

2017 - 2018

Program of Studies



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DARTMOUTH HIGH SCHOOL

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*

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

FOREWORD

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

GUIDANCE

There will be ample opportunities to discuss choices with teachers and guidance counselors. The choice of a student's courses and activities for the upcoming school year should be based on the student's individual interests, skills and future plans. The guidance counselors meet with students in several sessions to best match the students' choices to their needs and to work with students to develop a four-year plan. All guidance services and materials are free from bias and stereotypes on the basis of race, color, sex, religion, national origin, sexual identity, sexual orientation, disability, homelessness or any other legally protected status.

Parents and guardians wishing to discuss selection of their child's courses may consult with the guidance counselor assigned to their child. Appointments may be arranged by contacting the Guidance Office (508-961-2730).

GENERAL INFORMATION

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

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

It is expected that students will meet the following credit guidelines.

<u>Year of High School</u>	<u>Credits</u>
<i>End of Freshman Year</i>	6
<i>End of Sophomore Year</i>	12
<i>End of Junior Year</i>	20
<i>End of Senior Year</i>	28

At the end of the sophomore and junior years, students will be re-assigned to the appropriate grade-level based on credits earned.

ACADEMIC INFORMATION

GRADUATION REQUIREMENTS – All students must have 28 credits to be allowed to participate in the graduation ceremony with their class. In order to receive a diploma from a public high school in Massachusetts, a student must satisfy the requirements of the issuing institution as well as pass the required portions of the Massachusetts Comprehensive Assessment System (MCAS) Test. Seniors are expected to carry at least four major courses.

COURSE OFFERINGS – Every effort is made to run all courses listed in the catalog; however, the principal retains the right to cancel a course at any time. Furthermore, health and safety issues may require that some class sizes be limited.

<i>CREDITS/UNITS</i>	<i>COURSES</i>	28 Credits to graduate and students must pass their competency determination as dictated by the state
<i>4 Units/Credits</i>	<i>English</i>	
<i>4 Units/Credits</i>	<i>Mathematics *</i>	
<i>3 Units/Credits</i>	<i>Lab-based Science **Bio 1 or Bio 2 count as 1 Science</i>	
<i>3 Units/Credits</i>	<i>History/Social Science</i>	
<i>2 Units/Credits</i>	<i>The Same Foreign Language</i>	
<i>1 Unit/ Credits</i>	<i>The Arts</i>	
<i>.5 Unit/ Credits</i>	<i>Freshman Seminar w/Microsoft Office Applications</i>	
<i>2 Units/Credits</i>	<i>Physical Education</i>	
<i>.5 Unit/ Credits</i>	<i>Health Education</i>	
<i>5 Additional "Core" Courses</i>	<i>Business Computer Science Career and Technology Education And/or Technology Or any other above subject</i>	
<i>Additional Learning Opportunities Including:</i>	<i>AP Classes Dual Enrollment Service or work-based learning</i>	

* Algebra 1 Part 1 and Algebra 1 Part 2 together count as 1 Math unit and 2 credits toward graduation

** Only 1 credit from a Technology Education course can be applied toward the science graduation requirement.

CLASS LEVELS

COLLEGE AND CAREER READY – This program is designed to meet the needs of those students who plan to enter liberal arts colleges, universities, state colleges, engineering schools, technical institutes, the military, nursing schools, business schools, and 2-year colleges. Most colleges require an applicant to possess a well-rounded academic background and a strong scholastic record in the fields of English, mathematics, science, world language and social studies.

HONORS – Honors level courses require substantially more independent work and effort than the comparable College and Career Ready course. Students in honors courses are expected to be independent learners who complete longer and more complex assignments outside of class. Time management and strong organizational skills are critical as well as the motivation to persevere and to take the initiative in seeking out answers when the material becomes challenging.

ADVANCED PLACEMENT – Advanced Placement course offerings are described under each subject area. These are college level courses offered in the high school setting. Success in Advanced Placement courses is considered by most colleges as evidence of the student’s ability to handle college level work and may also be rewarded with academic credit at their school. The ability to analyze and synthesize information from varied sources and positions and to draw conclusions is important for success in these courses. In addition students will be expected to read, write and speak at a level that would be required in college.

2016 Division I New Academic Requirements

The Initial-Eligibility Standards for NCAA Division I College-Bound Students-Athletes are Changing

Division I

College-bound student-athletes first entering an NCAA Division I college or university on or after August 1, 2016 will need to meet new academic rules in order to receive athletics aid (scholarship), practice or compete during their first year.

What are the New Division I Requirements?

<i>Fall Qualifier</i>	<i>Academic Redshirt</i>	<i>Nonqualifier</i>
Complete 16 Core Courses <ul style="list-style-type: none"> Ten of the 16 core courses must be complete before the seventh semester (senior year) of high school. Seven of the 10 core courses must be in English, Math or Science. 	Complete 16 Core Courses	Does not meet requirements for Full Qualifies or Academic Redshirt status
Minimum Core Courses GPA of 2.300	Minimum Core Course GPA of 2.000	
Meet the sliding scale requirement of GPA and ACT/SAT score*	Meet the sliding scale requirement of GPA and ACT/SAT score*	
Graduate from high school	Graduate from high school	

Fall 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 students-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. After the first term is complete, the college-bound student-athlete must be academically successful at his/her college or university to continue to practice for the rest of the year.

Nonqualifier: A college-bound student-athlete cannot receive athletics aid (scholarship), cannot practice and cannot compete in the first year of enrollment.

Examples:

Q: A college-bound student-athlete completes nice core courses prior to the seventh semester of high school. What is the college-bound student-athlete's initial-eligibility status?

A: The college-bound student-athlete cannot be certified as a qualifier because only nine of the 10 required courses were completed before the seventh semester. He/she would be permitted to practice and receive aid (scholarship), provided he/she presents 16 core courses and meets the necessary core course GPA and test score requirement at the time of graduation.

Q: A college-bound student-athlete completes 16 core courses in the required framework with a 2.200 core-course GPA and a 79 sum ACT. What is the college-bound student-athlete's initial-eligibility status?

A: The college-bound student-athlete is an academic redshirt under the new sliding scale because the minimum GPA requirement is 2.300.

Q: A college-bound student-athlete completes 15 core courses with a 2.500 core-course GPA and an 820 SAT score (critical reading and math). What is the college-bound student-athletes NCAA initial-eligibility status?

A: The college-bound student-athlete is a nonqualifier because only 15 core courses were completed, not the required 16 core courses.

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

ENGLISH

Dartmouth High School’s English department is guided by the Massachusetts Frameworks; these literacy-rich standards lead us to focus our instruction and assessment around the standards of reading, writing, speaking & listening, and language.

Dartmouth High School confirms through its student expectations that the following are among the most important skills a student can gain from high school:

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

In addition, the Dartmouth High School English department believes that students should be able to comprehend a variety of literature on literal and figurative levels while recognizing its relevance to human experience.

GRADE		COLLEGE & CAREER PATHWAYS	
9	<i>Sem. 1 or 2</i>	<i>English 9 or English 9 Honors</i>	ELECTIVES <i>Theater Arts 1 & 2</i> <i>Journalism 1 & 2</i> <i>Public Speaking</i> <i>ELA College ACES</i> <i>*Film Critique</i> <i>*Creative Writing</i> <i>*run alternating years</i>
10	<i>Sem. 1 or 2</i>	<i>English 10 or English 10 Honors</i>	
11	<i>Sem. 1 or 2</i>	<i>English 11 or English 11 Honors</i>	
	<i>3 consecutive quarters (1 ½ semester)</i>	<i>AP Language and Composition (offered for junior year English)</i>	
12	<i>Sem. 1 or 2</i>	<i>English 12 or English 12 Honors</i>	
	<i>3 consecutive quarters (1 ½ semester)</i>	<i>AP Literature and Composition (offered for senior year English)</i>	

English Course Content: Honors and AP Information

Within the English program of studies, an honors course is available to students each year; in their junior and senior years, students also may fulfill their English requirements with AP English Language & Composition and AP English Literature & Composition, respectively.

Honors and AP courses increase in complexity as students’ progress through the sequence; though College and Career Ready classes also become increasingly challenging, this increase happens less gradually in advanced courses. Honors courses are developed and run with the belief that students who enroll in them have a strong aptitude for and a high interest in reading, writing, and language.

Though English honors courses focus on the same core skills as non-honors, students in these courses are expected to be able to access the curriculum without the more structured guidance common to a non-honors level. For example, students in an honors class will be less likely to receive or to review in class reading comprehension questions that address what actually happens in the text; instead, that comprehension may be assumed, and students will be asked to respond to analytical questions that rely on that basic comprehension. For writing assignments, students at the honors level will be expected to, progressively, be able to produce writing of increasing length and complexity without needing step-by-step instructions or teacher-produced graphic organizers. Students will be expected to read and process more pages of text in a night, and they will have to manage complex assignments for which they may receive little to no class time to complete. Overall, students in English honors classes should be prepared to use their teachers as guides toward more sophisticated reading and writing, but they should already have a strong set of skills on which to build.

