To Students and Parents/Guardians:

Dock Mennonite Academy presents the 2017-18 edition of the annual Curriculum Guide, an overview of the courses and opportunities to develop students’ abilities, interests, and goals. The Dock curriculum is designed to build a strong foundation for life-long learning, knowledge in the academic disciplines, effective communication skills, creativity, and the use of technology. At Dock, students learn in an environment of support, Christian faith, and community.

Together, we are “learning for lives of purpose.”

Mr. Martin D. Wiens, Principal
Dr. Conrad J. Swartzentruber, Superintendent
Dr. Sharon L. Fransen, Assistant Superintendent of Curriculum and Instruction

Curriculum Committee:

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Miss Barbara I. Brown  Mrs. Gretchen M. McTavish
Dr. Annabella Clemmer  Mr. Matthew T. Moyer
Mrs. Joan S. Grega  Mr. Timothy P. Swartz
Ms. Emily Grimes  Dr. Conrad J. Swartzentruber
Mr. Ronald L. Hertzler  Mr. Martin D. Wiens
Mrs. Kathryn A. Hunsberger  Mr. Jerry A. Yoder
Mr. Kirby D. King  Mr. Darwin R. Zehr
Mrs. Rose H. Lambright

Dock Mennonite Academy • 1000 Forty Foot Rd., Lansdale, PA 19446 • 215-362-2675 • dock.org
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MISSION STATEMENT AND GRADUATE PROFILE

Our Mission

Christopher Dock Mennonite High School (now Dock Mennonite Academy), in partnership with the family and the church, seeks to develop the God-given abilities of students in preparation for responsible stewardship of life as members of God’s people in a global society. Christopher Dock serves youth and families of Franconia Mennonite Conference, Eastern District Conference, and those who share Anabaptist values.

Approved, Board of Trustees - January 16, 2007

Graduate Profile

As schools providing an Anabaptist/Mennonite education, Penn View Christian School (now Dock Mennonite Academy), Quakertown Christian School, and Christopher Dock Mennonite High School (now Dock Mennonite Academy) recognize that their graduates are in transition. The education process seeks to honor and develop the uniqueness of each student and his/her role within the community where gifts, talents, and learning are applied. To this end, a graduate of this educational system is a person who:

Academic
- values and demonstrates life-long learning including skills of problem solving, problem posing, critical thinking, and cooperation.
- exhibits competency in the basic skills and knowledge of the academic disciplines.
- communicates effectively through speaking and writing.
- uses, recognizes, and appreciates creativity and artistic expression.
- incorporates available technology appropriately.

Spiritual
- embraces a personal relationship with Jesus Christ.
- exhibits a growing life of discipleship.
- practices spiritual disciplines.
- discovers, defines, and develops her/his God-given gifts.
- cultivates a Christian worldview informed by Anabaptist/Mennonite theology and tradition.
- articulates his/her beliefs, values, and convictions clearly.
- accepts the scriptures as the Word of God and as the fully reliable and trustworthy standard for Christian faith and life.

Lifestyle
- practices stewardship of all that God has entrusted to her/him.
- thinks and operates with a global perspective.
- promotes forgiveness, understanding, reconciliation, and non-violent resolution of conflict.
- participates in congregational/church life.
- respects diversity.
- models servanthood by participating in service opportunities.
- practices wellness of mind and body.
- values God’s Word, people, and creation.

1Framed within the context of the Confession of Faith in a Mennonite Perspective. 

Adopted by the Joint Boards of the Christopher Dock Mennonite High School, Penn View Christian School, and Quakertown Christian School - September 13, 2001

Reviewed – November, 2007
REGISTRATION INFORMATION

Course Selection:
Follow all registration guidelines to ensure that graduation requirements are met. Challenging but realistic choices will lead to the best academic success. Consider the student’s ability, interests, co-curricular involvements, and prior academic work when selecting courses.

Register for a variety of elective courses beyond the requirements. These courses build a strong foundation for life-long learning, knowledge in the academic disciplines, effective communication skills, creativity, and use of technology.

Prepare for college by taking advanced courses in English, math, science, Spanish, and other areas of interest.

See your guidance counselor if interested in North Montco Technical Career Center to design a course load that meets requirements for both institutions.

Talk to a guidance counselor, advisor, or teacher regarding any questions.

Be aware that some courses may not run due to limited student interest.

Returning Students:
Returning students complete registration materials for the coming year in mid-winter. In the spring, student schedules are developed and distributed for review.

New Students:
New students receive registration materials during the admissions interview. Following admission, a copy of the schedule is sent for review, typically in July.

Grade Classification:
The placement of a student in a grade is based on the following minimum requirements:

Grade 9: successful completion of grade 8
Grade 10: successful completion of six credits
Grade 11: successful completion of twelve credits
Grade 12: successful completion of seventeen and one-half credits

Schedule Changes:

- Schedule changes for returning students should be processed with their guidance counselor before summer break.
- After the first week of school, any additional changes require the approval of parents, teachers, and the counselor.
## REQUIREMENTS FOR GRADUATION

- Register for courses that meet departmental and school graduation requirements
- Register for a minimum of six credit hours each year

<table>
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<tr>
<th>Requirements</th>
<th>Grade 9</th>
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<td>W. Cultures I</td>
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<td>U.S. Hist. I</td>
<td>1/2</td>
<td>Choices for GC</td>
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<td>Global Eras</td>
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<td>U.S. Hist. II</td>
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<td>Soc. Issues</td>
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<td>U.S. Govt./AP Govt</td>
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TOTAL REQUIRED CREDITS 20.25
ADDITIONAL ELECTIVES 3.75
TOTAL CREDITS REQUIRED FOR GRADUATION 24.00

Arrows show that course requirements may be taken any of the years indicated.
ACADEMIC INFORMATION

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Point Value</th>
<th>Weighted Point Value</th>
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<tr>
<td>A</td>
<td>95-100</td>
<td>4.00</td>
<td>4.80</td>
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<tr>
<td>A-</td>
<td>94</td>
<td>3.63</td>
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<td>B+</td>
<td>93</td>
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<td>B</td>
<td>87-92</td>
<td>3.00</td>
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<td>B-</td>
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<td>C+</td>
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<tr>
<td>C-</td>
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<tr>
<td>D+</td>
<td>76</td>
<td>1.37</td>
<td>1.64</td>
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</table>

Grade Point Average (GPA):
A student’s official cumulative GPA is calculated at the end of each year. The GPA is computed by multiplying each final grade’s point value times the assigned course credit (see course listings). That product is referred to as the quality points for the course. The sum of all the quality points is then divided by the total number of credits attempted, equaling the GPA. Weighted classes use a multiplier of 1.2 times the grade’s point value.

Incompletes:
Students are responsible for contacting their teachers regarding any missed work. An Incomplete is given only when there are justifiable reasons for late work. The grade for any assignment not resolved within two weeks of the end of the quarter will automatically become an “F” unless other arrangements are made with the teacher and guidance counselor.

Withdrawing from a Class:
When a student needs to withdraw from a given course after the normal period of registration, the withdrawal will be noted on the permanent record. A “WP” notes that satisfactory work was being completed in the course at the time of withdrawal. A “WF” notes failing work at the time of withdrawal. Students who withdraw from a class are not eligible for Honor Roll or Open Study Hall that quarter.

Progress Grades:
A Progress Grade indicates that a student is making significant progress according to the evaluation criteria appearing on the course outline, even though the standard levels of achievement have not been attained. Progress Grades are coordinated by the Learning Support and Guidance staff. A Progress Grade disqualifies a student from the honor roll.

Testing and Examination:
Because tests and assessments are important elements of an effective curriculum, they shall be given in all courses taught at Dock. Such assessments measure achievement and can provide incentives for further learning. The number of assessments given may vary with the nature
of the course. Students should be prepared for quizzes, tests, and final exams. Other assessments will be given at the discretion of the teachers. Students may request alternate scheduling if more than three major tests are scheduled for one day.

**Standardized Testing:**
- Sophomores are eligible to take the PSAT. They must register in the Guidance Office.
- ALL juniors will take the PSAT and the National Merit Scholarship Qualifying Test.
- Juniors are encouraged to take the SAT test in the spring of their junior year.
- Seniors applying for college admissions are expected to take the SAT or the ACT by fall of the senior year.
- See [www.collegeboard.com](http://www.collegeboard.com) or [www.act.org](http://www.act.org) for registration details.

**Academic Awards:**

**Honor Roll**
Students who perform well in their school work are recognized by being placed on the school honor roll. To receive honor roll recognition, a student must earn a 3.0 average (B average). Students are not eligible for the honor roll if they receive Progress Grades or any grade lower than a C, or if they withdraw from a class with either a WP or WF. Honor rolls will be published on the school website and in the local newspaper.

**Graduation Awards**
The school diploma represents a significant achievement of academic pursuit. In addition, the following awards are presented annually as part of the commencement program:

- **Department Awards:** To one senior with the highest subject area achievement as determined by each academic department and the faculty.
- **Summa Cum Laude:** To all with a cumulative GPA of 4.00 or better from grades 9-12
- **Magna Cum Laude:** To all with a cumulative GPA of 3.85 to 3.99 from grades 9-12
- **Cum Laude:** To all with a cumulative GPA of 3.70 to 3.84 from grades 9-12
- **Christopher Dock Awards:** To one boy and one girl recognizing citizenship, scholarship, leadership, and Christian character during their high school career. This high honor is determined by the faculty.

**National Honor Society:**
The National Honor Society chapter at Dock seeks to create enthusiasm for academics, to promote leadership, and to develop character in our students. Students who have a cumulative GPA of 3.3 or higher are considered for the National Honor Society. Membership is granted to students who are selected by a five-member faculty committee. The selection committee reviews each eligible student's Profile Form to help them objectively assess the student for selection in areas including academics, service, leadership, and character.

**Open Study Hall:**
Open Study Hall is an earned privilege that provides an option for juniors and seniors to spend study time outdoors or in designated areas. Eligibility is based on academic performance,
attendance, and other components of school life such as disciplinary actions. The eligibility list is maintained by the Guidance Office.

**NCAA Requirements for College Athletes:**
Students interested in playing Division I, II, or NCAA college sports must meet specific eligibility requirements. See the Guidance Office and [www.ncaa.org](http://www.ncaa.org) for more information.

**Academic Probation:**
Academic probation is applied to certain students based on their prior academic performance. Students on academic probation are ineligible for most co-curricular activities. If unsatisfactory progress is made during the first nine-week probation period, further guidelines and restrictions on the student's time will be enforced. Enrollment may be terminated if satisfactory academic progress is not attained.

**Remediation of Credit:**
Students may be recommended by instructors for approved remediation with an accredited teacher or summer school programs retaking the course to make up subjects failed during the previous school year. If the tutoring option is chosen by the student and recommended by the instructor, details of the expectations are available at the Guidance Office. A maximum of three credits earned through summer school and/or tutoring may be applied toward graduation requirements. Credit received through remediation will raise the final course grade to no higher than a “C.”

**Attendance:**
Regular school attendance is required in order to receive credit for courses. Policies regarding excused and unexcused absences, tardies, and other attendance issues are found on the school website.

**Additional Policies:**
A full listing of policies is found on the school website:
[http://www.dockhs.org/about/campus-expectations](http://www.dockhs.org/about/campus-expectations)
All students and parents are expected to be familiar with these policies.
COVENANT STATEMENT

Dock Mennonite Academy seeks a balanced integration of learning, faith and service in a Christ-centered community. As a school where integrity, respect, and accountability characterize our relationship with each other, all parents (EC - grade 12) and students (grades 5-12) are asked to acknowledge the responsibilities of membership in our school community.

Our Graduate Profile outlines our goals in three areas:

• **Academic** – We welcome students of a wide diversity of academic abilities and backgrounds and strive to maximize the potential of each student.

• **Spiritual** – We seek to assist the church in calling students to follow Jesus Christ with personal faith and commitment.

