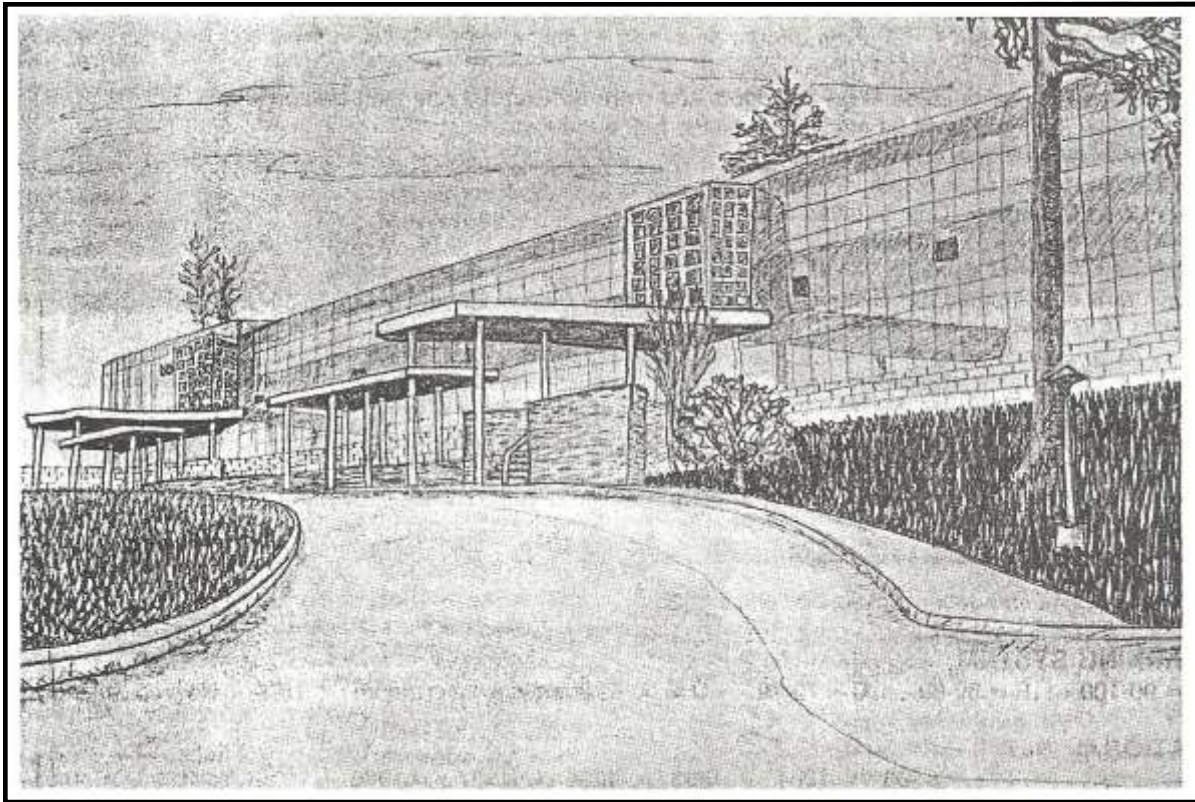


WORCESTER PUBLIC SCHOOLS
DOHERTY MEMORIAL HIGH SCHOOL
299 Highland Street
Worcester, Massachusetts



PROGRAM OF STUDIES
2015-2016

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Mission Statement

Doherty Memorial High School empowers students to become critical and independent thinkers as well as life-long learners. We encourage diversity and creativity as we partner with our students and their families, our teachers, and our community to provide an education in a safe and caring environment

Focus Statement

Focus Statement

Doherty Memorial High School is implementing a school – wide effort to demonstrate measurable growth in students’ ability to read critically and respond thoughtfully in writing as evidenced by progress on external measures, such as the MCAS and the PSAT, and internal measures, such as the MAP and other common assessments

Vision Statement

Doherty Memorial High School is a community of learners, committed to working together to develop the skills, attitudes and beliefs necessary for all students to successfully participate in the array of excellent programs offered by the school. Families, student, staff and community members work collaboratively to ensure the success of all members of the school community in a welcoming, caring and supportive environment.

Enrollment Data

Enrollment by Race/Ethnicity (2014-15)			
Race	% of School	% of District	% of State
African American	16.1	14.9	8.7
Asian	9.0	7.5	6.3
Hispanic	29.1	39.6	17.9
Native American	0.3	0.2	0.2
White	43.0	33.6	63.7
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Race, Non-Hispanic	2.4	4.1	3.1

Enrollment by Gender (2014-15)			
	School	District	State
Male	749	12,980	489,731
Female	693	12,274	466,113
Total	1,442	25,254	955,844

Enrollment by Grade (2014-15)																
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
<u>District</u>	1,397	2,187	2,151	1,946	1,986	1,845	1,743	1,712	1,689	1,620	1,918	1,732	1,713	1,615	0	25,254
Doherty Memorial High	0	0	0	0	0	0	0	0	0	0	427	337	352	326	0	1,442

Teacher Data

	School	District	State
Total # of Teachers	98.3	1,809.7	71,806.4
% of Teachers Licensed in Teaching Assignment	94.5	96.6	97.4
Total # of Classes in Core Academic Areas	-	-	-
% of Core Academic Classes Taught by Teachers Who are Highly Qualified	-	-	-
Student/Teacher Ratio	14.7 to 1	14.0 to 1	13.3 to 1

**MCAS Tests of Spring 2014
Percent of Students at Each Performance Level for Doherty
Memorial High**

Grade and Subject	Proficient or Higher		Ad- vanced		Proficient				Needs Improve- ment		Warning/ Failing		In- clud ed	CPI	SGP	In- clud ed in SGP
	SCH	STA	SCH	STA	SCH	STA	SCH	STA	SCH	STA	SCH	STA				
	OO L	TE	OO L	TE	OO L	TE	OO L	TE	OO L	TE	OO L	TE				
GRADE 10 - ENGLISH LANGUAGE ARTS	85	90	32	41	53	48	10	8	4	3	343	94.2	42.0	279		
GRADE 10 - MATHEMATICS	72	79	48	53	24	25	18	15	10	7	339	86.4	50.0	282		
GRADE 10 - SCIENCE AND TECH/ENG	62	71	19	29	43	42	30	24	8	5	304	82.3	N/A	N/A		
ALL HIGH SCHOOL GRADES - ENGLISH LANGUAGE ARTS	85	90	32	41	53	49	10	8	4	2	343	94.2	42.0	279		
ALL HIGH SCHOOL GRADES - MATHEMATICS	72	79	48	53	24	26	18	15	10	6	339	86.4	50.0	282		
ALL HIGH SCHOOL GRADES - SCIENCE AND TECH/ENG	62	71	19	30	43	42	30	24	8	5	304	82.3	N/A	N/A		

2014-2015 Students Were Accepted at the Following Schools

American International College	Johnson & Wales	Stetson University
American University	Johnson State College	Stonehill College
AmeriCorps	Katherine Gibbs	School Suffolk University
Anna Maria College	Keene State College	SUNY Albany
Art Institute of Boston	Lafayette College	SUNY Brockport
Assumption College	LaSalle University	SUNY Old Westbury
Atlantic Union College	Lasell College	SUNY Stony Brook
Barry University	Lehigh University	Syracuse University
Bay State College	Lesley University	Temple University
Becker College	Louisiana State University	Thomas College
Bethany College	Lyndon State College	Toni & Guy Academy
Boston College	MA College of Art	Trinity College
Boston University	MA College of Liberal Arts	UMass Amherst
Brandeis University	MA College of Pharmacy	UMass Boston
Bridgeton Academy	Marietta College	UMass Dartmouth
Bridgewater State University	Marshall University	UMass Lowell
Brigham Young University	Mass Bay Comm College	Union College
Bryant University	Mass College of Liberal Arts	United Sates Marines
Bunker Hill Community College	McCook College	United States Air Force
Castleton State College	Mercyhurst College	United States Army
Catholic University of America	Merrimack College	United States Coast Guard
Cazenovia College	Michigan State University	US National Guard
Central Connecticut State University	Mid Plains Comm College	United States Navy
Centre College Midland	Lutheran College	Unity College - Maine
Champlain College	Montserrat College of Art	Universal Tech Institute
Clark University	Mt. Ida College	University of Bridgeport
Colby Sawyer College	New England College	University of Connecticut
College of the Holy Cross	N.E Institute of Technology	University of Delaware

Colorado State University	New York University	University of Georgia
Connecticut College	Newbury College	University of Hartford
Culinary Institute of Amer	Nichols College	University of Illinois
Curry College	North Carolina State	Uni. of Maine Farmington
Cypress College	Northeastern University	University of Michigan
Daemen College	Oregon State University	Un. of New Hampshire
Dean College	Pace University	University of New Haven
Denison University	Polytechnic Institute of NY	University of Oklahoma
Dixie State College of Utah	Providence College	University of Pittsburgh
Drexel University	Quinnipiac University	University of Rhode Island
Eastern Connecticut State	Quinsigamond CC	University of San Diego
Eastern Nazarene College	Regis College	University of Sciences Philadelphia
Eckerd College	Rhode Island College	University of Southern California
Elms College	Rob Roy Academy	University of Southern Maine
Emmanuel College	Roger Williams	University of Vermont
Endicott College	Rutgers University	University of Virginia
Fisher College	Sacred Heart University	Untied States Coast Guard
Fitchburg State University	Salem State University	Vermont Technical College
Florida Institute of Tech	Salter College	Virginia Union University
Fordham University	Scared Heart University	Wellesley College
Framingham State	Simmons College	Wentworth Institute of Technology
Franklin Pierce University	Southeastern University	Wesleyan University
George Washington	Southern Connecticut State	West Virginia University
Georgetown University	Southern Vermont College	Western New England College
Green Mountain College	Springfield College	Westfield State University
Hofstra University	Springfield Tech CC	Wheaton College
Holy Cross College	Indiana St. John's University	Wheelock College
Indiana Tech	St. Joseph's College – CT	Worcester Academy - PG
Iona College	St. Michael's College	Worcester Polytechnic Institute
Ithaca College	St. Paul's College	Worcester State University

