

Dartmouth High School



Program of Studies 2024-2025

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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 counseling 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.

School Counselor

The primary goal of the School Counselor is to assist students with their educational, vocational, and social development. Students will work with their assigned counselors yearly 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. 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

Michael Jeghers	A-C	508-961-2730 ext. 7434	michaeljeghers@dartmouthschools.org
Melissa Fitzgerald	D-J	508-961-2730 ext. 7433	melissafitzgerald@dartmouthschools.org
Nicole Heath	K-P	508-961-2730 ext. 7432	nicoleheath@dartmouthschools.org
Cassie Levesque	Q-Z	508-961-2730 ext. 7435	cassielevesque@dartmouthschools.org

School Social Workers

School Social Workers on staff at DHS 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

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

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 documented 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 assigned school 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, Adaptive Physical Education 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 - 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.

General Academic Information

ACADEMIC PROBATION - Students who are not passing (F, MI, or I) five 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 Finest (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 LEVEL CHANGE REQUESTS- Requests to change courses must have the DHS Level Change Request Form filled out. Level requests 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 1 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 DHS Level Change Request Form. School Counselors can provide the students this form.***

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.

If a course is offered at Dartmouth High School, students must take it here. Extenuating circumstances must be approved by the Administration.

Dual Enrollment Information:

- 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 and submit 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 (.5 credits) for courses they successfully complete, these courses and grades will be reflected on both transcripts.
- Students and families are responsible for the cost of dual enrollment courses as well as fees, books and materials needed. ***Please note that the cost associated with Dual Enrollment opportunities varies from institution to institution.***
- Dual Enrollment classes should be scheduled after 2:03 PM due to our rotating schedule.
- Students will submit to their school counselor a college transcript at the end of each semester with their final grade for the dual enrollment course. December for Fall semester; May for Spring semester. If no transcript is submitted by the end of semester, a final grade of F will be entered for the course on the DHS transcript.
- Students, Parents/Guardians and School Counselor will sign a Dual Enrollment Pledge that is provided by the School Counselor. The School Counselor will go over the form with the student.

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. To calculate the unweighted GPA, you would use the College & Career Ready column on the chart below.

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 GPA and Class Rank is calculated and reported on the transcript at the end of semester 5,6,8. Class Valedictorian and Salutatorian will be determined at the end of the 8th semester.
- The system that Colleges and Universities use varies from one to the other and they have not adopted a standard for GPA. Please be advised that many colleges/universities recalculate GPA based on their own standards.

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 Ready	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
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**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

INCOMPLETE - A student will be given a grade of incomplete on their 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 for incomplete grades. The student and school counselor will meet to come up with a plan. ***Teachers will input a grade change for the incomplete at progress report time.*** If the work is not made up within this 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.

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.

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. Students may transfer up to 7 credits total per year as this is what Dartmouth High School students can earn each year.

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 Pledge 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.***

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 Class of 2028 & beyond	# of Credits Required Class of 2027	# of Credits Required Class of 2025-2026
English	4 Credits	4 Credits	4 Credits
Mathematics	4 Credits	4 Credits	4 Credits
Science	3 Credits	3 Credits	3 Credits
Social Studies	3.5 Credits	3 Credits	3 Credits
World Language*	2 Credits	2 Credits	2 Credits
Wellness	2 Credits	2 Credits	2 Credits
Unified Arts	1 Credit	1.5 Credits	1 Credit
Computer Science <i>Courses to fulfill requirement:</i> Intro to Computer Science, Programming and Game Development, AP Computer Science A, AP Computer Science Principles, Cybersecurity CCR	N/A	N/A	1 Credit
Business Innovation Technology (BIT) <i>Courses to fulfill requirement:</i> Any course listed in the BIT Department, Biotechnology course, or Engineering courses <i>*Class can only be counted one time for BIT or Science graduation requirement not both requirements</i>	1.5 Credits	1.5 Credits	N/A
Additional Electives	3 Credits	3 Credits	4 Credits
Total Credits Required	24 Credits	24 Credits	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 World Language class.

Graduation Requirements by Department

**Courses listed in the table below will count towards a graduation requirement for the listed Department.*

English	Pre-AP English 1 (grade 9) Pre-AP English 2 (grade 10) English 9,10,11,12 (CCR or Honors) AP Seminar grade 10-11 AP English Language or AP English Literature grade 11-12
Mathematics *refer to chart on page 23	Algebra 1 (CCR or Honors) Geometry (CCR or Honors) Algebra 2 (CCR or Honors) 1 additional course listed under Graduation Requirement on Math Course Offering Chart
Science - must take 3 total * refer to chart on page 32	Biology (CCR or Honors) Chemistry (CCR or Honors) Physics (CCR or Honors) Marine Science (CCR or Honors) Anatomy & Physiology (CCR or Honors) Biotechnology (CCR or Honors) AP Science course
Social Studies	US History 1 (CCR or Honors) US History 2 (CCR or Honors) or AP US History World History (CCR or Honors) or Human Geography (CCR or AP) or AP World History Civics and Digital Literacy CCR (Starting with Class of 2028)
World Language	2 years of same World Language (courses need to be same language)
Wellness	Wellness Green grade 9 Wellness White grade 10 Junior elective PE course (Co-Curricular Marching Band can count) Senior elective PE course (Co-Curricular Marching Band can count) *Students should attempt to fit Wellness into their schedule; approval by administration for Marching Band to count if Wellness does not fit into schedule.
Unified Arts	Any course listed in Unified Arts * Music Department courses that can count towards this requirement include: Concert Band 1-4, Theatre Arts 1-4, String Orchestra 1-4, Mixed Chorus 1-4, Piano Lab, Guitar Lab
Computer Science (Class of 2025-2026)	Introduction to Computer Science CCR Programming And Game Development CCR AP Computer Science A AP Computer Science Principles Cybersecurity CCR
Business Innovation Technology (BIT)	Any course listed in BIT Refer to the Graduation Requirements chart on Page 8 for additional courses allowed to meet BIT requirements.

(Class of 2027 & Beyond)	
Music	Co-Curricular Marching Band can count as PE credit junior and senior year. *Refer to Unified Arts section above to see what Music courses count for the Unified Arts requirement

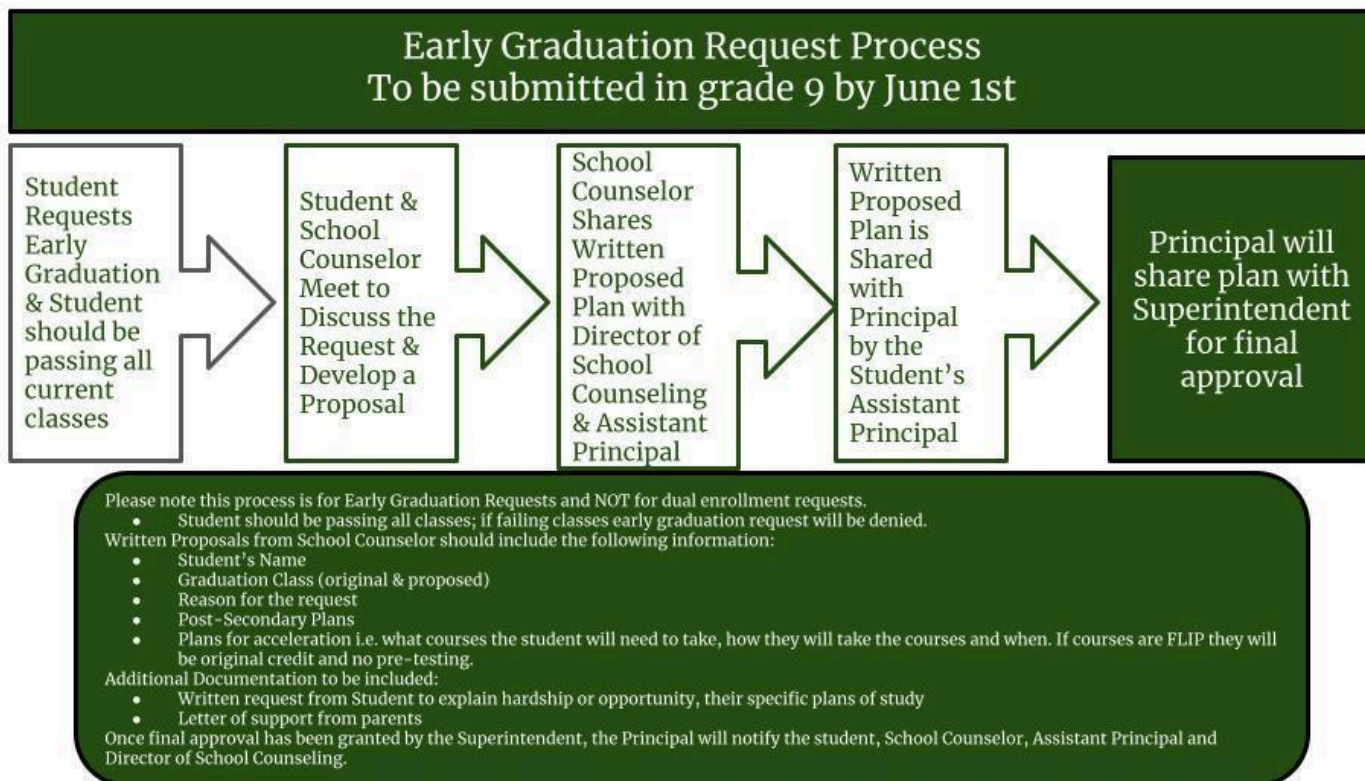
Recommended Graduation Requirements for 4 year Colleges

