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January 29, 2018

Dear Dartmouth High School Students, Parents & Guardians:

Each winter, Dartmouth High School students are asked to select courses for the next academic school year. We are mindful that the course selection process can be overwhelming as students consider not only which courses they would like to take but also at which level and with an eye toward meeting graduation requirements and their post-secondary plans.

In addition to these traditional questions, this year also marks the start of a transition to a new 7 period schedule in which core courses are year-long while many electives are semester-long. As a result of the new schedule, the number of credits necessary for graduation has changed for students based upon their year of graduation. Students are encouraged to pay particular attention to the new graduation requirements which are outlined by year of graduation on pages 6-7.

Also new to this year’s Program of Studies are identified pathways in the areas of business, computer science, science, technology & engineering and unified arts. The goal of each pathway is to clearly identify a coherent progression of coursework that upon completion ensures students are prepared for success with the skills and knowledge necessary to enter directly into the workforce and/or to continue their education at the post-secondary level in a related area of study.

The course selection process will take place during the week of February 26th-March 2nd. Over the course of that week, teachers, counselors and administrators will engage with students about the course selection process. Students will report by homeroom to a designated computer lab and will enter their course requests into ASPEN. Each of the labs will be staffed by a member of the School Counseling Department who will be able to answer any questions and support students as they log-on to complete their requests. If students have additional questions about their course requests they should schedule follow-up appointments with their counselor as needed. Counselors will see students as quickly as possible based upon their availability in order to minimize the amount of time students are out of their current classes.

In closing, our mission as a school is to ensure that ALL students graduate college and career ready with as many post-secondary choices available to them as possible. As a result, regardless of whether a student plans to continue their education at a two or four year college or university, or enter into a technical or trade program, enter directly into the workforce, or enter the world of service through one of the branches of our armed forces or public safety agencies, we encourage ALL students to challenge themselves by taking the most rigorous course of study that they are ready for. We believe fundamentally that all students are capable of learning at high levels and that when students put in effective effort they are successful!

Sincerely,

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

CORE VALUES AND BELIEFS

At Dartmouth High School We Value and Believe In:
● A safe learning environment
● Open and respectful sharing of opinions and ideas
● A learning environment that fosters respect for self and others
● Thoughtful instruction and rigorous assessment designed around common curricula

LEARNING EXPECTATIONS

All students must:
● Define and monitor plan to achieve self-defined academic goals
● Communicate knowledge through a variety of writing styles
● Problem solve in a variety of settings
● Demonstrate respect for self and others
FOREWORD
The Dartmouth High School Program of Studies provides students and families with the information needed to develop a four-year plan to support post-secondary goals. Students should consider the variety and depth of course offerings with graduation requirements and post-secondary aspirations in mind. Students are encouraged to be responsible lifelong learners and to challenge themselves to meet the academic, social and civic competencies outlined in our Core Values, Beliefs and Learning Expectations. Dartmouth High School offers interscholastic athletics, unified athletics, a wide array of clubs and service organizations, as well as exceptional music, art, and theatre programs to enhance the educational experience.

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

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

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

GENERAL ACADEMIC 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 minimum credit guidelines in order to be “on track for graduation” and promoted with their class.

<table>
<thead>
<tr>
<th>Year of High School</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Freshman Year (Class of 2022)</td>
<td>5</td>
</tr>
<tr>
<td>End of Sophomore Year (Class of 2021)</td>
<td>11</td>
</tr>
</tbody>
</table>
At the end of each academic year, students who have not yet earned the necessary credits for promotion may be retained based upon credits earned.

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

**COURSE CHANGE REQUESTS** - Requests to change courses must be approved by administration and are not guaranteed. Students must make course requests carefully as course changes may not be honored after an initial 4 week period (year-long courses) or a 2 week period (semester-long courses). Course change requests made beyond this window of time will only be considered if there is compelling evidence to support a class level change (CCR to Honors, etc.) or there are other extenuating circumstances (graduation requirements, student safety concerns, etc.) that require a course change. **Students must complete a course change request.**

**GRADUATION REQUIREMENTS** – Beginning in the 2018-2019 school year, Dartmouth High School will transition from a 4 x 4 Block Schedule to a 7 period schedule. As a result, students in the Class of 2022 will have an opportunity to earn 28 credits over the course of their four years at Dartmouth High School. Therefore, Dartmouth High School has adjusted the number of credits required for graduation. Each of the charts below identifies graduation requirements by Class. In addition to all local graduation requirements, students must also meet the competency determination as established by the Massachusetts Department of Elementary and Secondary Education.

<table>
<thead>
<tr>
<th>Class of 2019 Graduation Requirements</th>
<th>Class of 2020 Graduation Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department</strong></td>
<td><strong>Department</strong></td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
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<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>History/Social Science</td>
<td>History/Social Science</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>The Arts</td>
<td>The Arts</td>
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<tr>
<td>Freshman Seminar</td>
<td>Freshman Seminar</td>
</tr>
<tr>
<td>Health</td>
<td>Health</td>
</tr>
<tr>
<td>Additional Electives</td>
<td>Additional Electives</td>
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<tr>
<td><strong>Total</strong></td>
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<td></td>
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<tr>
<td></td>
<td>27</td>
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<td></td>
<td>26</td>
</tr>
</tbody>
</table>
### COURSE LEVELS

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

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

**ADVANCED PLACEMENT (AP)** – AP level courses are the **most rigorous** courses offered at Dartmouth High School. Students who are particularly passionate about a subject area or who wish to demonstrate their college readiness are highly encouraged to enroll in our AP courses. Students are successful in our AP Program when they put forth effective effort and persist in meeting challenging academic expectations. *Students enrolling in AP level courses are expected to take the AP Exam in that particular subject given in May.* Students enrolled in AP Art coursework are expected to compile and submit an AP portfolio.

### NCAA Division I Academic Eligibility Requirements

**Division I**

College-bound student-athletes first entering an NCAA Division 1 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.
**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 may not practice or compete with the team or receive an athletics scholarship during the first year of full-time college enrollment.

