

Dartmouth High School



Program of Studies 2022-2023

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January 3, 2022

Dear Dartmouth High School Students, Parents & Guardians:

Each February, Dartmouth High School students submit course requests for the upcoming academic school year. It is an important process at the high school level that requires a great deal of collaboration between all stakeholders—students, faculty, school counselors, advisors, parents and administration. Dartmouth High School faculty members are happy to engage with students and their families as partners in this important work and are hopeful that this Program of Studies, as well as other resources, will be useful to students in selecting courses that support their post-secondary passions and interests.

We encourage all students and families to review this Program of Studies carefully as it is a tool to be used throughout the course request process. ***Students are encouraged to think beyond the current year and to map out a four-year plan that best supports their post-secondary plans.*** To that end, course descriptions, as well as several distinct course pathways are highlighted throughout the Program of Studies. A ***pathway*** is defined as a coherent progression of coursework that upon completion signifies readiness for college and career success in a particular industry, area or field. We have clearly articulated pathways in the areas of Unified Arts, Science, Technology and Engineering as well as in Business and Computer Science.

Also included in our Program of Studies is an AP-At-A-Glance planning guide. This guide provides a quick reference of all of the advanced placement course offerings available by grade level at Dartmouth High School. Using the AP-At-A-Glance guide will allow students to avoid the pitfall of cramming Advanced Placement courses into one or two years. ***All students are encouraged to try at least 1 advanced course (AP, Dual Enrollment, or PLTW Course) during the course of their high school career.*** Successful completion of advanced coursework is a significant indicator of college and career readiness and may result in college credit being earned and can potentially reduce the number of college courses required of students.

To those students who might think advanced coursework isn't for them, we encourage you to reconsider. Dartmouth High School offers 20 Advanced Placement courses across all departments including AP Capstone which provides students the opportunity to conduct meaningful, authentic research into a topic of their choosing across any academic discipline.

In closing, Students and families should be mindful that courses with low levels of student interest may not be offered. As a result, it is important that students select courses carefully. Dartmouth High School is firmly dedicated to providing all students with a quality education that provides students to develop the skills (Collaboration, Communication, Creative and Critical Thinking and Citizenship) necessary to be a thriving member of the community in the 21st Century.

Sincerely,

Ross A. Thibault
Principal

The mission of the Dartmouth Public Schools is to provide a quality education for ALL learners.

Core Values and Beliefs

At Dartmouth High School We Value and Believe In:

- *A safe learning environment*
- *Open and respectful sharing of opinions and ideas*
- *A learning environment that fosters respect for self and others*
- *Thoughtful instruction and rigorous assessment designed around common curricula*

Learning Expectations

All students must:

- *Define and monitor plan to achieve self-defined academic goals*
- *Communicate knowledge through a variety of writing styles*
- *Problem solve in a variety of settings*
- *Demonstrate respect for self and others*

Foreword

The Dartmouth High School Program of Studies provides students and families with the information needed to develop a four-year plan to support post-secondary goals. Students should consider the variety and depth of course offerings with graduation requirements and post-secondary aspirations in mind. Students are encouraged to be responsible lifelong learners and to challenge themselves to meet the academic, social and civic competencies outlined in our Core Values, Beliefs and Learning Expectations. Dartmouth High School offers interscholastic athletics, unified athletics, a wide array of clubs and service organizations, as well as exceptional music, art, and theater programs to enhance the educational experience.

Beginning with the 2018-2019 Program of Studies, several departments have articulated course pathways (a recommended progression of courses in a related area of study) that students are encouraged to follow in order to optimize their learning in the given area and to be truly prepared for the next step beyond high school which may include a credential allowing students to enter directly into a particular industry or field, or may position them to be accepted into a specialized program at the post-secondary level. While students are encouraged to follow the identified pathways, students may opt to sample elective courses based upon their interests and needs.

School Counseling & Support Services Department

The School Counseling Department consists of four School Counselors, four Social Workers, a School Psychologist and the Director of High School Counseling and Support Services. This team of professionals works collaboratively to ensure that all students are supported academically, socially and emotionally and that upon graduation all students are prepared for college and career success. All guidance services and materials are free from bias and stereotypes on the basis of race, color, sex, religion, national origin, sexual identity, sexual orientation, disability, homelessness or any other legally protected status.

Parents and guardians wishing to discuss selection of their child's courses may consult with the school counselor assigned to their child.

School Counselor Assignments
Director of High School Counseling & Support Services Bridgit DaSilva – 508-961-2730 ext. 7431 bridgidasilva@dartmouthschools.org
Guidance Secretary Kim Peach – 508-961-2730 kimberlypeach@dartmouthschools.org
A – C Jeghers Michael Jeghers – 508-961-2730 ext. 7434 michaeljeghers@dartmouthschools.org
D - J Fitzgerald Melissa Fitzgerald – 508-961-2730 ext. 7433 melissafitzgerald@dartmouthschools.org
K - P Heath Nicole Heath – 508-961-2730 ext. 7432 nicoleheath@dartmouthschools.org
Q - Z Wright Daniel Wright – 508-961-2730 ext. 7435 danielwright@dartmouthschools.org

School Counseling

The primary goal of the School Counseling Department is to assist students with their educational, vocational, and social development. Students will work with their assigned counselors to create their 4-year plans and make academic and extra-curricular choices to help them achieve their goals. The School Counseling Department utilizes a comprehensive program integrating technology, small group and individual work with the latest tools and technologies, such as Naviance.

Dartmouth High School follows the National Association for College Admission Counseling (NACAC) Reporting “Statements of Principles and Good Practice.” The policy on reporting conduct incidents and consequences (academic or behavioral) is that if a college asks on its application, the student must answer honestly, reporting any incidents beginning with 9th grade. The counselor is obligated to respond to questions regarding a student’s conduct record on the counselor report. In accordance with NACAC principles, Dartmouth High School Counselors will also notify all colleges that inquire of discipline incidents and consequences incurred by seniors after acceptance. If students or parents seek clarity on these guidelines, they are encouraged to speak with their counselors.

School Social Workers

Licensed Clinical Social Workers on staff meet with students who refer themselves or are referred by other members of the school community. They assist students and families in addressing individual and family concerns that impact student learning. Social Workers also refer students and their families to community agencies and resources that may provide additional support.

Social Worker Assignments
A – C Fontes Callahan Kristianna Fontes Callahan – 508-961-2700 ext. 7110 kristiannafontescallahan@dartmouthschools.org
D - J Gleicher Amy Gleicher – 508-961-2700 ext. 7136 amygleicher@dartmouthschools.org
K- P Thomas Cathy Thomas – 508-961-2700 ext. 7121 catherinethomas@dartmouthschools.org
Q - Z Holmes Andrea Holmes – 508-961-2700 ext. 7126 andreaholmes@dartmouthschools.org

General Academic Information

ACADEMIC PROBATION - Students who are not passing (F or I) four or more courses at the time of their last report card will not be allowed to participate in athletics or extra-curricular activities, including junior banquet, senior prom, Dartmouth’s Best (contestant, escort, emcee) and other school sponsored activities.

ACADEMIC PROMOTION – Every student enrolled at Dartmouth High School is expected to make continuous progress toward graduation requirements. At the end of each year an evaluation of each student’s progress will be made by thorough transcript review. It is the shared responsibility of the student, parent, and counselor to track the completion of courses.

It is expected that students will meet the following ***minimum*** credit guidelines in order to be “on track for graduation” and promoted with their class. At the end of each academic year, students who have not yet earned the necessary credits for promotion may be retained based upon credits earned.

<u>Year of High School</u>	<u>Credits</u>
<i>End of Freshman Year</i>	3
<i>End of Sophomore Year</i>	10
<i>End of Junior Year</i>	17
<i>End of Senior Year</i>	24

ACCREDITATION – Dartmouth High School is accredited by the New England Association of Schools and Colleges and by the Massachusetts Department of Elementary and Secondary Education.

COURSE CHANGE REQUESTS- Requests to change courses must be approved by administration and are not guaranteed. Students must make course requests carefully as course changes may not be honored after an initial 2 week period. Course change requests made beyond this window of time will only be considered if there is compelling evidence to support a class level change (CCR to Honors, etc.) or there are other extenuating circumstances (graduation requirements, student safety concerns, etc.) that require a course change. ***Students must complete a course change request.***

COURSE OFFERINGS – Every effort is made to run all courses listed in the catalog; however, the principal retains the right to cancel a course at any time. These decisions are made in consultation with members of the leadership team with strong consideration given to student interest as indicated by course requests. Furthermore, health and safety issues may require that some class sizes be limited.

DIPLOMA DISTINCTIONS

Students who qualify (un-weighted GPA) will have a seal affixed to their diplomas identifying them as Gold, Silver or Bronze scholars.

4.00 and higher	- Gold Scholar
3.67 - 3.99	- Silver Scholar
3.33 - 3.66	- Bronze Scholar

DUAL ENROLLMENT - Dartmouth High School encourages all students to take rigorous coursework, including Dual Enrollment courses offered at area colleges and/or universities (Bristol Community College/UMass Dartmouth). Students are encouraged to make these decisions in alignment with their post-secondary plans and interests with a focus on the learning to take place in the course. Dual Enrollment courses will be awarded credit; however will not be factored into the calculation of the student’s high school GPA.

Students wishing to take courses at area colleges, under the guidelines of the Massachusetts Dual Enrollment Program, must meet the following eligibility criteria:

- Be enrolled in a Massachusetts public secondary school or nonpublic school, including home school;
- Meet all course prerequisites per the policies of the participating campus;
- Be a Massachusetts resident;
- May not have earned a GED or high school diploma; and
- Have a minimum cumulative 2.5 high school GPA
- Students will be required to fill out a college specific dual enrollment application for the requested course. The college will inform the student if they have been accepted into the course. The school counselor at the high school will be available for questions as well as helping with course selection. High school counselors will submit high school transcripts and required forms based on dual enrollment application.

- Students will receive college credit and high school credit for courses they successfully complete, these courses and grades will be reflected on both transcripts. A copy of the grades will also be submitted to the high school.

GRADE POINT AVERAGE (GPA) - Grade point average is the manner in which high schools and many post-secondary institutions numerically represent academic performance on a student's transcript. Dartmouth High School calculates a weighted and unweighted grade point average (GPA). The unweighted GPA uses a 4.30 scale for all courses and gives each grade equal weight. The unweighted GPA is reported on the student transcripts. The calculation of the weighted GPA for 1 credit courses is reflected in the chart below. The sum of the grade values is divided by the total number of credits attempted to determine the weighted GPA. The weighted GPA is used to determine class rank. Student rank is calculated and reported on the transcript at the end of each semester. Class Valedictorian and Salutatorian will be determined at the end of the 8th semester.

Beginning with the class of 2021, all classes including electives will be counted towards the weighted GPA. Dual enrollment classes shall NOT be calculated for the purpose of calculating high school GPA.

Letter Grade	Advanced Placement	Honors	College & Career Readiness	Numerical Equivalent
A+	5.3	4.8	4.3	97-100
A	5.0	4.5	4.0	93-96
A-	4.7	4.2	3.7	90-92
B+	4.3	3.8	3.3	87-89
B	4.0	3.5	3.0	83-86
B-	3.7	3.2	2.7	80-82
C+	3.3	2.8	2.3	77-79
C	3.0	2.5	2.0	73-76
C-	2.7	2.2	1.7	70-72
D+	2.3	1.8	1.3	67-69
D	2.0	1.5	1.0	65-66
F	0.0	0.0	0.0	Failure

**Please note that this chart represents GPA based upon 1 credit course.*

GRADING SYSTEM - Report cards will be issued at the end of each term (twice per semester). Questions concerning grades should be referred to the appropriate teacher.

The passing grade for all courses is 65%. The letter grades at Dartmouth High School have the following numerical values:

A+	97 - 100	B	83 - 86	C-	70 - 72
A	93 - 96	B-	80 - 82	D+	67 - 69
A-	90 - 92	C+	77 - 79	D	65 - 66
B+	87 - 89	C	73 - 76	F	Failure

* Please Note That There Is No D- Grade

GRADUATION REQUIREMENTS – The chart below identifies graduation requirements. In addition to all local graduation requirements, students must also meet the competency determination as established by the Massachusetts Department of Elementary and Secondary Education.

Department	# of Credits Required
English	4 Credits
Mathematics	4 Credits
Science	3 Credits
History/Social Science	3 Credits
Foreign Language*	2 Credits
Physical Education/Wellness	2 Credits (Wellness)
The Arts	1 Credit
Health	(Included in Wellness)
Computer Science	1 Credit
Additional Electives	4 Credits
Total Credits Required	24 Credits

*A waiver to this local graduation requirement may be made by the Principal for students with specific learning disabilities or other disabilities which may prevent a student from successfully earning the required number of credits in a Foreign Language class.

INCOMPLETE - A student will be given a grade of incomplete on his/her report card when work is not completed due to *medically excused* absences or by permission of the Principal or the Principal's designee. It is the student's responsibility to make up incomplete grades. If the work is not made up within a reasonable amount of time following the student's return to school, the missing work may be averaged in as a zero. The grade will then be calculated and the *I* will be replaced with the new grade. Any extensions beyond the agreed upon time frame must be approved by the student's Assistant Principal.

NATIONAL HONOR SOCIETY - Students may become candidates for the National Honor Society in their junior and senior years. In order to become eligible, the student must have a minimum weighted GPA of 3.5. If the student has the required GPA, he or she must then obtain the proper documentation enclosed in the application packet which is then reviewed by the NHS Faculty Council. It is important to note that the weighted GPA of 3.5 or above is merely a prerequisite. Upon meeting the grade level, enrollment, and GPA standards, candidates shall then be considered based on an essay response that must demonstrate the student has met the criteria for service, leadership, and character as outlined below.

Selection Criteria: Selection as a member of the National Honor Society is an honor and privilege, not a right. The privilege of membership is bestowed upon a student by the NHS Faculty Council of the school. It is important to recognize that NHS membership is never granted solely on academic performance. More than an honor roll, the NHS also evaluates students on the components of leadership, service, and character. The NHS advisor may advise the Council, but does not serve as a voting member of the Council.

Leadership: While leadership is often recognized as being evidenced by office held in school and community organizations, leadership also exists outside of elected positions, in less objective terms. The student who demonstrates leadership: commands the respect of faculty and peers and inspires positive behavior in others,

demonstrates initiative in promoting school activities, and is resourceful in solving problems. Since these are qualities which should be modeled within the high school community, NHS candidates must also substantiate consistent, meaningful involvement in at least one school-based activity every year.

Service: Community service activities are those which are done for or on behalf of others (not including family members) for which no financial or material compensation is given. (Service works done to meet confirmation requirements and/or done for tickets to a performance are examples of material compensation) Students seeking membership into the NHS should begin service endeavors in their freshman year (service hours completed prior to freshman year are not valid) and continue to demonstrate such charity throughout their high school career.

Community service includes participating in some activity outside of school (such as church groups, community art endeavors, Girl/Boy Scouts, and volunteer services for the elderly, poor, or disadvantaged etc.); mentoring persons in the community; showing courtesy by assisting visitors, *teachers*, students and cheerfully and enthusiastically rendering requested service to the school. The NHS Faculty Council, however, has determined that the following activities will no longer count towards service hours: babysitting or community service done to fulfill obligations required for another organization.

Character: According to the NHS Handbook, a person of character “demonstrates the following six qualities: respect, responsibility, trustworthiness, fairness, caring, and citizenship.” In addition, a student of character: actively works to overcome negative influences in and out of school, consistently exhibits mature, moral and ethical behavior, cooperates by complying with school regulations concerning property and programs, demonstrates the highest level of honesty, and takes criticism willingly and accepts recommendations graciously.

Legal Guidelines: Chapters of the NHS are not legally or constitutionally obligated to share with parents and students information concerning specific students not selected for membership in the Society. Students not selected for membership in the National Honor Society are not entitled to any kind of formal hearing or other kind of due process. Members of the NHS Faculty Council shall not be questioned on the evaluation of individual students.

Obligations of Membership: Once inducted as a member, the students are expected to maintain the standards by which they were selected (i.e. continued meeting GPA requirements, involvement in service and leadership projects, and presence as a positive role model to others). In addition, the NHS expects members to attend meetings and participate in school and community service projects conducted by the society.

SEAL OF BILITERACY - The Seal of Biliteracy is a credential that can be earned by any student who demonstrates proficiency in English and any other language, whether they speak the non-English language at home or learned it at school or in the community. The Seal of Biliteracy issued by the state of Massachusetts aims to:

- Encourage students to study and master languages;
- Certify attainment of biliteracy skills;
- Recognize the value of language diversity;
- Provide employers with a method of identifying people with language and biliteracy skills;
- Provide universities with a method to recognize and give credit to applicants for attainment of high level skills in languages;
- Prepare students with skills that will benefit them in the labor market and the global society;
- Strengthen intergroup communication and honor the multiple cultures and languages in a community.

