



DMHS High School 2020-21 Course Overview *Semester One*

Social Studies Project, Katya Thronweber

American Identity

We will explore questions of what currently and historically has made America what it is. We will explore historical events and themes in the development of the United States. We will also explore the U.S. system of government, what makes it unique and how students can participate and ensure their government is working.

Honors American Identity

Honors history is an opportunity for students to challenge themselves to explore history on a deeper level than the regular class. Honors students will be expected to deepen their exploration of each subject area beyond the regular expectations; regularly doing independent research projects and presenting their learning with their peers. Honors will also include higher level readings, and opportunities for greater critical engagement individually and as a cohort. Honors students will be asked to take on leadership roles within the project.

AP U.S. History (only available for Juniors and Seniors)

Learn about the developments that have shaped U.S. history through the critical analysis of historical events and documents. AP U.S. history will follow the AP outlines and focus on preparation for the AP exam. Students need to be *highly self-motivated* to be successful in this course. The class will include checkpoints and assignments to set students up for their own deep exploration of World history. As in college, AP level work requires a significant amount of independent motivation and time, and students should consider that their success on the AP test will be a direct result of their own largely self-directed effort.

The course includes participation in all honors and regular history work.

Teacher's Assistant (TA)

Please see description at the end of the document.

English Project, Rachel Balkcom

Literature of Black History

Honoring student requests and in light of the response to George Floyd's death, we have decided to move our planned second semester's English project to the first semester. Throughout US history, visionary black folks have responded to events and experiences in their communities by producing letters, essays, plays, novels, works of art, and music. This semester, we will explore the visionaries who have used their writings and art forms to express, connect, teach, and transform communities and systems. It is crucial in any study of history that we focus, not solely on people who are oppressed, but on people who are resilient, who have offered significant gifts in the face

of oppression. Through this study, we will come to understand better our systems and ourselves--whatever our identities.

Honors Literature of Black History

Honors English is an opportunity for students to challenge themselves to explore literature on a deeper level than the regular class. Honors students will be expected to deepen their exploration of each subject area beyond the regular expectations: regularly doing independent research projects and presenting their learning with their peers. Honors will also include higher level readings and opportunities for greater critical engagement individually and as a cohort. Honors students will be asked to take on leadership roles within the project.

AP Literature (only available for Juniors and Seniors)

The DMHS approach to Advanced Placement in the Humanities is to give students the tools they need to build on the integrated curriculum in order to prepare for the Advanced Placement test. AP students engage in additional lessons and projects in conjunction with the standard course of study, as well as writing and testing exercises that are direct practice for the test. As in college, AP level work requires a significant amount of independent motivation and time, and students should consider that their success on the AP test will be a direct result of their own largely self-directed effort.

Teacher's Assistant (TA)

Please see description at the end of the document.

Science Project, Cassandra Hayter

Microbiology and Disease

Students will explore microbiology by working on the question, [How can the threat of new and reemerging diseases and immune microorganisms be reduced?](#) Together, we will explore key concepts in microbiology and biochemistry from cell structure and function to energy production and genetic transcription and translation that explain the nature and structures of life as we know it, including the relevant Next Generation Science Standards. Students will apply this knowledge to investigating disease itself, the structures and functions of disease-causing organisms (bacteria, viruses), how diseases work in the body - on a cellular, genetic, organ, organism, and population level. We will conclude by taking action to reduce the threat of disease in some way: with PSAs, policy papers, hygiene stations, etc.

Honors Microbiology and Disease

Honors Science is an opportunity for students to challenge themselves to explore science on a deeper level than the regular class. Honors students will be expected to deepen their exploration of each subject area beyond the regular expectations: regularly doing independent research projects and presenting their learning with their peers, Honors will also include higher level readings and opportunities for greater critical engagement individually and as a cohort. Honors students will be asked to take on leadership roles within the project.