For additional information on these requirements, please visit www.eligibilitycenter.org
ENGLISH
Dartmouth High School’s English Department is guided by the Massachusetts Curriculum Frameworks. These standards are literacy-rich and result in a focus on the four domains of reading, writing, speaking & listening, and language.

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

English Course Offerings

<table>
<thead>
<tr>
<th>Year</th>
<th>Core Course</th>
<th>Elective Options*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>English 9 (CCR or Honors)</td>
<td>Theater Arts 1, 2; Journalism 1, 2; Public Speaking; Film Critique</td>
</tr>
<tr>
<td>Sophomore</td>
<td>English 10 (CCR or Honors)</td>
<td>Theater Arts 1, 2, 3, 4; Journalism 1, 2; Public Speaking; Film Critique</td>
</tr>
<tr>
<td>Junior</td>
<td>English 11 (CCR or Honors) or AP Language &amp; Composition</td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>English 12 (CCR or Honors) or AP Language &amp; Composition or AP Literature &amp; Composition</td>
<td></td>
</tr>
</tbody>
</table>

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

1103 ENGLISH 9 CCR 1 credit
1104 ENGLISH 9 HONORS 1 credit
Students will closely examine literature by focusing on the literacy skills embedded in the Massachusetts Curriculum Frameworks. Students will analyze character, theme, and structure. Students will develop foundational skills in composition, research, grammar, and vocabulary.

1107 ENGLISH 10 CCR 1 credit
1108 ENGLISH 10 HONORS 1 credit
In English 10 students will further develop literacy skills through the study of American literature. Literary analysis will focus on symbolism, theme, and diction while beginning to deepen inference skills. English 10 provides increased opportunity for students to sharpen analytical skills related to reading, writing, speaking, and listening.

1112 ENGLISH 11 CCR 1 credit
1113 ENGLISH 11 HONORS 1 credit
Students will advance into the more complex Grade 11-12 standards of the Massachusetts Curriculum Frameworks while moving through a survey of 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.
1116 ENGLISH 12 CCR
1118 ENGLISH 12 HONORS
Students will refine the reading, writing, speaking, and listening skills outlined in the Grade 11-12 standards of the Massachusetts Curriculum 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.

1198 AP ENGLISH LANGUAGE & COMPOSITION
(Fulfills core English requirement for Grade 11 or Grade 12)
Students in this Advanced Placement course will carefully analyze challenging nonfiction and fiction prose, deepening their understanding of rhetoric’s purpose and effectiveness. Through frequent writing and close reading of texts (including works of 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 should expect to dedicate nightly time to the course’s reading and writing tasks.

1199 AP ENGLISH LITERATURE & COMPOSITION
(Fulfills core English requirement for Grade 12)
Students are encouraged to use a variety of strategies including close reading and critical analysis of AP exam prompts, imaginative literature, and their own writing. Students will read, discuss and write about a number of challenging literary works whose richness of thought and language has established them as classics. Students are expected to take the AP Literature & Composition exam in May, and are expected to dedicate nightly time to the course's reading and writing tasks.

1130 CREATIVE WRITING CCR
½ credit
In this one-semester elective, students will study expository and creative writing through exercises organized by genre: poetry, memoir, and short stories. The course requires at-home and in-class writing. Students should be prepared to conference frequently with their peers as well as the teacher. The extent of the assignments and the direction of class time will depend on students’ individual talents and needs. Students will be encouraged to submit their work to school publications and outside writing competitions.

1150 THEATRE ARTS 1 CCR
½ credit
Students will learn about the various roles and elements that come together in the world of drama. Through improvisational skits and established scenes, students will become acquainted with the thrill, reality, and risk of live theatre. The class’s culminating assignment is performing a scene from an existing play in front of a live audience.
- Students should be willing to work closely with other students and willing to meet outside of class time to work on scenes if necessary.
- A Scene Night open to family, friends, and the DHS community counts toward the final exam
- Students must commit time outside of class to line memorization.

1155 THEATRE ARTS 2 CCR
½ credit
Students in Theatre Arts 2 will take on more responsibility within the regular Theatre Arts course. In addition to being leaders in class, students enrolled in Theatre Arts 2 will be required to write and perform their own scenes for Scene Night.
- Students should be willing to work closely with other students and willing to meet outside of class time to work on scenes if necessary.
• A Scene Night open to family, friends, and the DHS community counts toward the final exam.
• Students must commit time outside of class to line memorization

**NEED # 1156 THEATRE ARTS 3 CCR**  
½ credit  
**Prerequisite: Successful completion of Theatre Arts 2**  
Students in Theatre Arts 3 will take on more responsibility within the regular Theatre Arts course while continuing to develop skills related to their own theatre-related goals. With the instructor, students will identify specific theatre-related goals and determine how they will achieve them.  
• Students should be willing to work closely with other students and willing to meet outside of class time to work on scenes if necessary.  
• A Scene Night open to family, friends, and the DHS community counts toward the final exam  
• Students must commit time outside of class to line memorization

**NEED # 1157 THEATRE ARTS 4 CCR**  
½ credit  
**Prerequisite: Successful completion of Theatre Arts 3**  
Like students in Theatre Arts 3, students in Theatre Arts 4 will take on more responsibility within the regular Theatre Arts course while continuing to develop skills related to their own theatre-related goals. With the instructor, students will identify specific theatre-related goals and determine how they will achieve them.  
• Students should be willing to work closely with other students and willing to meet outside of class time to work on scenes if necessary.  
• A Scene Night open to family, friends, and the DHS community counts toward the final exam  
• Students must commit time outside of class to line memorization

**1152 FILM CRITIQUE CCR**  
½ credit  
Students will gain an enhanced appreciation and understanding of film by increasing their knowledge of film-making techniques and of various film genres. Films will be analyzed technically (camera shots, audio, lighting, editing) as well as thematically (social issues, unique characters, mood). Students will use critical thinking and writing skills, as well as outside research, to complete class assignments. Sometimes films with ratings above PG-13 will be shown; a permission slip will be sent home about this.