In order to earn the Seal of Biliteracy, students must:

(a) Demonstrate proficiency in English by satisfying one of the following:

1. Earn a minimum score of 472 on the Grade 10 ELA MCAS (Meeting Expectations) *or*
2. Earn a score of 455-471 on the Grade 10 ELA MCAS (Partially Meeting Expectations) and complete an Educational Proficiency Plan

(b) Demonstrate proficiency in a foreign language by:

1. Attaining a minimum score equivalent to Intermediate-High on a state approved assessment

In order to earn the Seal of Biliteracy with Distinction, students must:

- (a) Demonstrate a high level of proficiency in English by earning a minimum score of 501 on the Grade 10 ELA MCAS (Exceeding Expectations)
- (b) Demonstrate a high level of proficiency in a foreign language by attaining a minimum score equivalent to Advanced-Low on a state approved assessment

PATHWAY TO SEAL OF BILITERACY	
Grade	Requirement
10	ELA MCAS
11	*Recommendation - Enrolled in Spanish 4 CCR or Honors Portuguese 4 CCR or Honors <ul style="list-style-type: none"> ● Proficiency Exam (April & May) ● ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) AAPPL exam is offered in the following languages: Arabic, Mandarin Chinese, French, German, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Spanish, and Thai ● AP Spanish ● The National Examinations in World Languages (NEWL) NEWL Exam is offered in the following languages: Arabic, Korean, Portuguese, Russian
12	ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)

TRANSCRIPTS - A student's transcript of high school courses and grades is kept for sixty years upon graduation or leaving Dartmouth High. Student records are confidential and may be accessed only by parents/guardians and certain school personnel. Any release of records from the school requires a student and/or parent/guardian signature. These records are available within forty-eight hours from request at a cost of \$5.00.

TRANSFER CREDITS - Students transferring to Dartmouth High School will have their transcript evaluated by their School Counselor and approved by the Director of High School Counseling and Support Services. Since not all courses are identical, the School Counselor will determine which local requirements have been fulfilled as of the time of the student's transfer and an appropriate schedule will be created for the incoming student at that time.

Academic Resources

HOMEWORK HANGOUT TUTORING - Peer tutoring is available for students on Tuesdays and Thursdays after school. Student tutors are National Honor Society members providing assistance as part of their community service responsibilities. Periodically, specialized study programs will be offered.

SECTION 504 REFERRALS - Some students with medical conditions/physical disabilities require accommodations to help them make effective progress in school. When a student requires services due to a condition that substantially limits one or more life activities, the Director of High School Counseling and Support Services will convene a 504 team to determine the student's eligibility for accommodations. For more information regarding the services available to students with disabilities please contact the school guidance counselor or the Dartmouth Public Schools' Office of Pupil Personnel Services.

SPECIAL EDUCATION REFERRALS - Some students with learning disabilities require specialized instruction and/or supportive services to help them make effective progress in school. These services can include, but are not limited to, Speech Therapy, Physical Therapy, Occupational Therapy, or placement in a special classroom. Within five (5) school days of a referral for such services, a consent form authorizing an evaluation of the child will be forwarded to the parent/guardian(s). Upon receipt of the parent/guardian(s)' consent, an evaluation will be

conducted and a team meeting will be held to determine if the child is eligible for special education. If the child is found eligible for special education services, the team will develop an Individualized Education Program (IEP) identifying the necessary services.

STUDENT SUPPORT TEAMS AND RESPONSE TO INTERVENTION (RTI) - The Student Support Team is a team of professionals who work together to identify strategies for assisting students who are struggling in their courses. RTI refers to the process by which teachers incorporate tiered interventions to assist students in accessing the curriculum and mastering the course standards. Students can be referred to the Student Support Team by teachers, school counselors or administration.

Course Levels

COLLEGE AND CAREER READY (CCR) – This **rigorous**, standards-based program is designed to meet the needs of students who plan to continue their education, enter immediately into a career field or join the world of service.

HONORS – Honors level courses are **more rigorous** than our College and Career Ready level courses. Students are encouraged to challenge themselves academically and will be successful in an Honors level course when they put forth effective effort and persist in meeting challenging academic expectations. Oftentimes, Honors level courses move at an accelerated pace and explore topics and concepts in greater depth than college and career ready level courses.

ADVANCED PLACEMENT (AP) – AP level courses are the **most rigorous** courses offered at Dartmouth High School. Students who are particularly passionate about a subject area or who wish to demonstrate their college readiness are highly encouraged to enroll in our AP courses. Students are successful in our AP Program when they put forth effective effort and persist in meeting challenging academic expectations. Students enrolling in AP level courses are asked to complete an AP Contract demonstrating their understanding and commitment to the academic rigors associated with an AP course. *Students enrolling in AP level courses are expected to take the AP Exam in that particular subject given in May.*

Advanced Placement Offerings At-A-Glance

At Dartmouth High School we strive to ensure all students are college and career ready upon high school graduation. One way for students to demonstrate college and career readiness is through success in a college level course.

All students who are willing to put in the effort necessary to be successful are encouraged to enroll in at-least one Advanced Placement course during their time at Dartmouth High School. Students are also encouraged to plan ahead in order to avoid overscheduling Advanced Placement courses into just one or two years. The chart below can be used to develop a four year Advanced Placement plan.

Grade 9	Grade 10	Grade 11	Grade 12
AP Computer Science Principles	AP English Language & Composition	AP English Language & Composition	AP English Language & Composition
	AP Seminar	AP Literature & Composition	AP Literature & Composition
	AP Biology		
	AP Physics I		
	AP Statistics	AP Seminar	English Honors with AP Research + AP Research Science + AP Research Math
	AP U.S. Government & Politics		AP Calculus AB
	AP U.S. History	AP Calculus AB	AP Statistics
	AP Human Geography	AP Statistics	AP Biology
	AP World History Modern	AP Biology	AP Chemistry
	AP Computer Science Principles	AP Chemistry	AP Environmental Science
	PLTW/AP Computer Science A	AP Environmental Science	AP Physics I
		AP Physics I	AP U.S. Government & Politics
		AP U.S. Government & Politics	AP U.S. History
		AP U.S. History	AP Human Geography
		AP Human Geography	AP World History Modern
		AP World History Modern	AP Psychology
		AP Psychology	AP Spanish
		AP Spanish	AP Computer Science Principles
		AP Computer Science Principles	PLTW/AP Computer Science A
		PLTW/AP Computer Science A	AP Studio Art: 2D Design-Photo
		AP Studio Art: 2D Design-Photo	AP Studio Art: 3D Design
		AP Studio Art: 3D Design	AP Studio Art: Drawing
		AP Studio Art: Drawing	

(Note: AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research.)

Advanced Placement Student Learning Contract

Student Name: _____

Date: _____

I, _____, fully understand that by signing this Advanced Placement Student Learning Contract that I am voluntarily agreeing to meet all of the academic expectations that are outlined. Furthermore, I understand that by acknowledging these expectations and agreeing to this contract, that I am agreeing to put in my best academic effort on a daily basis and that I am pledging to do everything within my control to successfully complete the course and earn a qualifying score on the AP Exam to be taken in May.

Academic Expectations for ALL AP Courses: (Please Initial)

_____ I will complete all summer assignments given to me as part of my participation in each of the AP courses that I am enrolled in

_____ I will complete all assignments given during class as well as all assignments (independent reading as well as written)

_____ I will take the AP Exam offered in May for ALL of the AP Courses that I have enrolled in

Academic Expectations for ELA, Math & Science AP Courses: (Only initial if you are enrolled in an AP Course in ELA, Math or Science)

_____ I understand that attendance at 3 AP Saturday Sessions is required and that the school will work with the Mass Insight Network to minimize conflicts with school sanctioned events that would conflict with those Saturday Sessions

_____ I will take the bus from Dartmouth High School to the site of the AP Saturday Session and will return on the bus provided by Dartmouth High School unless a written request is submitted by the parent in accordance with the school policy for transportation

Student Signature Date

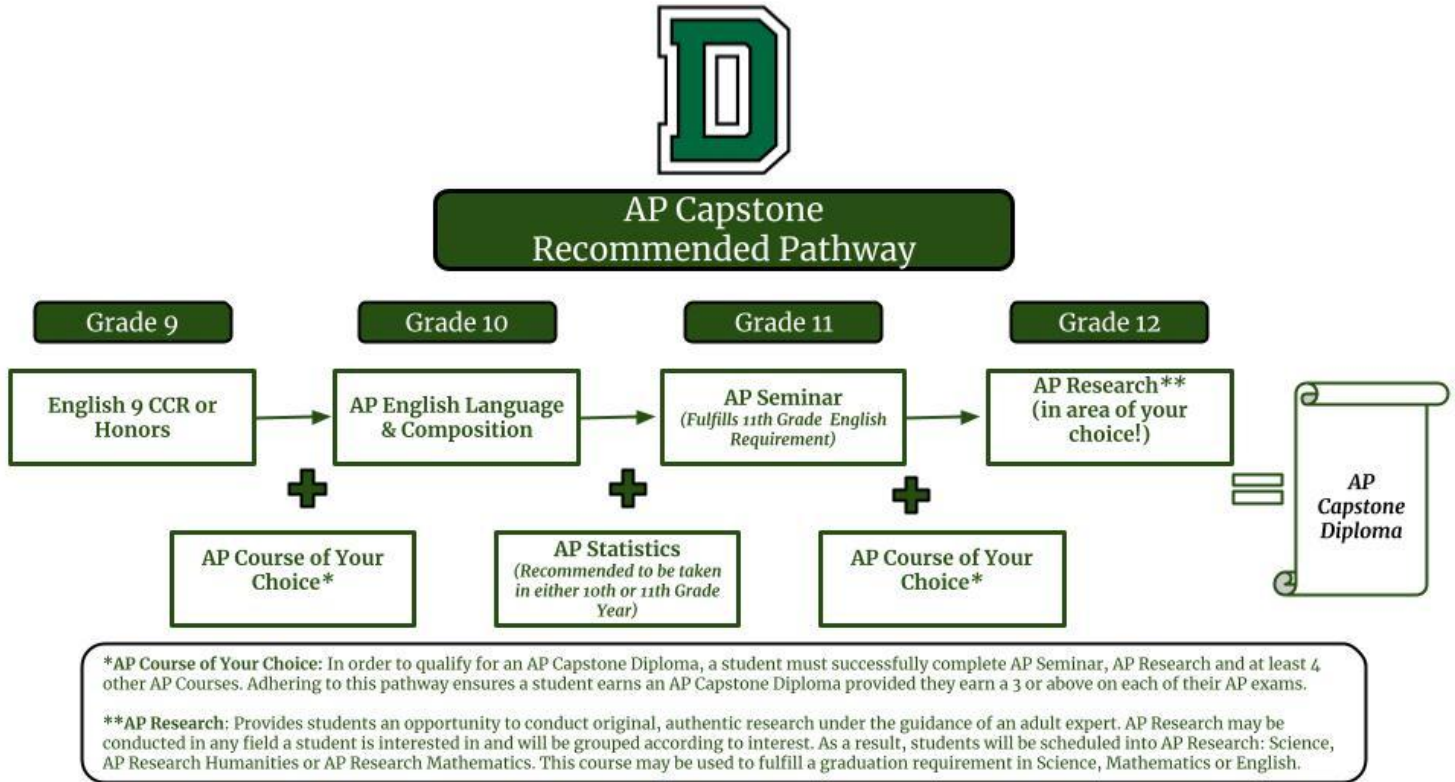
Parent Signature Date

Counselor Signature Date

Assistant Principal Signature Date

<p>To be completed by AP Coordinator:</p> <p>Date Reviewed:</p> <p>AP Coordinator Signature:</p>

AP Capstone Pathway



The AP Capstone is a diploma program offered through the College Board based on the completion of AP Seminar as well as AP Research. Students completing both courses as well as earning a score of 3 or above on four additional AP exams throughout the course of their high school career qualify for an AP Capstone Diploma. Students who earn a 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive an AP Seminar and Research Certificate. There are many benefits to a student participating in the AP Capstone program including learning essential research, analysis, evidence-based argumentative writing, collaboration and presentation skills. Additionally, successful completion of the AP Capstone pathway signifies to colleges that a student is prepared for college and career success beyond high school and strengthens their transcript for the college admissions process.

For additional information about the AP Capstone Program please visit <https://apcentral.collegeboard.org/courses/ap-capstone>.

NCAA Division I Academic Eligibility Requirements

Division I

College-bound student-athletes first entering an NCAA Division 1 college or university will need to meet academic rules in order to receive athletics aid (scholarship) practice or compete during their first year.

Full Qualifier	Academic Redshirt	Nonqualifier
Complete 16 Core Courses - Ten of the sixteen core courses must be completed before the seventh semester (senior year) of high school. - Seven of the ten core courses must be in English, Math or Science.	Complete 16 Core Courses	Does not meet requirements for Full Qualifies or Academic Redshirt status
Minimum Core Courses GPA of 2.3	Minimum Core Course GPA of 2.0	
Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division 1 sliding scale.	Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division 1 sliding scale.	
Graduate from high school	Graduate from high school	

Full Qualifier: A college-bound student-athlete may receive athletics aid (scholarship), practice and compete in the first year of enrollment at the Division I college or university.

Academic Redshirt: A college-bound student-athlete may receive athletics aid (scholarship) in the first year of enrollment and may practice in the first regular academic term (semester or quarter) but may NOT compete in the first year of enrollment.

Nonqualifier: A college-bound student-athlete may not practice or compete with the team or receive an athletics scholarship during the first year of full-time college enrollment.

For additional information on these requirements, please visit www.eligibilitycenter.org

English

Dartmouth High School’s English Department is guided by the Massachusetts Curriculum Frameworks. These standards are literacy-rich and result in a focus on the four domains of reading, writing, speaking & listening, and language.

Students are expected to:

- *read actively and critically for a variety of purposes*
- *write, using standard English, for a variety of purposes and audiences*
- *orally communicate ideas and information in a variety of circumstances*
- *listen actively, critically, and responsibly*

English Course Offerings

Year	Core Course	Elective Options*
Freshman	English 9 (CCR or Honors)	Journalism 1, 2; Public Speaking; Film Critique; Creative Writing
Sophomore	English 10 (CCR or Honors) <i>or</i> AP Language & Composition <i>or</i> AP Seminar	Journalism 1, 2, 3; Public Speaking; Film Critique; Creative Writing; True Crime Investigations, Yearbook
Junior	English 11 (CCR or Honors) <i>or</i> AP Language & Composition <i>or</i> AP Literature & Composition <i>or</i> English Honors with AP Research <i>or</i> AP Seminar	
Senior	English 12 (CCR or Honors) <i>or</i> AP Language & Composition <i>or</i> AP Literature & Composition <i>or</i> English Honors with AP Research, Post Advanced English Studies Honors	

**All elective courses offered in the English Department are considered College and Career Ready level courses.*

1103 ENGLISH 9 CCR **1 credit**
1104 ENGLISH 9 HONORS **1 credit**

Students will closely examine literature by focusing on the literacy skills embedded in the Massachusetts Curriculum Frameworks. Students will analyze character, theme, and structure. Students will develop foundational skills in composition, research, grammar, and vocabulary.

1107 ENGLISH 10 CCR **1 credit**
1108 ENGLISH 10 HONORS **1 credit**

In English 10 students will further develop literacy skills through the study of literature. Literary analysis will focus on symbolism, theme, and diction while beginning to deepen inference skills. English 10 provides increased opportunity for students to sharpen analytical skills related to reading, writing, speaking, and listening.

1112 ENGLISH 11 CCR **1 credit**
1113 ENGLISH 11 HONORS **1 credit**

Students will advance into the more complex Grade 11-12 standards of the Massachusetts Curriculum Frameworks while moving through a survey of literature. Moving closer to college and careers, students will work toward increased sophistication and independence in reading, writing, speaking, and listening. Literary analysis will focus on tone and more complex examination of structure as students develop stronger inference skills. In addition, students will complete a research paper and work with SAT-style questions.

1116 ENGLISH 12 CCR**1 credit****1118 ENGLISH 12 HONORS****1 credit**

Students will refine the reading, writing, speaking, and listening skills outlined in the Grade 11-12 standards of the Massachusetts Curriculum Frameworks while studying a variety of literature. Examination of texts will focus on the impact of authors' choices regarding diction, structure, and overlapping themes. Students will produce a research paper, and they will explore the more stylistic choices authors make.

1198 AP ENGLISH LANGUAGE & COMPOSITION**1 credit****(Fulfills core English requirement for Grade 10, 11, 12)**

Students in this Advanced Placement course will carefully analyze challenging nonfiction and fiction prose, deepening their understanding of rhetoric's purpose and effectiveness. Through frequent writing and close reading of texts including works of literature read in English 11, students will expand their capacity to work with text and language, while strengthening their own composition skills. Students are expected to take the AP Language & Composition exam in May, and should expect to dedicate nightly time to the course's reading and writing tasks.

1199 AP ENGLISH LITERATURE & COMPOSITION**1 credit****(Fulfills core English requirement for Grade 11, 12)**

Students are encouraged to use a variety of strategies including close reading and critical analysis of AP exam prompts, imaginative literature, and their own writing. Students will read, discuss and write about a number of challenging literary works whose richness of thought and language has established them as classics. Students are expected to take the AP Literature & Composition exam in May, and are expected to dedicate nightly time to the course's reading and writing tasks.

AP CAPSTONE

AP Capstone is an innovative diploma program from College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP® courses—AP Seminar and AP Research—and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research.

In AP Research, students cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work.

