Dartmouth High School

Program of Studies
2026-2027

Last Revision 1/15/26

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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

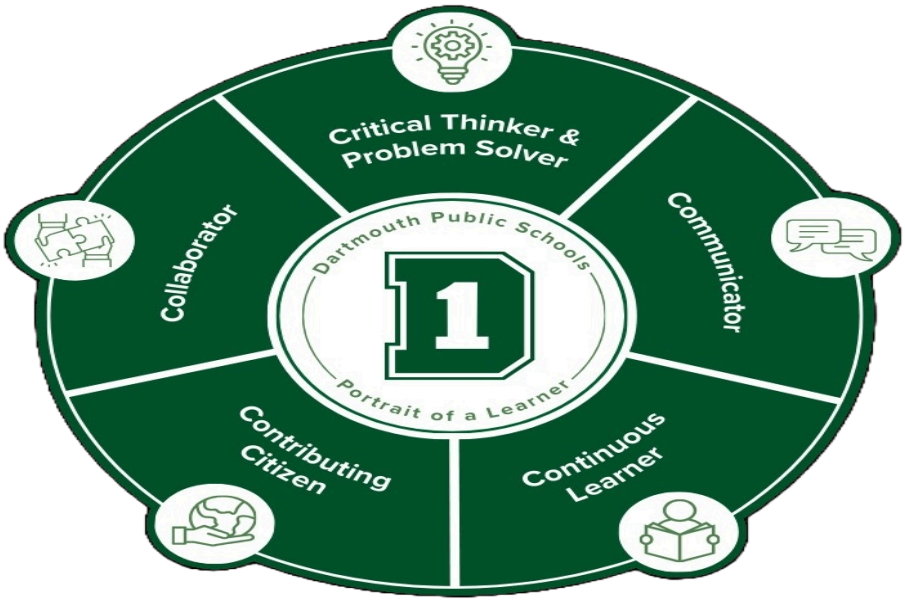
All students must:

- *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 is designed to help students and their families develop a thoughtful four-year academic plan that supports each student's post-secondary goals. With a wide range of course offerings, students are encouraged to consider both graduation requirements and future aspirations when selecting classes. Dartmouth High School promotes the development of responsible, lifelong learners who strive to meet the academic, social, and civic competencies outlined in the school's Core Values, Beliefs, and Learning Expectations. In addition to strong academic programming, the school offers a variety of extracurricular opportunities, including interscholastic and unified athletics, numerous clubs and service organizations, and outstanding music, art, and theater programs that enrich the overall educational experience. Since the 2018–2019 school year, several departments have introduced course pathways—recommended sequences of courses within specific areas of study—to help students deepen their knowledge and better prepare for life after high school. These pathways may lead directly to career credentials or improve a student's readiness for specialized post-secondary programs. While following these pathways is encouraged, students also have the flexibility to explore electives based on their individual interests and goals.

Portrait of a Learner



Strategic Plan 2024-2029

School Counseling & Support Services Department

The School Counseling Department at Dartmouth High School is made up of a dedicated team that includes four School Counselors, four Social Workers, a School Psychologist, and the Director of High School Counseling and Support Services. Working collaboratively, this team is committed to supporting every student's academic, social, and emotional development. Their goal is to ensure that all students are well-prepared for success in college, careers, and life after graduation. All counseling services and materials are provided in an inclusive and equitable manner, free from bias or stereotypes related to race, color, sex, religion, national origin, sexual identity, sexual orientation, disability, homelessness, or any other legally protected status.

School Counselor

School Counselors at Dartmouth High School support students' educational, vocational, and social development by helping grades 10–12 develop four-year academic plans through classroom and auditorium presentations. The School Counseling Department provides individual and small-group support and uses current tools and resources. Dartmouth High School follows the National Association for College Admission Counseling (NACAC) *Statements of Principles and Good Practice*, requiring students to report truthfully any academic or behavioral disciplinary incidents from ninth grade onward, with counselors disclosing relevant information and notifying colleges of any post-acceptance disciplinary issues involving seniors. Students and families are encouraged to contact their assigned counselor with questions or for academic planning support.

School Counselor Assignments

Melissa Fitzgerald	**Grade 9 A-Z**	508-961-2700	melissafitzgerald@dartmouthschools.org
Erica Thibodeau	**Grade 10-12 A-E**	508-961-2700	ericathibodeau@dartmouthschools.org
Nicole Heath	**Grade 10-12 F-M**	508-961-2700	nicoleheath@dartmouthschools.org
Cassie Levesque	**Grade 10-12 N-Z**	508-961-2700	cassielevesque@dartmouthschools.org

Social Workers

Social Workers at Dartmouth High School support student well-being by meeting with students who self-refer or are referred by teachers, counselors, administrators, or other staff. They help students and families address personal or family concerns that may impact learning and overall school success, and they connect families with appropriate community agencies and resources for additional support.

Social Worker Assignments

Kristianna Fontes Callahan	**Grade 9 A-Z**	508-961-2700	kristiannafontescallahan@dartmouthschools.org
Amy Gleicher	**Grade 10-12 A-E**	508-961-2700	amygleicher@dartmouthschools.org
Cathy Thomas	**Grade 10-12 F-M**	508-961-2700	catherinethomas@dartmouthschools.org
Nikie Iwanczuk	**Grade 10-12 N-Z**	508-961-2700	nikieiwanczuk@dartmouthschools.org

Academic Resources

HOMEWORK HANGOUT TUTORING

Peer tutoring is available for students on *Tuesdays and Thursdays after school 2:15 pm-3:15 pm.* Student tutors are National Honor Society members providing assistance as part of their community service responsibilities.

SECTION 504 REFERRALS

Before an initial 504 meeting is held, students at Dartmouth High School are first brought to the Student Support Team (SST) weekly meeting by their guidance counselor or social worker. At this stage, the student enters the Multi-Tiered System of Support (MTSS) process, where the team utilizes the District Curriculum Accommodation Plan (DCAP) to identify appropriate accommodations and interventions across Tier 1, Tier 2, and Tier 3 levels. Data is collected over a 4–6 week period to evaluate the effectiveness of the supports and determine next steps. For more information about the services available to students with disabilities, families are encouraged to contact their assigned school counselor or reach out to the Dartmouth Public Schools' Office of Student Services.

SPECIAL EDUCATION REFERRALS

Some students with learning disabilities require specialized instruction and supportive services to help them make effective progress in school. These services may include, but are not limited to, Speech Therapy, Physical Therapy, Occupational Therapy, Adaptive Physical Education, or placement in a specialized classroom setting. When a referral for such services is made, a consent form authorizing an evaluation will be sent to the parent or guardian within five (5) school days. Once consent is received, a comprehensive evaluation will be conducted. Following the evaluation, a team meeting will be held to determine the student's eligibility for special education services. If the student is found eligible, the team will develop an Individualized Education Program (IEP) outlining the specific services and supports needed to address the student's educational needs.

STUDENT SUPPORT TEAMS

The Student Support Team (SST) at Dartmouth High School is a collaborative group of professionals who work together to identify and implement strategies to support students who are experiencing academic difficulties. Through the Multi-Tiered System of Support (MTSS), teachers apply tiered interventions designed to help students access the curriculum and achieve course standards. Students may be referred to the SST by teachers, school counselors, or administrators when additional academic support is needed beyond the regular classroom setting.

General Academic Information

ACADEMIC PROBATION

Students who are not passing five or more courses—receiving a grade of F (Fail), MI (Medically Incomplete), or I (Incomplete)—at the time of their most recent report card will be deemed ineligible to participate in athletics and extracurricular activities. This includes events such as the junior banquet, senior prom, Dartmouth's Finest (as a contestant, escort, or emcee), and other school-sponsored activities. This policy is in place to ensure that academic performance remains a priority for all students.

ACADEMIC PROMOTION

Every student enrolled at Dartmouth High School is expected to make consistent progress toward meeting graduation requirements. At the end of each academic year, a thorough review of each student's transcript will be conducted to evaluate their progress. Tracking the completion of required courses is a shared responsibility among the student, their parents or guardians, and their school counselor. To remain "on track for graduation" and be promoted with their class, students are expected to meet specific minimum credit requirements each year. Those who have not earned the necessary credits by the end of the academic year may be retained and required to repeat courses or complete additional work to catch up before advancing to the next grade level.

Here are the minimum credit guidelines Dartmouth High School students are expected to meet to stay on track for graduation and promotion:

- **End of Freshman Year:** 3 credits
- **End of Sophomore Year:** 10 credits
- **End of Junior Year:** 17 credits
- **End of Senior Year:** 24 credits (required for graduation)

ACCREDITATION
Dartmouth High School is accredited by the New England Association of Schools and Colleges (NEASC) as well as by the Massachusetts Department of Elementary and Secondary Education (DESE). This accreditation affirms the school's commitment to maintaining high educational standards and continuous improvement.

COURSE LEVEL CHANGE REQUESTS
Students may submit level change requests throughout Term 1 and for one week after Term 1 report cards are released by submitting the DHS Level Change Request Form, available through school counselors. All requests require administrative approval and are not guaranteed.

Level changes are not allowed for standalone AP courses or AP science courses. Students must complete Biology and Chemistry before enrolling in AP science courses.

COURSE OFFERINGS
Every effort is made to offer all courses listed in the catalog; however, the principal reserves the right to cancel any course at any time. Such decisions are made in consultation with the school leadership team and take into strong consideration student interest as reflected in course requests. Additionally, health and safety concerns may necessitate limiting class sizes for certain courses.

DIPLOMA DISTINCTIONS
Students who qualify based on their unweighted GPA will receive a special seal on their diplomas recognizing their academic achievement as Gold, Silver, or Bronze Scholars. The distinctions are as follows:

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

DUAL ENROLLMENT
Dartmouth High School encourages all students to take rigorous coursework. Students are encouraged to make these decisions in alignment with their post-secondary plans and interests with a focus on the learning to take place in the course. Dual Enrollment courses will be awarded credit; however will not be factored into the calculation of the student's high school GPA. Students should enroll in courses offered at 2:03 P.M. due to our rotating schedule.