**1160 PUBLIC SPEAKING CCR**  
½ credit  
Students will explore how to become effective orators in a variety of formal and informal situations. Basic speaking skills will be learned and practiced, master orators will be observed, and original speeches will be written, practiced and memorized. Students will write analyses and critiques of their peers’ performances.

**1165 JOURNALISM 1 CCR**  
½ credit  
Students learn about the history, laws, ethics, and language of journalism. Intended to be a rigorous, hands-on writing course, the class focuses on learning and practicing various styles of journalistic writing – including news, feature, commentary, sports, entertainment, and column. Students also explore other journalistic elements – such as editing, photography, design, layout, blogs, and publishing.

**1166 JOURNALISM 2 CCR**  
½ credit  
**Prerequisite: Successful completion of Journalism 1**  
Students will build upon basic journalistic writing skills they developed in Journalism 1; in a writing workshop format, they will focus on longer and more in-depth pieces of writing. Students should be self-motivated and should arrive in class with ideas about article topics they wish to pursue.
The Mathematics Department offers courses that help all students gain and apply mathematical knowledge, think and communicate effectively, and work to acquire the skills needed to be a contributing member of an ever-changing society. Students will develop problem-solving strategies and skills that extend beyond the mathematics classroom. Students will develop conceptual understanding by making mathematical connections, communicating, reasoning, and problem solving.

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

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

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

### Mathematics Course Offerings

<table>
<thead>
<tr>
<th>Year</th>
<th>Core Course</th>
<th>Elective Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Algebra 1 (CCR or Honors) or Geometry (CCR or Honors) or Accelerated Geometry/Algebra Honors</td>
<td>Geometry (CCR or Honors) or Algebra 2 (CCR or Honors)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>Geometry (CCR or Honors) or Algebra 2 (CCR or Honors)</td>
<td>Pre-Calculus with Trigonometry (CCR or Honors)</td>
</tr>
<tr>
<td>Junior</td>
<td>Intermediate Algebra (CCR) or Algebra 2 (CCR or Honors) or Pre-Calculus with Trigonometry (CCR or Honors)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Statistics (CCR) or AP Statistics or Calculus (CCR or Honors) or AP Calculus</td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>Algebra 2 (CCR or Honors) or Pre-Calculus with Trigonometry (CCR or Honors)</td>
<td>AP Calculus AB or AP Statistics</td>
</tr>
</tbody>
</table>
1214 ALGEBRA 1 CCR 1 credit
1216 ALGEBRA 1 HONORS 1 credit
Students will deepen their understanding of linear relationships by solving, graphing, and writing linear equations and inequalities, and by solving systems of linear equations and inequalities using a variety of methods. Students continue by solving, graphing, and writing exponential and quadratic functions, requiring skills development in the areas of exponents, square roots, factoring, and the quadratic formula. Students compare and contrast linear, exponential, and quadratic relationships, build mathematical models of data sets, and extend their understanding of probability and data analysis.

1224 GEOMETRY CCR 1 credit
1226 GEOMETRY HONORS 1 credit
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.

NEED # ACCELERATED GEOMETRY/ALGEBRA HONORS 1 credit
Students explore more complex geometric situations and deepen their knowledge of geometric relationships, moving towards formal mathematical arguments. In this course, students also continue their study of Algebra 1 by solving, graphing, and writing exponential and quadratic functions, requiring skills development in the areas of exponents, square roots, factoring, and the quadratic formula. Students compare and contrast linear, exponential, and quadratic relationships, build mathematical models of data sets, and extend their understanding of probability and data analysis.

1225 INTERMEDIATE ALGEBRA CCR 1 credit
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 CCR 1 credit
1236 ALGEBRA 2 HONORS 1 credit
Building on their work with linear, quadratic, and exponential functions, students deepen their understanding of functions to include polynomial, rational, and radical functions. Students expand their abilities to write, graph, and solve equations, and to model real world situations, including solving quadratic equations over the set of complex numbers, and solving exponential equations using the properties of logarithms.

1248 PRE-CALCULUS with TRIGONOMETRY CCR 1 credit
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.

1244 STATISTICS CCR 1 credit
Did you know there’s a positive association between Ice Cream sales and shark attacks? Want to learn why? Take statistics, the most widely used field of Mathematics! In this course, students will learn to collect, analyze and draw conclusions from data, design valid experiments, estimate the present or predict
the future.

1247 CALCULUS CCR
1256 CALCULUS HONORS
This course will cover topics from Differential and Integral Calculus. Students will solve complex problems using the tools of calculus.

1257 AP STATISTICS
The AP Statistics course is equivalent to a one-semester, introductory level college course. The College Board organizes the course into four themes which include: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. In this course, students will utilize technology, investigations, problem solving and writing as they build the conceptual understanding necessary to earn a qualifying score on the AP Statistics Exam in May which all members of the class are expected to take.

1259 AP CALCULUS AB
AP Calculus AB is designed to be the equivalent of a one-semester college calculus course focused on topics in differential and integral calculus. This AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. In this course, students will be supported in making connections amongst various representations of calculus problems, including when they are represented graphically, numerically, analytically, or verbally. Students who enroll in AP Calculus AB are expected to take the AP exam in May.
SCIENCE, TECHNOLOGY, & ENGINEERING

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

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

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

### Science & Engineering Course Offerings

| FRESHMAN | Required: Biology (CCR or Honors)  
| Take Biology MCAS  
| Electives:  
| Drafting Technology CAD, Architectural Drafting CAD 1, Engineering 1, Robotics Engineering |
| SOPHOMORE | Chemistry (CCR or Honors), Anatomy and Physiology, Biotechnology, Horticulture, Drafting Technology CAD, Architectural Drafting CAD 1, Architectural Drafting CAD 2, Engineering Drafting CAD, Robotics Engineering 1, Robotics Engineering 2, Engineering 1, Engineering 2 |
| JUNIORS & SENIORS | Chemistry, Honors Chemistry, Physics (CCR or Honors), Anatomy & Physiology (CCR or Honors), Biotechnology 1, Marine Science (CCR or Honors), Horticulture, A.P. Biology, A.P. Chemistry, A.P. Environmental Science, Engineering Drafting CAD 1, Engineering Drafting CAD 2, Architectural Drafting 1, Architectural Drafting 2, Engineering 1, Engineering 2, Engineering 3 Robotics Engineering 1, Robotics Engineering 2, Robotics Engineering 3 |