1103 ENGLISH 9**1 credit**

Students will closely examine literature by focusing on the Massachusetts Frameworks 9/10 literacy skills related to analysis of character, theme, and structure. Students will develop foundational skills in composition, research, grammar, and vocabulary. In this course level, students will be provided with guided, direct instruction and specific support materials to assist with their skill development.

1104 ENGLISH 9 HONORS**1 credit**

Students will analyze literature by focusing on the Massachusetts Frameworks 9-10 literacy skills related to analysis of character, theme, and structure. Students will develop foundational skills in composition, research, grammar, and vocabulary. In this course level, students will be provided with guidance and materials deemed necessary for students who have a strong inclination and aptitude for English Language Arts. Please also refer to the [English Course Content](#) described in the English introduction.

1107 ENGLISH 10**1 credit**

Students will sharpen their skills in the foundational Grade 9-10 Massachusetts Frameworks standards through the study of American literature. Literary analysis will focus on symbolism, theme, and diction while beginning to better develop inference skills. Intended to prepare students for further coursework, college and career readiness, English 10 requires an increased commitment to applying analytical skills to reading, writing, speaking, and listening. In this course level, students will be provided with guided, direct instruction and specific support materials to assist with their skill development.

1108 ENGLISH 10 HONORS**1 credit**

Students will sharpen their skills in the foundational Grade 9-10 Massachusetts Frameworks standards through the study of American literature. Literary analysis will focus on symbolism, theme, and diction while beginning to better develop inference skills. Intended to prepare students for further coursework, college and career readiness, English 10 requires an increased commitment to applying analytical skills to reading, writing, speaking, and listening. In this course level, students will be provided with guidance and materials deemed necessary for students who have a strong inclination and aptitude for English Language Arts. Please also refer to the [English Course Content](#) described in the English introduction.

1112 ENGLISH 11**1 credit**

Students will advance into the more complex Grade 11-12 standards of the Massachusetts Frameworks while moving through a survey of British 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. In this course level, students will be provided with guided, direct instruction and specific support materials to assist with their skill development.

1113 ENGLISH 11 HONORS**1 credit**

Students will advance into Grade 11-12 standards of the Massachusetts Frameworks while moving through a survey of British literature. Greater sophistication and independence will be developed and expected 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. In this course level, students will be provided with guidance and materials deemed necessary for students who have a strong inclination and aptitude for English Language Arts. Please also refer to the [English Course Content](#) described in the English introduction.

1116 ENGLISH 12**1 credit**

Students will refine the reading, writing, speaking, and listening skills outlined in the Grade 11-12 standards of the Massachusetts Frameworks while studying world literature. Examination of texts will focus on the impact of authors' choices regarding diction, structure, and overlapping themes. Students will produce a research paper, and they will explore the more stylistic choices authors make. Though students in this course level still will be provided with guided, direct instruction and specific support materials to assist with their skill development, it is expected that they take increased personal responsibility for their learning as they sharpen their college and career readiness.

1118 ENGLISH 12 HONORS

1 credit

Students will refine the reading, writing, speaking, and listening skills outlined in the Massachusetts Frameworks while studying world literature. In this final English course, Students will produce a more extensive research paper, and they will explore the more stylistic choices authors make. While students in this course level still will be provided with guidance and materials deemed necessary for students who have a strong inclination and aptitude for English Language Arts, English 12 students will be expected to take increased personal responsibility for their learning as they sharpen their college and career readiness. Please also refer to the English Honors Course Information described in the English introduction.

1140 ELA COLLEGE ACES

½ credit

This 9-week course--open to seniors (1st semester only), juniors, and sophomores--offers focused skill-building that relates directly to these often challenging steps in the college application process: ACT, College Essay, & SAT (ACES). Instruction will focus on test-taking strategies and test-specific ELA skills for SAT and ACT. In addition, students will develop personal narratives based on common application essay prompts.

1150 THEATRE ARTS 1

1 credit

Students will learn about the various roles and elements that come together in the world of drama. Through improvisational skits and established scenes, students will become acquainted with the thrill, reality, and risk of live theatre. Students' 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.
- The final exam is a Scene Night open to family, friends, and the DHS community.
- Students will need to commit time outside of class to line memorization.

1152 FILM CRITIQUE

½ credit

Will be offered every other school year: 2017 - 2018, 2019 - 2020

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.**

1155 THEATRE ARTS 2

1 credit

Recommendation: Successful completion of Theatre Arts 1

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

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

1160 PUBLIC SPEAKING

½ credit

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

1165 JOURNALISM 1

1 credit

Students learn about the laws 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, and publishing.

1166 JOURNALISM 2

1 credit

Recommendation: 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.

1198 ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION

1½ credits

(Grade 11 only – fulfills junior English core requirement)

Students in this introductory, college-level 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 British 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 they must be willing and able to dedicate nightly time to the course's reading and writing demands. Please also refer to the English Course Content described in the English Introduction.

1199 ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION

1½ credits

(Grade 12 only – fulfills senior English requirement)

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. They 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 they must be willing and able to dedicate nightly time to the course's reading and writing demands. Please also refer to the English Course Content described in the English Introduction.

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 achieve mathematical power through 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

Dartmouth High School requires all students have a minimum of four units of math for graduation. To ensure that students have had an opportunity to master all material necessary to pass the tenth grade MCAS, they are encouraged to complete Algebra 1 and Geometry by the end of their sophomore year.

Please note specific recommendations for Honors and Advanced Placement courses. Students and parents should review the course descriptions and recommendations carefully. Students in Honors and Advanced Placement math courses tackle more challenging problems every day, in their homework, classwork, and assessments. To be successful, students must have a strong mathematics knowledge base and skill set, and the motivation to persevere. A high level of preparation, organization, and independence is expected.

Because graphing calculators are an integral part of the learning process in high school and college mathematics courses, **we strongly encourage all students of Dartmouth High School to purchase a graphing calculator.** Teachers instruct students using the Texas Instruments TI-84 Plus graphing calculator and students 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). Other brands or model numbers may not have the desired functionality and should be avoided.

A student's first three math courses are typically Algebra 1, Geometry, and Algebra 2, all offered at both the College and Career Ready and Honors level (College and Career Ready Algebra 1 is offered in two parts, each lasting one semester). Additional Mathematics courses include Intermediate Algebra, Statistics, Pre-Calculus with Trigonometry, Calculus, AP Statistics, and AP Calculus AB.

MATHEMATICS COURSE SEQUENCE

YEAR	GRADUATION REQUIREMENT	ADDITIONAL MATH SELECTIONS
FRESHMAN	Algebra 1 Part 1 and Part 2 (CP) Algebra 1 (H by Administrative Placement) Geometry (H by Administrative Placement)	Geometry (CP or H) Algebra 2 (CP or H)
SOPHOMORE	Geometry (CP or H) Algebra 2 (CP or H)	Pre-Calculus with Trigonometry (CP or H) Statistics
JUNIOR	Intermediate Algebra Algebra 2 (CP or H) Pre-Calculus with Trigonometry (CP or H) Statistics Calculus (CP or H)	AP Statistics AP Calculus AB
SENIOR	Algebra 2 (CP or H) Pre-Calculus with Trigonometry (CP or H) Statistics Calculus (CP or H) AP Statistics AP Calculus AB	

1211 ALGEBRA 1 PART 1**1 credit**

In this course, students will formalize and extend the mathematics studied in the middle grades. 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. Algebra 1 Part 1 is taken in the semester before taking Algebra 1 Part 2. After taking both parts, students will have satisfied the requirement for 1 unit of high school math, while earning 2 credits toward graduation.

1213 ALGEBRA 1 PART 2**1 credit**

Students continue their study of Algebra 1 by solving, graphing, and writing exponential and quadratic functions, requiring skills development in the areas of exponents, square roots, factoring, and the quadratic formula. Students compare and contrast linear, exponential, and quadratic relationships, build mathematical models of data sets, and extend their understanding of probability and data analysis. Algebra 1 Part 2 is taken in the semester after taking Algebra 1 Part 1. After taking both parts, students will have satisfied the requirement for 1 unit of high school math, while earning 2 credits toward graduation.

1216 ALGEBRA 1 HONORS by Administrative Placement**1 credit**

In this course, students will formalize and extend the mathematics studied in the middle grades. 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. To be successful in an Honors course, students must have a strong mathematics knowledge base and skill set, and the motivation to persevere. A high level of preparation, organization, and independence is expected.

1224 GEOMETRY**1 credit**

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.

1226 GEOMETRY HONORS**1 credit**

Recommendation: B or above in Algebra 1, Algebra 1 Honors; Administrative Placement.

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. To be successful in an Honors course, students must have a strong mathematics knowledge base and skill set, and the motivation to persevere. A high level of preparation, organization, and independence is expected.

1225 INTERMEDIATE ALGEBRA**1 credit**

Recommendation: Successful completion of Algebra 1 and Geometry or teacher recommendation.

This course reviews and extends algebraic and geometric concepts for students who need to build up their knowledge base and skill set prior to taking Algebra 2. Topics include equations and inequalities, linear relations and functions, systems, polynomials, radicals, quadratics, and angle measurement in triangles including trigonometric ratios, with an emphasis on problem solving and real world applications.