*****Courses that are offered at Dartmouth High School will not be approved for external enrollment. If a course is available at Dartmouth High School, students are required to take it here. Any extenuating circumstances requiring exceptions must receive approval from the Principal.**
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.***
- 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 (GPA) is a way that high schools and many post-secondary institutions use to numerically represent a student's academic performance on their transcript. Dartmouth High School calculates both a weighted GPA—which factors in course difficulty for class rank—and an unweighted GPA, which treats all courses equally.

Unweighted GPA

The unweighted GPA at Dartmouth High School uses a 4.30 scale and assigns equal weight to all courses, regardless of difficulty. This unweighted GPA is the version reported on student transcripts. To calculate the unweighted GPA, students should refer to the **College & Career Ready** column on the grading scale chart provided by the school.

Weighted GPA (Rank)

The weighted GPA (used for class rank) for 1-credit courses is calculated based on the values shown in the school's grading chart. To determine the weighted GPA, the total sum of grade values is divided by the total number of credits attempted. Dartmouth High School calculates and reports student GPA and class rank on transcripts at the end of semesters 5, 6, and 8—after the first semester of junior year, at the end of junior year, and at the end of senior year, respectively. The class valedictorian and salutatorian are determined after the completion of the 8th semester. Starting with the class of 2021, all classes, including electives, are included in the weighted GPA calculation. However, Dual Enrollment classes are excluded and do not count toward the high school GPA. It is important to note that colleges and universities often use their own methods to calculate GPA and may recalculate applicants' GPAs based on their own standards, as there is no universal system.

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

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

GRADING SYSTEM
Report cards are issued at the end of each term, which occurs twice per semester. If you have any questions or concerns about grades, you should contact the appropriate teacher directly. The passing grade for all courses at Dartmouth High School is 65. The letter grades correspond to the following numerical values:

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

* Please Note That There Is No D- Grade

MEDICAL INCOMPLETE
When a student has significant medically excused absences, the school nurse may recommend assigning a grade of Medical Incomplete (MI) on the student's report card for work that was not completed. It is the student's responsibility to make up this work. The student will meet with their school counselor to develop a plan for completing the missing assignments. Teachers are expected to update the grade by the next progress report period. If the work is not completed within this timeframe after the student returns to school, the missing assignments may be scored as zero, and the grade will be recalculated, replacing the MI with the new grade. Any extensions beyond the agreed-upon timeline must be approved by the student's Assistant Principal.

TRANSCRIPTS
A student's transcript, which includes all high school courses and grades, is maintained for sixty years after graduation or leaving Dartmouth High School. Student records are confidential and can only be accessed by parents or guardians and authorized school personnel. Any release of these records outside the school requires a signed consent from the student and/or parent or guardian.

TRANSFER CREDITS
When students transfer to Dartmouth High School, their transcripts are reviewed by their assigned School Counselor and must be approved by the Director of High School Counseling and Support Services. Because courses vary between schools, the School Counselor will assess which local graduation requirements have already been met at the time of transfer and will create an appropriate schedule for the student accordingly. Transfer students may receive credit for up to 7 credits per year, reflecting the maximum number of credits Dartmouth High School students can earn annually.

Course Levels

COLLEGE AND CAREER READY (CCR)
College and Career Ready (CCR) courses are a rigorous, standards-based educational pathway designed to prepare students for success after high school—whether they choose to:

- Continue their education at a college, university, or trade school,
- Enter directly into a career through employment or technical training, or
- Join the world of service, such as the military or community service.

The focus of CCR is to equip students with the academic skills, real-world knowledge, and professional competencies they need to thrive in a variety of post-secondary pathways.

HONORS
Honors level courses offer a more rigorous academic experience than College and Career Ready (CCR) courses. These classes are designed for students who are ready to take on greater challenges and deepen their understanding of subject matter.

Key features of Honors courses include:

- Accelerated pace of instruction
- In-depth exploration of complex topics
- Higher academic expectations and increased workload
- Development of critical thinking, problem-solving, and analytical skills

Students are encouraged to enroll in Honors courses if they are willing to put forth consistent effort, persist through challenges, and engage actively in their learning. Success in Honors classes requires dedication, curiosity, and strong time management.

ADVANCED PLACEMENT (AP)

Advanced Placement (AP) courses are the most rigorous academic offerings at Dartmouth High School. These college-level courses are designed for students who are deeply interested in a subject area and want to challenge themselves academically while preparing for success in higher education.

Key features of AP courses include:

- College-level curriculum and expectations
- Intensive workload and accelerated pace
- In-depth analysis, critical thinking, and independent learning
- Opportunity to earn college credit by taking the AP Exam in May

Students who are successful in AP courses demonstrate strong effort, perseverance, and a commitment to academic excellence. To make the most of the AP Program, students are encouraged to:

- Work with their school counselor to develop a four-year academic plan
- Strategically spread out AP courses over their high school career
- Take the AP Exam in each subject they are enrolled in

Participation in AP courses not only strengthens college applications but also helps students build the skills and confidence needed for post-secondary success.

Dartmouth Public Schools Competency Determination Guidelines

Each student earning a Dartmouth High School diploma must meet the minimum requirements outlined in both the competency determination guidelines as well as all local graduation requirements.

Beginning with the Class of 2025, students who have not previously met the competency determination requirements may do so by satisfactorily completing i.e. earning a 65 or higher as a final grade in the following coursework:

- English 9 ***and*** English 10 ***or*** two higher core English course equivalents i.e. AP Seminar, AP Language and Seminar, AP Literature and Composition, or AP Research **and**
- Algebra 1 ***and*** Geometry ***or*** two higher course equivalents i.e. Algebra 2, Pre-Calculus, and/or Calculus **and**
- Biology ***or*** Chemistry ***or*** Physics ***or*** Engineering 1 ***and*** Engineering 2
- U.S. History 1 ***or*** U.S. History 2 course

A Portfolio Alternative to the Competency Determination coursework identified above will be evaluated by the Competency Determination Assessment Panel for a limited number of students based on the unique learning needs of those students as determined through a team process.

The Dartmouth High School Principal may waive local graduation requirements after considering extenuating circumstances; however, as established by law, all students must meet the competency determination outlined above to earn a high school diploma.

GRADUATION REQUIREMENTS - Class of 2027

The chart below outlines the graduation requirements at Dartmouth High School. In addition to fulfilling all local requirements, students must also meet the competency determination standards set by the Massachusetts Department of Elementary and Secondary Education to graduate.

Department	# of Credits Required Class of 2027
English	4 Credits
Mathematics	4 Credits
Science	3 Credits
Social Studies	3 Credits
World Language*	2 Credits
Wellness	2 Credits
Unified Arts	1.5 Credits
Computer Science ***Courses to fulfill requirement:*** Any course listed under the Computer Science Courses: Intro to Computer Science, Programming and Game Development, AP Computer Science A, AP Computer Science Principles, Cybersecurity	Included in BIT Department Courses
Business Innovation Technology (BIT) ***Courses to fulfill requirement:*** Any course listed in the BIT Department, Biotechnology course, or Engineering, Architectural Design and Robotics courses. ****Class can only be counted one time for BIT or Science graduation requirement not both requirements***	1.5 Credits
Additional Electives	3 Credits
Total Credits Required	**24 Credits**

* The Principal may grant a waiver to the local graduation requirement for World Language credits for students with specific learning disabilities or other disabilities that may prevent them from successfully earning the required credits in this area.

GRADUATION REQUIREMENTS - Class of 2028

The chart below outlines the graduation requirements at Dartmouth High School. In addition to fulfilling all local requirements, students must also meet the competency determination standards set by the Massachusetts Department of Elementary and Secondary Education to graduate.

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

* The Principal may grant a waiver to the local graduation requirement for World Language credits for students with specific learning disabilities or other disabilities that may prevent them from successfully earning the required credits in this area.

GRADUATION REQUIREMENTS - Class of 2029 & Beyond

The chart below outlines the graduation requirements at Dartmouth High School. In addition to fulfilling all local requirements, students must also meet the competency determination standards set by the Massachusetts Department of Elementary and Secondary Education to graduate.

Department	# of Credits Required Class of 2029/2030
English	4 Credits
Mathematics	4 Credits
Science	3 Credits
Social Studies	3 Credits
World Language*	2 Credits
Wellness	2 Credits
Unified Arts	1 Credit
Computer Science ***Courses to fulfill requirement:*** Any course listed under the Computer Science Courses: Intro to Computer Science, Programming and Game Development, AP Computer Science A, AP Computer Science Principles, Cybersecurity	1 Credit
Business Innovation Technology (BIT) ***Courses to fulfill requirement:*** Any course listed under the Business Courses, TV/Media Production Courses, Biotechnology, Engineering, Architectural Design and Robotics courses. ****Class can only be counted one time for BIT or Science graduation requirement not both requirements***	.5 Credits
Additional Electives	3.5 Credits
Total Credits Required	**24 Credits**

* The Principal may grant a waiver to the local graduation requirement for World Language credits for students with specific learning disabilities or other disabilities that may prevent them from successfully earning the required credits in this area.

Graduation Requirements by Department

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

English	Pre-AP English 9 English 10,11,12 (CCR or Honors) AP Seminar grade 10 AP English Language or AP English Literature grade 11-12 English Honors with AP Research
Mathematics	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 & Engineering - must take 3 credits total	Pre AP Biology ***All students in grade 9 take Biology course** Chemistry (CCR or Honors) Physics (CCR or Honors) Marine Science (CCR or Honors) Anatomy & Physiology (CCR or Honors) Biotechnology Honors Engineering 1 (CCR or Honors) & Engineering 2 (CCR or Honors) * Must take both 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
World Language	2 years of same World Language (courses need to be same language)
Wellness	Grade 9 Wellness Green Grade 10 Wellness White Junior/Senior elective PE course * Co-Curricular Marching Band can be counted as a Physical Education (PE) credit during a student's junior and senior years. To qualify, students must be enrolled simultaneously in Co-Curricular Marching Band **and** one of the following: Concert Band, String Orchestra, or Mixed Chorus during those years. While students are encouraged to schedule Wellness courses each year throughout their four years at Dartmouth High School, a waiver may be granted only if it is impossible to fit a Wellness course into their schedule due to other graduation requirements.
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	Introduction to Computer Science CCR Programming And Game Development (CCR or Honors) AP Computer Science A AP Computer Science Principles Cybersecurity (CCR or AP)
Business Innovation Technology (BIT)	Any course listed in BIT Refer to the Graduation Requirements chart on Page 11-13 for additional courses allowed to meet BIT requirements.