**WORCESTER PUBLIC SCHOOLS
WORCESTER MASSACHUSETTS**

SCHOOL COMMITTEE

Mayor Joseph Petty

Brian O'Connell
Hilda Ramirez
Jack Foley

Tracy O'Connell—Novick
Diana Biancheria
John Monfredo

SUPERINTENDENT OF SCHOOLS

Dr. Melinda Boone

CHIEF ACADEMIC OFFICER

Marco Rodriguez

QUADRANT MANAGERS

Mary Meade-Montague
Dr. Dolores Gribouski

**ADMINISTRATION OF
DOHERTY MEMORIAL HIGH SCHOOL**

Principal

Sally Maloney

Assistant Principals

Mr. Peter Bowler
Mr. Edward Capstick
Dr. John O'Malley
Dr. Bernard Reese

DOHERTY MEMORIAL HIGH SCHOOL

FACULTY 2012—2013

ART

Atchue, Laurie
Cahill, Laura

AVID

Kambosos, Katerina

CLINICIAN (STEP)

Malerbi, Marcy

COPING ROOM

Bourdeau, David

ENGLISH LANGUAGE ARTS

Doyle, Catherine
Fay, James
Mulcahy, Kerry
Pedone, Susan
Pettee, Elyse
Perez, Megan
Quill, Micaela
Randall, Katrina
Riggs, Nancy
Robert, Matthew
Rushton, Patricia**
Soares, Kerin
Whalen, Catherine

ESL

Burns, William
Hammer, Michelle
Hargrove, Michael

GUIDANCE

D'Agostino, Rosa
Fairfull, Judy**
Halfmann, William

Knox, Mary
Montgomery, Kristen

HEALTH & SAFETY

Capstick, Whitney

LD TEACHERS

Flionis, Carol
Perry, Melissa

MARKETING

Simmarano, Katherine

MATHEMATICS

Binette, Chad
Blanchard, Ekaterini
Labbay, Kaitlyn
Levinson, Todd
Markgren, Lucas
Micozzi, Elizabeth
Moriarty, Christopher
Naco, Edi
O'Leary, Kathleen
Quinn, Rebecca
Razzaq, Renah**
Richard, Kathryn
Spellane, Philip
Weisenberg, Jeffrey

MCAS SPECIALIST

McKeon, Barbara

MEDIA SPECIALIST

Nelson, Amanda

MUSIC

Sullivan, Daniel

SCIENCE

Collins, Jessica
Foster, Kelly
Hayner, James
Hill, Stacey
King, Brian
Long, W. Steven
Perez, Randy
Sanchez, Valerie
Seepersad, Rebecca
Severin, Samuel
Simmarano, Vincent
Smith, Jesse
Staley, John**

SOCIAL STUDIES

Boyd, Andrew
Bucciaglia, Steven**
Burison, Marie
Garcia, Michael J.
Gervais, Timothy
Litizzio, Ernest
Lynch, Daniel
Mariano, Ronald
Mawson, David
O'Neil, Thomas
Ramirez, Vincent
Toloczko, Joe
Whelan-True, Mary

SPECIAL EDUCATION

Ayub-Golden, Mariam (IA)
Coonan, Daniel
Curl, Lisa
Dailey, Kathleen**
DeProspero, Peter (IA)
Fife, Elizabeth
Gallagher, Lorie (IA)
Grow, Sharon
Kernaghan, Ann
Kett, Casey (IA)
Luhta, Beth
Malm, David

Mulcahy, Sean
O'Toole, Julissa (IA)
Opacki, Jutta (IA)
Roche, David
Senior, Kathleen
Silkman, Alexander
TECHNOLOGY
Cochran, Annette
Feraco, William
Hackenson, Ryan
Hankey, William

WORLD LANGUAGES

Aybar, Wilson
Dine, Adriana**
Elissetche, Valeria
McCafferty, Rachel
Mir, Ramon
O'Doherty, Sean
Tan, Shuo
Thompson, Steliane
Zafon Castejon, Javier

CLERICAL STAFF

Gonzalez, Marisol
Halfmann, Carol (guidance)
Legasey, Marie
Manning, Ruth
Morgan, Gail (head clerk)
Novia, Annette (I/O)

EVALUATION TEAM

CHAIRPERSON

Lynn Vincent

SCHOOL PSYCHOLOGIST

Velentzas, Maria

SCHOOL ADMUSTMENT COUNSELOR

Whalen, Christine
Yiznitsky, Jake

SPEECH THERAPIST

Baker, Denise

WPS NURSE

Carlo, Kristin

Nichols, Kristen

HEALTH CENTER

Gallant-Root, Judy – Nurse
Practitioner

Vera, Angelica – Secretary

COLLEGE ADVISOR

Muirhead, Anne

**COMPUTER TECHNI-
CIAN**

Nazarewicz, Andy

CUSTODIAL STAFF

Eager, Robert (Senior Custodian)

Harper, John

Kim, Larry

Ryan, Robert

Williston, John

CAFETERIA STAFF

Adams, Susan

Bagley, Flo

Bartzokis, Ann Marie

Ciaccio, Patricia – Manager

Frimpong, Hanna

Gatos, Vasillios

Hurtubise, Laureen

Laprade, Barbara

Ogbomo, Selina

Thanas, Sharon

INTRODUCTION

PREFACE

The information provided in this handbook is designed to assist students, their parents and guardians in selecting the best possible program Doherty High has to offer. Ideally, answers to all of your questions will be found in its contents. This is a critical planning period not only for next year's program but, for long range planning for four successful years at Doherty. Students should make decisions which will satisfy their personal goals, and also enable them to attain the requirements for post-secondary school. We recommend that you use all the resources available, including consulting with your parents, teachers and counselors, in selecting your courses. Make realistic choices and set goals high enough to realize your fullest potential might be realized.

ACADEMIC REQUIREMENTS

To graduate from Doherty High the minimum requirements for graduation are a total of 24 credits which must be obtained over 4 years.

The minimum requirements for graduation are:

- **In order to graduate, all students must:**
 - Receive a proficient score of 240 or above on both the English Language Arts (ELA) and Mathematics sections of the Grade 10 Massachusetts Comprehensive Assessment System (MCAS) or receive a passing score of 220 on both the ELA and Mathematics sections of the MCAS test and complete an Educational Proficiency Plan (EPPO), in accordance with the guidelines set forth by the Department of Elementary and Secondary Education (DESE).
 - Receive a passing score of 220 on a science section of the Massachusetts Comprehensive Assessment System in one of the following: Biology, Chemistry, Engineering/Technology, or Physics.
 - Earn twenty-four (24) credits subject to budget allocation.

To receive a diploma with a specific high school name, a student must meet the WPS graduation requirements which must include a minimum of 10 credits earned from that particular high school. If a student has earned less than 10 credits but meets the WPS graduation requirements, the student will be eligible to receive a generic Worcester Public School Diploma.

School Committee Required Graduation Subjects

1. Beginning with students entering the 9th grade in September 2013, the High School Graduation Requirements will be replaced by the MassCore requirements.
2. Courses aligned with MassCore will be designated on the course selection forms.
3. Courses not currently aligned with MassCore will be phased out and not available for 9th grade students entering high school in 2013.
4. Students who successfully complete Algebra 1 in grade 8 have the option of receiving one (1) high school credit that will be recorded on their high school transcript. (Massachusetts college admissions accept Grade 8 College Preparatory Courses, provided that the student successfully completes the next level course with a grade of “C” or better). Students electing to retake Algebra will not receive credit for Algebra taken in grade 8.

4 credits English

3 credits Math

3 credits Science and Technology/Engineering

3 credits Social Studies (includes 2 credits of U.S. History)

1/2 credit Health

1 credit Physical Education

Massachusetts State College and University Minimum Required Courses for Admission
--

English 4 courses

Mathematics 3 courses (Algebra I & II and Geometry or Trigonometry or comparable coursework)

Sciences 3 courses (including two with laboratory work)

Social Sciences 2 courses (including one in U.S. History)

Foreign Language 2 courses (in the same language)*

Electives 2 courses (from the above subjects or from the Arts & Humanities or Computer Science)

DOHERTY'S GRADING SYSTEM

Academic achievement is noted by the letter and numeric grade. The equivalents used are as follows: A 90-100, B 80-89, C 70-79, D 65-69, F 55-64—Failing grade with opportunity to make up course in summer or evening school. The final grade is determined by averaging the four term grades. The final exam is worth 10% of the average.

Class Rank Grade Point Average

CLASS RANK

Almost all colleges request the class rank of freshman applicants. At Doherty High School, we use a weighted rank that assigns points to both the level of the course and the numerical grade in the course. In other words the grade has a heavier weight in higher level classes. Students will receive their class rank during their senior year.

Class rank is computed at the end of the 6th semester, using major subjects only. The official class rank will be recomputed at the end of the first marking period senior year for supplemental college admissions purposes. Class rank will be recomputed at the end of the third marking period senior year for the purpose of determining the valedictorian and other graduation speakers. The student grades are weighted as follows:

Average	A.P.	Honors	College
95-100	10	9	8
90-94	9	8	7
85-89	8	7	6
80-84	7	6	5
75-79	6	5	4
70-74	5	4	3
65-69	4	3	2
Below 65	0	0	0

COURSE LEVELS

Doherty offers course levels at the Advanced Placement, Honors and Level I. Advanced Placement and Honors courses are very demanding and competitive.

ADVANCED PLACEMENT COURSES

All students at Doherty are encouraged to take at least one Advanced Placement class during their four academic years. The AP courses offered at Doherty are:

AP English Language

AP English Literature

AP Physics

AP Biology

AP Chemistry

AP Calculus

AP Statistics

AP United States History

AP World History

AP Computer Science

AP Art Studio

AP Art History

AP VHS

ELECTIVES

Doherty offers several electives to enrich your education. Please talk with your guidance counselor when you review your course selection sheets to see all the electives offered.

HONOR ROLL

Students who earn A's in all subjects are named to the High Honor Roll. Students with A's and B's in all subjects are named to the Honor Roll.

GUIDANCE

The Guidance Office at Doherty Memorial High School consists of 5 full time Guidance Counselors who meet individually and in small groups with students throughout the year. Students are assigned alphabetically to the following counselors:

- Mrs. D'Agostino A-E
- Mrs. Montgomery F-Mc
- Mrs. Fairfull Md-O, X-Z
- Mrs. Knox P-W
- Mr. Halfmann AVID/ETA

Adjustment Counselors

Ms. Whalen & Mr. Yaznitsky

Financial Aid Advisor

Ms. Muirhead

Pupils can make an appointment with their counselor at anytime by obtaining guidance pass before school. Parents are able to make an appointment with the counselor by calling the Guidance Office at 508-799-3277

SCHOOL RECORDS

State and Federal laws governing school records allow parents and legal guardians to inspect and amend the school records of their children. Students may also inspect and amend their own records upon reaching age 14 or grade 9. Natural parents (both mother and father) have access to the records of a minor child regardless of which parent has legal custody.

