

Dracut Senior High School

Program of Studies 2012-2013

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www.dracutpublicschools.net

Dracut Senior High School

Core Values and Beliefs

The Dracut High School community is committed to challenging all students with a rigorous curriculum within a safe, healthy, and positive environment. Our primary goal is for students to become lifelong learners in a changing world. We believe in promoting personal responsibility, self-respect, tolerance, and integrity while preparing all students for 21st century success. We embrace and value diversity. We advocate environmental and global awareness. We offer various opportunities for all students to thrive and succeed, in and beyond the classroom, so that they may become informed, productive citizens. We encourage our students to take pride in their identity and the Dracut community as they strive toward maximum personal growth.

21st Century Learner Expectations

The Dracut High School students will be able to perform the following skills:

- Speak effectively
- Write effectively
- Read, view, and interpret a variety of media effectively
- Demonstrate financial/business literacy
- Utilize an array of methods to research, analyze, and problem solve
- Use technology effectively and responsibly
- Demonstrate cultural literacy
- Practice personal wellness and social responsibility
- Promote civic responsibility regarding issues facing our community and the world today

The Dracut High School graduate will have a working plan for post-high school life.

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ACCREDITATION-MEMBERSHIP-AFFILIATIONS

Dracut High School is an accredited secondary high school that fulfills the criteria for membership in the New England Association of Schools & Colleges. In addition, Dracut High School is an institutional member of the National and Massachusetts Association of Secondary Schools and Principals. All interscholastic sports are governed by local policy, Merrimack Valley League rules, and are within the guidelines and rules of the Massachusetts Interscholastic Athletic Association.

COMPLIANCE WITH FEDERAL AND STATE REGULATIONS

All rules and regulations are published annually in a Student Handbook that is approved by the Dracut School Council and Dracut School Committee, issued to students, and on file at the State Department of Education. The student handbook spells out the legalities of the policies, but some highlighted points include:

- ❖ Dracut High School and property is a Drug-Alcohol-Tobacco Free Zone.
- ❖ All questions, decisions, rules, and regulations may be appealed to the Principal, Review Boards, or Superintendent of Schools.
- ❖ Student driving and parking on school grounds are privileges, not rights. Eligible students must register their vehicles and display hang tags on the rearview mirror.
- ❖ Students may be excluded from school if charged with a felony, arrested for the sale or possession of illegal drugs, weapons violations, or assaults (including verbal threats) on school personnel.
- ❖ All state and federal laws such as those outlawing hazing and harassment will be enforced.

Transcript and Temporary Student Records

All rules and regulations regarding student records are in accordance with the regulations written by Massachusetts Department of Education and outlined in publication #8194. Those items dealing with appeals, amending, notification, severance, destruction and not specifically noted in the Dracut High School policy, will be observed in accordance with State policy. A copy of State and local regulations may be obtained from the High School administration or guidance offices.

Non-Discrimination

In compliance with State Law, Chapter 622 of the General Law, Acts of 1971 and Federal Law, Title IX of the Education Amendments of 1972, the Dracut Public School informs students and parents that all courses of study and extra-curricular activities are open and available to members of both sexes and minority groups. Full definition of the laws, local policies, and answers to questions may be obtained from the Principal and/or the Superintendent.

Special Needs - Services Offered

The Special Education department provides individual and group specialized instruction for all students identified as eligible for Special Education services under the guidelines of 603CMR28/IDEA. Special Education students receive services in and out of the general curriculum as outlined in each student's Individualized Educational Program (IEP). In addition to the direct services provided by DHS Special Education teachers, the following related services are available as outlined in students' IEPs: speech/language therapy, audiology, psychological services for clinical testing and student interaction, and school adjustment counseling.

HOW TO USE THE PROGRAM OF STUDIES

This electronic booklet is organized to allow the students and the parents to obtain information to help plan course selections. Information provided includes course descriptions by department, with notes to assist in the planning information regarding the number of credits required and recommended sequences and level.

When selecting a program of studies a student should be mindful of the following guidelines:

- ❖ A student must pass all required subjects and successfully pass 5½ credits each year in order to graduate from Dracut Senior High School. A total of 22 credits must be passed, and students must pass the Massachusetts Comprehensive Assessment Test in order to be awarded a diploma.
- ❖ A credit is awarded to students who receive a passing grade and have been in attendance (or completed makeup work) 180 school days per year. Students absent more than 4 days per quarter of class time will not be awarded academic credit. An Attendance Review Board is established to review just causes that involve absences over the allowable limit from school and/or class. The Board has the right to grant waivers for just cause.
- ❖ A student must pass 5½ credits, including English, each year in order to be promoted toward graduation. A student must be fully enrolled in 7 classes or courses, unless assigned for specialized instruction, enrolled in a career internship, enrolled in a course at a local college, or enrolled in a school-based community service project.
- ❖ A Faculty Review Board is established to consider just causes for waiving graduation or promotion requirements and for recommending appropriate remedial programs. Adjustments to the defined graduation requirements and transcript policy will be made for student transfers and students with special academic needs.

All Students Must Pass		Students Recommended for College Must Pass
English 1 credit each year + 1 elective	4 ½ credits	College Preparatory or Honors English
History 1 credit each year	4 credits	College Preparatory or Honors History
Mathematics	3 credits	Advanced Algebra and Geometry
Science 9 th & 10 th grade Sciences + 1 credit of electives	3 credits	Three credits in Laboratory Science
Foreign Language	1 credit	Three credits in French or Spanish
Wellness	1 credit	
Business/Technology	1 credit	

Students enrolled in Band, Show Choir, or Color Guard and having a full seven period schedule may be exempt from no more than one-half credit of Wellness.

SUMMER SCHOOL REQUIREMENTS

Students who fail a course and wish to attend summer school must have prior approval from the principal. Approval will be granted to students provided the following criteria have been met: (a) Course/program is given at an approved institution and (b) Student has shown some success by passing at least two quarters in that subject. Without these two criteria, there will be no summer school option. A student who has not met the criteria yet and wishes to attend summer school may appeal his/her situation to the principal for special consideration. Within an academic discipline, a student may not earn more than 2 credits from successive summer school programs. (No more than 2 credits of English may be earned in summer school.)

GUIDANCE DEPARTMENT SERVICES

The guidance staff at Dracut Senior High School is committed to the intellectual, emotional, and social growth of all students. By guiding each student through his/her educational program, counselors seek to foster and facilitate the development of each student's potential. Our goal is to encourage participation in educational, community, and social programs that match each student's characteristics in order to gain competencies needed to plan for post-high school decisions.

Counselors are available throughout the school day. Emergency situations or urgent concerns will receive immediate attention. Students are encouraged to seek assistance when needed. Parents are encouraged to meet with counselors to support their child's educational and social growth. Counselors provide group information sessions throughout the year for all students as well as individual meetings.

The secretaries, staff, and administration are resources for students with questions and concerns. They respond willingly to student and parent inquiries and needs. Our curriculum provides opportunities for the development of each individual student.

HOW STUDENTS ARE SCHEDULED

During second semester, students and parents will be able to refer to the Program of Studies online booklet available at the DHS website (www.dracutpublicschools.net). Only a few copies will be printed, and those copies will be maintained by the Guidance Department. Parents and students, using the Program of Studies, should discuss educational aims and goals. Teachers and administration will be available for consultation. The faculty makes specific recommendations about student placement in required and sequential courses. This information will be forwarded to the counselors for their consideration and use. Students will then register for required and elective courses. In the spring, students and parents receive a printed computer verification of the selected course requests.

Procedures for Changing and/or Withdrawing from a Course

Course schedules and individual classes are subject to change. Students requesting class changes must fill out an add/drop form in guidance within the first two weeks of the course. Students will not be allowed to drop a full year course at the half-year, or else credit will be withdrawn. During the school year, the following grade policy will apply:

Withdrawing prior to Qtr. 1 progress report	Course deleted, no record
Withdrawing after Qtr. 1 progress report	Grade + W (withdrawn) will be entered
Withdrawing from any course after Qtr. 1 is subject to departmental approval	Teacher will enter the earned grade and W the next quarter

In scheduling a student's program, the school will attempt to meet the immediate and future objectives of each student. The following factors are used to determine individual achievement levels: an evaluation of previous academic performance as indicated by teachers, an evaluation of achievement and aptitude tests, and the recommendation of teachers.

HONORS & ADVANCED PLACEMENT

Students enrolled in an Advanced Placement course must register and pay for the examination **BEFORE** a transcript will be sent to a college indicating they are enrolled in an Advanced Placement course. Advanced Placement opportunities such as college credit may result from success in this program. It is recommended that a student enroll in no more than 3 Advanced Placement courses, with exceptions authorized only by the principal.

These courses are designed for students who are highly motivated to complete challenging academic work. Each discipline also has its recommendations and requirements for entering and remaining in honors courses. Coursework will be taught at an accelerated rate and will require critical and analytical thinking skills. A comprehensive understanding of the subject is the major goal. Independent study and individual responsibility are also required.

Students desiring to enroll in an honors course must adhere to the following qualifications and responsibilities:

1. They **must be recommended** by members of the professional staff, based on students' past performance and departmental criteria.
2. There **must be written evidence** of commitment and cooperation by students and parents to adhere to policies regarding attendance, homework, and independent study.
3. In order to remain in honors courses, a minimum grade of "C" is required, along with the recommendation of the teacher and the department head.

COLLEGE PREPARATORY I

Courses at this level are designed for students who enter a four-year university or college upon graduation. Outside reading and research are required, and students will work well beyond mere memorization. Emphasis in these courses is on the ability to think logically and to write and communicate effectively.

COLLEGE PREPARATORY II

These courses are designed for students who plan to continue their education at a two-year technical school, community college, or a business/skill learning site after graduation. While the focus of these courses is on

developing abilities and skills, emphasis is also placed upon learning to think, communicate, and solve problems.

ASSISTANCE IN READING THE STUDENT TRANSCRIPT

Letter grades are used to report pupil progress. The plus and minus signs are utilized to indicate degrees of performance within that alpha grade.

ALPHA GRADING CHART

A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
		F	00-59

GRADE MEANING

S	Satisfactory, Passing
U	Unsatisfactory, Failing
I	Incomplete (No grade or credit)
M	Medically Excused
E	Enrolled (As an audit)
NG	No Grade (Poor Attendance)
W	Withdrawn

CREDIT: In order to earn credit, a student must pass the academic requirements as indicated in the final grade, and have attended at least 91% of his/her class meetings. The student receives one credit for a year course and ½ credit for a semester course. Students are required to take seven credits per year. The Carnegie Unit (credit) is utilized to measure student progress.

PARENT COMMUNICATION & ACADEMIC ASSISTANCE

Working with parents and students, the professional staff at DHS is dedicated to having students succeed in school. Parents are regularly informed of their child's progress in school. Mid-quarter progress reports and report cards are each issued four times a year, and periodically parents may receive notices of outstanding programs or deficiencies in specific courses. Parents are urged to communicate with their child's teachers and guidance counselor by using the telephone voice mail system. Every teacher is available during and after school to assist students who are experiencing difficulty. The administration and guidance personnel assist students who are having problems affecting their academic performance.

TUTORING POLICY

Tutoring is available for students who are absent for prolonged periods, usually longer than two weeks. These students would be unable to attend school because of illness, injury, or handicap. Parents should phone 978-957-1500 X-5101 whenever a health problem causes student's extended absence. The student's guidance counselor acts as a liaison between the home and the school.

ELIGIBILITY TO PARTICIPATE IN CO-CURRICULAR ACTIVITIES

Dracut High School's policy states that students who wish to participate in any co-curricular or interscholastic sports must secure, during the last marking period preceding the contest, a passing grade and full credit, in the equivalent of four year-long major subject courses. Eligibility for those seniors and special education students, whose schedules may not include four year-long courses, will be guided by MIAA rules and DHS administrators. This academic requirement applies to all Dracut High School co-curricular activities. Students who do not meet this eligibility may not:

- | | |
|---|---|
| Participate in a fund-raising activity | Drive/park on school property during school hours |
| Practice or participate in interscholastic sports | Participate in public performance or services |

In addition to academic eligibility, students must be present in school on days they participate in a co-curricular activity. Students absent from school cannot participate in a co-curricular activity on that date (nor on the weekend, if absent on a Friday).

The MIAA chemical health rule also applies to all co-curricular activities. Students in possession of or present with drugs and/or alcohol will be suspended from participation in an activity for 2 weeks or from 2 activities, whichever is longest.

COLLEGE APPLICATION PROCESS

The following text gives an overview of the college process chronologically, beginning in October of the junior year.

I. October

- Take PSAT's

January

- Participate in ASVAB testing

March

- Register for the SAT's through www.collegeboard.com or the ACT's through www.act.org
- Attend Junior Parent Night held by the guidance department

April

- Attend a college fair
- Visit colleges during April vacation

May - August

- Register for the SAT's and determine if the SAT Subject Tests should be taken
- Students and parents should visit college campuses during the summer vacation by calling the admission office and setting up tours. At campus visits, register with the admissions department to indicate interest.

II. September, October

- Sign up to take the fall SATs at www.collegeboard.com and/or the ACT at www.act.org.
- If interested in playing a sport at a Division I or II school, fill out the NCAA Clearinghouse Form at www.ncaaclearinghouse.net
- Attend the seniors/parents information night at DHS.
- Visit with college representatives in the guidance office.
- Attend a college fair and visit colleges.
- Ask teachers to write letters of recommendation for the application process.
- Begin to read monthly newsletter from guidance.

III. November, December

- Begin gathering applications. If you are able to use the common application go to www.commonapp.org. Be careful of deadlines especially for early action and early decision.
- Submit any school reports and midyear reports to guidance.

IV. January, February

- Attend the Financial Aid Night held in January.
- Fill out FAFSA and the PROFILE (if needed). Meet the earliest financial aid deadline.

V. March, April

- Compare financial aid packages by looking at out-of-pocket expenses.
- Make a decision about where you will attend next year and mail confirmation.
- Begin researching and filling out scholarship applications.

VI. May, June

- Fill out Senior Survey in your English classes so that guidance counselors will know where to send final transcripts.

ENGLISH

MISSION STATEMENT

The Dracut High School English Department provides a learning environment that incorporates the Massachusetts Curriculum Framework for English Language Arts and Literacy in the areas of reading, writing, speaking, listening and language. Teachers provide experiences and activities that enable students to develop proficiency and versatility in the use of the English language. The development of strong analytical and critical thinking skills is encouraged and sequential. All courses are designed to prepare students to be career and college ready in the 21st century and promote students to become lifelong learners.