AP Biology

Students are eligible to take AP Biology after taking regular Biology. The DMHS approach to Advanced Placement in the Sciences is to give students the tools they need to build on the integrated curriculum in order to prepare for the Advanced Placement test. AP Biology students will take AP Bio as an elective, ensuring that we have regular time together each week for additional lessons and projects in conjunction with the standard AP course of study, as well as writing, labs, and testing exercises that are direct practice for the test. As in college, AP level

work requires a significant amount of independent motivation and time, and students should consider that their success on the AP test will be a direct result of their own largely self-directed effort.

Teacher's Assistant (TA)

Please see description at the end of the document.

MATH: Yucheng Yao, MaryBeth Schneider

Montessori Integrated Math (Credit equivalent to Geometry, Algebra 2, Pre-Calculus, etc.)

Through an integration of the Montessori Mathematics for the Adolescent (12-18) curriculum, the Montessori Integrated Math approach includes the application of diverse mathematical skills in order to solve real-world problems. Public school standards and requirements are met through an integrated, project-based approach in conjunction with seminar, targeted small group skills lessons and SAT preparation. The High School structure includes opportunities for integrated levels and grades, as well as discrete work to move students through the skills of Algebra, Geometry, Trigonometry, and Pre-Calculus. Students who completed Pre-Calculus can take an advanced concurrent enrollment course or Financial Algebra.

Montessori Integrated Math (Honors) (Credit equivalent to Honors Algebra 2, Honors Geometry, Honors Precalculus, or Probability and Statistics).

Students who are a year ahead in math are considered to be "Honors" math students and this is reflected on their transcript. Students who are currently in the honor cohort will be automatically enrolled in the next honor cohorts.

Financial Algebra

Students will apply algebra and higher level math concepts to real world financial, business, and budgeting situations. The goal is to develop practical real life math skills while developing a strong foundation of critical thinking, number sense, and logical reasoning.

Concurrent Enrollment

Students have the opportunity to concurrently enroll at CCD for advanced math as determined by the *Accuplacer* entrance test.

Teacher's Assistant (TA)

Please see description at the end of the document.

ELECTIVES: Spanish, creative expression, and more

Teacher's Assistant (TA)

These positions are available for most electives. Please see description at the end of the document.

Spanish 3+, Michelle Mendoza (offered Quarter 1)

The point of a language is communication. Whether that is informal conversation or understanding complex ideas. In this Spanish course we will build on the basic grammar and vocabulary skills students have already learned and use them to engage in conversation. The class will entail reading, writing, speaking and listening in

Spanish, starting from student's ability levels. We will also take time to review basic grammar and learn more complex points of Spanish grammar.

Spanish II, Michelle Mendoza (offered Quarter 2)

In Spanish II, the students will have the opportunity to improve their written, speaking and listening skills in the Spanish language. Students will explore the different Spanish vocabulary, the present tense, preterite tense and imperfect tense. Students will also explore aspects of the Spanish culture.

Pasta Machine (Micro-Business), Anders Benson (offered Quarter 1)

In this elective we will dive into a quarter-long process of building a small business that we manage online. The core group will focus on making fresh pasta as a food business model. We will explore all facets of this food and we will build a small food production system by which we create, advertise, coordinate, and sell this food to our community. So whether you like to cook, create logos, design websites, or manage a team, we'll learn about how to build a microbusiness together!

Steel Drums/Drumline, Anders Benson (offered Quarter 2)

Learn pieces of music derived from a variety of traditional, classical, and current musical pieces. Learn music fundamentals, develop rhythm skills, learn proper techniques for our instruments, and participate in regular rehearsals which will culminate in at least one performance for our community.

Artists' Voice, Jessica Perry (offered Quarter 1)

Your artist voice is a unique and recognizable artistic style that is distinctly your own; your inspiration, your materials, techniques, themes and color palette all working together in a way that looks like it comes from you and no one else. The main objective of this course is for students to discover, identify and develop an authentic style as young artists; Design Principles and concepts will be emphasized and students will learn how to utilize these principles and techniques successfully in their artwork. Students will learn a variety of drawing, mixed media and painting techniques and other creative processes.

