclusion of World War I. Students will be able to evaluate how history is shaped by political and economic systems and geography and how culture is shaped by the humanities and technology. Students in this course will develop strong reading comprehension and writing skills.

**4120 U.S. History I-Honors: c.1763-1919 (10)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 80 in World History-Honors or minimum grade 90 in World History.***

This honors course will introduce students to the historical, social, geographical, political, and economic forces that shaped America from 1763 to the end of World War I. Developments in the fine arts, literature, science, and technology will be integrated into the curriculum. Students will be expected to interpret primary and secondary sources on a regular basis. This course is intended for students who are serious about learning history. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**4210 U.S. History II: c.1920-present (11)**

College Prep—5 credits

***Recommended prerequisite: Must have passed U.S. History I.***

Students will interpret major foreign and domestic issues in the United States from 1920 to the present as well as the growing importance of internationalism in our nation's affairs. Emphasis will be placed on the impact of the humanities as well as science and technology on American and world culture.

**4220 U.S. History II-Honors: c.1920-present (11)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 80 in U.S. History I-Honors or minimum grade of 90 in U.S. History I.***

This honors course will examine major domestic issues in the United States from 1920 to present as well as the growing importance of internationalism in our nation's affairs. Emphasis will be placed on the impact of the humanities as well as science and technology on American and world culture. Students will be expected to interpret primary and secondary sources on a regular basis. This course is intended for students who are serious about learning history. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**4230 AP U.S. History (11-12)**

Advanced Placement—5 credits

***Recommended prerequisite: Minimum grade of 80 in U.S. History I-Honors or minimum grade of 90 in U.S. History I and/or teacher recommendation.***

This course is designed for students who have a strong interest in history and want to work with advanced materials in an enriched program. The course is a survey of United States history focusing on key controversies and conflicts which helped to shape the social, political, economic, and diplomatic history of this nation. Students will develop a comprehensive knowledge of American history while learning skills to deal with documentary and interpretive materials. Class discussions will revolve primarily around significant issues of each historical period. Students are expected to complete regularly assigned major reading and writing assignments. Excellent writing skills are essential for success in this course. This course prepares students for the AP exam in U.S. History. Students in AP courses assume a workload that requires a high degree of independence and motivation. **Summer reading and writing is required for this course.**

**4310 American Government (12)**

College Prep—5 credits

***Recommended prerequisite: Must have passed US History II.***

You are a citizen of the most powerful and influential nation on Earth. The government of that nation is yours according to a constitution written long before your time. Understanding the social contract between you and that government is the key to being an active and contributing citizen of that nation. Students in this course investigate and analyze the government of the United States of America, as well as the government of the Commonwealth of Massachusetts, and the local governments of Dighton and Rehoboth. Related current events are also incorporated into the course where appropriate to help draw connections to your impact on government and how the different levels of government affect your life on a daily basis.

**4320 American Government-Honors (12)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 80 in U.S. History II-Honors or minimum grade of 90 in U.S. History II.***

You are a citizen of the most powerful and influential nation on Earth. The government of that nation is yours according to a constitution written long before your time. Understanding the social contract between you and that government is the key to being an active and contributing citizen of that nation. Students in this course investigate and analyze the government of the United States of America, as well as the government of the Commonwealth of Massachusetts, and the local governments of Dighton and Rehoboth. Related current events are also incorporated into the course where appropriate to help draw connections to your impact on government and how the different levels of government affect your life on a daily basis. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**4330 AP European History (12)**

Advanced Placement—5 credits

***Recommended prerequisite: Must have Grade 11 history teacher recommendation.***

This is a college-level survey of European history from the Renaissance to the present. AP European History takes a humanities approach by integrating art, music, philosophy, economics, and political science into its study of European civilization. The course requires extensive reading and analysis of both primary and secondary sources, and a seminar approach to learning is emphasized in class. The course also prepares students for success on the AP European History exam in May by focusing on appropriate analytical skills such as analysis of documents and essay writing. As seniors, students are expected to show strong writing and analytical skills and independent work habits as these are major components of the course. Students in AP courses assume a workload that requires a high degree of independence and motivation. **Summer reading and writing is required for this course.**

**4910 Psychology (11-12)**

College Prep—5 credits

***Recommended prerequisite: Must have passed U.S. History I and/or U.S. History II.***

Students in Psychology will evaluate the behavioral and mental processes of both humans and animals. This course is a full-year elective and will provide an overview of the psychology field. Students will study the following topics: history and approaches, research methods, biological basis for behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, personality development, stress and psychological responses, social psychology, and abnormal psychology.

**4912 Economics (11-12)**

College Prep—5 credits

***Recommended prerequisite: Must have passed U.S. History I and/or U.S. History II.***

Economics is the study of the production, distribution, and consumption of goods and services. Using easy-to-understand terms and examples, this course will explain, compare, and contrast the economic systems used around the world. Among the topics are the functions of money and other resources, the laws of supply and demand, the role of banks and governments within the capitalist economies, and an introduction to macroeconomics and microeconomics.

**4914 Economics-Honors (11-12)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 80 in U.S. History I-Honors or U.S. History II-Honors or minimum grade of 90 in U.S. History I or U.S. History II.***

Economics is the study of the production, distribution, and consumption of goods and services. Using easy-to-understand terms and examples, this course will explain, compare, and contrast the economic systems used around the world. Among the topics are the functions of money and other resources, the laws of supply and demand, the role of banks and governments within the capitalist economies, and an introduction to macroeconomics and microeconomics. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**4930 AP Psychology (11-12)**

Advanced Placement—5 credits

***Recommended prerequisite: Psychology teacher/Guidance Counselor recommendation.***

Students in AP Psychology will evaluate the behavioral and mental processes of both humans and animals as set out by the College Board and AP Course Description Book. This course is a full-year elective for that will prepare students to take the AP Psychology Exam in May. Students will analyze and appraise the following topics: history and approaches, research methods, biological basis for behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality testing, individual differences, abnormal behavior, and social psychology. Students in AP courses assume a workload that requires a high degree of independence and motivation. **Summer reading and writing is required for this course.**

**SEMESTER COURSE OFFERINGS****4411 Sociology (9-12)**

College Prep—2.5 credits

This semester course aims to provide students with comprehensive knowledge and relevant skills in the field of sociology in preparation for more advanced educational exploration into the subject and application to real life experiences. By investigating classical and contemporary sociological theorists, students can apply distinct perspectives to evaluate societal issues and realities. This course will cover topics such as culture, violence, deviance, social control, socialization and personality, group behavior, social class, and social institutions. The key component of this course is to study ourselves and the society that influences our behavior.

**4412 History through Film (9-12)**

College Prep—2.5 credits

Students in this course will be able to differentiate and evaluate the thematic trends in United States history (since 1900) by examining the films produced in a certain era. Examples include *Modern Times*, *Casablanca*, *On the Waterfront*, and *Guess Who's Coming to Dinner*. Project-based assessments including script writing and storyboarding will be a critical component of this course. A major goal of this course will be determining what these films say about the people who create them, the politics behind their creation, and how they reflect the values, ideas, and larger historical issues of the times in which they were created.

**4413 Sports in Society (9-12)**

College Prep—2.5 credits

Students in this class will assess the connection between sports and society at large. Topics such as racism in sports, youth and college athletics, the journey of African-American athletes, women in sports, the use of performance-enhancing drugs, and sports as a transcending power in society are evaluated on an on-going basis. Documentaries such as *Nine Innings From Ground Zero*, *The Journey of the African-American Athlete*, *Dare to Compete: Women in Sports*, and the *ESPN 30 for 30* series are utilized as visual tools. Films such as *Miracle*, *The Blind Side*, *Remember the Titans*, and *42* are also critically discussed and analyzed. Students in this course will complete reading and writing assignments.

**4915 Criminal Justice (10-12)—offered odd numbered school years beginning 2021-2022**

College Prep—2.5 credits

This course is designed to introduce students to the major areas of the criminal justice fields. The focus will be on criminology, the nature and extent of crime, amendments related to individual rights, police procedures, and the court system. Students will engage in class discussions and thought-provoking individual and group assignments. The primary goal of this course is to give students with a serious interest in criminal justice exposure to the various aspects of the field.

**4916 Constitutional Law (10-12)**

College Prep—2.5 credits

Students will proceed chronologically through Supreme Court history in order to understand the political, economic, and social contexts surrounding the most influential cases in American jurisprudence. The course will also rely heavily on case law to anchor student understanding of Constitutional law and its impact on the American experiment.

## WORLD LANGUAGES DEPARTMENT

The World Languages Department aims to develop in students the skills needed to function confidently and become proficient in a language other than English. Since language learning is a cumulative process, it requires constant and regular practice over an extended period of time if any degree of proficiency or mastery is to be obtained. To this end, students must also build a comprehensive base of the history and culture of the people who spoke or speak the language being studied. Through this process, students will have a better understanding of the world in which they live and an increased awareness of their own culture.

The study of a world language will help all students who enroll regardless of his or her future goals or career pathway. Knowing other languages and understanding other cultures is a 21<sup>st</sup> century skill set for students as they prepare to live and work in a global society.

**Students must successfully complete two consecutive years of the same language to meet the graduation requirements at Dighton-Rehoboth.**

Students are encouraged to continue their world language through their senior year as numerous four-year colleges are looking for well-rounded students who have taken three to four consecutive years of a world language.

### COURSE SELECTIONS BY GRADE

	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>AP</b>	N/A	N/A	N/A	<i>AP Latin</i>
<b>Honors</b>	<i>Spanish I-Honors</i> <i>Portuguese I-Honors</i> <i>Latin I-Honors</i> OR * <i>Spanish II-Honors</i> * <i>Portuguese II-Honors</i>	<i>Spanish II-Honors</i> <i>Portuguese II-Honors</i> <i>Latin II-Honors</i> OR * <i>Spanish III-Honors</i> * <i>Portuguese III-Honors</i>	<i>Spanish III-Honors</i> <i>Portuguese III-Honors</i> <i>Latin III-Honors</i> OR * <i>Spanish IV-Honors</i> * <i>Portuguese IV-Honors</i>	<i>Spanish IV-Honors</i> <i>Portuguese IV-Honors</i> <i>Latin IV-Honors</i> OR * <i>Spanish V-Honors</i> * <i>Portuguese V-Honors</i>
<b>College Prep</b>	<i>Spanish I</i> <i>Portuguese I</i> <i>Latin I</i> OR * <i>Spanish II</i> * <i>Portuguese II</i> Introduction to French Language and Culture World People, Cultures, and Civilizations	<i>Spanish II</i> <i>Portuguese II</i> <i>Latin II</i> OR * <i>Spanish III</i> * <i>Portuguese III</i> Introduction to French Language and Culture World People, Cultures, and Civilizations	<i>Spanish III</i> <i>Portuguese III</i> Introduction to French Language and Culture World People, Cultures, and Civilizations	Introduction to French Language and Culture World People, Cultures, and Civilizations

\* Denotes that student has begun their language study in Year II (Year I completed in eighth grade).

*Italics* denotes courses that count toward two-year World Languages graduation requirement.

**COURSE OFFERINGS****5231 Introduction to French Language and Culture (9-12)**

College Prep—2.5 credits

This course is designed for students interested in learning French and the culture of the people who speak French. Students will learn the basic skills in listening and speaking and be equipped with the tools needed to formulate simple sentences and questions on their own. The course will also include learning about the different countries that speak French on five continents and the different cultures of those areas, food, music, film, holidays, and art.