### Science, Technology and Engineering Pathways

<table>
<thead>
<tr>
<th>Biotechnology Pathway</th>
<th>Engineering Pathway</th>
<th>Engineering Drafting Pathway</th>
<th>Architectural Drafting Pathway</th>
<th>Robotics Engineering Pathway</th>
<th>TV Media Production Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biotechnology 1</td>
<td>Engineering 1</td>
<td>Architectural Drafting 1</td>
<td>Robotics 1</td>
<td>Intro to Video Production or Media Studies</td>
<td></td>
</tr>
<tr>
<td>Biotechnology 2</td>
<td>Engineering 2</td>
<td>Engineering Drafting-CAD 1</td>
<td>Architectural Drafting 2</td>
<td>Robotics 2</td>
<td>TV Media Production</td>
</tr>
<tr>
<td>Biotechnology Capstone</td>
<td>Engineering 3</td>
<td>Engineering Drafting-CAD 2</td>
<td></td>
<td></td>
<td>Advanced TV Media Production</td>
</tr>
</tbody>
</table>
1305 BIOLOGY CCR  1 credit
Students will study the characteristics and chemistry of life, the structure and function of the major body systems, and ecology and biodiversity. In addition, students will learn about the structure and function of cells and their organelles, photosynthesis and cellular respiration, DNA structure and function, genetics and evolution. Students will apply the scientific method as they support their learning with an experimental approach to the study of life’s processes. Students will spend a great deal of time working in the laboratory as they collect and analyze data to support their learning.

1307 BIOLOGY PART 2  ½ 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. Please note that this course will only run in 2018-2019 as a bridge course for students who were unable to complete this part 2 course in the 2017-2018 school year.

1306 BIOLOGY HONORS  1 credit
Students in Biology Honors will gain an understanding of cell structure and function, genetics, evolution, and ecology. In addition, students will study the biochemistry of DNA and its role in protein synthesis, the processes of cellular respiration and photosynthesis, and the stages and regulation of the cell cycle. Students in this course will experience extensive laboratory investigations and are expected to be independent learners and problem solvers.

1308 CHEMISTRY CCR  1 credit
Students will be studying atomic structure, chemical equations, chemical bonds, the periodic table and the behaviors of gases as part of this college preparatory chemistry class. Students will perform experiments, master proper laboratory techniques, apply basic algebra to solve problems and write detailed lab reports as they explore the behavior and interactions of matter.

1309 CHEMISTRY HONORS  1 credit
Students in Chemistry Honors will gain an understanding of all the material taught in College Prep Chemistry as well as concepts of 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 draw on their algebra and problem solving skills.

1310 MARINE SCIENCE CCR  ½ credit
Students will come to understand the ocean and coastal zone as extremely complex interacting systems. Students will explore the principles of marine biology, physical and chemical oceanography and marine geology through a variety of means including class discussion, laboratory and field experiments and research projects. Field research is an important component of this course, and students enrolled in marine science will have the opportunity to participate in fieldwork in Apponagansett Bay.

1311 HORTICULTURE CCR  ½ credit
Students in this course will work with native plant species to learn about botany, plant morphology and physiology, taxonomy and plant care. Students will work regularly in the laboratory and greenhouse raising plants and using plant structures to identify specific plant groups.
1312 PHYSICS CCR  
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  
Students will be challenged in this class as they prepare themselves for science and math based college majors. Students will learn about motion, force, and energy in depth. Topics in heat, electricity, magnetism, sound and light will also be covered. Students will learn through laboratory experience, problem solving, and class activities. Students should have strong algebra skills as well.

1314 ANATOMY & PHYSIOLOGY CCR  
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  
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  
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 CCR  
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 CCR  
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 to participate in these events.

**NEED # ADVANCED ROBOTICS INTERNSHIP CCR**

½ credit

This course is for students who will be competing in interscholastic robotics competitions and have taken Robotics 2. All students will be required to learn Programming (Java with Android Studio) and are expected to serve as student-leaders of the Robotics Program by mentoring students, and assisting with management of the team.

**NEED # CHEMISTRY IN THE COMMUNITY CCR**

½ credit

Students will explore concepts in chemistry through applications to everyday phenomena like kitchen science, water treatment, energy and fuel use, etc. This laboratory intensive class will provide students with the opportunity to develop skills with measuring, making observations and drawing conclusions from experimental results. This class is for students seeking to understand basic chemistry principles but who don’t need the more in-depth full year chemistry course.

**1360 BIOTECHNOLOGY 1 CCR**

½ credit

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

**1396 AP ENVIRONMENTAL SCIENCE**

1½ credits

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

**1398 AP CHEMISTRY**

1½ credits

Students in this advanced intensive college-level course will examine the structure of matter, periodicity, acids and bases, solutions, organic chemistry, nuclear chemistry, and reaction chemistry with emphasis on oxidation-reduction, kinetics, equilibrium, electrochemistry, and thermodynamics. Students will experience a comprehensive laboratory program that reinforces the concepts presented in these topics. Students must have strong math and problem-solving skills and will be expected to take the AP exam in May. **Note:** This class meets for two consecutive periods during the first semester (one period during the second semester) in order to accommodate the extensive laboratory requirements.
1399 AP BIOLOGY

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

1734 ENGINEERING DRAFTING – CAD 1 CCR

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

1735 ENGINEERING DRAFTING – CAD 2 CCR

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

1737 ARCHITECTURAL DRAFTING 1 CCR

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

1738 ARCHITECTURAL DRAFTING 2 CCR

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

2000 ENGINEERING 1 CCR

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 CCR

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). **Note:** This class meets for two consecutive periods during a single semester in order to provide extended time for project work.
2001 ENGINEERING 3 CCR ½ credit
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. **Note:** This class meets for two consecutive periods during a single semester in order to provide extended time for project work.