• **Lifestyle** – We encourage students and alumni to incorporate their intellectual and spiritual learning into a lifestyle which demonstrates:
  § stewardship of time, possessions, and the environment
  § peacemaking in all relationships
  § service-oriented citizenship in local and global communities
  § commitment to moral integrity
  § participation in church, school, and community activities

I, parent/guardian of ________________________________, grade _____, will:

• Support the mission and goals of the school.
• Share in the implementation of school policies.
• Encourage my child to participate positively in the learning process.
• Fulfill our financial obligations to the school.
• Participate in parent-teacher communication, fundraisers, and school activities.

__________________________            __________________________
Mother/Guardian Signature          Father/Guardian Signature        Date

Students in grade 5 through 12 are asked to sign this covenant:

I, ________________________________, student in grade _____, will

• Support the mission and goals of the school.
• Abide by school expectations including attendance, appearance, self-control, and acceptable use of technology.
• Engage in classroom activities, homework, projects, and discussions with integrity and responsibility.
• Respect and protect my own and others’ feelings, bodies, property, and opportunity to learn.

__________________________            Date
Student Signature

As a school, we value the use of restorative practices. Students who continue to make choices that are not consistent with this covenant may be asked to leave the school.

Approved by Board of Trustees, November 15, 2016
ADVANCED LEARNING OPTIONS

Weighted Courses:
These courses may require written departmental approval for enrollment. A multiplier of 1.2 is applied to these courses in recognition of the increase in difficulty and work. For example, an “A” in one of these courses is worth a 4.8 compared to a 4.0 for a standard class. See chart on page 5.

- Advanced Placement Courses - designed to prepare for the corresponding AP exam.
  - AP Biology
  - AP Calculus AB
  - AP Calculus BC
  - AP English Language/Composition
  - AP Environmental Science
  - AP Macroeconomics
  - AP Physics
  - AP Spanish IV Language and Culture
  - AP Spanish V Literature
  - AP Statistics II
  - AP US Government

Students may elect to take AP exams in other subject areas without taking an AP course. Contact the Guidance Office for more information.

- Additional Weighted Courses
  - Advanced Math I
  - Advanced Math II
  - Honors Algebra II
  - Honors American Lit
  - Honors Biology
  - Honors British Lit
  - Honors Chemistry
  - Honors Geometry
  - Honors World Lit

Non-Weighted Advanced Courses:
These courses may require written departmental approval for enrollment. The GPA calculation is not weighted.

- Art:
  - Photography II
  - Portfolio Preparation
  - Independent Studio

- Technology:
  - Web Site Design II

- Family and Consumer Sciences:
  - Child Development II
  - Culinary Arts II
  - Fabrics and Fashion II

- Music:
  - Advanced Music
  - Instrumental Improvisation

- Science:
  - Anatomy and Physiology
  - 21st Century: Big Ideas in Small Places
Dual Enrollment:
The Pennsylvania Dual Enrollment program is designed to encourage high school students to experience post-secondary coursework and related academic rigor while in the supportive environment of high school. Under this program, students receive both high school and college credit for courses taken under approved parameters.

- Dock is collaborating with Mennonite colleges and local community colleges in granting dual enrollment credits.
- Students pay modest tuition fees to the crediting college.
- More information and an application may be obtained in the Guidance Office.
- Many postsecondary institutions in the U.S. grant either elective or required credit for dual/concurrent enrollment courses. Contact the institution regarding policies for transfer credits and dual enrollment. Policies vary by state, institution, and academic department within the institution. See website for more information. ([http://nacep.org/about/what-is-concurrent-enrollment/](http://nacep.org/about/what-is-concurrent-enrollment/))

Online Courses:

- Interactive, online courses are available in several academic disciplines and for AP courses that Dock does not offer on campus. These courses are available through Dock’s collaboration with an online learning provider using certified teachers and standards-aligned curriculum.
- The student applicant must meet with the guidance counselor and submit an application prior to the start of the semester.
- Each student will have a Dock faculty mentor and a certified online teacher for the course.
- The student is responsible for the full cost of the course and any needed books at the time of enrollment. The provider’s policies apply to any dropped courses. Cost for 2016-2017 semester-long courses was approximately $350, and year-long courses cost approximately $700. Cost for books and materials vary.
- AP classes will be weighted on the high school transcript.
- More information and an application may be obtained in the Guidance Office.
- Course offerings include the following:

<table>
<thead>
<tr>
<th>AP English Literature and Composition</th>
<th>French I, II, III, IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Microeconomics*</td>
<td>German I, II, III, IV</td>
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<tr>
<td>AP Psychology*</td>
<td>Japanese I, II</td>
</tr>
<tr>
<td>AP World History</td>
<td>Latin I, II</td>
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<td></td>
<td>Mandarin (Chinese) I, II</td>
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</tbody>
</table>

* Denotes a one-semester course. All others are two semesters.
ART

114  Graphic Design  ¼ credit; elective for 9, 10, 11, 12
This class will focus on the elements and principles of graphic design with an emphasis on 20th century design and recent trends. The student will work with a variety of software programs such as Illustrator and Photoshop. Projects may include program covers, brochures, and T-shirt designs developed for the school community.

116  *Freehand Drawing  ¼ credit; elective for 9, 10, 11, 12
Students will develop skills in this fundamental art medium through an emphasis on clear perception and direct rendering. Using pencil, crayon, charcoal, and pen and ink, students will produce still lifes, portraits, landscapes, and experimental drawings.

118  *Ceramics  ¼ credit; elective for 9, 10, 11, 12
Students will learn several hand-building techniques and work on the wheel to create both functional and creative forms. Decorating with colored clay, imprinted designs, and glazes expands the many possibilities of ceramic construction.

122  Sculpture  ¼ credit; elective for 9, 10, 11, 12
Students will work in the complex world of three dimensions. Sculptures will be created in a variety of mediums including clay, wood, Plaster of Paris, and metal.

130  **Computer Animation  ¼ credit; elective for 9, 10, 11, 12
The course provides experience in Animation in 2D and 3D. Using a variety of software applications, students will design and create basic animations, learn the concepts of storyboarding and character design, and create several animations.

132  **Video Production  ¼ credit; elective for 9, 10, 11, 12
The course provides experience in video production and the variety of aspects that make a successful video: scripting, storyboarding, shooting, editing among others. The students will work in teams and will follow a guided step-by-step process for one or more projects before working on a final project.

134  Film Studies  ¼ credit; elective for 9, 10, 11, 12
Through the study of film, the student will gain an appreciation of the history, technological changes, stylistic movements, and methods of production of this popular art form. Emphasis will be on the development of a critical and analytic understanding of film. The components of the visual language of film, shots, angles, lighting, etc. will be a focus of the class. Other topics include the studio system, genres, the auteur, directors, and actors.

224  Photography  ¼ credit; elective for 10, 11, 12
This course provides experience in contemporary digital photography using digital cameras, scanners, Photoshop, and desktop printers. The emphasis will be on learning basic photo composition, design, and other aspects of the shot, as well as the techniques of Photoshop to enhance the photo. Portraits, landscapes, and a photojournalism series are among the projects. It is recommended that students have the use of a personal digital camera.
226  **Watercolor**  ¼ credit; elective for 10, 11, 12
Basic techniques and methods as well as the experimental will be covered in this class. Emphasis will be on solid techniques and understanding of this fluid medium as a foundation upon which to build a personal style.
Prerequisite: Freehand Drawing

230  ***Independent Studio***  ¼ credit; elective for 10, 11, 12
This course will provide opportunity for students wishing to further develop skills and techniques in a particular medium. The student will work independently on projects developed with input from the instructor.
Prerequisite: Written departmental approval.

300  **Art History**  ¼ credit; elective for 11, 12
Students will study the purposes and meanings of art and the major aspects of art history, with a primary focus on the 20th and 21st centuries. Emphasis will be given to the social, cultural, and political contexts which shaped and were shaped by these recent art movements and the artists who created them.

324  **Photography II**  ¼ credit; elective for 11, 12
The course provides experience in traditional photography, darkroom development and printing of photos, as well as alternative photography such as pinhole cameras. Students will also learn how traditional photography can blend with digital via the scanner, Photoshop, and desktop printers. It is highly recommended to have the use of a personal manual SLR camera. All work is in black and white.
Prerequisite: Photography and permission of the instructor.

328  **Painting**  ¼ credit; elective for 11, 12
Working with acrylic paints, students will learn the methods and techniques of this flexible painting medium. An overview of art periods of the past and contemporary art movements will be included. Bring your own smock.
Prerequisite: Freehand Drawing

340  **Portfolio Preparation**  ¼ credit; elective for 11, 12
The student will work on developing or filling out a portfolio of artwork for a college portfolio assessment. If enrollment is adequate, a regularly scheduled class will meet during first quarter allowing work on a portfolio for the National Portfolio Day in November. Otherwise, students attend a regularly scheduled art class but will work independently on the portfolio and on the area of interest. The class includes interviews of professionals in the field, portfolio critiques, an art journal, and an art show.
Prerequisite: Written departmental approval.
Juniors and Seniors may register for Freehand Drawing and Ceramics a second time under the following conditions: 1) a grade of B or higher the first time, 2) room in the class; first-year registrants have priority, 3) one cannot register for a course twice in the same year. Students registered for an art course the second time will follow an individualized course of work in the course.

**Computer Animation and Video Production may be taken for EITHER Art or Technology Credit. Students should arrange this with their guidance counselor.**

*** Students may enroll in Independent Studio more than once, with written departmental approval.

Note: In conjunction with Eastern Mennonite University, Dock offers a Dual Enrollment opportunity for college credit in Drawing. To meet the requirements for the college credit, the student must take Drawing 116 and Independent Studio 230 (which would continue the Drawing class) in the same year and order. These courses do not need to be taken consecutively. Successful completion of the classes would result in college credit being given. The current tuition fee for one credit of Dual Enrollment is $75.00. Information and an application can be obtained from the Dock Art Department and the Assistant Superintendent of Curriculum and Instruction.
BIBLE

A semester of Bible is required each year. As a main text for these Bible courses, students will use the New International Version Study Bible and the New Revised Standard Version. The Bible Gateway app provides additional resources.

102 Introduction to the Bible ½ credit; elective for 9-12
This course is designed for international students for whom the Bible and Christian concepts are new. Topics of study will include the formation of the Biblical text, themes presented in the Old Testament, how Jesus fulfilled God’s plan, and basic Christian theology. Students will learn ways to navigate and interpret the Bible, become familiar with Christian practices, and be challenged to develop their own response to the Biblical story. This course satisfies the required grade level Bible course.

104 Bible I – Old Testament Survey: A Story Begins ½ credit; required for 9
This course introduces the story of God calling and working with humanity from creation through return from exile. This course includes an introduction to the Biblical text and a chronological study of the Old Testament, focusing on important lessons and themes aimed to develop and enrich students’ relationship with God.

204 Bible II – Jesus and the Gospels: The Story Continues ½ credit; required for 10
This course centers on the life and teachings of Jesus and encourages the students to build a closer relationship with Christ. The course focuses on the Gospels. A 12-hour independent service project, as part of the Building Community curriculum (see page 49), is a significant part of the course.

302 Bible III – The Story of the Church ½ credit; required for 11
In this course, the story of the people of God is studied from the birth of the church around 30 A.D. to contemporary times. Emphasis is placed on the Anabaptist witness throughout the history of the church. The book of Acts and other scriptures provide Biblical foundations for the course. The textbook Through Fire and Water provides an overview of Mennonite history and the roots of historic peace churches.

406 Bible IV – Kingdom Living ½ credit; required for 12
This course seeks to build a Biblical understanding of the Jesus way of peace and suffering love. The theme begins with the Old Testament vision of shalom and continues with the establishment of a new kingdom by Jesus in the first century. The course includes an examination of what it means for kingdom citizens to view life's choices within the context of peace and justice, nonconformity to the world's standards, stewardship, and mission. A variety of resources will be used, but the primary text will be the Bible. The students will be required to complete their off-campus senior experience as a component of this course and the Building Community curriculum (see page 49).
Faith Walk is a class that provides avenues for students to explore their faith. A unique aspect of Faith Walk is each person's participation and sharing from their own faith journey. Together, students grow in faith, freeing and enabling them to share about their relationship to Christ. All students will participate in a retreat.