Department	4 Year Colleges (Selective/ Less Competitive)	4 Year Colleges (Competitive/Highly Competitive)
English	4 Years	4 Years
Mathematics	4 Years	4 Years
Science	3 Years (Lab Science)	4 Years (Biology, Chemistry, Physics)
History/Social Science	3 Years	4 Years
World Language*	2 Years	4 Years
Physical Education/Wellness		
Unified Arts		
Computer Science		
Business Innovation Technology (BIT)		
Additional Electives	2 Years	2 Years

* This chart lists the recommended number of courses by department for Selective/Less Competitive colleges as well as Competitive/Highly Competitive Colleges

Early Graduation Process

*Early Graduation must be requested in grade 9 by June 1st.



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 4.0. If the student has the required GPA, they 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 4.0 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) or Portuguese 4 (CCR or Honors) <ul style="list-style-type: none"> ● Proficiency Exam (April & May) ● STAMP Exam (Standards-based Measurement of Proficiency) STAMP exam is offered in the following languages: Arabic, English, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Mandarin Chinese, Portuguese (Brazilian), Polish, Russian and Spanish. ● The National Examinations in World Languages (NEWL) NEWL Exam is offered in the following languages: Arabic, Korean, Portuguese, Russian
12	STAMP Exam (Standards-based Measurement of Proficiency)

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 Music Theory	AP English Language & Composition	AP English Language & Composition
	AP Seminar	AP Literature & Composition	AP Literature & Composition
	AP Computer Science A	AP Seminar	English Honors with AP Research + AP Research Science + AP Research Math
	AP U.S. Government & Politics	AP Pre-Calculus	AP Calculus AB or BC
	AP U.S. History	AP Music Theory	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
		AP Environmental Science	AP Physics I or C: Mechanics
		AP Physics I or C: Mechanics	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	AP Computer Science A
		AP Computer Science A	AP Studio Art: 2D Design-Photo or Non Photo
		AP Studio Art: 2D Design-Photo or Non Photo	AP Studio Art: Drawing
		AP Studio Art: Drawing	AP Pre-Calculus
		English Honors with AP Research	
			AP Music Theory

(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 Pledge

Student Name: _____ Date: _____

I, _____, fully understand that by signing this Advanced Placement Student Learning Pledge that I am voluntarily agreeing to meet all 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 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.

Student Signature

Date

Parent Signature

Date

To be completed by the AP Coordinator:

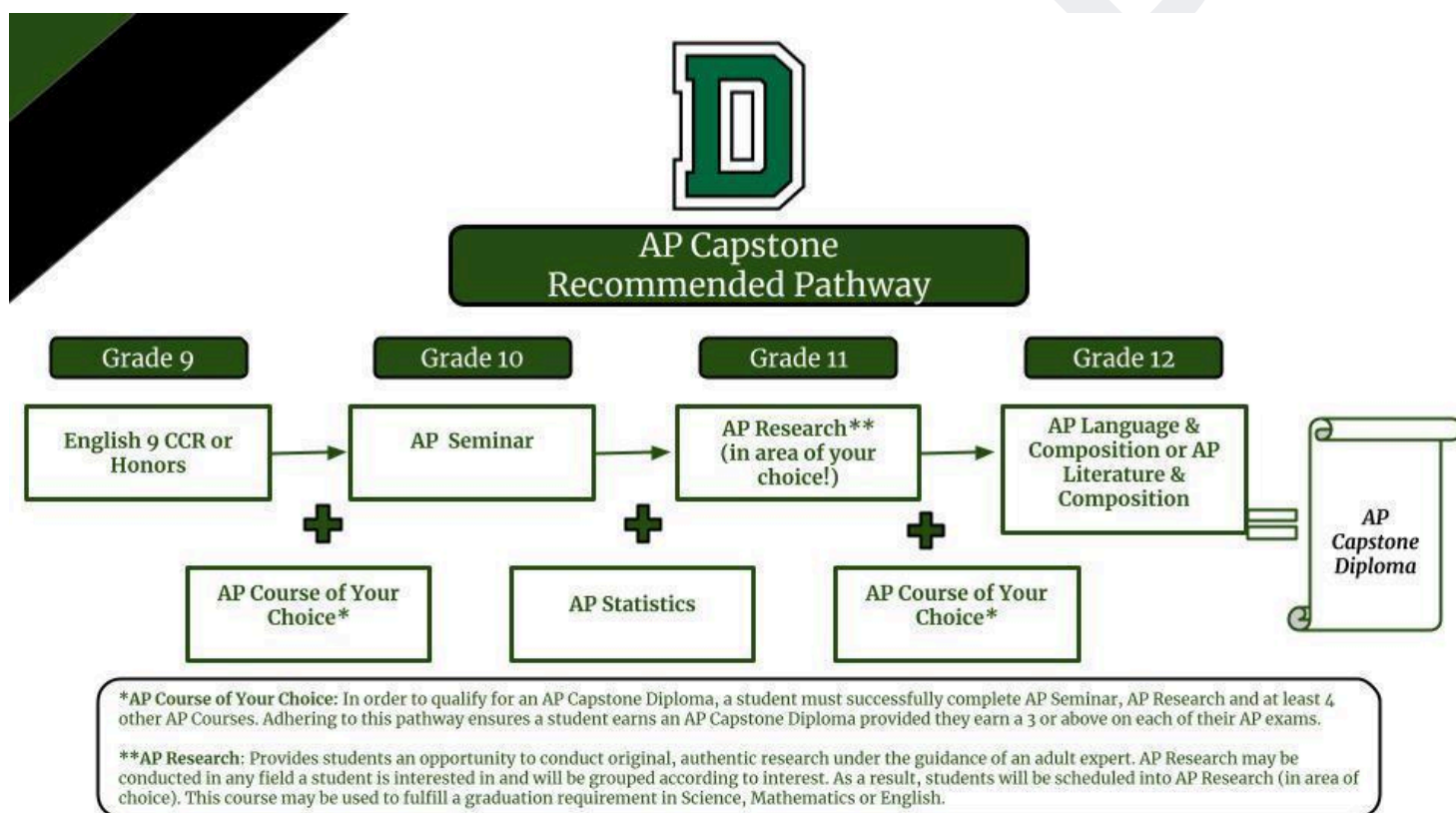
Date Reviewed:

AP Coordinator Signature:

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>.