21st CENTURY LEARNER EXPECTATIONS

The Dracut High School Student will practice the following skills in core English classes and English electives:

- Listen actively and critically
- Write effectively
- Speak effectively
- Read actively and critically
- Read, view, and interpret a variety of media effectively
- Utilize an array of methods to research, analyze, and problem solve
- Use technology effectively and responsibly
- Demonstrate cultural literacy
- Promote civic responsibility regarding issues facing our community and the world
- Practice personal wellness and social responsibility

NOTES TO ASSIST IN SELECTING COURSES

All students are required to earn 4.5 credits in English.

Students are placed in Advanced Placement, Honors, or College Preparation based on past academic performance, teacher recommendation and test scores.

A summer reading program is required of all students in all grades.

FRESHMAN ENGLISH

011 ENGLISH 9 HONORS

1 credit

This course challenges students to analyze elements of literature and the major literary genres: epic and lyric poetry, the short story, the novel, and Shakespearean drama. Students are expected to meet the increased academic demands of this writing-intensive course. Compositions will focus on developing a topic, establishing a purpose, and determining an audience. Analytical and expository writing skills will be emphasized.

Reading selections will include at least five of the following:

- Great Expectations* by Charles Dickens (required)
- Of Mice and Men* by John Steinbeck (required)
- Romeo and Juliet* by William Shakespeare (required)
- And Then There Were None* by Agatha Christie
- The Chosen* by Chaim Potok
- Haroun and the Sea of Stories* by Salman Rushdie
- Mythology* by Edith Hamilton
- The Pearl* by John Steinbeck
- A Separate Peace* by John Knowles

21st century learner expectations: speak effectively; write effectively.

013 ENGLISH 9 COLLEGE PREPARATORY

1 credit

This course introduces students to elements of literature and the major literary genres: epic and lyric poetry, the short story, the novel, and Shakespearean drama. Frequent composition assignments require students to write critically about what they read. Considerable emphasis will also be placed on study skills, learning to organize effectively, and vocabulary development.

Reading selections will include at least five of the following:

- Great Expectations* by Charles Dickens (required)
- Of Mice and Men* by John Steinbeck (required)
- Romeo and Juliet* by William Shakespeare (required)
- Haroun and the Sea of Stories* by Salman Rushdie
- Mythology* by Edith Hamilton
- The Pearl* by John Steinbeck

A Separate Peace by John Knowles

21st century learner expectations: speak effectively; write effectively.

SOPHOMORE ENGLISH

021 ENGLISH 10 HONORS

1 credit

This course is an intensive study of literature from a critical point of view, introducing the student to the different forms and elements of the works studied as well as the relationships established among these elements. Content includes a survey of the short story, classic and modern novels, and Shakespearean drama. Frequent writing assignments focus on structure, the development of ideas through evidence, and persuasion techniques. Focus is placed on the application of literary terms and rhetorical devices. Annotation and note-taking skills will be emphasized. Students participate in an intensive MCAS preparation program.

Reading selections will include at least five of the following:

Ethan Frome by Edith Wharton (required)

Julius Caesar by William Shakespeare (required)

To Kill a Mockingbird by Harper Lee (required)

The Chocolate War by Robert Cormier

House on Mango Street by Sandra Cisneros

Old Man and the Sea by Ernest Hemingway

Tale of Two Cities by Charles Dickens

Their Eyes Were Watching God by Zora Neale Hurston

21st century learner expectations: speak effectively; write effectively.

023 ENGLISH 10 COLLEGE PREPARATORY

1 credit

This course encourages students to read literature from a critical point of view. Content includes a survey of the short story, several modern and classic novels, and Shakespearean drama. Frequent writing assignments will focus on logical organization, the development of ideas, and persuasion. Students participate in an intensive MCAS preparation program.

Reading selections will include at least five of the following:

Ethan Frome by Edith Wharton (required)

Julius Caesar by William Shakespeare (required)

To Kill a Mockingbird by Harper Lee (required)

The Chocolate War by Robert Cormier

House on Mango Street by Sandra Cisneros

Old Man and the Sea by Ernest Hemingway

21st learner expectations: speak effectively; write effectively.

JUNIOR ENGLISH

030 ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

1 credit

The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. This course is designed as an introductory college level course and will prepare students for the Advanced Placement examination in Language and Composition. A qualifying score on the required national Advanced Placement exam will earn college credit.

A summer project is required.

21st century learner expectations: speak effectively; write effectively.

031 ENGLISH 11 HONORS

1 credit

This is an accelerated course in the origins and development of American literature and includes the study of a wide range of literary types, from poetry and essays to novels and plays. Emphasis will be placed on critical and analytical writing skills through composition writing and revision. Students will participate in a variety of writing tasks and projects to improve their skills and sharpen their understanding of the American experience. There is intensive preparation for the PSAT and SAT examinations.

Reading selections will include at least five of the following:

The Crucible by Arthur Miller (required)

The Great Gatsby by F. Scott Fitzgerald (required)

The Scarlet Letter by Nathaniel Hawthorne (required)

The Adventures of Huckleberry Finn by Mark Twain
Death of a Salesman by Arthur Miller
Into the Wild by Jon Krakauer
Native Son by Richard Wright
A Streetcar Named Desire by Tennessee Williams
21st learner expectations: speak effectively; write effectively.

033 ENGLISH 11 COLLEGE PREPARATORY

1 credit

Students will study the origins and development of American literature from the Colonial period to the present. A wide variety of literary forms are read, including the novel, short story, and drama. The expository writing aspects of the program emphasize interpretation and evaluation of how the literature is written. There is preparation for the PSAT and SAT examinations.

Reading selections will include at least five of the following:

The Crucible by Arthur Miller (required)
The Great Gatsby by F. Scott Fitzgerald (required)
The Scarlet Letter by Nathaniel Hawthorne (required)
Death of a Salesman by Arthur Miller
Into the Wild by Jon Krakauer
A Streetcar Named Desire by Tennessee Williams

21st century learner expectations: speak effectively; write effectively.

SENIOR ENGLISH

040 ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

1 credit

The AP course in English Literature and Composition provides a critical study of literature, as well as analytical writing about literature. The course will be conducted as a seminar, requiring thoughtful discussion and journaling, well-organized by both genre and time period. Novels, short stories, plays, poems, and essays will be read throughout the year, either in class as a group or at home individually. Types of writing will vary from informal journal entries to polished compositions and research papers. Peer editing and review are necessary functions of the writing process and will be required. This course is designed as an introductory college level course and will prepare students for the Advanced Placement examination in Language and Composition. A qualifying score on the required national Advanced Placement exam will earn college credit. *A summer project is required.*

21st century learner expectations: speak effectively; write effectively.

041 ENGLISH 12 HONORS

1 credit

Honors English 12 consists of a chronological survey of British Literature from the Anglo-Saxon Age through the Modern Age. Students will focus on timeless themes arranged historically and thematically. Focus will include a variety of literary selections as students critically answer, discuss and write about questions which radiate from the works and offer sharp insights into human behavior, motivation, and character. Key strategies and skills for SAT success will also be reviewed and practiced.

Required Chronological Survey Selections:

The Anglo Saxon Age:
Beowulf by Anonymous

The Middle Ages:

The Canterbury Tales by Geoffrey Chaucer
Early English and Scottish Ballads

The Elizabethan Age:

Shakespearean Sonnet Selections
Pastoral Poetry by Sir Walter Raleigh and Christopher Marlowe
MacBeth or *Hamlet* by William Shakespeare

Seventeenth Century Poetry:

Cavalier poet selections from Richard Lovelace, Robert Herrick and Sir John Suckling
Selections by at least one of the following authors: Samuel Pepys, Ben Jonson, John Milton or John Donne

The Eighteenth Century:

Selections by at least one of the following authors: Samuel Johnson, Robert Burns, or William Blake

Romantic Age/Nineteenth Century: Lines Composed a Few Miles Above Tintern Abbey by William Wordsworth or *Rime of the Ancient Mariner* by Samuel Taylor Coleridge

The Twentieth Century:
Selected short stories

Reading selections will include at least five of the following:

Animal Farm by George Orwell (required)
Ordinary People by Judith Guest (required)
Crime and Punishment by Fyodor Dostoyevsky
A Doll's House by Henrik Ibsen
The Importance of Being Ernest by Oscar Wilde
Interpreter of Maladies by Jhumpa Lahiri
Jane Eyre by Charlotte Bronte
Johnny Got His Gun by Dalton Trumbo
The Learning Tree by Gordon Parks
The Lone Ranger and Tonto Fistfight in Heaven by Sherman Alexie
Lord of the Flies by William Golding
The Metamorphosis by Franz Kafka
Nineteen Eighty Four by George Orwell
Oedipus Rex by Sophocles
Pride and Prejudice by Jane Austen
The Secret Sharer by Joseph Conrad
Things Fall Apart by Chinua Achebe
Wide Sargasso Sea by Jean Rhys
21st century learner expectations: speak effectively; write effectively.

043 ENGLISH 12 COLLEGE PREPARATORY

1 credit

Students will study a chronological survey of major British and world authors. Stress will be placed on college preparatory critical writing and reading. Students will be expected to make independent, interpretive judgments about their reading and to write critical essays. In addition, students will review and practice key strategies and skills for SAT success and will complete a college entrance essay.

Required Chronological Survey Selections:

Selected works from the following time periods:

The Anglo Saxon Age

The Middle Ages

The Elizabethan Age

Seventeenth Century

The Eighteenth Century

Romantic Age/Nineteenth Century

The Twentieth Century

Twenty-first Century

Reading selections will include at least five of the following:

Animal Farm by George Orwell (required)
Beowulf by Anonymous (required)
MacBeth or Hamlet by William Shakespeare (required)
The Canterbury Tales by Geoffrey Chaucer
The Catcher in the Rye by J.D. Salinger
Jane Eyre by Charlotte Bronte
Johnny Got His Gun by Dalton Trumbo
The Learning Tree by Gordon Parks
The Lone Ranger and Tonto Fistfight in Heaven by Sherman Alexie
Lord of the Flies by William Golding
Ordinary People by Judith Guest
The Secret Sharer by Joseph Conrad
21st century learner expectations: speak effectively; write effectively.

ENGLISH ELECTIVES

069 SHAKESPEARE AND THE HUMAN EXPERIENCE

½ credit

“All the world’s a stage /And all the men and women merely players.”

Throughout this fast-paced course, students will read the works of Shakespeare in order to gain insight into the underlying emotions that drive human beings. By reading Shakespeare’s works and watching modernized film versions of them, students will see how jealousy, manipulation, temptation, happiness, wit, and influence shape human beings. In this course, students will also produce weekly presentations for the class where the options include video-making, audio recording, analysis of modern adaptations, scene reenactment, memorizing sonnets, and more. *This course is open to all students.*

21st century learner expectation: write effectively.

072-073 JOURNALISM / ADVANCED JOURNALISM

½ credit

This offering is an intensive writing course that will also cover the history and principles of Journalism. The course will also examine the role of a journalist in a free society and basic news writing/reporting. Students will produce an article per week (suitable for publication) and will be required to read and keep abreast of articles related to the press and reports in daily newspapers. *Journalism is open to freshmen and sophomores; Advanced Journalism is open to juniors and seniors.*

21st century learner expectation: write effectively.

080 CREATIVE ESSAY WRITING I

½ credit

This course will address the essay as an art form. Exemplary essays from great writers both past and present will be discussed and studied. The students, in turn, will be asked to write a number of essays in which they creatively explore their ideas and emotions on a wide array of subjects. The underlying theme of this course is to enlighten students to the notion that essay writing is not a jejune activity, but rather an essential, scintillating endeavor in which we, as human beings, have the opportunity to creatively express ourselves. *This course is open to all students.*

21st century learner expectation: write effectively.

081 CREATIVE ESSAY WRITING II

½ credit

Creative Essay Writing II is an extension of Creative Essay Writing I. Students will continue to explore the essay as Samuel Johnson first defined the term, “a loose sally of the mind.” But there will be a stronger focus on rhetoric, and students will be expected to hone their rhetorical skills through the study and writing of various essays in the creative nonfiction genre, including but not limited to, memoir, portrait, literary journalism, the personal essay and the essay of place. *Prerequisite: successful completion of Creative Essay Writing I.*

21st century learner expectation: write effectively.

090 FILM AS LITERATURE

½ credit

This course is for students who love and appreciate film. Throughout the semester students will watch various films from the 1960s to the present and examine various aspects of filmmaking such as lighting, camera angles, narration, themes, and symbols. Some of the films of study include *Jaws*, *The Godfather*, *Psycho* and *The Breakfast Club*. Creative projects, in addition to quizzes and tests, will be assigned. In addition, each student will be asked to select a film of his or her choice to analyze and present for a final project. *This course is open to all students.*

21st century learner expectation: write effectively.

091 ADVANCED FILM AS LITERATURE

½ credit

Students enrolled in this course must have successfully completed Film and Literature. In Film and Literature, students studied narrative films from the 1960s to present day. In Advanced Film and Literature, the focus will be on significant contemporary actors and directors, as well as classic films from the Golden Age of Hollywood 1930s – 1950s. Various assessments will occur throughout this course: quizzes or tests, study guides, and a final project. *This course is open to juniors and seniors.*

21st century learner expectation: write effectively.

092 MASS COMMUNICATION: THE MEDIA IN YOUR LIFE

½ credit

This course will look at how media affects us—as individuals and as a society. Students will learn media literacy by exploring and understanding the history of various forms of mass media (newspapers, journalism, advertising, books, magazines, movies, television and music). The course will teach students how the media influences and exposes content in very specific and designed ways. By learning the three functions of how media works (to inform, to entertain and to persuade), students can regain a sense of control over the information that they receive from commercial organizations in the world around them. Written assignments include understanding the functions of print and TV ads; understanding

newspaper and magazine design while critiquing articles; viewing various television programs and movies; exploring the history of music (rock n' roll, R&B, rap and MTV culture). *This course is open to all students.*

21st century learner expectation: write effectively.

095 HORROR AND THE SUPERNATURAL

½ credit

“The oldest and strongest emotion of mankind is fear, and the oldest and strongest kind of fear is fear of the unknown.” – H.P. Lovecraft. This semester-long course examines the genre of horror, including its links to the supernatural. Why are we drawn to that which frightens and mystifies us? Students will study classic works by Edgar Allan Poe, Mary Shelly, H.P. Lovecraft, and Charles Dickens as well as modern day masters of the genre from the Americas and the world. Students will study relevant non-fiction material, and they will also examine the literary elements of horror in film and the use of music in media to create mood. *This course is open to all students.*

21st century learner expectation: write effectively.

HISTORY AND SOCIAL SCIENCE

MISSION STATEMENT

The History and Social Sciences Department accepts unequivocally its mission as expressed in the Core Concept of the Massachusetts History and Social Science Framework.

