

DEARBORN HIGH SCHOOL CURRICULUM GUIDE

ART COURSE DESCRIPTIONS

INTRO 2-D DESIGN

This course is a foundation class exploring a variety of materials and techniques used in drawing, painting and design art processes. Students will develop their ability to use elements and principles of design to create expressive qualities in their artwork. This is a general art class designed for all students.

INTRO 3-D DESIGN

This course is a foundation class focusing on relief sculpture, sculpture in the round and printmaking. Students will develop their ability to use elements and principles of design to create expressive qualities in their artwork. This is a general art class designed for all students.

DRAWING / PAINTING 1

This course is an intermediate course in two-dimensional art. Students will work with a broader range of processes building upon their Introduction Drawing/Painting experiences. A variety of techniques using various materials of the artist will be explored. (Prerequisite: Intro 2D or Intro 3D)

ADV DRAWING / PAINTING 2-4

This course is for all students who want a more in-depth experience in two-dimensional art. Students will use their prior art experience to develop a theme or concentration in their artwork. Emphasis will be placed on developing subject matter as well as improving techniques. Students will be shown how to organize a portfolio of their work. This class may be taken more than once for additional credit. (Prerequisite: Drawing/Painting)

SCULPTURE 1

This course will build upon three-dimensional design concepts learned earlier. Sculpture processes: modeling, carving and constructing will be explored. Emphasis will be placed on developing subject matter as well as expanding technique. (Prerequisite: Intro 2D or 3D Design)

CERAMICS 1

This is a course exploring clay as a medium of artistic expression. Students will use various hand building and ceramic decoration processes and will be introduced to wheel throwing techniques. Students will be introduced to the use of kilns and the firing process. (Prerequisite: Intro 2D or Intro 3D)

ADV CERAMICS 2-4

This course is for all students who want a more in-depth experience working with clay. Students will use hand building and wheel techniques in more expansive ways. Greater concentration on decorative processes including slips and glazes will be encouraged. This class may be taken more than once for additional credit. (Prerequisite: Ceramics.)

JEWELRY & METALSMITHING 1

Students will learn the basic techniques necessary to create jewelry as sculpture. A variety of materials will be used in this class such as clay, copper, brass, beads, wood, and other natural materials. (Prerequisite: Intro 2D or Intro 3D)

ADV JEWELRY & METALSMITHING 2-4

This course is geared at the refinement of previously learned skills and techniques used to create jewelry as sculpture. While a variety of materials are still used in the production of the course work, more emphasis is placed on the use of metals and on the further development of metal techniques, skills, and inspiration. (Prerequisite: Jewelry & Metalsmithing 1)

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PHOTO 1

The purpose of this one-semester course is to teach the basic concepts of black and white photography and to open a new field of exploration for the individual students. The very basics in photographic chemicals, papers, and films will be provided. In addition to these, each student must supply their own 35mm camera. The history of photography, its chemical process, the care of the camera, and many photo techniques will be explored. The basis of the course, however, will be communication skills through the use of photography and the written word. (Prerequisite: Intro 2D or Intro 3D)

ADV PHOTOGRAPHY 2-4

The purpose of this one semester course is to continue to discover the basic concepts of black and white photography presented in Photography 1 and to present more advanced techniques in both darkroom and camera skills. Students will explore such topics as the use of filters, lenses, dodging and burning, tinting, hand coloring, photomontage, sandwich printing, the photo essay, available light photography, giant enlargements, dry and wet mounting, vignetting, and many other exciting ideas. The very basics in photographic chemicals, papers, and films will be provided, but the students can expect that they will need to supplement these supplies with additional purchases on their own. In addition to these, students will be expected to supply their own 35mm camera. The basis of the course, however, will continue to be communication skills through the use of photography and the written word. (Prerequisite: Photo 1)

BUSINESS COURSE DESCRIPTIONS

PERSONAL FINANCE

Students learn financial skills necessary for life after high school and successful independent living. Topics include budgeting, buying decisions, managing credit, investment options, stock market, and applying math for daily living. Students learn basic payroll calculations and deductions and additional job benefits, as well as preparation of the federal 1040 EZ. Corporate simulations such as the Stock Market Game and National Endowment for Financial Education (NEFE) put additional real-world financial management decision in students' hands.

INTRO BUSINESS

Students will learn valuable skills to obtain and keep a job in pursuit of a successful career path. Types of business resources from a consumer's point of view will be covered. Office procedures, management, and basic economic principles will be presented. In addition, skills using computer hardware, software, and other office equipment will be developed.

COMPUTER APPLICATIONS

This course is a review of computers and technology in business. Using Microsoft Office, students learn how to create a word processing, database, spreadsheet, and presentation (PowerPoint) documents and use the internet responsibly. This course meets the district's "computer" graduation requirements and the State's **online requirement**.

BUSINESS TECH & MANAGEMENT 1, 2

This course meets the district's "computer" graduation requirements and the State's **online requirement**. Students who have good computer skills and are looking to increase their knowledge, use, and productivity will want this class. This is an intermediate to advanced computer and business skills class.

- Students will learn skills colleges and corporations expect and corporations in their employees.
- Using Microsoft Office, students begin with refresher training and proceed through more advanced technical and professional preparation, including advanced MS Office use, publishing/presentation

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design software, software integration for technical writing, etc.

- Business practices and employability skills are integrated into this course.
- Students may pursue their MOS (Microsoft Office) Certification.
- This course also covers the technical writing required in most universities.
- This course meets the Co-op concurrent class requirement and is aligned with the State's MDCD Business, Management, Marketing, and Technology (MBBT) curriculum.
- Students will create a digital portfolio.
- Course is approved for articulation credit at HFCC and Davenport.

Students are encouraged to be a member and compete using their skills in our national-winning Business Professionals of America (BPA) chapter, the State-recognized business organization. *Note: Students may take "Advanced Microsoft Office 2" without having taken 1.

ACCOUNTING 1, 2, 3

Students learn accounting procedures and concepts as they are used in business covering the complete accounting cycle. With the growth of small businesses, it is necessary that students be competent in basic accounting. Students will also use computers in applying accounting skills. This course meets the Co-op concurrent class requirement and is aligned with the State's MDCD Business, Management, Marketing, and Technology (BMMT) curriculum. Students will be encouraged to be a member and compete using their learned skills in Business Professionals of America (BPA), the State-recognized business organization.

INTRO MARKETING

This course prepares the student for entry level careers in retail marketing. Students complete competencies in merchandising, sales promotion, store operations, finance and inventory control, human resources and functions of retail marketing. Students also learn employability skills that enable them to find jobs in the retail marketing industry. Communication skills are also developed. This course is aligned with the State's MDCD Business, Management, Marketing, and Technology (BMMT) curriculum. Students will be encouraged to be a member and compete using their learned skills in DECA, the State-recognized marketing organization.

SELLING

This course will develop competencies for personal selling and fashion merchandising skills demanded by the retail marketing industry. The student will learn consumer buying motives and how to assist the customer in making a wise purchase decision. Fashion merchandise, manufacturing, and marketing will also be emphasized. Communication skills will be enhanced. This course is aligned with the State's MDCD Business, Management, Marketing, and Technology (BMMT) curriculum. Students will be encouraged to be a member and compete using their learned skills in DECA, the State-recognized marketing organization. (Recommended prerequisite: Intro Marketing)

MARKETING MANAGEMENT

This course is designed for the student who has a previous course in Marketing Education. This course will give the students an understanding of the many entrepreneurial activities involved in the successful operation of a business, an appreciation of the importance of businesses in our economy and assist the students in deciding on specific career objectives in the business world. Students will develop a working business plan throughout the semester for a business they have researched. The final outcome of the business plan is a presentation to a bank loan officer. This course is aligned with the State's MDCD Business, Management, Marketing, and Technology (BMMT) curriculum. Students will be encouraged to be a member and compete using their learned skills in DECA, the State-recognized business organization. (Recommended prerequisite: Intro Marketing)

WBL – Work based Learning CTE (Co-Op)

Students leave school campus to work and apply job skills they have learned in previous business/technical

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classes as well as those being taken concurrently with their co-op job placement. Recommended prerequisite:

1. 12th grade students who have successfully completed a minimum of four business/technical/career preparation classes in a specific career pursuit including but not limited to Intro to Business, Intro to Marketing, Personal Finance, Intro to Microsoft, Advance Microsoft, Accounting 1,2, Cisco 1,2, Business Law, Note taking, Tech Systems 1, Wood Tech, Auto 1,2, Fundamental Foods, Interior Design 1, Clothing 1,2.
2. Students take a class providing training that relates to the Co-op position concurrently (during) the same semester with the co-op placement, e.g., Advanced Microsoft, Accounting 1,2, Accounting 3,4, Cisco 1,2, Interior Design 2, Child Development, Tailoring, Fashion Design, Food for Life, Auto Engine Electronic Systems 3, Auto Engine Performance Service, Advanced Auto, Tech Systems 2, Advanced Woods.
3. The Co-op job (WBL) training site must offer opportunities for training and experiences leading to a future trade or career that the student is considering pursuing.
4. Released time for Co-op (WBL) is granted from school, either a.m. or p.m..