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.

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 Qualifier 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	Graduation Requirement - Core Course Options	Elective Options*
Freshman	English 9 (CCR or Honors) Pre-AP English 1	Journalism 1
Sophomore	English 10 (CCR or Honors) <i>or</i> AP Seminar <i>or</i> Pre-AP English 2	Journalism 1, 2, 3
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	Creative Writing; Film Critique; Journalism 2,3; True Crime Investigations
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	Creative Writing; Film Critique; Journalism 2,3; True Crime Investigations

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

1194 PRE-AP ENGLISH 1

1 credit

Pilot Course during School Year 23-24, 24-25 can be used towards Graduation requirements

Grade 9

Course is open to all learners. Pre-AP English 1 focuses on reading, writing, and language skills that are relevant to students’ current work and essential for students’ future to future high school and college coursework. Texts take center stage, preparing students for close, critical reading and analytical writing. The course trains readers to observe small details in a text to arrive at a deeper understanding of the whole. It also trains writers to create complex sentences—building this foundational skill en route to sophisticated, longer-form analyses.

1196 PRE-AP ENGLISH 2

1 credit

Pilot Course during School Year 24-25 can be used towards Graduation requirements

Grade 10

Course is open to all learners. Pre-AP English 2 builds on the foundations of Pre-AP English 1. While English 1 introduces the fundamentals of close observation, critical analysis, and the appreciation of author’s craft, English 2 requires students to apply those practices to a new array of nonfiction and literary texts. As readers, students become aware of how poets, playwrights, novelists, and writers of nonfiction manipulate language to serve their purposes. As writers, students compose more nuanced analytical essays while never losing sight of craft and cohesion.

1103 ENGLISH 9 CCR	1 credit
1104 ENGLISH 9 HONORS	1 credit
GRADUATION REQUIRED COURSE (English 9 any level)	
Grade 9	
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
GRADUATION REQUIRED COURSE (English 10 any level or AP Seminar)	
Grade 10	
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
GRADUATION REQUIRED COURSE (English 11 any level or one of the AP English courses for grade 11)	
Grade 11	
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
GRADUATION REQUIRED COURSE (English 12 any level or one of the AP English courses for grade 12)	
Grade 12	
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 11, 12	
Grade 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	
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.

1197 AP SEMINAR

1 credit

Formally titled: AP ENGLISH LANGUAGE with AP SEMINAR

Fulfills core English requirement for Grade 10 or 11

Can be taken concurrently with AP Research course

Grade 10-11

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

Fulfills core English requirement for Grade 11 or 12

Grade 11-12

Prerequisite: AP Seminar

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.

Electives

1130 CREATIVE WRITING CCR

½ credit

Grade 11-12

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.

1152 FILM CRITIQUE CCR

½ credit

Grade 11-12

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.

1165 JOURNALISM 1 CCR

½ credit

Grade 9-10

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

Grade 10-12

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

Grade 10-12

Prerequisite: Successful completion of Journalism 1 and 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

Grade 11-12

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.

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	Graduation Requirement - Core Course Options	Elective Options
Freshman	Algebra 1 (CCR or Honors)	Geometry (CCR or Honors)
Sophomore	Geometry (CCR or Honors) Algebra 2 (CCR or Honors)	AP Statistics
Junior	Algebra 2 (CCR or Honors) Pre-Calculus (CCR or Honors or AP)	AP Statistics
Senior	Algebra 2 (CCR or Honors) Pre-Calculus (CCR or Honors or AP) Statistics (CCR or AP) AP Calculus AB or AP Calculus BC	AP Statistics AP Research Math

1214 ALGEBRA 1 CCR

1 credit

1216 ALGEBRA 1 HONORS

1 credit

GRADUATION REQUIRED COURSE (Algebra 1 any level)

Grade 9

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.

1224 GEOMETRY CCR	1 credit
1226 GEOMETRY HONORS	1 credit
GRADUATION REQUIRED COURSE (Geometry any level)	
Grade 9-10	
Prerequisite: prior or concurrent Algebra 1	
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.	
1231 ALGEBRA 2 CCR	1 credit
1236 ALGEBRA 2 HONORS	1 credit
GRADUATION REQUIRED COURSE (Algebra 2 any level)	
Grade 10-12	
Prerequisite: Algebra 1, prior or concurrent Geometry	
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.	
1248 PRE-CALCULUS CCR	1 credit
1249 PRE-CALCULUS HONORS	1 credit
Grade 11-12	
Prerequisite: Algebra 1, Geometry, Algebra 2	
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.	
1250 AP PRE-CALCULUS	1 credit
Grade 11-12	
In AP Pre-Calculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world.	
1244 STATISTICS CCR	1 credit
Grade 12	
Prerequisite: Algebra 1, Geometry, Algebra 2	
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.	
1257 AP STATISTICS	1 credit
Grade 9-12	
Prerequisite: Algebra 1, Geometry, Algebra 2 or concurrent enrollment	
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

Grade 12

Prerequisite: Algebra 1, Geometry, Algebra 2, Pre-Calculus

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

Grade 12

Prerequisite: Algebra 1, Geometry, Algebra 2, Pre-Calculus

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.

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, Innovation, Technology (BIT)

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. 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 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 U.S., 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. 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!



1511 INTRODUCTION TO ACCOUNTING CCR

½ credit

Grade 9-10

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

Grade 10-12

Prerequisite: Intro to Accounting

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

Grade 11-12

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

Grade 10-12

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 INTRODUCTION TO BUSINESS CCR

½ credit

Formerly titled Business in the 21st Century

Grade 9-12

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

Grade 10-12

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

Grade 10-12

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.

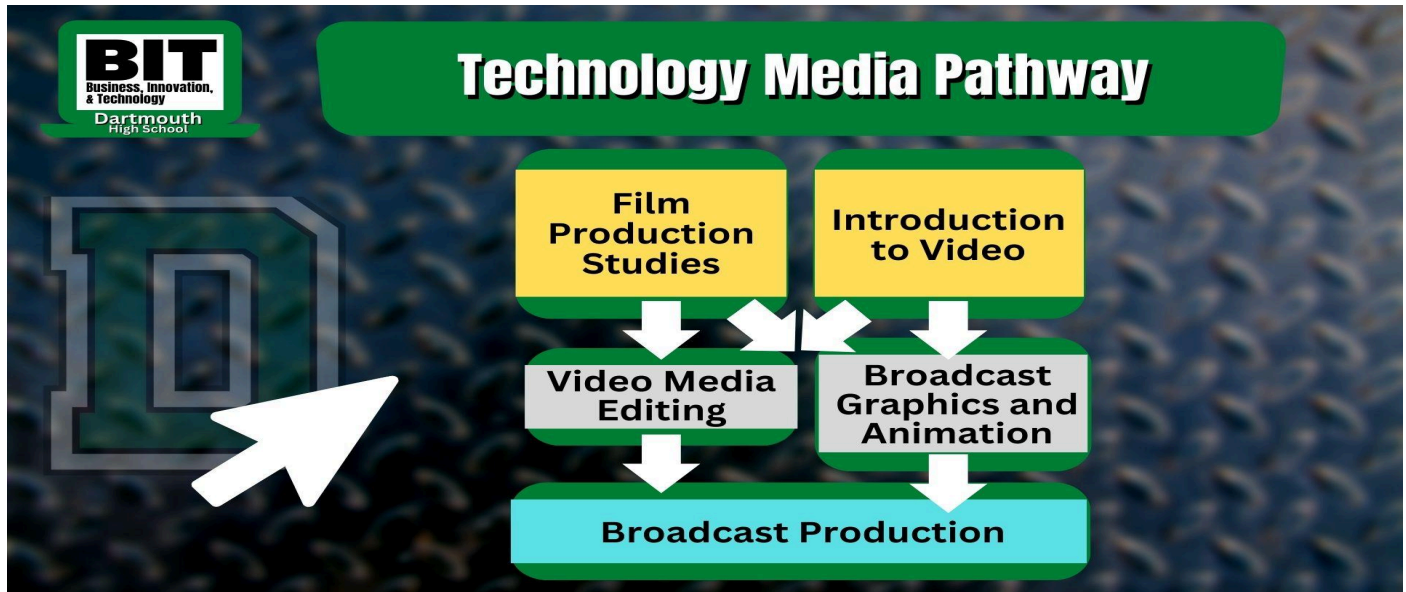
1578 SPORTS AND ENTERTAINMENT MARKETING & MANAGEMENT CCR

½ credit

Grade 11-12

Prerequisite: Marketing and Management

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.