The AP Capstone program aims to empower students by:

- engaging them with rigorous college-level curricula focused on the skills necessary for successful college completion;
- extending their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts;
- enabling them to collect and analyze information with accuracy and precision;
- cultivating their abilities to craft, communicate, and defend evidence-based arguments; and
- providing opportunities for them to practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interests and curiosity.

1197 AP SEMINAR**1 credit**

(Formally titled: AP ENGLISH LANGUAGE with AP SEMINAR)

(Fulfills core English requirement for Grade 10 or 11)

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Please note this course will count as 1 credit in English and as a result, will also be covering the required literary texts and analysis covered in English 10 or 11 Honors. As a result, students enrolled in this course should not be enrolled in English 10 or English 11 CCR or Honors.

1195 ENGLISH HONORS w/AP RESEARCH

1 credit

(Formally titled: AP ENGLISH LITERATURE WITH AP RESEARCH)

(Note: AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research.)

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Please note this course will count as 1 credit in English and as a result, will also be covering the required literary texts and analysis covered in English 12 Honors. As a result, students enrolled in this course should not be enrolled in English 12 CCR or Honors.

1130 CREATIVE WRITING CCR

½ credit

In this one-semester elective, students will study expository and creative writing through exercises organized by genre: poetry, memoir, and short stories. The course requires at-home and in-class writing. Students should be prepared to conference frequently with their peers as well as the teacher. The extent of the assignments and the direction of class time will depend on students' individual talents and needs. Students will be encouraged to submit their work to school publications and outside writing competitions.

1150 THEATRE ARTS 1 CCR

½ credit

Students will learn about the various roles and elements that come together in the world of drama. Through improvisational skits and established scenes, students will become acquainted with the thrill, reality, and risk of live theatre. The class's culminating assignment is performing a scene from an existing play in front of a live audience.

- Students should be willing to work closely with other students and willing to meet outside of class time to work on scenes if necessary.
- A Scene Night open to family, friends, and the DHS community counts toward the final exam
- Students must commit time outside of class to line memorization.

1155 THEATRE ARTS 2 CCR

½ credit

Prerequisite: Successful completion of Theatre Arts 1

Students in Theatre Arts 2 will take on more responsibility within the regular Theatre Arts course. In addition to being leaders in class, students enrolled in Theatre Arts 2 will be required to *write and perform their own scenes* for Scene Night.

- Students should be willing to work closely with other students and willing to meet outside of class time to work on scenes if necessary.
- A Scene Night open to family, friends, and the DHS community counts toward the final exam.
- Students must commit time outside of class to line memorization

1156 THEATRE ARTS 3 CCR**½ credit****Prerequisite: Successful completion of Theatre Arts 2**

Students in Theatre Arts 3 will take on more responsibility within the regular Theatre Arts course while continuing to develop skills related to their own theatre-related goals. With the instructor, students will identify specific theatre-related goals and determine how they will achieve them.

- Students should be willing to work closely with other students and willing to meet outside of class time to work on scenes if necessary.
- A Scene Night open to family, friends, and the DHS community counts toward the final exam
- Students must commit time outside of class to line memorization

1157 THEATRE ARTS 4 CCR**½ credit****Prerequisite: Successful completion of Theatre Arts 3**

Like students in Theatre Arts 3, students in Theatre Arts 4 will take on more responsibility within the regular Theatre Arts course while continuing to develop skills related to their own theatre-related goals. With the instructor, students will identify specific theatre-related goals and determine how they will achieve them.

- Students should be willing to work closely with other students and willing to meet outside of class time to work on scenes if necessary.
- A Scene Night open to family, friends, and the DHS community counts toward the final exam
- Students must commit time outside of class to line memorization

1152 FILM CRITIQUE CCR**½ credit**

Students will gain an enhanced appreciation and understanding of film by increasing their knowledge of film-making techniques and of various film genres. Films will be analyzed technically (camera shots, audio, lighting, editing) as well as thematically (social issues, unique characters, mood). Students will use critical thinking and writing skills, as well as outside research, to complete class assignments. Sometimes films with ratings above PG-13 will be shown; a permission slip will be sent home about this.

1160 PUBLIC SPEAKING CCR**½ credit**

Students will explore how to become effective orators in a variety of formal and informal situations. Basic speaking skills will be learned and practiced, master orators will be observed, and original speeches will be written, practiced and memorized. Students will write analyses and critiques of their peers' performances.

1165 JOURNALISM 1 CCR**½ credit**

Students learn about the history, laws, ethics, and language of journalism. Intended to be a rigorous, hands-on writing course, the class focuses on learning and practicing various styles of journalistic writing – including news, feature, commentary, sports, entertainment, and column. Students also explore other journalistic elements – such as editing, photography, design, layout, blogs, and publishing.

1166 JOURNALISM 2 CCR**½ credit****Prerequisite: Successful completion of Journalism 1**

Students will build upon basic journalistic writing skills they developed in Journalism 1; in a writing workshop

format, they will focus on longer and more in-depth pieces of writing. Students should be self-motivated and should arrive in class with ideas about article topics they wish to pursue.

1167 JOURNALISM 3 CCR

½ credit

Prerequisite: Successful completion of Journalism 2

Students will build upon advanced journalistic writing skills developed in Journalism 2 and will pursue long-term, longform assignments as well as integrating and producing multimedia pieces through collaboration with the TV studio. Students should be self-motivated and should arrive in class with ideas about article topics they wish to pursue.

1131 TRUE CRIME INVESTIGATIONS CCR

½ credit

The purpose of this class is to read about, listen to, view, investigate, and discuss true crime. The course will examine stories about criminals, victims, trials and investigations from history and from current cases. The course will explore cases that exemplify miscarriage of justice. We will examine due process and the trial system; we will research unsolved murders and investigate the psychological profiles of psychopaths. The purpose of this course is to build upon research skills and foster deep critical thinking of the world around them, with a true crime focus.

1132 POST-AP ADVANCED ENGLISH STUDIES HONORS - Grade 12

1 credit

Post-AP Advanced English Studies (PAPAES) is designed for the senior who has completed both AP English Language and Composition AND AP English Literature and Composition OR has completed both Capstone classes, Seminar and Research. PAPAES will be a robust and rigorous combination of reading, writing, research, and presentation, capitalizing on the college-level skills of analysis, writing, and reading comprehension of the AP English and Capstone offerings. Students will explore topical and thematic readings in fiction and non-fiction and will engage in evidence-based inquiry as well as discussion and debate.

1129 YEARBOOK Semester 2

½ Credit

Yearbook is an elective course designed to support students in understanding design elements, planning coverage of annual school events, developing a theme, journalistic features, digital photography and graphic design layout in the school's yearbook. Yearbook presents students with an opportunity to produce a book that chronicles the defining moments of the year at Dartmouth High School through the eyes of its students. The students in the yearbook class are primarily responsible for the school yearbook. Desirable yearbook staff qualifications include the willingness to give and receive feedback, the ability to follow through and complete responsibilities in a timely manner in order to meet important production deadlines, a commitment to quality, the willingness to use personal time to accomplish assigned tasks, and the ability to collaborate as members of a team. Students must feel comfortable learning and applying cutting edge digital and internet based technology.

Business, Computer Science, Mathematics

The Mathematics Department offers courses that help all students gain and apply mathematical knowledge, think and communicate effectively, and work to acquire the skills needed to be a contributing member of an ever-changing society. Students will develop problem-solving strategies and skills that extend beyond the mathematics classroom. Students will develop conceptual understanding by making mathematical connections, communicating, reasoning, and problem solving.

The goals of the Mathematics Department are that every student is able to:

- Understand mathematical concepts and recognize their applications
- Communicate by defining and explaining mathematical relationships
- Use logic and reasoning to analyze and solve mathematical problems
- Develop and apply problem-solving strategies

Graphing calculators are an integral part of the learning process in high school in preparation for college and career readiness; as a result, all students will be supported in learning how to effectively utilize a graphing calculator throughout their mathematics coursework. Teachers instruct students using the Texas Instruments TI-84 Plus graphing calculator. Dartmouth High School has a number of calculators that are available for student use; however students may wish to purchase their own. Students who purchase their own calculator are encouraged to purchase the TI-84 Plus CE (color graphics), TI-84 Plus (black and white graphics), or the TI-83 Plus (older model black and white graphics) as these models are used by our mathematics teachers which makes it easier to support students.

Mathematics Course Offerings

Year	Core Course	Elective Options
Freshman	Algebra 1 (CCR or Honors) or Accelerated Geometry/Algebra Honors	
Sophomore	Geometry (CCR or Honors) Algebra 2 (CCR or Honors)	Pre-Calculus w/Trigonometry (CCR or Honors) Statistics (CCR or AP)
Junior	Intermediate Algebra (CCR) Algebra 2 (CCR or Honors) Pre-Calculus with Trigonometry (CCR or Honors) Statistics (CCR) AP Statistics Accelerated Algebra 2/Pre-Calculus Honors	AP Calculus AB AP Calculus BC AP Statistics AP Research Math
Senior	Algebra 2 (CCR or Honors) Pre-Calculus with Trigonometry (CCR or Honors) Statistics (CCR) Calculus (CCR or Honors) AP Statistics AP Calculus AB AP Calculus BC	

1214 ALGEBRA 1 CCR	1 credit
1216 ALGEBRA 1 HONORS	1 credit
<p>Students will deepen their understanding of linear relationships by solving, graphing, and writing linear equations and inequalities, and by solving systems of linear equations and inequalities using a variety of methods. Students continue by solving, graphing, and writing exponential and quadratic functions, requiring skills development in the areas of exponents, square roots, factoring, and the quadratic formula. Students compare and contrast linear, exponential, and quadratic relationships, build mathematical models of data sets, and extend their understanding of probability and data analysis.</p>	
1224 GEOMETRY CCR	1 credit
1226 GEOMETRY HONORS	1 credit
<p>In this course, students will formalize and extend their understanding of geometric concepts studied in the middle grades. Students explore more complex geometric situations and deepen their knowledge of geometric relationships, moving towards formal mathematical arguments.</p>	
1227 ACCELERATED GEOMETRY/ALGEBRA HONORS	1 credit
<p>Students explore more complex geometric situations and deepen their knowledge of geometric relationships, moving towards formal mathematical arguments. In this course, students also continue their study of Algebra 1 by solving, graphing, and writing exponential and quadratic functions, requiring skills development in the areas of exponents, square roots, factoring, and the quadratic formula. Students compare and contrast linear, exponential, and quadratic relationships, build mathematical models of data sets, and extend their understanding of probability and data analysis.</p>	
1225 INTERMEDIATE ALGEBRA CCR	1 credit
<p>This course reviews and extends algebraic and geometric concepts for students who need to build up their knowledge base and skill set prior to taking Algebra 2. Topics include equations and inequalities, linear relations and functions, systems, polynomials, radicals, quadratics, and angle measurement in triangles including trigonometric ratios, with an emphasis on problem solving and real world applications.</p>	
1231 ALGEBRA 2 CCR	1 credit
1236 ALGEBRA 2 HONORS	1 credit
<p>Building on their work with linear, quadratic, and exponential functions, students deepen their understanding of functions to include polynomial, rational, and radical functions. Students expand their abilities to write, graph, and solve equations, and to model real world situations, including solving quadratic equations over the set of complex numbers, and solving exponential equations using the properties of logarithms.</p>	
1248 PRE-CALCULUS with TRIGONOMETRY CCR	1 credit
1249 PRE-CALCULUS with TRIGONOMETRY HONORS	1 credit
<p>Students will explore real world applications of polynomial, rational, exponential, logarithmic, and trigonometric functions. All aspects of trigonometry will be explored, including triangles, the unit circle, periodic functions, identities, and analytic geometry.</p>	
1244 STATISTICS CCR	1 credit
<p>Did you know there's a positive association between Ice Cream sales and shark attacks? Want to learn why? Take statistics, the most widely used field of Mathematics! In this course, students will learn to collect, analyze and draw conclusions from data, design valid experiments, estimate the present or predict the future.</p>	
1247 CALCULUS CCR	1 credit
1256 CALCULUS HONORS	1 credit
<p>This course will cover topics from Differential and Integral Calculus. Students will solve complex problems using</p>	

the tools of calculus.

1257 AP STATISTICS

1 credit

The AP Statistics course is equivalent to a one-semester, introductory level college course. The College Board organizes the course into four themes which include: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. In this course, students will utilize technology, investigations, problem solving and writing as they build the conceptual understanding necessary to earn a qualifying score on the AP Statistics Exam in May which all members of the class are expected to take.

1259 AP CALCULUS AB

1 credit

AP Calculus AB is designed to be the equivalent of a one-semester college calculus course focused on topics in differential and integral calculus. This AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. In this course, students will be supported in making connections amongst various representations of calculus problems, including when they are represented graphically, numerically, analytically, or verbally. Students who enroll in AP Calculus AB are expected to take the AP exam in May.

1258 AP CALCULUS BC

1 credit

AP Calculus BC is designed to be the equivalent of two semesters of college calculus. In addition to the topics covered in AP Calculus AB, this course will cover advanced topics in integration, differential equations, parametric equations, polar coordinates, vector-valued functions, infinite series convergence, and Taylor series. Students who enroll in AP Calculus BC are expected to take the AP exam in May.

1260 ACCELERATED ALGEBRA 2/PRE-CALCULUS HONORS

1 credit

Building on their work with linear, quadratic, and exponential functions, students deepen their understanding of functions to include polynomial, rational, radical, logarithmic, and trigonometric functions. Students expand their abilities to write, graph, and solve equations, and to model real world situations, including solving quadratic equations over the set of complex numbers, and solving exponential equations using the properties of logarithms. All aspects of trigonometry will be explored, including triangles, the unit circle, periodic functions, identities, and analytic geometry.

1261 AP RESEARCH MATH

1 credit

(Note: AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research.)

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Business and Computer Science

In order to be successful in today’s global economy, students must develop 21st Century Skills; namely, students must be able to communicate effectively, think creatively, think critically, and collaborate with a variety of people around a common goal. As a result, at a minimum, every student beginning with the Class of 2022 is required to earn 1 credit in Computer Science coursework.

Beyond the minimum requirement, students are encouraged to enroll in a variety of business and computer science courses. Students may select individual courses based upon their college or career interests or they may elect one of our suggested pathways.

Our business pathways include specialization in Finance and Accounting, Marketing and Management, and Entrepreneurship.

In the computer science pathway students begin with Introduction to Computer Science and/or Programming and Game Development. Students may then continue their exploration in depth with our Project Lead the Way courses, AP Computer Science Principles (how to program), AP Computer Science A (object-oriented programming), and Cybersecurity.

Students enrolled in any business course are eligible and encouraged to participate in DECA. DECA is a co-curricular organization of more than 200,000 members across the United States, Canada, China, Germany, Guam, Mexico, Puerto Rico, and Spain with the mission to prepare emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management. DECA students must take at least one of these courses to be eligible for participation in DECA. DECA students compete at district, state, and international levels all over the country. Through presenting different business ideas to judges, taking part in role-play activities, and other various events, students will not only acquire skills that are important and useful for today, but will help them build a pathway to a more successful future. Students get to meet new people, travel, become eligible for many scholarships, and have fun!

Business & Innovation Pathways			
Finance & Accounting Pathways	Marketing Pathway		Entrepreneurship Pathway
Accounting 1	Business for the 21 st Century		
Accounting 2	Marketing & Management		Accounting 1
Financial Literacy OR Microsoft Excel	Sports & Entertainment Marketing	Innovation, Leadership, and Communications	Entrepreneurship
Accounting 3			

1511 INTRODUCTION TO ACCOUNTING CCR

½ credit

Students will learn principles and procedures for establishing and maintaining an accounting system for small businesses organized as sole proprietorships and partnerships. These skills include starting an accounting system, journalizing and posting transactions, maintaining a checking account, preparing a worksheet and related financial statements, and closing the ledger. Use of automated accounting software will be integrated throughout the course.

1512 ADVANCED ACCOUNTING CCR**½ credit**

In this advanced course, students are introduced to departmentalized accounting for businesses organized as partnerships and corporations. They will learn accounting procedures for uncollectible accounts, payroll, plant assets and depreciation, inventory planning and valuation, and accrued revenue and expenses. Students will use business simulation practice sets and automated accounting software throughout the course. Students will use computers extensively and work at an accelerated pace as they learn about topics such as trial balances, adjusting and closing entries, deferrals and accruals, special journals, payroll accounting, budgetary planning, financial statement analysis, cash flow analysis, and cost accounting. Students taking this course may be thinking of a career in Accounting or Business Administration.

1525 ENTREPRENEURSHIP CCR**½ credit**

Students will learn how to achieve financial independence through a small business start-up. The curriculum is interactive and includes a wide variety of hands-on activities and field study. Students will select a product or service to sell, determine who their customers are by performing market research, and learn how to market their business and obtain financing. They will create a business plan and present their plan to the class using PowerPoint. Students are responsible for average start-up costs of \$50.00.

1540 FINANCIAL LITERACY CCR**½ credit**

Students will learn how to manage money wisely, plan for the future, and achieve financial goals. Students will develop skills to identify and prioritize their personal money management goals, create personal spending and savings plans, maximize their earning potential, comprehend the impact of time on the value of money, understand the cost of using credit, manage risk, and protect assets.