WBL - Work Based Learning Non-CTE (Work Experience)

1. 12th grade students who have successfully completed business/technical preparation classes as listed before in Co-op.
2. Students take a class providing training that relates to the co-op position concurrently (during) the same semester with the co-op placement, e.g., Advanced Microsoft Office, Accounting 1,2, Accounting 3,4, Cisco 1,2, Interior Design 2, Child Development, Tailoring, Fashion Design, Food for Life, Auto Engine Electronic Systems 3, Auto Engine Performance Service, Advanced Auto, Tech Systems 2, Advanced Woods.
3. Released time for Work Experience (WBL Non CTE) is granted from school, either a.m. or p.m..
4. Students need to be employed in a position that aligns with their career pathway in their school records EDP.
5. The Work Experience (WBL Non CTE) training site must offer opportunities for training and experiences leading to future trade or career the student is considering pursuing.
6. A student may receive one-half credit hour per semester and for up to two hours.

BERRY CAREER CENTER COURSE DESCRIPTIONS

<http://berry.dearbornschools.org/Programs>

Please visit the Berry Center website for information regarding their programs of study and specific course offerings.

BILINGUAL COURSE DESCRIPTIONS

ELL 1A, 1B

This level is specifically designed for literacy/beginning level students. The program introduces the basics of American culture to students at the basic level with limited or has no English proficiency. Students will be using the texts: Visions and English Yes which will focus on reading a variety of genres, writing, listening, speaking and viewing based on a variety of themes. PLACEMENT: Entering students are evaluated by staff for proper assignment in these ability levels: English Literacy to Transitional.

ELL 2A, 2B

Students who are not native speakers of English may take advantage of the English-as-a-Second Language courses. These classes offer instruction in English and serve to help the student with limited English language skills progress into the regular curriculum. Students will be using the texts: Visions and English Yes which will

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focus on the reading a variety of genres, writing, listening, speaking and viewing based on a variety of themes. Students will demonstrate familiarity with world literature, including authors beyond American and British literary traditions. PLACEMENT: Entering students are evaluated by staff for proper assignment in these ability levels: English Literacy to Transitional.

ELL 3A, 3B

These introductory English courses will continue the sequence of the 7th and 8th grade in literature, grammar and composition. All readings will be chosen to accommodate the reading level of ESL students and incorporate elements of the American culture and historical background. Emphasis will be placed on elements of the short story, novel and drama in an elementary but comprehensive manner. Several texts as well as hardbound and paperback books will be utilized to acquaint the student with these genres. Grammar, vocabulary, punctuation, diction and usage, spelling syntax, sentence and paragraph development will be an integral part of the first semester program.

ELL 4A, 4B

This course emphasizes writing skills. Students will learn the elements of essay writing in a variety of modes: descriptive, personal, comparison/contrast, cause/effect, persuasive and argumentative. Composition will be supplemented by the study of several novels, which have similar themes (e.g., The Miracle Workers, To Kill a Mockingbird...). Students will examine and write about such elements of literature as plot, setting, characterization, point of view and theme.

FAMILY & CONSUMER SCIENCE COURSE DESCRIPTIONS

FUNDAMENTAL FOODS

This fundamental food course introduces students to the importance of food in contemporary times. The basic techniques of preparation are covered for the current food patterns in our country with emphasis on timesaving techniques and nutritional value.

FOOD FOR LIFE

Students will prepare different foods in a variety of ways. Prospective vegetarians, natural foods enthusiasts and those interested in ethnic dishes will want this experience. Emphasis is also placed on fast meal preparation and nutritious foods.

CHILD DEVELOPMENT

Students will learn to communicate and understand the growth and development patterns of children. Emphasis is placed on the importance of a strong parent-child relationship as an influence on the child's social, emotional, physical, and intellectual growth. This course will provide young people with the knowledge and training to become effective parents whenever they assume the responsibilities of that role in life. They will be exposed to the belief that every child should be wanted and planned for by the parents and that parents need to provide children with the best possible environment in which to grow and develop.

CHILD GUIDANCE

Students will learn to recognize and encourage the development of young children. Emphasis will be placed on the critical role early childhood plays in human development. This course will provide young people with the training needed to play an effective role (parent, teacher, etc.) in a child's life. Students will be required to complete very specific and challenging activities that will extend the classroom learning. This class will promote the value of careers in childcare and education. Students will produce a portfolio that will demonstrate their ability to work with children after being exposed to each of the six competency goals according to the CDA (Child Development Associate) credentialing program. The six goals are: 1) to establish and maintain safe, healthy

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learning environment, 2) to advance physical and intellectual competence, 3) to support social and emotional development, 4) to establish positive and productive relationships with families, 5) to ensure a well-run, purposeful program responsive to participant needs, and 6) to maintain commitment to professionalism.

CONFIDENT CONSUMER

The Confident Consumer is a one semester course that fulfills the Michigan Merit Curriculum Senior Year Math course requirement. The class will operate on a token economy system where students must pay for everything (a pass, turning in homework, taking a test) and students will receive payment for doing their job as a student (coming to class on time, coming prepared, doing excellent work, contributing to class discussion, high test scores, etc). The units of study would include understanding our economy and how it works, consumer rights, career choices, managing your money, budgeting, credit, banking, shopping skills, income and taxes. The student will learn how to save for security by making wise investments. In addition to these topics of study, students would complete a household money management simulation.

GENERAL ELECTIVES COURSE DESCRIPTIONS

FRESHMAN FOUNDATIONS

This one semester course is designed for freshman students who want to maximize their potential in high school! Students who want to be more successful academically and prepare themselves better for college should take this class. Students will explore their personal learning styles, learn to be organized and manage their time, study more effectively, earn high test and quiz grades, relate better with the upperclassmen, manage their individual stress, define their educational goals, conduct productive research, take useful notes, become confident public speakers, read faster and comprehend more.

YEARBOOK

This course is primarily a student-operated, advisor-directed production class. Students design and produce the school annual (yearbook). Students learn various skills of design, layout, copy writing, editing, graphic art skills, desktop publishing, digital and 35 mm photography, sales, product promotion, accounting, advertising, budgeting and inventory. Students should have a working knowledge of computers, have a strong sense of time commitment and be able to work both independently and in group projects. Open to 11-12th grade only with written approval of instructor.

SCHOOL STORE

This course is designed to give the student a practical as well as educational approach to distribution showing its contributions to our modern society. This course will also provide the student with first-hand knowledge of labor and management responsibilities resulting from operating their own store. The store business will be conducted based upon sound principles of management. This course will be run as a project lab. This course is aligned with the State's MDCD Business, Management, Marketing, and Technology (BMMT) curriculum. Students will be encouraged to be a member and compete using their learned skills in DECA, the State-recognized marketing organization. (Recommended prerequisite: Intro Marketing and Selling and written approval of instructor)

DUAL ENROLLMENT

This is a State of Michigan program which allows 11th and 12th grade students to enroll in college classes at local institutions (generally, Henry Ford Community College and University of Michigan – Dearborn). Dual Enrollment guidelines require completion of the Plan, PSAT and/or MME (Michigan Merit Exam) to qualify for dual enrollment. Students can earn both high school credit and college credit for successful completion of the dual enrollment classes. However, these Dual Enrollment credits may not transfer to all major universities.