TYPES OF STUDENT RECORDS

Transcript-Contains the minimum data necessary to reflect the student's educational progress and is limited to the name, address, phone number of parent or guardian, course titles and grades, grade level completed and year completed. The transcript is maintained for 60 years following graduation, transfer and withdrawal.

Temporary Record– All information not contained in the transcript, such as standardized test results, class rank, extra curricular activities and teacher and counselor evaluations, are part of the temporary record. A student’s record is kept at the school he or she is currently attending or from which he or she graduated or last attended.

The temporary record must be destroyed no later than five years after graduation, transfer or withdrawal of the student from the school system. The student or parent has a right to receive a copy of the information contained therein before its destruction.

AMENDING THE STUDENT RECORD

The student and/or his or her parents have the right to add information, comments, data, or other relevant written material to the student record. The above persons have the right to request deletion or amendment of any information contained in the student record. They also have the right to a conference with the principal to make objections known regarding material contained in the record.

Massachusetts Inter-Scholastic Athletic Association

In order to participate in athletics, students must have passed 4 major courses during the marking period preceding the contest. In addition, students must also maintain a 2.0 grade point average.

COURSE SELECTION GUIDELINES

1. Select courses which are necessary and helpful to pursue your goals.
2. Be aware of the course prerequisites along with teacher’s recommendation.
3. Discuss your course selection with your guidance counselor as well as your parents, guardians, and teachers.
4. Be sure to consider your interests and abilities.
5. Check the College Admissions Data Handbook in the guidance office and online to know what courses are required at that particular school.
6. Select electives in the areas you wish to pursue

ENGINEERING AND TECHNOLOGY ACADEMY

Program Mission

The engineering and Technology Academy is a personalized learning environment with high expectations where students receive the support needed to successfully complete a rigorous course of study. Students will engage in activities that will demonstrate the connections within various disciplines as concepts are reinforced in multiple contexts. With involvement from parent and community members opportunities for learning will extend beyond classrooms walls. The Academy is designed for students, parents, staff and members of the community to work collaboratively to ensure the success of every child. Academy graduates will have the knowledge, experience, confidence and problem-solving skills required to be successful in their future endeavors in our ever-changing world.

Program Vision

The engineering and Technology Academy is a community of diverse learners that stressed mutual respect, individual responsibility, integrity and a commitment to academic excellence in an atmosphere of support and collaboration. In the Engineering and Technology Academy students experience connections between subjects as they strive to solve complex, real-life problems that require them to work both independently and with others. Academy students will demonstrate mastery of concepts through various forms of assessment including learning fair and exhibitions.

NATIONAL HONOR SOCIETY

Scholarship– Junior and senior applicants with an 85 or better average in their subjects for their high school careers eligible.

Character– Applicants must be recommended by teachers or other persons in authority who will attest to their honesty and integrity.

Leadership– Applicants must have held offices in school and community activities, or exhibit qualities or potential leadership.

Service– Applicants must have a history of service to school and community and must be willing to give freely of their time and effort in projects that aid others.

SITE PROGRAM

Students Involved in Their Education— SITE is listed on your selection sheet, but is a program to which a student must apply and be accepted. Started in 1972, the S.I.T.E internship program allows capable and self-motivated Doherty High School students to supplement five traditional major academic courses with opportunities to explore areas of potential career choices through unpaid internships in our local community. Each S.I.T.E intern is one of 30 seniors chosen on the basis of maturity, integrity and responsibility from a list of candidates. In order to earn the full credit for the internship, a minimum of five hours weekly on location is required.

AVID

AVID's mission is to close the achievement gap by preparing all student for college readiness and success in a global society.

- Providing academic instruction and other supports to students to prepare them for eligibility to four-year colleges and universities
- Promoting writing across curricula, inquiry based learning strategies, and organizational strategies to AVID Elective students
- Motivating students to seek college education
- Increasing the student's level of career awareness

Implementing collaborative learning methods to help students succeed in the most rigorous and challenging courses

What is AVID in the Worcester Public Schools?

AVID is a seventh through twelfth grade system to prepare students in the academic middle for four-year college eligibility. These are students who are capable of completing a college preparatory curriculum but are in need of support as they tackle the most rigorous classes that will guide them to a successful college career and beyond. The main components of AVID are academic instruction, tutorial support, organizational skills and a focus on higher order thinking skills.

Students

AVID students are enrolled in their school's rigorous classes that include AP (Advance Placement), Honors, and college preparatory classes as well as an AVID elective class that is taught by a trained AVID teacher. Students are proud to be part of AVID and naturally become academically successful leaders and role models for other students.

Faculty

The AVID system includes innovative teachers and site coordinators who are committed to serving the needs of AVID students. They work together to organize curriculum and rigorous activities that keep students engaged and challenged. The AVID faculty also works hand-in-hand with Worcester Public School colleagues to implement AVID methodologies, to place students in college preparatory curriculum and to work with counselors to guide students through the college application process. They are AVID trained and proud to work with AVID students.

Tutors

Tutors are highly motivated college students who are an essential component to the success of the AVID elective class. They help the AVID teacher facilitate student access to rigorous curriculum. For many college students this experience fulfills their requirements for community service, field work and financial aid. Many AVID tutors were prior AVID students and enjoy their new role within the AVID system.

Family

Families are a vital component to the success of the AVID student. They are invited to participate in AVID Family Workshops where the family can learn ways to support their student's academics. They are also encouraged to maintain regular contact with the AVID coordinator.

Community

College, universities and local businesses demonstrate their support of AVID in many academic ways. Local businesses support AVID through Family Awareness Nights, college field trips, classroom materials and financial commitments to AVID trainings. Local colleges and universities supply AVID with college tutors.

DUAL ENROLLMENT

Some very advanced students may wish to enroll in a course at a local college while at Doherty High School. Students must apply for the Course at College program through the Guidance Department Head. For Course at College credit, a student must take a college course both semesters during senior year. Students may only take a course that is not offered at Doherty. College Courses for High School Students

Students may take courses at these area colleges:

Anna Maria College

College of the Holy Cross

Assumption College
Becker College
Clark University

Quinsigamond Community College
Worcester Polytechnic Institute*
Worcester State College

*Worcester Polytechnic Institute offers courses at reduced tuition to high school students.

With permission of the principal, and approval by the college, students may take one college course per semester on a space-available basis for high school credit. College credit may also be awarded. For GPA computation, all courses taken by Worcester public school students at a four year college will receive the same weight as an A.P. course or college credit.

WORK EXPERIENCE PROGRAM

Career level students, primarily seniors, who plan to enter the work force upon graduation are eligible for Work Experience. Students take at least three or four major subjects in school and are dismissed early to go to work. Approval from the Work Experience Coordinator is required. One or two credits may be entered through this program.

COURSE SELECTION AND CHANGES

Every effort will be made to honor all of our course selections. However, other factors such as two singleton classes meeting at the same time, the size of all classes, and the number of teachers make it unlikely that all students will get all of their course selections. In the event that we cannot honor one of your course selections, you will be notified and given the opportunity to select another course.

After you and your parents discuss options and make course selections, your counselor will review your selections with you.

All requests for changes must be submitted in writing containing parent and student signatures no later than the end of the first school week in June. After the first week in June, a master schedule will be developed and all students will be scheduled. After the fifth week of school, if you are experiencing difficulty in one level of a course and have made a good effort to remedy the situation, it may be possible to drop a level. You will be required to submit a change of schedule request and a parental permit form before a change of level can be considered.

COURSE FAILURES

Any student who fails a course with a grade less than 55 can make up that course for credit only by successfully repeating the course. If a student fails a course with a final grade between 55-64, he or she may make up the course for credit by successfully completing the course in Evening School or Summer School.

Attendance Buyback Program

During the 2012-13 school year, eligible high school students will be able to voluntarily participate in an Attendance Buyback Program. Through this program, students can make up the credit(s) which they lost due to excessive absences. To be eligible for the Attendance Buyback Program, students must have passed a course and must have between 15 and 22 absences. Eligible students who complete additional hours of instruction on Saturday mornings can then receive full credit for the course. Students will not be able to change their passing grade for their course. Eligible students who are interested in this program should contact their high school guidance counselor for additional information.

Faculty Responsibility

Faculty members will record all absences, tardiness and dismissals from their assigned classes using the code found on Page 1 of the Massachusetts School Register for the purpose of recording attendance. As students may miss some classes more frequently than others, each faculty member will be responsible for notifying the Assistant Principal on occasions when notification must be sent to a parent or guardian.

Administrative Procedure for Loss of Credit

- a. In any case where a student fails to receive credit for any course, the final course grade will still be recorded on that student's permanent record card.
- b. In the case where no credit is received for a course required for graduation (e.g., American History) and in which a passing grade has been received, it is required that the course be repeated.
- c. A minimum of twenty-four (24) units is required to receive a diploma subject to budget allocation.

Appeal Procedure

- a. The following areas may be considered in the appeal process:
 - Documented illness [Parent's, guardian's, or physician's note due within two (2) school days of absence]
 - Mandated school-sponsored activities
 - School-sponsored field trips
 - Alternative Education Programs
 - Home tutoring assigned by the school
- b. Appeals for waiver of the policy will be heard by the Principal or designee.
- c. The parent/guardian may appeal an adverse decision by the Principal or

designee to the Quadrant Manager.

d. The parent/guardian may appeal an adverse decision by the Quadrant Manager to the Superintendent.

e. The parent or guardian may appeal an adverse decision by the Superintendent to the School Committee. Appeals to the School Committee must be submitted in writing to the Superintendent, who will place the parent(s)/guardian (s) appeal on the School Committee agenda for the next regular meeting. The parent/guardian is to be notified of the date, time and place of the School Committee meeting.

Art Department

Mrs. Laurie Atchue
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Course Offerings:

Art I
Art II
Art II
AP Art Studio
AP Art History

ART I

Students will deepen their understanding of the elements of art and principles of design through hands-on projects that use various media. Students will demonstrate knowledge of line, shape, form, color, texture, and space while incorporating these elements into artwork that shows the proper use of balance, repetition, rhythm, scale, proportion, unity, harmony and emphasis.

ART II

Students will deepen their understanding of the elements of art and principles of design through hands-on projects that use various media. Students will demonstrate a broader knowledge of line, shape, form, value, space, color, and texture. They will incorporate these elements into artwork that also utilizes the principles of design: harmony, balance, emphasis, pattern, and rhythm. Art II will build on the foundation laid in Art I and will include a greater emphasis of the use of color to express value.