The goal of a history and social science curriculum is to enable students by systematic study to acquire the knowledge, skill, and judgment to continue to learn for themselves; to participate intelligently, justly, and responsibly in civic life, and in deliberation about local, national, and international issues; and to avail themselves of historical and cultural resources – historic sites, museums, parks, libraries, multimedia information sources – wherever they may live or travel.

Teachers are committed to preparing students to think critically, to appreciate the unique contributions of diverse peoples to American and world civilization, to understand the democratic and cultural heritage of the American people, and to view knowledge holistically from a multi-cultural perspective.

21st CENTURY LEARNER EXPECTATIONS

The Dracut High Student will practice the following skills in core History classes and History electives:

- ❖ Listen actively and critically
- ❖ Write effectively
- ❖ Speak effectively
- ❖ Read actively and critically
- ❖ Read, view, and interpret a variety of media effectively
- ❖ Utilize an array of methods to research, analyze, and problem solve
- ❖ Use technology effectively and responsibly
- ❖ Demonstrate cultural literacy
- ❖ Promote civic responsibility regarding issues facing our community and the world
- ❖ Practice personal wellness and social responsibility

NOTES TO ASSIST IN SELECTING COURSES

- ❖ Honors & AP courses afford an opportunity for in-depth study in history
- ❖ Freshmen are required to pass *World History*.
- ❖ Sophomores are required to pass *United States History I*.
- ❖ Juniors are required to pass *United States History II*.
- ❖ Seniors are required to pass *AP European History* or *AP US Government* or *American Government*.
- ❖ Seniors are encouraged to elect other History and Social Science electives. *AP Psychology, Psychology, Sociology, School and Society, Community Organizing*

FRESHMAN HISTORY AND SOCIAL SCIENCE

111-113 WORLD HISTORY

1 credit

This survey course examines World History from the 1400's through the causes of World War I. The course traces major world political, social, geographic, cultural, and economic developments and concludes with the effects such developments have had upon the modern world. Asian, African, and Latin American history themes are woven into the course presentation. Emphasis is placed upon political, social, industrial, and scientific revolutions as well as industrialism, imperialism, and nationalism.

Prerequisite for 111: An "A" final average in Grade 8 or a strong teacher recommendation AND departmental approval.

111 - Honors World History

113 - World History

21st century learner expectations: read, view, and interpret a variety of media effectively; promote civic responsibility regarding issues facing our community and the world.

SOPHOMORE HISTORY AND SOCIAL SCIENCE

121-123 UNITED STATES HISTORY I

1 credit

United States History is a survey course covering the colonial period through Reconstruction. Major attention is given to the Revolutionary era, the development of America's constitutional government, territorial expansion of the United States, and the Civil War and Reconstruction. Throughout the course, emphasis will be placed on interpreting significant developments of the American past as they have shaped and influenced current American attitudes and events.

Prerequisite for 121: An "A" final average in Grade 9 or a strong teacher recommendation AND departmental approval.

121 - Honors United States History I

123 - United States History I

21st century learner expectations: read, view, and interpret a variety of media effectively; promote civic responsibility regarding issues facing our community and the world.

JUNIOR HISTORY AND SOCIAL SCIENCE

130 ADVANCED PLACEMENT U. S. HISTORY II

1 credit

This survey course stresses both acquisition of factual knowledge and analytical skills in the study of our nation's history from the 2nd Industrial Revolution to the contemporary era. Extensive document analysis, outside readings in primary and secondary sources, and the writing of document-based essays are required of AP students. In addition, students are required to take the Advanced Placement United States History exam.

Prerequisite: An "A" final grade average in Honors United States History I AND departmental approval.

21st century learner expectations: read, view, and interpret a variety of media effectively; promote civic responsibility regarding issues facing our community and the world.

131-133 UNITED STATES HISTORY II

1 credit

United States History is a survey course covering the post-Reconstruction period to the present day. Major attention is given to the growth of American industries and cities, social and cultural developments, the two World Wars, the Roaring 20's and the Great Depression, the Cold War, and the emergence of the United States as a world power. Throughout the course, emphasis will be placed on interpreting significant developments of the American past as they shaped and influenced current American attitudes and events.

Prerequisite for 131: An "A" final average in Grade 10 or a strong teacher recommendation AND departmental approval.

131 - Honors United States History II

133 - United States History II

21st century learner expectations: read, view, and interpret a variety of media effectively; promote civic responsibility regarding issues facing our community and the world.

REQUIRED SENIOR HISTORY AND SOCIAL SCIENCE

141-143 AMERICAN GOVERNMENT

1 credit

This course enables students to understand the fundamental theory and structure of our democratic system of government. Students will explore the foundations of our political system, its three branches, and federal, state, and local government. Particular emphasis will be placed upon the Declaration of Independence, the United States Constitution, the Bill of Rights, and other important documents. Students will also study individual rights and responsibilities, our economic system as well as the relationship of the United States to the rest of the world, and current issues affecting their lives. All are encouraged to

participate actively in the democratic process within the school and community through their interaction with local and state governmental bodies and officials as they hear guest speakers and attend board meetings.

Prerequisite for 141: An "A" final average in Grade 11 or a strong teacher recommendation AND departmental approval. Seniors enrolled in an Advanced Placement Social Studies course are exempt from the requirement to take this course.

141 – Honors American Government 143 – American Government

21st century learner expectations: read, view, and interpret a variety of media effectively; promote civic responsibility regarding issues facing our community and the world.

155 ADVANCED PLACEMENT EUROPEAN HISTORY 1 credit

European history features the major themes in European civilization from the mid-15th century through the 20th century. Emphasis is upon the analysis and interpretation of historical evidence as well as upon the significant factual data comprising Europe's history in the modern era. Extensive outside readings and research papers as well as the taking of the Advanced Placement exam in European history will be required.

Prerequisite: An "A" final grade average in Honors U.S. History II or an "A" or "B" final grade average in Advanced Placement U.S. History II and departmental approval.

21st century learner expectations: read, view, and interpret a variety of media effectively; promote civic responsibility regarding issues facing our community and the world.

160 ADVANCED PLACEMENT UNITED STATES GOVERNMENT 1 credit

This college level program focuses on the process of American constitutional government. Extensive outside readings in foundation documents and sources, analytical research papers, and a keen interest in current issues affecting the American democratic system are essential components of this course. All students are required to take the Advanced Placement exam in U.S. Government and Politics.

Prerequisite: An "A" final grade average in Honors U.S. History II or an "A" or "B" final grade average in Advanced Placement U.S. History II and departmental approval.

21st century learner expectations: read, view, and interpret a variety of media effectively; promote civic responsibility regarding issues facing our community and the world.

ELECTIVE SENIOR HISTORY AND SOCIAL SCIENCE

140 AP PSYCHOLOGY 1 credit

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Prerequisites: All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to this AP Psychology class.

21st century learner expectations: read, view, and interpret a variety of media effectively; promote civic responsibility regarding issues facing our community and the world.

142 INTRODUCTION TO PSYCHOLOGY ½ credit

Psychology is designed to introduce the student to concepts necessary to understand human behavior. Major topics studied in this course are self-awareness and understanding, personality development, abnormal behavior, learning theory, intelligence, and psychological testing. In addition, the theories of major psychologists such as Freud, Jung, Adler, and Skinner will be presented.

21st century learner expectations: read, view, and interpret a variety of media effectively; promote civic responsibility regarding issues facing our community and the world.

145 SOCIOLOGY ½ credit

Sociology is the scientific study of social structure, the patterned interaction of people in social relationships. It examines the human relationships within social societies. Major topics studied in this course are Culture, Socialization, Deviance and Social Control and the Social Stratification of society. Emphasis in this course will be placed upon contemporary American society.

21st century learner expectations: read, view, and interpret a variety of media effectively; promote civic responsibility regarding issues facing our community and the world.

147 SCHOOL AND SOCIETY ½ credit

This course is designed to expose students to the many aspects of the teaching profession. Students will explore teaching practices, instructional techniques, student assessments, school policies, and a general history of education in the United States. The capstone of the course will be an internship with a teacher or professional educator in a Dracut school at the desired grade level. The emphasis in the course will be to foster an interest in teaching and provide a background for students preparing to enter college with a major in education. Requirements: Seniors who wish to take this class must be recommended by their guidance counselor and two junior year teachers.

21st Learner Expectations: *Read, view and interpret a variety of media effectively. Promote civic responsibility regarding issues facing our community and the world today.*

149 COMMUNITY ORGANIZING **½ credit**

Community Organizing is designed to pair community service with an academic study of American Social Movements in history. Students in this course will study the American Revolution, Civil War, Women’s Suffrage Movement, the Civil Rights Movement, the Women’s Rights Movement, Student Movements, and recent social justice movements. Within this academic context, the students will participate in a social movement of their choice through monitored community service.

Prerequisite: Course is open to seniors. Department approval.

21st century learner expectations: *read, view, and interpret a variety of media effectively; promote civic responsibility regarding issues facing our community and the world.*

WORLD LANGUAGES

MISSION STATEMENT

The Dracut High School World Language Department is committed to providing a safe and challenging environment so that Dracut students will be able to acquire the knowledge and skills needed to be culturally and linguistically ready to participate in a global society.

STUDENT EXPECTATIONS

The Dracut High School Student is able to do the following:

- Speak effectively
- Write effectively
- Read, view and interpret a variety of media effectively
- Demonstrate cultural literacy
- Promote civic responsibility regarding issues facing our community and the world today

NOTES TO ASSIST IN SELECTING COURSES

All students must pass one year of a world language.
Three (3) units are required for College Preparatory students.

211 FRENCH I **1 credit**

Designed as an introduction to francophone language and culture, French I will enable students to acquire a variety of thematic vocabulary and grammar, as well as learn about a vast, rich culture. Students will interact with their peers and teacher as they learn to express themselves with both written and oral language as they explore the countries that represent the French-speaking world.

211– College Preparatory

21st Century Learner Expectation: *Demonstrate cultural literacy*

220 FRENCH II HONORS **1 credit**

Students who have demonstrated proficiency and are interested in an accelerated language learning experience may enroll in French II Honors. This fast-paced course continues to delve into the beauty and complexity of the French language and culture as students work to further develop their communicative skills. Reading selections and journal activities relating to thematic units will be used to enhance the core curriculum. There is an emphasis on oral and written use of the language, as students will be expected to speak and write at an appropriate level in the target language. Concurrently, students will continue to explore the similarities and differences between French and American life.

220 - Honors

21st Century Learner Expectation: *Demonstrate cultural literacy*

221 FRENCH II**1 credit**

French II students continue to develop communicative proficiency. The emphasis is on asking and answering questions about daily activities and living in a community. Students are introduced to more complex language functions such as learning to talk and write about things in the past and in the future. Concurrently students continue to explore the similarities and differences between French and American life.

Prerequisite: Students entering Grade 9 must have a minimum qualifying cumulative average of “75” in French I

221 – College Preparatory

21st Century Learner Expectation: Demonstrate cultural literacy

230 FRENCH III HONORS**1 credit**

French III Honors is designed to assist students in taking their language learning to the next level. Students will continue to develop their oral and written communication skills by interacting with advanced grammar and vocabulary concepts. More authentic, creative use of the language will begin to replace structured, guided responses. Short stories, adapted French literature, and French newspaper and magazine articles are incorporated in an effort to expose students to a media-rich language environment. Students learn to communicate and express themselves effectively as they continue to learn about the daily aspects of life in France and other areas of the French-speaking world.

230 – French III Honors

21st Century Learner Expectation: Demonstrate cultural literacy

231 FRENCH III**1 credit**

Building upon previously acquired skills, students enrolled in French III will continue to develop their oral and written skills at an appropriate level. Students will begin to explore complex grammar structures as well as augment their repertoire of thematic vocabulary. Brief conversations, guided reading and structured writing will be based on daily life activities, current events, and relevant cultural information. The continued emphasis in this course will be vocabulary and grammar acquisition.

231 – College Preparatory

21st Century Learner Expectation: Demonstrate cultural literacy

240 FRENCH IV HONORS**1 credit**

French IV Honors is an intensive study of French language, history, and culture. Students will continue to hone their linguistic skills as they participate in a variety of communicative activities and assessments. Emphasis is placed on project and performance-based learning. Students are expected to be self-directed, self-motivated, and willing to work effectively on both short and long term assignments. At the honors level, students will also continue to read, discuss, and interpret French media; including newspaper and magazine articles, short stories, and novels. Cultural awareness of the French-speaking world is further developed through research, discussion, and presentation.

240 – French IV Honors

21st Century Learner Expectation: Demonstrate cultural literacy

241 FRENCH IV**1 credit**

Students enrolled in French IV have demonstrated oral and written proficiency throughout their study of the language. This course is designed to assist students in improving their knowledge and understanding of French vocabulary and grammar as they use their language to participate in peer conversations, write effectively on a variety of topics, and read target language media such as short stories and adapted literature. Cultural awareness of the French-speaking world is further developed through research, discussion, and presentation.

Prerequisite: A minimum qualifying cumulative average of “75” in French III or teacher recommendation

241 – College Preparatory

21st Century Learner Expectation: Demonstrate cultural literacy

245 FRENCH V HONORS**1 credit**

French V Honors is designed to increase oral fluency and comprehension, to develop ease in reading and writing, and to improve skills in understanding and using grammatical structures. French is used extensively in the classroom and students spend a great deal of time in class interacting with French in situational contexts in order to develop oral proficiency. Readings come from a variety of authentic materials including short stories, novels, films and poetry. Reading, writing, and speaking in French will be emphasized through performance-based activities, research assignments, and presentations.

245 – French V Honors

21st Century Learner Expectation: Demonstrate cultural literacy

246 FRENCH V**1 credit**

French V reviews many of the structures and vocabulary students have learned in previous courses. Vocabulary and grammar are applied to culturally authentic scenarios, using the four modalities of language learning: listening, speaking, reading, and writing. Readings come from a variety of authentic materials, including short stories, novels and poetry. Students will continue to function with increased proficiency as they apply their knowledge to a variety of situations and activities.

Prerequisite: A minimum qualifying cumulative average of “75” in French IV or teacher recommendation

246– College Preparatory

21st Century Learner Expectation: Demonstrate cultural literacy

251A SPANISH I**1 credit**

This course is designed for students who have successfully completed exploratory language study at the middle school level. Through this course, students will continue to develop language skills as they explore thematic vocabulary and related grammar concepts. Culture will be emphasized as students study about life in *el mundo hispano*.

Prerequisite: Students entering Grade 9 must have a minimum qualifying cumulative average of “75” from the LJHS or equivalent Grade 8 program.