DIRECTED STUDY

100 Directed Study

Directed study provides learning support for students in a small group setting. The focus of instruction is time management skills, organization, study skills, problem solving, and communication skills. Weekly instruction requires oral and written responses to content. The daily period is used to prepare for classes, edit written work, and review and plan assignments for the week. This directed study option allows for extra time for tests in most subject areas, as well as the availability of computers in the classroom for word processing. An assignment book/planner is required and must be used daily. Instructor approval is required for this class.

110 Directed Study for English Language Learners

Directed Study for English Language Learners is available for students who have a language other than English as their primary language and may be a requirement if the majority of schooling was in a language other than English. The course focuses on improving the four language skills of listening, speaking, reading, and writing. The interpretive, interpersonal, and presentational communication modes will be used. The daily period is used to study and prepare for classes with specific focus on improvement in English skills.

DRIVER EDUCATION

202 Driver Education (Classroom)

Designed to equip the student with the necessary information for driving an automobile, course content will include automotive safety, purchasing an automobile, automotive maintenance, insurance, traffic citizenship, and managing emergency situations. This course is offered strictly as an informational 30-hour course on driving. It is not a “state-approved” on-the-road driver training program.
ENGLISH

100 English Study Skills Ia – Fall
½ credit; for 9

101 English Study Skills Ib – Spring
½ credit; for 9

It is the learning styles of the students, the smaller class size, the teaching methods, and the rate of instruction that may differentiate aspects of this course from standard English classes. This course focuses on the themes of respect and tolerance and integrates the study of reading, writing, speaking skills, language usage, research skills, in-context vocabulary, and library use. Specific content is selected depending on individual student abilities and the collective academic skills of each particular class. Literary selections may include Blue Fish, The Book Thief, Fahrenheit 451, Night, To Kill a Mockingbird, Romeo and Juliet, excerpts from The Odyssey, Antigone, and the option of one independent novel each semester. Writing instruction and practice will be focused on informational pieces, poems, narrative formats, persuasion, and creative writing options. Computer-based research will be included. Prerequisite: Instructor’s approval and English Department recommendation.

102 English Ia – Fall
½ credit; required for 9

106 English Ib – Spring
½ credit; required for 9

Divided into two semesters (1a and 1b), this course integrates the study of reading, writing, speaking skills, language usage, research skills, and vocabulary. This course focuses on the importance of literature, moral decision-making, and young adult issues. A variety of genres from a range of time periods are read, studied, and discussed, and may include Blue Fish, The Book Thief, Fahrenheit 451, Night, To Kill a Mockingbird, Romeo and Juliet, The Adventures of Huckleberry Finn, Antigone, excerpts from The Odyssey, and one independent novel. Refer to the titles listed separately as “Lit. Circle Selections” for books available for reading independently or in small groups.

200 English Study Skills IIa – Fall
½ credit; for 10

201 English Study Skills IIb – Spring
½ credit; for 10

It is the learning styles of the students, the smaller class size, the teaching methods, and the rate of instruction that may differentiate this course from standard English classes. Course content also integrates the study of reading, writing, speaking skills, language usage, research skills, in-context vocabulary, and library use. This course focuses on the themes of the development of the American social, political, and literary thought and the American Dream. Selections include a broad range of American authors and poets and may include The Crucible, excerpts from Walden, The Red Badge of Courage, Their Eyes Were Watching God, Of Mice and Men, The Great Gatsby, The Things They Carried, as well as short stories, poems, and essays. Specific content is selected depending on individual student abilities and the collective academic skills of each particular class. Writing practice is focused on multi-paragraph pieces with relevance to reading comprehension, inference and problem-solving, cause and effect, and persuasion. Prerequisite: Instructor’s approval and English Department recommendation.
Honors:

Interested students are invited to enroll in the Honors English Program which begins the sophomore year. The department uses previous classroom performance including essays and participation in English class as criteria for approving qualified students. In the case of transfer students, existing grades will be used to approve students for the Honors Program. Honors students are required to read an independent book or books over the summer and maintain at least a C average in Honors English.

204 American Literature a Standard – Fall ½ credit; required for 10
208 American Literature b Standard – Spring ½ credit; required for 10
This course is divided into two semesters and integrates the study of reading, writing, speaking skills, language usage, library use, and vocabulary. This course focuses on the themes of the development of American social, political, and literary thought and the American Dream. Selections include a broad range of American authors and poets and may include The Crucible, excerpts from Walden, Narrative of the Life of Frederick Douglass, Uncle Tom’s Cabin, Their Eyes Were Watching God, Of Mice and Men, The Great Gatsby, The Things They Carried, as well as shorter works such as short stories, poems, and essays. Refer to the titles listed separately as “Lit. Circle Selections” for books available for reading independently or in small groups. A summer reading requirement is included.

205 American Literature a Honors – Fall ½ credit; required for 10
209 American Literature b Honors – Spring ½ credit; required for 10
See honors information and course description above. In addition, the honors course may include The Way to Rainy Mountain, The Scarlet Letter, The Grapes of Wrath, The Awakening, My Antonia, selections from Walden, and independent novels. A summer reading requirement is included.

300 English Study Skills IIIa – Fall ½ credit; for 11
It is the learning styles of the students, the smaller class size, the teaching methods, the curriculum content and the rate of instruction that may differentiate this course from standard English classes. This one semester course integrates the study of reading, writing, listening, speaking skills, language usage, library use, and vocabulary, focusing on understanding reading materials such as periodicals, essays, editorials, newspapers, varied internet options, and short non-fiction pieces. Critical writing practice is focused on multi-paragraph essays and personal responses with relevance to reading comprehension, inference and problem solving, cause and effect, and persuasion. A short research paper and computer based research will be included as well as focused preparation for the SAT. Selected British literature options may be included. Instructor’s approval and English Department recommendation required.
English Study Skills IIIb – Spring ½ credit; for 11
It is the learning styles of the students, the smaller class size, the teaching methods, and the rate of instruction that may differentiate this course from standard English classes. This course is designed to be a survey of world literature and integrates the study of reading, writing, speaking skills, language usage, research skills, in-context vocabulary, and library use. Specific content is selected depending on individual student abilities and the collective academic skills of each particular class. Literary selections may include *Kite Runner, One Day in the Life of Ivan Denisovich, All Quiet on the Western Front, Zoli, In the Time of the Butterflies, Things Fall Apart, and Balzac and the Little Chinese Seamstress*. Other selections from various parts of the world may be included in short story or poetry format. Writing practice is focused on multi-paragraph pieces and essays with relevance to reading comprehension, inference and problem solving, cause and effect, and persuasion. A research paper and computer-based research will be included. Instructor’s approval and English Department recommendation required.

British Literature Standard – Fall ½ credit; required for 11
This course is a survey of British literature from 450 A.D. to the 20th century. Major works studied may include *Beowulf, Canterbury Tales, Twelfth Night* and/or *Macbeth, The Importance of Being Earnest, Lord of the Flies, Brave New World*, a Victorian novel, and a broad range of poets. Novel selections may include *Great Expectations, A Tale of Two Cities, Jane Eyre, Wuthering Heights, or Tess of the D'Urbervilles*. A summer reading assignment is included.

British Literature Honors – Fall ½ credit; required for 11
See honors information and course description above. In addition, the honors course includes *Frankenstein*. The summer reading requirement is *The Once and Future King*.

World Literature Standard – Spring ½ credit; required for 11
This course is a survey of world literature, including classic and contemporary texts. Major works studied may include *Kite Runner, Ten Thousand Splendid Suns, One Day in the Life of Ivan Denisovich, All Quiet on the Western Front, Zoli, In the Time of the Butterflies, Cry, the Beloved Country, Things Fall Apart, and Balzac and the Little Chinese Seamstress*. A variety of short stories and poetry from various regions will be included.

World Literature Honors – Spring ½ credit; required for 11
See honors information and course description above. In addition, the Honors course may include *Crime and Punishment, July’s People*, and *Miguel Street*. 
Electives: Note that 400 level electives are open to both juniors and seniors.

Senior Year:
Seniors must take a full credit of English.
Option One: Senior English (1/2 credit); senior elective (1/4 credit); and Communications (1/4 credit).
Option Two: AP English Language and Composition (1 credit), for the full year, which includes Communications.

404 Communications ¼ credit; required for 12
Designed to give practical and intensive instruction in oral communication, this quarter course provides the student with opportunities to plan, develop, and deliver a variety of speeches. Preparation for the Senior Public Presentation, a component of the Building Community curriculum (see page 49), is included.

405 Senior English – Fall ½ credit; required for 12
This one-semester course integrates reading, writing, speaking, and independent study. Students will select a topic, author, genre, or line of inquiry for independent investigation, reading at least two books, or a comparable number of published articles, TED Talks, or other valid sources. An on-line document will be created, and will include the rationale for selections, history with the topic, reading notes, two five-page papers, bibliography, and concluding remarks. Students will work in small groups to read, evaluate, and offer suggestions. A final presentation is required at the semester’s end. Shorter pieces of nonfiction from the text Uncharted Territory will be read, discussed, and used for analysis, critique, and formal and informal writing prompts. The selections in Uncharted Territory were specifically chosen for students making the transition from high school to college or other endeavors, and include classic timeless pieces as well as more contemporary ones. The semester may also include reading and viewing Hamlet and The Importance of Being Earnest. A summer reading assignment is included.

414 Creative Writing ¼ credit; elective for 11 and 12
Emphasis will be on writing and decoding poetry and short stories. There will be short exercises for expanding creative processes. Sharing of student work is expected.

416 Literature of War and Conflict ¼ credit; elective for 11 and 12
Students will read a variety of literature, fiction and nonfiction, poetry and prose, which has been produced during and following various wars and conflicts. Though some attention will be given to the historical and political background of the wars, the primary focus will be on war and conflict in terms of the “Human Condition.” The course is designed as a survey course, providing excerpts from the most popular novels and memoirs, reviews of films, and lyrics to protest poetry and songs. Excerpts from significant movies will be viewed, as well as assigning independent viewing. An independent project will be required.
418 Fantasy and Future ¼ credit; elective for 11 and 12
Provides the tools needed in evaluating and appreciating science fiction and fantasy literature. Novels by J.R.R. Tolkien and George Orwell, as well as a collection of shorter writings will be read and discussed. An independent project is required.

420 Greek Mythology ¼ credit; elective for 11 and 12
Designed to familiarize students with the Greek gods and goddesses who make up the Olympian household, myths of famous Greek heroes and lovers, and the travels of Odysseus as told in The Iliad and The Odyssey.