ART III

Art III expands and intensifies the experiences of the previous year. Students will further refine their skills in portraiture and figure

Advanced Placement Art

The instructional goals of the AP Studio Art program can be described as follows:

- Encourage creative and systematic investigation of formal and conceptual issues.
- Emphasize making art as an ongoing process that involves the student in informed and critical decision making.
- Help students develop technical skills and familiarize them with the functions of the visual elements.
- Encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. Each year the thousands of portfolios that are submitted in AP Studio Art are reviewed by college, university and secondary school art instructors using rigorous standards.

Advanced Placement Art History

The AP Art History course should engage students at the same level as an introductory college art history survey. Such a course involves critical thinking and should develop an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting and other media. It also provides an opportunity for schools to strengthen an area neglected in most curricula. In this course, students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. While visual analysis is a fundamental tool of the art historian, art history emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art.

Doherty Television Broadcasting

Jeff Weisenberg

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Course Offerings:

TV Broadcasting I

TV Broadcasting II

DTV Television

DTV is Doherty Television. This class involves both juniors and seniors that are interested in television production. The students in the class produce a weekly show as well as projects for the class. These projects include commercials, documentaries, short films and music videos. The students use a wide variety of equipment including studio cameras, portable cameras, high definition cameras, editing software, mixing boards and special effects editors.

English Language Arts

Patricia Rushton

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Course Offerings:

English I
English II
English III
English IV
AP English Language
AP English Literature
Academic Literacy I
Academic Literacy II
Academic Literacy III
Academic Literacy IV
Journalism I
Journalism II
MCAS English
Theater I
Theater II
Theater III
Theater IV
ESL I
ESL II
ESL III

English I

Using the classics of Western Civilization and works from modern and contemporary multi-cultural writers, students investigate a variety of literary genre and informational texts. Students build a foundation for future critical analysis and appreciation through mastery of literary elements and rhetorical devices. They are challenged to reflect on high interest perennial and contemporary issues such as heroism, initiation, illusion vs. reality, and alienation. This critical reading and writing course integrates grammar (with the works under study), vocabulary, speaking, and listening activities. As a result, students are prepared for college, career, the MCAS and other standardized tests. Writing Portfolios and Summer Reading are course requirements.

English II

Using the classics of Western Civilization and works from modern and contemporary multi-cultural writers, students read, write, speak, and listen for a variety of purposes and audiences. Employing both imaginative and informational texts, students reflect upon universal themes such as identity, heroism, reckoning, illusion vs. reality and isolation. Students engage in an intensive writing program in which they develop

the ability to organize, sequence, and draw inferences from information acquired. The vocabulary, grammar usage, and mechanics units are integrated with the critical reading. By developing analytical thinking skills through challenging reading, writing and speaking activities and by practicing specific test strategies students prepare for college, career, the MCAS, PSAT and other standardized tests. Writing Portfolios and Summer Reading are course requirements.

English III

The English III curriculum is dedicated to unlocking the students' figurative and literal interpretive reading skills so that analytical, and collegial writing may be achieved by American literature and American informational texts, both historic and contemporary. This course is designed to inform students about the nation's philosophies which have challenged, reconfigured, and remained a vital voice in our creative, political, social, and spiritual maturation. Finally, students engage in a variety of speaking and listening activities enabling them to continue the American identity, "dream" dialogues. Writing Portfolios and Summer Reading are course requirements.

English IV

English IV course combines composition and literature empowering students to write and to read critically and comparatively. Analysis of a variety of genres will engage students in the careful reading and critical analysis of imaginative literature and informational texts. Through close reading, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students will consider a work's structure, style, and themes as well as the use of figurative language, imagery, symbolism, and tone. Students not only write a variety of multi-paragraphed essays, but also in-class compositions and short research papers. Finally students will engage in intensive speaking and literary activities. Writing Portfolios and Summer Reading are course requirements.

AP Language and Composition

In the AP English Language and Composition course- the rhetoric course- students learn how to analyze, synthesize, and evaluate nonfiction texts: essays, biographies, and autobiographies, speeches, sermons and passages from writings in the arts, history, social science, politics, science, and other areas of study. Students learn to evaluate and construct arguments drawn from articles in newspapers, magazines, and online "zines" and "blogs." This course cannot help but be interdisciplinary, immersing students in a variety of sources. Increasingly, the course explores visual media, including advertising and the Web. Students construct ar-

guments drawn from their own observation, experience, and reading; they will learn to synthesize through their own research opportunities; and they learn to analyze arguments both for their appeals-- ethos, logos, pathos—and for the contexts in which these arguments appear. Writing Portfolios and Summer Reading are course requirements.

AP Literature and Composition

The AP Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Writing Portfolios and Summer Reading are course requirements.

Academic literacy I and II

Academic literacy is designed to help students improve their reading rate and comprehension skills for reading material in all content areas. Units of study will include the reading process, independent reading, and vocabulary. Specific units will include reading textbooks, short stories, drama, fiction, non-fiction, and formal assessment. Students will read a variety of texts (magazines, newspapers, and other assigned readings); learn and apply strategies to improve reading ability and comprehension: improve vocabulary and word decoding skills; develop the ability to effectively discuss text through written and verbal summaries, responses, and analyses.

Academic Literacy III and IV

Academic Literacy course provides the opportunity to improve existing reading and writing skills and allow new skills to burgeon for successful high school writing and beyond. The course uses the reading of short stories, novels and the five paragraph expository essay as its center. Students write 8-10 "final draft" essays during this course. These essays include narration, description, illustration, process, compare/ contrast, definition, cause and effect, classification, argumentative, and literary analysis. The thesis statement anchors the essay as students learn the necessity of topic sentences, support details, transition sentences, and concluding paragraphs. Students will also work on grammar, mechanics, punctuation, and

language skills. Ultimately, students develop a more mature, comfortable reading

and writing style.

Journalism and Journalism II

Journalism and Journalism II introduce students to popular media, their particular functions, and their guiding principles. In addition to acquisition of writing and reading skills as a result of wide and frequent reading and composing during the course, students learn about the community of writers and readers that comprises our culture, preparing them to enter the discourse that is central to our democracy. Students are expected to act as the eyes, ears, and voice of the Doherty community, seeking out matters of concern and interest, and rendering them in writing so other students can gain recourse to their high school community.

Students are expected to maximize class time researching, interviewing for, and composing articles on a variety of subjects pertaining to teen and DHS life. Additionally, specific assignments designed to teach technique specific concepts will occur throughout the year.

MCAS English

The MCAS English class focuses on the creation of proficiency portfolios (containing ten specific pieces of writing) that meet the Massachusetts Portfolio Guidelines. To create those portfolios students study vocabulary, read independently and as a group, review and practice grammar, usage, and mechanics, and write, revise and polish formal and informational compositions.

Theatre I

Students in this class will develop a working knowledge of acting, directing, crafting a play, textual analysis, improvisation, and theatrical history, styles and techniques. Students will conceive, rehearse, and produce, a one-day dramatic performance, addressing the ELA Common Core Standard of reading, writing, speaking and listening.

Theatre II

In this course, students will build on the basic technical and acting knowledge they learned in Theatre I, as well as apply the historical knowledge of theatre into the production of actual theatrical events that will be performed for the general public once each semester. Students will rehearse plays and focus expanding their practical acting skills while learning more technical aspects of a theatrical performance. Students will also study films as a basis for learning the proper (and sometimes improper) way to act in various situations.

Course Description: Theatre III

In this course, students will build on what they have learned in Theatre I and II and once again produce shows to be performed to the general public. The plays that will be performed will increase in both length and level of difficulty that will be based on the skill level of the specific class members. Students will perform plays from a wide variety of playwrights, cultures, and time periods and will have more hands-on input as to sets and costumes for these performances. Students will also be taught how to prepare a theatre resume and the process of auditioning for outside shows. Once again, Students will also study films as a basis for learning the proper (and sometimes improper) way to act in various situations.

Course Description: Theatre IV

In this course, students will build on what they have learned in Theatre I, II, and III and once again produce shows to be performed to the general public. The plays that will be performed will increase in both length and level of difficulty that will be based on the skill level of the specific class members. Students will perform plays from a wide variety of playwrights, cultures, and time periods and will have more hands-on input as to sets and costumes for these performances. Students will also be taught how to prepare a theatre resume and the process of auditioning for outside shows. Once again, Students will also study films as a basis for learning the proper (and sometimes improper) way to act in various situations.

ESL I, II, III

The procedures for servicing English Language Learners in Worcester Public Schools include: identification of students who qualify for English Language Learner services, offering parents/guardians a choice of programs, monitoring and assessment of English Language Learners, and the transition of English Language Learners into mainstream classrooms.

Once a child is identified as an English Language Learner (ELL), the staff at the Parent Information Center or the Office of English Language Learners, recommends programs for which the child qualifies and describes the programs to the parent or guardian, and a list of the area schools that provide those programs. The parent or guardian is then able to choose from the available programs. The parent

or guardian may also choose to opt out of all ELL services—then the child will receive no help with learning English.

ELL Terminology

- ESL means English as a Second Language
- ELL(s) refers to English Language Learners

munication. Thematic units of study promote opportunities for utilization of a full range of learned structures and skills. Culture will be introduced by exploring a variety of French-speaking countries through textbook, literary passages, and videos.

French IV

Elective Full Year Grades: 11-12

Prerequisite: Successful completion of French III

This course is conducted entirely in French. Students will refine their communication skills through discussion in the target language, based upon readings of French literature, current events, and personal experiences. Students will read authentic literature including L'Avare - Circa 1668, Columba - Circa 1840, Knock – Copyright 1924. The cultural focus will be on French speaking countries around the globe.

Spanish I

Elective Full Year Grades: 9-12

Prerequisite: None

In this course students will begin to develop communication skills including listening, speaking, reading, and writing. Students will use vocabulary and simple language patterns related to classroom experiences and daily activities. The course also introduces students to various cultural aspects of the Hispanic World.

Spanish II

Elective Full Year Grades: 9-12

Prerequisite: Successful completion of Spanish I

This course is designed for students whose proficiency in communication increases through the development of the four basic skills of language learning: listening, speaking, reading, and writing

Culture is introduced through textbook readings, class discussions, & videos and multimedia software. Students will expand their vocabulary, increase their facility with idioms and grammatical structures, and augment their appreciation of the Spanish language and Culture.