251A– College Preparatory

21st Century Learner Expectation: Demonstrate cultural literacy

251B SPANISH I**1 credit**

This course is intended for students who have never studied Spanish or who need to reinforce their knowledge of basis Spanish vocabulary and grammatical concepts. Through this course, students are introduced to Spanish language and culture as they learn to manipulate spoken and written Spanish through the use of thematic vocabulary, grammar, and cultural information.

251B – College Preparatory

21st Century Learner Expectation: Demonstrate cultural literacy

260 SPANISH II HONORS**1 credit**

Students who have demonstrated proficiency and are interested in an accelerated language learning experience may enroll in Spanish II Honors. This fast-paced course continues to delve into the beauty and complexity of the Spanish language and culture as students work to further develop their communicative skills. Reading selections and journal activities relating to thematic units will be used to enhance the core curriculum. There is an emphasis on oral and written use of the language, as students will be expected to speak and write at an appropriate level in the target language. Concurrently, students will continue to explore the similarities and differences between Hispanic and American life.

260 – Spanish II Honors

21st Century Learner Expectation: Demonstrate cultural literacy

261 SPANISH II**1 credit**

Students who enroll in Spanish II continue to develop their language skills in the four modalities: listening, speaking, reading, and writing. The focus of the course is on the acquisition and use of thematic vocabulary and related grammatical concepts. Students participate in guided and structured exercise, both oral and written, to practice new vocabulary and grammar structures. In addition to language study, students will continue to draw cultural comparisons between the English and Spanish-speaking worlds as they explore Europe, Central and South America, and Spanish-speaking U.S. communities.

261 – College Preparatory

21st Century Learner Expectation: Demonstrate cultural literacy

270 SPANISH III HONORS**1 credit**

Spanish III Honors is designed to assist students in taking their language learning to the next level. Students will continue to develop their oral and written communication skills by interacting with advanced grammar and vocabulary concepts. More authentic, creative use of the language will begin to replace structured, guided responses. Short stories, adapted Spanish literature, and Spanish newspaper and magazine articles are incorporated in an effort to expose students to a media-rich language environment. Students learn to communicate and express themselves effectively as they continue to learn about the daily aspects of life in Spain and other areas of the Spanish-speaking world.

270 – Spanish III Honors

21st Century Learner Expectation: Demonstrate cultural literacy

271 SPANISH III**1 credit**

Building upon previously acquired skills, students enrolled in Spanish III will continue to develop their oral and written skills at an appropriate level. Students will begin to explore complex grammar structures as well as augment their repertoire of thematic vocabulary. Brief conversations, guided reading and structured writing will be based on daily life activities, current events, and relevant cultural information. The continued emphasis in this course will be vocabulary and grammar acquisition.

271 – College Preparatory

21st Century Learner Expectation: Demonstrate cultural literacy**280 SPANISH IV HONORS****1 credit**

Spanish IV Honors is an intensive study of Spanish language, history, and culture. Students will continue to hone their linguistic skills as they participate in a variety of communicative activities and assessments. Emphasis is placed on project and performance-based learning. Students are expected to be self-directed, self-motivated, and able to work effectively on both short and long term assignments. At the honors level, students will also continue to read, discuss, and interpret Spanish media; including newspaper and magazine articles, short stories, and novels. Cultural awareness of the Spanish-speaking world is further developed through research, discussion, and presentation.

280 – Spanish IV Honors

21st Century Learner Expectation: Demonstrate cultural literacy**281 SPANISH IV****1 credit**

Students enrolled in Spanish IV have demonstrated oral and written proficiency throughout their study of the language. This course is designed to assist students in improving their knowledge and understanding of Spanish vocabulary and grammar as they use their language to participate in peer conversations, write effectively on a variety of topics, and read target language media. Cultural awareness of the Spanish-speaking world is further developed through research, discussion, and presentation.

Prerequisite: A minimum qualifying cumulative average of “75” in Spanish III or teacher recommendation

281 – College Preparatory

21st Century Learner Expectation: Demonstrate cultural literacy**290 SPANISH V HONORS****1 credit**

Spanish V Honors is designed to increase oral fluency and comprehension, to develop ease in reading and writing, and to improve skills in understanding and using grammatical structures. Spanish is used extensively in the classroom and students spend a great deal of time in class interacting with Spanish in situational contexts in order to develop oral proficiency. Readings come from a variety of authentic materials including short stories, novels, and poetry. Reading, writing, and speaking in Spanish will be emphasized through performance-based activities, research assignments, and presentations.

290 – Spanish V Honors

21st Century Learner Expectation: Demonstrate cultural literacy**291 SPANISH V****1 credit**

Spanish V reviews and refines many of the structures and vocabulary students have learned in previous courses. Vocabulary and grammar are applied to culturally authentic scenarios, using the four modalities of language learning: listening, speaking, reading, and writing. Students will continue to function with increased proficiency as they apply their knowledge to a variety of situations and activities.

Prerequisite: A minimum qualifying cumulative average of “75” in Spanish IV or teacher recommendation

291 – College Preparatory

21st Century Learner Expectation: Demonstrate cultural literacy**WORLD LANGUAGE ELECTIVES****235 FRENCH CULTURE AND CUISINE****½ credit**

Have you ever wondered why the French eat escargot, frogs’ legs, and coq au vin? Have all of your French culinary questions answered in this semester-long survey of French culture and cuisine. Together, we will explore the beauty of the French-speaking world, including history, music, and food. This course will be instructed in English, and is open to any student interested in expanding his or her knowledge and understanding of European culture.

Open to all levels-Priority given to Juniors and Seniors. Course conducted in English.

21st Century Learner Expectation: Demonstrate cultural literacy

275 SPANISH FOR HEALTH PROFESSIONS

½ credit

In this course, students will be introduced to the terminology needed to communicate effectively with native speakers of Spanish. Together, we will explore the vocabulary associated with anatomy and physiology, medical testing, and infectious disease. We will also refine conversational skills to ensure that students are able to communicate comfortably in the target language. Additionally, this course will delve into the cultural aspects of medicine as it relates to the Hispanic community in the United States and the Spanish-speaking world. The focus of this course is communication: oral and written Spanish will be emphasized.

Prerequisite: A minimum qualifying cumulative average of “75” in Spanish III; priority given to Seniors

21st Century Learner Expectation: Demonstrate cultural literacy

278 SPANISH FOR THE BUSINESS WORLD

½ credit

This course is designed to assist students in refining the skills necessary to function in a global society. Together, we will review the terminology necessary to work in the business sector. Vocabulary relating to business (e.g. banking, stocks and bonds, and property management) will be introduced and discussed. We will also refine conversational skills to ensure that students are able to communicate comfortably in the target language. Additionally, this course will take an in-depth look at business in the Spanish-speaking world, reviewing the cultural aspects of this very important aspect of every economy. The focus of this course is communication: oral and written Spanish will be emphasized.

Prerequisite: A minimum qualifying cumulative average of “75” in Spanish III; priority given to Seniors

21st Century Learner Expectation: Demonstrate cultural literacy

MATHEMATICS

MISSION STATEMENT

The Dracut High School Mathematics Department is committed to challenging all students with a rigorous curriculum within a safe, healthy and positive environment. The mathematics department believes in promoting personal responsibility, self-respect, tolerance and integrity while preparing all students for 21st century success. The mathematics department enables all students to thrive and succeed in and beyond the classroom regardless of ability level so that they can become productive citizens. The mathematics department provides a safe, supportive and challenging environment so that students will be able to apply their mathematical knowledge and skills to identify and solve real world problems involving mathematics.

21st CENTURY LEARNER EXPECTATIONS

The Dracut High School mathematics student is able to do the following:

- listen actively and critically
- write effectively
- read, view, and respond appropriately to media
- use a variety of methods to analyze or solve problems
- demonstrate technological literacy, be able to use technology effectively and responsibly
- demonstrate financial/business literacy
- behave in a socially responsible manner
- demonstrate and understand civic responsibility regarding issues in the community and world.

Notes to assist in planning a sequence.

All students are required to pass three units of mathematics during their four years at Dracut High School.

	HONORS*	COLLEGE PREPARATORY					
		CPI		CPI**	CPII	Career	
Gr. 9	ALGEBRA II 311	ALGEBRA II 312		ALGEBRA I 313	ALGEBRA I 315	ALGEBRA I 315	
Gr. 10	GEOMETRY 321	GEOMETRY 324		GEOMETRY 324	GEOMETRY 325	GEOMETRY 325	
Gr. 11	PC/TRIG 331	PC/TRIG 332	PC/TRIG A 334	ALGEBRA II 312	ALGEBRA II – CPII 335	ALGEBRA II – CPII 335	
Gr. 12	AP CALCULUS 351	CALCULUS 342	PC/TRIG B 344	ADV. MATH 343	PRE-CALCULUS 345 OR MCC MATH 348	MCC MATH 348	SURVEY OF MATH 346

ELECTIVES: MCC MATH COURSE, AP STATISTICS, GRADE 9 MATH SKILLS, GRADE 10 MCAS PREP

* Pre-requisite for honors level: B average in preceding honors course and department approval.

**CPI students who decide that they may want to take the calculus course their senior year and take Algebra I their freshman year must double up their SOPHOMORE year and take both Algebra II& Trig and Geometry, enabling them to take Pre-Calculus their junior year.

313-315 ALGEBRA I

1 credit

This course provides students with a comprehensive Algebra I course and prepares students for future math study. Functions, graphing, and statistics are introduced early and connections to geometry, probability, and statistics are woven through the course. *Sophomore students.*

313 – College Preparatory I (For students who need to reinforce the skills learned in the Junior High School algebra course)

315 – College Preparatory II (For students who have successfully completed the Junior High eighth grade Pre-Algebra course)

21st Century Learner Expectations: Speak and write effectively; Read, view and interpret a variety of media effectively; Demonstrate financial/business literacy; Utilize an array of methods to research, analyze and problem solve; Use technology effectively and responsibly.

311-312 ALGEBRA II

1 credit

This advanced algebra course provides students with a strong Algebra II course and readies students for geometry and pre-calculus courses. Algebra I skills are reviewed and maintained as new concepts are presented.

311 – Honors

312 – College Preparatory I

21st Century Learner Expectations: Speak and write effectively; Read, view and interpret a variety of media effectively; Demonstrate financial/business literacy; Utilize an array of methods to research, analyze and problem solve; Use technology effectively and responsibly.

321-324-325 GEOMETRY

1 credit

This geometry course provides students with a complete formal geometry course. The text builds and connects synthetic, coordinate and transformational approaches, as well as three-dimensional geometry. Students learn the skills they need to better understand a wide range of proofs by emphasizing reasoning, logic, writing arguments and analyzing arguments.

321 – Honors

324 - College Preparatory I

325 – College Preparatory II

21st Century Learner Expectations: Speak and write effectively; Read, view and interpret a variety of media effectively; Demonstrate financial/business literacy; Utilize an array of methods to research, analyze and problem solve; Use technology effectively and responsibly.

331-332 PRE-CALCULUS/TRIGONOMETRY**1 credit**

This is a comprehensive study of those concepts and operations necessary for calculus and will include polynomials, functions and their inverses; also included are trigonometry, polar coordinates, complex numbers, conics, logic, matrices, sequences, series, mathematical induction, and probability and statistics.

331 - Honors

332 - College Preparatory I

21st Century Learner Expectations: Speak and write effectively; Read, view and interpret a variety of media effectively; Demonstrate financial/business literacy; Utilize an array of methods to research, analyze and problem solve; Use technology effectively and responsibly.

334-344 PRECALCULUS A & PRECALULUS B**1 credit**

These two courses, in combination with one another, include the full curriculum contained in PreCalculus 332, and are designed to be taken in two consecutive years. They provide an alternative for students who are not taking the faster-paced PreCalculus 332 course in their junior year, but still wish to complete the full range of traditional PreCalculus topics prior to graduation. Students who successfully complete PreCalculus A in their junior year will be enrolled in PreCalculus B in their senior year. Accordingly, only students planning to take both courses should enroll in PreCalculus A.

21st Century Learner Expectations: Speak and write effectively; Read, view and interpret a variety of media effectively; Demonstrate financial/business literacy; Utilize an array of methods to research, analyze and problem solve; Use technology effectively and responsibly.

PRECALCULUS A**1 credit**

This course begins with a review of linear algebra and continues with the study of linear and quadratic function, polynomial inequalities, transformations, exponential and logarithmic functions, and conic sections; also included are trigonometric functions and equations, trigonometric identities, and applications of these concepts to solve practical problems.

334 - College Preparatory I

PRECALCULUS B**1 credit**

This course begins with a thorough review of the topics covered in PreCalculus A and continues with the study of triangle trigonometry, trigonometric addition formulas, polar coordinates and complex numbers, vectors and determinates, sequences and series, combinatorics, probability, and limit theory. The course culminates with an introduction to differential and integral calculus.

344 – College Preparatory I

335 ALGEBRA II – CPII**1 credit**

This course is based on the themes of data analysis, modeling and functions through which students will investigate the following topics: systems of equations, factoring, complex numbers, probability and statistics. Students will also study polynomial, exponential and logarithmic functions.

335 – College Preparatory II

21st Century Learner Expectations: Speak and write effectively; Read, view and interpret a variety of media effectively; Demonstrate financial/business literacy; Utilize an array of methods to research, analyze and problem solve; Use technology effectively and responsibly.

342 CALCULUS**1 credit**

This course provides students with a foundation in analytic geometry, differential and integral calculus. Topics include functions and limits, differentiation, integration, logarithmic, exponential and trigonometric functions, improper integrals, infinite series and the application of calculus techniques. Use of technology will also be explored. *Prerequisite: B average in Pre-Calculus and Department approval.*

342 - College Preparatory I

21st Century Learner Expectations: Speak and write effectively; Read, view and interpret a variety of media effectively; Demonstrate financial/business literacy; Utilize an array of methods to research, analyze and problem solve; Use technology effectively and responsibly.

343 ADVANCED MATH**1 credit**

This course includes a complete review and detailed extension of the fundamentals of algebra. Topics studied include polynomials, functions and their inverses, matrices, complex numbers, conics, sequences, series, probability and statistics, and an introduction to differential and integral calculus.

343 – College Preparatory I

21st Century Learner Expectations: *Speak and write effectively; Read, view and interpret a variety of media effectively; Demonstrate financial/business literacy; Utilize an array of methods to research, analyze and problem solve; Use technology effectively and responsibly.*

345 PRECALCULUS 1 credit

This pre-calculus course uses technology to not only graph functions and solve equations, but to analyze data, draw scatter plot diagrams and find the curves of best fit. Students will also learn the traditional pre-calculus concepts including trigonometry, by studying these topics through their applications.