**5410 Latin I (9-12)**

College Prep—5 credits

Students use the Latin Cambridge course, which has an on-line component, to enliven the learning of the immortal Latin language. Students will read and comprehend exciting stories about a Pompeian family before the eruption of Mount Vesuvius. Cultural topics include meals, theater, mythology, sports, government, architecture, and gladiators, to name a few. Utilizing an inductive approach, the course presents grammar in a controlled context where students learn through reading passages and remembering particular, grammatical structures and vocabulary. Students will at times act out stories and draw comic strips to show their understanding, as well as build their English comprehension and understanding through learning derivatives.

**5415 World People, Cultures, and Civilizations (9-12)**

College Prep—2.5 credits

This course will introduce students to a wide variety of cultures, languages, and civilizations. Students will be exploring differences and similarities in cultures and languages through film, food, and discussion. Peoples from Arabic, Asian, African, and Eastern European cultures will be introduced as well as language study of the Romance, Ancient, and Anglophone. Students will become more aware of the stereotypes, language pitfalls, and cultural mores of these different cultures and will become familiar with world economy and environment issues.

**5420 Latin I-Honors (9-12)**

Honors—5 credits

The Honors Latin I course is a more rigorous course in which students will work at a more advanced level. Students will complete additional projects, compositions, cultural readings, speaking activities etc. in preparation for taking the AP Latin Exam and working to achieve proficiency in the language. Students in Honors courses assume a workload that requires a high degree of independence and motivation.

**5810 Latin II (10-12)**

College Prep—5 credits

***Recommended prerequisite: Must have passed Latin I.***

Students will continue to discover a more complete historical and cultural background through Latin accounts of important historical events in Roman provinces and its impact on our Western civilizations. They will follow the family of Salvius, a prominent judge in Roman-occupied Britain and then travel to Alexandria, Egypt. The culminating activity is an independent study project on the Roman military. Students will resume their work with Latin grammar and language to proceed in reading more complex stories to prepare them for further lifelong appreciation of the Latin language.

**5820 Latin II-Honors (10-12)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 80 in Latin I-Honors or minimum grade of 90 in Latin I or teacher recommendation.***

The Honors Latin II course is a more rigorous course in which students will work at a more advanced level. Students will complete additional projects, compositions, cultural readings, and speaking activities in preparation for taking the AP Latin Exam and working to achieve proficiency in the language. Students in Honors courses assume a workload that requires a high degree of independence and motivation.

**5920 Latin III-Honors (11-12)**

Honors—5 credits

***Recommended prerequisite: Must have passed Latin II and teacher recommendation.***

Students will persevere through readings based on the Roman Empire. They will strive to read for comprehension. Through vocabulary building, sight-reading, and prepared translations students will strengthen their skills in English that will help them on standardized tests such as the SAT and ACT. Cultural topics are based in the study of Rome through investigating archeology, engineering, and philosophy.

**5921 Latin IV-Honors (11-12)**

Honors—5 credits

***Recommended prerequisite: Must have passed Latin III-Honors and teacher recommendation.***

Students in Latin IV-Honors continue their study of the language and culture through literature which can include works of Virgil, Pliny, and Cicero. Every attempt is made to allow each student to progress at his/her own pace and within certain limits, to allow him/her a choice in the literary works studied. Stress is placed on content, metrics, figures of speech, and the author's choice of words and sounds.

**5930 AP Latin (12)**

Advanced Placement—5 credits

***Recommended prerequisite: Minimum grade of 80 in Latin III-Honors or teacher recommendation.***

AP Latin will continue to build the student's proficiency in the language and at the same time, prepare them for the AP Latin: Vergil and Caesar Exam. The basic objective of the course is building skill in reading, translating and understanding, analyzing, and interpreting Latin in the original. Students will read, translate, and analyze the required Latin passages from Vergil's *Aeneid* and Caesar's *Gallic Wars* listed in the Advanced Placement Latin course description. In addition, students will read and discuss Books I-XII of the *Aeneid* in English. Students in AP courses assume a workload that requires a high degree of independence and motivation.

**5411 Spanish I (9-12)**

College Prep—5 credits

Students are engaged daily in interactive exercises that foster good oral communication as well as proper pronunciation. Students begin to speak, understand, read, and write idiomatic Spanish. Students also acquire a basic vocabulary relating to daily life. In the context of communicative situations, students create dialogues and stories with acquired vocabulary and grammar including present tense of regular and some key irregular verbs. Individual oral presentations and directed compositions are assigned. Students will explore the Hispanic culture, family and daily life, and will be able to make cultural comparisons to their own culture.

**5424 Spanish I-Honors (9-12)**

Honors—5 credits

***Recommended prerequisite: Eighth Grade World Languages teacher recommendation.***

Spanish I- Honors is a more rigorous course where students will work at a more advanced level. Students will complete additional projects, compositions, cultural readings, and speaking activities to achieve proficiency in the language. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**5412 Spanish II (9-12)**

College Prep—5 credits

***Recommended prerequisite: Must have passed Spanish I.***

Students are engaged daily in interactive exercises that foster good oral communication as well as proper pronunciation. Students continue to speak, understand, read, and write idiomatic Spanish and acquire a rather extensive vocabulary relating to daily life. In the context of communicative situations, students create dialogues and stories with acquired vocabulary and grammar including regular and irregular verbs in new tenses. Oral presentations and directed compositions are assigned. Students will continue to learn about the Hispanic culture and traditions and will be able to make cultural comparisons to their own culture.

**5421 Spanish II-Honors (9-12)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 90 in Spanish I or Eighth Grade World Languages teacher recommendation.***

The Spanish II-Honors course is a more rigorous course where students will be working at a more advanced level. Students will complete additional projects, compositions, cultural readings, and speaking activities to achieve proficiency in the language. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**5811 Spanish III (10-12)**

College Prep—5 credits

***Recommended prerequisite: Must have passed Spanish II.***

Students will continue to improve their oral proficiency in the language focusing on using past tenses and expanding their vocabulary. Students will develop their skills by speaking, listening, reading, and writing in Spanish and by orally describing images and story sequences, talking and writing about their own daily activities, and reading short passages that reinforce these concepts. Students will also learn more about the Hispanic world and culture.

**5821 Spanish III-Honors (10-12)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 80 in Spanish II-Honors or a minimum grade of 90 in Spanish II or teacher recommendation.***

Spanish III-Honors is a more rigorous course where students will be working at a more advanced level. Students will complete additional projects, compositions, cultural readings, and speaking activities. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**5922 Spanish IV-Honors (11-12)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 80 in Spanish III-Honors or teacher recommendation.***

Spanish IV-Honors is a rigorous course where students continue building proficiency and competence through communication. The course is taught almost entirely in Spanish as there is an emphasis on strengthening speaking skills and listening comprehension. Students will learn more complex grammar using the past, conditional, and subjunctive tenses. Students will also analyze a variety of short stories and poems in Spanish to strengthen reading comprehensions skills. Students complete numerous projects and activities. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**5923 Spanish V-Honors (11-12)**

Honors—5 credits

***Recommended prerequisite: Must have passed Spanish IV-Honors.***

Spanish V-Honors is conducted almost exclusively in Spanish. The course is divided into five thematic units of study. In each unit students will be exposed to various Hispanic authors and poets and will read and analyze various poems and short stories strengthening reading comprehension skills. Students will also explore Hispanic art, film, and music gaining further knowledge of the Spanish culture. Students will research relevant topics and prepare presentations to share orally in class. They will improve their proficiency in writing as well. Students will build upon their listening skills by listening to and interpreting various audio clips. Furthermore, students will review, expand, and master various grammatical topics in order to successfully comprehend, communicate, and discuss their identity, typical daily and life events, family and community, cultural values, traditions, world events, the effect and impact of technology, and social, environmental, and cultural issues.

**5413 Portuguese I (9-12)**

College Prep—5 credits

Students are engaged daily in interactive exercises that foster good oral communication as well as proper pronunciation. Students begin to speak, understand, read, and write idiomatic Portuguese. Students also acquire a basic vocabulary relating to daily life. In the context of communicative situations, students create dialogues with acquired vocabulary and grammar including present tense of regular and some key irregular verbs. Individual oral presentations and directed compositions are assigned. Students will explore facts about the cities of Lisbon, Porto, and Coimbra.

**5422 Portuguese I-Honors (9-12)**

Honors—5 credits

***Recommended prerequisite: Eighth Grade World Languages teacher recommendation.***

Portuguese I-Honors is a more rigorous course where students will work at a more advanced level. Students will complete additional projects, compositions, cultural readings, and speaking activities to achieve proficiency in the language. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**5414 Portuguese II (9-12)**

College Prep—5 credits

***Recommended prerequisite: Must have passed Portuguese I.***

Students are engaged daily in interactive exercises that foster good oral communication as well as proper pronunciation. Students continue to speak, understand, read, and write idiomatic Portuguese. Students also acquire a rather extensive vocabulary relating to daily life. In the context of communicative situations, students create dialogues with acquired vocabulary and grammar including regular and irregular verbs in new tenses. Individual oral presentations and directed compositions are assigned. Students will discover new things about Madeira, the Azores, and various Lusophone countries of the world. Students research and deliver an oral presentation.

**5423 Portuguese II-Honors (9-12)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 80 in Portuguese I-Honors or minimum grade of 90 in Portuguese II or teacher recommendation.***

Portuguese II-Honors is a more rigorous course where students will work at a more advanced level. Students will complete additional projects, compositions, cultural readings, and speaking activities to achieve proficiency in the language. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**5812 Portuguese III (9-12)**

College Prep—5 credits

***Recommended prerequisite: Must have passed Portuguese II.***

Students continue to build on the major elements of Portuguese II. Students are assigned oral and written reports which give opportunities for creative use of the important principles of grammar being reviewed and expanded to include new grammatical elements. The provinces of Portugal are the cultural focus of the course.

**5822 Portuguese III-Honors (10-12)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 80 in Portuguese II-Honors or minimum grade of 90 in Portuguese II or teacher recommendation.***

Portuguese III-Honors is a more rigorous course where students will be working at a more advanced level. Students will complete additional projects, compositions, cultural readings, and speaking activities to achieve proficiency in the language. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**5924 Portuguese IV-Honors (11-12)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 80 in Portuguese III-Honors or teacher recommendation.***

Portuguese IV-Honors is a rigorous course where students continue building proficiency and competence through communication. The course is taught almost entirely in Portuguese as there is an emphasis on strengthening listening comprehension. Students complete the study of advanced grammatical structures and analyze a variety of short stories and poems in Portuguese to strengthen reading comprehensions skills. Students complete numerous projects and activities. Students in honors courses assume a workload that requires a high degree of independence and motivation.

**5925 Portuguese V-Honors (11-12)**

Honors—5 credits

***Recommended prerequisite: Minimum grade of 80 in Portuguese IV-Honors or teacher recommendation.***

Portuguese V-Honors is a rigorous course for students who wish to continue building proficiency in speaking, reading, writing, and listening. The course is taught almost exclusively in Portuguese. Students work diligently and participate in numerous speaking/conversational activities as emphasis is placed on strengthening speaking skills. Students also analyze Portuguese literature and explore a variety of cultural topics. Students complete numerous projects, skits, and activities. Students in honors courses assume a workload that requires a high degree of independence and motivation.

## PHYSICAL EDUCATION DEPARTMENT

### COURSE SELECTIONS BY GRADE

Grade	Semester 1	Semester 2
9	<i>Introduction to Fitness and Wellness</i> Freshman/ Sophomore PE Health	<i>Introduction to Fitness and Wellness</i> Freshman/ Sophomore PE Health
10	Freshman/ Sophomore PE Health	Freshman/ Sophomore PE Health
11	Junior/ Senior PE Health	Junior/ Senior PE Health
12	Junior/ Senior PE Health	Junior/ Senior PE Health

*Italics* denotes course that is mandatory for the Physical Education graduation requirement. Students are required to successfully complete a total of 5 credits in Physical Education. Each semester course is 2.5 credits.