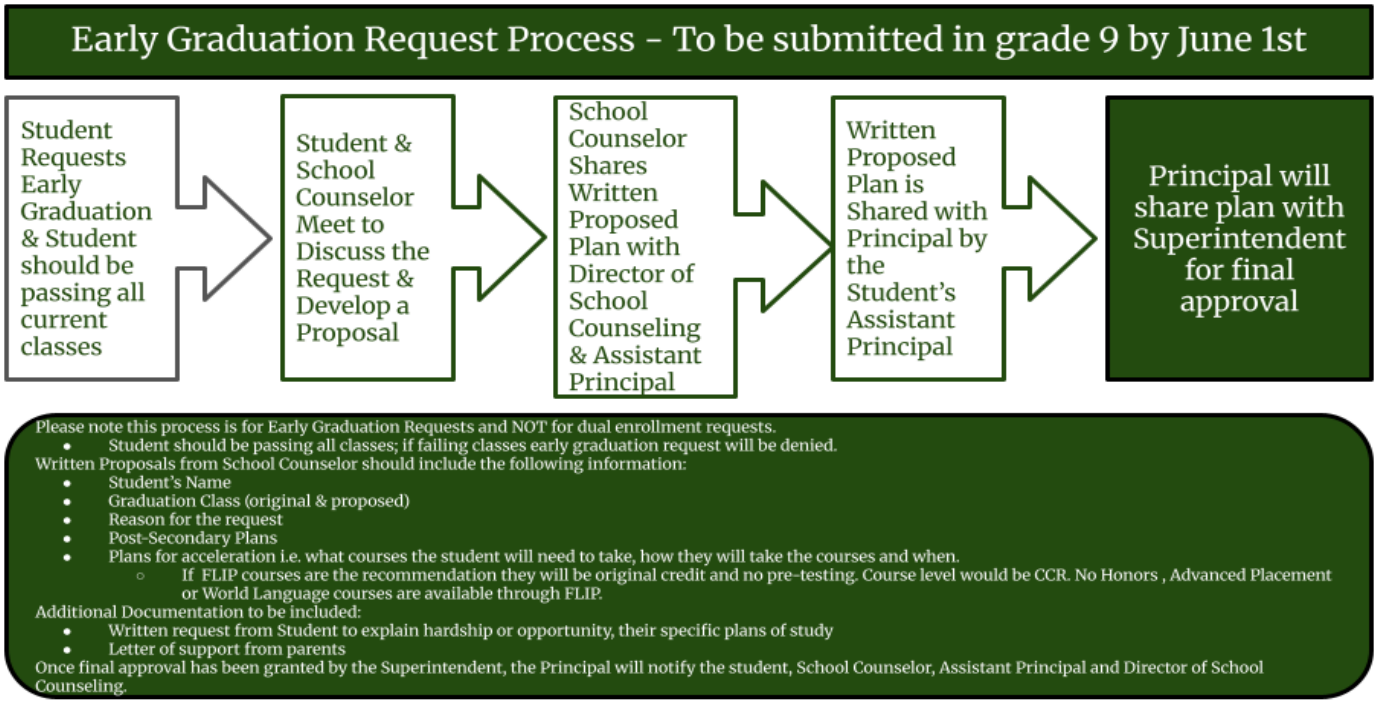
Music	*Refer to Unified Arts section above to see what Music courses count for the Unified Arts requirement

Recommended Course of Study 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 outlines the recommended number of courses by department for students aiming to apply to Selective or Less Competitive colleges, as well as those targeting Competitive or Highly Competitive colleges. It serves as a guide to help students plan their coursework in alignment with the expectations of different types of post-secondary institutions.

Early Graduation Process



NATIONAL HONOR SOCIETY

Students may become candidates for the National Honor Society (NHS) during their junior and senior years. To be eligible, students must have a minimum weighted GPA of 4.0. Meeting this GPA requirement is only the first step; students must also submit the necessary documentation included in the application packet, which is then reviewed by the NHS Faculty Council. Candidates are further evaluated based on an essay that demonstrates their qualifications in service, leadership, and character.

Selection Criteria:
Membership in the NHS is an honor and privilege, not a right. It is awarded by the NHS Faculty Council, which considers more than just academic performance. NHS evaluates candidates on leadership, service, and character in addition to GPA. The NHS advisor advises the Council but does not vote.

- **Leadership:**
  Leadership goes beyond holding office; it includes earning the respect of faculty and peers, inspiring positive behavior, showing initiative in promoting school activities, and being resourceful in solving problems. Candidates must also show consistent, meaningful involvement in at least one school-based activity each year.
- **Service:**
  Service refers to voluntary activities done for others without compensation, excluding family members. Service started in freshman year and beyond counts; pre-freshman service does not. Examples include volunteering in the community, mentoring, assisting visitors, teachers, or students, and participating in school service projects. Babysitting or service required for other organizations no longer counts.
- **Character:**
  A person of character demonstrates respect, responsibility, trustworthiness, fairness, caring, and citizenship. Candidates must show mature, ethical behavior, compliance with school rules, honesty, and the ability to accept criticism and recommendations gracefully.

Legal Guidelines:
The NHS Faculty Council is not obligated to share reasons for non-selection with students or parents, and there is no formal appeal or hearing process. Council members' evaluations are confidential.

Obligations of Membership:
Once inducted, members must maintain their GPA, stay active in service and leadership roles, and serve as positive role models. Members are expected to attend meetings and participate in NHS-sponsored school and community service projects.

SEAL OF BILITERACY

The Seal of Biliteracy is a credential awarded to students who demonstrate proficiency in English and at least one other language, regardless of whether they learned the second language at home, school, or in the community. Issued by the state of Massachusetts, the Seal of Biliteracy aims to encourage language mastery, certify biliteracy skills, recognize language diversity, assist employers in identifying multilingual candidates, help universities acknowledge advanced language skills, prepare students for the global workforce, and promote intercultural communication.

To earn the Seal of Biliteracy, students must:

- Demonstrate English proficiency by either:
    - Scoring at least 472 on the Grade 10 ELA MCAS (Meeting Expectations), or
    - Scoring between 455 and 471 on the Grade 10 ELA MCAS (Partially Meeting Expectations) and completing an Educational Proficiency Plan.
- Demonstrate proficiency in a foreign language by achieving a score equivalent to Intermediate-High or higher on a state-approved language assessment.

For the **Seal of Biliteracy with Distinction**, students must:

- Achieve a high level of English proficiency with a minimum score of 501 on the Grade 10 ELA MCAS (Exceeding Expectations), and
- Attain a score equivalent to Advanced-Low or higher on a state-approved foreign language assessment.

This recognition honors students' language skills and cultural competence, providing benefits for college admissions and future career opportunities.

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) ● 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 are committed to preparing all students to be college and career ready upon graduation. One important way students can demonstrate this readiness is by succeeding in college-level coursework. Therefore, all students who are willing to dedicate the effort required for success are encouraged to take at least one Advanced Placement (AP) course during their time at Dartmouth High School. Students are also advised to plan their schedules thoughtfully to avoid concentrating too many AP courses in just one or two years. The chart below is provided as a guide to help students develop a balanced four-year AP course plan.

Grade 9	Grade 10	Grade 11	Grade 12
AP Computer Science Principles	AP Computer Science A	AP English Language & Composition	AP English Language & Composition
	AP Computer Science Principles	AP Literature & Composition	AP Literature & Composition
	AP Seminar	English Honors with AP Research	English Honors with AP Research + AP Research Math
	AP Human Geography	AP Pre-Calculus	AP Calculus AB or BC
	AP Music Theory	AP Music Theory	AP Statistics
	AP Seminar	AP Statistics	AP Biology
	AP U.S. Government & Politics	AP Biology	AP Chemistry
	AP U.S. History	AP Chemistry	AP Environmental Science
	AP World History Modern	AP Environmental Science	AP Physics I
	AP Statistics	AP Physics I	AP U.S. Government & Politics
	AP Cybersecurity	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
		AP Cybersecurity	AP Cybersecurity
			AP Music Theory

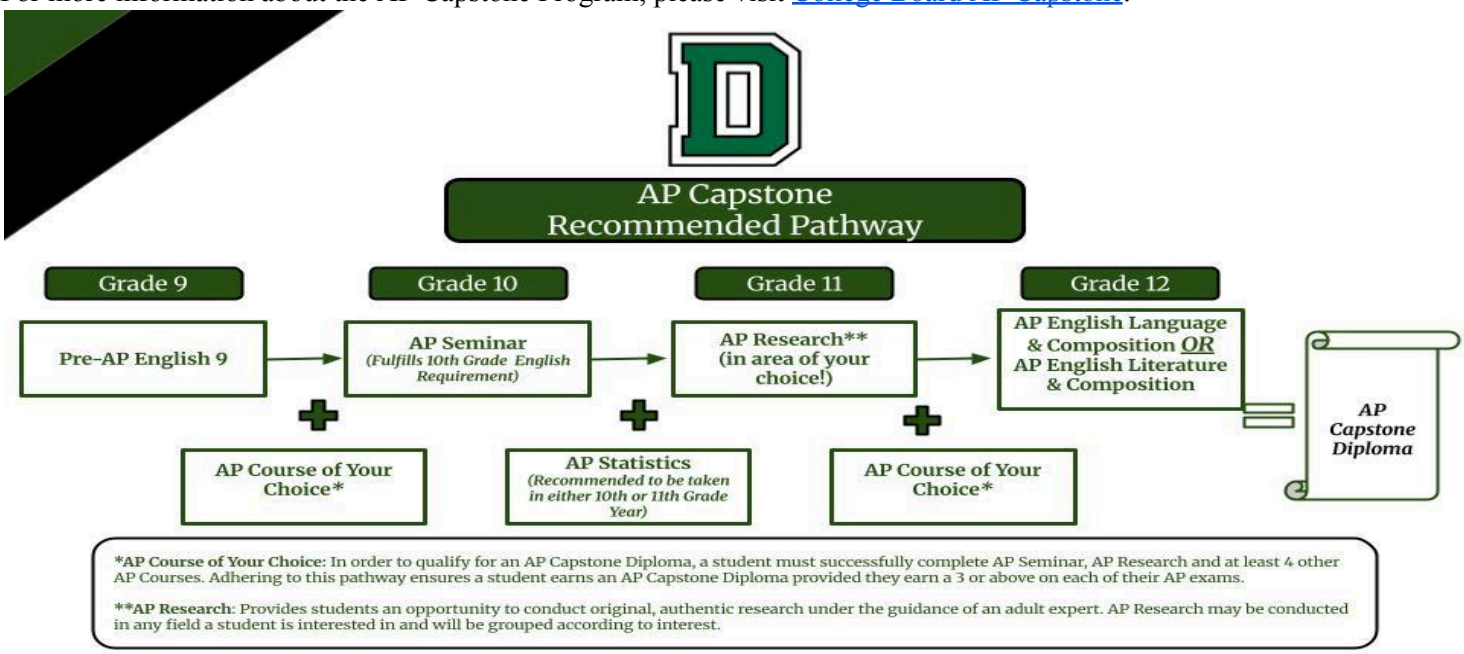
(Note: AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research.)