345 – College Preparatory II

21st Century Learner Expectations: *Speak and write effectively; Read, view and interpret a variety of media effectively; Demonstrate financial/business literacy; Utilize an array of methods to research, analyze and problem solve; Use technology effectively and responsibly.*

346 SURVEY OF MATHEMATICS 1 credit

This course provides comprehensive coverage of concepts and skills that students need to be successful in a college algebra course or in a career. It is open to only Seniors who have successfully completed Algebra I and Geometry. The TI 83+ or TI 84+ graphing calculator will be used to enhance understanding of concepts. Students are encouraged to purchase their own graphing calculators. Preparation for college placement exams or career placement exams will be integrated into the classwork. *Prerequisite: Algebra I and Geometry. Seniors only.*

346 – College Preparatory II

21st Century Learner Expectations: *Speak and write effectively; Read, view and interpret a variety of media effectively; Demonstrate financial/business literacy; Utilize an array of methods to research, analyze and problem solve; Use technology effectively and responsibly.*

348 MATH 120 – MATH MODELING FOR LIBERAL ARTS (MIDDLESEX COMM. COLLEGE) 1 credit

This one semester course satisfies the Middlesex Community College graduation requirement for the Liberal Arts and Sciences Program. Mathematical modeling and problem solving strategies will apply to everyday life. Topics will be drawn from areas such as: collecting, describing and analyzing data; probability and decision-making; loans and investments; population growth; linear programming; and geometry of measurement. Students may take this course for college credit with tuition payment to the college and a passing score on an entry assessment. *Prerequisites: Students must have earned a passing grade in Algebra I, Geometry, and Algebra II and have department head approval. A TI-83+ or 84+ required*

21st Century Learner Expectations: *Speak and write effectively; Read, view and interpret a variety of media effectively; Demonstrate financial/business literacy; Utilize an array of methods to research, analyze and problem solve; Use technology effectively and responsibly.*

351 ADVANCED PLACEMENT CALCULUS 1 credit

This college level course provides students with the foundation in differential and integral calculus. Topics include functions and limits, differentiation, integration, improper integrals, the Fundamental Theorem of Calculus, Taylor polynomials, Riemann sums, slope fields and calculus of vector, parametric and polar functions. Use of technology and applications of calculus techniques will also be explored. Students are required to take the advanced Placement Calculus AB examination.

Prerequisite: B average in Honors Pre-calculus and Department approval.

351 – Advanced Placement

21st Century Learner Expectations: *Speak and write effectively; Read, view and interpret a variety of media effectively; Demonstrate financial/business literacy; Utilize an array of methods to research, analyze and problem solve; Use technology effectively and responsibly.*

354 ADVANCED PLACEMENT STATISTICS 1 credit

This college level course provides students with an introduction 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 through describing patterns as departure from them, sampling and experimentation through planning and conducting a study, anticipating patterns through exploring phenomena using probability and statistical inference by estimating population parameters and testing hypothesis.

Prerequisite: This course is available to juniors and seniors and requires department head approval. The students must also be enrolled in a Pre-calculus course concurrently. Students taking Algebra II in their junior year may take this course subject to available space and consideration of and approval by the department head.

21st Century Learner Expectations: *Speak and write effectively; Read, view and interpret a variety of media effectively; Demonstrate financial/business literacy; Utilize an array of methods to research, analyze and problem solve; Use technology effectively and responsibly.*

390-391 MCAS PREPARATION

½ credit

This course is for those students who need to improve their mathematical skills in preparation for the tenth grade MCAS exam.

390 - Freshmen

391 - Sophomores

21st Century Learner Expectations: *Speak and write effectively; Read, view and interpret a variety of media effectively; Utilize an array of methods to research, analyze and problem solve; Use technology effectively and responsibly.*

SCIENCE

MISSION STATEMENT

The mission of the Dracut High School Science Department is to enable each student to examine and clarify scientific values and make appropriate decisions to improve individual quality of life and success in society with increasing scientific and technological advancements in the 21st century. Students will develop the abilities to demonstrate logical problem solving methodology, exhibit evidence of analysis of information, communicate ideas clearly and effectively, use appropriate technology and tools responsibly, and design and perform scientific investigations.

STUDENT EXPECTATIONS

The Dracut High School Student will:

Write effectively

Read, review, and interpret a variety of media effectively

Use technology effectively and responsibly

Use an array of methods to research, analyze and problem solve

Promote civic responsibility regarding issues facing our community and the world today

NOTES TO ASSIST IN SELECTING COURSES

Three units of science are required for graduation.

Students interested in enrolling in AP courses as juniors may take both Biology and Chemistry as sophomores or Physical Science and Biology as freshmen.

FRESHMAN SCIENCE

411-412 PHYSICAL SCIENCE

1 credit

Physical Science is designed to help students relate physics to their personal experience in the everyday world. The great thing about Physics is that its fundamental theories are relatively simple and after learning these simple theories one's perception of the universe grows. Students will master the scientific method, explore other physicists' work in historical context, and master the language of scientific units. With these skills we begin our exploration of Sir Isaac Newton's Laws of Motion, which apply to all objects from subatomic particles to galaxy-clusters. In addition to the study of matter we will also discuss energy, the work it can do as well as several of the forms it can take. The culmination of these studies brings us to the realm of Einstein's Theory of Relativity and a greater understanding of the connection between matter and energy. This course is based upon the Physics strand of the Massachusetts Science and Technology/Engineering Curriculum Frameworks.

Prerequisite Honors - recommendation from eighth grade science instructor based on Science Department Honors criteria.

411 – Honors

412 - College Preparatory I

21st Century Learner Expectation: *Utilize an array of methods to research, analyze, and problem solve.*

SOPHOMORE SCIENCE

421-423 BIOLOGY

1 credit

This course investigates the diversity and complexity of life on earth. This is an inquiry-based course in which investigation, experimentation, and problem solving are central to learning. Students will study the following topics: the chemistry of life, ecology, and biodiversity, molecular basis of life by looking at processes occurring in cells, genetics, plant and animal science, and human anatomy and physiology. Students are encouraged to use technology and mathematics to improve investigations and to formulate scientific models using logic and evidence. This course is based upon the Biology strand of the Massachusetts Science and Technology/Engineering Curriculum Frameworks. *Prerequisite Honors - recommendation from Physical Science instructor.*

421 - Honors

423 - College Preparatory I

21st Century Learner Expectation: *Utilize an array of methods to research, analyze, and problem solve.*

JUNIOR SCIENCE

431-432 CHEMISTRY

1 credit

Chemistry examines the composition, structure, and properties of matter, and the changes that matter undergoes. Students will practice new laboratory techniques and problem solving skills through laboratory experimentation. Students will study the following chemical concepts with emphasis on appropriate mathematical skills: atomic structure and bonding, periodicity, gases, solutions, and chemical reactions. Chemical concepts are explored and related to everyday living.

Prerequisites: Honors - recommendation from Biology instructor and B (85%) or better in Algebra II

College Preparatory I – B- (80%) or better in Algebra I.

431 - Honors

432 - College Preparatory I

21st Century Learner Expectation: Utilize an array of methods to research, analyze, and problem solve.

433 CONCEPTUAL CHEMISTRY

1 credit

This is a basic/applied chemistry course in which students engage in a variety of activities and small-scale laboratory investigations. Students explore changes in the nature and composition of matter they encounter in everyday life. This course provides the right blend of theory and quantitative skills to enable students to understand the properties of matter, atomic structure and bonding, periodicity, gases, solutions, and chemical reactions. *Recommended for students who have successfully completed Physical Science and Algebra I.*

433 - College Preparatory II

21st Century Learner Expectation: Utilize an array of methods to research, analyze, and problem solve.

SENIOR SCIENCE

441-442 PHYSICS

1 credit

Physics provides the student with a clear and logical introduction to the basic concepts and principles of mechanics. Mechanics is concerned with the motion of material objects. A broad range of interesting applications to real world phenomena will be presented to strengthen the principles presented. The course will provide a conceptual introduction to topics, followed by mathematical analyses. Laboratory experiments, many technology based, are introduced to aid the student in developing systematic thinking and precision.

Prerequisite: Honors - recommendation from chemistry instructor.

441 - Honors

442 - College Preparatory I

21st Century Learner Expectation: Utilize an array of methods to research, analyze, and problem solve.

ADVANCED PLACEMENT ELECTIVES

439 ADVANCED PLACEMENT CHEMISTRY

1 credit

This course is designed for students who wish to pursue college level chemistry. Students will attain an understanding of the fundamentals of chemistry, building from the subatomic to the macroscopic level. The topics covered will place emphasis on chemical calculations and formulation of principles. Laboratory experimentation is integral to the course. Students will study structure of matter, kinetic theory of gases, chemical equilibrium, chemical reactions, and thermochemistry. Students are required to take the Advanced Placement Examination. It is recommended to students wishing to pursue engineering/science majors in college.

Prerequisite: Successful completion of 431 and department approval.

439 - Advanced Placement

21st Century Learner Expectation: Utilize an array of methods to research, analyze, and problem solve.

448 ADVANCED PLACEMENT PHYSICS B

1 credit

AP Physics B is a non-calculus based physics course that covers a very wide range of topics, including mechanics, fluids, thermodynamics, fluids, waves and optics, electromagnetism, and atomic and nuclear physics. In most colleges, this is a one-year terminal course including a laboratory component and is not the usual preparation for more advanced physics and engineering courses. The student may be interested in studying physics as a basis for more advanced work in the life sciences, medicine, geology, and related areas, or as a component in a non-science college program that has science requirements.

Prerequisite: Successful completion of 441 and department approval.

448 - Advanced Placement

21st Century Learner Expectation: Utilize an array of methods to research, analyze, and problem solve.

449 ADVANCED PLACEMENT PHYSICS C: MECHANICS 1 credit

This course is designed for students who wish to pursue college level physics. The following topics are explored in depth: motion, forces, energy, momentum, rotation, equilibrium, and gravitation. The use of calculus in problem solving and in derivations increases as the course progresses. Students will engage in laboratory experiences, many of which are technology based, to reinforce the fundamental principles presented. Students are required to take the Advanced Placement Physics C-Mechanics Examination. This course is recommended for students wishing to pursue science or engineering majors in college.

Prerequisite: Successful completion of 441 or concurrent enrollment in AP Calculus and department approval.

449 - Advanced Placement

21st Century Learner Expectation: Utilize an array of methods to research, analyze, and problem solve.

452 ADVANCED PLACEMENT BIOLOGY 1 credit

Advanced Placement Biology is designed to meet the objectives of the general biology course at the college level. Students are required to take the Advanced Placement Biology exam. Primary aims of the course are as follows: (1) to gain knowledge of the facts, principles, and processes of biology, (2) to understand the means of how biological information is collected and interpreted, and (3) to understand that science is a human endeavor with social consequences. The three broad areas addressed in this course are molecular and cellular biology, the organism, and the interaction of organism and environment.

Prerequisite: Successful completion of Biology, Chemistry, and department approval.

452 - Advanced Placement

21st Century Learner Expectation: Utilize an array of methods to research, analyze, and problem solve.

469 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE 1 credit

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 and/or preventing them.

Prerequisite: Successful completion of Biology and department approval. It is recommended that students have also successfully completed Chemistry or be concurrently enrolled. In addition, students should have successfully completed Algebra II with at least a B.

469 – Advanced Placement

21st Century Learner Expectation: Utilize an array of methods to research, analyze, and problem solve.

SCIENCE ELECTIVES

451 ANATOMY & PHYSIOLOGY 1 credit

Anatomy and Physiology is a course designed to prepare students for college biological science courses and to foster science literacy in students. The course content focuses on tissue structure and functions, human organ systems and current health issues. There are many diverse class, laboratory, homework, and research activities that enhance student understanding of course concepts develop student analytical and critical thinking skills, promote student inquiry and build scientific skills and processes. The course is recommended for students willing to strive for academic success. *Successful completion of Biology and Chemistry is strongly recommended.*

451 - College Preparatory I

21st Century Learner Expectation: Utilize an array of methods to research, analyze, and problem solve.

462 MARINE BIOLOGY ½ credit

Marine Biology is a study of the relationship between the biological and physical aspects of the oceanic world. The topics include the following: marine mammals, fish, coral reefs, beaches, tides, currents, and topography. Throughout the course, the beneficial and ethical interactions between humans and the marine world are emphasized.

Prerequisite: Successful completion of Biology is recommended.

462 - College Preparatory I

21st Century Learner Expectation: Utilize an array of methods to research, analyze, and problem solve.

463 ENVIRONMENTAL SCIENCE ½ credit

Drinking water, garbage, heat and electricity are no longer simply facts of life. Environmental protection, conservation and preservation require an enlightened public and workforce trained to balance the needs of society with the needs of the environment. This course will familiarize the students with a wide range of current environmental topics, including water, air and soil analysis, recycling, forestry, and solid waste management.

Prerequisite: Successful completion of Biology is recommended.

21st Century Learner Expectation: Utilize an array of methods to research, analyze, and problem solve.

464 BIOTECHNOLOGY

½ credit

Biotechnology uses genetic engineering to benefit humans and involves the understanding of living systems to solve problems and develop products. According to the Mass Biotechnology Council, the biotech workforce is expected to increase by 64% in the next decade, over twice the growth rate for the nation. This course will provide an overview of genetically modified organisms (food products), medical therapeutics (disease prevention and treatment), recombinant proteins (produced by genetically modified organisms for food, textile and paper industrial applications), bioremediation (cleaning up the environment), ethics (gene therapy and legal ramifications), and DNA fingerprinting (CSI). This course will provide students with a foundation of knowledge to prepare them for further study in certificate or degree programs.

Prerequisite: Successful completion of Biology with a B or better and at least a C in CPI Chemistry.

464-College Preparatory

21st Century Learner Expectation: Utilize an array of methods to research, analyze, and problem solve.

465 INTRODUCTION TO GENETICS (online)

½ credit

Genetics is unlike any other life science in how directly and intimately it affects our everyday lives. The principles of genetics touch history, politics, economics, sociology, and psychology. Genetics forces us to wrestle with concepts of benefit and risk, even tapping into our deepest thoughts of right and wrong. This course will couple the traditional study of molecular genetics with laboratories that explore current technologies and even the student's own genetic variation. Emphasis will be placed on the study of transmission genetics, DNA and chromosome structure, population genetics, bioethics, and emerging genetic technologies. This course will also discuss the current research literature from peer-reviewed scientific journals to enrich topic understanding. This course requires self-direction, initiative, and problem solving. Students must be able to use technology as a tool to research, organize, evaluate and communicate information as well as possess a fundamental understanding of the ethical/legal issues surrounding the access and use of information. This course is developed for computer-based scientific inquiry and is therefore designed to foster mastery of emerging technology and 21st Century Skills.

Prerequisite: Successful completion of Biology with at least a C+ and/or department approval.