Watercolor Painting, Jessica Perry (offered Quarter 2)

Let it flow! Unleash your creativity and tackle the unique challenges of water-based media including watercolor, gouache and ink. In this course we learn to use these materials with confidence and understand the differences and qualities of each by creating numerous projects. You'll discover how to control and maximize striking values with permanent India ink, layer translucent washes of watercolors and explore the bold use of opaque colors with gouache. We work both in the studio and, in warmer seasons, outdoors!

Theater, Robin Yokel (offered Quarter 1)

High School theater students will perform Disney's "Beauty and the Beast." Students will act as well as be involved in designing costumes, sets, lighting, and sound and marketing the production for a virtual production. When signing up, please indicate whether you intend to act in the play or be part of the tech crew (or simply email Robin and let her know).

Financial Literacy, Robin Yokel (offered Quarter 2)

Being financially literate can be defined as the possession of the set of skills and knowledge that allows an individual to make informed and effective decisions now and in the future while using all of their financial resources. Students will learn all about how to be a financially responsible adult by practicing budgeting, banking, and entrepreneurial skills.

Human Development, Leah Parker Bry (offered both Quarters 1 and 2)

Honest, accurate information about sexuality changes lives. It dismantles stereotypes and assumptions, builds self-acceptance and self-esteem, fosters healthy relationships, improves decision making, and has the potential to save lives. This elective is based on and adapted from the Our Whole Lives Sexuality Curriculum, known as OWLS, which is a secular curriculum developed by the Unitarian Universalist Church that helps participants make informed and responsible decisions about their sexual health and behavior. The program hinges around the shared values of self-worth, sexual health, responsibility, and inclusivity. It equips participants with accurate, age-appropriate information in the areas of human development, relationships, personal skills, sexual behavior, sexual health, and society and culture. Note, this class is similar to but uses a different and deeper curriculum than Human Development in the Farm School. You can *definitely* take HS Human Development, even if you have already taken Human Development in the Farm School.

Senior Seminar, Leah Parker Bry

This is a required course for all Seniors, acting as a culmination to students' experiences at DMHS and supporting their preparation for life after graduation. The first semester is designed to support students in preparing all needed materials to successfully apply to the colleges and universities of their choice: each student is required to apply to at least one school. The second semester is designed to support students' deep self reflection of their own growth and development as they prepare to enter the adult world, culminating in the presentation of students' portfolios of learning and graduation speeches.

Student Council/Managers Council, Leah Parker Bry and Katya Thronweber

The goal of these classes is to provide students structures and support in which to develop as leaders in the DMHS community. Student council not only plans and executes key school events such as Prom, they act as a council of co-creators and leaders who act in partnership with the High School Program Director to design and implement practices and policies to make our community safe, successful, joyful, and dynamic. Student Managers own and run various aspects of our program, from technology support to our restorative justice program. Student council members are elected in the first few weeks of school. Students interested in becoming managers should contact Katya directly at: katya_thronweber@dpsk12.net.

Concurrent Enrollment

DMHS offers a unique, rigorous and project-based Montessori education. Our curriculum differentiates to meet students needs and abilities, is driven by student interest and leadership, and is *more* rigorous than similarly named courses at traditional High Schools. Concurrent enrollment offers DMHS students a unique opportunity to experience college classes, expand their academic knowledge and interests, and gain college experience and credit before graduation - for free! Our concurrent enrollment policy is intended to aid students in making the most of both opportunities. We recognize that colleges and universities often look to see that students have challenged themselves to take the most rigorous courses available to them. DMHS is committed to offering students Honors-level course options in History/Social studies, English, and Science. Concurrent enrollment is an additional and rigorous option for interested students. Here is the [DMHS Concurrent Enrollment Policy](#).

Teacher's Assistants (TA)

Seniors, and in exceptional cases Juniors, have the option to gain an academic or arts elective credit in each discipline by serving as a TA. These positions are awarded by application and require advanced content and executive functioning skills, as well as older adolescent maturity. Expectations in each class vary but are likely to include the following: Leading mini and regular lessons, workshops, lesson stations/small groups, and seminars;

facilitating peer revision; co-hosting office hours; helping with grading; offering feedback on curriculum; serving as a key liaison between students and teachers.