1575 BUSINESS FOR THE 21ST CENTURY CCR**½ credit**

Students will explore concepts, practices, and trends relevant to today's challenging business environment. A balanced view of the strengths/weaknesses, successes/failures, and problems/challenges of business will be presented. Students will prepare for the evolving challenges of a career in business and for their 21st century roles of consumer, worker, and citizen through active decision-making and the development of effective communication and leadership skills. This course provides a foundation for other business courses.

1577 MARKETING AND MANAGEMENT CCR**½ credit**

Students will explore the scope and importance of marketing and management in a global economy. Topics include the marketing concept, promotion, marketing information management, pricing, customer service management, product/service management, distribution, and financing. Students will choose a DECA competitive event area to research, explore, and apply critical thinking, problem-solving, and creativity as they develop solutions to real world situations. Students are eligible and encouraged to participate in the DECA district competition.

1579 MARKETING AND MANAGEMENT HONORS**½ credit**

In addition to the requirements for the Marketing CCR course, students will prepare a promotional campaign for a real product, service, and company and present the campaign to a prospective client/advertiser. Students will explore the scope and importance of marketing and management in a global economy. The students will complete a situation analysis of the business and environment, develop specific objectives, select appropriate promotional media, schedule a timeline, and develop a budget. This comprehensive project will provide opportunities for students to demonstrate knowledge and skills needed by marketing personnel. Students are eligible and encouraged to participate in the DECA district competition and state competitions.

1578 SPORTS AND ENTERTAINMENT MARKETING & MANAGEMENT CCR**½ credit**

Students will take a step-by-step journey through the world of marketing as it pertains to the sports and entertainment industry. If you are interested in the NFL, MLB, NBA, MLS, WNBA, NCAA, UFC, X Games, PGA, MTV, Disney World, and the movies, this course is for you. Emphasis is placed on marketing, promotion, branding,

licensing, sponsorships, endorsements, business foundations, sales, concessions, and on-site merchandising.

1276 MICROSOFT EXCEL CERTIFICATION CCR **½ credit**

In this course, students will acquire the skills and knowledge necessary to obtain Microsoft Office Specialist Certification (MOS) in Excel. Students will learn to design accurate and professional worksheets and charts by applying the functions and features of Excel. The MOS certification program is offered by Microsoft and is recognized worldwide as the best method for employers to validate computer skill proficiency. Excel is the application of choice of most businesses and enterprises in the world today. Students are encouraged to take the MOS exam to earn Microsoft Office Specialist certification and one college credit in Information Technology. Students earning certification can also earn 3 credits for various business programs at Bristol Community College. The cost of the certification test is approximately \$81.00 (includes test voucher plus one retake).

1296 INNOVATION, LEADERSHIP, AND COMMUNICATIONS CCR **1 credit**

This course is structured on the principles of marketing, business, and entrepreneurship while emphasizing leadership, communication, and innovation. Students will work with outside groups and/or businesses in the community as they apply business and marketing concepts learned in the classroom to the solution of real world problems. Students will develop and refine problem-solving skills and creative thinking as they research and develop a comprehensive written marketing research project or comprehensive business plan. Students will choose a DECA competitive event area for their projects and will be eligible to compete at the DECA state-level competition.

1297 HONORS INNOVATION LEADERSHIP, AND COMMUNICATIONS **1 credit**

Similar to the CCR Innovation, Leadership, and Communications course, this course is structured on the principles of marketing, business, and entrepreneurship while emphasizing leadership, communication, and innovation. Students will work with outside groups and/or businesses in the community as they apply business and marketing concepts learned in the classroom to the solution of real world problems. Students will develop and refine problem-solving skills and creative thinking as they research and develop a comprehensive written marketing research project or comprehensive business plan. In addition, students will analyze and present multiple case studies and will learn strategies and techniques to coach less experienced and new DECA members in the same process. Students will choose a DECA competitive event area for their projects and will be eligible to compete at the DECA state-level competition.

1298 HONORS INNOVATION LEADERSHIP, AND COMMUNICATIONS 2 **1 credit**

This course is a continuation of Innovation, Leadership, and Communication 1 and is structured on the principles of marketing, business, and entrepreneurship while emphasizing leadership, communication, and innovation. Students will have the opportunity to further their studies in business management and marketing as they prepare for college and DECA competition. Students will apply business and marketing concepts learned to the solution of real world problems. Students will develop and refine problem-solving skills and creative thinking as they research and develop a comprehensive written marketing research project or comprehensive business plan. In addition, students will analyze and present multiple case studies and will learn strategies and techniques to coach less experienced and new DECA members in the same process. Students will choose a DECA competitive event area for their projects and will be eligible to compete at the DECA state-level competition.

Computer Science Pathways			
Courses 1 + 2 (Optional)	Course 3	Course 4	Course 5
Introduction to Computer Science Programming and Game Development	PLTW/AP Computer Science Principles	PLTW/AP Computer Science A	PLTW Cybersecurity

Please note that students may enter the Computer Science Pathway by taking Courses 1 and 2 OR may choose to enter the pathway by enrolling directly in PLTW/AP Computer Science Principles.

1274 INTRODUCTION TO COMPUTER SCIENCE CCR

½ credit

This foundational level Computer Science Pathway course introduces students to a variety of computer science related topics including: programming, physical computing, HTML/CSS, and data. Students are presented with tasks that require creativity, communication, problem solving, and collaboration.

1275 PROGRAMMING AND GAME DEVELOPMENT

½ credit

Students will develop foundational object-oriented programming concepts as they create, test, and execute their own programs, basic video game simulations and robotic applications. Students interested in developing programming and problem-solving skills should take this course which can lead to further study in Computer Science at the AP Computer Science level.

1299 PLTW/AP COMPUTER SCIENCE A

1 credit

Following Project Lead the Way's suggested curriculum, students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP[®] Computer Science A (AP CSA). This endorsement affirms that all components of PLTW CSA's offerings are aligned to the AP Curriculum Framework standards and the AP CSA assessment.

1295 PLTW/AP COMPUTER SCIENCE PRINCIPLES

1 credit

Following Project Lead the Way's suggested curriculum, using Python[®] as a primary tool, students learn the fundamentals of coding, data processing, data security, and task automation, while learning to contribute to an inclusive, safe, and ethical computing culture. The course promotes computational thinking and coding fundamentals and introduces computational tools that foster creativity. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP[®] Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

1293 PLTW CYBERSECURITY

1 credit

Following Project Lead the Way's suggested curriculum, PLTW Cybersecurity courses introduce students to the tools and concepts of cybersecurity. In these courses, students are encouraged to understand vulnerabilities in computational resources and to create solutions that allow people to share computing resources while retaining privacy. These courses also introduce students to issues related to ethical computing behavior.

Science, Technology, & Engineering

Dartmouth High School requires that all students earn three credits in lab Science and/or Engineering coursework. Two of the three courses must be traditional lab sciences. Science courses are aligned to the Massachusetts Curriculum Frameworks, and all students will take the Biology MCAS Exam in either their Freshman or Sophomore year depending upon the completion of the Biology curriculum. While all students are required to enroll in Biology, students are free to select from a number of different Science and/or Engineering courses depending upon their college and career aspirations and interests.

Students who take a course in Science, Technology and Engineering Education are expected to:

- Demonstrate an understanding of and apply the basic principles of science and/or technology/engineering
- Demonstrate the ability to work safely and effectively with equipment while conducting experiments or projects
- Demonstrate the ability to employ problem solving processes

Science, Technology & Engineering Course Offerings

Year	Core Course	Elective Options
Freshman	Biology (<i>All Grade 9 students will take the Biology MCAS exam</i>)	Engineering Drafting CAD 1, Architectural Drafting 1, Engineering 1, Robotics Engineering
Sophomore	Chemistry (CCR or Honors)	Anatomy and Physiology, Biotechnology 1, Horticulture, Engineering Drafting CAD 1, 2, Architectural Drafting 1, 2, Engineering Drafting, Robotics Engineering 1, 2, Engineering 1, 2, AP Biology, AP Physics I
Junior	Physics (CCR or Honors)	Anatomy and Physiology, Biotechnology 1, Marine Science, Horticulture, Organic Chemistry, AP Biology, AP Chemistry, AP Environmental Science, AP Physics I, AP Research Science, Criminal Investigation and Forensics, Engineering Drafting CAD 1, 2, Architectural Drafting 1, 2, Robotics Engineering 1, 2, 3
Senior	Elective	

***** Please note that students planning to attend a 4 year college and/or university are strongly encouraged to complete the recommended college readiness coursework (Biology, Chemistry, Physics) in addition to other science electives NOT in place of.**

***** Students on IEP's will receive special education services for graduation/core class requirements. Students on IEP's will not receive special education services for elective classes.**

Science, Technology & Engineering Pathways

Biotechnology Pathway	Environmental Sustainability Pathway	Engineering Pathway	Engineering Drafting Pathway	Architectural Drafting Pathway	Robotics Engineering Pathway	TV/Media Production Pathway
Biotechnology 1	Aquaculture Science & Sustainability	Engineering 1		Architectural Drafting 1	Robotics 1	Intro to Video Production OR Film Production Studies
	Environmental Science & Sustainability	Engineering 2	Engineering Drafting-CAD 1	Architectural Drafting 2	Robotics 2	Broadcast News Production
Biotechnology Capstone	AP Environmental Science	Engineering 3	Engineering Drafting-CAD 2		Robotics 3	Video Media Editing

1305 BIOLOGY CCR

1 credit

Students will study the characteristics and chemistry of life, the structure and function of the major body systems, and ecology and biodiversity. In addition, students will learn about the structure and function of cells and their organelles, photosynthesis and cellular respiration, DNA structure and function, genetics and evolution. Students will apply the scientific method as they support their learning with an experimental approach to the study of life's processes. Students will spend a great deal of time working in the laboratory as they collect and analyze data to support their learning.

1306 BIOLOGY HONORS

1 credit

Students in Biology Honors will gain an understanding of cell structure and function, genetics, evolution, and ecology. In addition, students will study the biochemistry of DNA and its role in protein synthesis, the processes of cellular respiration and photosynthesis, and the stages and regulation of the cell cycle. Students in this course will experience extensive laboratory investigations and are expected to be independent learners and problem solvers.

1308 CHEMISTRY CCR

1 credit

Students will be studying atomic structure, chemical equations, chemical bonds, the periodic table and the behaviors of gases as part of this college preparatory chemistry class. Students will perform experiments, master proper laboratory techniques, apply basic algebra to solve problems and write detailed lab reports as they explore the behavior and interactions of matter.

1309 CHEMISTRY HONORS

1 credit

Students in Chemistry Honors will gain an understanding of all the material taught in College Prep Chemistry as well as concepts of rates of reactions and the heat associated with them. Students will work in the laboratory, collecting and analyzing data as a means of learning about the properties and interactions of matter. Students in this course draw on their algebra and problem solving skills.

1304 ORGANIC CHEMISTRY CCR

½ credit

The organic chemistry class is for students who have successfully completed one previous general chemistry class at any level. Students will first learn what makes a molecule organic. Next, students will learn the nomenclature of organic molecules using the IUPAC system. Students will then investigate the

general properties of organic molecules- In addition, the characteristic reactions of organic molecules will be investigated.

1310 MARINE SCIENCE CCR

1 credit

Students will come to understand the ocean and coastal zone as extremely complex interacting systems. Students will explore the principles of marine biology, physical and chemical oceanography and marine geology through a variety of means including class discussion, laboratory and field experiments and research projects. Field research is an important component of this course, and students enrolled in marine science will have the opportunity to participate in fieldwork in Apponagansett Bay.

1311 HORTICULTURE CCR

½ credit

Students in this course will work with native plant species to learn about botany, plant morphology and physiology, taxonomy and plant care. Students will work regularly in the laboratory and greenhouse learning various methods for growing plants and using plant structures to identify specific plant groups.

1312 PHYSICS CCR

1 credit

In this course, students will learn about motion, force, and energy. Topics in heat, electricity, magnetism, sound and light will also be covered. Students will learn through laboratory experience, problem solving, and class activities. Students should have a solid understanding of algebra to ensure success.

1313 PHYSICS HONORS

1 credit

Students will be challenged in this class as they prepare themselves for science and math based college majors. Students will learn about motion, force, and energy in depth. Topics in heat, electricity, magnetism, sound and light will also be covered. Students will learn through laboratory experience, problem solving, and class activities. Students should have strong algebra skills as well.

1314 ANATOMY & PHYSIOLOGY CCR

1 credit

Students interested in learning more about the human body or in pursuing careers in criminal justice, physical therapy, medicine and other related fields should take this course to study the structure and function of the human body at both the microscopic and macroscopic levels. Body systems include skeletal, muscular, nervous, endocrine, circulatory and respiratory. Students will spend time in the laboratory conducting investigations into histology and body systems. Higher animal dissection may be utilized by students to demonstrate tissue and organ location. This class requires memorization but word banks are provided for students.

1315 ANATOMY & PHYSIOLOGY HONORS

1 credit

Students interested in pursuing careers in medically related fields should take this course to study in detail the structure and function of the human body at both the microscopic and macroscopic levels. Students will spend a great deal of time in the laboratory conducting detailed investigations into histology, body systems and the relationship between structure and function. Higher animal dissection will be utilized by students to demonstrate tissue and organ location as well as the interconnectivity of human body systems.

1318 MARINE SCIENCE HONORS

1 credit

Students in this course will experience extensive laboratory investigations and are expected to be independent learners and problem solvers. Topics in this course are studied in-depth. Students will come to understand the ocean and coastal zone as extremely complex interacting systems. Students will explore the principles of marine biology, physical and chemical oceanography and marine geology through a variety of means including class discussion, laboratory and field experiments and research projects. Field research is an important component of this course, and students enrolled in marine science will have the opportunity to participate in fieldwork in Apponagansett Bay.

1319 AQUACULTURE SCIENCE & SUSTAINABILITY CCR **½ credit**

This course is designed to introduce students to the science of aquaculture and other methods of sustainable resource management in the marine environment. Students will experience several hands-on opportunities to design and build aquaculture systems as well as rear aquatic organisms both in the classroom and through field work. Lab activities will include water chemistry testing of classroom rearing systems, monitoring health of aquatic organisms, and monitoring and adjusting system performance through the collection and analysis of physical data. Lecture topics include basic organism identification, determination of chemical and physical requirements for rearing each species of organism, and aquaculture system identification. This is a foundational course for the Marine Resources/Sustainability Career Pathway.

1345 ROBOTICS ENGINEERING 1 CCR **½ credit**

Students in this introductory level course will have the opportunity to design, build, program, and test functional robots. These robots will complete complex tasks, race, and fight with each other. We will be using the Lego EV3 platform and Scratch-based Block Programming.

1350 ROBOTICS ENGINEERING 2 CCR **½ credit**

Students in this second level course will build robots using the more advanced Tetrrix platform. The Tetrrix system uses metal components to make much larger and more powerful robots. We will be programming in Java with the OnBot Java Platform.

1351 ROBOTICS ENGINEERING 3 CCR **½ credit**

This course is designed for students who will be competing in interscholastic robotics competitions. Team meetings and competitions will occur after school and on weekends. Students in this class must be able to participate in these events.

1360 BIOTECHNOLOGY 1 CCR **1 credit**

Students in this lab-intensive course will explore the technological implications of life and living organisms. Students will apply modern biotechnology skills including bacterial cultures, recombinant DNA technology, DNA fingerprinting, gene mapping and gel electrophoresis. Students will study plants and animals as they relate to the science of food and feeding our population, medicine and advances in biomedical science, crime scene applications and the industrial production and use of biomolecules.

1317 ENVIRONMENTAL SCIENCE AND SUSTAINABILITY CCR **½ credit**

Students in this course will experience extensive laboratory and field investigations and are expected to be independent learners and problem solvers. Topics in this course include structure and function within ecosystems, freshwater and estuarine water quality issues, river hydrology, human impact on the environment, and mitigation and restoration of these human impacts. Students will acquire career-ready skills such as environmental water quality sample collection and processing, wetland plant delineation, introductory septic system design, and collection of hydrological data. This course may be taken to supplement topics from AP Environmental Science (taken prior to or after), but may also be taken independently.

1396 AP ENVIRONMENTAL SCIENCE **1½ credits**

The AP Environmental Science course is designed to be the equivalent of a one-semester introductory college course in environmental science. The goal of the AP Environmental Science course is to draw on prior knowledge of physical and biological sciences, as well as mathematics, to examine scientific principles and methodologies required to understand the interrelationships of our natural world. This course will examine how these interrelationships in the environment intersect with the expansion of the human population. This course teaches students how to identify and analyze environmental problems, to evaluate the ecological and human health risks associated with these problems, and to critically examine various solutions for resolving or preventing them. Each student is expected to take the AP

Environmental Science Exam in May. **Note:** This class meets for two consecutive periods during the first semester (one period during the second semester) in order to accommodate the extensive laboratory requirements.