502 AP English Language and Composition 1 credit; elective for 12
This is a writing-intensive course that builds on the strong foundation of the previous years of English. A yearlong course, it is designed to fulfill expectations for college-level composition courses, with the core goals of assisting students to become skilled readers of a wide variety of texts, both classic and contemporary, and across disciplines, and to become more adept, confident writers, able “to craft expository, analytical, and argumentative essays that form the basis of academic and professional communication, as well as the personal and reflective writing that fosters the ability to write in any context” (AP Central). A summer reading assignment is included. Meets all senior English requirements. Prerequisite: B or better in Junior English courses and written departmental approval.
Lit. Circle Selections

All Over but the Shoutin’ – Bragg
All the Pretty Horses – McCarthy
America’s Dream – Santiago
An American Childhood – Dillard
Angle of Repose – Stegner
Animal Dreams – Kingsolver
Annie John – Kincaid
Ashes of Roses – Auch
Asphalt Angels – Holtwijk
At Risk – Hoffman
Autobiography of Malcolm X – Haley
Bean Trees – Kingsolver
Bell Jar, The – Plath
Bitter Grounds – Benitez
Black Boy – Wright
Black Dog of Fate – Balakian
Bless Me, Ultima – Anaya
Bodega Dreams – Quinonez
Burnt-Out Case, A – Greene
Bury My Heart at Wounded Knee – Brown
Cat’s Cradle – Vonnegut
Cat’s Eye – Atwood
Catch 22 – Heller
Catcher in the Rye – Salinger
Ceremony – Silko
China Boy – Lee
China Men – Kingston
Cold Sassy Tree – Burns
Color of Water, The – McBride
Color Purple, The – Walker
Colors of the Mountain – Chen
Coming of Age in Mississippi – Moody
Crime and Punishment – Dostoyevsky
Cry, the Beloved Country – Paton
Days of Grace – Ashe
Dead Man Walking – Prejean
Don’t Let’s Go to the Dogs Tonight – Fuller
Dreaming in Cuban – Garcia
Drinking Coffee Elsewhere – Packer
Fallen Angels – Myers
 Farewell to Arms, A – Hemingway
Farewell to Manzanar – Houston
First They Killed My Father – Ung
Gathering of Old Men, A – Gaines
Go Tell It on the Mountain – Baldwin
God of Small Things, The – Roy
Good Earth, The – Buck
Grass Dancer, The – Power
Handmaid’s Tale, The – Atwood
Hitchhiker’s Guide to the Galaxy, The – Adams
Honky – Conley
Hope in the Unseen – Suskind
House Made of Dawn – Momaday
House of Mirth, The – Wharton
House of the Spirits – Allende
How the Garcia Girls Lost Their Accent – Alvarez
I Know Why the Caged Bird Sings – Angelou
In Cold Blood – Capote
In Pharaoh’s Army – Wolff
In the Lake of the Woods – O’Brien
Into the Wild – Krakauer
Into Thin Air – Krakauer
Invisible Man – Ellison
Iron and Silk – Salzman
Jane Eyre – Bronte
Johnny Got His Gun – Trumbo
Joy Luck Club – Tan
Jubilee – Walker
Killer Angels, The – Shaara
Lakota Woman – Dog
Last Days of Summer – Kluger
Lesson Before Dying, A – Gaines
Life on the Color Line – Williams
Little Big Man – Berger
Look Homeward, Angel – Wolfe
Madame Bovary – Flaubert
Memoirs of a Geisha – Golden
Moby Dick – Melville
Montana 1948 – Watson
Moses, Man of the Mountain – Hurston
My Ishmael – Quinn
Native Son – Wright
Natural, The – Malamud
Nectar in a Sieve – Markandaya
Obasan – Kogawa
Object Lessons – Quindlen
On the Beach – Shute
On the Road – Kerouac
One Flew Over the Cuckoo’s Nest – Kasey
One True Thing – Quindlen
Other Side of the River, The – Kotlowitz
Our Lady of the Forest – Guterson
Os-Bou Incident, The – Clark
Patchwork Planet – Tyler
Paula – Allende
Perfect Storm, The – Junger
Poisonwood Bible – Kingsolver
Portrait of the Artist as a Young Man – Joyce
Prayer for Owen Meany, A – Irving
Price of a Child, The – Cary
Rebecca – du Maurier
Reservation Blues – Alexie
Reviving Ophelia – Piper
Ring of Endless Light, A – L’Engle
Road from Coorain, The – Conway
Room of One’s Own – Wolff
Scarlet Pimpernel – Orczy
Secret Life of Bees, The – Kidd
Shoeless Joe – Kinsella
Sister of My Heart – Divakaruni
Slaughterhouse Five – Vonnegut
Snow Falling on Cedars – Guterson
So Long, See You Tomorrow – Maxwell
Stranger, The – Camus
Tenth Man, The – Greene
This Boy’s Life – Woolf
Tortilla Curtain, The – Boyle
Traveling Mercies – Lamott
Tuesdays with Morrie – Albom
Unafraid of the Dark – Bray
Waiting for Odysseus – McLaren
Watership Down – Adams
When Heaven and Earth Changed Places – Hayslip
Winesburg, Ohio – Anderson
Wise Blood – O’Connor
Woman Warrior – Kingston
Yellow Raft in Blue Water – Dorris
FAMILY AND CONSUMER SCIENCES

136  Culinary Arts I  ¼ credit; elective for 9, 10, 11, 12
This course is designed to give students optimum exposure to different types of food preparation techniques and hands-on experience in the kitchen. Labs consist of quick and yeast bread products, appetizers, garnishes, soups and homemade pizza. The cost and nutritional analysis of each food product is reviewed.

140  Food Science and Nutrition  ¼ credit; elective for 9, 10, 11, 12
This course will analyze basic nutrition and food science principles and current technological trends that impact the food industry. Students will analyze and prepare foods, which meet the nutritional needs of individuals across their lifespan.

230  Fabrics and Fashions I  ¼ credit; elective for 9, 10, 11, 12
A historic review of 20th century fashion, simple pattern making, clothing construction, and current trends in fashion. Students will explore how the knowledge of construction techniques can be advantageous for personal use, a service to others, or a potential career choice. Each student will create an original design.

238  Ethnic Cuisine (Not offered in 2017-18)  ¼ credit; elective for 9, 10, 11, 12
Students will prepare and taste various foods from around the world. This course is designed to give students an understanding of the ingredients, flavors, spices, and cooking techniques of the world’s cuisines. Students will investigate how climate, culture, religion, and social customs influence a particular cuisine.
Note: Course will be offered alternately with Regional and Historic Cuisine.

260  Regional and Historical Cuisine (Offered in 2017-18)  ¼ credit; elective for 9, 10, 11, 12
This course is designed to give students an understanding of regional cuisines and historical cooking in the United States. In addition to learning about colonial foods and food from various regions, students will research a particular geographic region and demonstrate making a food that is unique to that region.
Note: Course will be offered alternately with Ethnic Cuisine.

342  Child Development I  ¼ credit; elective for 11, 12
A study of prenatal development and childbirth, growth patterns of the preschool child, children's health, and children's emotions. A major project of the course is to observe a child and record observations.

348  Gerontology  ¼ credit; elective for 11, 12
This course will promote understanding of the aging process and the needs of older adults in our society. Students will analyze societal changes and their impact on aging. Students will plan and participate in various activities at Dock Woods Community or other local retirement centers.
352 Housing and Design ¼ credit; elective for 9, 10, 11, 12
A study of housing in the past, present, and future. Topics include floor plans, interior decoration, buying home furnishings, and money management. A house floor plan will be completed on the computer.

404 Family Living ½ credit; required for 12
This course focuses on the family as a social institution. Students will examine current trends in society and their impact on the family. Topics include relationship skills, dating, marriage, parenting skills, and managing family finances. All students will participate in an infant care exercise using a Baby-Think-It-Over™ Infant Simulator.

430 Fabrics and Fashions II ¼ credit; elective for 10, 11, 12
An independent study designed for the student who has above average sewing skills and desires the opportunity to continue increasing his/her skill level. Students will construct several garments, learn a new craft technique (knitting, crocheting, embroidery, and/or counted cross stitching), act as a student aide in the Fabrics and Fashion class, and learn more about sewing as a hobby and business venture.
Prerequisite: At least a B in Fabrics and Fashions and written departmental approval.

436 Culinary Arts II ¼ credit; elective for 11, 12
This course is designed for students who have already taken a foods course and want to continue to advance their culinary expertise. Students will cook, learn more about nutrition, study the economic cost of foods they create, and complete an independent research project.
Course content includes planning, cooking, observation, portfolio development, research, presentation, and evaluation of food.
Prerequisite: At least a C in a foods class and written departmental approval.

442 Child Development II ¼ credit; elective for 11, 12
Students who have taken Child Development and want to pursue further advanced study in the field may take this course with departmental approval. Students will be scheduled to meet during the time the introductory course is being offered, but their class time will be a combination of on-site experience, observation, portfolio development, and independent study in areas that are essential to preparation for these careers.
Prerequisite: At least a B in Child Development and written departmental approval.
HEALTH

102  Current Issues in Health  ¼ credit; required for 9  
This course will address topics related to personal health. Students will formulate appropriate response behaviors to nutrition, eating disorders, mental health, addictions, communication, relationships, personal safety, and sexuality. Understanding and applying healthy choices and a positive self-concept will be addressed.

312  First Aid  ¼ credit; elective for 11, 12  
The intent of this course is to help students feel more confident of their ability to act appropriately in the event of an emergency before medical help arrives. Students who successfully complete this course will receive American Red Cross certification in Standard First Aid and CPR/AED-Adult and Child plus infant CPR.
Note: Several courses require a programmable graphing calculator. If purchasing a new calculator, a TI-84 Plus or TI-84 Plus Silver is recommended for the memory capacity and features.

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<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>114 Algebra Ia</td>
<td>1</td>
<td>for 9, 10, 11, 12</td>
<td>Students use reasoning and discovery to learn basic skills and concepts of Algebra in a problem-solving environment. Basic skills include operations with integers and variable expressions, solving and graphing linear equations, and solving systems of linear equations. Time will be spent in having students develop problem-solving skills and in having students make numerical, graphical, and algebraic connections in their work. Analysis of linear functions, as well as an introduction to other types of functions, and work with ratios will prepare students for additional work in subsequent math courses. Designed for the students who are not ready to take a full year of Algebra I. Students will cover the topics in the first half of the regular Algebra I course with more time taken to develop topics, practice new skills, and review material. Does not meet the requirements for entering Geometry.</td>
</tr>
<tr>
<td>115 Algebra Ib</td>
<td>1</td>
<td>for 9, 10, 11, 12</td>
<td>Students use reasoning and discovery to learn basic skills and concepts of Algebra in a problem-solving environment. Basic skills include operations with integers and variable expressions, factoring of polynomials, solving linear and quadratic equations and inequalities, and solving systems of linear equations. Time will be spent in having students develop problem-solving skills and in having students make numerical, graphical, and algebraic connections in their work. Analysis of linear and quadratic functions, as well as an introduction to other types of functions, work with ratios, square roots, and absolute value will prepare students for additional work in subsequent math courses. Designed for students who have taken Algebra IA. Students will essentially cover the topics in the second half of the regular Algebra I course with more time taken to develop topics, practice new skills, and review material. Prerequisite: Algebra IA</td>
</tr>
<tr>
<td>116 Algebra I</td>
<td>1</td>
<td>for 9, 10, 11, 12</td>
<td>This course aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems of equations; extending these skills to solving quadratic and exponential functions; exploring functions, including sequences, graphically, numerically, symbolically, and verbally; and using regression techniques to analyze the fit of models to distributions of data.</td>
</tr>
</tbody>
</table>
Foundations of Geometry
This course is designed to teach students the basic concepts of geometry with emphasis on where and how these concepts are used in everyday life. Basic concepts include identifying geometric shapes and figures; finding perimeter, area, and volume of simple geometric figures; identifying similar and congruent geometric figures and exploring their relationships; finding missing pieces of right triangles using trigonometric functions and the Pythagorean Theorem; using rigid transformations of reflection, rotation, and translation; and exploring relationships of parallel lines. A review of basic concepts of Algebra is inherent in this course. Does not meet the requirements for entry into Algebra II.
Prerequisite: Algebra Ia and Algebra Ib and written department approval.

Geometry Standard
This course emphasizes several big ideas in an integrated algebra/geometry context. The key concepts addressed in this course are: transformations and symmetry, relationships between figures, properties of plane figures, measurements of plane figures, measurements of three-dimensional shapes, tools for analyzing and measuring shapes, investigation and proof, geometric construction, algebra, right triangle trigonometry, and probability. Derivation and applications of the Laws of Sines and Cosines and of inverse trig functions are also studied. The course is structured around problems and investigations that build spatial visualization skills, conceptual understanding of geometry topics, and an awareness of connections between different ideas. Lessons are structured for students to collaborate actively by working in study teams.
Prerequisite: Algebra I

Geometry Honors
Students enrolled in honors geometry will be placed in a standard geometry classroom and will be expected to participate in regular classroom activities and complete assignments for the standard geometry course. Additional work will also be assigned, both in class and as homework, to allow students to explore some of the topics being studied at a deeper level. Honors geometry students will also have a research/writing project to do each quarter, and assessments will include alternate problems at a more challenging level. Honors geometry students will at times work in groups of honors students, and at times will work in groups containing standard and honors students.
Prerequisite: At least a B in Algebra I and written departmental approval.