AP Capstone Pathway

The AP Capstone program, offered through the College Board, is a diploma program that requires students to complete two courses: AP Seminar and AP Research. To earn the AP Capstone Diploma, students must successfully complete both courses and earn a score of 3 or higher on four additional AP exams during their high school career. Students who earn scores of 3 or higher in AP Seminar and AP Research but do not complete four additional AP exams receive an AP Seminar and Research Certificate.

Participating in the AP Capstone program offers many benefits, including the development of essential skills such as research, analysis, evidence-based argumentative writing, collaboration, and presentation. Successfully completing the AP Capstone pathway demonstrates to colleges that a student is well-prepared for college and career challenges, strengthening their transcript and enhancing their college admissions prospects.

For more information about the AP Capstone Program, please visit College Board AP Capstone.



AP Capstone is an innovative diploma program from the College Board that equips students with vital skills in independent research, collaborative teamwork, and effective communication—qualities increasingly valued by colleges. The program is built on two foundational AP® courses: AP Seminar and AP Research, designed to complement and enhance the subject-specific study students experience in other AP courses.
In AP Seminar, students explore real-world issues from multiple perspectives, gathering and analyzing information from diverse sources to develop credible, evidence-based arguments. Successful completion of AP Seminar, including all its assessment components, is a prerequisite for AP Research, as it prepares students with the necessary skills to excel in that course.

AP Research then builds on this foundation, where students conduct independent, in-depth research and inquiry to produce and defend a scholarly project.

The AP Capstone program aims to empower students by engaging them in rigorous college-level curricula that focus on skills essential for college success; enhancing their ability to synthesize information from multiple viewpoints and apply knowledge across disciplines; enabling precise collection and analysis of information; developing their capacity to craft, communicate, and defend evidence-based arguments; and providing opportunities to practice disciplined research on topics that spark their personal interest 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*

Year	Graduation Requirement - Core Course Options	Elective Options*
Freshman	Pre-AP English 9	Journalism 1; Contemporary American Poetry; Shakespeare and the Art of Being Human; Sports Reading and Writing
Sophomore	English 10 (CCR or Honors) *or* AP Seminar	Journalism 1, 2 ; Contemporary American Poetry; Shakespeare and the Art of Being Human; Sports Reading and Writing; The Literature of Taylor Swift; Young Adult Fantasy Literature
Junior	English 11 (CCR or Honors) *or* AP Language & Composition *or* AP Literature & Composition *or* English Honors with AP Research	Journalism 1, 2; Contemporary American Poetry; Shakespeare and the Art of Being Human; Feminist Literature; Film Critique; Creative Writing; The Literature of Taylor Swift; Young Adult Fantasy Literature
Senior	English 12 (CCR or Honors) *or* AP Language & Composition *or* AP Literature & Composition *or* English Honors with AP Research	Journalism 1, 2; Contemporary American Poetry; Shakespeare and the Art of Being Human; Feminist Literature; Film Critique; Creative Writing; The Literature of Taylor Swift; Young Adult Fantasy Literature

1193 PRE-AP ENGLISH 9 (Honors Weight) **1 credit**
Grade 9 GRADUATION REQUIRED COURSE

Taught through the lens of Pre-AP English 2, English 9 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. English 9 will teach students to 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.

1107 ENGLISH 10 CCR **1 credit**
1108 ENGLISH 10 HONORS
Grade 10 GRADUATION REQUIRED COURSE (English 10 any level or AP Seminar)

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

Grade 11 GRADUATION REQUIRED COURSE (English 11 any level or AP English for 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

Grade 12 GRADUATION REQUIRED COURSE (English 12 any level, AP English or AP Research courses for 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 Senior Capstone Project that will require them to focus deeply all year on a topic they are passionate about.The project will include reflection, research, informational writing, and presentation. The Senior Capstone Projects will be presented in May.

1198 AP ENGLISH LANGUAGE & COMPOSITION **1 credit**

Grade 11-12 Fulfills core English requirement for 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**

Grade 11-12 Fulfills core English requirement for Grade 11, 12

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

1197 AP SEMINAR **1 credit**

Grade 10 Fulfills core English requirement for Grade 10

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 and will cover the required literary texts and analysis typically included in English 10.***

1195 ENGLISH HONORS W/AP RESEARCH **1 credit**
Grade 11-12 Fulfills core English requirement for Grade 11 or 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 & will cover the required literary texts & analysis included in English 12 Honors. Therefore, students enrolled in this course should not also 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 9-12
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.

1132 CONTEMPORARY AMERICAN POETRY CCR **½ credit**
Grade 9-12
Students taking this course will learn about the rewards of reading and discussing contemporary American poetry while gaining the skills necessary to arrive at an understanding of verse in general. Students will be required to read and participate in discussions while demonstrating their understanding through discussion and writing.

1133 FEMINIST LITERATURE CCR **½ credit**
Grade 11-12
Students will explore a rich variety of historical and contemporary literature written by women, about women, and devoted to the cause of women. Students in the course will be expected to read in class and at home, to participate in class discussions, and to express their thoughts through writing.

1134 SPORTS READING AND WRITING CCR **½ credit**
Grade 9-10
Students will read, analyze, and discuss the best of historical and contemporary sportswriting while also gaining the skills to write their own. One need not be an athlete or sports fan to participate in this course, just a fan of language and ideas.

1135 SHAKESPEARE AND THE ART OF BEING HUMAN CCR **½ credit**
Grade 9-12
Students will explore the richness and diversity of William Shakespeare through a teacher-guided reading, discussion, and viewing of a selection of Shakespeare's plays and sonnets. Students will gain the necessary knowledge and tools to analyze and understand these important works. This course will explore the defining characteristics of humanity while enjoying the insights into language and culture provided by Shakespeare.

1138 THE LITERATURE OF TAYLOR SWIFT CCR **½ credit**
Grade 10-12
Taylor Swift has become one of the most influential storytellers of the 21st century. Beyond her global success as a musician, Swift's songwriting demonstrates mastery of literary devices, intertextuality, symbolism, and cultural commentary. This course invites students to study her lyrics as literature, analyzing them alongside poetry, drama, memoir, and traditional works of fiction. Students will explore themes of identity, love, gender, fame, politics, and self-expression through the lens of Swift's discography and her impact on contemporary culture.

The class will blend close reading, writing, and creative projects to help students critically analyze texts while also producing their own responses. Students will practice skills in literary analysis, rhetorical critique, and comparative studies with canonical and contemporary works.

1137 YOUNG ADULT FANTASY LITERATURE CCR **½ credit**
Grade 10-12
Step into enchanted forests, crumbling empires, and magical realms where the line between good and evil is never simple. In this elective, students will explore the rich worlds of Young Adult fantasy literature, from epic quests and daring heists to reimagined myths and tales of forbidden love.

Together, we will ask: *What can fantasy teach us about the real world?* Students will analyze how authors use magic, monsters, and myth to tackle themes of power, identity, justice, and belonging. Along the way, they will meet unforgettable heroes, antiheroes, and lovers caught between fate and choice.

Course activities include:
- Literary analysis of modern and classic YA fantasy novels.
- Worldbuilding and creative writing exercises.
- Student-choice independent reading.
- Group projects like designing heists or rewriting myths.
- A final project where students create or critically examine a fantasy world.

By the end of the semester, students will gain a deeper understanding of both the fantasy genre and themselves—because the greatest adventure lies not only in magical worlds, but in the truths they reveal about our own.

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.

MATH PATHWAYS

For the student interested in a future career in a STEM field (SCIENCE, TECHNOLOGY, ENGINEERING, OR MATH) we have two pathways:		
YEAR	**PATHWAY #1**	**PATHWAY #2**
9th Grade	ALGEBRA 1 and GEOMETRY	ALGEBRA 1
10th Grade	ALGEBRA 2 *	GEOMETRY and ALGEBRA 2
11th Grade	PRE-CALCULUS *	PRE-CALCULUS *
12th Grade	AP CALCULUS **	AP CALCULUS **
* AP STATISTICS could also be taken ** AP STATISTICS or STATISTICS CCR could also be taken		

For the student interested in a future career in a non-STEM field we have two pathways:		
YEAR	**PATHWAY #3**	**PATHWAY #4**
9th Grade	ALGEBRA 1	ALGEBRA 1
10th Grade	GEOMETRY	GEOMETRY
11th Grade	ALGEBRA 2 *	ALGEBRA 2
12th Grade	PRE-CALCULUS **	STATISTICS
* AP STATISTICS could also be taken ** AP STATISTICS or STATISTICS CCR could also be taken		

1214 ALGEBRA 1 CCR **1 credit**
1216 ALGEBRA 1 HONORS
Grade 9 GRADUATION REQUIRED COURSE (Algebra 1 any level)
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
Grade 9-10 GRADUATION REQUIRED COURSE (Geometry any level)
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
Grade 10-12 GRADUATION REQUIRED COURSE (Algebra 2 any level)
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
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
Prerequisite: Algebra 1, Geometry, Algebra 2
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 10-12

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.