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

Grade 9-12

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

Grade 9-12

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 PRODUCTION CCR

1 credit

Grade 10-12

Prerequisite: Intro to Video Production, Film Production Studies, Video Media Editing (must take one)

Lights, Camera, Action! You can create, produce, and edit a school-based television show. Use the school’s “state of the art” production studio and control room labs to produce content as a professional production team. Learn modern production tools in our labs which are equipped with studio cameras, LIVE stream switchers, teleprompters, digital audio mixers, 4k gaming monitor video screens, green screen special effects, and more. Working under real-life production schedules, students learn both in front of and behind the camera and will write, storyboard, edit, film, direct, host, and produce their own shows. Whether you star in the show or work behind the scenes, the choice is up to you. Modern streaming networks are looking for content creators. Learn all the skills to become one.

1884 VIDEO MEDIA EDITING CCR

½ credit

Grade 9-12

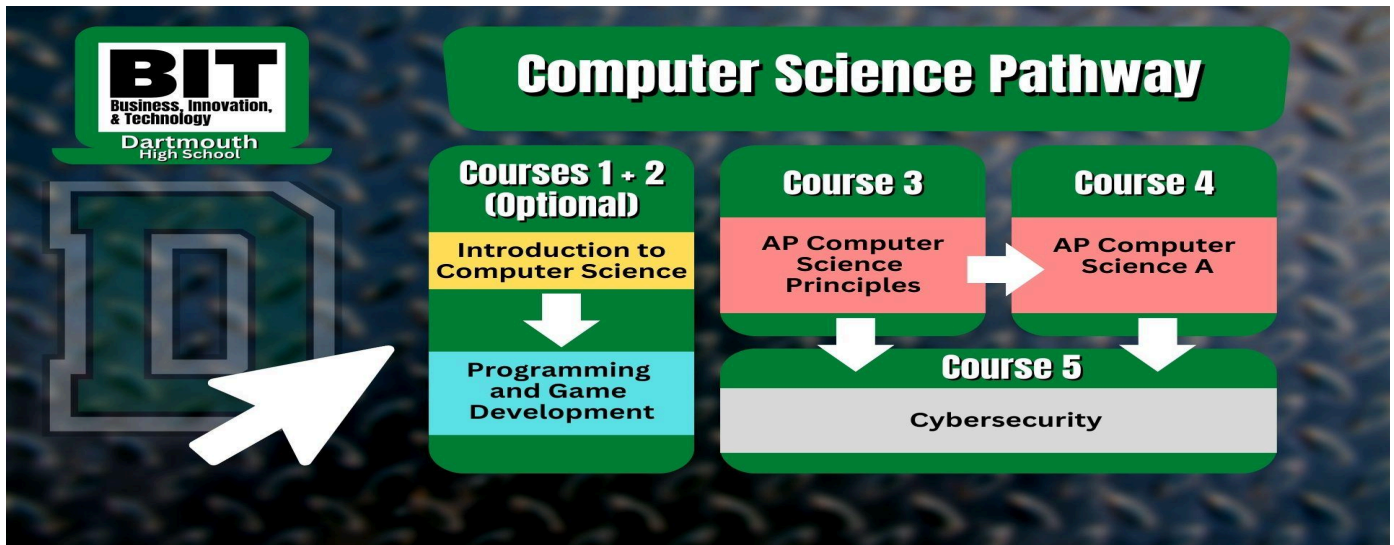
Students will create original school-based programming and learn the important aspects of video editing using the provided software. In this class, there will also be opportunities for students to customize their learning by producing their own original programming (e.g. short films, music videos, documentaries, 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.

1883 BROADCAST GRAPHICS AND VIDEO ANIMATION CCR

½ credit

Grade 9-12

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 IMac 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.



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 AP Computer Science Principles

Courses that will count toward Computer Science Graduation Requirement for Class of 2025-2026 are specifically listed on Page 9

1274 INTRODUCTION TO COMPUTER SCIENCE CCR ½ credit

Grade 9-12

Students study basic computer science topics including programming, hardware, web design, and the impact of computers on society. Students are presented with tasks that require creativity, communication, problem solving, and collaboration. Curriculum aligns to Computer Science Discoveries from Code.org.

1275 PROGRAMMING AND GAME DEVELOPMENT CCR ½ credit

Grade 9-12

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 AP COMPUTER SCIENCE A 1 credit

Grade 10-12

In this advanced computing course students will learn computer coding and testing code. Students will use the latest principles in an exciting, hands-on curriculum. Students will explore concepts used in modern computer programming such as modularity, variables, and control structures. They will learn how to solve complex problems with the use of data structures, and also learn the implementation of algorithms to process data and discover new information. Discover the social and ethical implications of computing systems. This is truly a course designed for the advanced computer science student.

1295 AP COMPUTER SCIENCE PRINCIPLES 1 credit

Grade 9-12

This AP class is a full-year, rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. The curriculum has been specifically tailored to the needs and learning styles of DHS students, and is based on curriculum from Code.org.

1293 CYBERSECURITY CCR**1 credit****Grade 10-12**

Cybersecurity is a year-long course. Students will learn foundational cybersecurity topics including digital citizenship and cyber hygiene, programming fundamentals with Java Script, cryptography, system administration, software security, networking fundamentals, IT infrastructure, troubleshooting problems, cryptocurrency, and web development. Students are presented with tasks that require creativity, communication, problem solving, and collaboration. Curriculum aligns to CodeHS Fundamentals of Cybersecurity.

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Science

Dartmouth High School requires that all students earn three credits in lab Science 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 courses depending upon their college and career aspirations and interests.

Students who take a course in Science are expected to:

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

Science Course Offerings

Year	Graduation Requirement - Core Course Students must take 3 total: Biology, Chemistry, Physics, Marine Science, Anatomy and Physiology, Biotechnology or AP course offerings listed under Junior/Senior <i>*AP Research does not count as Graduation Requirement</i>	Elective Options
Freshman	Biology (<i>All Grade 9 students will take the Biology MCAS exam</i>)	
Sophomore	Chemistry (CCR or Honors) Physics (CCR or Honors) Biotechnology (CCR or Honors)	Biotechnology, Horticulture, Aquaculture Science & Sustainability, Environmental Science & Sustainability, Criminal Investigation and Forensics
Junior/Senior	Chemistry (CCR or Honors) Physics (CCR or Honors) Marine Science (CCR or Honors) Anatomy and Physiology (CCR or Honors) Biotechnology (CCR or Honors) AP Course listed for grade 11/12 (AP Research is an elective only and does not count as a graduation requirement.)	Biotechnology, Aquaculture Science & Sustainability, Environmental Science & Sustainability, Horticulture, Organic Chemistry, AP Biology, AP Chemistry, AP Environmental Science, AP Physics I, AP Physics C: Mechanics, AP Research Science, Criminal Investigation and Forensics

***** 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 Pathways

Biotechnology Pathway	Environmental Sustainability Pathway
Biotechnology	Aquaculture Science & Sustainability, Horticulture, Marine Science
	Environmental Science & Sustainability, Horticulture, Marine Science
Criminal Investigation and Forensics	AP Environmental Science
Biotechnology Capstone	

1305 BIOLOGY CCR

1 credit

GRADUATION REQUIRED COURSE (Biology any level)

Can be counted as a Lab Science Graduation Requirement for Science

Grade 9

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

GRADUATION REQUIRED COURSE (Biology any level)

Can be counted as a Lab Science Graduation Requirement for Science

Grade 9

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

Can be counted as a Lab Science Graduation Requirement for Science (Chemistry any level)

Grade 10-12

Students will be studying atomic structure, chemical equations, chemical bonds, the periodic table and the behaviors of gasses 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

Can be counted as a Lab Science Graduation Requirement for Science (Chemistry any level)

Grade 10-12

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.