1398 AP CHEMISTRY

1½ credits

Students in this advanced intensive college-level course will examine the structure of matter, periodicity, acids and bases, solutions, organic chemistry, nuclear chemistry, and reaction chemistry with emphasis on oxidation-reduction, kinetics, equilibrium, electrochemistry, and thermodynamics. Students will experience a comprehensive laboratory program that reinforces the concepts presented in these topics. Students must have strong math and problem-solving skills and will be expected to take the AP exam in May. **Note:** This class meets for two consecutive periods during the first semester (one period during the second semester) in order to accommodate the extensive laboratory requirements.

1399 AP BIOLOGY

1 ½ credits

Students in this advanced, intensive college level course will learn about the structure and functions of living organisms with emphasis on the fundamental biological processes common to animals and plants. Students will experience an extensive laboratory program that is directly related to the topics being discussed and offers hands-on experiences that serve to reinforce the lecture material. Students will be expected to take the AP exam in May. **Note:** This class meets for two consecutive periods during the first semester (one period during the second semester) in order to accommodate the extensive laboratory requirements.

1395 AP PHYSICS I

1 credit

Students taking this college-level introductory physics course will be challenged by the pace and rigor of a class that emphasizes the application and understanding of concepts in motion and forces, energy, momentum, circular motion, gravitation, torque and rotation. Students will engage in a variety of laboratory experiments designed to illustrate and apply concepts learned in class and will be expected to have strong backgrounds in math and problem-solving. Students will be expected to sit for the AP Physics exam in May.

1397 AP RESEARCH SCIENCE

1 credit

(Note: AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research.)

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

1734 ENGINEERING DRAFTING – CAD 1 CCR

½ credit

This course provides an introduction to CAD-Computer Aided Drafting. Using CAD, students will be involved in hands-on activities in the areas of isometric drawing, orthographic projection, dimensioning, and an introduction to architectural drafting. Students will complete freehand technical sketches and produce reports on careers related to CAD. Students interested in the fields of architecture, engineering, and industrial-technical trades are encouraged to take this course.

1735 ENGINEERING DRAFTING – CAD 2 CCR**½ credit**

This course expands the theory and application of CAD-Computer Aided Drafting in the field of Engineering Drafting. Students will use CAD as a tool to complete individual and group projects while learning about advanced orthographic projections, shop processes, auxiliary views, sectional views, assembly drawings, technical presentations, and an introduction to 3D-solid modeling.

1737 ARCHITECTURAL DRAFTING 1 CCR**½ credit**

Students will problem-solve like architects in this introductory course in Architectural Drafting. Using CAD-Computer Aided Drafting, students will design and draw complete sets of plans for various structures. Along with site plans, foundation and floor plans, framing sections and many other aspects, students will also produce cost estimates and generate presentations for their peers.

1738 ARCHITECTURAL DRAFTING 2 CCR**½ credit**

This course expands on the theory and application of Architectural Drafting. Students will use the CAD system to design complex structures and construct models of their designs. Students will continue to expand their knowledge of architectural concepts in the areas of; site plans, foundation and floor plans, framing sections, cost estimation, interior and landscape design. Students will also present their work to prospective clients in a professional manner.

2000 ENGINEERING 1 CCR**½ credit**

In this introductory level course, students will design, build and test solutions to a variety of engineering challenges. Different challenges might include: ping-pong paddles, small CNC projects, desktop-sized trebuchets, tethered model airplanes and air/water rockets. Through these projects, students will learn to use the tools in our shop and document the engineering design process.

2003 ENGINEERING 2 CCR**½ credit**

In this intermediate level course students will design, build and test solutions to larger and more complex engineering challenges. Intermediate level challenges might include: more complicated CNC models, simple electronics and gravity cars (soap box derby).

2001 ENGINEERING 3 CCR**1 credit**

Students in this upper level course will work on larger scale and longer term engineering challenges. These challenges might include large-scale trebuchets, larger 3D CNC models and remote controlled aircraft. Students will also be given the option to complete a final project of their own interest.

1316 CRIMINAL INVESTIGATION AND FORENSICS CCR**½ credit**

Criminal Investigation and Forensic Science is a one semester course that uses a structured and scientific approach to the investigation of crimes and the psychology of criminal behavior. Students will learn terminology and investigative methods related to crime scene investigation, questioning, criminal behavior characteristics, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, trace evidence collection, ballistics, body fluid collection, and blood spatter analysis (time permitting). Students will learn the history, legal aspects, and career options available in forensic science.

TV/Media Production

The TV Media Production Pathway is designed for students interested in pursuing a career in the field of mass communication—both in front of and behind the camera. These courses will introduce and then refine skills and techniques involved in the design process of video production from writing to filming to editing. Utilizing the fundamental 21st Century Skills of collaboration, creativity, critical thinking and

communication, students will be involved in the process of designing a video from the proposal of the script to the final edit.

Students who take advantage of and complete all of the identified coursework in this pathway will be prepared to successfully enter the industry either in an entry level paid position or internship as well as be prepared to successfully continue their education in a related major.

1729 FILM PRODUCTION STUDIES CCR

½ credit

This course investigates how technology has changed the production of cinema throughout history. Exploring the technical processes to create scripts, foley audio recording, set design, camera cinematography, editing, and special effects, students will create their own short films using these techniques. Students will explore and investigate a range of films, looking at how they were made using the techniques learned in class. Students will also develop an understanding of film as a complex cultural medium through problem solving and critical thinking. Throughout the course, students will perform a variety of hands-on learning experiences based on the exemplars shown in class. Students will be trained as producers, directors, technical directors, writers, camera technicians, audio technicians, editors, talent, and marketing managers. The culmination of this course will be the production of an original short film.

1881 INTRO TO VIDEO PRODUCTION CCR

½ credit

Students will learn the basics of video production. Students will explore the use of the modern digital video camera, along with the proper use of camera support systems. In addition to learning basic camera operations, students will learn how to incorporate professional audio recording with the use of various types of current audio tools such as the boom mic., audio mixer, and audio sound effects. Finally, students will learn how to use the computer for nonlinear computer-based video editing. Popular and industry standard based programs such as Final Cut Pro, and other computer software will be used to create basic video magic. All of these skills will be taught in an innovative, “hands-on” method by working on short, in-class projects such as the public service announcement (PSA) commercials, video tutorials, news reports, and more.

1882 BROADCAST NEWS PRODUCTION CCR

½ credit

Students will create, produce, and edit our weekly school-based television news show, DHNN. (Dartmouth High News Now) Working under real-life production schedules, both in front of and behind the camera, students will have the opportunity to use current technologies and production elements such as script writing, graphic design, digital audio production, and digital editing. This program will be broadcast for the entire school as well as uploaded to YouTube for the global community to view. Students will work as a production crew toward the common goal of airing DHNN on a regular basis.

1884 VIDEO MEDIA EDITING CCR

½ credit

Students will create original school-based programming and learn the important aspects of video editing using the provided software. In this class, there will also be opportunities for students to customize their learning by producing their own original programming (e.g. short films, music videos, documentaries, special effect films, etc.) Working under production schedules in DHS’s and DCTV’s studios to produce these programs to be aired on Dartmouth Community Television (DCTV), on YouTube, and in DHS’s cafeteria, students will have the opportunity to explore the use of current professional technologies and production elements such as script writing, graphic design, digital audio production, and control room

operations. In addition, these student-produced programs will be streamed on the web which may be viewed by staff, students, and the entire global community. Students will work both independently and as a team to accomplish a common goal. Field trips and in-class guest speakers will further enhance the student's experience in the communications profession. This class will satisfy a computer science credit.

1883 BROADCAST GRAPHICS AND VIDEO ANIMATION CCR

½ credit

In this class students will learn how to create broadcast ready graphic designs to be used for our various on-air productions. Multiple computer based programs will be used on both student chromebooks as well as Apple I Mac computers. Programs such as Apple Motion will be used for the creation of video animations and higher quality broadcast graphics. The class will require each student to produce a professional portfolio of their work to be completed by the end of the course. This class will satisfy a computer science credit.

Social Studies

Dartmouth High School requires that all students earn a minimum of three credits in Social Studies. Two of the three credits must be earned in United States History and one of the three credits must be earned in a course related to World History.

The Social Studies Department’s goal is to support students in developing the skills and habits of mind necessary to be critical consumers of information, analyzing various viewpoints and synthesizing their writing supported by strong textual evidence. As a result of our efforts, it is our hope that students develop the knowledge and skills necessary to be productive, contributing citizens in our local community, nation and world.

Social Studies Course Offerings

Year	Core Course	Elective Options
Freshman	U.S. History 1 (CCR or Honors)	Digital and Media Literacy, U.S. Government and Politics, Youth and the Law, Economics
Sophomore	U.S. History 2 (CCR or Honors) <i>or</i> AP U.S. History	Digital and Media Literacy, Economics, U.S. Government and Politics, Youth and the Law, AP U.S. History, AP U.S. Government and Politics, AP Human Geography, AP World History Modern
Junior	World History (CCR or Honors) or AP Human Geography or AP World History Modern	Digital and Media Literacy, Economics, U.S. Government and Politics, Psychology, Youth and the Law, AP U.S. History, AP U.S. Government and Politics, AP Human Geography, AP World History Modern, AP Psychology
Senior	N/A	

1435 UNITED STATES HISTORY 1 CCR

1 credit

1445 UNITED STATES HISTORY 1 HONORS

1 credit

This course is aligned to the Massachusetts Curriculum Frameworks, and covers the history of the United States from the 1789 Constitutional Convention through the end of the era of Imperialism. Students will develop an understanding of the “why” behind events and will look at the impact of geography, economics, and civics upon our nation’s history. Student-driven class discussion and debate are a major component of instruction. Students will begin to develop critical research skills, including the ability to evaluate sources of information relevant to historical topics and write a research paper.

1455 UNITED STATES HISTORY 2 CCR

1 credit

1465 UNITED STATES HISTORY 2 HONORS

1 credit

This required course, which is aligned to the Massachusetts Curriculum Frameworks, covers the history of the United States from World War I to the terrorist attacks of 9/11. Students will develop an understanding of the “why” behind events and will look at the impact of geography, economics, and civics upon our nation’s history. Student-driven class discussion and debate are a major component of instruction. Students will continue to build upon the critical research skills introduced in U.S. I.

1412 WORLD HISTORY CCR

1 credit

1422 WORLD HISTORY HONORS

1 credit

This required course takes a thematic approach, covering the significant ideas, events and personalities that have shaped our world and way of life over the past two hundred years, from the Renaissance to the beginning of the 21st Century. Approaching history topically as opposed to chronologically will allow students to delve more deeply into

particular historical themes. The course requires each student to research a relevant historical topic and write a thesis paper.

1407 PSYCHOLOGY CCR

1 credit

This elective serves to introduce students to the scientific study of human behavior in the context of modern society. Students will be introduced to major theories and topics such as research techniques, brain development, human growth and development, learning, memory, personality and psychological disorders. Lectures, readings, major projects, demonstrations, labs and homework will be utilized to help students learn the various elements in the study of Psychology.

1485 UNITED STATES GOVERNMENT & POLITICS CCR

1 credit

This elective is designed to develop a deeper understanding of government and politics in the United States. Students will study topics such as the Constitution, the three branches of government, and political ideologies, to name a few. Lectures, readings, homework, major projects, and simulations will be utilized to help students understand the complexity of the U.S. government.

1481 DIGITAL AND MEDIA LITERACY CCR

½ credit

This course is designed to help students develop an informed, critical, and practical understanding of communication and digital media through an objective lens. Students will analyze the effects of social networking, the delivery of news, and other public media, including the impact they have on our daily lives. Students will also learn the skills necessary to cultivate a positive web presence and gain an understanding of the potential implications of the digital profiles they create. Numerous project based experiences will provide practical strategies students can integrate into their daily lives as they try to navigate an increasingly complex world of mass media.

1410 YOUTH AND THE LAW CCR

½ credit

This one-semester elective is designed to develop an appreciation for the law and how it applies to adolescents. This course will focus on the criminal justice system, trial courts, and laws concerning teenagers. Students will study the adversarial structure of trial law and the process of bringing cases to court. Students will conduct numerous mock trials to develop their understanding of the concepts studied.

1498 AP PSYCHOLOGY

1 credit

AP Psychology is a college level course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the principles and phenomena associated with each of the major subfields within psychology. Strong reading and writing skills are essential to successful participation in this course, as well as a high level of motivation. Students are expected to take the AP exam in May.

1494 AP U.S. GOVERNMENT & POLITICS

1 credit

AP U.S. Government and Politics is a college level course designed to develop an analytical perspective on government and politics in the United States. Students will study topics such as the Constitution, the three branches of government, and political ideologies, to name a few. Strong reading and writing skills are essential to successful participation in this course, as well as a high level of motivation. Students are expected to take the AP exam in May.

1499 AP UNITED STATES HISTORY

1 credit

AP U.S. History is a college level course designed to provide students with a deeper understanding of the development of the U.S. from pre-Columbian to modern times. The rigorous pace of the course requires students to complete extensive readings of both primary and secondary sources. Strong reading and writing skills are essential to success in this course, as well as a high level of motivation. Students are expected to take the AP exam in May. Please note this course fulfills the U.S. History 2 requirement for graduation.

1496 AP HUMAN GEOGRAPHY**1 credit**

AP Human Geography is a college level course designed to introduce students to the patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Strong reading and writing skills are essential to successful participation in this course, as well as a high level of motivation. Students are expected to take the AP exam in May. Please note this course fulfills the World History requirement for graduation.

1497 AP WORLD HISTORY MODERN**1 credit**

AP World is a college level course designed to introduce students to the key themes of world history, including interaction with the cultures, economic systems, and social structures from 8000 B.C.E. to the present. Strong reading and writing skills are essential to successful participation in this course, as well as a high level of motivation. Students are expected to take the AP exam in May. Please note this course fulfills the World History requirement for graduation.

1518 ECONOMICS CCR**1 credit**

Students will study and apply the basic economic principles of micro and macroeconomics, international economics, comparative economic systems, measurement and methods. Students will consider how we use our resources for the production, distribution, and consumption of goods and services. It will include an analysis of social institutions, banks, the stock market, the government, and their relationships with labor negotiations, taxes, international trade, and urban and environmental issues.

World Language

Dartmouth High School requires all students to earn two credits in the same World Language course. Students planning to apply to four year colleges and universities as well as students who are passionate about the study of language and culture are encouraged to continue their study of the same World Language beyond the minimum requirement.

The World Language Department offers courses in Mandarin Chinese, Portuguese and Spanish. Students explore and develop skills relative to the four skill areas of foreign language: speaking, listening, reading, and writing. In addition, students gain knowledge and understanding of the countries and cultures represented by the target language. The courses are college preparation-oriented and are normally taken in sequence. Successful completion of ***two consecutive years*** of the same world language is a requirement for graduation from Dartmouth High School. The standard recommendation for students planning to attend a four year college or university is four years of study of the same world language at the high school level. A student who is able to communicate at a higher level of linguistic proficiency may skip a level by demonstrating competence on the appropriate departmental placement examination.

Students will have an opportunity to earn the Seal of Biliteracy or the Seal of Biliteracy with Distinction. Refer to Page 9 for a full description of the requirements.

PATHWAY TO SEAL OF BILITERACY	
Grade	Requirement
10	ELA MCAS
11	*Recommendation - Enrolled in Spanish 4 CCR or Honors Portuguese 4 CCR or Honors <ul style="list-style-type: none"> ● Proficiency Exam (April & May) ● ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) AAPPL exam is offered in the following languages: Arabic, Mandarin Chinese, French, German, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Spanish, and Thai ● AP Spanish ● The National Examinations in World Languages (NEWL) NEWL Exam is offered in the following languages: Arabic, Korean, Portuguese, Russian
12	ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)

World Language Course Offerings

Portuguese	Spanish
Portuguese 1 (CCR)	Spanish 1 (CCR)
Portuguese 2 (CCR or Honors)	Spanish 2 (CCR or Honors)
Portuguese 3 (CCR or Honors)	Spanish 3 (CCR or Honors)
Portuguese 4 (CCR or Honors)	Spanish 4 (CCR or Honors)
Portuguese 5 (Honors)	AP Spanish

1620 PORTUGUESE 1 CCR**1 credit**

In this beginning course, students who have never formally studied Portuguese will learn to interact and survive linguistically in the classroom using the target language, primarily concentrating on memorized patterns and formulae that recur on a daily basis. Through the practice of listening, speaking, reading and writing, students will learn about the culture and civilization of Portuguese-speaking countries. In this proficiency-oriented approach to instruction, grammar is still a basic part of the learning process but it is not considered an end in itself.

1623 PORTUGUESE 2 CCR**1 credit**

This course is an advanced beginner course which continues the sequential development, expansion and refinement of skills taught in Portuguese 1. Students will continue to develop effective communication skills similar to those which a traveler might need in order to conduct simple face-to-face conversations and to satisfy basic survival needs and minimum courtesy requirements. They will also explore cultural differences to prevent miscommunication.

1625 PORTUGUESE 2 HONORS**1 credit**

This course is similar to Portuguese 2 but is taught at an accelerated pace with higher expectations for achievement in the four skills of foreign language learning: speaking, listening, reading and writing with understanding. Speaking and writing skills are emphasized in order to apply language in daily classroom activities. Students will acquire cultural awareness through the activities of reading and discussion of the history, art, music and modern-day cultural themes of the countries in which the Portuguese language is spoken. The course is conducted primarily in the target language.