464-College Preparatory

21st Century Learner Expectation: Utilize an array of methods to research, analyze, and problem solve.

447 INDEPENDENT RESEARCH IN SCIENCE

½ credit

Students are challenged to complete original and independent research that is characteristic of college-level courses under the supervision of a science faculty member. Students generate a research question, conduct a literature review, collaborate with content-area experts, develop hypotheses, collect and analyze data, and a research paper is submitted. The original research is presented at a culminating research symposium to the science community. *This course is open to seniors.*

Prerequisite: Successful completion of three years of laboratory sciences. Approval by department chairperson and supervising faculty member.

Dracut Senior High School Science Department 2012-2013

Curriculum Sequence Options

<u>TRADITIONAL</u>			
Grade 9 Physical Science	Grade 10 Biology	Grade 11 Chemistry	Grade 12 Physics
<u>ACCELERATED</u>			
Grade 9 Honors Physical Science Honors Biology	Grade 10 Honors Biology Honors Chemistry	Grade 11 Honors Physics/Chemistry AP Biology, AP Chemistry AP Environmental Science	Grade 12 AP Physics B, AP Physics C AP Biology, AP Chemistry AP Environmental Science
<u>ELECTIVES</u>		Grade 11 Anatomy & Physiology Marine Biology Environmental Science Biotechnology* Introduction to Genetics (on-line)	Grade 12 Anatomy & Physiology Marine Biology Environmental Science Biotechnology* Introduction to Genetics (on-line) Independent Research in Science

* Supported by a grant from the Massachusetts Biotechnology Council, Genzyme and the Boston University School of Education and School of Medicine.

COMPUTER AND BUSINESS TECHNOLOGY

MISSION STATEMENT

The Computer and Business Technology offerings of Dracut High School are committed to providing our students the opportunity to master skills in current technology, acquire knowledge, and develop ethical behavior to help them achieve economic competency in their personal, business, and community life. We seek to encourage our students' awareness of career/college choices, and challenge students to use technology as an informational tool and to develop the skills required in a technology-based workplace.

21st CENTURY LEARNER EXPECTATIONS

The Dracut High School Student will practice the following skills in Computer and Business Technology classes:

- Listen actively and critically
- Write effectively
- Read actively and critically
- read, view, and interpret a variety of media effectively
- utilize an array of methods to research, analyze, and problem solve
- use technology effectively and responsibly
- promote civic responsibility regarding issues facing our community and the world
- practice personal wellness and social responsibility

510 INTRODUCTION TO MARKETING

½ credit

In this introductory course students will learn what it takes to sell a product or service. Students will learn the four P's of Marketing: Price, Product, Place, and Promotion. Students will explore product planning, branding strategies, various distribution channels, sales techniques, advertising, promotion and entrepreneurship. This course is designed to provide students with the fundamental knowledge, skills, attitudes, and behaviors necessary to succeed in the "real world", whether they go on to higher education or directly into the workforce. *This elective is open to freshmen and sophomores.*

21st century learner expectation: utilize an array of methods to research, analyze, and problem solve.

511 BUSINESS MANAGEMENT

½ credit

Students will be introduced to what it takes to be an effective business leader in today's global environment. Effective public speaking, the ability to write clear, concise memos, reports and letters, understanding group dynamics, the ability to motivate others in order to accomplish common goals, how and where to access current information (internet research, newspapers, television etc...) are some of the topics covered. Businesses compete not only with the company next door but with the company on the other side of the globe. As such, students will analyze local and foreign markets to determine where their competition is coming from and what to do about it. *This elective is open to juniors and seniors.*

21st century learner expectation: utilize an array of methods to research, analyze, and problem solve.

512 INTRODUCTION TO PERSONAL AND BUSINESS LAW

½ credit

This is one of the most valuable courses anyone interested in Business can take. The cost and complexities of our legal system can cost a company a small fortune. Students will be introduced to our court system, focusing on civil and criminal trials. Students will research current legal cases using various forms of media (internet, newspapers, magazines etc...) and present those cases in both a written legal brief and oral presentation using PowerPoint. The goal is for our students (tomorrow's leaders) to make safe and smart decisions by knowing the contours of the judicial system. *This course is open to seniors and juniors.*

21st century learner expectation: utilize an array of methods to research, analyze, and problem solve.

515 PERSONAL FINANCE AND BANKING

½ credit

In this course students will learn how to manage their finances. From writing a check, balancing their checkbook, figuring out interest rates to living on a budget in a simulated Webquest, students will learn all aspects of financial management. Being prepared financially to enter the workplace is even more important today since many companies will have a credit report done on you as part of their interview process. If you cannot manage your money why would they give you the responsibility to handle theirs? *This course is open to seniors, juniors and selected sophomores with prior approval.*

21st century learner expectation: utilize an array of methods to research, analyze, and problem solve.

- 516 INTRO TO FINANCIAL SERVICES (formerly Banking II) ½ credit**
 This course will include the basic principles and practices of credit unions and the financial industry. Students will be exposed to accounting and banking technology clerical and bank office tasks, as they develop confidence under the guidance of a credit union professional. Students will learn employable skills including cash handling, member service interaction, organization and teamwork. This authentic learning permits the students to explore hands-on, real-life situations and problem solving coupled with independent practice.
21st century learner expectation: use technology effectively and responsibly use technology effectively and responsibly.
- 530 ACCOUNTING ½ credit**
 Introduction to Accounting will give the student a thorough background in the basic accounting procedures used to operate a business. Special emphasis is placed on vocabulary and accounting concepts. Students will learn accounting software that is integrated within the textbook. The accounting procedures presented will also serve as a sound background for employment in office jobs and preparation for advanced study in Business and Accounting courses. Introduction to Accounting is a prerequisite to taking further accounting courses. *Recommended for Sophomores, juniors and seniors.*
21st century learner expectation: use technology effectively and responsibly.
21st century learner expectation: utilize an array of methods to research, analyze, and problem solve.
- 531 ADVANCED ACCOUNTING ½ credit**
 Advanced Accounting is designed to reinforce basic accounting concepts and procedures learned in Introduction to Accounting and then to further expand on these concepts and procedures. Topics covered relate to special journals, departmental and payroll accounting, automated accounting, managerial accounting, cost accounting, and financial accounting. This course is designed for students who want an accounting position upon graduation from high school, or plan post-secondary study in accounting or some other phase of business. *Prerequisite: Introduction to Accounting 530*
21st century learner expectation: utilize an array of methods to research, analyze, and problem solve.
- 556 YEARBOOK I ½ credit**
 Students will be responsible for all aspects of the yearbook, from sales to design. Students with successful computer background are given preference in this course. Coursework commitments extend to two afternoon work sessions per week. Applications are available in the guidance office and should be submitted by May 1. *Open to juniors and seniors.*
- 560 COMPUTER APPLICATIONS ½ credit**
 This course will enable the student to use the computer as an applications tool. Students will use business simulations (primarily Microsoft Office 2007) to apply advanced formatting and page layout features, and define and use functions of a spreadsheet application. Students will use presentation software to demonstrate how the use of various techniques and effects (e.g., editing, color, animations) can be used to convey meaning in media and will develop a portfolio highlighting their word processing, spreadsheet, and presentation skills. *Recommended for all levels.*
21st century learner expectation: utilize an array of methods to research, analyze, and problem solve; use technology effectively and responsibly.
- 564 GAMING AND MUSIC PROGRAM ½ credit**
 This course is for students interested in creating online games and/or their own music. Using a free program created by MIT called “Scratch” you will create animation, games, and other programs by “clicking together” programming constructs represented as building blocks. “Scratch” emphasizes the practical learning of fundamental computer science concepts and at the same time supports the idea of fostering creativity in computer science classes. *This course is open to all students.*
21st century learner expectation: utilize an array of methods to research, analyze, and problem solve use technology effectively and responsibly.
- 565 DESKTOP PUBLISHING ½ credit**
 Students will learn how to design and create documents such as brochures, newsletters, flyers, and posters using Adobe Software. Students will use digital images and the scanner along with the Internet for production of their projects. This course is designed for students who have a working knowledge of word processing. *Recommended for sophomores, juniors and seniors.*
21st century learner expectation: utilize an array of methods to research, analyze, and problem solve use technology effectively and responsibly.

566 COMPUTER MULTIMEDIA**½ credit**

Students will use Microsoft PowerPoint, and Front Page 2003 programs to create multimedia presentations. Students will create their own web pages and visual presentations on a variety of subjects. Each student will combine text, clip art, object drawing, and obtain information and graphics from the Internet, and record sounds to create individual presentations. Students will also utilize scanners and a digital camera to enhance their projects. *Recommended for sophomores, juniors and seniors.*

21st century learner expectation: *utilize an array of methods to research, analyze, and problem solve use technology effectively and responsibly.*

567 WEB PAGE DESIGN**½ credit**

This semester course explores the fundamentals of web design utilizing Macromedia Dreamweaver MX and Flash Animation. Students produce and publish interactive content for high quality web sites. Projects center on team collaboration and emphasize the design process workflow in an intuitive, integrated environment by manipulating and importing Photoshop and Illustrator files to create visually rich web sites. *Recommended for juniors and seniors.*

21st century learner expectation: *utilize an array of methods to research, analyze, and problem solve use technology effectively and responsibly.*

568 DIGITAL IMAGING**½ credit**

This project-based course provides instruction in photographic techniques as they pertain to digital images that are taken on digital cameras or cell phones. Adobe Photoshop is used for photographic enhancement and graphic design. *Recommended for juniors and seniors.*

21st century learner expectation: *utilize an array of methods to research, analyze, and problem solve use technology effectively and responsibly.*

570 ADVANCED PLACEMENT COMPUTER SCIENCE A**1 credit**

The Advanced Placement Computer Science A course is an introductory course in computer science. AP Computer Science goes beyond merely learning how to use applications like word processing, spreadsheets, and internet browsers. It uses the Java language and focuses on the basic principles needed to design and build applications. In this college level course you will design and implement solutions to problems by writing, running, and debugging computer programs. Use and implement commonly used algorithms and data structures and develop, select appropriate algorithms and data structures to solve problems. *Recommended for students wishing to pursue math, engineering, and computer science in college.*

21st century learner expectation: *utilize an array of methods to research, analyze, and problem solve use technology effectively and responsibly.*

TECHNOLOGY EDUCATION

MISSION STATEMENT

The goal of the technology courses at Dracut High School is to expose students to a variety of experiences to help them become proficient in a technological society. By using a multidisciplinary approach in each technological area, students may incorporate many fields of knowledge into singular projects. Each field of technology allows for a heterogeneous mix of students to work together or individually to express hidden talents and explore new areas. By learning through practical experience, students will acquire valuable information and skills that may be used throughout their lifetime. “C” or better must be earned as a prerequisite to continuing in a course sequence.

21st CENTURY LEARNER EXPECTATIONS

The Dracut High School Student will practice the following skills in Technology courses:

- Listen actively and critically
- Write effectively
- Speak effectively
- Read actively and critically
- read, view, and interpret a variety of media effectively
- utilize an array of methods to research, analyze, and problem solve
- use technology effectively and responsibly

STUDENT EXPECTATIONS

Make connections with other areas through practical experiences
 Show respect toward others' differences and ideas
 Gain knowledge and understanding of the need for and use of technology in our society.

NOTES TO ASSIST IN SELECTING COURSES

Select a course to build upon previous experiences.
 Select a class that explores unfamiliar territory.
 Only with the successful completion of an introductory class will successive courses be allowed.

611 WOOD TECHNOLOGY I**½ credit**

Wood Technology I consists of a series of hands-on experiences designed to familiarize the student with the safe and proper operation of various hand tools, power tools, and machines. Small projects, using Basic Joinery, are the major activities of the course. This introductory course is recommended for freshmen students and required of all students before enrolling in Wood II. *This class must be passed with a C or better in order to continue on in the sequence.*

21st century learning skills: Utilize an array of methods to research, analyze, problem solve; use technology effectively and responsibly.

612 WOOD TECHNOLOGY II**½ credit**

This course is a continuation of Wood Tech I. Students will complete medium sized projects using the joinery and finishing processes that will be covered in detail. Proficiency in the use of hand and power tools will be emphasized. *Prerequisite: A final grade of C or better in Wood I and instructor recommendation required to take this course.*

21st century learning skills: Utilize an array of methods to research, analyze, problem solve; use technology effectively and responsibly.

613 WOOD TECHNOLOGY III**½ credit**

This course is a continuation of Wood Tech II. Students will explore the structural integrity of a variety of materials and the principles of structural engineering. Methods of basic home construction, remodeling, and advanced methods of furniture building using a variety of methods of joinery will be emphasized.

Prerequisite: A final grade of B or better in Wood Tech II is required for this course.

21st century learning skills: Utilize an array of methods to research, analyze, problem solve; use technology effectively and responsibly.

614 WOOD TECHNOLOGY IV**½ credit**

These courses are sequential (must have completed Wood II before Wood III, Wood III before Wood IV) and continue the development of student craftsmanship skills, problem solving, furniture techniques, and the production of complex projects. *A final grade of "B" or better in Wood II is required to take the Wood III course. A final grade of "A" must be attained to take Wood IV.*

21st century learning skills: Utilize an array of methods to research, analyze, problem solve; use technology effectively and responsibly.

620 DRAFTING TECHNOLOGY I**½ credit**

This is a basic course in drafting technology. Some of the topics covered will be orthographic projection, dimensioning, changing object scale and isometric drawings. In each of the course topics, students learn how to formulate designs and solve problems through the use of lines, symbols and a variety of drafting tools. Activities include creating technical drawings to convey ideas graphically. *A grade of B or above earned in course 620 and 621 will be accepted for credit at Middlesex Community College.*

21st century learning skills: Utilize an array of methods to research, analyze, problem solve; use technology effectively and responsibly.

621 DRAFTING TECHNOLOGY II**½ credit**

This course continues a general experience in drafting. However, the material covered is more detailed and challenging. Some of the new topics that will be covered are auxiliary views, sectional views and fastener threads. *Drafting Technology I and II must be successfully completed before continuing with any of the following sequential courses. Drafting I and II may be taken the same OR different school years by sophomores, juniors or seniors. A grade of B or above earned in course 620 and 621 will be accepted for credit at Middlesex Community College.*

21st century learning skills: Utilize an array of methods to research, analyze, problem solve; use technology effectively and responsibly.