Algebra II Standard
Students use reasoning and discovery to learn more advanced skills and concepts of algebra in a problem-solving environment. Students will study various types of functions including polynomial, logarithmic, exponential, and trigonometric functions. Discrete math topics of matrices, probability, statistics, and counting and sampling are included in the course. A programmable, graphing calculator is required. (See note on page 25.)
Prerequisite: Algebra I and Geometry.
Algebra II Honors 1 credit; for 9, 10, 11, 12

Students enrolled in honors Algebra II will be placed in a standard Algebra II classroom and will be expected to participate in regular classroom activities and complete all assignments for the standard Algebra II course. Additional work will also be assigned, both in class and as homework, to allow students to explore some of the topics being studied at a deeper level. Honors Algebra II students will also have a research/writing project to do each quarter and assessments will include alternate problems at a more challenging level. Honors students will at times work in groups of honors students, and at times will work in groups containing standard and honors students. A programmable, graphing calculator is required. (See note on page 25)
Prerequisite: At least a B in Geometry and written departmental approval.

Statistics I ½ credit; elective for 11, 12

This semester course will cover the topics most often found in the first half of introductory statistics courses taught in departments of statistics or mathematics at the college level. The three areas of study are 1) exploring data through patterns 2) planning a study by deciding what/how to measure and 3) producing models by using probability theory and simulations. A programmable, graphing calculator is required. (See note on page 25) Scheduled concurrently with AP Statistics I.
Prerequisite: At least a C in Algebra II.

AP Statistics I ½ credit; elective for 11, 12

This course will cover the topics most often found in the first half of introductory statistics courses taught in departments of statistics or mathematics at the college level. The three areas of study are 1) exploring data through patterns 2) planning a study by deciding what/how to measure and 3) producing models by using probability theory and simulations. This course is designed to cover the first half of a statistics AP course, allowing the student to either continue on for a second semester or use the information as a foundation for a college statistics course. This course differs from Statistics I in that it is part of an approved AP course, potentially resulting in college credit for the course. Assessments are more rigorous and more heavily weighted than in Statistics I, and additional AP-style practice problems will be assigned frequently throughout the semester. A programmable, graphing calculator is required. Scheduled concurrently with Statistics I.
Prerequisite: B or better in Algebra II

AP Statistics II ½ credit; elective for 11, 12

This course will cover the topics most often found in the second half of introductory statistics courses taught in departments of statistics or mathematics at the college level. The course will continue to involve the concepts developed in Statistics I as well as making statistical inferences from data and confirming models. The course will provide the necessary background for the Statistics Advanced Placement Examination which will be administered in mid-May. Students who successfully complete the course and examination may receive credit, advanced placement, or both for a one-semester introductory college statistics course. Statistics II is weighted. A programmable, graphing calculator is required. (See note on page 25) Prerequisite: At least a C in Statistics I.
Advanced Math I ½ credit; elective for 11, 12
Students learn to solve logarithmic, exponential, and trigonometric equations and are introduced to the concept of mathematical modeling using these equations. Area under the curve is explored as a precursor to integration in calculus. A programmable, graphing calculator is required. (See note on page 25)
Prerequisite: Algebra II.

Advanced Math II ½ credit; elective for 11, 12
Students continue their study of topics in Advanced Math I as well as studying vectors, polar coordinates, and parametric equations. Students do further study of arithmetic and geometric sequences and series as well as begin to explore the concepts of limit and rate of change in preparation for working with derivatives in calculus. A programmable, graphing calculator is required. (See note on page 25)
Prerequisite: Advanced Math I.

AP Calculus AB 1 credit; elective for 11, 12
Studies in elementary functions, differential calculus, and integral calculus will provide the necessary background for the Calculus AB Advanced Placement Examination which will be administered in mid-May. A programmable, graphing calculator is required. (See note on page 25)
Prerequisite: At least a C in Advanced Math I and II.

AP Calculus BC ½ credit; elective for 11, 12
Students will review topics in differential and integral calculus from the AB Calculus course, as well as study the additional topics in the BC Calculus curriculum. The topics include derivatives of parametric and polar equations, arc length of parametric and regular functions, areas of polar graphs, integration by parts and partial fractions, various convergence/divergence tests for power series, and MacClaurin polynomials and Taylor polynomials and series. A programmable, graphing calculator is required.
Prerequisite: At least a C in AB Calculus.

The following courses are also listed in the Technology/Business Department and can be applied to Math requirements for graduation. Students should arrange this with their guidance counselor.

Personal Finance ½ credit; elective for 10, 11, 12
This course explores the use of mathematics in the many aspects of personal finance. The student learns to balance bank statements and compute discounts, commissions, depreciation, gross pay, net pay, simple interest, compound interest, and taxes. Use of iPad apps to track and compute finances is an integral part of this course. This training will enable the student to complete financial statements for personal use.
Prerequisite: At least a C in Algebra Ia and Ib or at least a C in Algebra I
Foundations of Accounting ½ credit; elective for 10, 11, 12
Basic principles of double entry accounting are taught. Emphasis is placed on the accounting cycle, with an introduction to special journals and ledgers. A project and practice sets are used to give practical experience. The course is recommended as an elective, particularly for those interested in careers in accounting, business, or economics.
Prerequisite: At least a C in Algebra Ia and Ib or at least a C or higher in Algebra I
MUSIC

112 Basic Music ¼ credit; elective for 9, 10, 11, 12
Knowledge of basic music theory and history will be taught. Listening and appreciation will be included. This course is designed for students who have had little musical instruction.

117 Chorale ½ credit; elective for 9, 10
This choir will concentrate on tone building, pitch matching, individual confidence, sight-singing, and performance standards and will participate in at least one major concert each semester. Repertoire will be chosen from a variety of styles and traditions. Periodically, aspects of music history and theory will be studied. This course may be repeated.

120 Class Guitar I ¼ credit; elective for 9, 10, 11, 12
For beginners only. Emphasis on playing the guitar with coverage of its history. Students will learn the major and minor chords, strumming and picking techniques, and note reading.

123 Instrumental Improvisation ¼ credit; elective for 10, 11, 12
Students who play keyboard, guitar, string bass, electric bass, or any of the standard band or orchestra instruments will learn how to improvise on their instrument. Basic chord structure will be related to the keyboard as well as to each of the instruments represented. Prerequisite: Written departmental approval.

128 Class Voice ¼ credit; elective for 9, 10, 11, 12
An in-depth study of the mechanics of vocal production. Emphasis will be placed upon the development of breath support, resonance of tone, proper diction, performance practices, and musicianship. This course may be repeated.

134 Orchestra – Yearlong ½ credit; elective for 9, 10, 11, 12
Students who play a string instrument will build skills in ensemble playing, tone production, intonation, sight-reading, technical and musical playing. Students will participate in at least one major concert each semester. Repertoire will be chosen from a variety of styles and time periods. Periodically, aspects of music theory and history will be studied. Auditions will be scheduled as necessary. This course may be repeated.

135 Concert Band – Yearlong ½ credit; elective for 9, 10, 11, 12
Students who play a wind or percussion instrument will build skills in ensemble playing, tone production, intonation, sight-reading, technical and musical playing. Students will participate in at least one major concert each semester. Repertoire will be chosen from a variety of styles and time periods. Periodically, aspects of music theory and history will be studied. Auditions will be scheduled as necessary. This course may be repeated.
140 **Class Piano** ¼ credit; elective for 9, 10, 11, 12
This course is designed for beginner level piano students. This class, which will meet in the music lab, will focus on note reading, rhythmic counting, scale and chord study, performance preparation, and composition.

220 **Class Guitar II** ¼ credit; elective for 9, 10, 11, 12
As a second level of guitar instruction, Class Guitar II is intended for students who have already taken Class Guitar or who have had six months or more of private guitar instruction. The class will be performance-oriented.

310 **Advanced Music** ¼ credit; elective for 11, 12
This course is designed for those students with previous musical experience. Emphasis will be placed upon music theory, composition, and conducting. The music lab will be utilized extensively in this course. This course may be repeated.
Prerequisite: Written departmental approval.

312 **Concert Choir** ½ credit; elective for 11, 12
This ensemble will perform at the Fall and Christmas concerts during first semester. Repertoire will be chosen from a variety of styles and traditions.

314 **Touring Choir** ½ credit; elective for 11, 12
Touring Choir is an auditioned ensemble that performs in a variety of settings throughout the spring semester. The choir participates annually in the Mennonite Schools Council (MSC) Choir Festival and periodically tours throughout the United States and abroad.
PHYSICAL EDUCATION

At the heart of Dock’s physical education program is physical fitness. Freshmen will be introduced to the Longacre Fitness Center in the first weeks of class. In grades 9 and 10, students will be introduced to a number of core sport activities, while continuing to use the Fitness Center. In grades 11 and 12, students will take three electives along with one quarter of either Advanced Physical Fitness or Outdoor Adventure. Fitness test results will be maintained for each student on a personal fitness record which will be used for individual goal setting. All physical education classes are co-educational.

102 Freshmen PE I ¼ credit; required for 9
This course will cover the fundamental elements of physical fitness, tennis, speedball, and recreational games.

104 Freshmen PE II ¼ credit; required for 9
This course will cover the fundamental elements of badminton, pickleball, volleyball, racquetball, and team handball, combined with use of the Longacre Fitness Center.

202 Sophomore PE I ¼ credit; required for 10
This course will cover the fundamental elements of basketball, floor hockey, and indoor recreational games, combined with use of the Longacre Fitness Center.

204 Sophomore PE II ¼ credit; required for 10
This course will cover the fundamental elements of golf, soccer, field hockey, and lacrosse, combined with use of the Longacre Fitness Center.

Juniors and seniors may choose from the following electives, with these parameters:

- One quarter of Advanced Physical Fitness or Outdoor Adventure is required.
- No classes may be duplicated.

335 Flag Football ¼ credit; elective for 11, 12
This course will cover the basic techniques of passing, catching, blocking, and kicking used in the game of football. Participants will learn defensive and offensive tactics for playing flag football.

346 Rhythm and Movement in Physical Education ¼ credit; elective for 11, 12
The scope of this course will cover aerobic movements, basic gymnastic floor exercises, and traditional folk dances. Class time will also be spent looking at the roles of physical fitness, balance, and tradition within the dances.

358 Recreation Games ¼ credit; elective for 11, 12
This course will cover different aspects related to recreation games, from the learning perspective and the teaching perspective.
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Grade Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soccer</td>
<td>¼</td>
<td>11, 12</td>
<td>This course will cover individual fundamental techniques, history of soccer, and soccer officiating.</td>
</tr>
<tr>
<td>Leadership in Sport</td>
<td>¼</td>
<td>11, 12</td>
<td>The scope of this course will cover both active participation in sport/recreation activities and leadership elements of these activities. Time will also be spent viewing these sport/recreation activities from the perspectives of a coach, team captain, and referee.</td>
</tr>
<tr>
<td>Advanced Physical Fitness</td>
<td>¼</td>
<td>11 or 12</td>
<td>This course is designed to build on the elements learned in freshmen and sophomore physical education classes. Emphasis will be placed on exercise, nutrition, stress management, along with advanced cardiovascular fitness and personal training techniques. This requirement can also be met with the Outdoor Adventure elective.</td>
</tr>
<tr>
<td>Volleyball</td>
<td>¼</td>
<td>11, 12</td>
<td>This course will cover the rules, skills, and strategies of the game of volleyball.</td>
</tr>
<tr>
<td>Basketball</td>
<td>¼</td>
<td>11, 12</td>
<td>This class will cover the fundamental strategies and rules of basketball.</td>
</tr>
<tr>
<td>Badminton</td>
<td>¼</td>
<td>11, 12</td>
<td>This course will cover the basic rules, techniques, and strategies of badminton.</td>
</tr>
<tr>
<td>Tennis</td>
<td>¼</td>
<td>11, 12</td>
<td>This course will cover the rules, skills, and strategies of the game of tennis.</td>
</tr>
<tr>
<td>Outdoor Adventure</td>
<td>¼</td>
<td>11, 12</td>
<td>This course will cover outdoor recreation, biking, hiking, camping, nutrition, and physical fitness.</td>
</tr>
</tbody>
</table>
SCIENCE

To gain a broad understanding of science, all Dock students must complete at least 3.5 credits in the following areas:

- One credit in Biology or Honors Biology (grade 9)
- One credit in Foundational Chemistry, Chemistry, or Honors Chemistry (grade 10)
- One credit in Foundational Physics, Physics, or AP Physics I (grade 11, 12)
- **One-half credit in Environmental Science or AP Environmental Science (grade 11, 12)**

Please note science and math prerequisites when choosing courses. Honors courses are open to any student who meets the prerequisites. The following examples show typical progression.