**TV MEDIA PRODUCTION**

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

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

1729 MEDIA STUDIES CCR ½ credit
This course investigates how technology has changed the production of cinema throughout history. Exploring the technical processes to create scripts, foley audio recording, set design, camera cinematography, editing, and special effects, students will create their own short films using these techniques. Students will explore and investigate a range of films, looking at how they were made using the techniques learned in class. Students will also develop an understanding of film as a complex cultural medium through problem solving and critical thinking. Throughout the course, students will perform a variety of hands-on learning experiences based on the exemplars shown in class. Students will be trained as producers, directors, technical directors, writers, camera technicians, audio technicians, editors, talent, and marketing managers. The culmination of this course will be the production of an original short film.

1881 INTRO TO VIDEO PRODUCTION CCR ½ credit
Students will learn the basics of video production. Students will explore the use of the modern digital video camera, along with the proper use of camera support systems. In addition to learning basic camera operations, students will learn how to incorporate professional audio recording with the use of various types of current audio tools such as the boom mic., audio mixer, and audio sound effects. Finally, students will learn how to use the computer for nonlinear computer-based video editing. Popular and industry standard based programs such as Adobe Premiere, Final Cut Pro, and other computer software will be used to create basic video magic. All of these skills will be taught in an innovative, “hands-on” method by working on short, in-class projects such as the public service announcement (PSA) commercials, video tutorials, news reports, and more.
**Need Course # TV MEDIA PRODUCTION CCR**

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

**NEED # ADVANCED VIDEO PRODUCTION CCR**

Students will create original school-based studio programming such as cooking shows, talk shows, game shows, and magazine programs. In this class, there will also be opportunities for students to customize their learning by producing their own original programming (e.g. short films, music videos, documentaries, special effect films, etc.) Working under production schedules in DHS’s and DCTV’s studios to produce these programs to be aired on Dartmouth Community Television (DCTV), on YouTube, and in DHS’s cafeteria, students will have the opportunity to explore the use of current professional technologies and production elements such as script writing, graphic design, digital audio production, and control room operations. In addition, these student-produced programs will be streamed on the web which may be viewed by staff, students, and the entire global community. Students will work both independently and as a team to accomplish a common goal. Field trips and in-class guest speakers will further enhance the student’s experience in the communications profession.
Dartmouth High School requires that all students earn a minimum of three credits in Social Studies. Two of the three credits must be earned in United States History and one of the three credits must be earned in a course related to World History.

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

### Social Studies Course Offerings

<table>
<thead>
<tr>
<th>Year</th>
<th>Core Course</th>
<th>Elective Options</th>
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</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>U.S. History 1 (CCR or Honors)</td>
<td>U.S. Government and Politics, Current Events, Youth and the Law</td>
</tr>
<tr>
<td>Sophomore</td>
<td>World History (CCR or Honors) or AP Human Geography or AP World History</td>
<td>U.S. Government and Politics, Current Events, Psychology, Youth and the Law, AP U.S. History, AP U.S. Government and Politics, AP Human Geography, AP World History</td>
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<tr>
<td>Junior</td>
<td>N/A</td>
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1435 UNITED STATES HISTORY 1 CCR 1 credit
1445 UNITED STATES HISTORY 1 HONORS 1 credit

This course is aligned to the Massachusetts Curriculum Frameworks, 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. Student-driven class discussion and debate are a major component of instruction. Students will begin to develop critical research skills, including the ability to evaluate sources of information relevant to historical topic and write a research paper.

1455 UNITED STATES HISTORY 2 CCR 1 credit
1465 UNITED STATES HISTORY 2 HONORS 1 credit

This required course, which is aligned to the Massachusetts Curriculum Frameworks, covers the history of the United States from 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. Student-driven class discussion and debate are a major component of instruction. Students will continue to build upon the critical research skills introduced in U.S. I.

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

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

1407 PSYCHOLOGY CCR 1 credit
This elective serves to introduce students to the scientific study of human behavior in the context of modern society. Students will be introduced to major theories and topics such as research techniques, brain development, human growth and development, learning, memory, personality and psychological disorders. Lectures, readings, major projects, demonstrations, labs and homework will be utilized to help students learn the various elements in the study of Psychology.

1485 UNITED STATES GOVERNMENT & POLITICS CCR 1 credit
This elective is designed to develop a deeper understanding of government and politics in the United States. Students will study topics such as the Constitution, the three branches of government, and political ideologies, to name a few. Lectures, readings, homework, major projects, and simulations will be utilized to help students understand the complexity of the U.S. government.

1480 CURRENT EVENTS CCR ½ credit
In this one-semester 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.

1410 YOUTH AND THE LAW CCR ½ credit
This one-semester elective is designed to develop an appreciation for the law and how it applies to adolescents. This course will focus on the criminal justice system, trial courts, and laws concerning teenagers. Students will study the adversarial structure of trial law and the process of bringing cases to court. Students will conduct numerous mock trials to develop their understanding of the concepts studied.

1498 AP PSYCHOLOGY CCR 1 credit
AP Psychology is a college level course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the principles and phenomena associated with each of the major subfields within psychology. Strong reading and writing skills are essential to successful participation in this course, as well as a high level of motivation. Students are expected to take the AP exam in May.

1494 AP U.S. GOVERNMENT & POLITICS CCR 1 credit
AP U.S. Government and Politics is a college level course designed to develop an analytical perspective on government and politics in the United States. Students will study topics such as the Constitution, the three branches of government, and political ideologies, to name a few. Strong reading and writing skills are essential to successful participation in this course, as well as a high level of motivation. Students are expected to take the AP exam in May.

1499 AP UNITED STATES HISTORY CCR 1 credit
AP U.S. History is a college level course designed to provide students with a deeper understanding of the development of the U.S. from pre-Columbian to modern times. The rigorous pace of the course requires
students to complete extensive readings of both primary and secondary sources. Strong reading and
writing skills are essential to success in this course, as well as a high level of motivation. Students are
expected to take the AP exam in May. Please note this course fulfills the U.S. History 2 requirement for
graduation.