1231 ALGEBRA 2**1 credit**

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire 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.

1236 ALGEBRA 2 HONORS**1 credit**

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire 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. To be successful in an Honors course, students must have a strong mathematics knowledge base and skill set, and the motivation to persevere. A high level of preparation, organization, and independence is expected.

1248 PRE-CALCULUS with TRIGONOMETRY**1 credit**

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.

1249 PRE-CALCULUS with TRIGONOMETRY HONORS**1 credit**

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. To be successful in an Honors course, students must have a strong mathematics knowledge base and skill set, and the motivation to persevere. A high level of preparation, organization, and independence is expected.

1244 STATISTICS**1 credit**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.

1247 CALCULUS**1 credit****Recommendation: Successful completion of Pre-Calculus**

This course will cover topics from Differential and Integral Calculus. Students will solve complex problems using the tools of calculus.

1256 CALCULUS HONORS**1 credit****Recommendation: B or above in Pre-Calculus with Trigonometry**

This course will cover topics from Differential and Integral Calculus. Students will solve complex problems using the tools of calculus. To be successful in an Honors course, students must have a strong mathematics knowledge base and skill set, and the motivation to persevere. A high level of preparation, organization, and independence is expected.

1257 AP STATISTICS**1 credit**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data as outlined by the College Board. Students are expected to take the AP exam in May. To be successful in an AP course, students must have a strong mathematics knowledge base and skill set, and the motivation to persevere. A high level of preparation, organization, and independence is expected.

1259 AP CALCULUS AB**1 credit**

This course will cover in detail all of the topics from Differential and Integral Calculus outlined by the College Board. Students will solve complex problems using the tools of calculus. Students are expected to take the AP exam in May. To be successful in an AP course, students must have a strong mathematics knowledge base and skill set, and the motivation to persevere. A high level of preparation, organization, and independence is expected.

SCIENCE & ENGINEERING EDUCATION

Dartmouth High School requires that all students pass three courses in Science and Engineering Education. Two of the three courses must be traditional lab sciences. The material taught in each sequence will enable all students to meet the Department of Education’s benchmark on the state’s mandated MCAS test at the end of the sophomore year or freshman year depending on the pathway. After the tenth grade students may choose from a number of elective courses in either Science or Engineering Education. Typical course choices are indicated in the charts below. Please note specific recommendations for Honors and Advanced Placement courses.

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

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

SCIENCE COURSE SEQUENCE

	SEQUENCE A	SEQUENCE B
GRADE 9	Honors Biology Take Biology MCAS	Biology Part 1
GRADE 10	College Prep Chemistry or Honors Chemistry	Biology Part 2 Take Biology MCAS
GRADE 11 & 12	<i>Chemistry, Honors Chemistry, Physics, Honors Physics, Anatomy & Physiology, Honors Anatomy and Physiology Biotechnology, Marine Science, Horticulture, A.P. Biology, A.P. Chemistry, A.P. Environmental Science, Drafting Technology CAD, Architectural Drafting CAD 1, Architectural Drafting CAD2, Engineering Drafting CAD, Robotics Engineering 1, Robotics Engineering 2, Engineering 1, ,Engineering 2, Engineering 3</i>	

ENGINEERING EDUCATION COURSE SEQUENCE

(Students may begin Engineering Education courses in any grade and take courses from one or more of the areas listed below.)

DRAFTING	ENGINEERING PATHWAY
<i>Drafting Technology CAD or Architectural Drafting CAD Engineering Drafting CAD Advanced Courses in Engineering or Architectural Drafting</i>	<i>Engineering 1 and/or Robotics Engineering Engineering 2 Engineering 3 Robotics Engineering 2</i>

1305 BIOLOGY PART 1

1 credit

Students will study the characteristics and chemistry of life, the structure and function of the major body systems, and ecology and biodiversity. Students will spend a great deal of time working in the laboratory as they collect and analyze data to support their learning.

1306 BIOLOGY HONORS

1 credit

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

1307 BIOLOGY PART 2

1 credit

Students will continue their exploration of biology during this course and will take the MCAS exam shortly after the course is over. Students will learn about the structure and function of cells and their organelles, photosynthesis and cellular respiration, DNA structure and function, genetics and evolution. Students will apply the scientific method as they support their learning with an experimental approach to the study of life’s processes.

1308 CHEMISTRY**1 credit**

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

1309 CHEMISTRY HONORS**1 credit****Recommendation: Successful Completion of Previous Math & Science Classes**

Students in Chemistry Honors will gain an understanding of all the material taught in College Prep Chemistry as well as concepts of equilibrium, thermodynamics and organic chemistry. Students will work extensively in the laboratory, collecting and analyzing data as a means of learning about the properties and interactions of matter. Students in this course need strong algebra skills and the ability to solve problems independently.

1310 MARINE SCIENCE**1 credit****Recommendation: Grades 10 & 11**

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

1311 HORTICULTURE**1 credit****Recommendation: Grades 10, 11 & 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 raising plants and using plant structures to identify specific plant groups.

1312 PHYSICS**1 credit****Recommendation: Grades 11 & 12**

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

1313 PHYSICS HONORS**1 credit****Recommendation: Successful Completion of Previous Math & Science Classes**

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

1314 ANATOMY & PHYSIOLOGY**1 credit****Recommendation: Grades 11 & 12**

Students interested in pursuing careers in criminal justice, physical education, physical therapy and related fields should take this course to study the structure and function of the human body at both the microscopic and macroscopic levels. Students will spend a great deal of time in the laboratory conducting investigations into histology and body systems. Higher animal dissection will be utilized by students to demonstrate tissue and organ location.

1315 ANATOMY & PHYSIOLOGY HONORS**1 credit****Recommendation: Successful Completion of Previous Math & Science Classes**

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

1318 MARINE SCIENCE HONORS

1 credit

Recommendation: Grades 10 - 12

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

1345 ROBOTICS ENGINEERING 1

1 credit

Students in this introductory level course will have the opportunity to design, build, program, and test functional robots. Student will use the NXT platform to build robots that sense touch, light, heat, sound and distance. These robots will complete complex tasks autonomously (pre-programmed) and using Bluetooth remote control. Students will be introduced to larger robots using the more advanced TETRIX platform.

1350 ROBOTICS ENGINEERING 2

1 credit

This course is designed for students who wish to further their skills with the design and programming of robots and to participate in interscholastic robotics competitions. Students must have previous experience with either robotics engineering coursework or robotics competitions and should be familiar with LabVIEW for NXT programming. Much of the curriculum for this course includes the use of student designed and programmed robots in competitive applications, and students are expected to participate in these competitions. Team meetings and competitions will occur after school and on weekends, and students in this class must be able participate in these events.

1360 TOPICS IN SCIENCE: BIOTECHNOLOGY

1 credit

Recommendation: Successful completion of Biology Part II or Biology Honors

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

1396 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

2 credits

Recommendation: Grades 10 - 12

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

1398 ADVANCED PLACEMENT CHEMISTRY

2 credits

Recommendation: B or above in Chemistry Honors or recommendation of Lead Teacher; Grades 11 & 12

Students in this advanced intensive college-level course will examine the structure of matter, periodicity, acids and bases, solutions, organic chemistry, nuclear chemistry, and reaction chemistry with emphasis on oxidation-reduction, kinetics, equilibrium, electrochemistry, and thermodynamics. Students will experience a comprehensive laboratory program that reinforces the concepts presented in these topics. Students must have strong math and problem-solving skills and will be expected to take the AP exam in May.

1399 ADVANCED PLACEMENT BIOLOGY

2 credits

Recommendation: B or above in Biology Honors or recommendation of Lead Teacher

Students in this advanced, intensive college level course will learn about the structure and functions of living organisms with emphasis on the fundamental biological processes common to animals and plants. Students will experience an extensive laboratory program that is directly related to the topics being discussed and offers hands-on experiences that serve to reinforce the lecture material. Students will be expected to take the AP exam in May.

1734 DRAFTING TECHNOLOGY - CAD**1 credit**

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

1735 ENGINEERING DRAFTING - CAD**1 credit****Recommendation: Successful completion of Drafting Technology-CAD**

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

1737 ARCHITECTURAL DRAFTING - CAD 1**1 credit**

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

1738 ARCHITECTURAL DRAFTING - CAD 2**1 credit****Recommendation: Successful Completion of Architectural Drafting-CAD**

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**1 credit**

In this introductory level course, students will design, build and test solutions to a variety of engineering challenges. Different challenges might include: ping-pong paddles, soldering electronic kits, model cars, hot air balloons, airplanes, baseball bats, 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**1 credit****Successful completion of 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: hovercrafts, electric motors, large-scale bridges, alternative energy, powered model airplanes and gravity cars (soap box derby).

2001 ENGINEERING 3**1 credit****Successful completion of Engineering 2**

Students in this upper level course will work on larger scale and longer term engineering challenges. These challenges might include large-scale trebuchets, building speakers, circuit bending and remote controlled aircraft. Students will also complete a final project of their own interest,

SOCIAL STUDIES

The Social Studies Department offers the following courses. **All students are required to pass U.S. History 1, U.S. History 2, and World History.** Freshmen are required to take U.S. History 1, sophomores are required to take U.S. History 2, and juniors take World History. The Honors option of these required courses maintain an accelerated and challenging pace.