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11/12</th>
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</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Foundational Chemistry</td>
<td>Foundational Physics</td>
</tr>
<tr>
<td>Honors Biology *</td>
<td>Chemistry</td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td>Honors Chemistry*</td>
<td>AP Physics*</td>
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<td></td>
<td></td>
<td>Environmental Science</td>
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<tr>
<td></td>
<td></td>
<td>AP Environmental Science*</td>
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<tr>
<td></td>
<td></td>
<td>AP Biology*</td>
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</tbody>
</table>

*weighted course

Courses that meet graduation requirements:

102 Biology

This course presents students with the challenge of studying life. It provides a study of the general principles and concepts of biology and their relationship to society. Biology increases student ability to make observations. The course involves laboratory work designed to incorporate applications of the scientific method. Topics include the nature of the scientific process, molecular and cellular biology, genetics, evolution, microorganisms, plants, animals, and biomes.

110 Honors Biology

This course provides a study of the general principles and concepts of biology and their relationship to society. Biology increases student ability to make observations. The course involves laboratory work designed to incorporate applications of the scientific method. Focus is placed on molecular and cellular biology, natural laws, maintenance of living systems. The honors level of Biology follows the same topics as the Biology course, but at a faster pace and with more detail. This course is recommended for those students who wish to pursue science or medicine at the college level and have done primarily “A” level work in middle school.

Prerequisite: Completed or currently in Algebra I; written departmental approval following application (Available at [www.dock.org](http://www.dock.org))
204 Foundational Physics

1 credit; meets Physics req. for 11,12

Physics involves the study of objects and their properties. This course builds a foundation for understanding physics. Topics include the role of force, motion, and energy, and explores sound light, electricity, and magnetism. This course is recommended for students in grade 10 who have completed Algebra Ia.

Prerequisite: Chemistry and written department approval

212 Foundational Chemistry

1 credit; meets Chem. req. for 10

This course is a study of chemical concepts related to issues in today’s world. Student-oriented activities and laboratory exercises will be used to study atomic and molecular structure, the periodic table, chemical reactions and equations, states of matter, and energy-matter relationships.

Prerequisite: Written departmental approval

213 Chemistry

1 credit; meets Chem. req. for 10

This course is a traditional study of matter and how it changes. This scientific approach to chemistry includes units on atomic and molecular structure, chemical equations, the mole and stoichiometry, states of matter, gas laws, kinetic theory, oxidation-reduction reactions, and pH.

Prerequisite: Biology, Algebra 1

214 Honors Chemistry

1 credit; meets Chem. req. for 10

This rigorous chemistry curriculum emphasizes critical thinking skills. It is intended for the student who is an independent worker with solid reading comprehension and retention skills. This course includes units on the mole, stoichiometry, molecular structure, bonding, chemical equation, gas chemistry, liquid chemistry, acid-base relationships, energy-matter relationships, and oxidation reduction reactions. There is minimal review of previously taught concepts.

Prerequisites: At least a C in Honors Biology or a B in Biology; at least a B in Algebra I; written departmental approval following application (available at www.dock.org)

332 Environmental Science

½ credit; required for 11, 12

This course focuses on earth systems and limited natural resources (water, air, soil and energy). Time will be spent exploring the consequences of students’ consumer and consumption choices and how these choices fit into a Biblical worldview of stewardship and justice.

410 Physics

1 credit; meets Physics req. for 11, 12

This course is a traditional study of the physical universe including motion, waves, sound, light and subatomic matter. During this class the student will develop an understanding of how the natural world works as well as further development of critical thinking and analytical skills.

Prerequisite: Algebra II or concurrently taking Algebra II
510 AP Biology 1 credit; meets Env. req. for 11, 12
This college-level course provides students with an opportunity to develop a conceptual framework for modern biology, emphasizing applications of biological knowledge and critical thinking to environmental and social concerns. AP Biology meets the Environmental Science requirement; students should not sign up for both.
Prerequisite: Biology or Honors Biology, Chemistry or Honors Chemistry and written departmental approval.

512 AP Physics 1 credit; meets Physics req. for 11, 12
This Algebra-based course is equivalent of the first semester of an introductory, algebra-based Physics college course. The course is designed to foster deeper conceptual understanding through student-centered, inquiry-based instruction. Students have time to master foundational physics principles while engaging in science practices to earn credit or placement.
Prerequisite: Algebra II

532 AP Environmental Science ½ credit; meets Env. req. for 11, 12
This is a college-level science course which aims to equip students with the necessary vocabulary, laboratory techniques, thought-patterns, and study skills necessary for college-level material. This course mirrors a first semester college environmental science course, and is intended for students who are seriously considering the pursuit of a science-based major in their higher education. This course emphasizes and reinforces many of the concepts that students have learned in their early years of science, adding layers of depth and complexity to the interdisciplinary field of environmental science. Areas of study include earth systems, the living world, population, land and water use, energy resources and consumption, pollution, global change, and environmental ethics. Students who take this course are expected to take the AP Environmental Science exam in the spring after completing the course. AP Environmental Science meets the Environmental Science course requirement.
Prerequisite: Written departmental approval; Honors course level experience is recommended.

Science Electives: Do not meet Science graduation requirements

205 Electricity and Electronics Projects ¼ credit; elective for 9, 10, 11, 12
Elementary electricity and electronics theory will be studied. Some basic kits and electronic devices will be built by all students. As a culminating project, students will build electronic devices such as power supplies, photoelectric switches, and digital components.

206 Forensics Trace Evidence ¼ credit; elective for 9, 10, 11, 12
Who is responsible for….? Forensic science is a broad term that encompasses several disciplines, each having sub-specialties. This course will focus on physical evidence that is left at a crime scene. Each week this hands-on class will explore a different forensic topic through interactive lessons and lab activities. Students will learn about different aspects of forensic science from careers involved to trace evidence that could be found at a crime
scene. The class will include individual projects and lab analysis culminating with a final crime scene.

208 Forensic Anthropology ¼ credit; elective for 9, 10, 11, 12
How did this person die….? Forensic science is a broad term that encompasses several disciplines, each having sub-specialties. This course will focus on evidence on the body that is left at a crime scene. Each week this hands-on class will explore a different forensic topic thru interactive lessons and lab activities. Students will learn about different aspects of forensic science from careers involved to how the time of death and inspection of the body can lead to reconstruction of what happened for use in court. The class will include individual projects and lab analysis culminating with a final crime scene report.

224 Introduction to Astronomy ¼ credit; elective for 9, 10, 11, 12
Astronomy is the study of the universe. In this class, focus is placed on the overall design of the universe and how our understanding of that design has developed through history. Topics include observational astronomy, the formation of galaxies, stars, and our solar system. Known and unknown compositions of the universe are discussed.

320 Human Anatomy and Physiology ½ credit; elective for 11, 12
The study of anatomy and physiology presents students with the challenge of understanding anatomical structures and how these structures work as parts of intricate systems to form a functioning human. This course is designed as a foundation for students interested in learning how we as humans function, and also for those interested in entering future study fields of medicine, biology, physical therapy, and other related fields. A major part of the course will involve development of dissection techniques with a preserved mammalian species. Prerequisite: Biology.

326 21st Century Science: Big Ideas in Small Places ¼ credit elective for 11, 12
This hands-on course is centered on laboratory experiments and activities. Career exploration and ethical considerations within these emerging fields will be discussed. Students will explore biotechnology through lab experiments to replicate DNA, isolate proteins, and identify genetically modified foods (GMO). The experiments in nanotechnology will introduce students to a field of science that is changing the nature of almost every human-made object in this and future centuries. It is happening more quickly than people realize and is opening a new list of scientific careers. This course does not have a prerequisite and therefore is open to all juniors and seniors interested in exploring these science fields.

**The Environmental Science requirement can also be met with 510 AP Biology (1 credit course).
SOCIAL STUDIES

<table>
<thead>
<tr>
<th>Required Course Sequence</th>
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<tbody>
<tr>
<td><strong>Grade 9</strong></td>
</tr>
<tr>
<td>World Cultures I</td>
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<td>World Cultures II</td>
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<tr>
<td>World Cultures III</td>
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</table>

120 **World Cultures I** ½ credit; required for 9
This course is designed to introduce students to the broad sweep of the development of human culture and world civilizations. Students will explore the many factors that came together to create what we call “civilization.” This chronological historical survey will focus on social, religious, political, and economic systems. It will include a look into the development of philosophy, technology, and the arts. Students will engage in geographical studies to enhance their understanding of the development of human history.

140 **World Cultures II** ¼ credit; required for 9
This course is designed to familiarize students with the many and varied cultures of the contemporary world. The course will celebrate the diversity of human culture and seek to identify cultural attitudes, behaviors, and values (worldview) within culture that result in misunderstandings across cultures. The student will be challenged to answer the question of why today’s world is the way it is.

160 **World Cultures III** ¼ credit; required for 9
This course will explore the effects of the global interconnectedness of our modern world. Students will be enabled to identify and articulate their “world view.” The course is designed to be an introduction to basic concepts of macroeconomics. Students will research the impact of the global economy on the environment, human health, and material disparity. Case studies will be utilized and simulations will play a major role in the educational process.

220 **U.S. History I** ½ credit; required for 10
A survey of U.S. history from the Colonial Era through 1900. The growth of the United States as a multi-cultural society will be examined giving careful attention to the place of Native Americans, Africans, and other Non-European peoples. Throughout the study, the local dimension will be given particular consideration. The period of colonialism followed by the development of a new nation will be highlighted. The course will review the period of Civil War and Reconstruction and examine the growing industrialization of the United States and territorial expansion.
240 U.S. History II ½ credit; required for 10
This course examines developments in U.S. history from the turn of the 20th century to the present. The course explores the implications of the emergence of the United States as an industrial giant and world power, the involvement of the U.S. in World War I, the causes of the Great Depression and governmental responses, the cause and effect of World War II, and the impact of the cold war on American policy. Added emphases include issues related to economic conditions, political trends, immigration, minorities’ rights, cultural change, environmental and consumer concerns, and the role of the United States in today’s world.

310 Social Issues ¼ credit; required for 11
Examines current social problems in light of causes, nature, extent, and impact, and evaluates efforts of social agencies, private institutions, and the government to deal with them. Challenges the student to develop a personal sense of responsibility that translates into social action. Includes a three-day, group study/service experience in Washington, D.C.

320 Conflict Resolution ¼ credit; required for 11
This course will give students the opportunity to learn how to resolve their differences peacefully and help them develop effective ways of living and working together. This course will emphasize making personal connections to the skills and concepts of conflict resolution. The course will include self-reflection through observation, writing, reading, role play and discussion.

324 Choices for Global Citizens ¼ credit; required for 11
This course will focus on three areas of significant world interest. The curriculum units will include material developed by Brown University’s Watson Institute for International Studies. Background reading, primary sources and role-play exercises will help students think critically and examine topics from a variety of perspectives. At least two of the three units in the course will examine international topics.

414 U.S. Government ¼ credit; required for 12
This course will survey the government of the United States focusing on the federal system and the three branches of the national government: executive, legislative, and judicial. Attention is given to responding to government in the context of the priorities of the kingdom of God. A simulation that reinforces the concepts learned is also a part of the course.

420 Economics ¼ credit; required for 12
This course will focus on macroeconomic concepts. Exploration of economic systems, markets, the role of government, and the global economy is included. Students will explore how our faith intersects with current economic issues.