Science & Engineering

The Dartmouth High School Science and Engineering Department offers a diverse range of courses in the life sciences, physical sciences, engineering, architecture, and robotics. These courses aim to foster scientific literacy, equipping students with the knowledge and skills necessary to understand and address global challenges such as climate change and alternative energy solutions. Through a combination of cooperative and independent experimentation, students engage in real-world problem solving, apply analytical thinking, and develop inquiry-based skills—all within a safe and supportive learning environment that encourages curiosity and exploration.

All Science and Engineering courses at DHS are aligned, as closely as possible, with the Massachusetts Curriculum Frameworks. Freshmen are required to enroll in Biology, while sophomores, juniors, and seniors are given greater flexibility to choose from a variety of science courses that support their individual interests and post-secondary goals. To graduate, students must meet both the state's competency determination guidelines and local graduation requirements. Starting with the Class of 2025, students who have not previously met the state competency determination can do so by earning a final grade of 65 or higher in Biology, Chemistry, Physics, or a combination of Engineering 1 and Engineering 2.

The department also embeds the 8 Science and Engineering Practices outlined by the Massachusetts Frameworks into all courses. These practices are:

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

These core practices ensure that students not only gain scientific knowledge but also develop essential skills that prepare them for success in college, careers, and informed citizenship.

For the student interested in a future career related to **HEALTH SCIENCES, BIOCHEMISTRY and PHARMACOLOGY**:		
9th Grade	Biology	
10th Grade	Chemistry	Biotechnology *or* Anatomy & Physiology
11th Grade	Physics	AP Chemistry/Organic Chemistry
12th Grade	AP Biology	Biotechnology *or* Anatomy & Physiology

SCIENCE PATHWAYS

For the student interested in a future career related to **ENVIRONMENTAL STUDIES**:		
9th Grade	Biology	
10th Grade	Chemistry	Horticulture *or* Aquaculture *or* Environmental Science & Sustainability *or* Marine Science
11th Grade	Physics	Horticulture *or* Aquaculture *or* Environmental Science & Sustainability *or* Marine Science

12th Grade	AP Environmental Science	Horticulture OR Aquaculture OR Environmental Science & Sustainability OR Marine Science

For the student interested in a future career related to **ENGINEERING, ARCHITECTURE & ROBOTICS**			
ENGINEERING	DRAFTING	ARCHITECTURAL DRAFTING	ROBOTICS
Engineering I	Engineering I	Architectural CAD I	Robotics I
Engineering II	CAD I	Architectural CAD II	Robotics II
Engineering III	CAD II		Robotics III

Science CORE Courses*

The Dartmouth High School CORE curricula are tailored to both the science and non-science majors. Multiple pathways prepare students for both college and career readiness. Dartmouth High School requires 3 science credits in order to earn a diploma, but many students will exceed that requirement. ***Students who are planning to attend a 4 year college /university are strongly encouraged to enroll in the core curricula of biology, chemistry and physics in addition to other science electives NOT in place of.***
*****Students who receive special education services will receive direct support (example: co-teaching) from the science CORE curricula only, per the IEP.***

1303 Pre-AP Biology (Honors weight) 1 credit
Grade 9 Fulfills Lab Science Graduation Requirement
In Pre-AP Biology, students engage in real-world data analysis and problem solving that sparks critical thinking about our living world. As students engage in grade-level content, they utilize the kind of scientific reasoning skills needed to analyze the natural world—and to succeed in future science and social science courses in high school and college. Content includes 4 major units surrounding the biological themes of Ecology, Evolution, Genetics and Cell Biology. The pre-AP curriculum places a high emphasis on analytical reading and writing, strategic use of math, and attention to modeling.

1308 Chemistry CCR 1 credit
1309 Chemistry Honors
Grade 10-12 Fulfills Lab Science Graduation Requirement (strongly recommended)
This course is a foundational study of matter and its interactions as dictated by the Massachusetts Curriculum Frameworks. Students will be studying atomic structure, the periodic table, chemical bonds, intermolecular bonds, chemical reactions, moles and stoichiometry, the behaviors of gasses, and properties of solutions as part of the college and career ready chemistry class. Students will perform experiments and use basic algebra to solve problems. Students in Chemistry Honors will gain an understanding of all the material taught in college and career ready chemistry as well as concepts of acid/base chemistry, redox chemistry, rates of reactions, and heats of reactions. Students will work in the laboratory, collecting and analyzing data and writing lab reports. Students in the Honors course draw more extensively on their algebra and problem solving skills.

1312 Physics CCR 1 credit
1313 Physics Honors
Grades 11-12 Fulfills Lab Science Graduation Requirement (strongly recommended)
This course is a foundational study of motion, forces and energy as dictated by the Massachusetts Curriculum Frameworks. A strong foundation in algebra will facilitate success as physics is the union of math and science. In addition to studying motion, force and energy, students will also explore the topics of heat, electricity, magnetism, sound and light. Students will learn through laboratory experience, problem solving and class activities.

1310 Marine Science CCR **1 credit**
1318 Marine Science Honors
Grades 10-12 Fulfills Lab Science Graduation Requirement (optional)
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. Honors students will experience extensive laboratory investigations and are expected to be independent learners and problem solvers.

1314 Anatomy & Physiology CCR **1 credit**
1315 Anatomy & Physiology Honors
Grades 10-12 Fulfills Lab Science Graduation Requirement (optional)
This course focuses on a deeper understanding of the structure and function of the human body. Students who are interested in careers related to criminal justice, physical / occupational therapy, radiography and *any* medical field are encouraged to enroll in Anatomy & Physiology. From cells to organ systems, students are expected to relate tissue organization to system functioning as it relates to homeostasis. This course has a heavy emphasis on memorization. Honors Anatomy students are expected to complete lab practicals as this practice mimics many nursing programs.

1361 Biotechnology Honors **1 credit**
Grades 10-12 Fulfills Lab Science Graduation Requirement (optional)
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 populations, medicine and advances in biomedical science, crime scene applications and the industrial production and use of biomolecules.

General Science Electives**

These courses are designed to supplement the CORE curricula, not replace it. As many AP Science classes are double -blocked during semester one, many of the elective science classes pair well with the AP curricula and may accommodate the single-block semester two schedule change. These courses are open to ALL students, not strictly AP students.

1304 Organic Chemistry CCR **½ credit**
Grades 11-12
The organic 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**
Grades 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.

1316 Criminal Investigation and Forensics CCR **½ credit**
Grades 10-12
Students in this course will use a structured and scientific approach to the investigation of crimes. This course focuses mainly on the physical evidence recovered from many crime scenes: hair, fur, fibers, glass, sand, fingerprints, DNA and blood. Students will also examine human skeletons to differentiate male from female. It also introduces students to the techniques of preservation and the analysis of evidence. This class has a heavy lab component.

1317 Environmental Science & Sustainability CCR **½ credit**
Grades 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.

1319 Aquaculture Science & Sustainability CCR **½ credit**
Grades 10-12
This course is designed to introduce students to the science of aquaculture and other methods of sustainable resource management in the aquatic 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 will include basic organism identification, determination of chemical and physical requirements for rearing each species of organism, and aquaculture system identification.

1320 Physics Of Modern Technology CCR (This course is offered in semester 1 only) **½ credit**
Grade 9-10
This semester-long, project-based course provides 9th and 10th-grade students with an engaging, hands-on study of the core physics principles that power the devices and systems shaping modern life. Moving beyond traditional textbook problems, this class uses everyday technologies—like cell phones, electric cars, solar cells, refrigerators, and air conditioners—as case studies to explore fundamental concepts in energy, electricity, magnetism, waves, and thermodynamics.

Students will work collaboratively on design challenges, build working models, and conduct experiments to analyze how these technologies function. The goal is to build an intuitive, practical understanding of physics and foster critical thinking about the technologies they interact with daily.

Advanced Placement

Advanced Placement science classes are intended for the student who plans on pursuing a science major in college, such as (but not limited to) nursing, biochemistry, pre-medicine and environmental sustainability. These classes expose students to the rigor of college level work. All AP curricula are set by the College Board, and students are expected to take a cumulative AP exam in May. Students who earn a qualifying score on the AP exam may receive credit at their respective institution. A qualifying exam score is not required to earn DHS credit. ***Unless an extenuating circumstance exists, students who enroll in AP science classes should have successfully completed both Biology and Chemistry, prior to AP enrollment.*** *Advanced Placement science classes are designed to develop a deep understanding and application of content, which extends beyond memorization of facts and vocabulary. While students do receive support as they strive to achieve mastery, a high degree of independent responsibility is expected. AP science classes run a full year and are intentionally scheduled with a double-block lab period for one of the two semesters (worth 1.5 credits). This may impact a student's ability to enroll in other classes. AP science classes also fulfill the science CORE requirement for graduation.*

1396 AP ENVIRONMENTAL SCIENCE **1 ½ credits**
Grade 11-12 Fulfills Lab Science Graduation Requirement
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.

1398 AP CHEMISTRY **1 ½ credits**
Grade 11-12 Fulfills Lab Science Graduation Requirement
Students in this advanced intensive college-level course will examine the structure of matter, periodicity, acids and bases, solutions, organic 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.

1399 AP BIOLOGY **1 ½ credits**
Grade 11-12 Fulfills Lab Science Graduation Requirement
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.

1395 AP PHYSICS I **1 ½ credits**
Grade 11-12 Fulfills Lab Science Graduation Requirement
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.

Engineering, Architectural Design and Robotics Electives**

1345 ROBOTICS 1 CCR **½ credit**
1346 ROBOTICS 1 HONORS
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 HONORS (This course is offered in semester 1 only) **½ credit**
Grade 10-12
Prerequisite: Robotics 1
Students in this second level course will build robots using the more advanced Tetrix platform. The Tetrix 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 HONORS (This course is offered in semester 1 only) **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 HONORS **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 CADComputer 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 HONORS **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**
2002 ENGINEERING 1 HONORS
Grade 9-12 Fulfills Lab Science Graduation Requirement (optional) Students must take Engineering 1 & 2
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**
2006 ENGINEERING 2 HONORS
Grade 10-12 Fulfills Lab Science Graduation Requirement (optional) Students must take Engineering 1 & 2
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 HONORS **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.

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.