1310 MARINE SCIENCE CCR

1 credit

Can be counted as a Lab Science Graduation Requirement for Science (Marine Science any level)

Grade 11-12

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.

1318 MARINE SCIENCE HONORS**1 credit****Can be counted as a Lab Science Graduation Requirement for Science (Marine Science any level)****Grade 11-12**

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.

1312 PHYSICS CCR**1 credit****Can be counted as a Lab Science Graduation Requirement for Science (Physics any level)****Grade 10-12**

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****Can be counted as a Lab Science Graduation Requirement for Science (Physics any level)****Grade 10-12**

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****Can be counted as a Lab Science Graduation Requirement for Science (Anatomy & Physiology any level)****Grade 11-12**

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****Can be counted as a Lab Science Graduation Requirement for Science (Anatomy & Physiology any level)****Grade 11-12****Prerequisite Chemistry**

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.

1360 BIOTECHNOLOGY 1 CCR

1 credit

1361 BIOTECHNOLOGY HONORS

Can be counted as a Lab Science Graduation Requirement for Science

Grade 10-12

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. Students taking the Honors level will serve as group facilitators and mentors. They will accept greater responsibility for reporting findings, analyzing results and considering areas of error and improvement.

ELECTIVES

1304 ORGANIC CHEMISTRY CCR

½ credit

Recommended for students to take who are taking AP Chemistry

Grade 11-12

Prerequisite Chemistry

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.

1311 HORTICULTURE CCR

½ credit

Grade 10-12

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.

1319 AQUACULTURE SCIENCE & SUSTAINABILITY CCR

½ credit

Grade 10-12

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.

1317 ENVIRONMENTAL SCIENCE AND SUSTAINABILITY CCR

½ credit

Grade 10-12

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.

1316 CRIMINAL INVESTIGATION AND FORENSICS CCR

½ credit

Grade 10-12

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.

AP Science Courses

1396 AP ENVIRONMENTAL SCIENCE

1½ credits

Can be counted as a Lab Science Graduation Requirement for Science

Grade 11-12

Prerequisites: Biology and Chemistry

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

Can be counted as a Lab Science Graduation Requirement for Science

Recommended to take AP Chemistry prior to taking AP Biology

Recommended for students to take Organic Chemistry

Grade 11-12

Prerequisites: Biology and Chemistry

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

Can be counted as a Lab Science Graduation Requirement for Science

Recommended to take AP Chemistry prior to AP Biology

Recommended for students to take Anatomy & Physiology and Biotechnology

Grade 11-12

Prerequisites: Biology and Chemistry

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

Can be counted as a Lab Science Graduation Requirement for Science

Grade 11-12

Prerequisite: Algebra 2 or taking it concurrently with AP Physics I

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.

1394 AP PHYSICS C: MECHANICS

1 credit

Can be counted as a Lab Science Graduation Requirement for Science

Grade 11-12

Prerequisites: Precalculus or Calculus, or taking it concurrently with AP Physics C

AP Physics C: Mechanics is a calculus-based, college level physics course. It covers kinematics; Newton’s laws of motion, work, energy, and power; systems of particles and linear momentum; circular motion and rotation, oscillations; and gravitation.

1397 AP RESEARCH SCIENCE

1 credit

Grade 11-12

Prerequisites: Biology and Chemistry

(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.

Engineering Course Offerings

Year	Elective Options
Freshman	CAD 1, Architectural CAD 1, Engineering 1, Robotics 1
Sophomore	CAD 1, 2, Architectural CAD 1, 2, Engineering 1, 2, Robotics 1, 2
Junior/Senior	CAD 1, 2, Architectural CAD 1, 2, Engineering 1, 2, 3, Robotics 1, 2, 3

1345 ROBOTICS 1 CCR

½ credit

Grade 9-12

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 2 CCR

½ credit

Grade 10-12

Prerequisite: Robotics 1

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 3 CCR

½ credit

Grade 11-12

Prerequisite: Robotics 1, 2

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.

1734 CAD 1 CCR

½ credit

Grade 9-12

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 CAD 2 CCR

½ credit

Grade 10-12

Prerequisite: CAD 1

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 CAD 1 CCR

½ credit

Grade 9-12

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 CAD 2 CCR

½ credit

Grade 10-12

Prerequisite: Architectural CAD 1

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

Grade 9-12

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

Grade 10-12

Prerequisite Engineering 1

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

Grade 11-12

Prerequisite: Engineering 1, 2

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.

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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	Graduation Requirement - Core Course	Elective Options
Freshman	U.S. History 1 (CCR or Honors)	
Sophomore	U.S. History 2 (CCR or Honors) OR AP U.S. History OR AP Human Geography	Youth and the Law, U.S. Government and Politics Honors, AP U.S. History, AP U.S. Government and Politics, AP Human Geography, AP World History Modern
Junior/Senior	World History (CCR or Honors) OR Human Geography (CCR or AP) OR AP World History Modern Civics and Digital Literacy (starting with class of 2028)	Civics and Digital Literacy, Youth and the Law, U.S. Government and Politics Honors, Psychology, AP U.S. History, AP U.S. Government and Politics, AP Human Geography, AP World History Modern, AP Psychology

1435 UNITED STATES HISTORY 1 CCR **1 credit**

1445 UNITED STATES HISTORY 1 HONORS **1 credit**

GRADUATION REQUIRED COURSE (US History 1 any level)

Grade 9

This required course 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. Students enrolled in the honors course will read and write more frequently, as well as conduct independent research.

1455 UNITED STATES HISTORY 2 CCR **1 credit**

1465 UNITED STATES HISTORY 2 HONORS **1 credit**

GRADUATION REQUIRED COURSE (US History 2 any level or AP US History)

Grade 10

Prerequisite: US History 1

This required course 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 US History 1. The course also includes a civics project designed to make a change in students’ school, local, or state community. Students enrolled in the honors course will read and write more frequently, as well as research a relevant historical topic and write a thesis paper.

1412 WORLD HISTORY CCR **1 credit**
1422 WORLD HISTORY HONORS **1 credit**

GRADUATION REQUIRED COURSE (World History any level or Human Geography any level)

Grades 11-12

Prerequisite: US History 2

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 500 years, from the Renaissance to the beginning of the 21st century. Included in the course will be a study of the causes, course, and consequences of the Holocaust and other genocides of the past 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.

1486 HUMAN GEOGRAPHY CCR **1 credit**

Please note: This course fulfills the World History requirement for graduation.

Grade 11-12

Human Geography CCR introduces students to the patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Subjects include population and migration, culture, politics, industrialization, agriculture and urbanization. Included in the course will be a study of the causes, course, and consequences of the Holocaust and other genocides of the past century.

1499 AP UNITED STATES HISTORY **1 credit**

Please note: This course fulfills the U.S. History 2 requirement for graduation.

Grades 10-12

Prerequisite: US History 1

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. The course also includes a civics project designed to make a change in students' school, local, or state community. 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.

1496 AP HUMAN GEOGRAPHY **1 credit**

Please note: This course fulfills the World History requirement for graduation.

Grades 10-12

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. Subjects include population and migration, culture, politics, industrialization, agriculture and urbanization. Included in the course will be a study of the causes, course, and consequences of the Holocaust and other genocides of the past century. 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. A summer assignment will be assigned and is expected to be submitted at the beginning of the school year.

1497 AP WORLD HISTORY MODERN **1 credit**

Please note: This course fulfills the World History requirement for graduation.