424 Global Eras ½ credit; required for 12
This course focuses on world history from the 1500s to the present. Of particular interest will be the European Age of Exploration, The Enlightenment, Industrial Revolutions, and European imperialism and colonialism. Attention will be given to how these movements shaped the modern world for both European and non-European civilizations.
550  AP U.S. Government  ½ credit; meets U.S. Govt. req. for 11, 12
This Advanced Placement level course provides a framework for understanding the
purposes, principles, and practices of American Government as established by the United
States Constitution. Students examine their rights and responsibilities as citizens and explore
ways to exercise these in the context of Christian faith. Meets the U.S. Government
requirement.

552  AP Macroeconomics  ½ credit; meets Econ. req. for 11, 12
This Advanced Placement level course provides a framework for understanding basic
macroeconomic concepts and issues. Economic concepts, measurements of economic
performance, prices, the financial sector, stabilization policies (fiscal policy) and
international trade and finance will be the main topics examined. Students will examine their
rights and responsibilities as economic decision makers and explore ways of applying their
Christian faith to stewardship of scarce resources. Meets the Economics requirement.
SPANISH

112 Spanish I
This course introduces the students to the language and cultures of Spain and Latin America. Students will begin building skills in the four basic areas of listening, speaking, reading, and writing, using grammatical sequences consistent with the novice level. Pronunciation guidelines will be presented as a tool for proper communication.

212 Spanish II
Students will review Spanish I content and will begin learning intermediate level material. Integration of the four basic skills of listening, speaking, reading, and writing will be expanded, using grammatical sequences consistent with the intermediate level. Prerequisite: At least a C or better in Spanish I (full year) or passing the equivalent of the Spanish I final exam with a grade of C or better (As administered by the Spanish Department Chair).

312 Spanish III
This course continues the development of the four basic skills of listening, speaking, reading, and writing. Additional advanced grammar concepts will be introduced; the subjunctive tense is emphasized. Students will discuss topics in detail and will begin to grasp abstract concepts in thought and expression. Students will be exposed to a variety of Spanish literary works and may have the opportunity to participate in cross-cultural experiences. Prerequisite: At least a C average in Spanish II.

414 AP Spanish IV – Language and Culture
This course provides students with opportunities to develop language proficiencies across the three modes of communication: interpretive, interpersonal, and presentational. Students learn about culture using authentic materials that are representative of the Spanish-speaking world. These materials include online, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, magazines, and newspaper articles. The course is conducted exclusively in Spanish. Students who are not enrolled in Dual-Enrollment Credit with Eastern Mennonite University are expected to take the Advanced Placement Spanish Language and Culture Examination in May. A summer reading requirement is included. Prerequisite: At least a C in Spanish III and written department approval.

May be taken for Dual-Enrollment Credit with Eastern Mennonite University.

514 AP Spanish V – Literature
This course integrates the study of current and classic Hispanic literature. Major literary works will be studied, including examples of short stories, novels, drama, and poetry. Students will trace the history of Spanish prose from the medieval period, the Golden Age, to the 19th century and 20th century. Students will acquire the necessary skills for the Spanish Literature Advanced Placement Examination which will be administered in May. A summer reading requirement is included. Prerequisite: At least a C in Spanish IV and written departmental approval.
TECHNOLOGY/BUSINESS

116  Office Applications  ¼ credit; elective for 9, 10, 11, 12
Word processing, desktop publishing, presentation tools, and database tools are included in this course. Emphasis will be placed on document creation, file management, data entry, editing, formatting, printing, visual display, and publishing. Features of Microsoft Office, including outlining, tracking changes, proofreading, formulas, spreadsheet functions, data merging, presenting visual elements, and shortcuts will be taught, along with formatting data to be publicly presented. Designing visually effective printed publications and media presentations will also be included. Computer network navigational and organizational skills will be reinforced. Introduction to cloud based applications including OneDrive and Google Apps will be included.

126  Web Site Design  ¼ credit; elective for 9, 10, 11, 12
Students will learn design for the Internet, basic web programming, web graphics, and basic animation techniques. Emphasis will be on creating easily-navigated, well-designed, visually-driven sites. Each student will create several complete working sites. Recommendation: Prior completion of Office Applications or 40 wpm proficiency in word processing. Note: This course may be taught in either a PC, MAC or mixed PC/MAC environment.

210  Digital Media  ¼ credit; elective for 10, 11, 12
Students will work with a variety of digital media, exploring the uses and creation of media such as 2D and 3D animation and graphic, digital collage, multimedia, and video. Photoshop, Fireworks, Flash, and Dreamweaver will be among the programs utilized. Note: This course may be taught in either a PC, MAC or mixed PC/MAC environment. Prerequisite: Web Site Design

212  Introduction to Computer Management  ¼ credit; elective for 10, 11, 12
This course focuses on learning current computing and networking technologies and how to manage them. Students will study architecture, assembly, configuration, and maintenance of computer hardware, software, and networking equipment. Hands-on instruction using computer hardware and network components will be a part of this course. This course is recommended for those who have an interest in technology-related job opportunities, who plan to pursue a computer-related course of study in college, or who would like to pursue professional computer certification.

216  *Personal Finance  ½ credit; elective for 10, 11, 12
This course explores the use of mathematics in the many aspects of personal finance. The student learns to balance bank statements and compute discounts, commissions, depreciation, gross pay, net pay, simple interest, compound interest, and taxes. Use of iPad apps to track and compute finances is an integral part of this course. This training will enable the student to complete financial statements for personal use. Prerequisite: At least a C in Algebra Ia and Ib or at least a C in Algebra I
Foundations of Accounting ½ credit; elective for 10, 11, 12
Basic principles of double entry accounting are taught. Emphasis is placed on the accounting cycle, with an introduction to special journals and ledgers. A project and practice sets are used to give practical experience. The course is recommended as an elective, particularly for those interested in careers in accounting, business, or economics.
Prerequisite: An average of a C in Algebra Ia and Ib or a C or higher in Algebra I.

Programming Concepts ¼ credit; elective for 10, 11, 12
This course focuses on learning how to design, formulate, and produce error-free computer programs. Fundamentals of logic programming and an overview of current programming languages will be included. This course is recommended for those who have an interest in technology-related job opportunities, who plan to pursue a computer-related course of study in college, or have an interest in software development or computer programming.

Robotics ¼ credit; elective for 10, 11, 12
This credit is available to students who are in at least the second year of the Robotics Club, which meets during Activity Periods. The skills built in Robotics include programming, engineering with a design/build team, leadership, and robotics technology such as gear ratio, power sources, and structure. While students may participate in Robotics Club multiple years, the credit may only be applied once. Specific projects and presentations will be required for those receiving credit. See club advisor for details.
Prerequisite: One year Robotics Club experience and approval of Robotics advisor.

Web Site Design II ¼ credit; elective for 10, 11, 12
This course will examine advanced aspects of web site design and development. Students will work with advanced design, page layout, and graphics in the context of the Web. Programming with CSS (cascading style sheets) will also be featured. Aspects of forms, dynamic web content, and animations will be explored. A final project in the form of a web site will cap the course work. Note: This course may be taught in either a PC, MAC, or mixed PC/MAC environment.
Prerequisite: Web Site Design.

Introduction to Business ¼ credit; elective for 10, 11, 12
This course is designed to examine the structure of a business and observe its principles of operation. Topics will include the business environment, forms of business organization, multiplicity of economic factors, financial management, interpersonal relations, and business ethics and the law. Opportunities will be provided for dialogue with business persons and participation in on-site activities.

*Personal Finance and Accounting may be taken for EITHER Math OR Technology/Business Credit. Students should arrange this with their guidance counselor.
The following courses are also listed in the Art Department and can be applied to Technology requirements for graduation. Students should arrange this with their guidance counselor.

130  **Computer Animation** ¼ credit; elective for 9, 10, 11, 12
The course provides experience in Animation in 2D and 3D. Using a variety of software applications students will design and create basic animations, learn the concepts of storyboarding and character design and create several animations.

132  **Video Production** ¼ credit; elective for 9, 10, 11, 12
The course provides experience in video production and the variety of aspects that make a successful video; scripting, storyboarding, shooting, editing among others. The students will work in teams and will follow a guided step by step process for one project or more projects before working on a final project.
NORTH MONTCO TECHNICAL CAREER CENTER INFORMATION

The following programs are available at the North Montco Technical Career Center for students who live in North Penn, Souderton, Methacton, Perkiomen Valley, and Wissahickon School Districts. Information on programs can be found at http://www.nmtcc.org/school/programclusters.asp

- Agriculture and Natural Resources Careers
- Construction Trades Careers
- Cosmetology Careers
- Engineering/Manufacturing Careers
- Health and Human Services Careers
- Hospitality Careers
- Power & Transportation Careers
- Visual Communication Careers

Students interested in technical education should see their guidance counselor during course registration for options related to their career interests and school district.

CAREER/WORK STUDY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>410</td>
<td>Career/Work Study</td>
<td>1 credit per semester; elective for 12</td>
</tr>
</tbody>
</table>

This program offers seniors the opportunity to access the local community as an extended classroom for the study of careers and for service opportunities. Local businesses, institutions, and agencies provide the setting for individually-constructed study relating to a senior’s future aspirations. The plan may include paid or unpaid positions for one semester or two. The program must be consistent with the mission of Dock Mennonite Academy.

Steps to complete:
1. Submit application to the Guidance Office
2. Meet with the faculty coordinator
3. Receive approval of plan by Administrative Council before the end of the junior year

Students must maintain at least a “C” in all academic courses to remain eligible for the Work Study Program and related credits.
SCHOOL INFORMATION

Core Values
As Christ-centered schools we value:

Community
Integrity, respect, and supportive relationships, guided by God’s Spirit, characterize our campus culture.

Discipleship
Following Jesus, peacemaking, and service are expressions of our Anabaptist/Mennonite faith which shape our programming and daily interactions.

Partnership
Church, family, and school together form a three-fold cord that supports the academic, spiritual, and lifestyle development of our students.

Academics
Excellence in teaching and learning lays the foundation for curiosity, clear thinking, and creativity. Individual gifts are developed as students prepare for a lifetime of service in God’s kingdom and world.

Approved by the boards of Christopher Dock Mennonite High School, Penn View Christian School, and Quakertown Christian School – November, 2007

A Statement of Educational Philosophy
We believe that God’s unconditional love is a major theme of the Christian faith story. To manifest this love and restore a fallen creation, God became human, entering the world as an infant. As an adult, Jesus rejected temporal power and chose instead a life of servant leadership. He defied social barriers and labels of discrimination by eating with outcasts and embracing sinners. He radically changed the status of children by presenting them as “the greatest in the kingdom of heaven” and encouraging adults to learn from them. In his life, death, and resurrection, Jesus demonstrated the redemptive, transforming power of love.

We believe that the Church is a voluntary alternative community of believers who have responded in repentance and faith to God’s love. We seek to be faithful followers of Jesus in all aspects of life. We are called to live together in mutual love and respect, cherishing the worth of each individual. Children are “safe in the care of God,” to be lovingly and non-coercively nurtured and made ready by the faith community for a personal, voluntary commitment to Jesus and the Church. We believe that the Church has a responsibility to teach believers what it means to follow Jesus.

Mennonite schools have been established to fill a servant role by assisting families and congregations in this ministry. Effective discipleship requires strong communities of learning in which the faith is embodied and fulfilled through the ways our children and young people are educated.