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	Youth and the Law, U.S. Government and Politics Honors, Human Geography CCR, 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	Youth and the Law, U.S. Government and Politics Honors, Human Geography CCR, Psychology CCR, 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
Grade 9 GRADUATION REQUIRED COURSE (US History 1 any level)

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
Grade 10 GRADUATION REQUIRED COURSE (US History 2 any level or AP US History)
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
Grade 11-12 GRADUATION REQUIRED COURSE (World History or Human Geography any level)
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**
Grade 11-12 Please note: This course fulfills the World History requirement for graduation.
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**
Grade 10-12 Please note: This course fulfills the U.S. History 2 requirement for graduation.
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**
Grade 10-12 Please note: This course fulfills the World History requirement for graduation.
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**
Grade 10-12 Please note: This course fulfills the World History requirement for graduation.
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

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 17 for a full description of the requirements.

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. All four skills (listening, speaking, reading and writing) are presented in context. Students will learn about the culture and customs of Portuguese-speaking countries.

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 world 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 world 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. The emphasis is on the use of the language for active communication and to help the student express themselves in the target language accurately both in speaking and in writing with reasonable fluency. 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.

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 world 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 world 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**

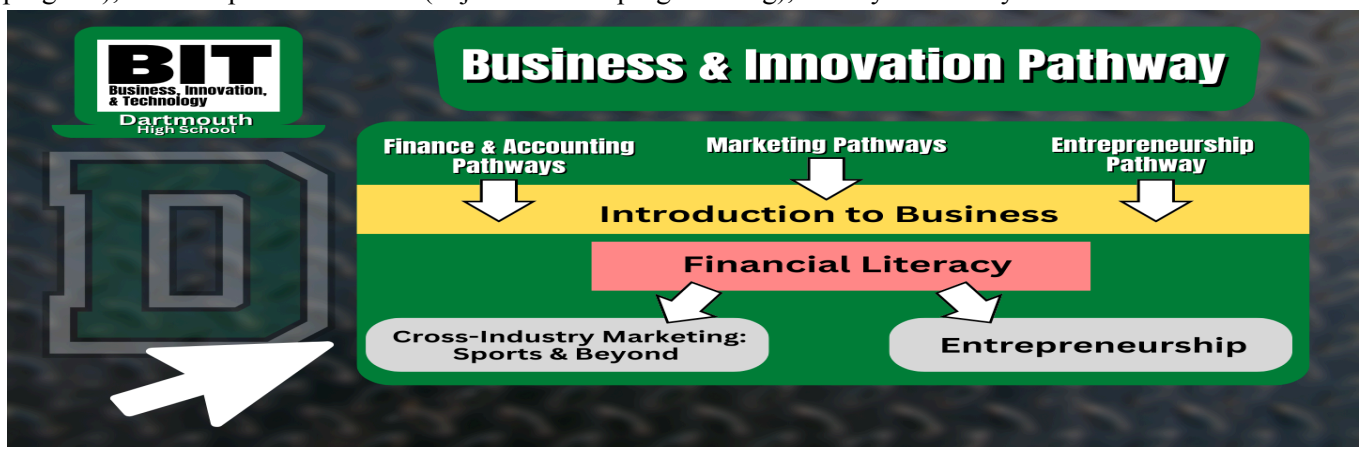
Grade 11-12

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.

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, Marketing, 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.



BUSINESS COURSES

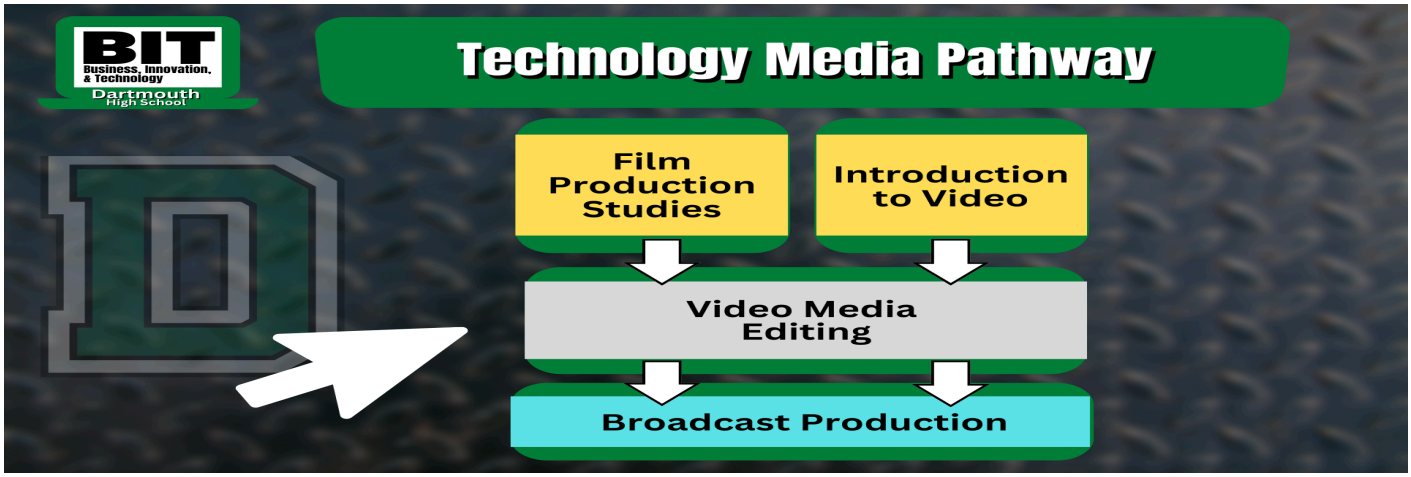
1525 ENTREPRENEURSHIP CCR **½ credit**
Grade 11-12
Students will learn how to achieve financial independence through a small business start-up. The curriculum is interactive and includes a wide variety of hands-on activities and field study. Students will select a product or service to sell, determine 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**
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.

1576 CROSS-INDUSTRY MARKETING: SPORTS AND BEYOND CCR **½ credit**
Grade 10-12
Are you prepared to navigate the dynamic landscape of marketing and management in a global economy? Our marketing course focuses on vital skills such as marketing concepts, promotion, and customer service management, particularly in

the sports and entertainment sectors. Participants will develop a comprehensive promotional campaign for a real-world product, gaining hands-on experience in a competitive industry.



TV/MEDIA PRODUCTION COURSES

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.

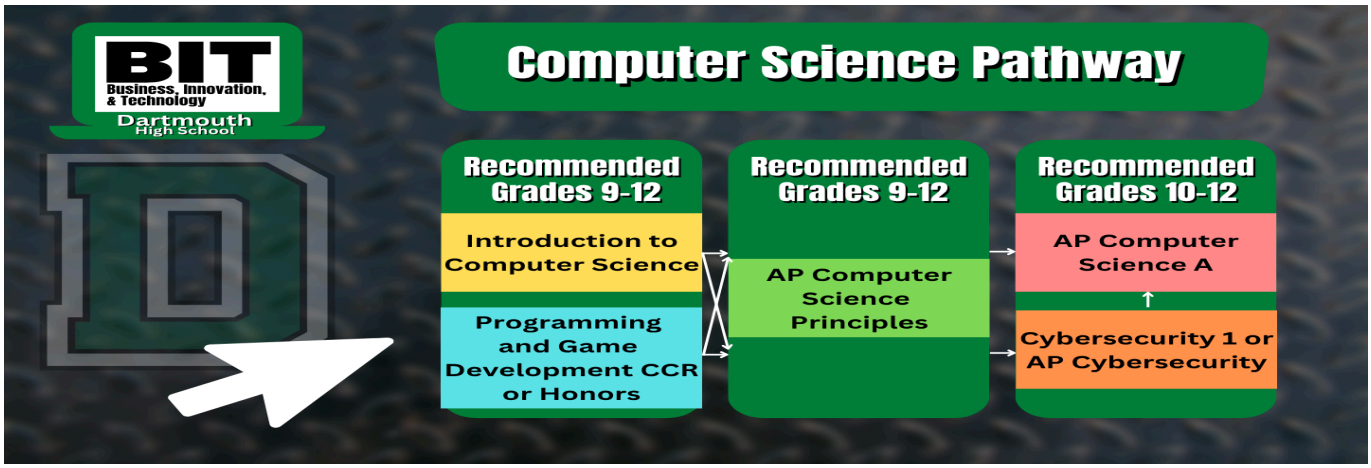
1882 BROADCAST PRODUCTION CCR **1 credit**
Grade 10-12

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 your own programs as a professional production team. Work either behind the scenes or as talent by hosting your own TV show! Learn the basics of studio production while at the same time helping to promote our school with original positive productions!

1880 BROADCAST PRODUCTION HONORS **1 credit**
Grade 10-12
Prerequisite: Intro to Video Production, Film Production Studies, Video Media Editing (must take one)
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. In this class you will become the directors and producers of the future with your very own production team. 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 advanced 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.



COMPUTER SCIENCE COURSES

1274 INTRODUCTION TO COMPUTER SCIENCE CCR **½ credit**
Grade 9-12
Problem solve, create web pages and develop applications while using Artificial Intelligence in real world scenarios.

1275 PROGRAMMING AND GAME DEVELOPMENT CCR **½ credit**
Grade 9-12
Design, create, test, and execute your own programs and video games with Java. This course does not require any prerequisite computer knowledge.

1276 PROGRAMMING AND GAME DEVELOPMENT HONORS **½ credit**
Grade 9-12
Design, create, test, and execute your own programs and video games with Java and C#. Students use industry recognized tools like Unity game engines & compilers. This course does not require any prerequisite computer knowledge.

1299 AP COMPUTER SCIENCE A **1 credit**
Grade 10-12
Study Java, a coding language used by professionals. Plan, design, and code to solve real-world challenges.
AP Computer Science Principles recommended. Aligns with the College Board

1295 AP COMPUTER SCIENCE PRINCIPLES **1 credit**
Grade 9-12
In this AP class you will learn how computers turn 1's and 0's into apps, games, videos, and songs. Build your own apps and learn to think like a Computer Scientist. No prior experience required! Aligns with the College Board.

1293 CYBERSECURITY CCR **1 credit**
Grade 10-12
Learn to stop Cyber Attacks, think like an ethical security hacker. Explore the foundations of Cybersecurity, Human Factor, Data Safety & Best Practices, Cryptography and Linux, Devices & Networks, Law & Ethics, Reconnaissance, Network & System Threats, Securing Online Components, and Encryption Security Tools.