Spanish III

Elective Full Year Grades: 10-12

Prerequisite: Successful completion of Spanish II

This course is conducted primarily in Spanish. This course is designed to reflect

Foreign Language Department

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“If communication is the first step toward mutual understanding and respect, then how blessed are those who can communicate in more than one language”

Course Offerings:

French I
French II
French III
French IV
Latin I
Latin II
Latin II
Latin IV
Spanish I
Spanish II
Spanish III
Spanish IV
Spanish V
Advanced Placement
Spanish
Mandarin Chinese I
Mandarin Chinese II

The main task of learning a foreign language is communicating in languages other than the native language in order to interact in social and personal relationships and increase personal enrichment. Through foreign language students gain knowledge of peoples and cultures by acquiring an appreciation of various cultures in which the language is used. The process of learning a foreign language leads to an immediate and life-long connection to the students' personal knowledge and experience.

The Foreign Language discipline is an important component of students' education. The Goal of the foreign language program at Doherty High School is to prepare students in grades 9-12 develop oral and written language skills on topics such as: family, school, travel, shopping, music, and friends. As learners become part of the larger world, they also use the target language to discuss history, the arts, world events, cultures, and civilizations, scientific advances, career, important people, health issues, social issues such as poverty, racism, sexism, and homelessness.

High school learners will be able to use language skills in the community. Community service projects give students the opportunity

to put their language to use. Guest speakers from the community demonstrate the value of the second language proficiency for career possibilities.

Historically, the movement from one course to the next in foreign language study has been determined by the learner's "seat time" rather than by any definitive measure of language competence. However, experience has taught us that language acquisition does not correlate with the length of study. Instead of measuring learner's performance by how long they been studying, a more appropriate way is to describe what they can do at particular stages of the learning sequence.

*This program is founded on the belief of the Massachusetts Common Core of Learning that **all** students should converse, read, and write in at least one language in addition to Standard English.*

French I

Elective Full Year Grades: 9-12

Prerequisite: None

In this course students will begin to develop communication skills including listening, speaking, reading, and writing. They will explore various cultures of the French-speaking world. Students will communicate in French, both orally and in written form using vocabulary and simple language patterns related to daily activities.

French II

Elective Full Year Grades: 9-12

Prerequisite: Successful completion of French I

This course is designed for students whose proficiency in communication increases through the development of the four basic skills of language learning: listening, speaking, reading, and writing

Culture is introduced through textbook readings, class discussions, & videos and multimedia software. Students will expand their vocabulary, increase their facility with idioms and grammatical structures, and augment their appreciation of the French language and Culture.

French III

Elective Full Year Grades: 10-12

Prerequisite: Successful completion of French II

In this course students will continue their development of communication skills, primarily in French. They will participate in creative and real-life com-

the curriculum of Spanish III. Students will expend skills of speaking, listening, reading and writing in a variety of essays, oral presentations, projects, etc. Students will participate in creative and real-life communication. Thematic units of study promote opportunities for utilization of a full range of learned structures and skills. Culture will be introduced by exploring a variety of Spanish-speaking countries through textbook, literary passages, and videos. Students will continue to use of the language in real life situations.

Spanish IV

Elective Full Year Grades: 11-12

Prerequisite: Successful completion of Spanish III

This course is conducted entirely in Spanish. Students will refine their communication skills through discussion in the target language, based upon readings of Spanish literature, current events, and personal experiences. This course extends the students' ability to perfect communication in the target language through readings on contemporary Hispanic culture and customs. Emphasis will be given to written grammatical construction as students create and write dialogues and essays.

Spanish V

Elective Full Year Grade: 12

Prerequisite: Successful completion of Spanish IV

This class is conducted in Spanish for advanced students who will fully integrate all language-skills with communication as the primary goal. Also, they will deepen their appreciation of Spanish literature and culture. Students will effectively implement the recommended strands of second language acquisition, namely communication, comparing, and contrasting, connecting with other disciplines, cultural awareness, and community involvement. Students will read authentic literature, including poetry, short stories from Latin America and Spain. Written essays will focus on themes from the literature as well as on personal topics and current news. Oral presentations and dialogues will improve speaking proficiency in the target language.

Advanced Placement Spanish Language

Elective Full Year Grades: 11-12 Advanced Placement

Prerequisite: Successful completion of Spanish IV/V and strong teacher recommendation.

Placement test may be required.

This course is conducted entirely in Spanish. The goal of the course is to prepare

the student for the Spanish AP Language examination. The course encompasses aural/oral skills, reading comprehension, grammar, and composition. Students taking such course, emphasizing the use of Spanish for active communication, have the following objectives.

- The ability to comprehend formal and informal spoken Spanish.
- The acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in Spanish.
- The ability to compose expository passages.
- The ability to express ideas orally with accuracy and fluency.

Students are expected to take the Advanced Placement Exam in May. Course content might best reflect intellectual interests shared by the students and teacher (the arts, history, current events, literature, culture, sports, etc.). The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions must be an integral part of this course.

Latin I

Elective Full Year Grades: 9-12

Prerequisite: None

This course emphasizes vocabulary and the grammatical elements of the language. Translation is both from Latin to English and English to Latin. Students will gain knowledge of the life, customs, geography, and the culture of the ancient Romans. Latin vocabulary as a source of English derivatives is emphasized.

Latin II

Elective Full Year Grades: 9-12

Prerequisite: Successful completion of Latin I

This course continues the emphasis on grammar, vocabulary, and culture. Much of the work centers on the translation of original Latin Texts. Students will continue to develop grammar skills as well as using Latin as a source of English derivatives. They will also gain knowledge of ancient Roman life with emphasis on the historical impact of Julius Caesar.

Latin III

Elective Full Year Grades: 10-12

Prerequisite: Successful completion of Latin I and II

This course continues the emphasis on the vocabulary and the grammatical ele-

ments of the language begun in Latin I and Latin II. Translation is chiefly from Latin to English. Students will gain knowledge of the life, customs, geography, and the culture of the ancient Romans with emphasis on the life of Cicero and Roman government during the period of the Republic. Latin vocabulary as a source of English derivatives is emphasized. Students will learn advanced grammar and vocabulary in order to translate, analyze, and discuss selected passages from the orations, essays and letters of Cicero. Students will learn to recognize the parts of an oration and to identify rhetorical devices. Students will further develop their English vocabulary through Latin roots.

Latin IV

Elective Full Year Grades: 11-12

Prerequisite: Successful completion of Latin III

This course continues with the emphasis on the vocabulary and the grammatical elements of the language begun in Latin I, Latin II, and Latin III. Translation is chiefly from Latin to English. Students will gain knowledge of the life, customs, geography, and the culture of the ancient Romans with the emphasis on the life and times of Vergil, Catullus, Horace, Ovid, and Martial. Students will learn advanced grammar and vocabulary in order to translate, analyze, and discuss selected passages from Vergil's Aeneid and selected passages of the Roman poets Catullus, Horace, Ovid and Martial. Students will master Latin versification (or prosody) and learn to identify the various figures of speech used in Latin period poetry. Students will become familiar with the lives and writings of Vergil and Ovid, and Roman imperial history.

Mandarin Chinese I

Elective Full year Grades: 9-12

Prerequisite: None

This course is designed for students who wish to begin the study of Mandarin Chinese language and culture. This course focuses on the teaching of basic skills and includes Pinyin (a phonetic system), character formation and simple sentence structure. Students will be required to know a minimum of 300 characters in order to be able to initiate a simple conversation in Chinese.

Mandarin Chinese II

Elective Full year Grades: 9-12

Prerequisite: Successful completion of Mandarin Chinese I

This course is a continuation of the middle school program of Mandarin Chinese. Students will

Health and Physical Education

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Mary Sanginario

Health and Physical Education Liaison

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Course Offerings:

Health

Physical Education

The goal of the Worcester Public Schools Health and Physical Education Department is to provide students with the necessary skills which enable them to make safe and healthy choices in a variety of situations. In addition, students are given those skills which are needed to make fitness a life-long habit. The Health and Physical Education Curricula, which is aligned with the Massachusetts Health Curriculum Framework. This course provides students with the skills needed to live a healthy and productive lifestyle, as well as the ability to be a savvy health consumer. Young people are educated about various preventable illnesses/diseases, issues related to nutrition and fitness, as well as information on alcohol, tobacco and other drugs, as well as understanding sexuality, reproduction and birth. In addition, the course explores violence and injury prevention for teens. The goal is to allow students the opportunity to explore their own health practices and realize the implications of an unhealthy lifestyle in the future. This course will provide the knowledge and skills necessary to enhance students' ability to make safe and healthy choices in life.

Massachusetts

Health

This course provides students with the skills needed to live a healthy and productive lifestyle, as well as the ability to be a savvy health consumer. Young peo-

ple are educated about various preventable illnesses/diseases, issues related to nutrition and fitness, as well as information on alcohol, tobacco and other drugs, as well as understanding sexuality, reproduction and birth. In addition, the course explores violence and injury prevention for teens. The goal is to allow students the opportunity to explore their own health practices and realize the implications of an unhealthy lifestyle in the future. This course will provide the knowledge and skills necessary to enhance students' ability to make safe and healthy choices in life

In addition, the course focuses on providing students with the skills needed to live a healthy and productive lifestyle. It teaches young people about various relationships with family and friends, living with feelings and handling stress, understanding sexuality, reproduction and birth, dealing with trouble in relationships as well as building skills to prevent pregnancy, STDs and HIV, and finally transition to adulthood. The course teaches the students to build skills to enhance their ability to make informed choices in all of these areas.

Physical Education

The physical education curriculum, which is used by the Worcester Public Schools, is comprised of lessons that are aligned with the National Standards for Physical Education and the Massachusetts Health Curriculum Framework. Physical education is offered to students in grades K-12, including students with disabilities, special health care needs, and in alternative educational settings.

- Physical education classes are conducted by certified physical education teachers on a regular basis.
- Skills that encourage life-long health and fitness are stressed.
- Students are encouraged to develop the skills of movement, and are given the
- knowledge of how and why one moves.
- Students are encouraged to move skillfully and effectively through exercise,
- games, sports and dance.
- Instruction in conditioning is also provided, as is an understanding of what the requirements are for conditioning of the heart, lungs, and muscles.

Mathematics Department

Renah Razzaq

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Pure mathematics is, in its way, the poetry of logical ideas. ~Albert Einstein

Course Offerings:

Algebra I
Geometry
Topics in Algebra/Geometry
Algebra 2
Advance Topics in Mathematics with Trigonometry
Pre-Calculus
Statistics
Computer Science I
Computer Science II
Numeracy
MCAS Math
Introduction to Computer Programming
Advance Topics Computer Science
AP Calculus
AP Statistics

In this increasingly competitive high-tech world, it is more important than ever that students study mathematics as much as possible in order to understand their world and to maximize their chances of gainful employment. Our goal at Doherty Memorial High School is to prepare students for college and career readiness. Accordingly, our goal is for students to think critically, develop problem solving skills where students arrive at solutions using in-depth analysis, draw inferences and make predictions on trends based on data and statistical evidence.