Grades 10-12

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 1200 C.E. to the present. Included in the course will be a study of the causes, course, and consequences of the Holocaust and other genocides of the past century. 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.

Electives

1480 CIVICS AND DIGITAL LITERACY CCR

½ credit

Graduation requirement starting with the Class of 2028

Grades 9-12

This one-semester course will promote students' ability to analyze complex issues and engage in civil discourse with those who hold opposing views. Students will study how print, mass, and social media influences their lives. Additionally, students will develop the skills necessary to cultivate a positive web presence as well as gain an understanding of the potential implications of the digital profiles they create. The course will culminate with the development of a civics project designed to make a change in students' school, local, or state community.

1410 YOUTH AND THE LAW CCR

1 credit

Grades 10-12

This 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.

1407 PSYCHOLOGY CCR

1 credit

Grades 11-12

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.

1498 AP PSYCHOLOGY

1 credit

Grades 11-12

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.

1484 UNITED STATES GOVERNMENT & POLITICS HONORS

1 credit

Grades 10-12

This elective is designed to develop a deeper understanding of government and politics in the United States. This course uses elements of the Knowledge In Action Project Based Learning curriculum. This course contains five projects that are organized around the following question: "What is the proper role of government in a democracy?" Lectures, readings, major projects, and simulations will be utilized to help students understand the complexity of the U.S. government. Students enrolled in the honors course will read and write more frequently, as well as conduct independent research.

1494 AP U.S. GOVERNMENT & POLITICS

1 credit

Grades 10-12

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. This course uses elements of the Knowledge In Action Project Based Learning curriculum. This course contains five units and projects that are organized around the following question: "What is the proper role of government in a democracy?" Each project involves political simulations through which students take on roles that help contextualize the content. 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.

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 and wish to attain a practical degree of proficiency in the language and culture should continue with their study of the same World Language.

The World Language Department offers courses in Portuguese and Spanish. Students explore and develop skills relative to the four skill areas of language acquisition: 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 during their junior and senior year by demonstrating proficiency in the STAMP, AP Spanish and NEWL assessments, coupled with their ELA MCAS score. Refer to Page 13 for a full description of the requirements.

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

Grade 9-10

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

Grade 9-10

Prerequisite: Portuguese 1

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

Grade 9-10

Prerequisite: Portuguese 1

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

Grade 10-12

Prerequisite: Portuguese 2

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

Grade 10-12

Prerequisite: Portuguese 2

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

Grade 11-12

Prerequisite: Portuguese 3

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

Grade 11-12

Prerequisite: Portuguese 3

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, interpretive 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

Grade 11-12

Prerequisite: Portuguese 4

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

Grade 9-10

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

Grade level: 9-10

Prerequisite Spanish 1

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

Grade level: 9-10

Prerequisite Spanish 1

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

Grade level: 10-11

Prerequisite Spanish 2

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

Grade level: 10-11

Prerequisite Spanish 2

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

Grade 11-12

Prerequisite Spanish 3

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

Grade 11-12

Prerequisite Spanish 3

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

Grade 11-12

Prerequisite Spanish 4

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
Intro to Studio Art	Digital Photography	Intro to Studio Art	Intro to Studio Art	Ceramics 1	Fashion 1	Building Blocks of Child Development
		Digital Photo	Art Two Color and Design (optional)			
Art 2 option	Graphic Design (optional)	Darkroom Photo 1 and/or 2	Jewelry & Metalsmithing 1	Ceramics 2	Fashion 2	Early Childhood Teacher Practicum and Curriculum 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.)
Advanced Studio Art Investigation Honors			Jewelry & Metalsmithing 2		Graphic Design (optional)	
AP Studio Art: 2D Design—Non Photo OR AP Studio Art: Drawing	AP Studio Art: 2D Design—Photo	Graphic Design (optional)	AP Studio Art: 2D Design		AP Studio Art: 2D Design	
		AP Studio Art: 2D Design OR AP Studio Art 2D Design Photo				

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 Intro to Studio Art, 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 their portfolio, explore a variety of media, and build knowledge and artistic and conceptual skills.

1705 FASHION DESIGN 1 CCR

½ credit

Grade 9-12

Students will connect the elements and principles of design to fashion design through basic sewing techniques, the sewing machine, fabrics, patterns, hand sewing, embroidery, fabric dyeing, 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. 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

Grade 9-12

Prerequisite: Fashion Design 1 CCR

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-as well as alternative fabric dyeing and printing techniques. Students will also develop and refine their fashion illustration skills. Some materials may be supplied by the students; however, grades will not be impacted by a student’s inability to supply materials.

1710 INTRO TO STUDIO ART CCR

½ credit

Formerly titled Art 1 Foundation

Grade 9-12

As a project based learning course, students will explore areas of study that include drawing, painting, color theory, and design. 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. Art history and interdisciplinary connections will be incorporated in all areas of study.

1711 ART TWO: DRAWING AND PAINTING CCR

½ credit

Grade 9-12

Prerequisite: Successful completion of Intro to Studio Art (formerly Art 1 Foundation)

In this project based course, students will develop and refine observational drawing, painting 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, such as oil pastel, charcoal, acrylic and watercolor paint. Art history is an integral part of this course as is a visit to a museum to observe and analyze artwork.

1712 ART TWO: COLOR AND DESIGN CCR

½ credit

Grade 9-12

Prerequisite: Intro to Studio Art (formerly Art 1 Foundation)

In this project based course, students will develop and refine their use of color theory, design and compositional skills. Learning how to visually communicate thoughts and ideas by utilizing the elements and principles of design, students will solve visual problems through creative and expressive thinking with a variety of media, such as, printmaking, tempera paint, oil pastels, mixed media, and more. Art history is an integral part of this course as is a visit to a museum to observe and analyze an artwork.

1716 ADVANCED STUDIO ART INVESTIGATION HONORS

1/2 credit

Formerly titled Portfolio

Grade 10-12

Prerequisite: Successful completion of Intro to Studio Art (formerly Art 1 Foundation) and Art Two: Drawing & Painting and/or Art Two: Color & Design

This studio art course is for students who are considering taking an AP Studio Art Class, are planning to go to school for art, or who may want to pursue a career in the arts. In this project based course, students will continue to refine their observational drawing, painting, color, design, and compositional skills. Inquiry based art will be the focus in this class where students are expected to research a variety of artists and techniques, explore new ideas and concepts, and experiment with new materials and techniques. This inquiry based artwork is meant to prepare students, on a smaller scale, for the work they will do in the AP Studio Art classes. Art history and exposure to contemporary artists is an integral part of this course therefore, a visit to a museum and/ galleries will be planned to observe and analyze artwork.

1718 CERAMICS 1 CCR

½ credit

Grade 9-12

Students will study the materials, the creative process, and history of Ceramics while learning clay skills and techniques. Creative designs and forms will reflect an understanding of the principles and elements of design . Both non functional (Sculpture) and functional (Pottery) forms will be created by combining handbuilding construction techniques: slab, pinch, and coil . In addition: learning centering and throwing forms (finding balance) on the wheel is a part of the clay experience . Color will be explored with underglazing along with the knowledge of the firing process. Students will be responsible for written reflections and self assessments.

1719 JEWELRY & METALSMITHING 1 CCR

½ credit

Grade 9-12

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. Fused glass jewelry may also be explored. Emphasizing cross-curricula connections, students will learn about the 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

Grade 9-12

Prerequisite: Ceramics 1 CCR

Students will build upon skills acquired in Ceramics 1 and create both 3D (vessels/sculptures) and 2D (murals/reliefs) work in clay that is prompted by their unique artistic vision and student "voice". As their knowledge of clay and glazes increases students' will further discover wheel throwing and handbuilding techniques, and through creative exploration they may explore ways to combine these techniques. Students will be responsible for written reflections and self assessments.