### COURSE OFFERINGS

Through the Physical Education curriculum, students will develop positive attitudes toward the value of physical education, learn lifetime fitness activities and knowledge, and promote self-esteem and individual growth through a proper balance of individual and group activities. Students must accumulate 5 credits in physical education to meet graduation requirements. Of the 5 credits, 2.5 credits must be in *Introduction to Fitness and Wellness*. This class is strongly recommended to be taken in the freshman or sophomore year. ***Students may not elect more than one (1) physical education course per semester unless approved by administration.***

#### **6410 Introduction to Fitness and Wellness--Fall (9-12)**

#### **6411 Introduction to Fitness and Wellness--Spring (9-12)**

2.5 credits—***required for graduation***

The major focus of this course will be lifelong fitness. Students will learn about the health components of fitness, using weight room equipment and cross training. Students will build a base knowledge of fitness throughout the semester and finish by developing their own fitness program to follow. Students will monitor their progress in the areas of muscular fitness and cardiovascular fitness through assessment and documentation. This course is required for graduation.

#### **6510 Freshman and Sophomore Physical Education-Fall (9-10)**

#### **6511 Freshman and Sophomore Physical Education-Spring (9-10)**

2.5 credits

This course emphasizes physical fitness through team and dual sport activities. Knowledge and the application of rules and strategies will be combined with team play. Problem solving skills and cooperation will be stressed. The activities included will be soccer, football, volleyball, basketball, floor hockey, ultimate frisbee, badminton, pickleball, tennis, softball, and various recreational games.

**6910 Junior and Senior Physical Education-Fall (11-12)****6911 Junior and Senior Physical Education-Spring (11-12)**

2.5 credits

Knowledge and physical skills obtained through the freshmen and sophomore levels of these classes will be utilized to participate in games. Emphasis will be placed on lifetime sports for physical fitness. Games played will be soccer, football, volleyball, basketball, floor hockey, ultimate frisbee, badminton, pickleball, tennis, softball, and various recreational games.

**6913 Health (9-12)**

2.5 credits

This course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Study will include personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth development, and sexual health. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

# UNIFIED ARTS DEPARTMENT

## ART AND DESIGN

### COURSE SELECTIONS BY GRADE

GRADE	2D PATH	3D PATH	AP / HONORS
9	Drawing I Painting I Painting II / Painting III Printmaking I Printmaking II Digital Photography/Phonotography I/II Mixed Media Art Illustration, Color, and Design	Ceramics I Ceramics II Sculpture I	
10-12	Drawing I Drawing II / Drawing III Painting I Painting II / Painting III Printmaking I Printmaking II Digital Photography/Phonotography I/II Mixed Media Art Illustration, Color, and Design	Ceramics I Ceramics II / Ceramics III Sculpture I	2D Studio Art-Honors 3D Studio Art-Honors
12			AP Drawing AP Art History

\* All Art and Design courses are scheduled by single semester only EXCEPT the following full-year, 5-credit courses: Art History-Honors, AP Art History, 3D Studio Art-Honors, and AP Studio Art.

### COURSE OFFERINGS

It is our belief that all students have the ability to excel in one or more of the creative arts. It is also important to remind students that their four years in high school are not an end but the start of a journey of exploration. Exposure to the humanities, such as art, will add to a student's enlightenment. Art can be learned since we all have the desire and need to create and express ourselves. The desire to learn is as favorable as is possessing actual talent. With this in mind, the Art Department offers a variety of electives that will meet these individual needs. We encourage all students to take one or more art classes during high school.

#### **7440 Painting I (9-12)**

College Prep—2.5 credits

In this course, students will study and practice painting techniques in watercolor and oil paint. Color theory and fundamentals of color mixing and brush handling will be discussed. Students will learn how to arrange line, shape, and color, the key components of good design in any work of art. Finished paintings will include still life and landscape. Through critiques and self-evaluations, students will be able to assess the components of "good" art.

**7441 Drawing I (9-12)**

College Prep—2.5 credits

This course will focus on observational drawing. Students will be instructed in drawing what they “see,” developing their eye and hand coordination, and how to arrange objects on a page to create exciting and well-structured compositions. A variety of media will be explored such as pencil, charcoal, and pen and ink. The course will also introduce color into drawing using a variety of media, i.e. color pencil, pastels, colored ink. Through critiques and self-evaluations, students will be able to assess the components of “good” art.

**7442 Drawing II / Drawing III (9-12)**

College Prep—2.5 credits

***Recommended prerequisite: Must have passed Drawing I.***

This course builds upon skills and art developed in Drawing I. Advanced skills in color application, compositional alternatives, spatial relationships, and new media will be investigated. Drawing the human figure from a model and other new subject matter will be explored such as still life, landscapes, and mixed media drawing. Through critiques and self-evaluations, students will be able to assess the components of “good” art. As in any fine arts course, individual and inventive expression is encouraged.

**Enrollment in Drawing III is by instructor permission only.****7443 Ceramics I (9-12)**

College Prep—2.5 credits

This is a course where students examine the nature and the art of working in clay. Instruction includes wheel throwing, slab construction, the mixing and application of glazes, and various kiln firing techniques. Projects will revolve around making functional vessels/pots in high-fired clay, i.e. bowls, cylinders, mugs with handles, plates, and covered pieces. Through critiques and self-evaluations, students will be able to assess the components of “good” art.

**Enrollment in Ceramics II is by instructor permission only.****7444 Sculpture I (9-12)**

College Prep—2.5 credits

This course concentrates on spatial concepts as interpreted through a variety of 3-dimensional materials such as clay, wire, and wood. Students will create a variety of projects designed to build awareness of real space as it applies to sculptural art. Both realistic and abstract concepts will be explored through modeling reliefs and building freestanding statues. Through critiques and self-evaluations, students will be able to assess the components of “good” art.

**7445 Printmaking I (9-12)**

College Prep—2.5 credits

This course introduces the nature of the print as an art form. Instruction will include the handling of various tools and plates for the purpose of producing multiple images. Printing techniques will include the mono-print, the embossing, and the linoleum cut. Through critiques and self-evaluations, students will be able to assess the components of “good” art.

**7446 Printmaking II (9-12)**

College Prep—2.5 credits

***Recommended prerequisite: Must have passed Printmaking I.***

This course builds upon the skills and art developed in Printmaking I. The emphasis will be on longer and more complex printing assignments such as silk screening, etching, solar printing, and Japanese multiple woodblock printing. The history of the print and printmakers will be studied for inspiration, i.e. Rembrandt, Durer, Gauguin, Utamaro, and Hokusai. Through critiques and self-evaluations, students will be able to assess the components of “good” art. As in any fine arts course, individual and inventive expression is encouraged.

**7448 Digital Photography/Phonetography I/II (9-12)**

College Prep—2.5 credits

Phonetography refers to photos taken with a mobile phone or smartphone. This type of photography has become more common as high-quality digital cameras have become standard on most mobile phones. In this course students will learn to use their smartphones to take high-quality, well-crafted photos. This is not a course about taking “selfies” but a class where the same rules of composition and design apply just like any other rigorous art class. Students will download a series of phone applications to craft photographs just as if they were using a film camera. Photo editing and manipulation will also be a large part of learning the craft of phonetography. **Students must have the ability to upload free apps and an IOS or Apple phone is required.**

**7450 Mixed Media Art (9-12)**

College Prep—2.5 credits

**Required prerequisite: Must have passed Drawing I, Painting I, or Printmaking I.**

Working with mixed media is both liberating and inspirational. Here is an opportunity to experiment with a wide range of materials and techniques including charcoal, watercolor, collage, acrylic, and pastel in a variety of combinations within several different pieces of work. Students will learn how to develop drawing skills, combine photographs with other objects and colors in collage, layer several mediums, and incorporate paint and prints to create new compositions. Students will explore beyond the boundaries of many art courses and discover the concept of creating a wide variety of techniques and materials. Emphasis rests with the elements and principles of design as a way of evaluating finished pieces.

**7451 Illustration, Color, and Design (9-12)**

College Prep—2.5 credits

**Recommended prerequisite: Must have passed Drawing I.**

The core foundation of this course is the application of color and the elements and principles of design. This course may also include all of the following: color and design in drawing, painting, printmaking, collage, and digital media. Students will acquire the ability to illustrate a story through artwork and put together quality compositions using available references. Skill and mastery in color and design have historically been handed down from artisan to apprentice for hundreds of generations.

**7453 Ceramics II / Ceramics III (9-12)**

College Prep—2.5 credits

**7840 Painting II / Painting III (10-12)**

College Prep—2.5 credits

**Recommended prerequisite: Must have passed Painting I.**

This course builds upon the skills and art developed in Painting I. Students will be instructed in stretching and preparing canvas and watercolor paper and mixing and uses of oil and watercolor paint. Intuitive as well as classic color theory models will be explored. Strategies of painting, which aid in the illusion of three dimensional and naturalistic color and light, will be employed throughout this course. Subject matter includes still life, landscapes, and portraiture. Through critiques and self-evaluations, students will be able to assess the components of “good” art. As in any fine arts course, individual and inventive expression is encouraged. **Enrollment in Painting III is by instructor permission only.**

**7940 AP Art History (12)**

Advanced Placement—5 credits

In this full-year course students will develop an appreciation for painting, sculpture, architecture, and other art forms within diverse historical and cultural contexts. From the primitive sketches of the cave man through the realistic frescos of the Renaissance to the abstract interpretations of contemporary artists, students will learn to analyze and understand various artistic forms of expression. This course is recommended for all college-bound students who wish to round out their secondary school education.

**7941 3D Studio Art-Honors (11-12)**

Honors—5 credits

***Recommended prerequisite: Must have passed Ceramics I and Sculpture I and either Ceramics II or Sculpture II.***

This course will be offered for up to four semesters to students who would like to further their portfolio for AP or College. This course is intended to build on previous knowledge of three-dimensional design, creating high level and college level sculptures and ceramic pieces. Students will know how to make purposeful decisions and how to use the elements and principles of art in an integrative way. They will be asked to demonstrate their understanding of design principles as they relate to the integration of depth and space, volume and surface.

**This course is meant for the students who love art, are willing to put in the effort, and wish to broaden their knowledge and skill set in the world of three-dimensional art.**

**7943 2D Studio Art-Honors (10-12)**

Honors—2.5 credits

***Recommended prerequisite: Must have passed Drawing I and Drawing II or Painting I and Painting II.***

This portfolio development studio is highly recommended for juniors and all seniors who are thinking about art as a college major or students who just enjoy art. Focus will be on strengthening an individual's portfolio by building on artistic skill developed in past studios. Through critiques and self-evaluations students will be able to assess the components of "good" art.

**7930 AP Drawing (12)**

Advanced Placement—5 credits

***Recommended prerequisite: Must have passed Drawing I and Painting I.***

This full-year course is designed for Seniors who have already had extensive experience in the studio arts. Participants in this program should be seriously committed to the study of art. The 2-D design portfolio is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. The portfolios share a basic, three-section structure. The concentration section asks the student to demonstrate a depth of investigation and process of discovery. In the Breadth section the student is asked to demonstrate a serious grounding in visual principles and material techniques. The Quality section permits the student to select the work that best exhibit a synthesis of form, technique, and content. In your senior year, students who are successful in this course will be eligible to take the Advanced Placement Examination in May.