1626 PORTUGUESE 3 CCR**1 credit**

This intermediate course expands and refines the skills of the second year course and who have mastered all the basic linguistic elements of the language. Students are expected to provide and obtain specific information in the target language, identify patterns of social behavior that are typical of the target culture and apply knowledge of the target language and culture beyond the classroom setting. Students will frequently read and summarize authentic materials, describing, comparing and contrasting related topics in their conversations and writings.

1627 PORTUGUESE 3 HONORS**1 credit**

This course is similar to Portuguese 3 but is taught at an accelerated pace with higher expectations for achievement in the four skills of foreign language learning: speaking, listening, reading and writing with understanding. Students are expected to write more fluently and with a degree of originality in thought and expression. Students will frequently read and summarize authentic materials, describing, comparing and contrasting related topics in their conversations and writings. The course is conducted primarily in the target language.

1628 PORTUGUESE 4 CCR**1 credit**

Students will work to increase their communicative competence by developing problem solving strategies to ensure that conversation and discussion will be carried on in Portuguese. Students are expected to use the target language to communicate in a variety of interpersonal and interpretive ways. They must read, discuss and write from authentic material. Students will be expected to function in realistic situations using the target language.

1629 PORTUGUESE 4 HONORS**1 credit**

This course is similar to Portuguese 4 but is taught at an accelerated pace with higher expectations for achievement in the four skills of foreign language learning: speaking, listening, reading and writing with understanding. Speaking and writing skills are highly emphasized in order to apply language in daily classroom activities and application of the language and culture. Elements of Portuguese 4 Honors will incorporate Portuguese 5 Honors skills such as simulated conversations, interpersonal, interpretative and presentational communicative modes, and long and short reading comprehension. This course is conducted primarily in the target language.

1614 PORTUGUESE 5 HONORS

1 credit

This course is designed to bring students to an advanced level of proficiency in listening, speaking, reading and writing. Previously learned structures will be reviewed and reinforced, while advanced grammatical structures will be introduced for continued growth in the language. Students will demonstrate proficiency on a frequent basis via all three communicative modes: interpersonal, interpretive and presentational. Course will develop Portuguese language skills with medical and business terminology commonly found in the human service fields. Throughout the course, students will engage in activities to study the community and members of the community, the culture of the Portuguese-speaking world, and the enhanced opportunities for communication skills in a career path. This course is conducted primarily in the target language.

1630 SPANISH 1 CCR

1 credit

In this beginning course, students who have limited formal study of Spanish will learn to interact and survive linguistically in the classroom using the target language, primarily concentrating on memorized patterns and formulae that recur on a daily basis. Through the practice of listening, speaking, reading and writing, students will learn about the culture and civilization of Spanish-speaking countries. In this proficiency-oriented approach to instruction, grammar is still a basic part of the learning process but it is not considered an end in itself.

1632 SPANISH 2 CCR

1 credit

This is an advanced beginner course which continues the sequential development, expansion and refinement of skills taught in Spanish 1. Students will continue to use the four skills of foreign language learning: speaking, listening, reading and writing the understanding. Students will acquire cultural awareness through the activities of reading and discussion of the history, art, music and modern-day cultural themes of the countries in which the Spanish language is spoken.

1634 SPANISH 2 HONORS

1 credit

This course is similar to Spanish 2 but is taught at an accelerated pace with higher expectations for achievement in the four skills of foreign language learning: speaking, listening, reading and writing with understanding. Speaking and writing skills are emphasized in order to apply language in daily classroom activities. Students will acquire cultural awareness through the activities of reading and discussion of the history, art, music and modern-day cultural themes of the countries in which the Spanish language is spoken. The course is conducted primarily in the target language.

1635 SPANISH 3 CCR

1 credit

This intermediate course expands and refines the skills of the second year course and who have mastered all the basic linguistic elements of the language. Students are expected to provide and obtain specific information in the target language, identify patterns of social behavior that are typical of the target culture and apply knowledge of the target language and culture beyond the classroom setting. Students will frequently read and summarize authentic materials, describing, comparing and contrasting related topics in their conversations and writings.

1636 SPANISH 3 HONORS

1 credit

This course is similar to Spanish 3 but is taught at an accelerated pace with higher expectations for achievement in the four skills of foreign language learning: speaking, listening, reading and writing with understanding. Students are expected to write more fluently and with a degree of originality in thought and expression. Students will frequently read and summarize authentic materials, describing, comparing and contrasting related topics in their conversations and writings. The course is conducted primarily in the target language.

1637 SPANISH 4 CCR

1 credit

Students will work to increase their communicative competence by developing problem solving strategies to ensure that conversation and discussion will be carried on in Spanish. Students are expected to use the target language to communicate in a variety of interpersonal and interpretive ways. They must read, discuss and write from authentic

material. Students will be expected to function in realistic situations using the target language.

1638 SPANISH 4 HONORS

1 credit

This course is similar to Spanish 4 but is taught at an accelerated pace with higher expectations for achievement in the four skills of foreign language learning: speaking, listening, reading and writing with understanding. Speaking and writing skills are highly emphasized in order to apply language in daily classroom activities and application of the language and culture. Elements of Spanish 4 Honors will incorporate AP Spanish skills such as simulated conversations, interpersonal, interpretive and presentational communicative modes, and long and short reading comprehension. This course is conducted primarily in the target language.

1639 AP SPANISH

1 credit

This is a fast-paced, year-long course designed to develop a student's oral and written ability in Spanish at the third-year college course level in advanced conversation and composition. The main goal of the course is to bring students to an advanced level of proficiency in listening, speaking, reading and writing. These skills will not be taught in isolation but in an integrated manner. Previously-taught grammar points will be reintroduced and expanded upon along with the teaching of more complex grammatical skills. Students will demonstrate proficiency on a frequent basis via all three communicative modes: interpersonal, interpretive and presentational. Furthermore, students will learn to synthesize information gleaned from authentic texts, both print and aural, in order to achieve success on the AP Spanish Language Exam. Students will receive extensive training in simulated conversations, presentational speaking, interpersonal writing, and long and short reading comprehension. This course is conducted exclusively in Spanish. Students are required to communicate only in Spanish during class and are encouraged to use Spanish within the school community. Students are expected to take the AP exam in May.

Unified Arts

The Dartmouth High School Unified Arts Department encompasses coursework in visual arts and early childhood education. The department’s variety of courses provides students the opportunity to develop 21st Century Skills of collaboration, communication, critical thinking and creativity through personalized project-based learning experiences. Both areas of study in the Unified Arts Department offer articulated pathways with a suggested course progression and sequence. Students may choose to take all or some of the courses identified in a particular pathway based upon their college and career plans or interests.

Unified Arts Pathways						
Portfolio Prep Pathway	Digital Media Pathway	Analog (Darkroom) Photography Pathway	Jewelry Design Pathway	Ceramics Pathway	Fashion Design Pathway	Early Childhood Education Pathway
Art 1 Foundation	Digital <u>Photography</u> Graphic Design (optional)	Art 1 Foundation	Art 1 Foundation	Ceramics 1	Fashion 1	Intro to Early Childhood Education
Art 2 Foundation		Darkroom Photo 1	Jewelry & Metalsmithing 1	Ceramics 2	Fashion 2	Early Childhood Teacher Practicum (This pathway may result in Preschool Teacher Licensing from MA Dept of Early Education & Care and 3 articulated credits in Bristol Community College’s Early Childhood Program.)
Portfolio Prep OR Portfolio Prep Honors		<u>Darkroom</u> Photo 2	Jewelry & Metalsmithing 2		Graphic Design (optional)	
AP Studio Art: 2D Design—Non Photo OR AP Studio Art: Drawing OR AP Studio Art: 3D Design	AP Studio Art: 2D Design—Photo	Graphic Design (optional) <u>AP Studio Art: 2D</u>	AP Studio Art: 2D Design OR AP Studio Art 3D Design	AP Studio Art: 3D Design	AP Studio Art: 2D Design OR AP Studio Art: 3D Design	

Visual Arts

In Visual Arts courses, students are able to demonstrate how the arts are a universal tool to communicate ideas using the elements and principles of design to build visual literacy. Students acquire skills which enable them to solve problems, expressively demonstrate concepts, ideas, and/or emotions in their chosen area of study. In addition, through research and collaboration they will express how artifacts from history

serve as documentation of the human experience.

The faculty of the Dartmouth High School Art Department works cooperatively to:

- Promote creative as well as methodical exploration of formal and conceptual questions utilizing 21st Century Skills
- Structure the making of art as a continually evolving process in which students refine critical thinking skills and employ the design process including reflection and revision to solve visual problems.
- Develop technical skills to demonstrate their understanding of the principles and elements of design to communicate ideas
- Guide students to become independent thinkers and problem solvers who will contribute inventively and creatively to their community through the interpretation and the making of art
- Examine the history of art and collect evidence to document the human experience
- Incorporate art as a vehicle to build self-esteem and confidence in all students

All visual arts courses rely on portfolio assessment for evaluation. At the completion of Art 1 Foundation, each student will possess a portfolio of work to show evidence of skills, knowledge, and concepts. Each subsequent visual arts course provides the opportunity for the student to evaluate and refine his/her portfolio, explore a variety of media, and build knowledge and artistic and conceptual skills.

1705 FASHION DESIGN 1 CCR

½ credit

Students will connect the elements and principles of design to fashion design through basic sewing techniques, the sewing machine, fabrics, patterns, hand sewing, quilting, knitting, and fashion illustration using the “croquis” figure. Fashion inspired by historic eras will be researched to understand both the significance of history in fashion design and the effects of fashion on the history of the world. A written visual art analysis project through a field trip to a museum is one unit of study. Some materials may be supplied by students; however, grades will not be impacted by a student’s inability to supply materials.

1706 FASHION DESIGN 2 CCR

½ credit

Students will utilize the design process to create a body of work of garments and illustrations through a series of investigations of culture, history and art. Analyzing the work of contemporary designers as well as fashion of the past in both written and verbal formats, students will create a series of garments using traditional sewing and construction techniques to illustrate a concept. Students will also develop and refine their fashion illustration skills. The portfolio created in this class can be used for college admission. Some materials may be supplied by the students; however, grades will not be impacted by a student’s inability to supply materials.

1710 ART 1 FOUNDATION CCR

1 credit

As the foundation course of the Visual Arts Sequence, students will work with a variety of materials to build skills, knowledge, and explore concepts in a visual format, and they will both produce and evaluate artwork utilizing the elements and principles of design. Areas of study include drawing, color theory, graphic design, analog photography, computer graphics, jewelry design, and ceramics. Art history and interdisciplinary connections will be incorporated in all areas of study. A written visual art analysis project connected to a field trip to a museum is one unit of study. Some materials may be supplied by the student; however grades will not be impacted by a student’s inability to supply materials.

1711 ART 2 FOUNDATION CCR

1 credit

Students will develop and refine observational drawing, color, and compositional skills. Learning how “to see,” and

compose utilizing the elements and principles of design, students will solve visual problems through creative and expressive thinking with a variety of media such as oil pastel, charcoal, printmaking, acrylic, watercolor, tempera, mixed media, and clay. Art history is an integral part of this course as is a visit to the Museum of Fine Arts in Boston to analyze an art movement. Some materials may be supplied by the student; however, grades will not be impacted by a student's inability to supply materials.

1716 PORTFOLIO PREP CCR

1 credit

Students will compile a portfolio to submit for entrance to an art school, college, or university. Portfolios will include observational drawing, design, illustration, sculpture and painting. Students will explore the history of art and its relationship to their work. Visual Art career paths and the education required to fulfill these paths will be investigated. A college research unit which includes a visit to an institution of higher learning is integrated in the course. Some materials may be supplied by the student; however, grades will not be impacted by a student's inability to supply materials.

1717 PORTFOLIO PREP HONORS

1 credit

Highly-motivated students will compile a portfolio to submit for entrance to an art school, college, or university. Portfolios will include life drawing, design, illustration, sculpture and painting. Students will research the history of art and validate its relationship to their work in a written format. Visual Arts careers and the education required to succeed in these careers will be investigated. A college research unit which includes a visit to an institution of higher learning is integrated in the course. Some materials may be supplied by the student; however, grades will not be impacted by a student's inability to supply materials.

1718 CERAMICS 1 CCR

½ credit

Students will study the scientific application and the historical context of ceramics while learning fundamental skills and techniques to create ceramic art that illustrate the elements and principles of design. Both functional and non-functional (sculptural) forms will be created through slab, pinch, and coil construction methods. Color will be explored with underglazes and engobes along with knowledge of the firing process. Students will also be responsible for writing reflections and self assessments. Some materials may be supplied by the student; however, grades will not be impacted by a student's inability to supply materials.

1719 JEWELRY & METALSMITHING 1 CCR

½ credit

Students will learn the fundamentals of jewelry design and fabrication with an emphasis on developing innovative solutions to design problems utilizing the elements and principles of design. Working with both precious and non-precious metals, students will learn traditional jewelry construction techniques including sawing, filing, forming, soldering, and finishing and the non-traditional method of foldforming. Fused glass jewelry may also be explored. Emphasizing cross-curricula connections, students will learn about purposes of jewelry and the properties of metals. Some materials may be supplied by the student; however, grades will not be impacted by a student's inability to supply materials.

1720 CERAMICS 2 CCR

½ credit

Students will incorporate the historical and scientific context of ceramics into their work while building ceramic skills introduced in Ceramics 1. Students will choose a concept to explore design principles and produce a body of work using both 3D and 2D forms. Working with clay bodies and glazes, students will integrate their repertoire of skills with their "voice" to create excellent work. Work produced in this course may be used in a portfolio for college admission and the Advanced Placement Studio Art exams. Some materials may be supplied by the student; however, grades will not be impacted by a student's inability to supply materials.

1721 JEWELRY & METALSMITHING 2 CCR**½ credit**

Applying the skills and design concepts learned in Jewelry & Metalsmithing, students will build skills by mastering fold forming, stone setting, chain making, and hollow construction. Students will apply problem solving skills to develop innovative solutions to design problems utilizing the elements and principles of design. Emphasizing cross-curricula connections, students will learn about precious and semi-precious stones and the history of jewelry. Work produced in this course may be used in portfolios for college admission and the Advanced Placement Studio Art exam. Some materials may be supplied by the student; however, grades will not be impacted by a student's inability to supply materials.

1740 DARKROOM PHOTOGRAPHY 1 CCR**½ credit**

Students will explore the "fine art" of analog photography through an in-depth exploration of the 35-mm camera and darkroom processes while refining compositional techniques utilizing the elements and principles of design. Focusing on self-expression, students will learn basic lighting and compositional techniques as well as the history of photography. Science connections and pinhole cameras will be explored. Students will be responsible for writing assignments and written reflections to support studio work. An art analysis unit in which students visit a museum is included in the curriculum. Some materials may be supplied by the student; however, grades will not be impacted by a student's inability to supply materials.

1741 DIGITAL PHOTOGRAPHY 1 CCR**½ credit**

Students will apply the principles and elements of design to build compositional skills within the medium of digital photography to create successful photos that communicate universal and personal concepts. Students will gain skills in digital camera function, photo editing using Adobe Photoshop and Pixlr, and composition. Utilizing a photo studio set-up, students will arrange objects and models for photo shoots and explore lighting techniques to communicate concepts and explore their "voice". Reflective writing assignments will be given to support studio work. Field trip(s) to a location to create a portfolio of images is a unit of study. Some materials may be supplied by the student, including a 16+ megapixel digital camera; however, grades will not be impacted by a student's inability to supply materials.

1742 DARKROOM PHOTOGRAPHY 2 CCR**½ credit**

Students will build darkroom and photography skills introduced in Darkroom Photography. Learning advanced techniques such as solarization, multiple exposures, and colorizing prints, students will develop their problem-solving skills as they compile a portfolio of work based on their chosen concept to exhibit their "voice." This portfolio may be used for college admission as well as for the Advanced Placement Studio Art 2D Design exam. Students will be responsible for written reflections and planning journals to support studio work. Some materials may be supplied by the student; however, grades will not be impacted by a student's inability to supply materials.

1723 GRAPHIC DESIGN CCR**½ credit**

This course utilizes design elements and principles in purposeful arrangements of images and text to communicate a personal or universal message in a visual format using digital media. Focusing on creating advertisements, product designs, and identity symbols, and branding, this course investigates the computer's influence on and role in creating contemporary designs and provides a cultural and historical study of master design works of a variety of time periods and styles. Students will build skills with Adobe Illustrator and Photoshop. Work produced may be used in a portfolio for college admission, supplement work in the digital art, jewelry design, and fashion design pathways or for the AP 2D Design Exam.

1796 AP STUDIO ART: 2D DESIGN - PHOTO**1 credit**

Students will develop a digital photography portfolio of work to be reviewed and assessed by the College Board and

the AP 2D Design rubric. Students must demonstrate proficiency in mastering the arrangement of the elements and principles of design to create strong compositions while exploring sustained investigations of a student-chosen concept or idea utilizing their “voice”. Extensive work outside of class time is a requirement. Research, inquiry, and reflective writing are integral to this course as is the critique process. Off-site photo shoots are integrated into the curriculum as well as on-site photo shoots in the Unified Arts Department’s photo studio. Some materials may be supplied by the student, including a 16+ megapixel digital camera; however, grades will not be impacted by a student’s inability to supply materials. All students will participate in an exhibit in conjunction with a community gallery as well as present their sustained investigation to faculty and their peers. Students are expected to take the AP exam in May.