Students have an array of electives from which to choose including Psychology, U.S. Government and Politics, Youth and the Law and Advanced Placement (AP) U.S. History, AP World History, A.P. Human Geography, AP U.S. Government and Politics, and AP Psychology. The Advanced Placement courses offer college-level academic experiences and prepare students for the AP exams in May. More detailed descriptions of these AP courses may be found at the following website: <http://apcentral.collegeboard.com/>

YEAR	GRADUATION REQUIREMENTS	ELECTIVE OFFERINGS
FRESHMEN	SELECT ONE OF THE FOLLOWING: U.S. History 1 U.S. History 1 Honors	CONSIDER THE FOLLOWING ELECTIVES: Youth and the Law
SOPHOMORES	SELECT ONE OF THE FOLLOWING: U.S. History 2 U.S. History 2 Honors	CONSIDER THE FOLLOWING ELECTIVES: Current Events Youth and the Law AP US History AP US Government and Politics AP Human Geography AP World History
JUNIORS	SELECT ONE OF THE FOLLOWING: World History World History Honors AP World History AP Human Geography	CONSIDER THE FOLLOWING ELECTIVES: US Government and Politics Current Events Youth and the Law AP Psychology AP US History AP US Government and Politics AP Human Geography AP World History
SENIORS	<i>N/A</i>	CONSIDER THE FOLLOWING ELECTIVES: Psychology US Government and Politics Current Events Youth and the Law AP Psychology AP US History AP US Government and Politics AP Human Geography AP World History

1435 UNITED STATES HISTORY 1

1 credit

This required course, which is aligned to the Massachusetts Curriculum Frameworks, covers the history of the United States from the 1789 Constitutional Convention through the end of the First World War. 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.

1445 UNITED STATES HISTORY 1 HONORS

1 credit

While the basic structure of the course and time periods covered are the same as United States History 1, strong reading and writing skills are important to successful participation, as well as a high level of motivation. Students will read and write much more frequently, as well as conduct independent research. Student-driven class discussion and debate will be a major component of instruction. Each student will research a relevant historical topic and write a thesis paper.

1455 UNITED STATES HISTORY 2**1 credit**

This required course, which is aligned to the Massachusetts Curriculum Frameworks, covers the history of the United States from the “Roaring Twenties” 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.

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

While the basic structure of the course and time periods covered are the same as United States History 2, strong reading and writing skills are important to successful participation, as well as a high level of motivation. Students will read and write much more frequently, as well as conduct independent research. Student-driven class discussion and debate will be a major component of instruction. Each student will research a relevant historical topic and write a thesis paper.

1412 WORLD HISTORY**1 credit**

This required course takes a thematic approach, covering the significant ideas, events and personalities that have shaped our world and way of life over the past two hundred years, from the French Revolution to the end of the 20th 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.

1422 WORLD HISTORY HONORS**1 credit**

While the basic structure of the course and time periods covered is similar to World History, the honors level places particular emphasis on reading and writing as homework, which is often an hour a night. Tests place a large emphasis on longer essays. In-class participation and speaking skills are expected, while many projects require high levels of independent work. The course requires each student to research a relevant historical topic and write a thesis paper.

1410 YOUTH AND THE LAW**1 credit*****Grades 9 – 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.

1480 CURRENT EVENTS**½ credit*****Grades 10 – 12***

In this 9-week elective students will analyze the major international, national, state, and local events that shape our world. In addition, the history and geography involved in the events studied will be covered. Different forms of mass media will also be carefully analyzed in order to encourage students to critically evaluate the news they are exposed to. Students are expected to read and/or watch the news daily in order to effectively participate in this course.

1485 UNITED STATES GOVERNMENT AND POLITICS**1 credit*****Grades 11 – 12 after completion of U.S. History 2.***

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

1407 PSYCHOLOGY**1 credit*****Grade 12 only***

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 ADVANCED PLACEMENT PSYCHOLOGY**1½ 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.

1494 ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS**1 credit****Grades 10 – 12 after completion of U.S. History 2.**

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

1496 ADVANCED PLACEMENT HUMAN GEOGRAPHY**1 credit****Grades 10 – 12**

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

1497 ADVANCED PLACEMENT WORLD HISTORY**1½ credit****Grades 10 – 12**

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

1499 ADVANCED PLACEMENT UNITED STATES HISTORY**1 credit****Grades 10 – 12 after completion of U.S. History 2.**

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

WORLD LANGUAGE

World language department offers courses in Mandarin Chinese, Portuguese and Spanish. Students explore and develop skills relative to the four skill areas of foreign language: speaking, listening, reading, and writing. In addition, students gain knowledge and understanding of the countries and cultures represented by the target language. The courses are college preparation-oriented and are normally taken in sequence. The honors classes maintain an accelerated and challenging pace. Successful completion of two consecutive years of the same foreign 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 foreign 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.

Mandarin	Portuguese	Spanish
Mandarin 1	Portuguese 1	Spanish 1
Mandarin 2	Portuguese 2	Spanish 2
Mandarin 2 Honors	Portuguese 2 Honors	Spanish 2 Honors
Mandarin 3 Honors	Portuguese 3	Spanish 3
	Portuguese 3 Honors	Spanish 3 Honors
	Portuguese 4	Spanish 4
	Portuguese 4 Honors	Spanish 4 Honors
	Portuguese 5 Honors	Spanish for Health Careers
		AP Spanish

1620 PORTUGUESE 1

1 credit

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

1623 PORTUGUESE 2

1 credit

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

1625 PORTUGUESE 2 HONORS

1 credit

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

1626 PORTUGUESE 3

1 credit

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

1627 PORTUGUESE 3 HONORS**1 credit**

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

1628 PORTUGUESE 4**1 credit**

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

1629 PORTUGUESE 4 HONORS**1 credit**

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

1614 PORTUGUESE 5 HONORS**1 credit**

*This course is designed to bring students to an advanced level of proficiency in listening, speaking, reading and writing. 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. Student's research and study current events, using technology to access the media, news broadcasts, and music. Composition, creative writing, and daily discussions in Portuguese provide ample practice for oral and written communication. **This course is conducted primarily in the target language.***

1630 SPANISH 1**1 credit**

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

1632 SPANISH 2**1 credit**

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

1634 SPANISH 2 HONORS**1 credit**

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

1635 SPANISH 3**1 credit**

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

1636 SPANISH 3 HONORS

1 credit

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

1637 SPANISH 4

1 credit

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

1638 SPANISH 4 HONORS

1 credit

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

1655 SPANISH for HEALTH CAREERS

½ credit

This course requires students to be enrolled in or have completed the fourth year of Spanish. This course is designed to strengthen the student's oral and written ability in Spanish. Students will continue to focus on their level of proficiency in listening, speaking, reading and writing. Students will demonstrate proficiency on a frequent basis via all three communicative modes: interpersonal, interpretive and presentational. In addition, the course will develop students' Spanish language skills with medical terminology and vocabulary commonly found in the human service fields.

1639 ADVANCED PLACEMENT SPANISH

2 credits

*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 in the Spanish Language AP Exam. The student as an independent learner is expected as a requirement for the PA level. Regular practice in the format of the AP exam will take place during this course. 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.*

1650 MANDARIN CHINESE 1

1 credit

The first level of Mandarin Chinese is designed to introduce students to vocabulary generally recognized as useful in communication; students focus upon spontaneous use of patterns and formulae that recur on a daily basis. Reading and writing skills involve simplified characters and the Pinyin Romanization. Listening and speaking are also emphasized. In this proficiency-oriented approach to instruction, lessons are taken from everyday life and represent the main stream of contemporary Chinese culture and civilization.

1651 MANDARIN CHINESE 2

1 credit

This course is available to students who have completed Mandarin Chinese 1. Students increase oral proficiency to a level at which they can converse in Chinese using basic, everyday language. Students who successfully complete Mandarin Chinese 2 will know approximately 650 characters, enabling them to read simple written Chinese. This is a textbook-based course with selected authentic materials.

1652 MANDARIN CHINESE 2 HONORS**1 credit**

This course is taught at an accelerated pace with higher expectations for achievement in the four strands of foreign language learning: speaking, listening, reading and writing with understanding. Speaking and writing skills are emphasized in order to apply language in daily classroom activities. Cultural awareness is attained through the activities of reading and discussion of the history, art, music and modern-day cultural themes of the countries in which the Chinese language is spoken.

1654 MANDARIN CHINESE 3 HONORS**1 credit**

This course in intermediate Mandarin Chinese 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 write with a degree of originality and minimal reliance on pinyin Romanization. Day-to-day situations and topics of conversation are utilized to lead students to communicate more fluently and effectively. Because it is a third-year course, much of the instruction is conducted in Mandarin as students become more immersed in the language and culture.