625 COMPUTER AIDED DESIGN (CAD)**½ credit**

Most colleges and universities and many businesses use at least one type of drawing software. Computer Aided Design is a course that uses the skills previously acquired in drafting I and II. Some advantages of CAD over board drawing are its speed and accuracy. The primary focus will be on AutoCAD, a two dimensional software. Through the completion of chapter questions and practical projects, students can gain a good knowledge base for the many symbols, icons and menus. *Prerequisite: Drafting II. A grade of B or above earned in course 625 and 640 will be accepted for credit at Middlesex Community College.*

21st century learning skills: Utilize an array of methods to research, analyze, problem solve; use technology effectively and responsibly.

631 INTRODUCTION TO DIGITAL VIDEO ½ credit

This course will provide an overview of digital video and filmmaking. The course will introduce students to basic camera operations, movements, angles and techniques. Students will learn the pre-production, production and post-production processes of digital video. The class will learn an understanding of digital video technology; digital cameras and tape formats; how to incorporate audio, titles and graphics; connecting and capturing digital video; editing digital video on a nonlinear editing system (Apple's iMovie); rendering and outputting digital video. Students will write treatments and short scripts. Students will create both an independent project outside of class time and group projects during class time. Lastly, the class will write, direct, and edit a short film project. **Handheld video cameras and editing equipment are provided.**
21st century learning skills: Use technology effectively and responsibly.

632 DIGITAL VIDEO I (Seniors & Juniors, first priority) ½ credit

Recommended for college bound juniors or seniors pursuing an interest in television/film production. This course builds upon the skills and techniques in the prerequisite 631, so that students may expand their expertise in professional quality digital video production. Students work independently on an approved digital video project (DHS school or sporting events, documentary or news magazine package). Students individually complete the pre-production, production and post-production processes. Students should successfully master iMovie and show an understanding of Final Cut Pro Studio or Avid Media Composer. Students will complete work-study hours at Dracut Access Television or assist with the Dracut Scholarship Telethon. **Projects may be broadcast on DATV, instructor permission required.**
21st century learning skills: Use technology effectively and responsibly.

633 DRACUT ACCESS TELEVISION & DHS TELETHON INTERN (Seniors first priority) ½ credit

Recommended for college bound students pursuing a career in television/film production, Students work as Dracut Access Television Interns (hours must be completed at DATV studio). Students are required to work assignments distributed from DATV Television Director. *Assignments include: sporting events, DHS events, school plays, telethon, school committee meetings, etc.* **Instructor permission required.**
21st century learning skills: Use technology effectively and responsibly.

640 INTRODUCTION TO ENGINEERING AND DESIGN 1 credit

This course is offered to students who think that engineering may be in their future. The course develops students' problem-solving skills and engages students in experiences that enhance their skills in design, building, and testing of prototypes. An emphasis is placed on the concept of developing a 3-D model on computers and the engineering design process. At the completion of this course, students will be able to work through all eight engineering design process steps outlined in strand 4 of the Science and Technology/Engineering Curriculum Frameworks. *Mathematics prerequisite: Algebra and Geometry. A grade of B or above earned in course 625 and 640 will be accepted for credit at Middlesex Community College. This course is open to juniors and seniors.*
21st century learning skills: Utilize an array of methods to research, analyze, problem solve; Use technology effectively and responsibly.

FINE AND PERFORMING ARTS

Dracut High School offers courses in Theater, Vocal and Instrumental Music, and Art.

MUSIC

MISSION STATEMENT

The Music program is designed to introduce and enhance the performing and understanding of music in the world today. The program will also help students who specifically wish to pursue a career in the field of music (performing, writing, teaching, or directing). Students will be introduced to different styles and forms of music. They will have the opportunity to participate in band, chorus or orchestra and perform publicly, or compete in music contests.

Course #	Title/Level	Grades	Credits
822	Chorus	9 - 12	½ credit
823	Chorus	9 - 12	1 credit
824	Show Choir	10-12	1 credit
831	Concert/Marching Band	9 - 12	1 credit
832	Concert Band (for color guard members)	9 - 12	¾ credit
833	String Orchestra	9 - 12	1 credit
835	Jazz Band	9 - 12	½ credit
836	Color Guard	9 - 12	¼ credit
840	Music Theory I	9 - 12	½ credit
841	Music Theory II	9 - 12	½ credit

822 CHORUS **½ credit**

823 CHORUS **1 credit**

Chorus is open to all interested students of varied vocal talents and abilities. In addition to learning how to read music and singing a variety of songs, students prepare for public performances and assemblies. Participation in public performances is required of all enrollees. *Limited to 100 students.*

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy; Promote civic responsibility regarding issues facing our community and the world today; Practice personal wellness and social responsibility.

824 SHOW CHOIR **1 credit**

The Show Choir is an elite performing vocal group. Popular and standard musical numbers are rehearsed and performed, often enhanced by choreography. *An audition is required. Open to sophomores, juniors and seniors.*

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy; Promote civic responsibility regarding issues facing our community and the world today; Practice personal wellness and social responsibility.

830 WIND ENSEMBLE **1 credit**

The Wind Ensemble is designed for students with advanced proficiency on their instruments. Enrollment is limited to a specific instrumentation. Advanced wind ensemble literature, technique, history, music theory, sight-reading, and ensemble teamwork are emphasized. During the fall season, the wind ensemble and concert band will come together as one unit and perform as the Marching Band. An audition is required. *Open to sophomores, juniors, and seniors.*

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy; Promote civic responsibility regarding issues facing our community and the world today; Practice personal wellness and social responsibility. Utilize an array of methods to research, analyze; Use technology effectively and responsibly.

831 CONCERT BAND/ MARCHING BAND **1 credit**

The Concert/Marching Band affords students the opportunity of performing and gaining musical experience on various instruments. During the football season and for various spring parades, these students perform as a marching unit. The Concert Band allows students to perform various musical styles from the traditional band repertoire including marches and classical selections, as well as more contemporary music. This course is open to all students who play an instrument.

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy; Promote civic responsibility regarding issues facing our community and the world today; Practice personal wellness and social responsibility.

832 CONCERT BAND **¾ credit**

For students enrolled in Color Guard.

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy.

833 STRING ORCHESTRA **1 credit**

This course is for students who play violin, viola, cello or string bass. The group will learn to play orchestral music of different genres. The music will be performed at various concerts throughout the year. Students also participate in trips outside of school for adjudication and/or performances.

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy; Promote civic responsibility regarding issues facing our community and the world today; Practice personal wellness and social responsibility.

835 JAZZ BAND

½ credit

Jazz Band is a select group that concentrates on learning and performing music in various styles including Swing, Ballads, Pop, Contemporary Jazz, and Big Band. Interested students who are members of the Concert/Marching Band may audition for this group. *This course meets after school hours.*

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy; Promote civic responsibility regarding issues facing our community and the world today; Practice personal wellness and social responsibility.

836 COLOR GUARD (Quarter 1 Only)

¼ credit

Students perform as part of the Marching Band during the fall season. No musical experience is required. Dancers are encouraged. Students will enroll in Color Guard Supervised Study or Concert Band in the second quarter.

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy; Promote civic responsibility regarding issues facing our community and the world today; Practice personal wellness and social responsibility.

836A COLOR GUARD SUPERVISED STUDY (Quarter 2 Only)

¼ credit

For students enrolled in Color Guard. Quarter 2 will involve an academic review of color guard. Students will independently work on a research project as mutually determined by the student and the supervisor.

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy.

840 MUSIC THEORY I

½ credit

Students will learn the basic elements of writing and reading music. Development of SOLFEGE (listening and sight-reading skills) will be included in the course. *This course is offered to sophomores, juniors and seniors.*

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy; Promote civic responsibility regarding issues facing our community and the world today; Practice personal wellness and social responsibility.

841 MUSIC THEORY II

½ credit

Students will continue their theory studies with the writing and analysis of harmony. Students will also commence to develop their own basic arranging of music. Permission of the instructor is required for Music Theory II.

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy; Promote civic responsibility regarding issues facing our community and the world today; Practice personal wellness and social responsibility.

844 MUSIC TECHNOLOGY I

½ credit

Music Technology I is a one semester course offered by the music department to students in grades nine through twelve at Dracut Senior High School. The program is designed to broaden the arts education opportunities of students, to offer musical experiences beyond those of the traditional performing ensembles, and to provide students with real-world applications of technologies currently in use in the music industry. Instruction will be a combination of lecture, hands-on exploration and creating, guided individual and group projects, and supplemental reading assignments. The course will explore sound production, recording and transmission, electronic music composition and arranging, live audio reinforcement, multi-track studio recording, editing, mixing and mastering. There will also be an examination of current legal and ethical issues regarding digital music and the recording industry.

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy; Promote civic responsibility regarding issues facing our community and the world today; Practice personal wellness and social responsibility; Utilize an array of methods to research, analyze, problem solve; Use technology effectively and responsibly.

845 MUSIC TECHNOLOGY II

½ credit

Music Technology II is a continuation of Music Technology I. Topics covered will include pod casting, film-scoring and radio commercials/jingle writing. Students will complete a variety of medium and large sized projects.

Prerequisite: Music Theory I

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy; Promote civic responsibility regarding issues facing our community and the world today; Practice personal wellness and social responsibility; Use technology effectively and responsibly.

846 MUSIC APPRECIATION

½ credit

Music Appreciation, a semester course, seeks to inform the student about the indigenous beginnings of North American music, to explain 20th Century music in terms of the origins of the popular styles of blues, jazz, folk, rock, and pop, and briefly survey the Western “Classical” tradition from the middle ages to the 20th century. By the end of the course, the student should have the background for appreciating the major genres of music with which they are most likely to come into contact in the United States, as well as having a deeper ability to appreciate the various primary elements of any musical creation and/or performance. This course is open to all students.

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy; Promote civic responsibility regarding issues facing our community and the world today; Practice personal wellness and social responsibility.

ART

MISSION STATEMENT

The ultimate art education goal at Dracut High School is to heighten public awareness of and appreciation for all forms of visual art and the visual world as a whole. We hope that our efforts and encouragement not only introduce students and the community to the art world, but also foster an understanding of how our lives are enriched by the diversity of cultures that are the historic source of the fine arts.

Through our teaching and our own practice, we help students acquire higher-level creative skills and analytical powers, which in turn deepen the sense of satisfaction and fulfillment they derive from encounters with art. We believe that graduates of Dracut High School who begin their careers with more finely tuned artistic sensibilities will make greater contributions to the community and entire Commonwealth and also serve as well-rounded role models for the next generation of students.

871 INTRODUCTION TO STUDIO ART

½ credit

This course is an introduction to Fine Arts practice in the areas of drawing, design, and color. Students will become familiarized with art in practice and in theory. Art appreciation and aesthetics will be incorporated into the curriculum. *Open to all grade levels.*

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy; Promote civic responsibility regarding issues facing our community and the world today; Practice personal wellness and social responsibility.

873 INTERMEDIATE STUDIO ART

½ credit

This course will explore the elements and principles of art and design through drawing, painting, design, and craft. Art appreciation and aesthetics will be incorporated into the curriculum.

Prerequisite - Introduction to Studio Art

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy; Promote civic responsibility regarding issues facing our community and the world today; Practice personal wellness and social responsibility.

875 DRAWING AND PAINTING

½ credit

Students will be taught to draw accurately, expressively, and creatively and will be introduced to a variety of aqueous color media, such as watercolor, gouache, and acrylic paint. Color, composition, and the history of painting will be considered. Several written assignments will be required.

Prerequisite - Introduction to Studio Art

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy; Promote civic responsibility regarding issues facing our community and the world today; Practice personal wellness and social responsibility.

883 TWO & THREE DIMENSIONAL DESIGN**½ credit**

This course is an exploration of two and three dimensional design issues as they relate to a variety of media. Students will be introduced to the design professions and will be required to complete several written assignments.

Prerequisite - Introduction to Studio Art

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy; Promote civic responsibility regarding issues facing our community and the world today; Practice personal wellness and social responsibility.

894 ADVANCED PLACEMENT STUDIO ART**1 credit**

This course has a prerequisite of two semesters of art and is for highly motivated students to do college work. It is recommended to start AP Art portfolio as a junior with independent study over the summer. The portfolio will be completed in senior year and submitted to the AP Review Board by May 6th. *By permission of instructor.*

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy; Promote civic responsibility regarding issues facing our community and the world today; Practice personal wellness and social responsibility.

895 ADVANCED ART I**1 credit**

This course is an in-depth study of drawing and painting. Students will explore various drawing and painting media, and through a series of class projects, will gain technical proficiency. Art appreciation and aesthetics will be incorporated into the curriculum.

Prerequisite - Intermediate Studio Art

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy; Promote civic responsibility regarding issues facing our community and the world today; Practice personal wellness and social responsibility.

896 ADVANCED ART II - PORTFOLIO**1 credit**

This course builds on the skills developed in Advanced Art I. Students will continue to study drawing and painting with an emphasis on personal expression. Students will be encouraged to develop a body of work that will constitute a portfolio. Art appreciation and aesthetics will be incorporated into the curriculum.

Prerequisite - Advanced Art I

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy; Promote civic responsibility regarding issues facing our community and the world today; Practice personal wellness and social responsibility.

897 INDEPENDENT ART STUDY**1 credit**

This class gives the highly motivated student the opportunity to develop his or her talents further while pursuing a specific study area in greater depth. *By permission of instructor.*

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy; Promote civic responsibility regarding issues facing our community and the world today; Practice personal wellness and social responsibility.

894 ADVANCED PLACEMENT STUDIO ART**1 credit**

This course has a prerequisite of two semesters of art and is for highly motivated students to do college work. It is recommended to start AP Art portfolio as a junior with independent study over the summer. The portfolio will be completed in senior year and submitted to the AP Review Board by May 6th. *By permission of instructor.*

21st Century Learner Expectations- Read, view, and interpret a variety of media effectively; Demonstrate cultural literacy; Promote civic responsibility regarding issues facing our community and the world today; Practice personal wellness and social responsibility.

WELLNESS PROGRAM

MISSION STATEMENT

The Wellness Program promotes optimum health through specific and timely education of all students in Dracut High School. By offering a variety of both health and physical education classes, students are provided with information about the importance of balancing a physical, mental, emotional, and social lifestyle. The program fosters critical thinking in students with the expectation that the students will continue to make appropriate choices that lead to healthy lifestyles.

Student Expectations

The Dracut High School student:

- ❖ Uses the skills of speaking and writing to provide and obtain information, express feelings and emotions, and exchange opinions.
- ❖ Understands the concepts of personal physical fitness and good health.
- ❖ Demonstrates community by showing respect for individual differences and lifestyles.
- ❖ Takes responsibility for his/her learning.
- ❖ Demonstrates responsible personal and social behaviors.
- ❖ Will develop decision-making skills that will assist them in making healthy choices.
- ❖ Works cooperatively with other students.
- ❖ Is expected to change into proper attire for physical education portion of class.
- ❖ Proper attire includes sneakers, shorts or wind-pants, t-shirt, or sweats.