1797 AP STUDIO ART: 2D DESIGN - NON-PHOTO

1 credit

Students will demonstrate proficiency in a variety of two-dimensional media and techniques while conducting a visual sustained investigation examining a student-chosen concept or idea. This college-level advanced placement course emphasizes the development of a 2-D portfolio. Research, reflective writing, and the critique process are integral to this course. Portfolios are assessed by a team representing the College Board using the AP 2D Design Rubric. Visits to museums for research purposes and to institutions of higher learning are part of the curriculum. All students participate in an opening and exhibit at a professional gallery. Students are expected to take the AP exam in May as well as to present their sustained investigation to faculty and their peers. Some materials may be supplied by the student; however, grades will not be impacted by a student’s inability to supply materials.

1798 AP STUDIO ART: 3D DESIGN

1 credit

Students will demonstrate proficiency in a variety of three-dimensional media and techniques as well as compile a sustained investigation examining a student-chosen concept or idea. This college-level advanced placement course emphasizes the development of a 3-D portfolio. Research, reflective writing, and the critique process are integral to this course. Portfolios are assessed by a team representing the College Board using the AP 3D Design Rubric. Visits to museums for research purposes and to institutions of higher learning are part of the curriculum. All students participate in an opening and exhibit at a professional gallery in the spring and a formal presentation of their concentration to their peers and faculty. Students are expected to take the AP exam in May. Some materials may be supplied by the student; however, grades will not be impacted by a student’s inability to supply materials.

1799 AP STUDIO ART: DRAWING

1 credit

Students will demonstrate proficiency in a variety of two-dimensional drawing and painting skills, media, and techniques while conducting a sustained investigation examining a student-chosen concept or idea. This college-level advanced placement course emphasizes the development of a drawing portfolio with a focus on student “voice” and mark making. Research, reflective writing, and the critique process are integral to this course. Portfolios are assessed by a team representing the College Board and using the AP Drawing Rubric. Visits to museums for research purposes and to institutions of higher learning are part of the curriculum. All students participate in an opening at a professional gallery in the spring and a formal presentation of their concentration to their peers and faculty. Students are expected to take the AP exam in May. Some materials may be supplied by the student; however, grades will not be impacted by a student’s inability to supply materials.

Early Childhood Education

This component of the Unified Arts Department offers courses which employ the problem solving process and target the development of skills used in the teaching profession. The Methods/Materials-Early Childhood and Early Childhood Teacher Practicum sequence can offer three options for students:

- An opportunity to be eligible for Preschool Teacher Certification through the Department of Early Education and Care as an early childhood teacher.

- Preparation for a four-year degree program in early childhood education, elementary education, nursing, counseling, or other related fields that work with young children.
- The possibility of earning up to 3 college credits at Bristol Community College in the Early Childhood Education program.

1701 INTRODUCTION TO EARLY CHILDHOOD EDUCATION CCR

1 credit

This course for students in grades 10-12 prepares them for careers and further education in the field of early childhood education, elementary education, nursing, counseling, or any field that works with young children in an educational setting. The philosophical, historical, socioeconomic, and multicultural aspects of early education programs such as Froebel’s Kindergarten, Montessori, Reggio-Emilia, and Waldorf are analyzed along with a variety of education theorists such as Gardner, Piaget, Erikson, Vygotsky, and Bloom. Students will study developmental stages of children, observation and documentation, and an introduction to lesson design and instruction through bookmaking. Students will be exposed to field work working with early childhood students at a district elementary school as well as participate in a community-based teaching partnership. This course coupled with 1703 may lead to Preschool Teacher Certification from the MA Department of Early Education and Care and 3 college credits from Bristol Community College’s Early Childhood Education Program.

1703 EARLY CHILDHOOD TEACHER PRACTICUM CCR

1 ½ credits

In this course students earn practicum hours needed in early childhood classrooms at Quinn and Cushman Elementary Schools to qualify for Preschool Teacher Certification. This class meets for two periods for one half of the year and for one block period during the other half of the year. Out of the seven-day cycle, one day per week is spent in the DHS classroom planning curriculum, instructional strategies, assessment techniques, analyzing observations of early childhood students, and connecting these analyses to educational programs, theorists, and theories of early childhood development. Four days out of the seven-day cycle are spent in elementary classrooms observing, documenting using a variety of recording techniques, and instructing lessons with a focus on students’ social-emotional well-being. This course coupled with 1701 may lead to college credits from Bristol Community College’s Early Childhood Education Program and also Preschool Teacher Certification from the Massachusetts Department of Early Education and Care.

Wellness

Dartmouth High School’s Wellness Department combines traditional Physical Education and Health curriculum in order to provide students with the knowledge, skills and habits of mind necessary to live a life of health and wellness. Students are able to personalize their wellness education by choosing courses aligned to their health and wellness interests and needs.

Year	Courses
Freshman	Wellness Green
Sophomore	Wellness White
Junior	<ol style="list-style-type: none"> 1. Fitness Activities & Weight Training Workouts 2. Dance 3. Sports and Group Games 4. Walking for Lifelong Wellness 5. Basketball Basics
Senior	<ol style="list-style-type: none"> 1. Dance 2. Dance 2 3. Fitness Activities & Weight Training Workouts 4. Sports and Group Games 5. Intramural Games & Activities 6. Walking for Lifelong Wellness 7. Purposeful Walking 8. Basketball Basics 9. Racket Sports 10. Unified PE

1942 WELLNESS GREEN CCR **½ credit**
(Grade 9 graduation requirement)

Students will have a sequenced blend of team sports, individual sports, group games, group activities and new games. In addition to these activities there will be a fitness component. This will include weight-training, cardiovascular training, yoga, pilates, and dance. The final portion of the class will be a health focused segment dealing with the following topics: Chemical Use and Abuse, Stress, Teenage Suicide, Interpersonal Relationships, Dating, Violence Prevention, Child Abuse, Human Reproduction, Teenage Pregnancy, Contraception, Sexually Transmitted Diseases/Infections and HIV/AIDS.

1943 WELLNESS WHITE CCR **½ credit**
(Grade 10 graduation requirement)

Students will have a sequenced blend of new games and activities. . In addition to these activities there will be a fitness component. This will include weight-training and cardiovascular training. The final portion of the class will be a health focused segment dealing with the following topics: Chemical Use and Abuse, Stress, Teenage Suicide, Interpersonal Relationships, Dating, Violence Prevention, Child Abuse, Human Reproduction, Teenage Pregnancy, Contraception, Sexually Transmitted Diseases/Infections and HIV/AIDS.

1944 DANCE CCR **½ credit**

This semester-long wellness course is offered to 11th and 12th grade students. Throughout the course of the semester, students will learn and perform a variety of dance movements and routines.

1945 FITNESS ACTIVITIES AND WEIGHT TRAINING WORKOUTS CCR **½ credit**

This semester-long wellness course is offered to 11th and 12th grade students. Students will learn and develop skills and techniques necessary to incorporate a variety of fitness mediums into their daily lives, including the safe use of free weights, pin-loaded machine weights, cardiovascular machines, yoga, Pilates, and Zumba. Students will learn proper lifting techniques, spotting methods, weight room safety and workout routines. Activities will include, but are not limited to a variety of lifts utilizing free weights and machine weights, as well as an emphasis on conditioning and fitness.

1946 SPORTS AND GROUP GAMES CCR

½ credit

This semester-long wellness course is offered to students in the 11th and 12th grade. Students will learn the skills, techniques, rules, fundamentals, and strategies in multiple individual and team activities. Activities include but not limited to: Basketball, Volleyball, Flag Football, Tennis, Capture The Flag, Soccer, Tennis, Ultimate Frisbee, Badminton and Matball.

1980 WALKING FOR LIFELONG WELLNESS CCR

½ credit

This semester-long wellness course is designed to teach students correct walking techniques, different walking styles, various walking workouts, and exercise guidelines associated with different types of walking, and how to create a walking group.

1952 INTRAMURAL GAMES & ACTIVITIES CCR

½ credit

This course is offered to 12th grade students. It is modeled after a college or university intramural program. Game units and activities are longer and more in depth.

1941 DANCE 2 CCR

½ credit

This course is offered to 12th grade students. Students will learn a variety of dance movements. In addition to movements, students will learn multiple dance routines. This is a continuation of skills taught and practiced in Dance. Techniques will be more challenging and advanced in this class.

1955 BASKETBALL BASICS CCR

½ credit

Students in the Basketball class will be involved in many activities to help them improve dribbling, shooting, passing, defense, and teamwork. An emphasis will be placed on the teaching of basketball skills so that students can participate and play effectively. Competitive shooting games, 1 on 1, 2 on 2, 3 on 3, 4 on 4, and 5 on 5 structured play will occur.

1940 RACKET SPORTS CCR

½ credit

This course is offered to 12th grade students. This course is designed to give students a deeper understanding of the skills, techniques, rules, strategies and concepts with sports that require playing with a racket. Units of study will include 4 to 5 cycles of a particular racket sport. Assessments will be a combination of benchmark assessments, project based learning, personalized learning and reflection writing.

1958 PURPOSEFUL WALKING CCR

½ credit

This is a Senior level course. Suggested for juniors who enrolled in Walking for Lifelong Wellness and want to continue with walking as their option for the Wellness Credit for the school year. This course will implement various types of walking styles and walking workouts. It will also require a community service project based learning experience. In addition to this requirement, filling out a journal and creating a walking group using social media platforms will be included as personalized learning experiences.

UNIFIED PHYSICAL EDUCATION

Unified Physical Education provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. The Unified Physical Education course is structured around the national physical education standards and grade-level outcomes. Which include gaining the knowledge and skills necessary to maintain a health -enhancing level of fitness. Additionally, the class supports the development of leadership skills for all students, and the empowerment of all students to foster an inclusive class and school wide environment. This class is also a gateway for further programming and participation in Special Olympics sports and events.

1956 UNIFIED PE

½ credit

This course combines students of all abilities to participate in developmentally appropriate activities including lifetime fitness, physical fitness, and sport. Students will work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.

This course is open to any senior student who participates in unified athletics (basketball, track and bowling) and seniors approved by PE and Adapted PE staff.

Music

The Music Department of Dartmouth High School is structured to meet the needs of all students. Students are provided with the opportunity to participate in a variety of music programs. For those who play band instruments, Concert and Marching Band are available along with Jazz Band and various ensembles. String Orchestra and Chamber Strings are available for string players. In the vocal area, Dartmouth High School has a Mixed Chorus as well as a select ensemble called Harmonics. Class offerings include Music Theory, Guitar Lab, and Piano Lab. Other offerings include Indoor Color Guard and Indoor Percussion. All of the above-mentioned groups are active in performances with the exception of music theory.

1921 CONCERT BAND 1 CCR

1 credit

Solid entry level skills are required for this course with assessment based on a grade nine performance rubric.. Students will study and perform all styles of band literature. Types of performance will include half-time and pep band music for football games, field show exhibitions and competitions, parades, and concert band/wind ensemble music. All students are encouraged to study privately. Attendance is required at all performances. Band has a co-curricular requirement where all band members participate in fall marching/competition band along with the in-school band class. This commitment can also be met by participating in a Dartmouth High School fall sport. Other activities or programs will be considered by the Director of Music.

1922 CONCERT BAND 2 CCR

1 credit

This is the second level of performance expectations and assessments in the Band program. Students will study and perform all styles of band literature. Types of performance will include half-time and pep band music for football games, field show exhibitions and competitions, parades, and concert band/wind ensemble music. All students are encouraged to study privately. Attendance is required at all performances. Band has a co-curricular requirement where all band members participate in fall marching/competition band along with the in-school band class. This commitment can also be met by participating in a Dartmouth High School fall sport. Other activities or programs will be considered by the Director of Music.

1923 CONCERT BAND 3 CCR

1 credit

This is the third level of performance expectations and assessments in the Band program. Students will study and perform all styles of band literature. Types of performance will include half-time and pep band music for football games, field show exhibitions and competitions, parades, and concert band/wind ensemble music. All students are encouraged to study privately. Attendance is required at all performances. Band has a co-curricular requirement where all band members participate in fall marching/competition band along with the in-school band class. This commitment can also be met by participating in a Dartmouth High School fall sport. Other activities or programs will be considered by the Director of Music.

1924 CONCERT BAND 4 CCR

1 credit

This is the culminating experience for Band students with expectations based on college entry level skills or adult ensemble participation. Students will study and perform all styles of band literature. Types of performance will include half-time and pep band music for football games, field show exhibitions and competitions, parades, and concert band/wind ensemble music. All students are encouraged to study privately. Attendance is required at all performances. Band has a co-curricular requirement where all band members participate in fall marching/competition band along with the in-school band class. This commitment can also be met by participating in a Dartmouth High School fall sport. Other activities or programs will be considered by the Director of Music.

1930 MIXED CHORUS 1 CCR

1 credit

Solid entry level skills are required for this course with assessment based on a grade nine performance

rubric. Mixed Chorus is a performing group which offers experience in ensemble singing at concerts during the year. Students will perform literature representing all areas and styles of choral music. Attendance is required of all members for all performances.

1931 MIXED CHORUS 2 CCR

1 credit

This is the second level of performance expectations and assessments in the Choral program. Mixed Chorus is a performing group which offers experience in ensemble singing at concerts during the year. Students will perform literature representing all areas and styles of choral music. Attendance is required of all members for all performances.

1932 MIXED CHORUS 3 CCR

1 credit

This is the third level of performance expectation and assessments in the Choral program. Mixed Chorus is a performing group which offers experience in ensemble singing at concerts during the year. Students will perform literature representing all areas and styles of choral music. Attendance is required of all members for all performances.

1933 MIXED CHORUS 4 CCR

1 credit

This is the culminating experience for Chorus students with expectations based on college entry level skills or adult ensemble participation. Mixed Chorus is a performing group which offers experience in ensemble singing at concerts during the year. Students will perform literature representing all areas and styles of choral music. Attendance is required of all members for all performances.

1916 STRING ORCHESTRA 1 CCR

1 credit

Solid entry level skills are required for this course with assessment based on a grade nine performance rubric. Students will study and perform all areas and styles of orchestral literature. Attendance is required of all members at all performances. All students are encouraged to study privately to gain the maximum advantage from this course.

1917 STRING ORCHESTRA 2 CCR

1 credit

This is the second level of performance expectations and assessments in the Orchestra program. Students will study and perform all areas and styles of orchestral literature. Attendance is required of all members at all performances. All students are encouraged to study privately to gain the maximum advantage from this course.

1918 STRING ORCHESTRA 3 CCR

1 credit

This is the third level of performance expectations and assessments in the Orchestra program. Students will study and perform all areas and styles of orchestral literature. Attendance is required of all members at all performances. All students are encouraged to study privately to gain the maximum advantage from this course.

1919 STRING ORCHESTRA 4 CCR

1 credit

This is the culminating experience for Orchestra students with expectations based on college entry level skills or adult ensemble participation. Students will study and perform all areas and styles of orchestral literature. Attendance is required of all members at all performances. All students are encouraged to study privately to gain the maximum advantage from this course.

1905 MUSIC THEORY CCR

½ credit

This course gives the student experience in music theory which will include music notation, elementary ear-training, scales, intervals, triads and 7th chords and their inversions, rhythmic and melodic dictation, and instrumental transposition. Students will learn these essentials through analysis of musical examples and composing and performing their own compositions. In addition, students will listen and write harmonic dictation and study

secondary function chords and non-chord tones. Musical examples are from the Romantic period.

1909 SENIOR HONORS PERFORMANCE BAND – Grade 12 only **1 credit**

1910 SENIOR HONORS PERFORMANCE STRING ORCHESTRA – Grade 12 only **1 credit**

1911 SENIOR HONORS PERFORMANCE MIXED CHORUS – Grade 12 only **1 credit**

Honors level band, chorus, and orchestra are only open to senior students and are offered only as a one credit class. Honors Performance students will delve into class exercises and performance material in greater depth and may proceed at an accelerated pace. There is also a leadership and mentoring component to this course through participation in Tri-M Music Honor Society. Potential students should obtain the guidelines from their ensemble director before requesting this course. All requests will be reviewed by the ensemble director and the Director of Music.

1934 PIANO LAB 1 CCR **½ credit**

This course gives the student, through guided instruction, playing experience on an electronic keyboard. The class will teach basic technique and musical reading and will also include pieces selected by the teacher and student from various musical styles and periods.

1935 PIANO LAB 2 CCR **½ credit**

This course will further develop technique and musical reading and will include major scales and chords and pieces selected by the teacher and student from various musical styles and periods. Students will also study and perform Romantic and 20th century musical selections including other pieces selected by the teacher and the student to be performed at a class piano recital.

1937 GUITAR LAB 1 CCR **½ credit**

Classroom guitar will introduce the student to basic music theory, note reading, finger styles, strumming, and blues styles of playing. Background in music is not required. This course is an excellent beginning for those interested in playing guitar. Students will need to provide their own traditional classic guitar.