**BUSINESS/TECHNOLOGY****COURSE SELECTIONS BY GRADE**

<b>Grade</b>	<b>Full Year</b>	<b>Semester Courses</b>
<b>9</b>	Accounting I	Computer Applications Personal Finance
<b>10</b>	Accounting I Accounting II-Honors	Computer Applications Personal Finance
<b>11</b>	Accounting I Accounting II-Honors Accounting III-Honors You & The Law	Computer Applications Personal Finance
<b>12</b>	Accounting I Accounting II-Honors Accounting III-Honors You & The Law	Computer Applications Personal Finance

**COURSE OFFERINGS**

Business education plays a prominent role in preparing students to become responsible citizens capable of understanding the effect business has on both their personal and professional lives. The Business Technology Department offers students the opportunity to examine a variety of courses related to business and technology.

**7460 Computer Applications (9-12)**

College Prep—2.5 credits

Due to the impact computers have on our students at an early age, more and more students are entering high school with a varied amount of computer skills. Students will be exposed to the Google applications programs and will be encouraged to relate their emerging computer skills to all subject areas. Classes and assessments are project-based. This course will address the Massachusetts Technology Literacy Standards.

**7461 Accounting I (9-12)**

College Prep—5 credits

Students will examine the principles and concepts of beginning accounting encompassing a proprietorship and partnership for a service and a merchandising business. AICPA standards are adhered to throughout the year.

**7860 Accounting II-Honors (10-12)**

Honors—5 credits

***Recommended prerequisite: Must have passed Accounting I.***

Students will continue to examine the principles and concepts of accounting systems. Accounting for corporations and more advanced topics such as payroll accounting, taxes, reports, uncollectible accounts receivable, notes and interest, depreciation of plant assets, and accrued revenue and expenses will be discussed.

**7960 Accounting III-Honors (11-12)**

Honors—5 credits

***Recommended prerequisite: Must have passed Accounting II-Honors.***

Students will further explore more advanced accounting concepts. Students will have the opportunity to explore concepts using QuickBooks.

**7961 You and the Law (11-12)**

College Prep—5 credits

This course is for students with an interest in the business or legal field. Students will interpret their legal obligations and rights. Students are provided with a look at the legal system and how it affects them as well as society as a whole. This course examines ethics in our laws, constitutional law, criminal law, civil law, and juvenile law. Current legal issues are focused on and discussed weekly. Field trips and guest speakers are integrated throughout the course.

**8871 Personal Finance (9-12)**

College Prep—2.5 credits

Personal Finance is a semester course in which the student will learn a wide range of financial literacy topics including career development, paychecks, taxes, budgeting, banking, managing savings and checking accounts, investing, credit, insurance, housing, and college planning and expenses. To create an authentic experience, the student will develop and manage a simulation that builds upon each topic throughout the semester. Current events will be explored, discussed, and incorporated into class content. The student will complete various assignments, projects, and class activities that will reinforce the content. Students will leave this course with a better understanding of their own personal finances and expenses.

# MUSIC

## COURSE SELECTIONS BY GRADE

All courses are scheduled by single semester only. For performance courses, choose both semesters to enroll for the year.

Grade	Performance Courses	General Courses	Specializations
9	Symphonic (Concert) Band-Fall Symphonic (Concert) Band-Spring Chorus-Fall Chorus-Spring	Piano I Advanced Piano-Honors Introduction to Guitar History of Rock and Roll Part 1 History of Rock and Roll Part 2 Percussion Workshop Sound Recording Technology	
10-12	Symphonic (Concert) Band-Fall Symphonic (Concert) Band-Spring Chorus-Fall Chorus-Spring	Piano I Advanced Piano-Honors Introduction to Guitar History of Rock and Roll Part 1 History of Rock and Roll Part 2 Percussion Workshop Sound Recording Technology	(For advanced musicians with <u>prior training in music reading</u> )  Music Theory I-Honors Music Theory II-Honors

## COURSE OFFERINGS

Courses in the Music Department offer interested students a wide variety of experiences in both performing and non-performing musical activities. All students are invited to elect a music course which will satisfy their desire to learn more about the subject. Students with no previous music experience may choose to study guitar, piano, percussion, History of Rock, or participate in chorus. Vocal and instrumental students are strongly encouraged to elect Chorus or Symphonic Band each semester to maintain their technical skills.

### 7480 Piano I (9-12)

College Prep—2.5 credits

This single semester course is designed to give a beginning student a functional knowledge of the keyboard, scales, chords, and simple playing technique as well as music reading skills. Written and performance assessments will be given. Students are required to work independently. Enrollment is limited.

### 7481 Advanced Piano-Honors (9-12)

Honors—2.5 credits

***Recommended prerequisite: Minimum grade of 80 in Piano I or teacher recommendation.***

This course will expand the skills and knowledge of the beginning player with the addition of new notes, key signatures, chords, accompaniment patterns, and the development of technique and repertoire appropriate to the student's level of skill. Independent work is required. This course may be taken for credit for two semesters. Enrollment is limited.

**7880 Music Theory I-Honors (10-12)****7820 Music Theory II-Honors (10-12)**

Honors—2.5 credits

**For the full-year course, choose 7880 AND 7820*****Recommended prerequisite: Must be able to read music.***

The Music Theory course of study is designed for the advanced instrumental musician or vocalist with prior formal training in music reading and performance. Level I will examine the basic tools of musical composition and analysis. Units of study include a brief review of notes in the treble and bass clefs, an introduction to movable C clefs, rhythmic notation and meter, major and minor scales and key signatures, intervals, triads and triad inversions, simple melodic transposition, and analysis of four-part harmony. Rhythmic and melodic dictation will be included as well as basic keyboard skills.

Music Theory II will expand upon the concepts introduced in Music Theory I and should be taken during Semester 2 of the same school year. Units of study include seventh chords, chord progressions, non-harmonic tones, and cadences in traditional four-part harmony, and voice-leading in four parts. Transposition, arranging, and composing techniques will be explored. Rhythmic, melodic, and harmonic dictation will be included.

**Students are may be required to complete a preparatory summer assignment.****7482 Chorus-Fall (9-12)****7483 Chorus-Spring (9-12)**

College Prep—2.5 credits

This course is open to all students and previous experience is not necessary. The chorus is the major vocal performing ensemble at D-R. Students will prepare pieces of music in a variety of styles and will present two major concerts annually (winter and spring) and other performances within our communities at the discretion of the administration and the Music Department. In addition to learning vocal literature, chorus members will also be taught the basics of music reading. This course may be taken for credit more than once.

**Participation in all scheduled performances and dress rehearsals is mandatory.****Students who wish to participate for the full year should choose both course numbers 7482 and 7483.****7484 Symphonic (Concert) Band-Fall (9-12)****7485 Symphonic (Concert) Band-Spring (9-12)**

College Prep—2.5 credits

This is an instrumental ensemble for students with experience on concert band instruments. The band will prepare compositions in a variety of styles and will present two major concerts annually (winter and spring) and other performances within our communities at the discretion of the administration and the Music Department. This course may be taken for credit more than once.

**Participation in all scheduled performances and dress rehearsals is mandatory.****Students who wish to participate for the full year should choose both course numbers 7484 and 7485.****7486 Introduction to Guitar (9-12)**

College Prep—2.5 credits

This introductory course is designed for the student with no previous experience. Instruments are provided for classroom use. Students will learn to read traditional music notation, tablature, and chord charts and use them to perform both melodic lines and chord patterns. Students are required to work independently. Enrollment is limited.

**7487 Sound Recording Technology (9-12)**

College Prep—2.5 credits

This course will provide a conceptual and project-based introduction to the field of audio engineering. Students will investigate all steps of the sound recording process from equipment selection to post-production and learn how to proficiently use the tools and techniques of the trade. This course is designed for musicians hoping to operate home studios or any students with an interest in the recording, television, and film production industries.

**7488 History of Rock and Roll Part 1 (9-12)**

College Prep—2.5 credits

This music appreciation course explores the people and events that have shaped and been influenced by popular music by following rock and roll's evolution from its roots and conception through to its dominance in the early 1970s. Major artists covered include Chuck Berry, Little Richard, Elvis Presley, Aretha Franklin, The Beach Boys, The Beatles, and Led Zeppelin. If you love rock and roll, this class is for you.

**7489 Percussion Workshop (9-12)**

College Prep—2.5 credits

This course offers an introduction to the world of drumming. Students will learn the basics of marching and orchestral percussion including the various stick grips, rudiments, and check patterns and have the opportunity to explore the basics of Latin hand percussion, mallet percussion, and drum set technique. More advanced students can use this course to further develop strength and dexterity through exercise and the study of university or drum corps pieces. This course is an excellent choice for students who are currently in or who would like to join the DR Drumline. Course can be taken multiple semesters for credit with teacher permission. Enrollment is limited.

**7490 History of Rock and Roll Part 2 (9-12)**

College Prep—2.5 credits

This course begins where History of Rock and Roll ends and continues through the modern era following the genre's divergence into numerous different branches popular today. Artists covered include Pink Floyd, Eagles, ACV/DC, Carole King, Michael Jackson, Queen, Rush, Metallica, and Nirvana. If you love rock and roll, this class is for you.

## CAREER AND TECHNICAL EDUCATION

The purpose of each Career and Technical Education (CTE) program is to prepare students for various career paths and to provide the essential knowledge and performance competencies needed to achieve success in both college and the workplace. Upon meeting graduation requirements, students will be eligible to receive a Certificate of Proficiency based upon their accumulative competency attainment over their four years of CTE study. Every graduating student who has obtained a Certificate of Proficiency is positioned to obtain an entry level position in the workplace; however, it is highly recommended that students choose to further their education and build upon their acquired CTE discipline at the post-secondary level.

DRRHS offers multiple career and technical pathways to students. Seniors who are enrolled in any of the career and technical programs and meet the eligibility requirements (attendance, conduct, and grades) may begin working in these fields as part of our Cooperative Education program. Additionally, all Juniors and Seniors in good standing are eligible to enroll for credit in courses at Bristol Community College.

Any student interested in the CTE programs must participate in an “Exploratory” assignment which will expose the student to each of the CTE pathways: **Automotive, Carpentry, Drafting and Design, Early Education and Care, Advanced Manufacturing Technology, Marketing, and Media Specialist.** Transfers into CTE programs are not allowed after the tenth grade. Placement in a specific pathway is based upon the grades attained during the Exploratory rotations in addition to attendance and discipline records.

**These programs are offered in multi-year sequence and enrollment in upper grade courses is predicated upon successful completion (minimum grade of 75) of the previous year’s course(s) or with permission of the Director of Career and Technical Education.** Each course is aligned to the Massachusetts CVTE Frameworks and follows Chapter 74 regulations and guidelines.

### **8000 CTE Exploratory (9)**

Career and College Prep—5 credits

This course is designed to help students identify and explore their interests and abilities and to develop a flexible career/educational plan. Students are introduced to and given practice in requisite skill sets including problem solving, teamwork, and self-management. Career exploration, self-exploration, work ethics, and safety understanding and practice are some of the topics introduced and reinforced in each career area. Students are evaluated using a pre-determined grading rubric on their hands-on performance in each program area as well as written assignments. After rotating through each career area, students will narrow their interests down to five areas and re-visit those areas in greater depth. Upon selecting their program(s) of choice, eventual placement in a career major will be based upon accumulated evaluation (attendance, conduct, and grades) across all programs.

**NOTE: This course is a required prerequisite to all Chapter 74 programs.**

**89x5 Cooperative Education Program (11-12)**

Career and College Prep—10-20 credits

The Cooperative Education Program is an applied educational, employment opportunity for those qualified Junior/Senior students. The work must be directly related to the program frameworks in which the student has been trained. Cooperating employers agree to provide training as specified by the school. The employer reports student performance to the school on a regular basis, and students are paid for their work. Senior students enrolled in Co-op must present their experience as part of their senior project assessment. Work sites must be certified by the CTE Director and CTE teacher of record, and the student **MUST** be in good standing academically AND vocationally.