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INDUSTRIAL ARTS COURSE DESCRIPTIONS

AUTO TECH 1, 2

Automotive 1 is designed to introduce the student to the technology, safety, system and careers related to the engine and the automobile. Stressing theory and knowledge through readings and research this course is a required prerequisite to the other automotive courses.

Automotive 2 reinforces the knowledge acquired in Automotive Technology 1. Students have the opportunity to practice basic vehicle inspection and areas such as the electrical service and the servicing of the cooling system. (Recommended prerequisite: Automotive Technology 1)

AUTO ENGINE ELECTRONICS 3

This course will provide the student with advanced knowledge about vehicle electrical systems. Students will also gain experience diagnosing electrical system problems. Emphasis is placed on job level skill development and to assist the student in developing the ability to take the State of Michigan Auto mechanics Certification Test for automobile electrical repair. The duration of this course is two hours per day for one semester.

(Recommended prerequisite: Auto 1-2)

AUTOMOTIVE ENGINE PERFORMANCE 4

This course provides the student with the opportunity to develop the knowledge and skills to diagnose and service major internal engine performance problems including engine repair and diagnostics. Emphasis is also placed on developing the ability to take the State of Michigan Engine performance Certification Test. The duration of this course is two hours per day for one semester. (Recommended prerequisite: Auto 1-2)

AUTO BRAKES / STEERING TECH 5

This course provides the student with the opportunity to develop the knowledge and skills to diagnose and service brake and suspension systems on passenger cars and light trucks. Emphasis is placed on job level skill development. This course will assist the student in developing the ability to take the State of Michigan Brakes and Suspension Mechanic Certification tests. The duration of this course is two hours per day for one semester.

(Recommended prerequisite: Auto 1-4)

ADV AUTOMOTIVE SERVICE

This course provides the student with the opportunity to develop hands-on experience simulating real-world employment in an automotive technology service facility. Employability skills as well as technical skills are emphasized. Diagnosis of drivability problems and review of instruction from previous courses are included. The duration of this course is two hours per day for one semester. (Recommended prerequisite: Auto 1-5)

WOOD TECH 1, 2

Wood Technology 1 is an introduction to materials, tools, machines and the procedures involved in the processing of materials used in industrial technology. Employment, safety procedures, measurement, design, hand tool usage, basic machinery, finishing and environmental concerns will be the focus of the course. Course instruction will center on materials and processes involved in product design and product manufacturing. Wood Technology 2 will also emphasize occupations, safety, hand tools, hand power tools, machines, design, problem solving and environmental concerns. Exercises in gross and fine motor skills will be performed as projects become more challenging. Students will solve math and geometry problems. Science topics will be covered as they relate to material processing.

WOOD TECH 3, 4

Wood Technology 3 Cabinetmaking and Casework is an advanced class for students serious about woodworking

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as either a career, or to gain experience and skills for home improvement projects. The main focus of the course is the design, construction, finishing and installation of cabinetry and casework. The course will cover employment, safety, blueprint reading, heavy machine operation, laminating, and new product technology. (Recommended prerequisite: Wood Tech 1-2)

LANGUAGE ARTS COURSE DESCRIPTIONS

LANGUAGE ARTS 1, 2

This required 9th grade course combines an introduction to the major literary genres of short story, poetry and drama with the study of basic writing skills of paragraph development and essay assessment. Writing assignments include personal and expressive writing, description, narration, exposition, persuasion, observation and reporting. Additionally, students keep a journal and are instructed in spelling, vocabulary, punctuation and grammar skills in a manner which integrates these skills with the writing process.

HONORS LANGUAGE ARTS 1, 2

This year's program combines an in-depth broad scope study of short story, poetry, essay, drama and novel as well as practice in refining writing skills. Students will demonstrate written advanced vocabulary, syntax and stylistic variety by the introduction of forms of diction, rhetoric, logic and voice. Extensive writing assignments will include narrative, causal analysis, persuasion, comparative analysis and a variety of composition assignments inclusive of an extended research paper. Multiple themes, philosophical basis, historical/social implications and relevance will be presented through class discussion, oral presentations and group projects. Students will be responsible to complete numerous independent enrichment readings as well as class assigned novels. Critical thinking and independent working styles will be stressed for future enrollment in AP course work. Students will be assessed and evaluated as to their writing and reading achievement. (Recommended prerequisite: Reading and writing above grade level as demonstrated by standardized test scores)

LANGUAGE ARTS 3, 4

This required 10th grade course emphasizes writing and reading skills. Students will learn the elements of essay writing in a variety of styles in response to literary selections. Writing and reading assignments will gain complexity in development and style in response to various classic novelists as well as a survey of short stories, poetry and drama. In addition to the anthology, 3 novels will be studied each semester and written assignments will analyze the elements of fiction, drama and expository writing. A research paper will be written and assessed.

HONORS LANGUAGE ARTS 3, 4

This course provides the methodology and advanced skills necessary for future completion of AP Course work. Literature will include a broad range of authors of various genres and historical periods. Discussion and projects will examine and analyze not only literary elements and components but also correlate the relevance of historical literature to contemporary concerns, problems and events. Course preparation will include study of an anthology of selected short stories, poetry, drama and essays in addition to novels and independent enrichment reading of additional works that will be presented in both oral and written presentations. Written assignments will include extensive analysis of diction, rhetoric and logic while utilizing various styles of advanced vocabulary and voice. Students will be responsible for a portfolio of a minimum of 10 extended essays and one major research project utilizing numerous exposition styles and formats. Time management, independent work skills and critical thinking will be stressed as students are assessed as to their writing and reading achievement. (Recommended prerequisite: Reading and writing level above grade level as demonstrated by standardized test)

LANGUAGE ARTS 5, 6

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This required 11th grade course traces the development of American Literature from the 1600's to the 21st century. Study will include the Colonial, Revolutionary and Romantic Periods of American writings, essays and novels. Various styles, genres, opinions and ideas of American authors will be presented for class discussion, writing assignments and projects. Classical literature as well as correlating contemporary non-fiction writing will be studied in conjunction with historical relevance of socio-economic, political and artistic issues of the different eras. Students will actively engage in various written analyses, oral presentations and an extensive research paper in response to a variety of American Authors, poets, essayists and dramatists.

LANGUAGE ARTS 7, 8

This required 12th grade course is a comprehensive study of English/World literature from the Ancient, Medieval, Renaissance, Restoration and Romantic Periods to the beginning of the eighteenth century. Students will read various genres inclusive of drama, morality play, epic, poetry, essay and correlate the historic, social and cultural significance of the literature to the events, people, philosophy, rhetoric and ethos of the time period. Students will be required to write personal reflective, persuasive, synthesis, comparison/contrast and evaluative responses to the readings as well as commit investigative research with focus on critical examination, logical thought development and the necessary use of textual support of ideas. The course will emphasize the universality of cultural/social/inter-personal themes as they apply to today's world through investigative reading, discussion, research and writing.

READ 180

This course is a comprehensive reading intervention program designed to improve student reading skills through use of Read 180, a nationally recognized research-based program, with instructional software, high-interest literature, and direct instruction in reading or writing skills. Stronger reading skills will allow students greater success in all classes, as well as on standardized tests.

SPEECH

This course presents the various facets of writing, listening and speaking through the study and presentation of speeches, discussion, debate and oral interpretation. Students will research and write outlines, essays and critiques based on class presentations and projects.

JOURNALISM 1

This writing course introduces the basics of newspaper writing. Students will study the First Amendment, libel laws, journalism ethics, editing and publishing. Students will compose a wide variety of journalistic articles and learn the basic concepts of graphic newspaper design. Focus will include the study of style, vocabulary, grammar, mechanics and form. Students are encouraged to participate in the publication, The Observer.