1939 GUITAR LAB 2 CCR **½ credit**

Background in Guitar Lab is needed. This course is for the more advanced guitar student and will include advanced music theory, technique, improvisation and accompaniment.

Co-Curricular Activities

Students will not pick co-curricular activities during the course selection process. Students who are interested should speak with the Director of Music, Mr. Flint or one of your Music Teachers.

FALL ACTIVITIES

CO1921 CO-CURRICULAR MARCHING BAND **½ credit**

GRADE 9

Marching Band is a semester course where students will learn the skills and concepts involved in presenting a marching band field show. Types of performance will include half-time and pep band music for football games as well as field show exhibitions and competitions. Participation in the marching band course is required for all members of the concert band class in order to meet the co-curricular requirement for the concert band course.

GRADE 10

This is the second level of performance expectations and assessments in the Marching Band program. Marching

Band is a semester course where students will learn the skills and concepts involved in presenting a marching band field show. Types of performance will include half-time and pep band music for football games as well as field show exhibitions and competitions. Participation in the marching band course is required for all members of the concert band class in order to meet the co-curricular requirement for the concert band course.

GRADE 11

This is the third level of performance expectations and assessments in the Marching Band program. Marching Band is a semester course where students will learn the skills and concepts involved in presenting a marching band field show. Types of performance will include half-time and pep band music for football games as well as field show exhibitions and competitions. Participation in the marching band course is required for all members of the concert band class in order to meet the co-curricular requirement for the concert band course.

GRADE 12

This is the culminating experience for Marching Band students with expectations based on college entry level skills or adult ensemble participation. Marching Band is a semester course where students will learn the skills and concepts involved in presenting a marching band field show. Types of performance will include half-time and pep band music for football games as well as field show exhibitions and competitions. Participation in the marching band course is required for all members of the concert band class in order to meet the co-curricular requirement for the concert band course.

SPRING ACTIVITIES

CO1915 CO-CURRICULAR CHAMBER STRINGS

½ credit

GRADE 9

Chamber Strings is a Spring semester course for string orchestra students to develop their small ensemble performance skills. To participate in this course students will need to be members of the String Orchestra course. This is designed as an advanced level course for students looking to expand their musical repertoire. Enrollment in this course is by audition and will take place in the first 4 weeks of the school year.

GRADE 10

This is the second level of performance expectations and assessments in the Chamber Strings program. Chamber Strings is a Spring semester course for string orchestra students to develop their small ensemble performance skills. To participate in this course students will need to be members of the String Orchestra course. This is designed as an advanced level course for students looking to expand their musical repertoire. Enrollment in this course is by audition and will take place in the first 4 weeks of the school year.

GRADE 11

This is the third level of performance expectations and assessments in the Marching Band program. Chamber Strings is a Spring semester course for string orchestra students to develop their small ensemble performance skills. To participate in this course students will need to be members of the String Orchestra course. This is designed as an advanced level course for students looking to expand their musical repertoire. Enrollment in this course is by audition and will take place in the first 4 weeks of the school year.

GRADE 12

This is the culminating experience for Chamber Strings students with expectations based on college entry level skills or adult ensemble participation. Chamber Strings is a Spring semester course for string orchestra students to develop their small ensemble performance skills. To participate in this course students will need to be members of the String Orchestra course. This is designed as an advanced level course for students looking to expand their musical repertoire. Enrollment in this course is by audition and will take place in the first 4 weeks of the school year.

CO1949 CO-CURRICULAR HARMONIX
GRADE 9

½ credit

Solid entry level skills are required for this course with assessment based on a grade nine performance rubric. Harmonix is an after school performance based course for choral students who wish to develop high level vocal and music notation skills. Harmonix students will learn the performance material from the Mixed Chorus class along with advanced warm ups, notation techniques, and accompanied and unaccompanied choral music in varied styles. Performances will include holiday, pops and spring concerts along with public service events, invitationals, and other opportunities to showcase this ensemble. *Students interested in this course will take a placement evaluation.* Attendance at all performances is required.

GRADE 10

This is the second level of performance expectations and assessments in the Harmonix program. Harmonix is an after school performance based course for choral students who wish to develop high level vocal and music notation skills. Harmonix students will learn the performance material from the Mixed Chorus class along with advanced warm ups, notation techniques, and accompanied and unaccompanied choral music in varied styles. Performances will include holiday, pops and spring concerts along with public service events, invitationals, and other opportunities to showcase this ensemble. *Students interested in this course will take a placement evaluation.* Attendance at all performances is required.

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GRADE 12

This is the culminating experience for Harmonix students with expectations based on college entry level skills or adult ensemble participation. Harmonix is an after school performance based course for choral students who wish to develop high level vocal and music notation skills. Harmonix students will learn the performance material from the Mixed Chorus class along with advanced warm ups, notation techniques, and accompanied and unaccompanied choral music in varied styles. Performances will include holiday, pops and spring concerts along with public service events, invitationals, and other opportunities to showcase this ensemble. *Students interested in this course will take a placement evaluation.* Attendance at all performances is required.

CO1948 CO-CURRICULAR INDOOR COLOR GUARD
GRADE 9

½ credit

Indoor Color Guard is a semester course in which students learn the technical skills involved in expressive dance, flag, rifle, and saber choreography. The course provides students with instruction in the development of skills in the art of performing various bodily movements in rhythm using musical accompaniment. Course content will include rhythms, meter, tempo, melodic content and contrast, music listening, performance techniques, choreography, costuming and makeup as well as safety practices. The class emphasis will be focused on understanding and using the correct terminology, movement, body placement, muscle development, flexibility, and the synergy of the body and equipment. At the end of the semester there will be a student showcase with original choreography to demonstrate the skills that were developed throughout the course.

GRADE 10

Indoor Color Guard 2 is a semester course in which students learn the technical skills involved in expressive dance, flag, rifle, and saber choreography. The course provides students with instruction in the development of skills in the art of performing various bodily movements in rhythm using musical accompaniment. Course content will include rhythms, meter, tempo, melodic content and contrast, music listening, performance techniques, choreography, costuming and makeup as well as safety practices. The class emphasis will be focused on understanding and using the correct terminology, movement, body placement, muscle development, flexibility, and the synergy of the body and equipment. Experienced students may be called on as mentors. At the end of the semester there will be a student showcase with original choreography to demonstrate the skills that were developed throughout the course.

GRADE 11

Indoor Color Guard 3 is a semester course in which students learn the technical skills involved in expressive dance, flag, rifle, and saber choreography. The course provides students with instruction in the development of skills in the art of performing various bodily movements in rhythm using musical accompaniment. Course content will include rhythms, meter, tempo, melodic content and contrast, music listening, performance techniques, choreography, costuming and makeup as well as safety practices. The class emphasis will be focused on understanding and using the correct terminology, movement, body placement, muscle development, flexibility, and the synergy of the body and equipment. Experienced students may be called on as mentors. At the end of the semester there will be a student showcase with original choreography to demonstrate the skills that were developed throughout the course.

GRADE 12

Indoor Color Guard 4 is a semester course in which students learn the technical skills involved in expressive dance, flag, rifle, and saber choreography. The course provides students with instruction in the development of skills in the art of performing various bodily movements in rhythm using musical accompaniment. Course content will include rhythms, meter, tempo, melodic content and contrast, music listening, performance techniques, choreography, costuming and makeup as well as safety practices. The class emphasis will be focused on understanding and using the correct terminology, movement, body placement, muscle development, flexibility, and the synergy of the body and equipment. Experienced students may be called on as mentors. At the end of the semester there will be a student showcase with original choreography to demonstrate the skills that were developed throughout the course.

CO1926 CO-CURRICULAR INDOOR PERCUSSION

½ credit

GRADE 9

Indoor Percussion is a semester long after school course where students will develop the musical skills necessary to produce an Indoor Percussion show. This course will introduce students to the concepts, techniques and skills related to the playing of marching percussion instruments. This course is required for all percussionists in the concert band class and is open through audition to all students.

GRADE 10

This is the second level of performance expectations and assessments in the Indoor Percussion program. Indoor Percussion is a semester long after school course where students will develop the musical skills necessary to produce an Indoor Percussion show. This course will introduce students to the concepts, techniques and skills related to the playing of marching percussion instruments. This course is required for all percussionists in the concert band class and is open through audition to all students.

GRADE 11

This is the third level of performance expectations and assessments in the Indoor Percussion program. Indoor Percussion is a semester long after school course where students will develop the musical skills necessary to produce an Indoor Percussion show. This course will introduce students to the concepts, techniques and skills related to the

playing of marching percussion instruments. This course is required for all percussionists in the concert band class and is open through audition to all students.

GRADE 12

This is the culminating experience for Indoor Percussion students with expectations based on college entry level skills or adult ensemble participation. Indoor Percussion is a semester long after school course where students will develop the musical skills necessary to produce an Indoor Percussion show. This course will introduce students to the concepts, techniques and skills related to the playing of marching percussion instruments. This course is required for all percussionists in the concert band class and is open through audition to all students.

CO1925 CO-CURRICULAR JAZZ BAND

½ credit

GRADE 9

Jazz Band is an after school instrumental course designed to study and perform styles of music in alignment with American popular music. Membership in the Concert Band is required for wind and percussion players. Bass, piano and electric guitar are also options for this class and are not required to be in the Concert Band. Placement in this course is by audition.

GRADE 10

This is the second level of performance expectations and assessments in the Jazz Band program. Jazz Band is an after school instrumental course designed to study and perform styles of music in alignment with American popular music. Membership in the Concert Band is required for wind and percussion players. Bass, piano and electric guitar are also options for this class and are not required to be in the Concert Band. Placement in this course is by audition.

GRADE 11

This is the third level of performance expectations and assessments in the Jazz Band program. Jazz Band is an after school instrumental course designed to study and perform styles of music in alignment with American popular music. Membership in the Concert Band is required for wind and percussion players. Bass, piano and electric guitar are also options for this class and are not required to be in the Concert Band. Placement in this course is by audition.

GRADE 12

This is the culminating experience for Jazz Band students with expectations based on college entry level skills or adult ensemble participation. Jazz Band is an after school instrumental course designed to study and perform styles of music in alignment with American popular music. Membership in the Concert Band is required for wind and percussion players. Bass, piano and electric guitar are also options for this class and are not required to be in the Concert Band. Placement in this course is by audition.

Experiential Learning Opportunities

School to Career opportunities enable students to connect their academic experiences with career choices. Students are assisted individually to refine career-related goals through self-assessment and research. Senior students can intern at sites that match their interests and abilities.

2004 INNOVATION LAB INTERNSHIP

½ credit

The innovation lab intern will perform functions as necessary for the operation of the innovation lab for all students/classes utilizing this facility. Duties will include assisting with the set-up and operation of the various instruments and tools in the innovation lab, collaborating with students and teachers in the design and production of objects using the resources in the lab, and developing protocols and instructions to assist new users with the safe and productive operation of the features of the lab.

2005 ENGINEERING INTERNSHIP

½ credit

The Engineering Class Intern will perform functions as necessary for the operation of the Engineering Classes. Interns will help set up, maintain and operate shop machinery. Interns may also use the machinery to build items requested by students, faculty or the community.

1302 LIFE SCIENCE INTERNSHIP

½ credit

The life science lab intern will perform functions as necessary for the operation of the lab component of all levels of life science classes (biology, biotechnology, aquaculture, etc.). Duties will include such things such as setting up the lab for upcoming experiments, breaking down the lab after experiments, preparing reagents for lab use, and testing lab procedures for accuracy of results.

1301 CHEMISTRY LAB INTERNSHIP

½ credit

The chemistry lab intern will perform functions as necessary for the operation of the lab component of all levels of chemistry classes. Duties will include such things such as setting up the lab for upcoming experiments, breaking down the lab after experiments, preparing reagents for lab use, and testing lab procedures for accuracy of results.

1963 ATHLETIC DEPARTMENT INTERNSHIP

½ credit

The athletics interns work with athletics staff to prepare facilities, clean and maintain equipment, help with inventory, assist with paperwork and complete special projects within the athletic department. All interns will complete an application process/interview with the Athletic Director and will be assigned based on need.

1010 INTERNSHIP CCR – Grade 12 only

2 credits

An internship provides an opportunity for seniors to spend two periods of time in workplace settings as an extension of the classroom. Students, participating in a hands-on experience, apply their academic knowledge to authentic situations. In this non-paid structured work experience, students are exposed to a career and learn the skills necessary to succeed. Each intern will be responsible for completing assignments listed on the course syllabus.

Students must be able to provide their own transportation. There must be a career match in order to participate.

- He/she must be a student in good standing (*academic: all required courses passed or student currently doing satisfactorily; conduct: no egregious acts of misconduct; attendance: satisfactory*)
- He/she must complete the internship application and have it signed by Parent/Guardian and returned by deadline.
- Internship is scheduled for two periods.

1013 DUAL ENROLLMENT

½ credit

Students wishing to take courses at area colleges, under the guidelines of the Massachusetts Dual Enrollment Program, must satisfy the following criteria:

- have a GPA of 3.0 or higher
- demonstrate the ability to benefit from college level coursework
- be recommended to take college level coursework by their Guidance Counselor
- maintain a 3.0 or better in all college level coursework in order to remain eligible for Dual Enrollment participation.
- Dual Enrollment classes should be scheduled after 2:03 PM due to our rotating schedule.

Students will need to submit Dual Enrollment applications for the semester they are interested in. Students should contact their school counselor if interested. ***Please note that the cost associated with Dual Enrollment opportunities varies from institution to institution. For additional information please speak with your School Counselor.***

1580 WORK EXPERIENCE CCR - Grade 12 only **1 credit**

The Work Experience Program uses the workplace instead of a classroom to teach and reinforce skills and knowledge required to be gainfully employed in the 21st century. Work Experience will be scheduled into a student's schedule after all other courses required for graduation. The student must demonstrate that he/she meets the following criteria:

- He/she must be a student in good standing (*academic: all required courses passed or student currently doing satisfactorily; conduct: no egregious acts of misconduct; attendance: satisfactory*)
- He/she must have the proper forms filled out and signed by the Employer and Parent/Guardian.
- Students are responsible for finding their own job placement.
- Students must work a minimum of ten hours per period of scheduled work experience.

1981 LEARNING PARTNERSHIPS CCR **½ credit**

This course allows students the opportunity to gain an awareness of individual differences through participation in community inclusion activities in the context of service to the school community. Placements are within Dartmouth High School classrooms. Course is graded on a pass/fail basis.

Support and Specialized Programming

1899 PROMOTING ACADEMICS & LIFE SKILLS (PALS)

The PALS program serves students whose primary disability may include cognitive disabilities, physical challenges, complex medical needs, multiple disabilities and/or communication needs that require a high level of individualization and support. The PALS program provides academic instruction including experiences in the general education setting when appropriate, adaptive living skills training, behavioral intervention, and related services. Students typically spend up to 3 hours in inclusive academics with significant support. Adult life skills focus on personal safety and independent living skills. Students participate in mandatory state testing via alternate assessment, and thus are not eligible for a diploma. Students will receive a certificate of attendance after senior year. Students are graded as Pass/Fail.

English Language Education (ELE)

The English Language Education (ELE) Program in Dartmouth offers support classes and services for students who speak a language other than English and are working towards English proficiency.

1121 ENGLISH SECOND LANGUAGE BEGINNER CCR

1 credit

Students are placed in the beginner course when their Levels have been identified as Level 1-2.

This course will provide instruction in academic language skills for non-native speakers of English. Emphasis is placed on development of integrated academic language skills for use in studying a variety of content areas at the beginner level.

This is a beginning-level reading, writing, speaking and listening course in which students read various forms of high-interest writings and develop their reading, writing, listening, and speaking skills. Students will develop oral communication skills as well as make gains toward fluency using a careful balance of activities. Through various activities and tasks, students develop their reading fluency, accuracy, and comprehension; students begin to develop basic compositional writing skills and improve their vocabulary. Beginners will develop their grammar knowledge which provides the foundation skills needed so that students can speak and write in English successfully.

1122 ENGLISH SECOND LANGUAGE INTERMEDIATE CCR

1 credit

Students are placed in the intermediate course when they have achieved or have been identified as Level 3–5.

This course will provide instruction in academic language skills for non-native speakers of English. Emphasis is placed on building academic language skills used in studying a variety of content areas at the intermediate level.

This intermediate-level course develops linguistic understanding by introducing the form and function of selected grammar points at the intermediate level. This course starts with a review of grammar fundamentals and then progresses to more complex grammar and language points to give students a strong foundation in intermediate-level grammar. Some of the focus will be on language functions required for everyday life activities. Students participate in a variety of activities during this class, including lectures and in-class exercises.

Additionally, students learn strategies for learning English vocabulary. Students work to expand their core vocabulary by studying words commonly used in conversation, reading, and writing. Students learn pronunciation, spelling and common collocations. In addition, students learn common suffixes for the major parts of speech, and learn to recognize related words.

ACKNOWLEDGEMENTS

The Dartmouth High School Administrative Team would like to acknowledge and thank the many members of the DHS Community who have contributed to this Program of Studies. We offer specific

“thanks” to the Lead Teacher Team, the Dartmouth Public Schools Central Office Leadership, and the many Dartmouth High School teachers who work daily to ensure all students have a quality educational experience that prepares for success in the 21st Century.