- 8905 – Co-op Automotive
- 8915 – Co-op Carpentry
- 8945 – Co-op Drafting and Design
- 8955 – Co-op Early Education and Care
- 8985 – Co-op Marketing
- 8995 – Co-op Media Specialist

## AUTOMOTIVE TECHNOLOGY

Grade 9	Grade 10	Grade 11	Grade 12
Exploratory	Automotive Technology II	Automotive Technology III	Automotive Technology IV
Introduction to Automotive Technology			

### **8000 Exploratory in Automotive Technology (9)**

Career and College Prep—5 credits

After meeting instructor level safety understanding and mandatory performances, students will work collaboratively and independently as they are introduced to equipment used on a daily basis in an automotive shop such as auto lift, hydraulic floor jack, rim clamp tire changer, and computerized wheel balancer. As a group, students will learn to identify hand tools used on a daily basis in the automotive industry. Additionally, students will perform necessary maintenance checks such as checking fluid levels, belts, hoses, and tire pressure. Depending upon the live work scheduled, students may also gain exposure in oil changes and flat tire repair and service.

**NOTE: At the conclusion of this course, students will decide to continue on to their selected career pathway, change to another career area, or leave CTE.**

### **8001 Introduction to Automotive Technology I (9)**

Career and College Prep—5 credits

Following 8000 CTE Exploratory, students will enroll in the shop area of their choice based upon availability, grading, and administrative approval. A high focus is paid to the introductory skills of the trade as well as safety, professional preparation and presentation, and workplace readiness. Students are evaluated on their hands-on performance in each program area as well as written assignments.

### **8101 Automotive Technology II (10)**

Career and College Prep—10 credits

Students will be working in a state-of-the-art automotive shop environment performing minor repairs on real customer vehicles. An emphasis will be placed on the diagnosis, service, and repair of automotive disc and drum brake systems. Students will perform some diagnosis, service, and repair of automotive conventional and rack and pinion steering systems and various suspension systems. Proper procedures for diagnosis, service and repair of manual transmissions and differentials will be introduced, and students will use two industry standard software programs (ProDemand and Identifix) to find diagnostic and repair information and follow proper procedure for filling out a work order form. Within the scope of this course, students will obtain their Occupational Safety (OSHA-10) credential and begin participation in their career major.

Students will be working in a classroom setting obtaining the theory of the construction and operation of the braking, steering, and suspension systems. Students will gain an in-depth knowledge of the proper procedures for diagnosis, service, and repair of manual transmissions, and differentials will be introduced. Students will use two industry standard software programs (ProDemand and Identifix) to find diagnostic and repair information and follow proper procedure for filling out a work order form. Research, group discussions, and

**(continued) 8101 Automotive Technology II (10)**

class presentations are central to this course of instruction. Employability skills will be discussed in detail to prepare students to enter the working world. All instruction received in this course will be applied to the hands-on tasks performed in Automotive Technology II.

**8201 Automotive Technology III (11)**

Career and College Prep—20 credits

In this course students will be working in a state-of-the-art automotive shop environment performing repairs on real customer vehicles. Using the skills acquired in Level II, students will become involved with the complex work of mechanical engine repair. This includes disassembling and repairing the internal components of all types of automotive engines. Students will also receive instruction on the diagnosis and repair procedures of electronic fuel injection systems. In addition, students will explore the complexity of electrical system evaluation and repair. This unit of instruction includes the basics of electricity, proper diagnosis and repair of batteries, charging and starting systems, lighting, as well as accessory and safety systems. Students will also learn the essentials of diagnosing and repairing heating and air conditioning systems. The knowledge obtained in Automotive Technology III Related class will be applied to the hands on tasks performed in this course.

Students will be working in a classroom setting obtaining the theory of the construction and operation of the internal combustion engine. Students will gain an in-depth knowledge of the diagnosis, solution, and repair of engine mechanical failure, diagnosis and repair of engine cooling and lubricating systems, diagnosis and repair of electronic fuel injection systems, as well as the construction, operation, and repair of heating and air conditioning systems. The science and theories surrounding the flow of electricity are also discussed along with the operation of lighting, accessories, and safety concerns. Research, group discussions, and class presentations are central to this course of instruction. Employability skills will be discussed in detail to prepare students to enter the working world. All instruction received in this course will be applied to the hands-on tasks performed in Automotive Technology III.

**8301 Automotive Technology IV (12)**

Career and College Prep—20 credits

Students will be working in a state-of-the-art automotive shop environment using the latest up-to-date diagnostic equipment. Students will explore hydraulic principles that apply to the operation of an automatic transmission. The service, diagnosis, and repair of automatic transmissions are covered in detail. Additionally, students will delve into the operation of computerized engine control systems. The student will cover engine performance including diagnosis and repair of computerized engine management systems and their relationship in contributing to efficient vehicle operation. Hands-on activities using industry recognized repair order writing software are incorporated and multiple tiered communication levels (vendor, customer, employees) are explored and practiced.

Students will be working in a classroom setting discussing the theory and operation of the automatic transmission including hydraulic principles based on Pascal's Law. Service, diagnosis, and repair of automatic transmissions are also covered in detail. Computerized engine control systems and the relationship of the systems to the overall operation of the vehicle are also introduced. Students will practice communication techniques with vendors, customers, and employees as it relates to the diagnosis and scheduling of a repair. All knowledge obtained in this course will be applied to the hands-on tasks performed in the Automotive Technology IV.

# CARPENTRY

Grade 9	Grade 10	Grade 11	Grade 12
Exploratory	Carpentry II	Carpentry III	Carpentry IV
Introduction to Carpentry I			

## 8000 Exploratory in Carpentry (9)

Career and College Prep—5 credits

Students will be introduced to the essential elements within the carpentry industry including an introduction to the career and educational opportunities within the construction trade. After meeting instructor lead safety standards, students will learn to safely operate a jointer, surface planer, sander, table saw, and radial arm saw. Application of safety and tool use will culminate in a deliverable good that requires measurement, cutting, sanding, and finishing.

**NOTE: At the conclusion of this course, students will decide to continue on to their selected career pathway, change to another career area, or leave CTE.**

## 8011 Introduction to Carpentry I (9)

Career and College Prep—5 credits

Following 8000 CTE Exploratory, students will enroll in the shop area of their choice based upon availability, grading, and administrative approval. A high focus is paid to the introductory skills of the trade as well as safety, professional preparation and presentation, and workplace readiness. Students are evaluated on their hands-on performance in each program area as well as written assignments.

## 8111 Carpentry II (10)

Career and College Prep—10 credits

After meeting instructor required safety standards, students will be introduced to building materials, hand tools, and power tools. Through the use of project-based assessments including live work from outside customers, students will work towards proficient competency in the use of table saws, band saws, slide compound mitre saws, drill presses, and mortising tools. Student will develop competency in a variety of joining techniques including mortise and tenon joints, dado, spline, and pocket holing. Students will refine their finishing skills incorporating hand-sanding and orbital sanding while using a variety of stains and finishes including water-based polyurethane, lacquers and hand-rubbed mineral finishes. Within the scope of this course, students will obtain their Occupational Safety (OSHA-10) credential and begin participation in their career major.

## 8211 Carpentry III (11)

Career and College Prep—15 credits

In this course students will build upon their Exploratory experience and delve into a deeper application of entry level skills sets. Students will learn to read and interpret basic technical drawing plans and prints and translate the drawing into construction needs such as equipment and supplies. Local and state building codes are also introduced to students as they begin to formulate a full picture of the attention to detail required within the profession. Close attention is paid throughout the year to the safe and proper use of hand and power tools as well as product identification and selection, measurement and cutting, framing, and finishing. Additionally, students will perform entry level tasks within projects assigned from on-site “live work.”

**8311 Carpentry IV (12)**

Career and College Prep—15 credits

Students will be immersed in the management and operations of a complete business within the construction trades. Translating a customer's needs into an action plan by providing time and supply estimates to the customer, provisioning tools and supplies, organizing and assigning personnel and responsibilities, performing and evaluating the work being done, communicating progress to the customer, and providing deliverables to the customer in a timely manner are all part of the instruction provided in this course. Students will take on various leadership and supervisory roles throughout the year within the scope of the projects that take place on-site and off-site.

Students will be immersed in the management and operations of a complete business within the construction trades. Students will learn to read blueprints and develop an estimate for the building project. Students will independently work on a full-year project that encompasses customer relations, project development, providing an estimate, and following through with production, purchasing, billing, installation, and customer relations through to completion.

## DRAFTING AND DESIGN

Grade 9	Grade 10	Grade 11	Grade 12
Exploratory	Mechanical Drafting and Design	Architectural Drafting and Design	Drafting and Design
Introduction to Drafting Design			

### **8000 Exploratory in Drafting Design (9)**

Career and College Prep—5 credits

Within the scope of this course, students will explore the career opportunities within the pre-engineering and computer-aided drafting fields. After meeting instructor driven safety standards, students begin to explore the design process. Creating and producing a CAD template and exploring mechanical, civil, and architectural design are all components of this exploratory adventure.

**NOTE: At the conclusion of this course, students will decide to continue on to their selected career pathway, change to another career area, or leave CTE.**

### **8041 Introduction to Drafting Design (9)**

Career and College Prep—5 credits

Following 8000 CTE Exploratory, students will enroll in the shop area of their choice based upon availability, grading, and administrative approval. Within the scope of this course, students will obtain their Occupational Safety (OSHA-10) credential and begin participation in their career major. A high focus is paid to the introductory skills of the trade as well as safety, professional preparation and presentation, and workplace readiness. This course focuses on mechanical engineering careers and drawing problems. Students are introduced to 3D modeling software Autodesk Inventor and begin to create 3D solids as well as 3D print original work.

### **8141 Mechanical Drafting and Design (10)**

Career and College Prep—10 credits

This course is complemented by a continuation of drafting principles and use of the AutoCAD Suite. Students will delve into the engineering design process, applying math, science, and engineering standards to hands-on projects. The students will work both individually and in teams to design solutions to a variety of problems using 3D modeling software and will use an engineering notebook to document their work.

### **8241 Architectural Drafting and Design (11)**

Career and College Prep—10 credits

This course allows students to explore the drafting design profession in depth. This course introduces students to the architectural and civil engineering fields. Students are taught how to read plans, utilize survey equipment, and utilize both 2D and 3D software such as AutoCAD and Revit to generate a full set of floor plans and site plans at appropriate scales as well as in accordance with applicable building codes. Students will be introduced to Autodesk Revit, a state of the art and industry standard program, where they will design and model 3D buildings. Students will also learn about building construction materials and how systems are put together creating drawings and physical 3D models to further their understanding.

**8341 Drafting and Design (12)**

Career and College Prep—15 credits

Drafting and Design Capstone IV-Honors is designed to be commensurate with a college level course in order to prepare students to enter an occupation or prepare them to pursue further education in engineering or architecture. The first semester will involve exploration in sustainable building technologies such as LEED (Leadership in Energy and Environmental Design) resulting in the LEED Green Associate Exam providing students with industry-ready credentials in both the architecture and engineering industries. Students will also familiarize themselves with urban development concepts as well as useful skills in entrepreneurship including workplace readiness, resume and cover letter writing, as well as mock interviews. The second semester will require seniors to independently explore an engineering-related topic of their choice for their Senior “Capstone” project to present and defend at the end of the year. In addition to the Senior “Capstone” project, students will be responsible to generate a final portfolio (physical or digital) showcasing all of their drawings and projects, which is vital to the college application process and any future architecture or engineering occupation.