JOURNALISM 2

This course focuses on the publication of The Observer, the weekly school newspaper. While improving writing skills, students will also gain experience in the use of computer programs designed for newspaper and magazine publishing. Student journalists will have the opportunity to view school and community issues of concerns and formulate writings that present editorials, features, news, essays, political cartoons, reviews and critiques.

CREATIVE WRITING 1

This writing course instructs the process of creating the literary forms of short story and poetry. Individual interest and talent will determine the writer's major area of concentration. Students will create a variety of writings based on personal journal entries and literary readings. Mechanics, vocabulary and syntax will be studied to enhance the creative process.

MYTHOLOGY AND THE EPIC

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Students will study the great epics and myths of Western Literature which have illuminated man's view of himself and his place in the universe. The course covers literary forms such as myth, epic, narrative, mock epic, and drama and works such as The Odyssey, The Iliad, The Legends of King Arthur, and Epic of Gilgamesh.

AP ENGLISH LANGUAGE / COMPOSITION

The AP course in English Language and Composition will assist students to become skilled readers of college level essays, narratives and prose written in a variety of periods, disciplines, and rhetorical contexts. This college level course will also give students the practice and helpful criticism necessary to make them flexible writers who can compose in a variety of modes and for a variety of purposes. Both their reading and their writing will make them aware of the interaction between authorial purpose, audience needs, the subject itself, generic conventions, and the resources of language: syntax, word choice and tone. Extensive writing assignments will be designed to make students mature writers who will be able to write competently at the college level and be successful on the AP Exam. The course will emphasize expository, analytical and argumentative essays inclusive of an extensive research paper. (Recommended prerequisite: B or better in Honors Language Arts 1-4 or recommendation of teacher)

AP ENGLISH LITERATURE / COMPOSITION

In this course, students will actively engage in the careful reading of advanced college level literary works. Through such study, students will sharpen their awareness of language and understanding of the writer's craft. Students will develop critical standards for the independent appreciation of literature and will increase sensitivity to literature as a shared experience. To achieve these goals, students will study the individual work, its language, characters, action and themes. They will consider its structure, meaning and value, and the relationship to contemporary experience as well as the times in which it was written. Students will be involved in both the study and practice of writing and the study of literature. They will learn to use the modes of discourse and recognize the assumptions underlying various rhetorical strategies. Through speaking, listening, reading and writing, students will become more aware of the resources of language: connotation, metaphor, irony, syntax and tone. Writing assignments will focus on the critical analysis of literature and will include essays in exposition and argumentation. The desired goals are the honest and effective use of language and the organization of ideas in a clear, coherent and persuasive manner. (Recommended prerequisite: B or better in AP English Language and Composition)

MATHEMATICS COURSE DESCRIPTIONS

ALGEBRA 1

Topics covered include algebraic, graphical, and numerical representations of algebraic expressions and functions. The primary focus is the study of the properties of real numbers, linear functions, systems of linear equations and inequalities, exponential functions, quadratic functions, polynomials, and factoring. Techniques of problem solving and applications are included throughout the course.

GEOMETRY

Geometry students examine the properties of two- and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedra and other solids.

HONORS GEOMETRY

This class covers the same concepts as Geometry, however, at a faster pace and in greater depth.

ALGEBRA 2

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Algebra 2 is a second year algebra course. Topics covered include algebraic, graphical, and numerical representations of algebraic expressions and functions. The primary focus is the study of rational functions, exponential functions, logarithmic functions, and inverse variations, conic sections (circles, parabolas, ellipses, and hyperbolas). Techniques of problem solving and applications are included throughout the course. Graphing calculators will be used.

HONORS ALGEBRA 2

This course covers the same concepts as Algebra 2, however, at a faster pace and in greater depth. However, the study of trigonometry is also included (right triangle trig, unit circle, radian measure, trig identities, trig equations, law of sines, and law of cosines).

ALGEBRA 2 – A, B (2 year sequence)

Algebra 2 – 2 year sequence is intended for students who wish to study math in an in-depth manner but at a slower pace. Both years of the sequence must be completed to be equivalent to an Algebra 2 course. Topics covered include algebraic, graphical, and numerical representations of algebraic expressions and functions. The primary focus is the study of rational functions, exponential functions, logarithmic functions, and inverse variations, conic sections (circles, parabolas, ellipses, and hyperbolas). Techniques of problem solving and applications are included throughout the course. Graphing calculators will be used.

STATISTICS

This is a 2 semester course to be taken after Algebra 2. Statistics is an activity/project based class. Students will generate their own questions and gather their own data through interviews with family, neighbors, students and teachers. They will keep track of their responses, make observations, and draw their own conclusions. Students will learn how to organize and analyze the data they have gathered, how to write their own reports using Excel and Power Point and how to present them orally. Knowledge of Excel and Power Point will be expected. Students will learn about measures of central tendency (mean, standard deviation, etc), explore univariate and bivariate data, and how to interpret variation within one data set and between multiple data sets. Students will learn how to design questions, run samples, recognize potential difficulties in various sampling methods, assess validity of conclusions, and recognize bias. They will further understand the importance of treatment and control groups, replication, and randomized block studies.

PRE-CALCULUS 1, 2

This is a two semester sequence. The incorporation of graphing technology into this course better prepares students for further study in mathematics and science, e.g. calculus. This calculator based graphing approach allows a greater emphasis on solving real world problem situations modeled by the 12 Basic Functions.

TRIGONOMETRY / PRE-CALCULUS

This course covers the same concepts as Pre-Calculus, with a greater emphasis on Trigonometry. Also, the pacing will be slower than the Pre-Calculus course.

AP CALCULUS AB

AP Calculus (AB) is comparable to two-thirds (20 weeks) of a year of college calculus. Topics covered include: analysis of graphs, limits of functions, asymptotic and unbounded behavior, continuity as a property of functions, derivatives (at a point, as a function, applications and computation of, also second derivatives), Riemann sums, interpretation and properties of definite integrals, applications of integrals, Fundamental Theorem of Calculus, techniques of antidifferentiation and numerical approximations to definite integrals. Students must express solutions graphically, numerically, analytically, and verbally. Graphing calculators will be used extensively. In order to be successful students need a thorough understanding of Algebra and Trigonometry. (Recommended prerequisite: B or better Precalculus)

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MUSIC & THEATRE COURSE DESCRIPTIONS

CONCERT & MARCHING BAND

All 9th grade students who were members of their middle school bands are eligible. Students must have their own instruments (tuba, baritone, percussion) will be supplied by the school when available. No beginners are admitted to this group. Attendance is mandatory at all rehearsals, concerts, football games and parades. Open grades 9-10.

CONCERT ORCHESTRA

All students who were members of their middle school orchestra and play the violin, viola, cello and bass are eligible. Violinists must own a violin. Violas, cellos and basses will be provided by the school when available. Attendance is mandatory at all rehearsals and concerts. Open to grades 9-10.

SYMPHONY & MARCHING BAND

Students are admitted to this class only by the approval of the instructor. Students must have their own instruments although the larger instruments (tuba, baritone, percussion) will be supplied by the school when available. Attendance is mandatory at all rehearsals, concerts, football games and parades. Open to grades 11-12.

SYMPHONY ORCHESTRA

Students are admitted to this class only by the approval of the instructor. Students must have their own violin, viola, cello or bass although the larger instruments (bass and cello) may be supplied by the school when available. Attendance is mandatory at all rehearsals, and concerts. Open to grades 11-12.

PIANO 1 - 2

No previous musical experience is required for Piano 1. Piano 2; however is for students who have completed/tested out of semester 1 in Piano. Students will receive written music theory skills and their applications at the keyboard in the keys of F major, G major, C major and their relative minors. This material will include chords, scales and songs in these keys. Their class time will be divided into two portions: written/lecture and practice time. All material presented can be mastered during class time; a piano at home is not required. A consumable piano theory workbook is required and students will assume responsibility of any damage towards the piano or headphones.