Advanced Topics in Mathematics with Trigonometry

Students will perform operations on polynomials, factor binomials and trinomials and be able to sketch polynomial functions. Additionally, students will be able to graph and solve exponential and logarithmic functions. Students will solve problems involving percents and perform operations on fractions and decimals. Students will examine circles and ellipses. Using permutations, combinations and probability to solve problems and interpret data. Students will examine arithmetic and geometric sequences, understand summation and factorial notation. Finally, students

will formulate and solve trigonometric equations by applying concepts derived by the unit circle.

Algebra 1:

Students will focus on defining appropriate quantities for descriptive modeling, interpret expressions that represent a quantity in terms of its context, create and rearrange and represent an equation in a variety of ways. Additionally, the real number system will be examined in great depth such defining the meaning of rational exponents and rewriting expressions involving radicals. Students will be interpreting functions, building functions and evaluating functions. Linear, quadratic and exponential functions will be modeled and students will be interpreting these functions algebraically and graphically. Students will interpret data using statistical tools such as histograms, box plots or scatter plots. Finally, students will perform basic arithmetic operations with polynomial and rational functions.

Algebra 2:

Students will examine the complex number system and perform arithmetic operations with complex numbers. Students will also interpret expressions that represent a quantity in terms of its context. Additionally, students will understand that polynomials form a system analogous to integers and find the zeros of polynomials. Students will solve simple rational and radical equations in one variable and give examples showing how extraneous solutions. Trigonometry will be an area of study in Algebra 2 where students will understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. Students will be able to explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers. In addition to revisiting Algebra 1 concepts in greater depth, such as comparing linear, quadratic and exponential functions, students will also examine data and make inference and justifying conclusions based on the statistical evidence they have been presented with.

Computer Programming I:

The goal of this course is to provide students with a strong foundation in computer programming. The following concepts will be taught in Visual Basic/ Computer Programming: Computer Technology including Hardware devices, Programming languages. Visual Basic Programming including: Creation of applications Controls and add objects, property values, commenting, variables and constants and key words will also be examined. Additionally, Program Flow including decision structures, random numbers Boolean expressions, and counters check boxes will be an area of study in this course. Looping structures including for and

while loops, input boxes, String and char manipulation will be introduced to students as well. Mathematical and Business functions including: Math class, formatting numeric output, list and combo boxes, trigonometric, logarithmic, exponential methods as well as arrays and structures including one and two-dimensional arrays, search algorithms, dynamic arrays, enumerated types will be included in this course.

Computer Programming II:

The goal of this course is to provide students with an advanced foundation in computer programming. The following concepts will be taught in Java, since Java is so widely used. Students will develop an understanding of how to edit, compile and execute a Java program. Basic Java semantics as well as the debugging of a Java program will also be covered in this course. If and else-if statements, while and for loops, nested control and errors in loops will be closely examined in this course. Additionally, students will develop Java generated Applets for use on the World Wide Web.

Geometry:

Students will examine congruence in several different contexts, such as, proving two triangles are congruent, proving theorems about lines, angles and parallelograms. Students will make formal geometric constructions with a variety of tools, such as a straightedge or compass. Right Triangles will be a major area of study as students use Pythagorean Theorem to examine special right triangle patterns and derive the six trigonometric ratios. Modeling and designing with geometric shapes as well as using surface area, area and volume formulas to solve problems will be offered in this course. Circles will be a unit of study where students will identify and describe relationships among inscribed angles, radii and chords. Furthermore, students will recognize and explain the concepts of conditional probability and independence as well as use probability to analyze decisions and strategies.

Introduction to Computers:

This course provides comprehensive instruction on four popular Microsoft Office programs: Microsoft Word 2007, Microsoft Excel 2007, Microsoft Access 2007 and Microsoft PowerPoint 2007. Students will engage in interdisciplinary projects using these Microsoft applications. Additionally, students will learn about web design and basic computer programming using Visual Basic.

Math IV (Formally Advanced Topics in Algebra and Geometry):

This course is an integrated math course that has been launched in the Worcester

Public Schools from the Vision Project Grant. This grant has resulted in an articulation agreement between Quinnigamond Community College and schools that offer Math IV. The real number system, interpreting and graphing linear equations and inequalities will be focused as students prepare for Algebra 2. Students will perform arithmetic operations on polynomials, factor polynomials and solve quadratic equations using factoring or the quadratic formula. Students will apply properties of radicals to simplify expressions. Finally, students will solve a system of linear equations using a variety of methods.

Numeracy:

This course is a supplement to the Algebra 1 course and is designed to assist students with the various topics introduced in Algebra 1. Students will be given additional scaffolding to support their learning in such areas of study as defining appropriate quantities for descriptive modeling, interpret expressions that represent a quantity in terms of its context, create and rearrange and represent an equation in a variety of ways. Students will interpret data using statistical tools such as histograms, box plots or scatter plots. Finally, students will perform basic arithmetic operations with real and polynomial functions.

MCAS Preparatory Class:

The goal of this course is to provide students with a review of math topics required by the MCAS exam. Topics to be reviewed include Number Sense, Patterns, Relations, Algebra, Geometry, Measurement and Data Analysis. In this course a robust MCAS portfolio to showcase the student's growth in each of these respective areas will be developed.

Pre Calculus:

Successful completion of Algebra 2 is a prerequisite to Pre Calculus. Students will focus on topics including functions, series, sequences, matrices, complex numbers, conic sections, polar and parametric equations, linear regression, vectors, applications of trigonometry, and an introduction to Calculus. Since this course is designed to prepare students for Calculus, the focus will be on problem solving using mathematical models to represent real world situations.

Statistics:

Students will apply random sampling techniques to avoid bias in the data collection, select appropriate graphical representation for a set of data and use appropriate statistics (e.g. quartile or percent distribution) to communicate information

about the data. Additionally, students will apply regression results to curve fitting to make predictions from data, apply uniform, normal, and binomial distributions to the solution of problems and describe a set of frequency distribution by spread (e.g. variance and standard deviation), skewness, symmetry, number of modes, or other characteristics in everyday applications. Furthermore, students will use combinatorial (e.g. fundamental counting principle, permutations, and combinations) to solve problems in particular to compute probabilities of compound events using technology when appropriate.

Advanced Placement Calculus AB:

Students should be able to work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. They should understand the connections among these representations. Students will understand the meaning of the derivative in terms of a rate of change and local linear approximation and they should be able to use derivatives to solve a variety of problems. Students will examine the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change and should be able to use integrals to solve a variety of problems and the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus. Students will be able to model a written description of a physical situation with a function, a differential equation, or an integral, use technology to help solve problems, experiment, interpret results, and verify conclusions. Students will determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement and develop an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.

Advanced Placement Computer Programming:

Students will be able to design and implement solutions to problems by writing, running, and debugging computer programs, use and implement commonly used algorithms and data structures, develop and select appropriate algorithms and data structures to solve problems. Additionally, students will code fluently in an object-oriented paradigm using the programming language Java. Students are expected to be familiar with and be able to use standard Java library classes from the AP Java subset. Furthermore, students will read and understand a large program consisting of several classes and interacting objects. Students should be able to read and understand a description of the design and development process leading to such a program. Finally, students will recognize the ethical and social implications of computer use.

Advanced Placement Statistics:

Students will explore data by describing patterns and departures from patterns. Data must be collected according to a well-developed plan if valid information on a conjecture is to be obtained. This plan includes clarifying the question and deciding upon a method of data collection and analysis. Students will examine this multifaceted process of analysis in this course. Exploring random phenomena using probability and simulation as well as estimating population parameters and testing hypotheses are also topics students will examine in this course.

Senior Seminar

Senior Students in this class will be introduced to concepts in Financial Literacy, Credit, Cost of Living, Banking, Civics, College & Career Pathways, as well as Computer Basics. This course has been designed for seniors considering taking business courses at the post-secondary level or for those joining the workforce directly after school. The course has implemented curriculum from our former Business and Jobs for Bay State classes. Students will demonstrate topic understanding through portfolio and project based grading in addition to more traditional formal assessments.

Marketing

This year-long business course covers the fundamentals of business and introduces students to the world of marketing. It informs students of the job opportunities available in marketing/business as well as aids students in becoming more informed consumers. In this course, students will gain an understanding of basic marketing concepts and fundamentals and their place in organizations today. The course will study our country's market-oriented economic system as well as the legal and ethical issues that modern businesses face. Students study how to prepare for a sale, understand promotional concepts and strategies, discuss product planning and learn about the various aspects of advertising media. Students also study marketing information systems as well as the types, trends and limitations of marketing research.

Music Department
Dan Sullivan
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Course Offerings:

Chorus I
Chorus II
Chorus III
Chorus IV
Jazz Ensemble
Madrigal Singers I
Madrigal Singers II
Band I
Band II
Band III
Band IV

The Performing Arts Division, with 45 dance, music, and theatre teachers and consultants in the 44 schools and alternative programs, offers a wide range of exciting curricular and extra curricular programs. An extensive Arts Curriculum has been designed and implemented in the Worcester Public Schools, closely aligned with the Massachusetts Arts Framework and the National Standards for Arts Education.

CHORUS I

Chorus courses provide the opportunity to sing a variety of choral literature styles for men's and-or women's voices and are designed to develop vocal techniques and the ability to sing parts. The focus of Chorus I is the development of concepts and skills in artistic choral and solo singing through the study of classical, folk, Broadway musical, opera, multicultural and jazz repertoire.

CHORUS II

Chorus courses provide the opportunity to sing a variety of choral literature styles for men's and-or women's voices and are designed to develop and expand vocal techniques and the ability to sing parts. The focus of Chorus II is the further development of choral, small ensemble and solo singing through the study of

classical, folk, Broadway musical, opera, multicultural and jazz repertoire. Chorus II students are encouraged to attend other choral concerts and audition for MMEA Central District Chorus.

CHORUS III

Chorus courses provide the opportunity to sing a variety of choral literature styles for men's and-or women's voices and are designed to develop and expand vocal techniques and the ability to sing parts. The focus of Chorus III is the refinement of choral, small ensemble and solo singing through the study of classical, folk, Broadway musical, opera, multicultural and jazz repertoire. Chorus III students are encouraged to attend other choral concerts, participate in small ensembles and audition for MMEA Central District Chorus.