## EARLY EDUCATION AND CARE

Grade 9	Grade 10	Grade 11	Grade 12
Exploratory	Early Childhood Education Theory II	Early Childhood Education Theory III	Early Childhood Education Theory IV
Introduction to Early Education and Care I			

### **8000 Exploratory in Early Education and Care (9)**

Career and College Prep—5 credits

After receiving instruction on safety in the child care setting, students learn and discuss the fundamentals of brain development, effective classroom management practices, and the rules and regulations of the licensing of a child care center. Students view films, read articles on early childhood education, as well as create hands-on activities to demonstrate how children learn. Additionally, students will develop materials that encourage children to enhance language, listening, and comprehension skills.

**NOTE: At the conclusion of this course, students will decide to continue on to their selected career pathway, change to another career area, or leave CTE.**

### **8051 Introduction to Early Education and Care I (9)**

Career and College Prep—5 credits

Following 8000 CTE Exploratory, students will enroll in the shop area of their choice based upon availability, grading, and administrative approval. A high focus is paid to the introductory skills of the trade as well as safety, professional preparation and presentation, and workplace readiness. Students are evaluated on their hands-on performance in each program area as well as written assignments.

### **8151 Early Childhood Education II (10)**

Career and College Prep—10 credits

Within the scope of this course, students will obtain their Occupational Safety (OSHA-10) credential and begin participation in their career major. Students will be introduced to the study of early childhood development. Students will focus on a child's growth development in areas of intelligence (cognitive), physical (fine and gross motor skills), and social-emotional from birth to nine years of age. Theorists on human development (Piaget, Erikson, Vygotsky, Gardner, Maslow) and the impact of these theories on learning and the growth processes of young children are investigated and discussed. Through the hands-on provided in Early Childhood Development Practicum II, students will be exposed to the orchestration of a knowledge-based curriculum.

### **8251 Early Childhood Education III (11)**

Career and College Prep—15 credits

This course introduces the students to the basic needs, learning style, and interests of the young child. Students will learn the importance of health and safety, curriculum standards, and laws that are required in the early childhood center by readings, films, hands on projects, as well as working in the preschool laboratory. Emphasis will be placed on the classroom environment, curriculum, and skills needed to work in the field of early childhood. Students engage in individual projects as well as cooperative learning groups. Participation in the preschool lab on a weekly basis allows the students to demonstrate skills they have learned.

**8351 Early Childhood Education IV (12)**

Career and College Prep—20 credits

This course is an in-depth study of children in the 3-6-year-old age group. This course places emphasis on the understanding of child development during a child's primary years as students put theories into practice within the actual pre-school environment. Students are immersed into the EEC lab environment and plan activities based on their acquired knowledge of the preschool child's interests and educational needs. Through these experiences, ECE students become eligible for various levels of educational employment and/or post-secondary education. Students in good standing who graduate are eligible to apply for certification as a preschool teacher through the Massachusetts Department of Elementary and Secondary Education.

## ADVANCED MANUFACTURING TECHNOLOGY

<b>Grade 9</b>
Exploratory
Introduction to Advanced Manufacturing Technology I

### **8000 Exploratory in Advanced Manufacturing Technology I (9)**

Career and College Prep—5 credits

Within the scope of this course, students will explore the career opportunities within the advanced manufacturing technology field. After meeting instructor driven safety standards, students will learn to read a micrometer and safely operate several machines and accessories (band saw, belt sander, lathe) in accordance with prescribed guidelines.

**NOTE: At the conclusion of this course, students will decide to continue on to their selected career pathway, change to another career area, or leave CTE.**

### **8071 Introduction to Advanced Manufacturing Technology I (9)**

Career and College Prep—5 credits

Following 8000 CTE Exploratory, students will enroll in the shop area of their choice based upon availability, grading, and administrative approval. A high focus is paid to the introductory skills of the trade as well as safety, professional preparation and presentation, and workplace readiness. Students are evaluated on their hands-on performance in each program area as well as written assignments.

# MARKETING

Grade 9	Grade 10	Grade 11	Grade 12
Exploratory	Marketing II	Marketing III	Marketing IV
Introduction to Marketing I			

## 8000 Exploratory in Marketing (9)

Career and College Prep—5 credits

Within the scope of this course, students will be introduced to the science of business ownership with a keen focus on the marketing functions and to the concept of entrepreneurship. After meeting instructor driven safety standards, students will learn to identify the differences between product and service and explain the function of marketing and its benefits. Students will learn how to identify a target audience, and then identify the appropriate marketing mix to gather their patronage. At the conclusion of Exploratory, students will make a presentation on the proposed business plans they worked on throughout the year.

**NOTE: At the conclusion of this course, students will decide to continue on to their selected career pathway, change to another career area, or leave CTE.**

## 8081 Introduction to Marketing I (9)

Career and College Prep—5 credits

Following 8000 CTE Exploratory, students will enroll in the shop area of their choice based upon availability, grading, and administrative approval. A high focus is paid to the introductory skills of the trade as well as safety, professional preparation and presentation, and workplace readiness. Students are evaluated on their hands-on performance in each program area as well as written assignments.

## 8181 Marketing II (10)

Career and College Prep—10 credits

Building upon their Exploratory experiences, students will work in the school store during their class time. Through this course, students will learn how to develop customer relations and how to employ the use of data in order to design a strategy to anticipate and meet customer needs. Throughout the course of the year, students will continue work on expanding their business plan outline in to an actual professional level document. Students will conclude with a formal presentation followed with a defense of their proposal. Within the scope of this course, students will obtain their Occupational Safety (OSHA-10) credential and begin participation in their career major.

## 8281 Marketing III (11)

Career and College Prep—10 credits

Students will take a more active role within the functioning of the school store, taking on various roles and responsibilities throughout the year. Product proposals will be made in anticipation of seasonal demand, and purchases performed under the guidelines of school operations. Marketing campaigns will also be completed that align to the purchases. Students will also create a marketing plan which compliments and expands upon their business plan. Student participation in DECA and SkillsUSA are highly recommended.

**8381 Marketing IV (12)**

Career and College Prep—15 credits

Students will continue to focus on marketing topics of their choice and complete virtual business simulations such as small store management and sport franchise management. Students will delve into advanced marketing strategies and concepts through evaluating recognized high-end and low-market campaigns. Presentations of these evaluations lead to a deeper understanding of the variety of concepts and strategies as well as the potential successes and pitfalls experienced by each. In their work in the school store, students will serve as a management team to ensure that the monetary operations, customer relations, inventory, and housekeeping requirements are met.

## MEDIA SPECIALIST

Grade 9	Grade 10	Grade 11	Grade 12
Exploratory	Principles of Digital Audio and Video Production Journalism Digital Photography	Principles of Media Specialist	Advanced Broadcast Journalism
Introduction to Digital Video Production			

### 8000 Exploratory in Media Specialist (9)

Career and College Prep—5 credits

Within the scope of this course, students will be introduced to the core aspects of digital video production including studio safety, career discovery, basic camera operations, writing for the script, producing video segments, recording content in high-definition, and post-production finishing using non-linear editing computers. The D-R television studio provides each student the opportunity to utilize industry-standard equipment over the duration of the cycle with project based learning

**NOTE: At the conclusion of this course, students will decide to continue on to their selected career pathway, change to another career area, or leave CTE.**

### 8091 Introduction to Digital Video Production (9)

Career and College Prep—5 credits

Following 8000 CTE Exploratory, students will enroll in the shop area of their choice based upon availability, grading, and administrative approval. A high focus is paid to the introductory skills of the trade as well as safety, professional preparation and presentation, and workplace readiness. Students are evaluated on their hands-on performance in each program area as well as written assignments.

### 8191 Principles of Digital Audio and Video Production (10)

Career and College Prep—5 credits

**Corequisites: Journalism (1416) and Digital Photography (7448)**

This course is designed to introduce students to the world of audio and visual recording as used in a radio and television broadcasting career field. Students will develop basic skills in the areas of camera and camcorder operation, microphone and audio mixer, non-linear editing, project planning, lighting techniques, electronic news gathering, electronic field production, and studio production. Students will complete a series of assignments individually and in teams to gain enhanced practical knowledge of radio and video production to develop their technical skills for employment. Within the scope of this course, students will obtain their Occupational Safety (OSHA-10) credential and begin participation in their career major.

### 8291 Principles of Media Specialist (11)

Career and College Prep—10 credits

Working both individually and in teams, students start to gain proficiency in the areas of motion graphics, video recording and switching, directing, producing, non-linear editing, project planning, animation techniques, electronic news gathering, electronic field production, and studio production. Students will develop skills in the three phases of creating deliverable elements: pre-production, production, and post-production. The post-production phase-in encompasses all aspects of training on industry standard digital manipulation software offered by Adobe Creative Suite 6 including Premiere, Audition, After Effects, Photoshop, and Encore. Students will have numerous opportunities to participate in high school and community outreach events that include festivals, plays, and talent shows.

**8391 Advanced Broadcast Journalism (12)**

Career and College Prep—15 credits

This advanced level course will give students the opportunity to work with a variety of field and studio television production equipment. Working both individually and in teams, students will gain proficiency in the areas of directing, producing, non-linear editing, project planning, portable lighting, electronic news gathering, electronic field production, and studio production. To enhance their knowledge of television production and develop their technical skills, students will complete a series of assignments including the development of programming involving the school and community. As part of the course, students will produce stories that will be assembled into the school's weekly televised news program commonly known as "D-R News." Seniors will present their own original films at the Arts Festival.

## **ADDITIONAL CTE ELECTIVES**

### **8811 Woodworking I / Woodworking II (9-12)**

Career and College Prep—2.5 credits

Any student having an interest in working with wood and learning foundational woodworking skills should consider this elective. No prior experience is required. Using the table saw, miter saw, jointer, and planer, students will gain proficiency in power tools while undertaking small projects. Students are expected to follow an industry-standard safety policy and will obtain employability skills through the use of material cost projections, time on task, and time- frame development.

## SPECIALIZED COURSE ELECTIVES

### **0010 Dual Enrollment Program (Grade 10-11 part-time; Grade 12 full-time or part-time)**

***Recommended prerequisite: Minimum 2.7/3.0 GPA***

Dual Enrollment is a program in which high school students with a minimum 2.7/3.0 GPA (based on college requirement) can take college courses and receive credit toward both high school and college graduation from a Massachusetts state college or university. Please check with your guidance counselor for more details.

### **1798 Work Study/Internship (12)**

The work study program provides students an opportunity to meet academic requirements for graduation while gaining valuable work experience. Through this employment experience, students will build the knowledge, skills, and self-confidence to be successful in higher education, the workplace, and life.

The internship represents an educational strategy that links classroom learning and student interest with the acquisition of knowledge in an applied work setting. Students will undertake a significant experiential learning opportunity typically with a company, non-profit, governmental, or community-based organization. The internship experience is monitored by administration.

Work Study/Internship students must meet with their guidance counselor to review the contract and eligibility criteria. Students participating in these programs will attend academic classes daily and be granted early dismissal to participate in employment during school hours. Students who do not abide by the expectations of these programs will be removed from the program and will not receive credit.

### **9320 Honors Senior Research (12)**

Honors—5 credits

Honors Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. Although the topic of each research study will vary, the course requires students to plan and conduct a study or investigation as well as provide opportunities for internships outside of school. The course provides opportunities (activities/assignments) for students to:

- Understand principles of discipline-specific research methods (e.g. qualitative, quantitative, mixed).
- Employ appropriate disciplinary research methods to develop, manage, and conduct an in-depth study or investigation into an area of the student's own interest culminating in a 4000-5000-word paper accompanied by an additional piece of scholarly work, where applicable, to be performed or exhibited.
- Present, using appropriate media, and defend the research design, approach, and findings to a panel.
- Document the process and curate the artifacts of the development of the scholarly work in a portfolio.