1721 JEWELRY & METALSMITHING 2 CCR**½ credit****Grades 10-12****Prerequisite: Jewelry & Metalsmithing 1 CCR**

Applying the skills and design concepts learned in Jewelry & Metalsmithing, students will build skills by mastering stone setting, chain making, and creative use of alternate materials using cold connections. Students will apply problem solving skills to develop innovative solutions to design problems utilizing the elements and principles of design. Emphasizing cross-curricular connections, students will learn about precious and semi-precious stones and the history of jewelry. 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****Grade 10-12****Prerequisite: Completion of Intro to Studio Art or Digital Photography**

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. 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; however, grades will not be impacted by a student's inability to supply materials.

1741 DIGITAL PHOTOGRAPHY 1 CCR**½ credit****Grade 9-12**

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 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****Grade 10-12****Prerequisite: Darkroom Photography 1**

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. 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; however, grades will not be impacted by a student's inability to supply materials.

1723 GRAPHIC DESIGN CCR**½ credit****Grade 9-12**

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.

1796 AP STUDIO ART: 2D DESIGN - PHOTO**1 credit****Grade 11-12**

Prerequisite: Digital Photography

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****Grade 11-12****Prerequisite: Successful completion of at least two Unified Arts studio art classes**

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. 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****Grade 11-12****Prerequisite: Successful completion of at least two Unified Arts studio art classes**

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. 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 Building Blocks of Child Development, Early Childhood Student Teacher Practicum, and Certificate 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 BUILDING BLOCKS OF CHILD DEVELOPMENT CCR**1/2 credit****Grade 9-12**

This course, for students in grades 9-12, 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. This

project based course introduces the student to child growth and development in the areas of cognitive, physical, social, and emotional development from prenatal stages through age six. Leading theorists on child growth and development, such as Piaget, Erickson, Vygotsky, Gardner, and others will be examined. Exploration of cultural and societal influences on development, as well as discussion of individual differences will be explored. Students will identify principles underlying different early childhood approaches such as Head Start, Froebel's Kindergarten and Reggio-Emilia. This course, along with the completion of Early Childhood Student Teacher Practicum course and Certificate Practicum course may lead to preschool Teacher Certification from MA Department of Early Childhood 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

Grade 10-12

Prerequisite: 1701 The Building Blocks of Child Development (formerly Introduction to Early Childhood Education)

Students should portray a positive role model image for children. Students will use their knowledge and skills gained from the Building Blocks of Child Development (formerly Introduction to Early Childhood) course and learn about curriculum planning, instructional strategies, and assessment techniques through participation in the day-to-day operation of a preschool or kindergarten classroom. The "student teachers" of the Dartmouth High School Early Childhood Program will earn practicum hours needed for Preschool Teacher Certification in the early childhood classrooms at Quinn and/or Cushman Elementary Schools and from a local early childhood center. This class meets for 2 periods for half of the year and for one period during the other half of the year. When not at practicum, students are 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 education. This course, along with the completion of the Building Blocks of Child Development (formerly Intro to Early Childhood Ed) course and Certificate Practicum course may lead to preschool Teacher Certification from MA Department of Early Childhood Education and Care and 3 college credits from Bristol Community College's Early Childhood Education Program.

1704 Certificate Practicum CCR

½ credit

Grade 11-12

Prerequisite: Successful completion of 1701 The Building Blocks of Child Development (formerly Introduction to Early Childhood Education) and 1703 Early Childhood Student Teacher Practicum.

Grade 12 students only can be enrolled in 1703 Early Childhood Teacher Practicum and Certificate Practicum concurrently

Students should portray a positive role model image for children. This course is a continuation of 1703 Early Childhood Student Teacher Practicum and offers students the opportunity to gain more contact hours of experience which can be applied to the Massachusetts Early Education and Care certification for preschool teachers. The "student teachers" in this advanced course will broaden their teaching abilities through compilation of a unit of lesson plans developmentally appropriate for the early childhood students. This class meets for 1 period for half of the year and out of the seven-day cycle, one day per week is spent in the DHS classroom, the other days are in the elementary school working with children. The course also promotes an understanding of health and safety factors in both the physical and social-emotional areas. Topics such as sanitation, infectious disease control, food preparation, classroom safety, and the safety of the facility itself form part of the physical aspect. Topics related to the emotional wellbeing and protection of children from abuse, neglect, isolation, and biases make up the social-emotional area. This course, along with the completion of the Early Childhood Student Teacher Practicum course and Building Blocks of Child Development course (formerly Intro to Early Childhood Ed) may lead to preschool Teacher Certification from MA Department of Early Childhood Education and Care and 3 college credits from Bristol Community College's Early Childhood Education Program.

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	Graduation Courses
Freshman	Wellness Green
Sophomore	Wellness White
Junior	Fitness Activities & Weight Training, Sports and Group Games, Walking for Lifelong Wellness, Unified PE * Pick one from list
Senior	Fitness Activities & Weight Training, Sports and Group Games, Intramural Games & Activities, Racket Sports, Unified PE * Pick one from list

1942 WELLNESS GREEN CCR
(Grade 9 graduation requirement)

½ credit

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: Overall Health and Wellness, Mental Health (Depression, Anxiety, Stress), Suicide, Suicide Prevention, Communicable and Non Communicable Diseases, Nutrition, Bullying, Personal Safety, CPR and First Aid, LGBTQ+.

1943 WELLNESS WHITE CCR
(Grade 10 graduation requirement)

½ credit

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: Interpersonal Relationships (Dating, Family Dynamics, Social), Domestic Violence and Abuse, Sexual Education Pregnancy, STD's/STI's, LGBTQ+, Reproductive System and Functions, Substance Use and Abuse Alcohol, Tobacco/Vaping, Drugs.

1945 FITNESS ACTIVITIES AND WEIGHT TRAINING CCR
Grade 11-12

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
Grade 11-12

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 are

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

Grade 11

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

Grade 12

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.

1940 RACKET SPORTS CCR

½ credit

Grade 12

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.

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 CCR

½ credit

Grade 11-12

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 Harmonix/Dynamix. Class offerings include Music Theory, Guitar Lab, and Piano Lab. Other offerings include Indoor Color Guard, Indoor Winds 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****Grade 9-12**

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.

1906 AP MUSIC THEORY**1 credit****Grade 10-12**

AP Music Theory is the study of musical forms and structures. The ability to analyze music aurally and visually, to improve music reading and performance, and to develop skills in composing, arranging, and harmonization are the main objectives of this academic music offering. Students will be expected to manipulate intervals and chords as well as apply them to musical textures and forms. All students are expected to take the Advanced Placement Music Theory Examination in May. The Advanced Placement Music Theory course is designed to give students an understanding of basic music structures using key time periods, composers, and styles as reference points. Students will analyze, compose, and assess stylistic changes in musical forms. Students will be expected to be self-motivated and proficient on their instrument. Opportunities for performance of music and critical aural/written analysis are available on a daily basis. Evaluative techniques will include composition, chordal analysis, phrase form diagrams, writing assignments, and ear training exercises. Any student interested in pursuing music at the college level should enroll in Advanced Placement Music Theory.

1907 HISTORY OF BROADWAY CCR

½ credit

Grade 9-12

History of Broadway is an elective where the primary objective is to expose students to the rich history, heritage and evolution of the American Musical Comedy leading to a vast knowledge of New York’s theatrical history from Vaudeville through modern day integrated musicals through the use of audio and visual media. Students will also develop an understanding of the production aspects of the theater world from the points of view of directors, producers and behind-the-scenes technicians. No instrumental or choral experience is required.

1908 MUSIC TECHNOLOGY CCR

½ credit

Grade 9-12

Music Technology: This semester-long course will introduce students to the theory and fundamentals of using software and hardware tools for producing music (including digital music editing, multi-track recording, MIDI note entry, signal processing plugins, computer music notation software, sound design, electronic music history and microphone technique). The class will stress application and creative content, using a series of project-based learning activities which includes student exposure to performing with electronic instruments and vocal recording, multi-track recording (both MIDI sequencing and live instruments), music arranging, and music history. This course is a hands-on, applied class delivering to class members an experience with digital music and recording software applications: iTunes (for playback and burning), GarageBand/ Logic (Digital Audio Editing Workstation) and Mainstage (Live Audio). These programs represent a large portion of the types of things musicians are doing with music technology at this time and span in sophistication from entry-level to professional.