BUSINESS AND COMPUTER SCIENCE

Every student should have the opportunity to learn computer science. The basics help nurture creativity and problem solving skills, and prepare students for any future career. Steve Jobs, co-founder of Apple said, "Everyone in this country should learn how to program a computer...because it teaches you how to think." Computer science skills are in high demand and are valued by colleges and employers throughout the world.

The Business and Computer Science Department offers a variety of courses to meet the needs, desires, and abilities of every student attending Dartmouth High School. We are constantly changing and updating our curriculum to keep up with the developments of our global economy as we strive to prepare students to be successful in the 21st century.

Business and industry surveys indicate that students need to know and understand both fundamental and technical concepts of business and computer science and possess the necessary 21st century skills to execute these concepts in various settings. All students, regardless of career aspirations, can benefit from participation in business and computer science education.

Students enrolled in Business and Computer Science courses have the opportunity to:

- Actively use technology that reflects current business and programming procedures
- Develop 21st century skills needed in business and computer science to meet the demands of a competitive global environment that demands creative, innovative, and market-driven solutions to new problems and new opportunities.
- Participate in DECA, a co-curricular international high school business and marketing association.

Computer Science Courses		Accounting Sequence	Microsoft Certification Courses	Business and Marketing Courses (DECA)
Programming	Hardware			
Mobile App Development	Computer Hardware Troubleshooting	Accounting 1	Microsoft Office Specialist in Word and PowerPoint	Business for the 21st Century
Programming & Game Development		Accounting 2	Microsoft Office Specialist in Excel	Marketing or Marketing Honors
Web Design 1		Accounting 3		Economics
Web Design 2		Financial Literacy		Sports & Entertainment Marketing
AP Computer Science Principles				Hospitality Management/Virtual Internship OR Honors option
AP Computer Science A				Financial Literacy

1276 MICROSOFT OFFICE SPECIALIST (MOS) CERTIFICATION IN EXCEL ½ credit

In this course, students will acquire the skills and knowledge necessary to obtain Microsoft Office Specialist Certification (MOS) in Excel. Students will learn to design accurate and professional worksheets and charts by applying the functions and features of Excel. The MOS certification program is offered by Microsoft and is recognized worldwide as the best method for employers to validate computer skill proficiency. The ability to use technology as a tool to research, organize, evaluate and communicate information is an important 21st century skill for all students. Excel is the application of choice of most businesses and enterprises in the world today. Students are encouraged to take the MOS exam to earn Microsoft Office Specialist certification. The cost of the certification test is approximately \$81.00 (includes test voucher plus one retake).

1278 MICROSOFT OFFICE SPECIALIST(MOS) CERTIFICATE IN WORD & POWERPOINT ½ credit

In this course, students will acquire the skills and knowledge necessary to obtain Microsoft Office Specialist Certifications (MOS) in both Word and PowerPoint. Students will design professional and creative documents and presentations through application of the functions and features of Word and PowerPoint. The MOS certification program is offered by Microsoft and is recognized worldwide as the best method for employers to validate computer skill proficiency. The ability to use technology as a tool to research, organize, evaluate and communicate information is an important 21st century skill for all students. Students are encouraged to take the MOS exam to earn Microsoft Office Specialist certification. The cost of each certification test is approximately \$81.00 (includes test voucher plus one retake).

1275 PROGRAMMING AND GAME DEVELOPMENT**1 credit**

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

1279 MOBILE APP DEVELOPMENT**1 credit**

How often have you had an idea for an iPhone or Android phone app but didn't know where to start? In this course, students will learn the basics of mobile application development. Students will learn how to create both web apps as well as basic, native mobile apps. Several different, free mobile app development options will be explored and demonstrated. The course will teach students to build iOS and Android apps and games from initial prototyping all the way up to deployment. Projects will focus on software architecture, interface layout, and multi-modular real-time user interaction.

1283 WEB PAGE DESIGN 1**½ credit**

Students will learn how to create Web pages from the ground up in this 9-week entry-level course. Using HTML students will code Web Pages incorporating Lists, Links, Image Maps, Tables, Frames and Forms. Different Web browsers will be used along with Notepad++, Paint, and Photo Elements Software. No prior computer experience is necessary.

1284ab WEB PAGE DESIGN 1**½ credit**

Students will learn how to create Web pages from the ground up in this 9-week entry-level course. Using HTML students will code Web Pages incorporating Lists, Links, Image Maps, Tables, Frames and Forms. Different Web browsers will be used along with Notepad++, Paint, and Photo Elements Software. No prior computer experience is necessary.

1285 WEB PAGE DESIGN 2**½ credit****Recommendation: Successful Completion of Web Design 1**

As a continuation of the Web Page Design 1 class, students will explore advanced design concepts using forms, Cascading Style Sheets along with a focus on JavaScript and an introduction to Macromedia Dreamweaver. Students will design, implement, and maintain Web sites, internal and external to DHS. Students wishing to take this class without first taking the Web Page Design class will be required to pass an exam covering all aspects of the first class.

1285ab WEB PAGE DESIGN 2**½ credit****Recommendation: Successful Completion of Web Design 1**

As a continuation of the Web Page Design 1 class, students will explore advanced design concepts using forms, Cascading Style Sheets along with a focus on JavaScript and an introduction to Macromedia Dreamweaver. Students will design, implement, and maintain Web sites, internal and external to DHS. Students wishing to take this class without first taking the Web Page Design class will be required to pass an exam covering all aspects of the first class.

1290 COMPUTER HARDWARE TROUBLESHOOTING**1 credit**

Students interested in learning how to troubleshoot and problem solve computer hardware malfunctions and who may be thinking about a career in the computer repair field should take this course. Through hands on practice, students will learn hardware identification, installation, assembly, troubleshooting, and basic computer repair.

1299 AP COMPUTER SCIENCE A**2 credits**

Students will use the Java programming language as a means to analyze and write logically structured and well-documented programs. The course emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester course in Computer Science at the college level. It also includes the study of data structures, design, and abstraction. Students are expected to take the AP Computer Science exam in May

1295 AP COMPUTER SCIENCE PRINCIPLES**1 credit**

Every 21st century student should have the opportunity to learn computer science. Knowing computer science fundamentals will help nurture creativity and problem-solving skills, and prepare you for any future career. The AP Computer Science Principles course introduces you to the essential ideas of computer science and shows how computing and technology can influence the world around you. You can pursue your interests in digital projects - like apps, films, games or music - that showcase your creativity, and use your creations to make a difference in your community. Computer science experience has become an essential skill for today's students and the workforce of tomorrow.

1505 FRESHMAN SEMINAR**½ credit**

Students will refine note taking, study, and time management skills to help them learn productively and succeed academically. Essential 21st century skills of communication, presentation, problem solving, collaboration, and teamwork are developed. Students will develop logical thinking and problem solving skills through an introductory unit in computer programming. Using the Naviance program, students will create goals as they begin to make an academic plan and will analyze their personality type for career exploration. Microsoft Word and Excel skills will be developed and used to create and format documents, spreadsheets and charts. Students enrolled in Freshman Seminar are encouraged to participate in the DECA Program.

This course is required for graduation.

1505ab FRESHMAN SEMINAR**½ credit**

Students will refine note taking, study, and time management skills to help them learn productively and succeed academically. Essential 21st century skills of communication, presentation, problem solving, collaboration, and teamwork are developed. Students will develop logical thinking and problem solving skills through an introductory unit in computer programming. Using the Naviance program, students will create goals as they begin to make an academic plan and will analyze their personality type for career exploration. Microsoft Word and Excel skills will be developed and used to create and format documents, spreadsheets and charts. Students enrolled in Freshman Seminar are encouraged to participate in the DECA Program.

This course is required for graduation.

1511 ACCOUNTING 1**1 credit**

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

Students enrolled in Accounting 1 are encouraged to participate in the DECA program.

1512 ACCOUNTING 2**Recommendation: Successful Completion of Accounting 1****1 credit**

In this course, students are introduced to departmentalized accounting for businesses organized as partnerships and corporations. They will learn accounting procedures for uncollectible accounts, payroll, plant assets and depreciation, inventory planning and valuation, and accrued revenue and expenses. Students will use business simulation practice sets and automated accounting software throughout the course.

Students enrolled in Accounting 2 are encouraged to participate in the DECA program.

1515 ACCOUNTING 3**Recommendation: Successful Completion of Accounting 2****1 credit**

As a continuation of Accounting 2, students will use computers extensively and work at an accelerated pace as they learn about topics such as trial balances, adjusting and closing entries, deferrals and accruals, special journals, payroll accounting, budgetary planning, financial statement analysis, cash flow analysis, and cost accounting. Students taking this course may be thinking of a career in Accounting or Business Administration.

Students enrolled in Accounting 3 are encouraged to participate in the DECA program.

1518 ECONOMICS**1 credit**

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

Students enrolled in Economics are encouraged to participate in the DECA program.

1525 ENTREPRENEURSHIP: HOW TO START YOUR OWN BUSINESS**1 credit****Recommendation: Grades 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.

Students enrolled in Entrepreneurship are encouraged to participate in the DECA Program.

1540 FINANCIAL LITERACY**½ credit****Recommendation: Grades 11 & 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.

Students enrolled in Financial Literacy are encouraged to participate in the DECA Program.