This research course provides students with a framework that allows them to develop, practice, and hone critical and creative thinking skills as they make connections between various issues and their own lives. The Principal must approve the enrollment of each student placed in this program.

### **9380 School Service (12)**

Teachers will petition for school service requests by May 1<sup>st</sup> in anticipation of the next school year. If the school service position is approved by the administration, then all school service positions will be posted by the end of May. Rising seniors will have the opportunity to apply for school service positions before the end of the school year. The teacher will interview candidates who apply and select one student who will fulfill the position. Students will not receive credit. Students must be on track to complete their graduation requirements and no history of conduct or attendance issues. Only one school service student is allowed per teacher.

**9385 Senior Privilege (12)**

Senior Privilege is available for any senior actively enrolled in four or more AP courses. Seniors must have a perfect conduct history and have fewer than eight overall absences during the previous school year. Students who qualify must register for the Senior Privilege period in Guidance. The Principal must approve the enrollment of each student placed in this program.

Students enrolled in Senior Privilege understand the following expectations:

- Student will report to Media for attendance at the beginning of the period. Students who are late will be marked tardy and may lose this privilege if repeated tardiness results.
- Students will not receive credit or a grade for this study period. Students are expected to complete work for their courses to help reduce the stress and pressure of enrolling in five AP courses during their senior year.
- Collaborative learning is encouraged, but students should be working productively the entire period. Students should not be using their cell phone unless for academic use.
- If a student drops an AP course after the start of the school year, the student will be removed from the Senior Privilege period immediately if they are not actively enrolled in at least five AP courses.

**9400 Virtual High School (VHS)**

Virtual High School is a unique, enriching learning experience, but it is not for every student. Students of VHS must be independent and enthusiastic learners who are interested in embracing a challenging curriculum outside of our current curriculum offerings. It is also important to realize that Virtual High School eliminates the social environment of class; therefore, introspective students tend to do better with this type of learning atmosphere.

VHS prospective students must have a minimum GPA of 90 and prerequisite classes to qualify to take VHS courses (especially the AP courses). Students and parents will also be required to sign a contract ensuring they understand the responsibilities of a VHS student.

Virtual High School enrollment is limited and will be completed on a lottery basis based on availability. Preference will be given to seniors. Students must complete the Virtual High School application form to be considered to participate in the program.

**9500 Edgenuity**

Students will be given the opportunity to choose from different electives through this online learning platform. Approval by an administrator is needed.

**9910 Humanities Preparation Program**

This intervention program is targeted for students who are identified as being at risk of failing in those areas within the humanities. Course content will include study skills and individual tutorials. The Principal must approve the enrollment of each student placed in this program.

**9920 STEAM Preparation Program**

This intervention program is targeted for students who are identified as being at risk of failing in those areas within science, technology, engineering, art, and mathematics (STEAM). Course content will include study skills and individual tutorials. The Principal must approve the enrollment of each student placed in this program.

## SPECIAL EDUCATION DEPARTMENT

### COURSE OFFERINGS

#### **9480 SAILS I—Success in Academics and Independence with Life Skills**

5 credits

The SAILS I Program provides a comprehensive program to students with special needs who require specially designed instruction in a small group setting outside of the general education setting. The program is designed to meet the needs of students who experience difficulties with language-based concepts including reading comprehension, oral expression, listening comprehension, and decoding/encoding information. Students in the SAILS program are provided with opportunities for inclusion classes within the high school.

Within the SAILS I Program, students learn a variety of skills to maximize their independence across settings. Skill development may include functional academics, independent living skills, and appropriate social skills. Occupational, physical, and speech and language therapies are incorporated into the day through group and/or individualized instruction as required by the student's Individualized Education Program. Students participating in the SAILS Program participate in comprehensive activities with differentiated instruction as a means of addressing a variety of student strengths, needs, and diverse learners incorporating the Massachusetts Curriculum Frameworks. Instruction may be individualized based on student needs.

Functional academic skills include time and money skills, basic functional reading related to the real world, vocabulary, writing, safe living, and current events. A variety of social/behavioral approaches are used. Methodologies are selected on an individual basis including applied behavior analysis, sensory integration techniques, and positive behavioral interventions. Students participate in a variety of adult daily living skill activities which include meal planning and preparation (generating shopping lists, shopping, following recipes, cooking), housekeeping (dishes, laundry, dusting, recycling), community training (shopping, recreational programs, safety), and self-care (hygiene, dressing, eating, adolescent development). Placement in SAILS I is based on the recommendation made by the Individualized Education Program Team which includes the student, parent(s) or guardian, and integral members of the student's educational program. Data utilized by the educational team includes recent formal and informal evaluations, recommendations of general education teachers, as well as input from the student and parent.

#### **9481 SAILS II—ELA**

5 credits

The SAILS II—English Language Arts (ELA) program is designed to support students who require specialized instruction outside the general education setting to progress in the English Language Arts programs of study and to meet the graduation requirements. Students receive specialized instruction in smaller classes empowering them to succeed in their academic setting. The curriculum is modified in scope and sequence based on each student's need to demonstrate progress or acquire grade level ELA skills. The curriculum emphasizes foundational concepts and the key standards of the Massachusetts Curriculum Frameworks. Placement in SAILS II—ELA is based on the recommendation made by the Individualized Education Program Team which includes the student, parent(s) or guardian, and integral members of the student's educational program. Data utilized by the educational team includes recent formal and informal evaluations, recommendations of general education teachers, as well as input from the student and parent.

**9482 SAILS II—Math**

5 credits

The SAILS II—Math program is designed to support students who require specialized instruction outside the general education setting to progress in the mathematics programs of study and to meet graduation requirements. Students receive specialized instruction in smaller classes empowering them to succeed in their academic setting. The curriculum is modified in scope and sequence based on each student's need to demonstrate progress or acquire grade level mathematics skills. The curriculum emphasizes foundational concepts and the key standards of the Massachusetts Curriculum Frameworks. Placement in SAILS II—Math is based on the recommendation made by the Individualized Education Program Team which includes the student, parent(s) or guardian, and integral members of the student's educational program. Data utilized by the educational team includes recent formal and informal evaluations, recommendations of general education teachers, as well as input from the student and parent.

**9580 BOOST Program**

2.5 credits

The BOOST Program services students who present with significant social, emotional, and behavioral challenges. Students identified for this program demonstrate behaviors which may directly affect their educational progress. Students are placed in the least restrictive environment and are professionally supported by a team of teachers, special educators, counselors, the school nurse, administrators, and interventionist. This program is monitored on a daily basis with the student directly providing goals and success plans (transition, college, post-secondary employment). Students access the general education classroom and earn credits toward a high school diploma. The BOOST Program builds student support to acclimate students into mainstream programs as deemed appropriate by each student's educational team. Placement in BOOST is based on the recommendation made by the Individualized Education Program Team which includes the student, parent(s) or guardian, and integral members of the student's educational program. Data utilized by the educational team includes recent formal and informal evaluations, recommendations of general education teachers, as well as input from the student and parent.

**9680 ISP—Individual Support Program—Fall****9681 ISP—Individual Support Program—Spring**

Pass / Fail—2.5 credits

ISP is designed to support students as they work toward meeting the goals and objectives indicated in their Individualized Education Plan (IEP). In this small group, separate setting, students identify factors about their disability which may impact learning and learn skills or strategies to support learning. Students track their participation in ISP and progress on IEP goals by reviewing their grades, keeping a record of their work, and identifying how that work addresses their goals and benchmarks. Teachers use this time as an opportunity to conference with students to discuss progress and communicate concerns from general education teachers and parents. It is also during ISP that some students may receive other services indicated in their IEP including speech and language, specialized reading, physical therapy, or counseling. Placement in ISP is based on the recommendation made by the Individualized Education Program Team which includes the student, parent(s) or guardian, and integral members of the student's educational program. Data utilized by the educational team includes recent formal and informal evaluations, recommendations of general education teachers, as well as input from the student and parent.

**9700 Transition Program**

The D-R Transition Program is for post-secondary students receiving special education services beyond their senior year until maximum age of 22. The program is designed to teach students independent living skills as well as vocational skills.

## COURSE LEVEL CHANGE REQUEST

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Please describe your request and the reason you are making this request: \_\_\_\_\_  
 \_\_\_\_\_

Please answer the following questions by checking *Yes* or *No*:

- 1) I have completed **all** assignments as required by my teacher \_\_\_\_\_ Yes \_\_\_\_\_ No
- 2) I have met with my teacher for extra help \_\_\_\_\_ Yes \_\_\_\_\_ No
- 3) I have met with my guidance counselor to discuss how this change will impact my schedule, my transcript, and my future goals \_\_\_\_\_ Yes \_\_\_\_\_ No

If you have answered **No** to either question 1 or 2 above, the process stops here until the above conditions are met. **Please see your teacher for a Student Success Plan.**

If you have answered **Yes** to both questions 1 and 2 above, the procedure is as follows:

- 1) Parent and student must speak with the teacher. Teacher must verify that this conversation has taken place with a signature below:

Current Course Level/CourseName: \_\_\_\_\_

Teacher's Course Recommendation: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

- 2) Student must see the Curriculum Coordinator for approval.

\_\_\_\_\_ Approve \_\_\_\_\_ Disapprove New Level: \_\_\_\_\_

Curriculum Coordinator's Signature: \_\_\_\_\_

If **not** approved, reason: \_\_\_\_\_

- 3) Student has met with teacher to finalize changing of course.

Have all classroom materials been returned to the teacher? \_\_\_\_\_ Yes \_\_\_\_\_ No

Teacher Signature: \_\_\_\_\_

- 4) If the recommendation is to change levels, the student must see their Guidance Counselor to make the change official.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Guidance Counselor Signature: \_\_\_\_\_ Date of Change: \_\_\_\_\_

**PLEASE NOTE: Students must remain in their original class until they receive a new schedule from their Guidance Counselor.**

## COURSE OVERRIDE REQUEST FORM

*If you wish to override the course recommendation of your child's teacher for the next school year, please fill out the following form:*

Student Name: \_\_\_\_\_ YOG: \_\_\_\_\_

Current Course Level/Course Name: \_\_\_\_\_

Teacher's Course Recommendation: \_\_\_\_\_

Course Number: \_\_\_\_\_

Student Preferred Course Name: \_\_\_\_\_

Course Number: \_\_\_\_\_

**Before signing below, please be sure you have done the following:**

- 1) Reviewed the Program of Studies for course requirements.
- 2) Discussed the original recommendation with your child's teacher. Teacher's Initials: \_\_\_\_\_

Please attach a brief letter explaining your reasons for overriding the teacher's recommendation. This may be completed by the student instead of the parent/guardian.

***Statement of Understanding:***

*Once the change to your child's preferred course is made, class size and schedule restrictions may prevent a future change to the previously recommended course. By signing below, you and your child understand the potential conflicts this schedule change could create.*

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

When complete, please return this form to your child's guidance counselor. All overrides must be completed by the last day of the 2021-2022 school year.

## VIRTUAL HIGH SCHOOL APPLICATION

Virtual High School is a unique, enriching learning experience, but it is not for every student. Students of VHS must be independent and enthusiastic learners who are interested in embracing a challenging curriculum outside of our current curriculum offerings. It is also important to realize that Virtual High School eliminates the social environment of class; therefore, introspective students tend to do better with this type of learning atmosphere.

**VHS Prospective Students Must:**

- Obtain recommendations from three separate teachers certifying their ability as self-motivated individuals.
- Have a GPA of 90 and prerequisite classes to qualify to take VHS courses (especially the AP courses).

Students and parents will also be required to sign a contract ensuring that parents/guardians and student understand the responsibilities of a VHS student.