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 CCR

½ credit

Grade 9-12

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.

1937 GUITAR LAB CCR

½ credit

Grade 9-12

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.

1150 THEATRE ARTS 1 CCR	½ credit
1155 THEATRE ARTS 2 CCR	½ credit
1156 THEATRE ARTS 3 CCR	½ credit
1157 THEATRE ARTS 4 CCR	½ credit

Grade 9-12

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 theater. 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.

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.

*Students should attempt to fit their Wellness graduation requirements into their schedule

***Can count as graduation requirement for Wellness but must be approved by administration**

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.

*Students should attempt to fit their Wellness graduation requirements into their schedule

***Can count as graduation requirement for Wellness but must be approved by administration**

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/ DYNAMIX

½ credit

GRADE 9

Solid entry level skills are required for this course with assessment based on a grade nine performance rubric. Harmonix/Dynamix is an after school performance based course for choral students who wish to develop high level vocal and music notation skills. Harmonix/Dynamix 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/Dynamix program. Harmonix/Dynamix is an after school performance based course for choral students who wish to develop high level vocal and music notation skills. Harmonix/Dynamix 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 11

This is the third level of performance expectations and assessments in the Harmonix/Dynamix program. Harmonix/Dynamix is an after school performance based course for choral students who wish to develop high level vocal and music notation skills. Harmonix/Dynamix 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 12

This is the culminating experience for Harmonix/Dynamix students with expectations based on college entry level skills or adult ensemble participation. Harmonix/Dynamix is an after school performance based course for choral students who wish to develop high level vocal and music notation skills. Harmonix/Dynamix 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

½ credit

GRADE 9

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.

CO1927 CO-CURRICULAR INDOOR WINDS

½ credit

GRADE 9

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

GRADE 12

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

Experiential Learning Opportunities

Experiential Learning opportunities enable students to connect their academic experiences with career choices. Senior students can intern at sites that match their interests and abilities.

****Students can select from the courses below during course selection**

1010 INTERNSHIP CCR

2 credits

1010B INTERNSHIP CCR SEMESTER 2

1 credit

Grade 12

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.

- 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*)
- Must complete the internship application and have it signed by Parent/Guardian and returned by deadline.
- Internship is scheduled for two periods all year with the 2 credit option.
- Internship is scheduled for 2 periods for semester 2 only with course number 1010B.

1580 WORK EXPERIENCE CCR

1 credit

1580B WORK EXPERIENCE CCR SEMESTER 2

½ credit

Grade 12

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 they meet the following criteria:

- 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*)
- 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.

1013 DUAL ENROLLMENT

½ credit

Dual Enrollment is a program in which high school students can take college courses. Please refer to Page 6 for more information.

1981 LEARNING PARTNERSHIPS CCR

½ credit

Mrs. Kocur- Pierpont

Grade 10-12

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.

Lab Aide Opportunities at Dartmouth High School

****Students will not be able to select from the courses below during course selection. If a student is interested in one of the courses below, they will wait till school year 2024-2025 starts and speak with the teacher to see if they can take the internship course with them. Teachers will then inform the school counselor for that student.**

1292 COMPUTER SCIENCE LAB AIDE CCR

½ credit

Mr. Bosworth, Mrs. Weinert

Students who have successfully completed at least one of our Computer Science Courses may apply for a lab aide. Students must be in good academic standing, be willing to work independently, and seek to further their understanding of careers in the Computer Science field. Students will work closely with their teacher to decide on a topic of focus, then design a curriculum they can follow for the first three quarters. In quarter four students will work with local professionals to secure an internship experience placement. Course is graded on a pass/fail basis.

1879 MEDIA STUDIES LAB AIDE CCR

1 credit

1879B MEDIA STUDIES LAB AIDE CCR

½ credit

Mr. Perrotti

Senior students have a unique opportunity to work in the DHSTV media lab on a semester or year long focusing on real world productions both in the school and in the community. Under the guidance of Dartmouth Community Television, students will be introduced to the professionalism of broadcast quality productions. Students who are interested in media as a career will leave with an extensive portfolio of high quality, real world experiences. Course is graded on a pass/fail basis.

2005 ENGINEERING LAB AIDE CCR

½ credit

Mr. Brodsky or Mr. Jeff Martin

The Engineering Class Lab Aide will perform functions as necessary for the operation of the Engineering Classes. Lab Aides will help set up, maintain and operate shop machinery. Lab Aides may also use the machinery to build items requested by students, faculty or the community. Course is graded on a pass/fail basis.

1302 LIFE SCIENCE LAB AIDE CCR

½ credit

Science Teacher

The life science lab aide 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. Course is graded on a pass/fail basis.

1301 CHEMISTRY LAB AIDE CCR

½ credit

Mr. Smith or Chemistry Teacher

The chemistry lab aide 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. Course is graded on a pass/fail basis.

1963 ATHLETIC DEPARTMENT AIDE CCR

½ credit

Mr. Crisafulli

The athletics aides 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 aides will complete an application process/interview with the Athletic Director and will be assigned based on need. Course is graded on a pass/fail basis.

1745 ART CLASS LAB AIDE CCR

½ credit

Unified Arts Teacher

Grade 12

Students who have successfully completed an art course may apply for Art Class Lab Aide. Prior knowledge of the course you choose to aide in is necessary. Students interested in working with an art teacher will be expected to work on the displays for the gallery, display cases, and the art show. They will assist in preparing material and supplies for the course, general classroom and supply organization, as well as a willingness to help students with skills and lessons during class time. Course is graded on a pass/fail basis.

1746 DARKROOM LAB AIDE CCR

½ credit

Ms. Bozarth

Grade 12

Students who have successfully completed at least one of our Darkroom Courses may apply for a lab aide. Students must be willing to work independently, and assist in darkroom management (setting up and cleaning up the darkroom/film lab, organization and preparation of materials). Students should be willing to assist their peers in camera and enlarger operation. Students should be confident in their abilities to assist the teacher in reinforcing darkroom rules, processes and procedures such as loading and developing film, and making test strips and prints in the print lab. Course is graded on a pass/fail basis

DRAFT

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.

Dual Enrollment Pledge

Student Name: _____ Date: _____

Semester: FALL or SPRING (circle one)

Course Number and Name: _____

I, _____, fully understand that by signing this Dual Enrollment Pledge that I am voluntarily agreeing to meet all the academic expectations that are outlined. I am agreeing to put in my best academic effort and that I am pledging to do everything within my control to successfully complete the course.

Academic Expectations for ALL Dual Enrollment Courses:

- Have a minimum high school GPA of 2.0.
- Maintain a minimum GPA as required by college to enroll for additional dual enrollment courses.
- Courses that are offered at Dartmouth High School will not be approved as a dual enrollment course unless approved by the Principal. If a course is offered at DHS, students must take it at DHS.
- Students are required to submit a completed dual enrollment application. Each college has different requirements.
- Students will complete the required work and attend class as scheduled.
- Students/families are responsible for the cost of dual enrollment courses, textbooks, supplies, parking, and any and all supplies for dual enrollment purposes.
- Dual Enrollment course grades will not be factored into Dartmouth High School GPA calculation.
- Students will submit to their school counselor a college transcript at the end of each semester with their final grade for the dual enrollment course. December for Fall semester; May for Spring semester. If no transcript is submitted by the end of semester, a final grade of F will be entered for the course on the DHS transcript.
- Students will be responsible for their own transportation to and from the dual enrollment course.
- Dual Enrollment classes should be scheduled after 2:03 PM due to our rotating schedule.
- Students will inform their school counselor if they are no longer enrolled in the dual enrollment course.

Student Signature Date

Parent/Guardian Signature Date

School Counselor Signature Date