CHORUS IV

Chorus courses provide the opportunity to sing a variety of choral literature styles for men's and-or women's voices and are designed to develop and expand vocal techniques and the ability to sing parts. The focus of Chorus IV is the mastery of choral, small ensemble and solo singing through the study of classical, folk, Broadway musical, opera, multicultural and jazz repertoire. Chorus IV students are expected to participate in small ensembles, direct a small ensemble or the whole chorus at least once each year and to audition for MMEA Central District Chorus.

Science, Technology and Engineering Department

John Staley

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Course Offerings:

Biology I

AP Biology

Biology II

Chemistry

AP Chemistry

Physics

AP Physics

Vertebrae Anatomy

Applied Physics: Introduction to Engineering

Introduction to Technology and Engineering (Chapter 74)

Practical Engineering

Process Engineering

In this academic area, students learn more than the basic knowledge about specific sciences; students learn the lifelong skill of approaching a problem in a scientific manner. In our technology-based society with its rapid rate of change, having a solid science background will be an essential asset for students to make informed decisions.

Using the *Massachusetts Science and Technology/Engineering High School Standards and the Massachusetts Vocational Technical Education Framework in Engineering Technology* as a guide and reinforcement for teaching practices, the Science, Technology and Engineering (STE) Department: (1) builds on students' curiosity and existing knowledge by modeling questioning along with making connections between the present STE course and ideas carried over from earlier studies and experiences. (2) expands the inquiry approach to laboratory investigations. Often, investigations are open ended, allowing students to move in directions that develop as students generate questions and find ways to answer their own questions. (3) develops habits of mind that emphasize a respect for evidence, persistence, open-mindedness and awareness of the effects of our actions on the surroundings in which we

live. (4) integrates technology, science, mathematics and human affairs to investigate complex problems faced in today's world. (5) emphasizes the applications of all areas of science, technology and engineering to our students' lives.

Students in ninth grade will take discipline-specific Massachusetts Comprehensive Assessment System (MCAS) exams based on their enrollment in either Technology/Engineering or Biology. Passing one of these exams is a graduation requirement of the Commonwealth of Massachusetts.

Biology I

Biology I is a program that fulfills the inherent need of students to develop knowledge and understanding of the living world that surrounds and includes them. The course will focus in these topics chemistry of life, biodiversity and ecology, cellular biology, and anatomy and physiology. The unifying concepts are organic evolution and the functioning of DNA and energy transfer. The development of a solid understanding of the structure and function of living organisms will enable the students to make informed decisions related to their personal and community health and environmental well being. Students will be introduced to the field of biotechnology with the intention of developing and enhancing student understanding of the molecular basis for life and heredity leading to development of the ability to critically evaluate the risks and benefits of this technology to the living systems.

Pre-Requisites: None

Grades: 9-12

AP Biology

The Advanced Placement Biology (© College Board) course is equivalent to a two-semester college introductory biology course. The revised AP Biology course focuses on enduring, conceptual understandings and the content that supports them. This approach will enable students to spend less time on factual recall and more time on inquiry based learning of essential concepts. Students who take an AP Biology course designed using this curriculum framework as its foundation will also develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses. To be successful, both in the course and on the AP exam, students must possess a high degree of self-motivation. A good part of class time will be spent on laboratory work, requiring a

significant amount of outside reading and assignment completion on the part of each student.

Pre-Requisites: Biology, Chemistry

Grades: 11, 12

Biology II

This program provides the student with an in-depth understanding of selected topics in biology. This program provides the student with a greater understanding of biological concepts and a wider experience in biological applications present in the community that surrounds them. There will be a focus on bio-forensics, biotechnology, biomedical and bio-agricultural applications and bioinformatics.

Pre-Requisites: Biology I

Grades: 10-12

Chemistry

This course provides students with knowledge and understanding of the properties of matter and how these properties enable science to organize these elements on the periodic table. Students will develop understandings of the structure and function of the atom, and its chemical reactions, including the involvement of energy and sub-atomic particles to better understand the nature of chemical changes. By learning about various chemical reactions such as oxidation reduction, combustion, and decomposition, students learn about the chemical reactions that take place around us everyday. In addition students will develop deeper understanding of acids and bases, rates of reaction and factors that influence those rates. From the calculating of stoichiometry problems and molar concentrations, students will develop understanding of proportionality and strengthen their mathematical skills.

Pre-Requisites: Biology

Grades: 10-12

Advanced Placement Chemistry

The AP Chemistry (© College Board) course is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, in their first year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses.

AP Chemistry should meet the objectives of a good college general chemistry course. Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory.

Pre-Requisites: Biology, Chemistry, Algebra II
Grades: 11, 12

AP Physics

The Advanced Placement Physics B (© College Board) course is an algebra and trigonometry based course. It is an introductory course whose curriculum is designated by the College Board. It is equivalent to an introductory college (algebra based) Physics course. Laboratory work is an integral part of the Physics curriculum. Another primary course goal is to develop an understanding of the concepts of Mechanics, Thermodynamics and Gas Laws, Waves and Optics, Electricity and Magnetism, and Modern Physics as well as develop skills at using the concepts and formulae in order to complete problems.

Pre-Requisites: Algebra II
Grades: 11, 12

Physics

In Physics, an introductory course, students will learn the basic physical concepts of matter and energy and the mathematical laws governing them. Laboratory experiences and demonstrations is an integral part of the program and used to verify the theoretical concepts and support the development of understandings of matter, states of matter, forces and motion, waves, light, electricity and nuclear physics. Students will experience through the application of the inquiry process, how these physical properties relate to the environment.

Pre-Requisites: Algebra I
Grades 11, 12

Vertebrate Anatomy

This course will provide the participant with detailed understanding and functional knowledge of the structure and function of human anatomy and physiology. This course will focus on the interrelationships between biological structures and physiological functions. Microscopic and macroscopic laboratory experiences will provide students with understandings of the structure of living systems. In this course participants will engage in the dissection of vertebrate specimens.

Pre-Requisites: Biology I

Grades: 11, 12

Applied Physics: Introduction to Engineering

Applied Physics: Introduction to Engineering will introduce students to the world of technology/engineering as a first step to becoming technologically literate citizens. For students the course will open the door to engineering careers and develop connections between science, mathematics and technology. In this course students will participate in hands on activities that connect directly to real world experiences and see how engineering is connected to every day life in the world. Students will be required to develop cross curricular skills of science, mathematics and literacy that will promote their involvement in the creation and application of technology.

Pre-Requisites: None

Grades: 10-12

Introduction to Technology and Engineering (Chapter 74)

In this vocational course, students use a problem-solving model to improve existing products and invent new ones. They learn how to apply this model to solve problems in and out of the classroom. Using sophisticated three-dimensional modeling software, students communicate the details of the products. Emphasis is placed on analyzing potential solutions and communicating ideas to others. The curriculum also utilizes the strengths of each team member to accomplish the goals of a project, while offering students learning challenges at all ability levels. This year long course will prepare students for MCAS Engineering/Technology and Certificate of Proficiency (C.O.P.S.) content to enhance critical thinking skills through project based learning.

Pre-Requisites: None

Grades: 9

Practical Engineering

Practical Engineering (PE) is the vocational capstone course at the Doherty high

school engineering program. It is an engineering research course in which students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams of students will design, build, and test their solution. Finally, student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process.

Practical Engineering is a high school level course that is appropriate for 12th grade students. Since the projects on which students work can vary with student interest and the curriculum focuses on problem solving, PE is appropriate for students who are interested in any technical career path. PE should be taken as the final capstone course since it requires application of the knowledge and skills from all of the Doherty foundation courses.

Pre-Requisites: Electrical Engineering

Grades: 12

Process Engineering

Process Engineering is the second year class in the Chapter 74 Vocational Engineering and Technology curriculum. It will deepen students' understanding of the world of mechanical engineering, specifically in the areas of industrial health, safety, engineering/technology career options, force distribution, manufacturing systems, basic electronics, thermodynamics, fluidics, and robotics. It strengthens the strong connections engineering has to physics and mathematics, literacy (particularly non-fictional reading and writing), and its impact on history and society. In this course, students will participate in hands on activities that connect directly to functional applications, and experience how engineering is connected to every day life and our environment around us. Student assessments use both classic academic grading, as well as the DESE-Chapter 74 C.O.P.S. instrument.

Pre-Requisites: Introduction to Engineering

Grades: 10

Exploring Technology and Engineering

Exploring Technology and Engineering is a vocational course that will deepen students' understanding of the world of technology, specifically in the areas of engineering/technology career options, force distribution, manufacturing systems, basic electronics, thermodynamics, fluidics, and robotics. This is a continuation of student experience started in their prior Introduction to Engineering course. It strengthens the strong connections engineering has to physics and mathematics, literacy (particularly non-fictional reading and writing), and its impact on history and society. In this course, students will participate in hands on activities that connect directly to functional applications and experience how engineering is connected to everyday life and our environment around us. Students will be required to develop and apply cross-curricular skills in physics, chemistry, mathematics, and literacy that will promote their involvement in the creation and application of technical solutions to specific problems and applications.

Pre-Requisites: Introduction to Engineering
Grades: 10-12

Electrical Engineering

Electrical Engineering, the third course in the vocational engineering program, will deepen students' understanding of the world of electrical engineering, specifically in the areas of electrostatics, analog electronics, digital electronics, and power generation systems. It strengthens the strong connections engineering has to physics and mathematics, literacy (particularly non-fiction reading and writing), and its impact on history and society. In this course, students will participate in hands on activities that connect directly to functional applications and experience how electrical engineering is connected to everyday life and our environment around us. Students will be required to develop and apply cross-curricular skills in physics, mathematics, and literacy that will promote their involvement in the creation and application of engineering solutions to specific problems and applications.

Pre-Requisites: Process Engineering
Grades: 11

Engineering Design and Fabrication

Engineering Design & Fabrication (EDF) is a vocational high school level survey course of engineering. The course exposes students to some of the major concepts they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers. EDF gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

To be successful in EDF, students should be concurrently enrolled in college preparatory mathematics and science. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.