Notes to Assist in selecting courses

All students must pass 1 credit of Wellness to meet minimum graduation requirements. Wellness I will consist of physical activity and Wellness II will consist of classroom instruction. Wellness I and Wellness II are required courses. Passing Wellness I and Wellness II are prerequisites to taking junior and senior electives.

COURSE #	TITLE	GRADES	CREDITS
900	Wellness I - Required	9	½
910	Wellness II - Required	10	½
	Electives for Juniors and Seniors		
941	Outdoor Activities/Indoor Activities	11 - 12	½
942	Strength and Conditioning	11 - 12	½
943	Lifetime Activities	11 - 12	½
945	Teen Issues	11 - 12	½
947	Family Living & Relationships	11 - 12	½
951	Nutrition for Life	11 - 12	½
960	Wellness Internship - Seniors only	12	½

REQUIRED WELLNESS COURSES

900 WELLNESS I

½ credit

The fitness module will afford students the opportunity to assess their present level of fitness by participating in the physical fitness program. The module will also introduce students to the weight room, cooperative games and team sports. The knowledge gained in this module will enhance the students' fitness opportunities throughout their high school years. *This course is a freshman requirement.*
21st Century Learner Expectations: Practice personal wellness and social responsibility.

910 WELLNESS II

½ credit

In this module students will be in a classroom setting and cover topics such as drugs and alcohol, teenage depression, suicide, human sexuality, relationships, sexual harassment, sexually transmitted diseases and prevention, and decision-making. *This course is a sophomore requirement.*
Prerequisite: Wellness I
21st Century Learner Expectations: Practice personal wellness and social responsibility.

WELLNESS ELECTIVES FOR JUNIORS AND SENIORS

941 OUTDOOR ACTIVITIES/INDOOR ACTIVITIES

½ credit

Outdoor Activities will emphasize the aspect of participation in games as well as instruction. Indoor Activities will emphasize league type participation. A large part of the course will also be on instruction of techniques, rules, care of equipment, and safety. Outdoor Activities may include softball, lacrosse, flag football, golf, soccer, walking/running, ultimate frisbee, and disc golf. Indoor Activities may include floor hockey, racquet sports, basketball, volleyball, aerobics, weight training, and walking/running.
Prerequisite: Wellness I and Wellness II
21st Century Learner Expectations: Practice personal wellness and social responsibility.

942 STRENGTH AND CONDITIONING

½ credit

Strength and Conditioning will introduce or reinforce proper use of weight and strength equipment and cardiovascular fitness. This course is recommended for all interscholastic athletes.
Prerequisite: Wellness I and Wellness II
21st Century Learner Expectations: Practice personal wellness and social responsibility.

943 LIFETIME ACTIVITIES**½ credit**

This elective will include activities that will encourage participation well after high school to help maintain an active lifestyle. Activities will include lifetime sports and games such as bocci, golf, ping-pong, ultimate frisbee, jogging, and horseshoes. All activities will be held on school grounds.

Prerequisite: Wellness I and Wellness II

21st Century Learner Expectations: Practice personal wellness and social responsibility; Promote civic responsibility regarding issues facing our community and the world today.

945 TEEN ISSUES**½ credit**

This course is designed to cover health topics relevant to today's teens. Students will learn important information and necessary skills to handle themselves in a variety of situations. Topics will include conflict resolution, teen dating violence, hate crimes, harassment issues and stress management. Decision-making skills will be a common thread throughout the course. The course will also deal with the critical issues of substance abuse and their effect on society. The misuse and abuse of drugs as well as drug prevention and treatment will be explored. Drug identification will be a part of this course.

Prerequisite: Wellness I and Wellness II

21st Century Learner Expectations: Practice personal wellness and social responsibility; Read, view, and interpret a variety of media effectively; Promote civic responsibility regarding issues facing our community and the world today.

960 WELLNESS INTERNSHIP**½ credit**

This module is offered to seniors who are interested in pursuing a career in health or fitness. The students will be able to utilize their health-related attributes in assisting one of the wellness teachers.

Prerequisite – Wellness I and Wellness II. Permission from instructor and senior class status.

21st Century Learner Expectations: Practice personal wellness and social responsibility; Promote civic responsibility regarding issues facing our community and the world today.

ALTERNATIVE STUDIES

Alternative Studies are programs or courses that are not attached to a particular academic department. Courses numbered in the 800s vie preference to seniors and juniors.

201 ENGLISH AS A SECOND LANGUAGE (ESL)**½ credit**

This course is appropriate for English language learners at varied levels of English proficiency. Students will receive lessons which will enhance listening, speaking, reading, and writing proficiency in the English language. Students will also receive interpretative assistance to help them achieve success in other courses. *Up to three credits may be earned.*

21st Century Learner Expectation: speak effectively; write effectively.

202 ENGLISH AS A SECOND LANGUAGE (ESL) /NEWCOMER II**½ credit**

This course is appropriate for English language learners who are at the early intermediate levels of English proficiency. Students will receive lessons to enhance listening, speaking, reading, and writing. An additional emphasis is placed on academic vocabulary development. *Up to two credits may be earned.*

21st Century Learner Expectation: speak effectively; write effectively.

203 ENGLISH AS A SECOND LANGUAGE (ESL)/NEWCOMER I**½ credit**

This course is appropriate for English language learners who have little to no English proficiency. Students will receive lessons at the beginning stages of language acquisition to enhance listening, speaking, reading, and writing. An additional emphasis is placed on basic vocabulary development. *Up to one credit may be earned.*

21st Century Learner Expectation: speak effectively; write effectively.

700 INDIVIDUALIZED INSTRUCTION**1 credit**

This full year course is offered to special education students who have specific instructional needs documented in their Individualized Education Programs (IEP). The content of the course is based on the specific needs of the student as listed in his/her IEP.

21st Century Learner Expectation: speak effectively; write effectively.

802 STUDY AND ORGANZATIONAL SKILLS**½ credit**

This course will cover topics to support students for a smoother transition at DHS. Some of the topics include: diverse learning styles, setting goals, listening in class, taking notes in class, reading and taking notes from textbooks, building

vocabulary, utilizing a student agenda book, strategies for test taking, reference sources, and planning for post-high school and college.

Students will be assigned to this course upon recommendation of the Lakeview Junior High administrators and/or Dracut High School guidance counselors, department directors, or administrators.

21st Century Learner Expectations: speak effectively; write effectively.

803-804 INTERNSHIP: SCHOOL-TO-WORK CAREER EXPLORATION

1 credit, ½ credit

Students will work (either voluntary or with small salary) at a local business, under the supervision of a staff member. Students will be required to attend seminars, meet with a high school staff member, submit written logs or research papers, and maintain good working habits in order to earn credit. A working agreement between the local business and the high school will be in place before the internship begins. Students may need to seek and/or suggest potential work sites.

21st Century Learner Expectations: speak effectively; write effectively; promote civic responsibility regarding issues facing our community and the world; practice personal wellness and social responsibility.

806-807 DEPARTMENT INTERN

1 credit, ½ credit

Students will provide services to academic departments within Dracut High School. Permission of the department head and one administrator is required.

21st Century Learner Expectations: speak effectively; write effectively; promote civic responsibility regarding issues facing our community and the world.

808-809 COMMUNITY SERVICE

1 credit, ½ credit

Students will voluntarily provide services to various community programs. Students will be assigned a supervisor (at the work site or a DHS staff member) who will oversee, report student achievements, and submit evaluations. The student will be required to keep a daily log of service(s) provided. Possible sites include: Dracut Historical Society, Elementary Schools, Town or School Business Offices, Elderly Services. A working agreement between the community agency and the High School will need to be agreed upon. Students may need to seek and/or suggest potential service sites.

21st Century Learner Expectations: promote civic responsibility regarding issues facing our community and the world; practice personal wellness and social responsibility.

810-814 HIGHER LEARNING/DUAL ENROLLMENT

(grades/credits earned)

Students may enroll in courses at nearby universities, colleges, and institutions of vocational or higher learning to earn college credit or a skill. The student will be required to pay the necessary course fees directly to the outside institution and submit progress reports and final grades to the high school counselor.

21st Century Learner Expectations: Speak effectively; write effectively; promote civic responsibility regarding issues facing our community and the world

INTERSCHOLASTIC ATHLETICS

Dracut High School is a member of the Massachusetts Interscholastic Athletic Association. Dracut also has a long affiliation with the Merrimack Valley Conference League. Interscholastic sports activities are open to all students who meet academic eligibility requirements. Students should avail themselves of the opportunity to explore a sport activity while in high school. Dracut High School offers a wide variety of team and individual sports. Some of these include:

Fall: Girls' Volleyball, Field Hockey, Boys' & Girls' Soccer, Football, Girls' Swimming, Golf, Boys' & Girls' Cross-Country, Cheerleading

Winter: Gymnastics, Boys' & Girls' Basketball, Ice Hockey, Wrestling, Indoor Track, Cheerleading

Spring: Baseball, Softball, Boys' Volleyball, Track & Field, Boys' and Girls' Lacrosse

CO-CURRICULAR ACTIVITIES

There are many co-curricular activities at Dracut High School, and these are open to all eligible students for participation. A student will enrich his or her academic life and social education by participating in one or more of these activities. All students are encouraged to join the various organizations or activities that will meet their interests. Memberships in a particular club, specific team, or within a performing group are ways students may participate. The support from attendance, school spirit, and from positive audience response is a way in which students gain more from the education offered by Dracut High School. The following co-curricular activities are sponsored by Dracut High School:

Class Activities	Marching Band	Chorus	Environmental Club	Art Club
Select Chorus	Student Council	Newspaper	Flag Team	National Honor Society
Peer Leaders	Literary Magazine	Spring Musical	Cheerleading	Destination Imagination Show
Choir	Theater	Yearbook	Renaissance	Foreign Language Club
Mock Trial	Band	GSA	Amnesty International	Jets Academic Challenge

RANK IN CLASS

The rank in class is computed on the basis of college preparatory subjects taken by the student in grade 9 through the end of the first semester of grade 12. Subjects with levels (ADVANCED PLACEMENT, HONORS, AND COLLEGE PREPARATORY I) are weighted in the rank in class. The selection of the top 20 senior scholars including the class valedictorian and salutatorian is based upon the class rank calculations at the end of the first semester of the senior year. Beginning with the class of 2014, rank in class will be computed on the basis of all courses taken by the student in grade 9 through the end of the first semester of grade 12. Classes that are graded Satisfactory/Unsatisfactory (S/U) will not be part of the computation for rank in class.

The following chart delineates the weighting system:

GRADE	ADVANCED PLACEMENT	HONORS	COLLEGE PREPARATORY I
A+	5.3	4.8	4.3
A	5.0	4.5	4.0
A-	4.7	4.2	3.7
B+	4.3	3.8	3.3
B	4.0	3.5	3.0
B-	3.7	3.2	2.7
C+	3.3	2.8	2.3
C	3.0	2.5	2.0
C-	2.7	2.2	1.7
D+	2.3	1.8	1.3
D	2.0	1.5	1.0
D-	1.7	1.2	0.7

NATIONAL HONOR SOCIETY

Admittance into the National Honor Society is a distinction honoring students who have achieved excellence in Scholarship, Character, Leadership and Service. In the third marking period of junior year, students who have achieved a 3.0 * minimum academic standard since freshman year are invited to create an application for nomination into the Dracut High School Chapter of the National Honor Society. The National Honor Faculty Committee reviews the applications and recommends the students **who are the most outstanding** in these areas to the principal. The criteria are listed below with examples of the criteria that are examined:

* Beginning with the Class of 2013, the required GPA will be 3.25

1. Scholarship (grades, course levels)
2. Character (attendance, tardies, behavior, personal recommendations, special awards, exceptional service)
3. Leadership (activities including sports, clubs, offices held, dance lessons, private music lessons, school musical, marching band, scouts, etc.)
4. Service (community, church, school)

The final selection is based upon report card transcripts, letters of recommendation, documented information provided by the faculty and community members, and the student's resume. All applicants must submit detailed Community Service and Leadership Logs.

Students must continue to demonstrate academic success, exemplary character, active service, and sound leadership throughout their senior year.

There exists an additional opportunity at the end of the first marking period for senior students to reapply. This invitation is extended to those students who had applied during their junior year.

COMMUNITY SERVICE LOG (Sample)

Service Activity	Date	# of Hours	Verifying Signature	Telephone #

THE HONOR ROLL

The Honor Roll is developed at the end of each quarter. To achieve Honor Roll status, a student must earn all grades of A for High Honors, and all grades of A and B for Honors. The final year-end Honor Roll status requires the student to maintain a High Honors or Honors status throughout the four marking periods of the school year.

RENAISSANCE

Students making the Honor Roll are eligible for Renaissance Gold & Silver cards. Students with perfect attendance and all passing grades are eligible for the Renaissance Green card. In partnership with local businesses and sponsors, Renaissance is a student recognition program that reinforces, recognizes, and rewards positive student achievement.

FOREIGN LANGUAGE HONOR SOCIETIES

During senior year, all students actively engaged in the fourth year of the study of French or Spanish, who meet the general and scholastic (A average) eligibility requirements, are considered for nomination to membership in the National Foreign Language Honor Societies. Candidates are selected and inducted in their senior year.

SUGGESTED PROGRAM FOR LIBERAL ARTS COLLEGE

Grade 9	Grade 10	Grade 11	Grade 12
Mathematics	Mathematics	Mathematics	Mathematics
Physical Science	Science-Biology	Science-Chemistry	Science
English	English	English	English
World History	U.S. History I	U.S. History II	American Government
Foreign Language	Foreign Language	Foreign Language	Foreign Language
Wellness	Wellness	Wellness Elective	Wellness Elective
English Elective	English Elective	Computer Elective	Art Elective
Art Elective	Art Elective	Technology Elective	Technology Elective
Computer/Keyboard	Computer Applications	Art Elective	Computer Elective
Music Elective	Music Elective	Music Elective	Music Elective
		English Elective	Dual Enrollment
		Science Elective	Community Service

SUGGESTED PROGRAM FOR TECHNOLOGY CAREER/COLLEGE

Grade 9	Grade 10	Grade 11	Grade 12
Mathematics	Mathematics	Mathematics	Mathematics
Physical Science	Science - Biology	Science	Science
English	English	English	English
World History	U.S. History I	U.S. History II	American Government
Foreign Language	Foreign Language	Technology Elective	Art Elective
Wellness	Wellness	Wellness Elective	Wellness Elective
English Elective	Art Elective	Art Elective	Social Studies Elective
Technology Elective	Technology Elective	Computers	Technology Elective
Art Elective	Computers	English Elective	Computers
Music Elective	Music Elective	Music Elective	Music Elective