1294 AP CYBERSECURITY **1 credit**
Grade 10-12
Learn how to assess risk to organizational assets, mitigate risk by configuring and implementing security controls, and detect attacks. The AP Cybersecurity Credential is aligned with the internships and apprenticeships visible through the NICE Cybersecurity Apprenticeship Program Finder.

Unified Arts

The Dartmouth High School Unified Arts Department offers coursework in both visual arts and early childhood education. These courses provide students with opportunities to develop essential 21st Century Skills—collaboration, communication, critical thinking, and creativity—through personalized, project-based learning experiences. Each area within the department features articulated pathways that outline a recommended progression of courses. Students are encouraged to follow these pathways based on their individual college and career goals or personal interests but may choose to take as many or as few of the identified courses as they wish.

<table>
<tr><th colspan="7">Unified Arts Pathways</th></tr>
<tr><th>Portfolio Prep</th><th>Digital Media</th><th>Analog (Darkroom) Photography</th><th>Jewelry Design</th><th>Ceramics</th><th>Fashion Design</th><th>Early Childhood Education</th></tr>
<tr><td rowspan="2">Intro to Studio Art</td><td rowspan="2">Digital Photography</td><td>Intro to Studio Art</td><td>Intro to Studio Art</td><td rowspan="2">Ceramics 1</td><td rowspan="2">Fashion 1</td><td rowspan="2">Building Blocks of Child Development</td></tr>
<tr><td>Digital Photo</td><td>Art Two Color and Design (optional)</td></tr>
<tr><td>Art 2 option</td><td rowspan="2">Graphic Design (optional)</td><td rowspan="2">Darkroom Photo 1 and/or 2</td><td>Jewelry & Metalsmithing 1</td><td rowspan="2">Ceramics 2</td><td>Fashion 2</td><td rowspan="4">Early Childhood Teacher Practicum (This pathway may result in Preschool Teacher Licensing from MA Dept of Early Education & Care and 3 articulated credits in Bristol Community College's Early Childhood Program.)</td></tr>
<tr><td>Advanced Studio Art Investigation Honors</td><td>Jewelry & Metalsmithing 2</td><td>Graphic Design (optional)</td></tr>
<tr><td rowspan="2">AP Studio Art: 2D Design—Non Photo OR AP Studio Art: Drawing</td><td rowspan="2">AP Studio Art: 2D Design—Photo</td><td>Graphic Design (optional)</td><td rowspan="2">AP Studio Art: 2D Design</td><td rowspan="2"></td><td rowspan="2">AP Studio Art: 2D Design</td></tr>
<tr><td>AP Studio Art: 2D Design OR AP Studio Art 2D Design Photo</td></tr>
</table>

Visual Arts

In Visual Arts courses at Dartmouth High School, students explore how the arts function as a universal language for communicating ideas, using the elements and principles of design to build visual literacy. These courses help students develop the ability to solve problems creatively and express concepts, emotions, and ideas through their chosen artistic mediums. Through both research and collaboration, students also learn to understand and explain how historical artifacts document the human experience.

The Dartmouth High School Art Department faculty works collaboratively to:

- Encourage both creative and methodical exploration of formal and conceptual questions using 21st Century Skills
- Frame the artistic process as an ongoing cycle of reflection, revision, and problem-solving
- Teach and refine technical skills to help students effectively use design principles to communicate their ideas
- Foster independence in student thinking and problem solving, preparing them to contribute inventively to their communities
- Explore the history of art to collect evidence and insights into the human experience
- Use art as a means to build self-esteem and confidence in all students

Upon completion of *Intro to Studio Art*, each student will have a portfolio that demonstrates their understanding of foundational artistic skills and concepts. In each successive visual arts course, students continue to refine their portfolios, explore new media, and deepen their technical and conceptual abilities as artists.

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 dying, 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**

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

Recommended course for anyone going into the Architecture Major

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, oil pastel, charcoal, acrylic and watercolor paint. Art history is an integral part of this course as is a visit to a museum (or a virtual museum tour) to observe and analyze artwork.

1712 ART TWO: COLOR AND DESIGN CCR **½ credit**

Grade 9-12

Prerequisite: Intro to Studio Art

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 (or a virtual museum tour) to observe and analyze an artwork.

1716 ADVANCED STUDIO ART INVESTIGATION HONORS **½ credit**
Formerly titled Portfolio
Grade 10-12
Prerequisite: Successful completion of Intro to Studio Art 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 (or a virtual museum tour) 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, cold connections, forming, soldering, and finishing. 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 10-12
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 building basic digital drawing skills (drawing from observation, color theory, brush techniques, layers, etc.) and 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 some/one of the following programs;Adobe Illustrator, Photoshop, and Procreate.

1796 AP STUDIO ART: 2D DESIGN - PHOTO **1 credit**
Grade 11-12
Prerequisite: Digital Photography, Darkroom Photography is a preferred prerequisite but not required
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 with a focus on student "voice" and design skills. 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 focuses on courses that emphasize problem-solving and the development of skills essential to the teaching profession. Through the Building Blocks of Child Development and Early Childhood Student Teacher Practicum course sequence, students gain hands-on experience and foundational knowledge related to working with young children. This pathway offers three key opportunities for students:

- **Eligibility for Preschool Teacher Certification** through the Massachusetts Department of Early Education and Care, qualifying them to work as an early childhood teacher.
- **Preparation for post-secondary studies** in early childhood education, elementary education, nursing, counseling, or other fields involving the care and development of young children.
- **The potential to earn up to 3 college credits** through Bristol Community College's Early Childhood Education program, giving students a valuable head start in their college and career pursuits.

This pathway supports students interested in careers in education or child development and provides meaningful, real-world learning experiences within the high school setting.

1701 BUILDING BLOCKS OF CHILD DEVELOPMENT CCR **1/2 credit**

Grade 9-12 (Course runs in the first semester only)

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 **2 credits**

Grade 11-12

Prerequisite: 1701 The Building Blocks of Child Development

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 all 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 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 /Senior	Fitness Activities & Weight Training, Sports and Group Games, Walking for Lifelong Wellness, Unified PE, Sports Officiating *** Pick one from list for junior year and a different course for senior year**

1942 WELLNESS GREEN CCR **½ credit**

Grade 9 graduation requirement

Students will have a sequenced blend of team sports, individual sports, group games, group activities and new games. In addition to these activities there will be a fitness component. This will include weight-training, cardiovascular training, yoga, pilates, and dance. The final portion of the class will be a health focused segment dealing with the following topics: 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 **½ credit**

Grade 10 graduation requirement

Students will have a sequenced blend of new games and activities. . In addition to these activities there will be a fitness component. This will include weight-training and cardiovascular training. The final portion of the class will be a health focused segment dealing with the following topics: 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 **½ credit**

Grade 11-12

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

1946 SPORTS AND GROUP GAMES CCR **½ credit**

Grade 11-12

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 11-12

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.

1958 SPORTS OFFICIATING CCR **½ credit**
Grade 11-12
Sports Officiating is a specialized course for junior and senior students focusing on officiating.

The curriculum integrates theoretical learning with practical application, including classroom lectures, discussions, and field work. Emphasis is placed on enhancing communication, decision-making, and teamwork skills.

Students will officiate games outside of school hours, gaining real-world experience and income.

Successful completion of the course fulfills wellness graduation requirements, promoting physical activity, teamwork, and personal responsibility to foster lifelong skills and a healthy lifestyle.

UNIFIED PHYSICAL EDUCATION

Unified Physical Education and Wellness provides a unique opportunity for students with and without disabilities to come together through ongoing health-enhancing educational and physical activities. The Unified Physical Education Wellness course is structured around the national physical education standards and grade-level outcomes. 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
Prerequisite: Member of Unified Athletics or permission from PE and Adapted PE Staff
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. This course will also focus on mental health, nutrition, and social-emotional learning catering to diverse abilities and fostering a sense of community. 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 junior/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 **1 credit**
1910 SENIOR HONORS PERFORMANCE STRING ORCHESTRA
1911 SENIOR HONORS PERFORMANCE MIXED CHORUS
GRADE 12 ONLY
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
1156 THEATRE ARTS 3 CCR
1157 THEATRE ARTS 4 CCR
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 Fine & Performing Art, 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.
** Co-Curricular Marching Band can be counted as a Physical Education (PE) credit during a student's junior and senior years. To qualify, students must be enrolled simultaneously in Co-Curricular Marching Band **and** one of the following: Concert Band, String Orchestra, or Mixed Chorus during those years. While students are encouraged to schedule Wellness courses each year throughout their four years at Dartmouth High School, a waiver may be granted only if it is impossible to fit a Wellness course into their schedule due to other graduation requirements.*

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.
** Co-Curricular Marching Band can be counted as a Physical Education (PE) credit during a student's junior and senior*

*years. To qualify, students must be enrolled simultaneously in Co-Curricular Marching Band **and** one of the following: Concert Band, String Orchestra, or Mixed Chorus during those years. While students are encouraged to schedule Wellness courses each year throughout their four years at Dartmouth High School, a waiver may be granted only if it is impossible to fit a Wellness course into their schedule due to other graduation requirements.*

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 DYNAMIX ½ credit

GRADE 9

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

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

1010 INTERNSHIP CCR - runs all year last two periods of the day 2 credits
1010B INTERNSHIP CCR SEMESTER 2 - runs only for semester 2 last two periods of the day 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 - runs all year last period of the day 1 credit
1580B WORK EXPERIENCE CCR SEMESTER 2 - runs only for semester 2 last period of the day 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.

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1013 DUAL ENROLLMENT ½ credit

Dual Enrollment is a program in which high school students can take college courses. Please refer to Page 7-8 for more information.

1981 LEARNING PARTNERSHIPS CCR ½ credit

Mrs. Kocur- Pierpont
Grade 10-12

Learning Partnerships is a peer model-led course designed to assist students with disabilities in achieving academic and social success. Learning Partners will provide personalized support in various subjects, helping students with organization, note-taking, studying strategies, and understanding course materials. The goal is to foster an inclusive learning environment, build confidence, and empower students to thrive within the Dartmouth High School community.