*Virtual High School enrollment is limited and will be completed on a lottery basis based on availability. Preference will be given to seniors. Students must complete the Virtual High School Application no later than April 1<sup>st</sup> to be considered to participate in the program.*

Student's Name: \_\_\_\_\_ YOG: \_\_\_\_\_

Guidance Counselor \_\_\_\_\_ Current GPA: \_\_\_\_\_

Virtual High School course you would like to enroll: \_\_\_\_\_

Reason for wanting to take this VHS course: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

**Please obtain three recommendations (signatures) from teachers who can certify the student's ability to be a self-motivated learner:**

Teacher Name: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_

By signing below, the student and parent/guardian understand the expectations required of a Virtual High School course.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **CAREER AND TECHNICAL EDUCATION ADMISSIONS POLICY**

Massachusetts state regulations (603CMR4.00) require that all state-funded career/vocational technical education (CVTE) schools and CVTE programs at public high schools to develop and implement admissions policies that comply with state and federal law as well as relevant guidelines issued by the Massachusetts Department of Elementary and Secondary Education and the United States Department of Education. The Dighton-Rehoboth School Committee approved this policy on November 23, 2021.

### **I. ADMISSIONS**

Dighton-Rehoboth Regional High School's admission policy is on file at the Department of Elementary and Secondary education. All incoming 9<sup>th</sup> grade students are eligible and accepted into the Dighton-Rehoboth Regional High School Career and Technical Education exploratory program.

### **II. EQUAL EDUCATIONAL OPPORTUNITY**

Dighton-Rehoboth Regional High School admits students and makes available to them its programs, privileges, and courses of study without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, or disability.

If a student's primary home language is not English, Dighton-Rehoboth Regional High School will provide them with an application form in their home language. Please contact our District Office at 508-252-5000 if you have questions or need help filling out the application form.

Dighton-Rehoboth Regional High School is committed to providing educational opportunities to students experiencing homelessness. Please contact Dighton-Rehoboth Regional High School's liaison, Kristen Donahue, at [kdonahue@drregional.org](mailto:kdonahue@drregional.org) or 508-252-5000 with any questions.

Students with disabilities may voluntarily identify themselves to Dighton-Rehoboth Regional High School to request reasonable accommodations during the admission and/or placement process.

Neither a student's disability nor the primary language of their home will have any effect on their admission to Dighton-Rehoboth Regional High School.

Consistent with Massachusetts regulations, Dighton-Rehoboth Regional High School has created a plan with "deliberate, specific strategies to promote equal educational opportunities and attract, enroll, and retain a student population that, when compared to students in similar grades in sending districts, has a comparable academic and demographic profile."

### III. ELIGIBILITY

Any current rising 9<sup>th</sup> grade student who is a resident of Dighton or Rehoboth may participate in the Career and Technical Education program at Dighton-Rehoboth Regional High School. Students may only be admitted to Dighton-Rehoboth Regional High School if they have been promoted to the grade they are seeking to enter, so students should be aware that their admission is conditional—if they are not ultimately promoted to enter the grade they have applied for, their admission will be rescinded. Resident students who meet the minimum requirements for admission shall be admitted prior to acceptance of any non-resident students seeking the same program.

**Non-Resident Students**—Students who are non-residents of the Dighton-Rehoboth School District are eligible to apply for admission to the Career and Technical Education Program at Dighton-Rehoboth Regional High School. Please be aware that residents of the Dighton-Rehoboth School District who meet the minimum admission requirements will be admitted before any non-residents seeking the same program. Students and families can find information on the Chapter 74 Non-Resident Student Tuition Program online. Resident students who meet the minimum requirements for admission shall be admitted prior to acceptance of any non-resident students seeking the same program.

**Home Schooled Students**—Home schooled applicants may apply to attend Dighton-Rehoboth Regional High School's Career and Technical Education program full-time and will be subject to the same admissions/placement standards as other applicants.

The Dighton-Rehoboth Regional School Committee recognizes and respects the right of parents or guardians to educate their child at home. The School Committee appreciates personal and cultural uniqueness of each family and desires to ensure that the process by which school officials approve and review home education programs is both lawful and equitable. Therefore, The School Committee establishes this home education policy. This policy, which provides the necessary proposal procedures and mandatory components, can be requested.

**Transfer Students**—Students already participating in Chapter 74 programs at another school may apply for admission to Dighton-Rehoboth Regional High School and will be subject to the same admissions standards as other applicants. Students will be accepted into the same Chapter 74 program if space allows. Any student transferring into the district during the 9<sup>th</sup> grade is eligible to participate in the exploratory program during Semester 1. Any 9<sup>th</sup> grade student transferring into the district after Semester 1 will participate in a condensed exploratory program. The student will have the opportunity to enroll in any program with openings.

**School Choice Students**—Dighton-Rehoboth Regional High School does participate in the inter-district school choice program. The inter-district school choice program (MGL c.76, §12B) allows parents/guardians to send their children to schools in communities other than the city or town in which they reside.

Students applying to Dighton-Rehoboth Regional High School under the school choice program should contact our Superintendent's office at 508-252-5000 or drregional.org with any questions. More information on school choice can be found on the Department of Elementary and Secondary Education website.

#### IV. ORGANIZATIONAL STRUCTURE

Dighton-Rehoboth Regional High School is a regional school located in Dighton, Massachusetts.

The Superintendent is:	Dr. Anthony Azar	aazar@drregional.org	508-252-5000
The Principal is:	Dr. John Gould	jgould@drregional.org	508-252-5025 x5601
The Director of Career and Technical Education Program is:	Diane Rose	drose@drregional.org	508-252-5030 x5622

It is the responsibility of Dighton-Rehoboth Regional High School's Superintendent to supervise the administration of the policies and procedures used to admit and enroll students consistent with all applicable laws, regulations, and guidance.

#### V. ADMISSIONS COMMUNICATION POLICIES

Dighton-Rehoboth Regional High School maintains a calendar of events on its website, drregional.org, where it provides information on the admissions process as well as other information about its programs. Students and their families can request had copies of the calendar by calling or emailing the main office secretary at 508-252-5025 or lstahowiak@drregional.org.

Dighton-Rehoboth Regional High School offers tours of its facilities to interested applicants. To request a tour, please call or email our Guidance Office. If the agreed-upon time slot for a tour occurs during the applicant's school day, the Guidance Office will provide confirmation to the applicant's current school that the applicant attended a tour during this time. Such tours may not be counted as unexcused absences by sending districts.

#### VI. RECRUITMENT PROCESS

The Dighton-Rehoboth Regional High School Career and Technical Education Director disseminates information about the programs through a variety of methods:

1. Visitations and informational meetings from high school students, staff, and administration to 8<sup>th</sup> grade students in the Dighton and Rehoboth middle schools beginning in October.
2. Slide presentations and informational brochures and emails will be circulated in both middle schools. The information will include academics, career and technical education programs, electives, sports, clubs, activities, and special education resources.
3. Parents/guardians may schedule individual tours at a mutually convenient time.
4. Invites to 8<sup>th</sup> grade students to attend open house and other high school events.

## VII. PROCESS FOR FALL ADMISSION TO THE 9<sup>TH</sup> GRADE EXPLORATORY PROGRAM

Any Dighton-Rehoboth Regional School District 8<sup>th</sup> grade student interested in participating in the Career and Technical Education Program offered at the high school will be accepted into the 9<sup>th</sup> grade exploratory program. Students will meet with their 8<sup>th</sup> grade Guidance Counselor in the spring to create a schedule for 9<sup>th</sup> grade at the high school. The student's Guidance Counselor will review all opportunities available at the high school including the Career and Technical Education Program.

**Transfer Students**—Students already enrolled in a Chapter 74 state-approved program in another school may apply for admission to Dighton-Rehoboth Regional High School's Career and Technical Education Program. Please contact the Guidance Office at 508-252-5025 with any questions or to request admission.

## VIII. SELECTION PROCESS

Any incoming 9<sup>th</sup> grade student interested in the Career and Technical Education Program at Dighton-Rehoboth Regional High School is eligible to participate in the 9<sup>th</sup> grade exploratory program.

## IX. EXPLORATORY PROGRAM

Because Dighton-Rehoboth Regional High School offers five or more Chapter 74 state-approved programs, Dighton-Rehoboth Regional High School provides a half-year exploratory program for 9<sup>th</sup> grade students which is based on the applicable Vocational Technical Education and Massachusetts Curriculum Frameworks. Students will complete 120 hours rotating through all seven Chapter 74 programs offered at the high school. The rotation includes the following Chapter 74 programs:

- Advanced Manufacturing Technology (reopens 2022/2023)
- Automotive Technology
- Carpentry
- Drafting and Design
- Early Childhood and Care
- Marketing
- Radio, Television, and Broadcasting

Students are evaluated and graded by each program teacher during the rotation. A rubric has been established and grades are given in the following areas: safety, workmanship, professionalism, employability, and career awareness activity. Grading Rubric: Exploratoryrubric.pdf

## **X. PROGRAM-SPECIFIC ADMISSION**

Dighton-Rehoboth Regional High School uses the following system for students to identify and enroll in their Chapter 74 technical program:

Students each receive a Course Selection Form, [CTE Exploratory Final Choice Selection Form—Google Forms.html](#). The form is emailed to school email accounts, and a deadline for submittal is given. Once the forms have been received, the student is placed in their first choice selection. Should a program receive more student choices than enrollment allows, students will be placed by overall exploratory grade ranking. Students who do not receive their first choice will be placed in their second or third choice and placed on a waiting list. A waiting list will be established with the top-ranking student beginning the list.

Any 9<sup>th</sup> grade student opting out of the Career and Technical Education Program will finish out the year and return to a full academic schedule at the start of 10<sup>th</sup> grade. Students who opt out will be placed in an under enrolled program.

## **XI. REVIEW AND APPEALS PROCESS—ADMISSION TO SPECIFIC PROGRAMS WITHIN DIGHTON-REHOBOTH REGIONAL HIGH SCHOOL**

Students who have completed the 9<sup>th</sup> grade exploratory program at Dighton-Rehoboth Regional High School will need to select a specific program of study (also known as “major” or “shop”) during the end of the exploratory program rotation.

If the student applies to a program and is waitlisted, the student may appeal their rejection to the Superintendent in the following ways:

By email: [aazar@drregional.org](mailto:aazar@drregional.org)

By hard-copy mail or hand delivery: 2700 Regional Road, North Dighton, MA 02764

## **XII. MAINTENANCE OF RECORDS**

Dighton-Rehoboth Regional High School maintains records of all students who are waitlisted, as well as their score on placement criteria, to facilitate analysis of its admissions system and compliance with applicable laws and regulations. Dighton-Rehoboth Regional High School will provide this information to the Department upon request.

## **XIII. CAREER AND TECHNICAL EDUCATION PROGRAM OVERVIEW**

- Eighth grade students meet with middle school Guidance Counselor and include CTE 9<sup>th</sup> Grade Exploratory in their next year’s schedule.
- Students rotate through each of the seven Chapter 74 Career and Technical Education programs offered at Dighton-Rehoboth Regional High School. The 9<sup>th</sup> grade Exploratory Program is required to complete 120 hours of career exploration.

- Towards the end of Semester 1, students will complete a Google form indicating their first three choices for placement.
- Students will be placed in their first choice unless a program becomes over-enrolled. In this case, any student choosing an over-enrolled program will be ranked by grades. Any student who is not placed in their first choice will be placed on a waitlist. The waitlist will be held by the CTE Director who will update the list accordingly. Students who are not immediately accepted in to their first choice will be placed in their second or third choice.
- Once students have been placed, the programs required hours for earning a Certificate of Competency begins.
- Each Chapter 74 program is required to fulfill a 900-hour minimum requirement with the exception of Automotive Technology and Early Childhood Education which require additional hours.