PIANO 3-4

In this advanced piano class, students will progress toward the development of technique and knowledge required to play in all the most frequently used keys. Students in 3 most typically will play in book 2 with more advanced keys. A theory book is also required. Students in Piano 4 will proceed to book 3 in which they will be playing a simplified version of the great masterworks of piano literature. Students also will assume responsibility to payment or replacement of damage piano or headphones.

CHORUS

Is a non auditioned co-ed class geared for a beginning singer, who in most cases is being exposed to high school vocal music for the first time. This class should be taken by incoming 9th graders but opened to any grade level. No experience necessary! Learning vocal technique and basic musicianship skills are the basis of this class. This group performs at major concerts during the year.

WOMEN'S ENSEMBLE

This is a select group of women singers who perform at all major concerts during the year. This group is

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primarily for juniors and seniors with previous experience in chorus. (Recommended prerequisite: permission of instructor)

MENS ENSEMBLE

Men's Ensemble is a group of selected male singers who wish to receive more singing experience than Chorus. This class features pop as well as classical music. Music theory and sight reading is also taught. Men's Ensemble sings in outside performances that serve the community as well as regularly scheduled concerts at Dearborn High. (Prerequisite: permission of instructor)

INTRO TO THEATRE

This course presents an introduction to the world of theatre focusing on its many different areas. Students will study the history and development of costume, make-up, lighting and properties design while viewing the process of play production inclusive of auditions to opening performance. Students will read plays of various style, period, form and setting written by a wide range of dramatists and comedians and memorize a variety of dialogues, monologues and other scripted material. Written compositions of analysis, comparison, contrast, evaluation, synthesis and critique will be assigned as well as various recitations, presentations and projects. Students are encouraged but not required to participate in extra-curricular theatre programs.

THEATRE PERFORMANCE

This performance based course focuses on the participation and experience of theatre performance from the perspective of both the actor and the director. Through the use of classical and contemporary monologues, scene work, improvisation, theatre games, vocal techniques and the rehearsal process, students will experience the full process of stage performance in a variety of participatory oral presentations. Students will write narratives, critiques and essays based on the theatre/drama environment and experience. Students will be required to participate and perform in various school productions as both performers and support crew throughout the year as scheduled by the theatre department. A grade of B- or better must be earned for the class to fulfill the speech credit requirement of Language Arts. Students may select this course more than one semester for additional elective credit. (Recommended prerequisite: Introduction to Theatre.)

THEATRE PRODUCTION

This activities based course will present students the opportunity to participate in the technical aspects of the production of a theatrical play. Students will study, create and display: set design and construction; lighting schemes; technical sound and music mixing; costume design and creation; make-up and properties. Both individual and team projects will be assigned throughout the course. Compositions, projects and designs will coincide with various productions offered by the drama department.

FILM STUDY 1

This class will examine the history and development of film from the 1900's to the present. Study will include film style, social relevance, propaganda, entertainment and historical value, societal effect in relation to the dynamics of American cultural development. Students will research, critique, and analyze various film genres through class discussion, written and oral presentations, and various creative projects of differing focus. Readings will include materials pertaining to the various film presentations. Parents and students should be aware that PG and PG-13 films that have met the DHS administration's approval will be shown. Students who are not allowed to view these films should not take this course. The class will be offered as a general elective for Seniors and Juniors.

FILM STUDY 2

This class is a continuation of Film Study 1 and will examine the history & development of film from 1940 to current date. In depth analysis, will include a research project and written presentation that examines the

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themes, cultural and historical relativity, profundity levels, media influence and the effects of the film industry upon personal and societal group behaviors. Class discussion, group and individual oral and written presentations will be assigned throughout the semester. Readings will include supplementary materials that correspond to the various film presentations. Parents and students should be aware that PG and PG-13 films that have met the DHS administration's approval will be shown. Students who are not allowed to view these films should not take this course. The class is offered as a general elective for Seniors and Juniors. (Prerequisite: Film Study 1)

PHYSICAL EDUCATION COURSE DESCRIPTIONS

Physical Education is a required course for grades 9 (2 semesters). **Elective PE classes may be taken only after successful completion of required PE courses.** The dominant aim of this program is to help students gain command over their own body, understand the importance of exercise, and to accept the challenge to improve their skills and fitness to their greatest potential. Students are provided with a variety of activities that will give them opportunities for individual success. Instruction is given in various sports areas to help students improve their skills.

PE / HEALTH 9 – 2 semesters required

- A. Individual sports, team sports, and fitness are components of both semesters. Understanding why exercise is vital to good health will be practiced and emphasized.
- B. Fitness testing (Dearborn Public Schools – 7 fitness tests) will be a component of both semester of PE/Health 9. Students will have the opportunity in class to practice and improve upon their flexibility, agility, cardiovascular endurance and strength in preparation for the testing as well as for the purpose of developing and maintaining personal physical health.
- C. A health unit, as mandated by the State of Michigan, will be held in each of the two semesters. The program will consist of the following topics: conflict resolution, nutrition/diet, substance awareness, problems solving and HIV/AIDS, STI education.
- D. Swimming is a requirement of PE/Health 9. Medical documentation from a licensed physician must be provided at the start of the school year if the student has a medical condition that prevents them from swimming. A substitute activity will be arranged for students with medical restrictions.

PE / HEALTH 9 GIRLS

This group of students will follow the same format as the class of their age group. Due to religious beliefs the girls will be separated from the boys. Swimming is required.

PE/HEALTH 10-12

See PE/Health 9 sections A, B, and C for details. This course may only be taken one semester.

SPORTS TECH

During this course, the student will participate in weight-lifting, agility, conditioning and skilled development drills aimed at furthering his/her skills as an athlete. To emphasize the responsibilities associated with the "student athlete", ACT preparation, NCAA clearinghouse requirements, college admissions procedures, drug/alcohol prevention and steroid abuse will be covered. With department permission, students of sophomore or junior standing may take this course a maximum of two times.

TEAM SPORTS

Floor hockey, touch football, softball, basketball, volleyball, team handball, speedball, soccer, lacrosse, and water polo are possibilities. Facility and equipment availability as well as student interest will determine specific sports to be covered during the semester. Students will have the opportunity to improve their level of

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fitness. This course may only be taken once. (Required prerequisite: completion of 2 semesters PE 9/Health)

REC SPORTS 1

During the first semester, students will have an opportunity to improve their strength and fitness, volleyball and tennis skills and participate at a more competitive level. Individual and team techniques of power volleyball and tennis will be taught and utilized in game situations This course may only be taken once. (Required prerequisite: successful completion of 2 semesters PE / Health 9)

REC SPORTS 2

Second semester will allow students to develop and practice the skills of basketball through identification, demonstration and drill work. Students will also learn basketball officiating through study of the NFHS basketball rules publication and the application of acquired knowledge in class game settings. Students will have the opportunity to improve their level of fitness. This course may only be taken once. (Required prerequisite: successful completion of 2 semesters of PE / Health 9)

AEROBICS and WEIGHT TRAINING

Students will have an opportunity to continue an exercise program using step aerobic dance, resistance bands/tubing, running, flexibility training, rope jumping, etc. With the instructor's help, each student will be able to work at their own rate of progress. Students will design a personal fitness program as a part of the course requirement. This course may only be taken once. (Required prerequisite: completion of 2 semesters PE/Health 9)

SCIENCE COURSE DESCRIPTIONS

BIOLOGY 1. 2

This is a year-long, freshmen level, activity based, laboratory course. The course investigates the essential and core content expectations for biology. Topics include organization and development of living systems, interdependence of living systems and the environment, genetics, and evolution and biodiversity.

HONORS BIOLOGY 1, 2

This is a year-long, freshmen level, activity based, intensive laboratory course. The course investigates the essential, core and recommended content expectations for biology. It is intended for college preparatory students who plan in entering a science or technical field of study in college. Topics include organization and development of living systems, interdependence of living systems and the environment, genetics, and evolution and biodiversity.