1982 COMPASS LEARNING PARTNERSHIPS CCR ½ credit

Mrs. Johnson
Grade 10-12

Learning Partnerships is a peer model-led course designed to assist students with disabilities in achieving academic and social success. Learning Partners will provide personalized support in various subjects, helping students with organization, note-taking, studying strategies, and understanding course materials. The goal is to foster an inclusive learning environment, build confidence, and empower students to thrive within the Dartmouth High School community.

Lab Aide Opportunities at Dartmouth High School

<u>**Students will not be able to select from the courses below during course selection.</u>

- If a student is interested in one of the courses below, they will wait till school year 2026-2027 starts and speak with the teacher to see if they can take the lab aide course with them. Teachers will then inform the school counselor for that student.
- Lab Aide's can not be during a teachers prep or common planning time; it must take place when the teacher has a class.

2005 ENGINEERING LAB AIDE CCR **½ credit**

Mr. Brodsky or Mr. Jeff Martin - One lab aide per teacher, per semester

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. The course is graded on a pass/fail basis.

1302 LIFE SCIENCE LAB AIDE CCR **½ credit**

Science Teacher - One lab aide per teacher, per semester

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. The course is graded on a pass/fail basis.

1301 CHEMISTRY LAB AIDE CCR **½ credit**

Mr. Smith or Chemistry Teacher - One lab aide per teacher, per semester

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. The course is graded on a pass/fail basis.

1745 ART CLASS LAB AIDE CCR **½ credit**

Unified Arts Teacher - One lab aide per teacher, per semester

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 aid 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. The course is graded on a pass/fail basis.

1746 DARKROOM LAB AIDE CCR **½ credit**

Ms. Bozarth - One lab aide per teacher, per semester

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. The course is graded on a pass/fail basis

Support and Specialized Programming

1899 PROMOTING ACADEMICS & LIFE SKILLS (PALS)

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

English Language Education (ELE)

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

1121 ENGLISH SECOND LANGUAGE BEGINNER CCR **1 credit**

Students are placed in the beginner course when their Levels have been identified as Level 1-2.
This course will provide instruction in academic language skills for non-native speakers of English. Emphasis is placed on development of integrated academic language skills for use in studying a variety of content areas at the beginner level.

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

1122 ENGLISH SECOND LANGUAGE INTERMEDIATE CCR **1 credit**

Students are placed in the intermediate course when they have achieved or have been identified as Level 3–5. This course will provide instruction in academic language skills for non-native speakers of English. Emphasis is placed on building academic language skills used in studying a variety of content areas at the intermediate level.

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

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

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 2.5.
- 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

Dartmouth High School

Grade 9 Course Offerings
Program of Studies
2026-2027

GRADUATION REQUIREMENTS - Class of 2030

The chart below outlines the graduation requirements at Dartmouth High School. In addition to fulfilling all local requirements, students must also meet the competency determination standards set by the Massachusetts Department of Elementary and Secondary Education to graduate.

Department	# of Credits Required Class of 2030
English	4 Credits
Mathematics	4 Credits
Science	3 Credits
Social Studies	3 Credits
World Language*	2 Credits
Wellness	2 Credits
Unified Arts	1 Credit
Computer Science ***Courses to fulfill requirement:*** Any course listed under the Computer Science Courses: Intro to Computer Science, Programming and Game Development, AP Computer Science A, AP Computer Science Principles, Cybersecurity	1 Credit
Business Innovation Technology (BIT) ***Courses to fulfill requirement:*** Any course listed under the Business Courses, TV/Media Production Courses, Biotechnology, Engineering, Architectural Design and Robotics courses. ****Class can only be counted one time for BIT or Science graduation requirement not both requirements***	.5 Credits
Additional Electives	3.5 Credits
Total Credits Required	**24 Credits**

English

1193 PRE-AP ENGLISH 9 (Honors Weight) **1 credit**
Grade 9 GRADUATION REQUIRED COURSE

Taught through the lens of Pre-AP English 2, English 9 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. English 9 will teach students to 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.

Math

1214 ALGEBRA 1 CCR **1 credit**
1216 ALGEBRA 1 HONORS
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.

Science

1303 Pre-AP Biology (Honors weight) **1 credit**
Grade 9 Fulfills Lab Science Graduation Requirement
In Pre-AP Biology, students engage in real-world data analysis and problem solving that sparks critical thinking about our living world. As students engage in grade-level content, they utilize the kind of scientific reasoning skills needed to analyze the natural world—and to succeed in future science and social science courses in high school and college. Content includes 4 major units surrounding the biological themes of Ecology, Evolution, Genetics and Cell Biology. The pre-AP curriculum places a high emphasis on analytical reading and writing, strategic use of math, and attention to modeling.

Social Studies

1435 UNITED STATES HISTORY 1 CCR **1 credit**
1445 UNITED STATES HISTORY 1 HONORS
Grade 9 GRADUATION REQUIRED COURSE (US History 1 any level)
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.

World Language

*** Students who are currently not enrolled in a language in grade 8 or are failing their class in grade 8 should select Portuguese 1 or Spanish 1. All other students should enroll in Portuguese 2 or Spanish 2*

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. All four skills (listening, speaking, reading and writing) are presented in context. Students will learn about the culture and customs of Portuguese-speaking countries.

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 world 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.

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.

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 world 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.

Wellness

1942 WELLNESS GREEN CCR **½ credit**

Grade 9 graduation requirement

Students will have a sequenced blend of team sports, individual sports, group games, group activities and new games. In addition to these activities there will be a fitness component. This will include weight-training, cardiovascular training, yoga, pilates, and dance. The final portion of the class will be a health focused segment dealing with the following topics: 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+.

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.

Electives Available for Grade 9 Students
English Department

1165 JOURNALISM 1 CCR **½ credit**

Grade 9-12

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.

1132 CONTEMPORARY AMERICAN POETRY CCR **½ credit**

Grade 9-12

Students taking this course will learn about the rewards of reading and discussing contemporary American poetry while gaining the skills necessary to arrive at an understanding of verse in general. Students will be required to read and participate in discussions while demonstrating their understanding through discussion and writing.

1134 SPORTS READING AND WRITING CCR **½ credit**

Grade 9-10

Students will read, analyze, and discuss the best of historical and contemporary sportswriting while also gaining the skills to write their own. One need not be an athlete or sports fan to participate in this course, just a fan of language and ideas.

1135 SHAKESPEARE AND THE ART OF BEING HUMAN CCR **½ credit**

Grade 9-12

Students will explore the richness and diversity of William Shakespeare through a teacher-guided reading, discussion, and viewing of a selection of Shakespeare's plays and sonnets. Students will gain the necessary knowledge and tools to analyze and understand these important works. This course will explore the defining characteristics of humanity while enjoying the insights into language and culture provided by Shakespeare.

Math Department

1224 GEOMETRY CCR **1 credit**
1226 GEOMETRY HONORS
Grade 9-10 GRADUATION REQUIRED COURSE (Geometry any level)
Prerequisite: prior or concurrent Algebra 1/Pre-AP Algebra
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.

BIT Department

Business Courses

1575 INTRODUCTION TO BUSINESS CCR **½ credit**
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.

TV/Media Production Courses

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.

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.

Computer Science Courses

1274 INTRODUCTION TO COMPUTER SCIENCE CCR **½ credit**
Grade 9-12
Problem solve, create web pages and develop applications while using Artificial Intelligence in real world scenarios.

1275 PROGRAMMING AND GAME DEVELOPMENT CCR **½ credit**
Grade 9-12
Design, create, test, and execute your own programs and video games with Java. This course does not require any prerequisite computer knowledge.

1276 PROGRAMMING AND GAME DEVELOPMENT HONORS **½ credit**
Grade 9-12
Design, create, test, and execute your own programs and video games with Java and C#. Students use industry recognized tools like Unity game engines & compilers. This course does not require any prerequisite computer knowledge.

1295 AP COMPUTER SCIENCE PRINCIPLES **1 credit**
Grade 9-12
In this AP class you will learn how computers turn 1's and 0's into apps, games, videos, and songs. Build your own apps and learn to think like a Computer Scientist. No prior experience required! Aligns with the College Board.

Science & Engineering Department

General Science Electives

1320 Physics Of Modern Technology CCR (This course is offered in semester 1 only) **½ credit**
Grade 9-10
This semester-long, project-based course provides 9th and 10th-grade students with an engaging, hands-on study of the core physics principles that power the devices and systems shaping modern life. Moving beyond traditional textbook problems, this class uses everyday technologies—like cell phones, electric cars, solar cells, refrigerators, and air conditioners—as case studies to explore fundamental concepts in energy, electricity, magnetism, waves, and thermodynamics.

Students will work collaboratively on design challenges, build working models, and conduct experiments to analyze how these technologies function. The goal is to build an intuitive, practical understanding of physics and foster critical thinking about the technologies they interact with daily.

Engineering, Architectural Design and Robotics Electives

1345 ROBOTICS 1 CCR **½ credit**
1346 ROBOTICS 1 HONORS
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.

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.

1737 ARCHITECTURAL CAD 1 CCR **½ credit**
Grade 9-12
Students will problem-solve like architects in this introductory course in Architectural Drafting. Using CADComputer 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.

2000 ENGINEERING 1 CCR **½ credit**
2002 ENGINEERING 1 HONORS
Grade 9-12 Fulfills Lab Science Graduation Requirement (optional) Students must take Engineering 1 & 2
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.

Unified Arts Department

Visual Arts

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 dying, 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**
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
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, oil pastel, charcoal, acrylic and watercolor

paint. Art history is an integral part of this course as is a visit to a museum (or a virtual museum tour) to observe and analyze artwork.

1712 ART TWO: COLOR AND DESIGN CCR **½ credit**
Grade 9-12 Prerequisite: Intro to Studio Art
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 (or a virtual museum tour) to observe and analyze an 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, cold connections, forming, soldering, and finishing. 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.

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.

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 some/one of the following programs;Adobe Illustrator, Photoshop, and Procreate.

Early Childhood Education Electives

1701 BUILDING BLOCKS OF CHILD DEVELOPMENT CCR **1/2 credit**
Grade 9-12 (Course runs in the first semester only)

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.

Music Department

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.

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.

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.

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.

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.

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**

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.