1540ab FINANCIAL LITERACY**½ credit****Recommendation: Grades 11 & 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.

Students enrolled in Financial Literacy are encouraged to participate in the DECA Program.

1575 BUSINESS FOR THE 21ST CENTURY**1 credit**

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

Students enrolled in Business for the 21st Century are encouraged to participate in the DECA Program.

1575ab BUSINESS FOR THE 21ST CENTURY**1 credit**

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

Students enrolled in Business for the 21st Century are encouraged to participate in the DECA Program.

1577 MARKETING**1 credit**

Students will explore the scope and importance of marketing in a global economy. Topics include the marketing concept, promotion, marketing information management, pricing, customer service management, product/service management, distribution, and financing. Students will develop and refine communication and leadership skills through the development of effective presentations and real world role play applications as they explore the marketplace.

Students enrolled in Marketing are encouraged to participate in the DECA Program.

1579 MARKETING HONORS**1 credit**

In addition to the requirements for the Marketing (#1577) course, students will be required to complete a research-based project and make a presentation using visuals at either a DECA sponsored competition or to a panel of teachers/administrators. Students will prepare an advertising campaign for a real product, service, company, or business, and present the campaign to a prospective client/advertiser. The students will complete a situation analysis of the business and environment, develop specific objectives, select appropriate advertising media, schedule a timeline, and develop a budget. This comprehensive project will provide opportunities for students to demonstrate knowledge and skills needed by marketing and advertising personnel.

Students enrolled in Honors Marketing are encouraged to participate in the DECA program.

1578 SPORTS AND ENTERTAINMENT MARKETING & MANAGEMENT**½ credit****Recommendation: Grades 11 & 12**

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

Students enrolled in Sports and Entertainment Marketing & Management are encouraged to participate in the DECA program.

1555 HOSPITALITY MANAGEMENT/VIRTUAL INTERNSHIP**1 credit**

Complete a virtual internship! In this class you will learn about the hospitality industry as you take over the management of a full service hotel in an online simulation developed with the support of the Marriott Hotel Foundation. You will gain experience in all the key roles in hospitality management as you manage your hotel and guests “tweet” about their stays and rate your hotel on a simulated TripAdvisor-like website. You will learn about key hospitality issues, event planning, marketing, and environmental issues related to travel and leisure. With greater disposable income and more opportunities for business travel, more people are traveling the world making the hospitality and tourism industry one of the fastest growing industries in the world. Completion of this course will satisfy the 100-hour internship component of the industry-recognized certification in Hospitality Tourism and Management.

Students enrolled in Hospitality Management/Virtual Internship are encouraged to participate in the DECA program.

1545 HOSPITALITY MANAGEMENT/VIRTUAL INTERNSHIP HONORS**1 credit**

In addition to the virtual internship for the Hospitality Management/Virtual Internship #1555 course, students will be required to complete a research-based project and make a presentation using visuals at either a DECA sponsored competition or to a panel of teachers/administration. This research project will provide an opportunity for students to demonstrate knowledge and skills needed by management personnel in the hospitality industry such as designing and conducting a research study, analyzing the results and preparing a strategic plan with proposed budget.

Students enrolled in Hospitality Management/Virtual Internship Honors are encouraged to participate in the DECA program.

UNIFIED ARTS

The Unified Arts Department offers an array of courses which allow students to achieve a mastery of 21st Century Skills. Through these courses, students are able to exhibit how the visual arts are a universal tool used to communicate ideas using the elements and principles of design to achieve visual literacy. Students build skills which enable them to solve problems, expressively demonstrate concepts, ideas, and/or emotions in their chosen area of study. In addition, through reading and writing, they will express how artifacts from history serve as documentation of the human experience.

The Unified Arts Department encompasses:

FAMILY AND CONSUMER SCIENCE

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

- An opportunity to be eligible for Preschool Teacher Certification through the Department of Early Education and Care as an early childhood teacher.
- Preparation for a four-year degree program in early childhood education, elementary education, nursing, counseling, or other related fields that work with young children.
- The possibility of earning of up to 6 college credits at Bristol Community College in Early Childhood Education.

EARLY CHILDHOOD EDUCATION SEQUENCE:

1701: Introduction to Early Childhood Education, Grades 10 - 12
1703: Early Childhood Teacher Practicum
1708: Early Childhood Certification Practicum
<i>Completion of these courses may provide the opportunity to earn Preschool Teacher Certification from the MA Department of Early Education and Care and up to 6 credits in the Early Childhood Education program at Bristol Community College.</i>

1701 INTRODUCTION TO EARLY CHILDHOOD EDUCATION, Grades 10 &11 only

1 credit

This course prepares students for careers and further education in the field of early childhood education, elementary education, nursing, counseling, or any field that works with young children in an educational setting. The philosophical, historical, socioeconomic, and multicultural aspects of early education programs such as Froebel's Kindergarten, Montessori, Reggio-Emilia, and Waldorf are analyzed along with a variety of education theorists such as Gardner, Piaget, Erikson, Vygotsky, and Bloom. Students will study developmental stages of children, observation and documentation, and an introduction to lesson design and instruction through bookmaking. Students will be exposed to field work working with early childhood students at a district elementary school. This course coupled with 1703 and 1708 may lead to Preschool Teacher Certification from the MA Department of Early Education and Care and college credits from Bristol Community College's Early Childhood Education Program.

1703 EARLY CHLDHOOD TEACHER PRACTICUM

1 credit

Recommendation: Successful completion of 1701 Introduction to Early Childhood Education or recommendation of Lead Teacher

In this course student earn half of practicum hours needed in early childhood classrooms at Quinn and Cushman Elementary Schools to qualify for Preschool Teacher Certification from the Massachusetts Department of Early Education and Care. Two days per week are spent in the DHS classroom planning curriculum, instructional strategies, assessment techniques, analyzing observations of early childhood students, and connecting these analyses to educational programs, theorists, and theories of early childhood development. Three days are spent in the elementary classrooms observing, documenting using a variety of recording techniques, and instructing lessons with a focus on students' social-emotional well-being. In addition, a community-based teaching partnership is integral to this course. This course coupled with 1708 may lead to college credits from Bristol Community College's Early Childhood Education Program.

1708 EARLY CHILDHOOD CERTIFICATION PRACTICUM

1 credit

Recommendation: Successful Completion of 1703 Early Childhood Teacher Practicum or recommendation of Lead Teacher

Students will have the opportunity to complete their practicum hours from 1703 in early childhood classrooms at Quinn and Cushman Elementary Schools to qualify for Preschool Teacher Certification from the Massachusetts Department of Early Education and Care. Four days per week are spent in the elementary classrooms observing, documenting, and instructing lessons with a focus on students’ social-emotional well-being. One day per week is spent reflecting on their practice and analyzing connections between classroom experience and educational programs, theorists, and theories of early childhood development. In addition, a community-based teaching partnership is integral to this course. This course is the last in the series of Early Childhood classes which may lead to college credits from Bristol Community College’s Early Childhood Education Program.

VISUAL ARTS

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

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

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

VISUAL ARTS: ART I FOUNDATION SEQUENCE:

1710 Art 1 Foundation			
1711 Art 2 Foundation		½ Credit Electives	1740 Darkroom Photo 1
1716 Portfolio Prep	1717 Portfolio Prep Honors	1719 Jewelry & Metalsmithing 1	1742 Darkroom Photo 2
1797 AP Art: 2D Design and/or 1798 AP Art: 3D Design and/or 1799 AP Art: Drawing		1721 Jewelry & Metalsmithing 2	1796 AP Art: 2D Design-Photo

COURSES NOT IN ART I FOUNDATION SEQUENCE:

(These courses may be taken concurrently with or in addition to courses in Art 1 sequence.)

1705 Fashion Design 1	1741 Digital Photo 1	1718 Ceramics 1 (1/2 credit)	1745 PhotoShop Basics (1/2 credit)
1706 Fashion Design 2	1796 AP Art: 2D Design - Photo	1720 Ceramics 2 (1/2 credit)	
1797 AP Art 2D Design – or 1798 AP Art 3D Design			

1705 FASHION DESIGN 1**1 credit**

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

1706 FASHION DESIGN 2**1 credit**

Recommendation: Successful completion of Fashion Design 1 or recommendation of Lead Teacher

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

1710 ART 1 FOUNDATION**1 credit**

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

1711 ART 2 FOUNDATION**1 credit**

Recommendation: Successful completion of Art 1 Foundation or Recommendation of Lead Teacher with a Portfolio Review

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

1716 PORTFOLIO PREP**1 credit**

Recommendation: Successful completion of Art 2 Foundation or recommendation of Lead Teacher with a portfolio review

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

1717 PORTFOLIO PREP HONORS**1 credit**

Recommendation: Successful completion of Art 2 Foundation or recommendation of Lead Teacher with a portfolio review

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

1718 CERAMICS 1

½ credit

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

1719 JEWELRY & METALSMITHING 1

½ credit

Recommendation: Successful completion of Art 1 Foundation or Recommendation of Lead Teacher with a portfolio review

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

1720 CERAMICS 2

½ credit

Recommendation: Successful completion of Ceramics 1 or Recommendation of Lead Teacher with a portfolio review

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

1721 JEWELRY & METALSMITHING 2

½ credit

Recommendation: Successful completion of Jewelry & Metalsmithing 1 or recommendation of Lead Teacher

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

1740 DARKROOM PHOTOGRAPHY 1

1 credit

Recommendation: Successful completion of Art 1 Foundation or Digital Photography or Recommendation of Lead Teacher with a portfolio review

Students will explore the "fine art" of analog photography through an in-depth exploration of the 35-mm camera and the darkroom process and refine 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 to support studio work. An art analysis unit in which students visit a museum is included in the curriculum. Some materials may be supplied by the student; however, grades will not be impacted by a student's inability to supply materials.