CHEMISTRY 1, 2

This is a one-year lab based course offered as a two-semester sequence. The course investigates the essential and core content expectations for chemistry. Topics include forms of energy, energy transfer and conservation, properties of matter and changes in matter.

HONORS CHEMISTRY 1,2

This is a one-year intensive lab based course offered as a two-semester sequence. The course investigates the essential, core and recommended content expectations for chemistry. It is intended for college preparatory students who plan on entering a science or technical field of study in college. Topics include forms of energy, energy transfer and conservation, properties of matter and change in matter. (Recommended prerequisite: successful completion of Geometry and concurrent selection of Algebra 2)

PHYSICS 1, 2

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This is a one-year course offered as a two-semester sequence. The course investigates the essential and core content expectations for physics. Topics include motion of objects, forces and motion, and forms of energy and energy transformations.

HONORS PHYSICS 1,2

This is a one-year intensive course offered as a two-semester sequence. The course investigates the essential, core and recommended content expectations for physics. It is intended for college preparatory students who plan on entering a science or technical field of study in college. Topics motion of objects, forces and motion, and forms of energy and energy transformations. (Recommended prerequisite: successful completion of Geometry and completion or concurrent selection of Algebra 2)

ANATOMY and PHYSIOLOGY 1, 2

This is an advanced elective biology course designed for students who are interested in any medical related field, veterinary medicine, or physical education. Course work places emphasis on the anatomy and physiology of the human body. Dissection of a rat will play an integral role in the class. High recommended to take class prior to AP Biology or concurrently. (Recommended prerequisite: Biology and Chemistry)

FORENSIC SCIENCE 1, 2

This is a lab-based class offered to students who have successfully completed two years of science. Students must understand and practice proper laboratory techniques. First semester course work will include an overview of forensic science, crime scene, investigation, fingerprint analysis, document analysis, blood analysis, hair and fiber analysis, and ballistics. Students will also be required to do research and prepare a power point presentation on a career in forensic science. Second semester course work will include an overview of the crime lab, glass analysis, impressions and prints, DNA, toxicology, anthropology, entomology, soil analysis, explosives and arson, and death and decomposition. Students will also be required to do research and prepare a power point presentation on a high profile criminal case that was solved using forensic science techniques learned in class (Recommended prerequisites: successful completion of two years of science, preferably Biology and Chemistry)

ASTRONOMY

What makes a star shine? For how long will the Sun keep shining? What are black holes and how can they form? What makes Earth such a special planet? Astronomy course will provide answers to these questions and more. This course will apply concepts of math, science and technology while studying celestial bodies. Students will be introduced to the universe, its motions and laws the govern it. There are 4 major ideas emphasized in this course: Measurements: units of measurement, size of the universe Stars: stars formation, stars' life and stars' death Solar system: Terrestrial, Jovian planets and their moons, our star the sun. Modern astronomical instruments: Hubble Space Telescope, the Spitzer Space Telescope, the Chandra X-ray Observatory. (Recommended prerequisite: Successful completion of two years of science)

AP BIOLOGY

This course will prepare students to successfully complete the Advanced Placement Examination in Biology. Textbooks and laboratory sessions are designed to cover the range and depth of college level Biology and will provide students with the conceptual framework, factual knowledge and analytical skills necessary to react critically in scientific procedures relevant to Biology, inclusive of: Molecules and Cells; Heredity and Evolution; and Organisms and Populations. Students will study scientific process, inquiry, and recognition of unifying themes, critical analysis and practical applications in laboratory settings. Critical, evaluative analysis both in writing and research assignments will be based on information and formats delegated by the College Board. (Recommended prerequisite: successful completion of Honors Biology and Chemistry)

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AP CHEMISTRY

This course will prepare students to successfully complete the Advanced Placement Examination in Chemistry. Textbooks and laboratory sessions are designed to cover the range and depth of college level Chemistry and will provide students with the conceptual frame work, factual knowledge and analytical skills necessary to react critically and express ideas, both oral and written with clarity and logic in terms of scientific procedures relevant to Chemistry inclusive of: the structure of matter; kinetic theory of gases; chemical equilibrium; chemical kinetics; and, the basic concepts of thermodynamics. The AP Chemistry course includes topics that emphasize chemical calculations, mathematical formulation of principles and laboratory procedures. (Recommended prerequisite: successful completion of Chemistry and Algebra 1)

AP PHYSICS

This course will prepare students to successfully complete the Advanced Placement Examination, Physics B, and provide a systematic introduction to the main principles of physics emphasizing the development of conceptual understanding and problem-solving ability using algebra and trigonometry. Students will utilize the basic ideas of calculus as an introduction to the theoretical development of physical concepts such as acceleration and work. Course work will include: Newtonian Mechanics; Thermal Physics; Electricity and Magnetism; Waves and Optics; and, Atomic and Nuclear Physics. Students will also study topics relative to fluids and/or special relativity. (Recommended prerequisite: successful completion of Honors Physics or AP Chemistry and Algebra 1 and Honors Geometry)

AP ENVIRONMENTAL SCIENCE

This class is designed to give students an in-depth look at various facets of the earth. Students will study and provide solutions for environmental problems. Requirements and activities include field study, lab data testing, analysis, research and experimentation design in a variety of experiential settings, and formats. Students will be provided the concepts and methodologies needed to understand the complex interrelationships of the natural world. The goal of the course is to have students identify and analyze environmental problems, evaluate the relative risks associated with these problems, and to examine alternative solutions for resolution and/or prevention. AP Environmental Science is an interdisciplinary course, which incorporates science, economics, geography, and math. This course will contribute to the development of clear, analytical, critical thinking. Students will be expected to fulfill a reading assignment prior to the first class session. (Recommended prerequisite: C or better in Biology or Chemistry)

SOCIAL STUDIES COURSE DESCRIPTIONS

WORLD HISTORY and GEOGRAPHY 1, 2

World History and Geography takes a global and comparative approach to studying the world and its past to develop greater understanding of the development of worldwide events, processes, and interactions among the world's people, cultures, societies, and environment. Students will investigate our diverse and common traditions, and work to understand the complex interactions among various environmental, human and social forces that have influenced and continue to influence us. Studying World History and Geography connects us to people and events across time and space, illuminating the range and depth of human experience on grand as well as local scales.

U.S. HISTORY and GEOGRAPHY 1, 2

First semester's course is a survey of American History from 1865 to 1920. Areas of study include the Reconstruction period, the westward movement, the industrial era, the growth of organized labor, political reform, the Progressive era, the impact of immigration, the growth of cities, the Spanish-American War, and the role of the United States in World War I. A topical approach is used to explore political, economic, social, and cultural developments. The influence of geography on historical events is also analyzed. Students will increase

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their knowledge of historical events and deepen their understanding of our American heritage. Second semester's course is a survey of American history from 1920 to the present. Areas of study include the Roaring Twenties, the Great Depression, the New Deal, the role of the United States in World War II, the Cold War, the Korean War, the changing lifestyles of the 1950's, political and social leaders in the 1960's, the Vietnam War, and the domestic and international challenges faced by the United States during the 1970's and 1980's. A topical approach is used to explore political, economic, social, and cultural developments. The influence of geography on historical events is also analyzed. Students will learn how the mistakes and triumphs of America's past shape our perceptions of current problems and our vision for America's future.

U.S. GOVERNMENT

This is a one semester course describing the forms and functions of national, state and local governments in the United States. In this course, students will learn about the structure, principles, and ideals of the American system of government. An understanding of comparative political systems and the fundamental principles of American government will form the basis for a detailed analysis of the legislative, executive, and judicial branches of the federal government. Special emphasis will be given to a critical study of the Constitution and fundamental civil liberties in the Bill of Rights. Students will have the opportunity to use their substantive knowledge and social science skills to critically examine current public policy issues. The student will be able to compare and contrast our system of government with other major political systems in the world today. Students will learn the importance of individual participation in our democratic society.