1496 AP HUMAN GEOGRAPHY CCR
1 credit
AP Human Geography is a college level course designed to introduce students to the patterns and processes
that have shaped human understanding, use, and alteration of the Earth's surface. Strong reading and
writing skills are essential to successful participation in this course, as well as a high level of motivation.
Students are expected to take the AP exam in May. Please note this course fulfills the World History
requirement for graduation.

1497 AP WORLD HISTORY CCR
1 credit
AP World is a college level course designed to introduce students to the key themes of world history,
including interaction with the cultures, economic systems, and social structures from 8000 B.C.E. to the
present. Strong reading and writing skills are essential to successful participation in this course, as well as
a high level of motivation. Students are expected to take the AP exam in May. Please note this course
fulfills the World History requirement for graduation.
WORLD LANGUAGE

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

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

### World Language Course Offerings

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<thead>
<tr>
<th>Exploratory</th>
<th>Mandarin</th>
<th>Portuguese</th>
<th>Spanish</th>
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<tbody>
<tr>
<td>Mandarin 1 (CCR)</td>
<td>Portuguese 1 (CCR)</td>
<td>Spanish 1 (CCR)</td>
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<tr>
<td>Mandarin 2 (CCR or Honors)</td>
<td>Portuguese 2 (CCR or Honors)</td>
<td>Spanish 2 (CCR or Honors)</td>
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<tr>
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<td>Spanish 3 (CCR or Honors)</td>
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<tr>
<td>Mandarin 4 (Honors)</td>
<td>Portuguese 5 (Honors)</td>
<td>AP Spanish</td>
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<tr>
<td>Mandarin 4 (Honors)</td>
<td>Portuguese for Health Careers (CCR)</td>
<td>Spanish for Health Careers</td>
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**NEED # INTRODUCTION TO WORLD LANGUAGES & CULTURES** ½ credit

This course is designed to give students their first exposure to world languages at Dartmouth High School. Students will begin to explore the language and culture of Portuguese, Spanish and Mandarin Chinese. The objective of this course is to promote an understanding and appreciation for these cultures and languages and to support students in gaining the confidence and skills necessary to pursue world languages in greater depth.

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

1625 PORTUGUESE 2 HONORS
This course is similar to Portuguese 2 but is taught at an accelerated pace with higher expectations for achievement in the four skills of foreign language learning: speaking, listening, reading and writing with understanding. Speaking and writing skills are emphasized in order to apply language in daily classroom activities. Students will acquire cultural awareness through the activities of reading and discussion of the history, art, music and modern-day cultural themes of the countries in which the Portuguese language is spoken. The course is conducted primarily in the target language.

1626 PORTUGUESE 3 CCR
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
This course is similar to Portuguese 3 but is taught at an accelerated pace with higher expectations for achievement in the four skills of foreign language learning: speaking, listening, reading and writing with understanding. Students are expected to write more fluently and with a degree of originality in thought and expression. Students will frequently read and summarize authentic materials, describing, comparing and contrasting related topics in their conversations and writings. The course is conducted primarily in the target language.

1628 PORTUGUESE 4 CCR
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
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.

NEED # PORTUGUESE for HEALTH CAREERS CCR  ½ credit
This course requires students to be enrolled in or have completed the third year of Portuguese. This course is designed to strengthen the student’s oral and written ability in Portuguese. 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’ Portuguese language skills with medical terminology and vocabulary commonly found in the human service fields.

1630 SPANISH 1 CCR  1 credit
In this beginning course, students who have limited formal study of Spanish will learn to interact and survive linguistically in the classroom using the target language, primarily concentrating on memorized patterns and formulae that recur on a daily basis. Through the practice of listening, speaking, reading and writing, students will learn about the culture and civilization of Spanish-speaking countries. In this proficiency-oriented approach to instruction, grammar is still a basic part of the learning process but it is not considered an end in itself.

1632 SPANISH 2 CCR  1 credit
This is an advanced beginner course which continues the sequential development, expansion and refinement of skills taught in Spanish 1. Students will continue to use the four skills of foreign language learning: speaking, listening, reading and writing the understanding. Students will acquire cultural awareness through the activities of reading and discussion of the history, art, music and modern-day cultural themes of the countries in which the Spanish language is spoken.

1634 SPANISH 2 HONORS  1 credit
This course is similar to Spanish 2 but is taught at an accelerated pace with higher expectations for achievement in the four skills of foreign language learning: speaking, listening, reading and writing with understanding. Speaking and writing skills are emphasized in order to apply language in daily classroom activities. Students will acquire cultural awareness through the activities of reading and discussion of the history, art, music and modern-day cultural themes of the countries in which the Spanish language is spoken. The course is conducted primarily in the target language.

1635 SPANISH 3 CCR  1 credit
This intermediate course expands and refines the skills of the second year course and who have mastered all the basic linguistic elements of the language. Students are expected to provide and obtain specific information in the target language, identify patterns of social behavior that are typical of the target culture and apply knowledge of the target language and culture beyond the classroom setting. Students will
frequently read and summarize authentic materials, describing, comparing and contrasting related topics in their conversations and writings.

1636 SPANISH 3 HONORS 1 credit
This course is similar to Spanish 3 but is taught at an accelerated pace with higher expectations for achievement in the four skills of foreign language learning: speaking, listening, reading and writing with understanding. Students are expected to write more fluently and with a degree of originality in thought and expression. Students will frequently read and summarize authentic materials, describing, comparing and contrasting related topics in their conversations and writings. The course is conducted primarily in the target language.

1637 SPANISH 4 CCR 1 credit
Students will work to increase their communicative competence by developing problem solving strategies to ensure that conversation and discussion will be carried on in Spanish. Students are expected to use the target language to communicate in a variety of interpersonal and interpretive ways. They must read, discuss and write from authentic material. Students will be expected to function in realistic situations using the target language.