1741 DIGITAL PHOTOGRAPHY

1 credit

Students will apply the principles and elements of design to the medium of digital photography to create successful photos. Students will learn digital camera function, computer integration, compositional and student lighting techniques. Students will explore the Adobe Photoshop program to edit photographs through the manipulation, enhancement, and alteration of photographs with a focus on student "voice". Reading and writing assignments will be given to support studio work. A field trip to a location to create a portfolio of photographs 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**1 credit****Recommendation: Successful completion of Darkroom Photography or Recommendation of Lead Teacher with a portfolio review**

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 projects to support studio work. Some materials may be supplied by the student; however, grades will not be impacted by a student's inability to supply materials.

1745 PHOTOSHOP BASICS**½ credit**

Students will learn how to use tools in Adobe Photoshop to create successful images from stock photographs. Exploring the design process and applying the principles and elements of design to create successful digital images, students will communicate messages visually and solve visual problems. This course is designed for both beginner and advanced computer/art students. Some materials may be supplied by the student; however, grades will not be impacted by a student's inability to supply materials.

1796 AP STUDIO ART: 2D DESIGN - PHOTO**1 credit****Recommendation: Successful completion of Digital Photography, Darkroom Photography, or recommendation of Lead Teacher with a portfolio review**

Students will develop a digital photography portfolio of work to be reviewed by the College Board and assessed according to 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 a concentration about a particular concept or idea utilizing their own "voice". Extensive work outside of class time is a requirement. Research and reflective writing are integral to this course. An off-site photo shoot is integrated into the curriculum. 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 at the completion of the course. Students are expected to take the AP exam in May.

1797 AP STUDIO ART: 2D DESIGN - NON-PHOTO**2 credits****Recommendation: Successful completion of Art 2 Foundation, Portfolio Prep, or recommendation of Lead Teacher with a portfolio review**

Students will demonstrate proficiency in a variety of two-dimensional media and techniques as well as compile a concentration examining a student-chosen concept or idea. This full-year college-level advanced placement course emphasizes the development of a 2-D portfolio. Research and reflective writing are integral to this course. Portfolios are sent to a national panel for judgment and assessment using the College Board 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 in the spring and a formal presentation of their concentration to faculty in May. 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.

1798 AP STUDIO ART: 3D DESIGN**2 credits****Recommendation: Successful completion of Art 2 Foundation, Portfolio Prep, Ceramics 1, Jewelry & Metalsmithing 1, or recommendation of Lead Teacher with a portfolio review**

Students will demonstrate proficiency in a variety of three-dimensional media and techniques as well as compile a concentration examining a student-chosen concept or idea. This full-year, college-level advanced placement course emphasizes the development of a 3-D portfolio. Research and reflective writing are integral to this course. Portfolios are sent to a national panel for judgment and assessment using the College Board AP 3D Design Rubric. Visits to museums for research purposes and to institutions of higher learning are part of the curriculum. All students participate in an opening and exhibit at a professional gallery in the spring and a formal presentation of their concentration to faculty in May. 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

2 credits

Recommendation: Successful completion of Portfolio Prep or recommendation of Lead Teacher with a portfolio review

Students will demonstrate proficiency in a variety of two-dimensional drawing and painting media and techniques as well as compile a concentration examining a student-chosen concept or idea. This full-year college-level advanced placement course emphasizes the development of an extensive drawing portfolio with a focus on student “voice” and markmaking. Research and reflective writing are integral to this course. Portfolios are sent to a national panel for assessment using the College Board AP Drawing Rubric. Visits to museums for research purposes and to institutions of higher learning are part of the curriculum. All students participate in an opening at a professional gallery in the spring and a formal presentation of their concentration to faculty in May. 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.

MEDIA

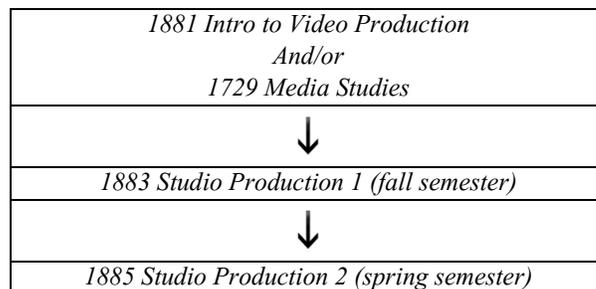
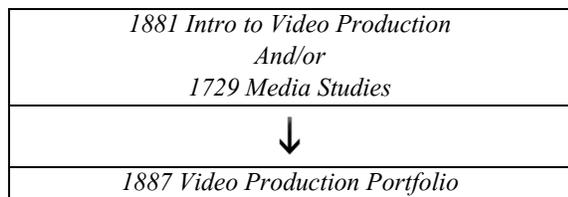
The Video Production component of the Unified Arts Department is designed for students interested in pursuing a career in the field of mass communication—both in front of and behind the camera. These courses will introduce and then refine skills and techniques involved in the design process of video production from writing to filming to editing. Utilizing 21st Century Skills as well as the Elements and Principles of Design, students will be involved in the process of designing a video from the proposal of the script to the final edit.

This program can provide the following opportunities:

- Students continue to take high level Television Production courses and consider an internship at local radio and cable stations
- Students prepare a portfolio for acceptance to an institution of higher learning.

There are two possible paths that students may pursue. They may pursue one or both.

Two Paths of Study – Students can opt to take one path or both.



1729 MEDIA STUDIES

1 credit

This course investigates how technology has changed the art of film throughout history. Exploring the technical processes to create special effects, students will analyze how the art of film influences society. Students will examine the breadth of cinema around the globe, investigating a range of films. Through group discussion and writing assignments, this course offers the basics of film analysis in traditional films as well as avant-garde cinema through the technical processes used to convey the director’s voice. 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.

1881 INTRO TO VIDEO PRODUCTION

½ credit

Students will work with various elements of video production in two areas – fine arts and technical production. Students will be trained as producers, directors, screenwriters, cinematographers, audio technicians, editors, on-screen talent and marketing staff. Writing assignments will be focused on thinking critically, creatively, and visually to produce segments. Students will gain hands-on training to begin their path into mass communication. Some materials may be supplied by the student; however, grades will not be impacted by a student’s inability to supply materials.

1883 STUDIO PRODUCTION 1**1 credit**

Recommendation: Successful completion of Intro to Video Production or Media Studies or Recommendation of Lead Teacher

Students will create a school-based television show, *The Tribe*. Working under production schedules in DHS's and DCTV's studios to produce a weekly-televised program 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 technologies and production elements such as script writing, graphic design, digital audio production, and control room operations. In addition, this student-produced program will be streamed on the web which may be used by staff and students to access information. Students will work both independently and collaboratively to accomplish a common goal. Field trips and in-class guest speakers will further enhance the student's experience in the communications profession. Some materials may be supplied by the student; however, grades will not be impacted by a student's inability to supply materials.

1885 STUDIO PRODUCTION 2**1 credit**

Recommendation: Successful completion of Studio Production 1 or Recommendation of Lead Teacher

This is continuation of Studio Production 1, and it will run during Semester 2. Students will create a broadcast-quality production, *The Tribe*, as well as original content programs to be aired on Dartmouth Community Television (DCTV), on YouTube, and in DHS's cafeteria. Students will travel during class time to DCTV to work in a professional studio with professional staff to create segments for this live show. Students will produce, write, and direct this production. Meeting deadlines, conducting in-depth research, and reporting facts are essential elements of this class. Students will develop an understanding of the "Hollywood" industry as a complex cultural medium through problem solving and critical thinking. Students will also deconstruct and analyze popular news shows. After-school hours for filming, short segment editing, and coordinating interviews will be required periodically throughout the semester. Some materials may be supplied by the student; however, grades will not be impacted by a student's inability to supply materials.

1887 VIDEO PRODUCTION PORTFOLIO**1 credit**

Recommendation: Successful completion of Intro to Video Production or Media Studies or recommendation of Lead Teacher with a portfolio review

Students will utilize 21st Century Skills of creativity, innovation, communication, and collaboration to compile a portfolio of excellent work for college admission. Using critical thinking and writing skills, students will produce creative or documentary-style pieces that will be exhibited to the community via shows aired on Dartmouth Community Television (DCTV), YouTube, or in DHS's cafeteria. Students will be responsible for writing a script, directing actors, conducting interviews, editing their production and promoting the viewing of their project through knowledge gained about marketing and distribution. An extensive time commitment outside of class is required for success in this class. Some materials may be supplied by the student; however, grades will not be impacted by a student's inability to supply materials.