U.S. ECONOMICS

Students will learn about the structure, function, principles, and problems of the American economy. Fundamental concepts of both macroeconomics and microeconomics will be introduced. A study of the nature of economics and the basic economic problem will form the basis for a systematic analysis of supply and demand, the factors of production, economic instability, the forms of business organization, labor relations, and the effect of government regulation. Special emphasis will be given to the role of government in the American economic system and the use of monetary and fiscal policies to achieve economic stability. Students will have the opportunity to use their substantive knowledge and social science skills to critically examine current economic problems.

SOCIOLOGY

This is a one semester course which introduces the student to a disciplined imaginative analysis of the social world. The course focuses on basic social institutions and contemporary issues. Emphasis will be on an inductive in-depth study of the process of socialization and social stratification. In addition, stress will also be placed on the student application of sociological principles and concepts.

PSYCHOLOGY

This is a one semester survey course intended to familiarize students with psychological terminology, research methodology, experimentation, and other psychological areas which affect the students as an individual within society. The course also examines different aspects of psychology such as perceptions, values and personality, and explores how they might affect the behavior of individuals in society.

CURRENT EVENTS

A one semester Social Studies elective in which students will study and discuss the origins and causes of the current issues of today from our state, across the nation & around the world. Through the use of articles, newscasts, and other research tools, students will investigate social, political, economic, religious, and cultural events, while trying to predict the possible outcomes of these issues.

U.S. HISTORY THROUGH FILM:

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In this one semester course, students will study specific periods and events in U.S. History through the use of modern movies. The class will allow and challenge students to go beyond the use of a textbook to learn about American History. Students will watch and evaluate movies for their historical accuracy and educational value.

AP US GOVERNMENT & POLITICS

This one semester course will prepare students to successfully complete the Advanced Placement exam in United States Government and Politics. It will provide a learning experience equivalent to a college introductory course in political science. The course is open to 11th or 12th grade students who have high academic standing, superior academic achievement in social studies courses, and strong proficiency in writing and analytical reasoning. Students will complete extensive reading and analytical writing assignments. Exam review sessions and special learning activities will be offered in addition to regularly scheduled class instruction. United States government and politics will be studied from both analytical and critical perspectives. Students will learn the structure and function of American government and the institutions, groups, individuals, and processes that shape public policy. Content areas to be studied include federalism, separation of powers, the political beliefs and behaviors of individuals, political parties and interest groups, the Congress, the presidency, the bureaucracy, the federal judiciary, civil rights and liberties, and the relationship between economics and government.

AP US HISTORY

This course will prepare students to take the Advanced Placement United States History exam. It will provide a learning experience equivalent to a two-semester college survey course. Students will study the history of the United States from the founding of the thirteen English colonies to the present from both analytical and critical perspectives as well as gain insights and an understanding of the various beliefs, philosophies, and movements, which have shaped this nation. In order to accomplish these goals, students will be expected to complete extensive reading of both articles and original documents. (Recommended prerequisite: C or better World History)

SPECIAL EDUCATION DEPARTMENT

DEPARTMENTALIZED PROGRAM

This program is designed for identified students with special needs who, through Individualized Educational Planning Committee determination, require some of their instruction in the content areas of language arts, mathematics, science or social studies taught by a special education teacher. Students are mainstreamed into general education classes whenever appropriate.

Special education teachers also provide supplemental support to students on the caseload who are enrolled in general education classes. This may include consulting with parents and staff, modifying assignments, arranging for note takers, providing test accommodations or monitoring individual student progress.

AUTISM SPECTRUM DISORDER PROGRAM

This program is designed for students with Autism Spectrum Disorder (ASD), who may receive some or all of their academic instruction in a special education class. Courses in this program are taught by a special education teacher and include language arts, mathematics, science, and social studies. Although these classes are accommodated for student success, they are aligned with the curriculum in the general education classes. In addition, an elective course is also offered to students in the ASD program. This course is designed to with providing instruction to increase student success with verbal communication, social interactions, and life skills. . In addition, there are two paths to high school completion. The path is designed for students that will graduate with a high school diploma. The second path allows students to participate in the high school experience while earning a certificate of completion.

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Teachers in the ASD program also provide supplemental support to students on their caseload who are enrolled in general education classes. This may include consulting with parents and other staff members, accommodating assignments, arranging for note takers, or monitoring individual student progress.

Job Skills is a course designed to provide ASD students with skills needed to be successful in all areas of their life. Students are provided with instruction in the areas of social interaction, the pragmatics of verbal communication, anxiety reduction, self-monitoring of behavior, and organization skills. In addition, sensory integration issues are also addressed, as necessary. This course may be taken several times throughout high school with different skills identified and various materials utilized as determined by the student's IEP.

DEAF AND HARD OF HEARING PROGRAM

This program is designed for deaf and hard of hearing students who may need a portion of their academic instruction in the content areas of language arts, mathematics, science, or social studies taught by a special education teacher. Teachers of the deaf and hard of hearing students use a total communication approach and materials appropriate to the needs of the students. When these students are mainstreamed into general education classes, they are supported by interpreters.

Teachers of the deaf and hard of hearing also provide supplemental support to students on the caseload who are enrolled in general education classes. This may include consulting with parents and staff, modifying assignments, arranging for note takers, providing test accommodations or monitoring individual student progress.

MILDLY COGNITIVELY IMPAIRED PROGRAM

This program is designed for students identified with mild cognitive impairments who may receive most or all of their academic instruction in a special education class. Courses in this program are taught by a special education teacher and include language arts, mathematics, science, and social studies. Though modified, the classes are aligned with those in the general education curriculum.

The special education teacher also provides support to students taking general education electives and other courses. This may include consulting with parents and staff, modifying assignments, arranging for note takers, providing test accommodations or monitoring individual student progress.

BASIC CLASSROOM COURSE DESCRIPTIONS

LANGUAGE ARTS

This course is designed to teach the students the fundamentals of language arts. In this class, students will work on improving their knowledge of functional vocabulary, as well as increasing their reading skills and composition skills. The rudiments of English grammar will also be emphasized and taught. Students will be required to define survival/community words, write paragraphs and fill out forms, read fictional and informational texts, and practice the spelling patterns of common words. This course may be taken several times throughout high school with different skills identified and various materials utilized as determined by the IEP.

MATH / NUMERACY

This course is designed for students with limited mathematical and problem solving abilities. The course provides an in-depth focus on skills and concepts at each student's level that are tied to applications in the real world and connections to other math topics. An emphasis is placed on developing problem solving skills.

CONSUMER MATH/CONFIDENT CONSUMER

This course is designed to help students increase their mathematical abilities as they relate to personal financial

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management. Students explore banking services, budgets, credit, insurance, and buying units. An emphasis is placed on developing problem solving skills. In addition to working from textbooks, students will participate in daily activities that apply problem solving concepts to the “real world.”

SCIENCE (Biology and Physical)

In biology, students will deepen their understanding of topics related to biology and life science. Students will broaden their knowledge of food and nutrition, personal safety and fitness, the human body, animal and plant growth, and habitats for plants and animals. In physical science, students investigate the basic concepts of earth science, space and weather, matter, and energy in motion.

SOCIAL STUDIES (U.S. History, World History, Government, Consumer Economics)

These courses are designed to help students explore and learn skills related to studying the past, using maps, and identifying geographical regions. In American history, students will survey United States geography and American history from the early 1400’s to the present. Students will increase their knowledge of key historical events and prominent American citizens from the past. Areas of interest include landmarks and state capitals.

In world history, students will survey world geography and regions, as well as prominent historical figures. Students will increase their knowledge of how key historical events impacted the development of the world. In government, students will learn about the function, principles, and ideals of the American system of government. An additional focus will be on helping students understand how they can make meaningful contributions to their community as a knowledgeable citizen. In consumer economics, students will study banking and investments, community resources; they will also become more skilled at filling out occupational forms and more knowledgeable of community jobs.

DEPARTMENTALIZED SPECIAL EDUCATION INTERVENTION CLASSES

READ 180

Read 180 is a comprehensive reading intervention program designed for students who are reading below grade-level. The program utilizes sophisticated software, motivating literature, and scientifically-based research in reading instruction to help students become confident, successful readers.