Educators in Mennonite schools use life experiences and sound educational principles, old and new, that are in harmony with scriptures. These principles establish that humans are born with a need to make sense of the world and to communicate with others. All of life is a classroom; persons learn in and out of school and throughout their lives. The uniquely human abilities to acquire a language, to pose and solve problems, and to imagine and create, are God-given gifts. Before starting school, children have already accomplished enormously complex tasks such as motor, social, and language skills. Young children’s accomplishments reveal that learning is natural, social, constructive, purposeful, experimental, creative, and playful. All learning and human performance are, in varying degrees, physical, mental, social, and spiritual. Separation of mind from heart or from body, dividing “intellectual” from “non-intellectual,” is false and misleading. All talents and knowledge required for living purposefully as God’s people are to be valued equally.
The classroom is a community of learners whose varied gifts and needs are best nurtured through active participation and collaboration. Each teacher and student’s prior knowledge, experience, and interests become resources available to the whole group. Overemphasis on competition and comparison of persons should be avoided. Participatory learning, peer tutoring, and cooperative group activities provide opportunities for students to learn from each other as well as from the teacher and to learn the value of differences. Students and teachers alike benefit from use of the storytelling and questioning methods of Jesus, the Master Teacher. In an atmosphere of trust and mutual respect, learners explore problems and questions, select from a wide range of resources, learn new concepts and skills, and are permitted to take risks, to try new ideas, and to make mistakes. Students are thus prepared for life and service in an information age which requires competence in using available resources in team problem-solving and decision-making with women and men of differing backgrounds, experiences, and skills.

Our Western society and its emphasis on facts and reasoning can lead to an arrogant view of the world as an object to be manipulated, leading to disrespect for life and its many mysteries, an abuse of power and a misapplication of knowledge. In Mennonite schools, faith and learning are inseparable. In these settings, learners accumulate and use information, facts, and theories to reason, pose, and explore problems. This leads to reflection on how knowledge fits God’s purposes for the world, along with the need for personal transformation in order to accomplish God’s purposes. The motivation to learn and the ultimate goal of education are found in Jesus who offered himself and his life to those who wished to know the Truth. Education is far more than just preparation for job skills that satisfy the needs of production, consumption, and technology. When faith and learning are unified, persons are called to an ethic of care and love whereby they seek truth, find their identity in God’s story of humanity, develop interest in maintaining God’s creation, and grow in love of God and each other.

Educators are expected to affirm God’s unconditional love which transforms the knowledge they teach, the methods they use to teach, and their relationships with the students they teach. They model discipleship, speak confidently yet humbly about their faith, and value each student’s spiritual journey. Finally, they promote responsible discipleship, peacemaking, and service in a global society.

Mennonite schools are privileged to be in a supportive relationship with families, congregations, and conferences. This relationship is essential to the life of the school and will be strengthened as individuals from these various settings dialogue together in an ongoing search for a harmonious integration of faith, learning, and life.

Approved by the boards of Christopher Dock Mennonite High School, Penn View Christian School, and Quakertown Christian School – November, 2007

Parameters

The parameters for Christopher Dock Mennonite High School, Penn View Christian School, and Quakertown Christian School are understood in relation to their membership in Mennonite Schools Council, an agency of Mennonite Church USA. Educational philosophy, theology, foundation documents and partnership with church and home are all developed in this context.

Approved by the boards of Christopher Dock Mennonite High School, Penn View Christian School, and Quakertown Christian School – November, 2007

For more information, see these websites:
Mennonite Church USA  http://www.mennoniteusa.org
Mennonite Schools Council  http://www.mennoniteschools.org
**Historical/Theological Perspectives**

The educational philosophy of Dock Mennonite Academy grows out of the Judeo-Christian heritage. While we recognize that who we are is defined as much by how we live as by what we profess, we acknowledge these beliefs as important to us.

We share with the ancient Hebrews an understanding of God as holy and sovereign. We accept the Old Testament as the beginning of the story of God’s seeking and preserving a faithful people for himself. We share the vision of the prophets of Israel who taught that God would one day bring about an unending rule of justice and peace through his Messiah.

We accept the New Testament as the account of the fulfillment of God’s plan to include as his people those of every race and nation who choose to live under the rule of his son, Jesus Christ. With the apostles and other early followers of “the way,” we acknowledge Jesus as Messiah, Lord, and Savior.

We accept the Bible, brought into being by the Holy Spirit, as the book of the people of God. Accepted as the guide and norm for life, the Bible nurtures a personal relationship with Christ and reawakens the community to the vision of the kingdom of God. The community, guided by the Spirit, teaches the Bible and tests its life and obedience to Jesus Christ by the scriptures.

We accept classic creedral statements, such as the Apostles’ Creed, for their insight into our understanding of God, the person of Christ, and the Holy Spirit.

We continue to learn from other Christian traditions. We agree with 16th century Protestant reformers who re-emphasized the need to have personal faith in Jesus Christ for salvation, and the need to allow the scriptures themselves to speak to questions of Christian belief and practice.

We keep alive the spiritual heritage of the 16th century Anabaptist movement. The following are illustrative:

1. A commitment to Christ and the church must be a personal decision, symbolized by believer’s baptism.
2. No one is a Christian in isolation but becomes a part of a covenant body, a specific congregation, deeply committed to each other’s spiritual welfare (“binding and loosing” Matthew 18:18), physical well-being, and the life and witness of the congregation.
3. No one can know and love Christ fully without willingly practicing his teachings in daily life, including the commands to love one’s enemies, not to store up treasures on earth, to avoid the use of oaths, and to become the servant of others rather than to take part in their destruction.
4. One cannot follow Christ without being willing to live, suffer, and die with him, and without giving him allegiance above every competing national, community, vocational, or family loyalty.

We interact and grow together with families and churches from other faith traditions that are supportive of Anabaptist values. As a result, our understanding of the faith continues to expand, our perspective of the church around the world is enlarged, and our concern for all the world’s people is deepened.

We connect with the Mennonite Church by:

1. Serving as an educational center for Franconia Mennonite Conference and Eastern District Conference.
2. Interacting with the congregations from which our students come.
3. Relating to church-wide organizations.
4. Interacting with the Mennonite church world-wide.
Building Community at Dock Mennonite Academy

Dock’s curriculum contains a focus on developing “the God-given abilities of students in preparation for responsible stewardship of life as God’s people in a global society.” (Mission Statement) The Building Community curriculum provides opportunities each year that build healthy relationships within the school community and expose students to service opportunities in the broader community and the world. The Guidance Department actively coordinates lessons, activities, and input with teachers across the content areas to provide an integrated approach to “building community.”

Grade Nine
Ninth grade students gather for orientation shortly after the school year begins. Coordinated by faculty and upperclassmen, this time provides an opportunity to learn about Dock and build community with classmates. The following week, ninth graders gather for a class meeting when class elections are held, student questions are addressed, and photos from orientation are shared.

Grade Ten
Tenth grade students visit historical sites in Philadelphia through a day-trip in conjunction with U.S. History and American Lit. classes. An independent service project is incorporated into the sophomore Bible class. Throughout the year, guidance counselors coordinate activities in a variety of settings, share information about upcoming PSAT and SAT tests, and implement a career survey.

Grade Eleven
The junior year includes a required Social Studies class called “Social Issues.” This class examines current social problems and challenges the students to develop a personal sense of responsibility that translates into social action. Included in the course is a three-day, off-campus experience in Washington, D.C., which includes one morning working in community service. Throughout the year, guidance counselors coordinate activities in a variety of settings, helping students as they develop values, a sense of the larger community, and how their own gifts and interests might be best developed after high school. Specific information about the PSAT and SAT tests is reviewed.

Grade Twelve
In the senior year, students develop a proposal for a weeklong independent service/job-shadowing project at the end of semester one. The project is a component of the senior level Bible class called “Kingdom Living.” Students are required to keep a journal during their experience. Following the service experience/job shadowing, seniors spend two days in a retreat setting to reconnect, fellowship, and reflect on their service/job shadowing experiences. A culminating senior public presentation, part of the required “Communications” class, is made during the final week of the year in which seniors demonstrate their academic, spiritual, and lifestyle development. In addition, seniors reflect on their high school experience and project future plans. Throughout the year, guidance counselors coordinate activities in a variety of settings, helping seniors as they plan for their senior experience week and make specific college and career decisions.
Academic Integrity Policy

The Dock community values integrity in all aspects of the learning process. As detailed in the Graduate Profile, teachers design activities and projects that promote critical thinking, problem-solving skills, creativity, and personal investment in learning. Students are expected to demonstrate honesty, respect and responsibility in all their work. Plagiarism and other forms of cheating are considered violations of the Covenant Statement.

1. Homework and Project Completion:
   - It is expected that each student will carefully complete his or her own homework and projects in the manner directed by the teacher.
   - Students shall not copy others’ work, share work for others to copy, have someone else complete the work, inappropriately use technology to complete work, or use other dishonest methods.

2. Test Taking:
   - It is expected that each student will carefully complete all tests and assessments to the best of his or her ability. This includes careful study and preparation, and focused attention on one’s own work during the test.
   - Students shall not obtain unauthorized information about the test, bring unauthorized materials to the test period, look at other students’ materials, or use other dishonest methods.

3. Research Techniques and Writing Practices:
   - It is expected that each student will carefully research, take notes, and present his or her findings in a way that respects the original authors and copyrights.
   - Students must give credit via proper MLA format for:
     - another person’s idea, opinion, or theory
     - any facts, statistics, graphs, pictures, or drawings that are not common knowledge
     - quotations of another person’s actual spoken or written words
     - a paraphrase of another person’s spoken or written words
   - Students are expected to follow directions carefully to avoid both intentional and unintentional plagiarism. Any form is unacceptable. See the next page for more information.

4. Acceptable Use of Technology:
   - Technology will be used for academic purposes only within the school’s mission, curriculum, and the letter and intent of board policy including the Dock Covenant Statement.
Definition of Plagiarism

Any use of another’s ideas, words or other original material without properly acknowledging the source.

Examples of Plagiarism:

- Direct plagiarism is the intentional copying of material from a source without using quotation marks or citing the source. This ranges from copying short sections of text to copying whole papers. This also includes downloading papers from online sources, using another student’s paper, or having someone else write the required paper. This is the most serious level of plagiarism.
- Sloppy citation is inaccurate or incomplete use of quotation marks and citations in the text or on the Works Cited Page. It includes the use of phrases or a few lines of text without giving proper credit.
- Patchwork writing is patching together someone else’s ideas into a paragraph. This includes their organization, order of information, ideas, phrases, and/or sentences. Merely changing a few words around is not considered adequate; it is still essential to give credit to the source. Patchwork writing also lacks the synthesis of source materials, including one’s own ideas, into the paragraph.
- Lack of MLA documentation
- Incomplete or improper MLA documentation
- Documentation that does not match the material

Resources for Avoiding Plagiarism:

- The course teacher
- Handouts available in the library for the Works Cited Page and In-Text Citations
- Director of the Library
- *The MLA Handbook for Writers of Research Papers* – available in the library
- Any English teacher
- Web Resources: The Dock website library page has helpful links. [www.dock.org](http://www.dock.org)

Consequences for Violations of Academic Integrity:

As a component of the Covenant Statement, violations of the Academic Integrity Policy will be reported to the principal. Consequences will be handled by the classroom teacher and administration in a manner that values honesty, respect, responsibility and the learning process.

Possible consequences include, but are not limited to:

- Contact with parents
- Reduction in credit, if the student is given the opportunity to redo the assignment
- A failing grade or a zero for the assignment
- A failing grade for the course
Chapel Curriculum

Purpose Statement

Chapels at Dock Mennonite Academy will nurture a personal faith that fosters a daily walk with Christ. Chapels will provide opportunities for a variety of worship experiences in the context of Christian community.

Objectives

Chapels at Dock Mennonite Academy will provide opportunities to:

1. Experience Christian community and communion with God by participating in worship activities such as song, prayer, Bible reading, and meditation.

2. Be challenged to cultivate a personal relationship with Christ that translates into kingdom living.

3. Share faith stories and benefit from the faith stories of others.

4. Gain a better understanding of the Bible and its application for spiritual growth.

5. Develop skills of self-expression and leading others in worship.

6. Gain a better perspective of the nature and mission of the wider church.

7. Learn about Anabaptist/Mennonite heritage and values and their distinctive implications in today’s world.

8. Become more aware of social needs and the call for personal responses.

9. Find a respite in the daily routine to listen to the voice of God.

10. Identify faith-challenging issues and find ways to deal with them.

11. Find a setting to engage in appropriate dialogue and questioning within a faith perspective.

12. Discover the value of reflection, journaling, prayer, memorization of scripture, and learning new songs as vehicles to navigate the spiritual journey.

Approved - June 12, 2001