1638 SPANISH 4 HONORS 1 credit
This course is similar to Spanish 4 but is taught at an accelerated pace with higher expectations for achievement in the four skills of foreign language learning: speaking, listening, reading and writing with understanding. Speaking and writing skills are highly emphasized in order to apply language in daily classroom activities and application of the language and culture. Elements of Spanish 4 Honors will incorporate AP Spanish skills such as simulated conversations, interpersonal, 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 third 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 AP SPANISH 1 credit
This is a fast-paced, year-long course designed to develop a student’s oral and written ability in Spanish at the third-year college course level in advanced conversation and composition. The main goal of the course is to bring students to an advanced level of proficiency in listening, speaking, reading and writing. These skills will not be taught in isolation but in an integrated manner. Previously-taught grammar points will be reintroduced and expanded upon along with the teaching of more complex grammatical skills. Students will demonstrate proficiency on a frequent basis via all three communicative modes: interpersonal, interpretive and presentational. Furthermore, students will learn to synthesize information gleaned from authentic texts, both print and aural, in order to achieve success on the AP Spanish Language Exam. Students will receive extensive training in simulated conversations, presentational speaking, interpersonal writing, and long and short reading comprehension. This course is conducted exclusively in Spanish. Students are required to communicate only in Spanish during class and are encouraged to use Spanish
within the school community. Students are expected to take the AP exam in May.

1650 MANDARIN CHINESE 1 CCR 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 mainstream of contemporary Chinese culture and civilization.

1651 MANDARIN CHINESE 2 CCR 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.

NEED COURSE # MANDARIN 4 HONORS 1 credit
This course is a continuation of Mandarin 3H and 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 classrooms activities and application of the language and culture. Elements of Mandarin 4 Honors will incorporate advanced skills such as simulated conversations, interpersonal, interpretative and presentational communication modes, as well as reading in various contexts with minimal reliance on pinyin Romanization. This course is conducted primarily in the target language.
BUSINESS AND COMPUTER SCIENCE

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

Beyond the minimum requirement, students are encouraged to enroll in a variety of business and/or computer science related courses. Students may select individual courses based upon their college or career interests or they may elect to complete one of our suggested computer science or business pathways. Those pathways include specialization in: Mobile App Development, Programming and Game Development, Web Design or Digital Forensics & Cyber Security.

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1511 ACCOUNTING 1 CCR ½ credit
Students will learn principles and procedures for establishing and maintaining an accounting system for small businesses organized as sole proprietorships and partnerships. These skills include starting an accounting system, journalizing and posting transactions, maintaining a checking account, preparing a worksheet and related financial statements, and closing the ledger. Use of automated accounting software will be integrated throughout the course.

1512 ACCOUNTING 2 CCR 1 credit
In this advanced course, students are introduced to departmentalized accounting for businesses organized as partnerships and corporations. They will learn accounting procedures for uncollectible accounts, payroll, plant assets and depreciation, inventory planning and valuation, and accrued revenue and expenses. Students will use business simulation practice sets and automated accounting software throughout the course.

1515 ACCOUNTING 3 CCR 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.

**1518 ECONOMICS CCR**  
1 credit  
Students will study and apply the basic economic principles of micro and macroeconomics, international economics, comparative economic systems, measurement and methods. Students will consider how we use our resources for the production, distribution, and consumption of goods and services. It will include an analysis of social institutions, banks, the stock market, the government, and their relationships with labor negotiations, taxes, international trade, and urban and environmental issues.

**1525 ENTREPRENEURSHIP CCR**  
½ credit  
Students will learn how to achieve financial independence through a small business start-up. The curriculum is interactive and includes a wide variety of hands-on activities and field study. Students will select a product or service to sell, determine who their customers are by performing market research, and learn how to market their business and obtain financing. They will create a business plan and present their plan to the class using PowerPoint. Students are responsible for average start-up costs of $50.00.

**1540 FINANCIAL LITERACY CCR**  
½ credit  
Students will learn how to manage money wisely, plan for the future, and achieve financial goals. Students will develop skills to identify and prioritize their personal money management goals, create personal spending and savings plans, maximize their earning potential, comprehend the impact of time on the value of money, understand the cost of using credit, manage risk, and protect assets.

**1575 BUSINESS FOR THE 21ST CENTURY CCR**  
½ credit  
Students will explore concepts, practices, and trends relevant to today’s challenging business environment. A balanced view of the strengths/weaknesses, successes/failures, and problems/challenges of business will be presented. Students will prepare for the evolving challenges of a career in business and for their 21st century roles of consumer, worker, and citizen through active decision-making and the development of effective communication and leadership skills. This course provides a foundation for other business courses.

**1577 MARKETING CCR**  
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.

**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.

1578 SPORTS AND ENTERTAINMENT MARKETING & MANAGEMENT CCR ½ credit
Students will take a step-by-step journey through the world of marketing as it pertains to the sports and entertainment industry. If you are interested in the NFL, MLB, NBA, MLS, WNBA, NCAA, UFC, X Games, PGA, MTV, Disney World, and the movies, this course is for you. Emphasis is placed on marketing, promotion, branding, licensing, sponsorships, endorsements, business foundations, sales, concessions, and on-site merchandising.

1555 HOSPITALITY MANAGEMENT/VIRTUAL INTERNSHIP CCR ½ 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.

1545 HOSPITALITY MANAGEMENT/VIRTUAL INTERNSHIP HONORS ½ 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.

Need Course # BIG GREEN PRODUCT PITCH ½ credit
Calling all sharks! This semester long elective course is modeled after the hit show Shark Tank. Students will conduct market research and create a prototype of an original product that they will then be required to “pitch” to an authentic audience of investors. Students will have an opportunity to work in our newly created makerspace to develop a prototype of their product over the course of the semester.

1276 MICROSOFT OFFICE SPECIALIST CERTIFICATION IN EXCEL CCR ½ credit
In this course, students will acquire the skills and knowledge necessary to obtain Microsoft Office Specialist Certification (MOS) in Excel. Students will learn to design accurate and professional worksheets and charts by applying the functions and features of Excel. The MOS certification program is offered by Microsoft and is recognized worldwide as the best method for employers to validate computer skill proficiency. 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 and one college credit in Information Technology. The cost of the certification test is approximately $81.00 (includes test voucher plus one retake).
1278 MICROSOFT OFFICE SPECIALIST 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 and one college credit in Information Technology. The cost of each certification test is approximately $81.00 (includes test voucher plus one retake).