HEALTH & PHYSICAL EDUCATION

Through our Health and Physical Education courses, students will have an opportunity to understand and apply the concepts of personal physical fitness and good health. Physical Education is a required course for all students each year.

Activities include: archery, badminton, flag football, tennis, team handball, softball, speedball, soccer, floor hockey, volleyball, basketball, lacrosse, aerobic conditioning, new games, weight training, and other relevant fitness activities.

1950 PHYSICAL EDUCATION (Grades 9-12)

½ credit

Physical Education teaches the skills and techniques of lifelong leisure activities and sports as well as incorporating an appreciation for physical activity through various fitness mediums including: weight training, cardiovascular training, yoga, pilates and dance. Activities and sports will include badminton, tennis, team handball, floor hockey, basketball, volleyball, softball, flag football, ultimate frisbee, soccer, and new games. The goal of physical education is to develop physically individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Physical education is a required course for all students for four years.

1951ab PHYSICAL EDUCATION (Grades 9-12)

½ credit

Physical Education teaches the skills and techniques of lifelong leisure activities and sports as well as incorporating an appreciation for physical activity through various fitness mediums including: weight training, cardiovascular training, yoga, pilates and dance. Activities and sports will include badminton, tennis, team handball, floor hockey, basketball, volleyball, softball, flag football, ultimate frisbee, soccer, and new games. The goal of physical education is to develop physically individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Physical education is a required course for all students for four years.

1960 HEALTH DECISIONS (Grade 10)

½ credit

This course, geared to sophomores, is based firmly on the belief that the capacity of an individual student to achieve depends on a healthy body, a sound mind, and a positive self-concept. Without these basic attributes of physical and mental health, advancement toward other educational goals is extremely difficult. Decision-making skills and values clarification are stressed during each unit. Topics discussed are: Chemical Use and Abuse, Stress, Teenage Suicide, Interpersonal Relationships, Dating, Violence Prevention, Child Abuse, Human Reproduction, Teenage Pregnancy, Contraception, Sexually Transmitted Diseases, and HIV Infection. Students will also have the opportunity to become certified in CPR during this course.

1961ab HEALTH DECISIONS (Grade 10)

½ credit

This course, geared to sophomores, is based firmly on the belief that the capacity of an individual student to achieve depends on a healthy body, a sound mind, and a positive self-concept. Without these basic attributes of physical and mental health, advancement toward other educational goals is extremely difficult. Decision-making skills and values clarification are stressed during each unit. Topics discussed are: Chemical Use and Abuse, Stress, Teenage Suicide, Interpersonal Relationships, Dating, Violence Prevention, Child Abuse, Human Reproduction, Teenage Pregnancy, Contraception, Sexually Transmitted Diseases, and HIV Infection. Students will also have the opportunity to become certified in CPR during this course.

1980 WALKING FOR LIFELONG WELLNESS (Grade 10 – 12)

½ credit

The goal of this class is 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. This will assist students' in the development of lifelong physical activity habits.

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 is available along with Stage Band and various ensembles. Orchestra is available for string players. In the vocal area, Dartmouth High School has a Mixed Chorus along with various vocal ensembles. Class offerings include Music Theory, Guitar Lab, and Piano Lab. All of the above-mentioned groups are active in performances with the exception of music theory.

1921ab BAND 1

1 credit

Solid entry level skills are required for this course with assessments 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 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.

1922ab BAND 2

1 credit

Recommendation: Successful Completion of Band 1

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 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.

1923ab BAND 3

1 credit

Recommendation: Successful Completion of Band 2

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 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.

1924ab BAND 4

1 credit

Recommendation: Successful Completion of Band 3

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 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.

1930ab MIXED CHORUS 1

1 credit

Most students enter this course from middle school chorus with entry level performance skills 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.

1931ab MIXED CHORUS 2 **1 credit**

Recommendation: Successful Completion of Mixed Chorus 1

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.

1932ab MIXED CHORUS 3 **1 credit**

Recommendation: Successful Completion of Mixed Chorus 2

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.

1933ab MIXED CHORUS 4 **1 credit**

Recommendation: Successful Completion of Mixed Chorus 3

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.

1916ab STRING ORCHESTRA 1 **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.

1917ab STRING ORCHESTRA 2 **1 credit**

Recommendation: Successful Completion of String Orchestra 1

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.

1918ab STRING ORCHESTRA 3 **1 credit**

Recommendation: Successful Completion of String Orchestra 2

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.

1919ab STRING ORCHESTRA 4 **1 credit**

Recommendation: Successful Completion of String Orchestra 3

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 **1 credit**

Recommendation: Some choral or instrumental experience

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.

1909ab SENIOR HONORS PERFORMANCE MUSIC, BAND, CHORUS, ORCHESTRA

1 credit

Honors level band, chorus, and orchestra are only open to senior students and are offered only as a one credit class. Honors Performance students will delve into class exercises and performance material in greater depth and may proceed at an accelerated pace. This course will also require more preparation and independent practice on rigorous etudes and performance literature. Potential students should obtain the guidelines from their ensemble director before requesting this course. All requests will be reviewed by the ensemble director and the Director of Music.

1934 PIANO LAB 1

1 credit

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

1935 PIANO LAB 2

Recommendation: Successful Completion of Piano Lab

1 credit

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

1937 GUITAR LAB 1

1 credit

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

1939 GUITAR LAB 2

1 credit

Recommendation: Successful Completion of Guitar Lab 2

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

SCHOOL TO CAREER OPPORTUNITIES

Building upon career exploration in the Freshman Seminar classes and the input of the Guidance Department, the school to career opportunities enables students to connect their academic experiences with career choices. Students are assisted individually to refine career-related goals through self-assessment and research. Senior students can intern or job shadow at sites selected specifically to match their interests and abilities. Students are also given instruction to improve their employability skills.

1010 INTERNSHIP

1 credit

Recommendation: Seniors only. The student must have a serious interest in a career path and have taken relevant courses. *An internship provides an opportunity for seniors to spend extended 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 maintaining a daily journal, preparing a career portfolio, and meeting on a regular basis with peers and a coordinator. If work sites are not within walking distance, students must be able to provide their own transportation. There must be a career match in order to participate.*

1011ab INTERNSHIP

1 credit

Recommendation: Seniors only. The student must have a serious interest in a career path and have taken relevant courses. *An internship provides an opportunity for seniors to spend extended 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 maintaining a daily journal, preparing a career portfolio, and meeting on a regular basis with peers and a coordinator. If work sites are not within walking distance, students must be able to provide their own transportation. There must be a career match in order to participate.*

1013 DUAL ENROLLMENT

1 credit

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

- *have a GPA of 3.0 or higher*
- *demonstrate the ability to benefit from college level course work*
- *be recommended to take college level course work by their Guidance Counselor*
- *maintain a 3.0 or better in all college level course work in order to remain eligible for Dual Enrollment participation.*
- *will be allowed to take only one course per semester in the Dual Enrollment Program.*

Courses taken at a college must not be available at Dartmouth High School. Students should contact their guidance counselors if interested.

1580 WORK EXPERIENCE

1 credit

Recommendation: Seniors who intend to be fully employed in the world of work within 18 months of graduation.

The Work Experience Program uses the workplace instead of a classroom to teach and reinforce skills and knowledge required on the job. The student must demonstrate that he/she meets the following criteria in the semester prior to enrolling in this course:

- *He/she must be a student in good standing (academic: all required courses passed or student currently doing satisfactorily; conduct: no egregious acts of misconduct; attendance: satisfactory)*
- *He/she must have the permission to participate in the program by his/her Dean.*
- *He/she must have the proper forms filled out and signed by Employer and Parent/Guardian.*
- *Students are responsible for finding their own job placement. Employment verification will be made by the Liaison by contacting the students work supervisor.*
- *The earliest a student may leave for work experience is 12:33 (4th block). He/she must sign out of the building every day. This course will be graded pass/fail.*

1581ab WORK EXPERIENCE**½ credit**

Recommendation: Seniors who intend to be fully employed in the world of work within 18 months of graduation.

The Work Experience Program uses the workplace instead of a classroom to teach and reinforce skills and knowledge required on the job. The student must demonstrate that he/she meets the following criteria in the semester prior to enrolling in this course:

- *He/she must be a student in good standing (academic: all required courses passed or student currently doing satisfactorily; conduct: no egregious acts of misconduct; attendance: satisfactory)*
 - *He/she must have the permission to participate in the program by his/her Dean.*
 - *He/she must have the proper forms filled out and signed by Employer and Parent/Guardian.*
 - *Students are responsible for finding their own job placement. Employment verification will be made by the Liaison by contacting the students work supervisor.*
 - *The earliest a student may leave for work experience is 12:33 (4th block). He/she must sign out of the building every day.*
- This course will be graded pass/fail.*

1981 LEARNING PARTNERSHIPS**½ credit**

This course allows students the opportunity to gain an awareness of individual differences through participation in community inclusion activities in the context of service to the school community. Placements are within Dartmouth High School classrooms.