MATH INTERVENTION

Incoming freshman are provided with a foundation in Algebra and problem solving that is needed for success in more advanced courses. Sophomores receive pre-teaching for Geometry concepts and skills. This transitional course has built-in study and note-taking strategies to help students develop their learning skills. Elective credit is awarded for this course.

VIDEO COURSE DESCRIPTIONS

STUDIO PRODUCTION 1, 2

This is a hands-on digital production courses that allows exceptional students the opportunity to work side by side and personally with the instructor. All assignments are shot on location in the WDHS production studio. Post-Production is also completed on-site with the incorporation of various programs that emphasize the necessity of backgrounds, music selection and computer graphics.

VIDEO EDITING 1, 2

In these introductory courses, students will be taught the techniques and importance of linear online and non linear editing. Students will also be introduced to computer/web streaming audio and video production as well as an introduction to computer animation techniques. (Recommended prerequisite: Studio production 1-2 or

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permission of instructor.)

ADV VIDEO 1, 2

Designed for the masters of writing, producing, and directing who have successfully completed the introductory Video-Editing classes. In these courses, students will concentrate and emphasize the subtleties and procedures for editing all formats of video taped productions. The award winning students work primarily with Digital Video Cameras, and incorporate creative talent through state of the art technology, graphic design, and animation. Students entering this course should be able to demonstrate nonlinear editing skills and have a comprehension of editing techniques and styles. This level requires a fluid understanding of production skills and event coordination. (Recommended prerequisite: Studio Production & Video Editing or permission of instructor.)

ADV MOVIE MAKING

In this demanding course, students will write, direct, produce, edit and market a feature movie production or a series of shorts. This class is open to **highly motivated** students with a sincere interest in the visual arts. This class will involve weekend and evening shoots, on location work and requires a professional work ethic. Writing, artistic, computer and communicative abilities are all emphasized and defined during this lengthy endeavor. The production will be the featured attraction for a premiere of student work in the spring. A willingness to work as a group member and team leader is mandatory. (Recommended prerequisite: Studio Productions 1 but not required)

WORLD LANGUAGES COURSE DESCRIPTIONS

AMERICAN SIGN LANGUAGE 1ST year

The year long course introduces the fundamentals of American Sign Language (ASL) used by the Deaf Community, including basic vocabulary, syntax, finger spelling, and grammatical non-manual signals. Focuses on communicative competence. Develops gestural skills as a foundation for ASL enhancement. Introduces cultural knowledge and increases understanding of the Deaf Community. The 2-year sequence of ASL will fulfill the MMC world language requirement which begins with the Class of 2016.

AMERICAN SIGN LANGUAGE 2ND year

This year long course develops vocabulary, conversational competence, and grammatical knowledge with a total immersion approach. Introduces increasingly complex grammatical aspects including those unique to ASL. Discusses culture and literature. Contact with the Deaf Community is encouraged to enhance linguistic and cultural knowledge.

ARABIC 1ST year

These are beginning courses offered to students who have no knowledge of the written Arabic language. We begin formal study of the structure of the language. Emphasis is on reading and writing. Grammatical structure is introduced in the second part of the course along with some communication skills. The culture and different dialogues of Arabic speaking countries are also introduced.

ARABIC 2ND year

Second year Arabic focuses on building conversational, reading, and grammar skills. Students will also begin writing original compositions, dialogues, plays, etc. The cultural aspects of the Arab World will be explored. (Recommended prerequisite: Arabic 1)

ARABIC 3RD year

This course is the continuation of study of Modern Standard Arabic. Arabic 5-6 offers the student the opportunity to focus on readings of a cultural, historical and literary nature; be able to discuss their content; and

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write about them in the target language. Short stories, poetry, newspapers, magazines, and videos, in addition to intermediate level literary works, will be used. The study of the fifth largest spoken language will include both reflections on the important historical facts and modern aspects of the Arab World. (Recommended Prerequisite: Arabic 2)

ARABIC 4th year

This fourth year Arabic course refines advanced skills in Modern Standard Arabic. Students will concentrate on advanced vocabulary and grammar. They will further explore various forms of literature, composition formats, and translation skills. (Recommended prerequisite: Arabic 3)

FRENCH 1st year

These are beginning courses in French which provide an introduction to the French language for students who have had no previous study of French. For those who have had conversational French in the elementary and middle schools, it begins their formal study of the structure of the language. Emphasis is on oral comprehension and speaking providing students with background for communication. Readings deal with everyday life situations in France and introduce French geography, history and culture.

FRENCH 2nd year

In French 3 and 4, reading is added to the basic skills of speaking and writing which were begun in French 1 and 2 and which will receive continued emphasis in 3 and 4. The reading provides material for oral use of the language and increases the student's French vocabulary. Cultural material in context is used. (Recommended prerequisite: French 1.)

FRENCH 3rd year

French 5 and 6 are conducted, as much as possible, in the French language. Students will increase their audio comprehension, speaking, reading and writing skills. Speaking in target language is important and encouraged. The knowledge of culture also is increased through a variety of materials. Opportunities for readings from the works of French authors are provided as well as the use of more advanced structures and idioms. (Recommended prerequisite: French 2)

FRENCH 4th year

The fourth-year of foreign language study is a continuation of the study of all 4 skills on an advanced level. French is the language of instruction in the classroom. There is a further refinement of the use of grammatical structures, vocabulary, pronunciation and an in-depth study of culture. The historical foundation of culture is introduced and developed. Students are encouraged to develop their language skills more proficiently to express themselves individually as well as group projects, video productions, debates and discussions. The development of full expression of ideas and the sharing of it are encouraged. (Recommendation prerequisite: French 3)

GERMAN 1st year

These are introductory courses offered to students who have no previous experience in German. The first year encompasses basic comprehension and speaking. Grammatical structure is introduced, but the emphasis is on the communicative skills. The geography and culture of German speaking countries are introduced.

GERMAN 2nd year

Second year German students continue to learn basic grammar with increased emphasis on speaking. Techniques used to improve the productive skills are mini-skits and summaries. Second semester students will read short graded readers. (Recommended prerequisite: German 1)

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GERMAN 3rd year

These courses offer an intensive grammar review, cultural history and analysis of modern literature (poems and short stories.) Students will keep journals; write compositions and give short speeches. (Recommended prerequisite: German 2)

GERMAN 4th year

Fourth year German will fine-tune the skills learned in the previous years. Culture and literature will be studied more in-depth. Oral and written expression will be more refined. Students will debate and discuss topics of current interest. (Recommended prerequisite: German 3)

SPANISH 1st year

This year of Spanish stresses the fundamentals of Spanish conversation and the introduction of basic grammar. Students learn vocabulary and expressions used in basic conversation. Skills taught are: listening-comprehension, speaking, and an introduction to reading and writing within a cultural context.

SPANISH 2nd year

This second year of Spanish is a continuation of Spanish 1 and 2. Additional grammatical structures and their use are introduced and vocabulary is increased. Reading and writing skills are further developed. Cultural knowledge is increased. (Recommended prerequisite: Spanish 1)

SPANISH 3rd year

This year reviews the fundamentals of Spanish grammar. There will be a concentration of advanced grammar and vocabulary. Emphasis is given to speaking, reading and writing. Knowledge of the geography, culture and people of the Hispanic world is intrinsic. (Recommended prerequisite: Spanish 2)

SPANISH 4th year

This year emphasizes proficiency in listening, comprehension, speaking, reading and writing on an advanced level. Spanish is the language of instruction in the classroom. The objective of the course is to develop fluent and accurate comprehension and communication skills in both oral and written Spanish. The course will offer refinement of pronunciation, review of the grammar in all its aspects and enrichment of vocabulary in context. Further understanding in the reading of journals, articles, magazines and modern Hispanic literature, and extensive coherent writing of compositions in a given topic without the use of a dictionary are required. Course content will include intellectual interests of students and teacher (the arts, literature, history, culture, sports, current events, etc.). Materials will include audio and video recordings, films, newspapers and magazines. (Recommended prerequisite: Spanish 3)