Pre-Requisites: None

Grades: 11, 12

Engineering Design and Manufacturing

This vocational course will deepen students' understanding of the world of engineering product design and automated manufacturing techniques and practices. We will review the history of manufacturing, including the methodologies developed for high volume, Lean Manufacturing, and the role of robotics in manufacturing. This is a continuation of student experience started in their prior Engineering Design and Fabrication course. It strengthens the strong connections engineering has to physics and mathematics, literacy (particularly non-fiction reading and writing), and its impact on history and society. In this course, students will participate in hands on activities that connect directly to functional applications and experience how engineering and manufacturing is connected to everyday life and our environ-

Social Studies

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Course Offering:

US History I

US History II

World History II

AP World History

AP US History

Psychology

Sociology

Legal Aspects

The mission of the social studies teachers is to modify existing programs, expand course offerings, and create new curriculum models. These models will be based on current social studies research, National and State Frameworks, and proven pedagogical strategies. Curriculum will be clearly defined, meet the demands of the Massachusetts Education Reform Act of 1993 and still focus on traditional geographical and historical concepts. By identifying Pre-K-12 scope and sequence skills, with emphasis on grade level benchmarks for student achievement, new curricula will be designed to foster higher-level thinking skills and encourage students to become active rather than passive learners.

U.S. HISTORY I

This course will focus on the Grade 10 Massachusetts History and Social Science Frameworks and the Worcester Public Schools 10th grade History Curriculum. It will examine major events from the time period of the American Revolution through Reconstruction. Students will identify the historical, intellectual, political and economic factors that contributed to the Revo-

lution and the writing of the Constitution. Students will study America's westward expansion, the origins of political parties, sectional conflict, the Civil War and Reconstruction. Students will use primary source documents to answer Document Based Questions and open response questions.

U.S. HISTORY II

This course will focus on the Grade 11 Massachusetts History and Social Science Frameworks and the Worcester Public Schools 11th grade History Curriculum. It will examine major events from the end of Reconstruction through the present. Students will identify the historical, intellectual, political and economic factors that contributed to America's hemispheric influence in the 19th Century and consequent rise to world power status. This course will highlight the Progressive Movement, the New Deal, the importance of sectionalism through the 20th Century, the Civil Rights Movement, and America's involvement in world wars, ending with the war on terror. Students will use primary source documents to answer Document Based Questions and open response questions.

WORLD HISTORY II

This course will focus on the Grade 9 Massachusetts History and Social Science Frameworks and the Worcester Public Schools 9th grade History Curriculum. It will examine major world events from the time period of the French Revolution of the 18th Century through the present day. Students will identify trends and commonalities across cultures and identify multiple causes and effects of historic, political, geographic and economic events. Students will use primary source documents to answer Document Based Questions and open response questions.

AP US HISTORY

Using college textbooks and primary source materials, students study the history of the United States from 1900 to the present, completing the first part of the course begun in sophomore year. In addition, students consider changing interpretations of historical periods. Students in this course are expected to take the Advanced Placement examination in May. A student who successfully passes this examination may be given credit or be released from a required course by the college of their choice. The complete

program in AP United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History from 1492 to the present. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to critically assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

AP World History Course Description

AP World History a rigorous course offering a balanced global perspective of history and is intended for the high school senior who plans to earn college credit while in high school. This course begins at about 8000 B.C.E. and continues until the present. There is an emphasis on the diffusions and impacts of technology, cultures, economics, legal systems, geography and periodization. The curriculum of this course is adapted from the State Frameworks of History and Social Science, the AP College Board and incorporates the AP World History Themes and Habits of Mind so that the student will develop a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies.

AP World History is broken down into six chronological time periods with a focus on the five course themes of historical inquiry that are investigated at various points throughout the course and revisited and manifested in particular historical developments over time. These themes articulate at a broad level the main ideas that are developed throughout the entire span of the course. Each theme includes a list of related key topics as well as a description.

The key concepts were derived from an explicit consideration of these themes, with the goal of making the themes more concrete for the course content within each historical period. This clear connection between themes and key concepts means students can put what is particular about one historical period into a larger framework. In this way, the themes facilitate cross-period questions and help students recognize broad trends and processes that have developed over centuries in various regions of the world. AP World History is the most challenging version of World History and it is expected that the student will be held at the highest accountability for his/her quality of work. Chapter readings and outlines, primary source analyses and major projects will be completed outside of class. Writing is essential to achieve success on the Advanced Placement Exam and will be emphasized in class in many forms, including but not limited to document based questions, comparative essays and change over time essays.

Legal Aspects

Legal aspects is an elective course open to grade 12 students. The general goal of the course is to introduce students to American law and justice systems. More specifically, the goal of the course is to provide students with an understanding of and an appreciation of the legal changes that occur in a young person's life when he or she passes to adult legal responsibility. The rights and obligations of citizenship are reviewed in sections dealing with voting, jury duty, the right to access the legal system and selective service registration.

A significant emphasis in the course is placed on contracts and their importance in daily lives. Through contract law, exercises that parallel experiences of young adults are used. The class mimics the legal side of opening a bank account, applying for a credit card, buying a car, renting an apartment, being accepted at a university and applying for student loans. In addition, contracts that socially bind us to others are examined such as marriages, wills estates, family obligations and familial duties. The final part of the course emphasizes the legal process and structure in the military and criminal law.

Sociology

Sociology is an elective course that studies human society and social be-

havior. Positive human relationships are an essential part of a civilized society and how we interact with each other is important so that we can find answers to questions and solve problems in our world. "Sociology teaches us to look at life in a scientific, systematic way." The way that we view the world comes from what we learn in our everyday activities. "The values, beliefs, lifestyles of those around us, as well as historic events help to mold us into unique individuals who have varied outlooks on social reality." This course deals with the social atmosphere that helps to make us who we are and how we behave. Sociology will cover topics such as culture, violence, deviance, social control, socialization and personality, group behavior, social class, and social institutions. The key component of this course is to study ourselves and the society that influences our behavior.

Psychology

Psychology is the scientific study the behavior and mental processes of human beings and other animals. Throughout this course you will be exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology. You will also learn about the ethics and methods researchers use in their science and practice. This introductory course will investigate many of the topics that make up the foundation of this field. While psychology does not claim to have all of the answers, it can propose theories and possible explanations that are based on scientific research. Through this course you will develop knowledge and skills that will help you in your own search for answers for yourself and as you relate to others in the world.

Special Education

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The Worcester Public Schools focus on learning through the TEAM (Together Everyone Achieves More) approach has resulted in the development of a multitude of programs within the city to meet the special needs of our students and guarantee them the Least Restrictive Environment.

Today there are approximately 5,000 students in the Worcester Public schools identified as a student with special needs. To meet their needs the district employs over 400 special education teachers and therapists and 350 instructional assistants who are assigned to every school building and education program supported by the Worcester Public Schools. The dedication and hard work of these individuals helps provide our students Equal Access to all the district can provide.

It is the responsibility of the Worcester Public Schools to identify any child who is a resident of Worcester, who may have a disability, regardless of the severity of the disability. It is also the responsibility of the Worcester Public Schools to evaluate those students to determine if they are eligible for special education or related services under IDEA (Individuals with Disabilities Education Act) or 306 CMR 28 (Massachusetts Special Education Regulations).

The Worcester Public Schools is committed to identifying children before their third birthday in order to provide early intervention services for three and four year olds. If you have questions or concerns regarding your child's development and would like to have him/her screened, please call Mary Meola at the Special Education office for an appointment at 508-799-3311 or Peg Iandoli-Cole, Assistant Director for Special Services for more information at 508-799-3093.

2015-2016 Clubs and Activities

The following clubs and activities are usually offered at Doherty throughout the school year.

Anime Club: This group meets weekly to discuss views and create Anime films and manga texts.

Book Club: Student-led discussions of student-chosen books.

Envirothon Team: The Envirothon team participates in the Massachusetts Envirothon Competition in May. Throughout the year, the team prepares by learning about natural resources (wildlife, soils, aquatics, forestry) and a “current issue”; this year focusing on Westland’s protection.

Film Club: Students watch films representing a variety of genres. Films span classic and modern times. Following the video, participants discuss elements of the movie such as theme, realism, character development, plot, etc.

Fine Arts: Students meet to explore art through different media. Each year the art club paints a mural.

First Knights Chess Club: Students learn strategies and rules of the game and enjoy playing at weekly meetings.
effects editors.

Gay Straight Alliance: The GSA works together to think of creative ways to make the school safe for all students and bully free.

Humanities Scholars Collaborative: Enrichment program that offers students an opportunity to enhance their study of American History and culture by visiting area colleges for seminars. (Quarterly)

Knitters: Doherty Knitters meet working to learn and teach knitting in a cooperative workshop atmosphere. All members agree to knit and donate

one item for charity over the course of the year.

Latin Club: Students engage in thoughtful discourse and examination of the Latin language and culture.

Musical: Students perform in our annual spring musical.

Music Club: Students gather to perform music after school in an informal setting.

PEACH Club: Promoting Exercise And Continuous Health Club is working within Worcester Public School policies, involving nutrition and physical activities.

Photography: Students view, discuss, shoot and learn digital manipulation of photographs along with some technical and artistic instruction. Beginners are welcome. Students need no equipment, however, none will be provided.

Robotics: Students build award winning robots to compete in competitions, locally and regionally.

Ski & Snowboard: Six week program at Wachusett Mountain Ski area. The club begins the first Monday in January and continues each Monday from 2 – 7 p.m. Students are provided equipment storage, transportation and ski passes lessons and rentals also available. The Doherty Ski and Snowboard Club provides quality winter fun.

Stomp & Dance: Doherty students are offered the opportunity to learn and perform choreographed stomp and dance routines that are performed before the student body during school pep rallies and the school fashion show.

Theatre: Students meet to perform plays throughout the school year.

Women in Technology (WIT): Teams build and construct robots to compete in VEX competitions. The group also visits companies to talk to women in engineering fields.

Writers Club: Students work to write, share and critique writing; publish a magazine periodically, plan and run fall and spring coffee house nights.

Yearbook Committee: This club creates the Highlander Yearbook. Students demonstrate teamwork while collaborating on projects, planning and organizing. Students learn basic photography, design layout and other various publishing skills and works with the school community gathering information to create a thoughtful recollection of their four years. Seniors only.

Youth and Government: Students prepare to role-play state government at the State House in March.

In addition to these clubs and activities students can also apply to become members of:

Class Officers

Student Council

Student Superintendent's Advisory Council

National Honor Society

The Following Sports are offered at Doherty:

Fall Sports

Begins the 3rd Monday in August

Boys and Girls Cross Country

Boys and Girls Soccer

Field Hockey

Football

Girls Volleyball

Boys Golf

Crew

Winter Sports

Begins the Monday after Thanksgiving

Boys and Girls Indoor Track

Boys and Girls Swimming

Cheerleading

Boys and Girls Ice Hockey

Boys and Girls Basketball

Wrestling

Spring Sports

Begins the 3rd Monday in March

Boys and Girls Outdoor Track

Baseball

Softball

Girls Golf

Boys and Girls Tennis

Boys Volleyball

Boys and Girls Lacrosse