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<tr>
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<tr>
<td>Mobile App Development 1</td>
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NEED # INTRODUCTION TO COMPUTER SCIENCE CCR ½ credit
This foundational level Computer Science Pathway course introduces students to a variety of computer science related topics including: programming, physical computing, HTML/CSS, and data. Students are presented tasks that require creativity, communication, problem solving, and collaboration.

1275 PROGRAMMING AND GAME DEVELOPMENT 1 CCR ½ credit
Students will develop foundational object-oriented programming concepts as they create, test, and execute their own programs, basic video game simulations and robotic applications. Students interested in developing programming and problem-solving skills should take this course which can lead to further study in Computer Science at the AP Computer Science level.
NEED # PROGRAMMING AND GAME DEVELOPMENT 2 CCR ½ credit
As a continuation of Programming and Game Development 1, students will explore more advanced object-oriented programming concepts as they create, test, and execute their own programs, video game simulations and robotic applications. Students interested in developing programming and problem-solving skills should take this course which can lead to further study in Computer Science at the AP Computer Science level.

1279 MOBILE APP DEVELOPMENT 1 CCR ½ 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 basic 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.

NEED # MOBILE APP DEVELOPMENT 2 CCR ½ credit
As a continuation of Mobile App Development 1, students will explore advanced concepts as they create robust mobile applications. Students will create both web apps as well as native mobile apps and will build 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 CCR 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 CCR ½ credit
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.

1299 AP COMPUTER SCIENCE A CCR 1 credit
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. This course satisfies the final requirement in the Computer Science pathways.

1295 AP COMPUTER SCIENCE PRINCIPLES CCR 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. This course satisfies the final requirement in the Computer Science pathways.

**NEED # DIGITAL FORENSICS CCR**

Digital forensics involves the investigation of computer-related crimes with the goal of obtaining evidence to be presented in a court of law. In this course, you will learn the principles and techniques for digital forensics investigation and the spectrum of available computer forensics tools. Students learn about the foundations of computer networks, hardware, software, and security and will focus on topics such as computer crimes, criminal techniques, forensic acquisition, binary coding, operating systems, and file systems.

**NEED # CYBER SECURITY CCR**

Cyber Security introduces the tools and concepts of cyber security and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students’ knowledge of and commitment to ethical computing behavior. It also aims to develop students’ skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely. Topics in software security applications, viruses, common security issues, wireless security, networking tools, computer memory and backup devices will be included.

**NEED # COMPUTER SCIENCE INTERNSHIP CCR**

Students may choose to finish their Computer Science pathways requirement with an internship. This will require extended period of time in workplace settings where students will apply their computer science knowledge to authentic situations. This internship can be at school at a help desk located in the LMC; as an intern in Web Design with the school store, DHS technical staff, Makerspace lab or at an outside location with the approval of the Lead Teacher of the Computer Science Department.
**UNIFIED ARTS**

The Dartmouth High School Unified Arts Department includes coursework in visual arts, media production and early childhood education. This array of courses provides students the opportunity to develop the important 21st Century Skills of collaboration, communication, critical thinking and creativity through project-based learning experiences. Each of the three areas of study included in the Unified Arts Department offers articulated pathways with a suggested course progression and sequence. Students may choose to take all or some of the courses identified in a particular pathway based upon their college and career plans or interests.

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**VISUAL ARTS**

In Visual Arts courses, students are able to exhibit how visual arts are a universal tool 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 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 and problem solvers who will contribute inventively and creatively to their community through the interpretation and the making of art
- Examine the history of art and collect evidence to document the human experience
- Incorporate art as a vehicle to build self-esteem and confidence in all students
All visual arts courses rely on portfolio assessment for evaluation. At the completion of Art 1 Foundation, each student will 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.

1705 FASHION DESIGN 1 CCR  
½ credit
Students will connect the elements and principles of design to fashion design through basic sewing techniques, the sewing machine, fabrics, patterns, hand sewing, quilting, knitting, and fashion illustration using the “croquis” figure. Fashion inspired by historic eras will be researched to understand both the significance of history in fashion design and the effects of fashion on the history of the world. A written visual art analysis project through a field trip to a museum is one unit of study. Some materials may be supplied by students; however, grades will not be impacted by a student’s inability to supply materials.

1706 FASHION DESIGN 2 CCR  
½ credit
Students will utilize the design process to create a body of work of garments and illustrations through a series of investigations of culture, history and art. Analyzing the work of contemporary designers as well as fashion of the past in both written and verbal formats, students will create a series of garments using traditional sewing and construction techniques to illustrate a concept. Students will also develop and refine their fashion illustration skills. The portfolio created in this class can be used for college admission. Some materials may be supplied by the students; however, grades will not be impacted by a student’s inability to supply materials.

1710 ART 1 FOUNDATION CCR  
1 credit
As the foundation course of the Visual Arts Sequence, students will work with a variety of materials to build skills, knowledge, and explore concepts in a visual format, and they will both produce and evaluate artwork utilizing the elements and principles of design. Areas of study include drawing, color theory, graphic design, analog photography, computer graphics, jewelry design, and ceramics. Art history and interdisciplinary connections will be incorporated in all areas of study. A written visual art analysis project connected to a field trip to a museum is one unit of study. Some materials may be supplied by the student; however, grades will not be impacted by a student’s inability to supply materials.

1711 ART 2 FOUNDATION CCR  
1 credit
Students will develop and refine observational drawing, color, and compositional skills. Learning how “to see,” and compose utilizing the elements and principles of design, students will solve visual problems through creative and expressive thinking with a variety of media such as oil pastel, charcoal, printmaking, acrylic, watercolor, tempera, mixed media, and clay. Art history is an integral part of this course as is a visit to the Museum of Fine Arts in Boston to analyze an art movement. Some materials may be supplied by the student; however, grades will not be impacted by a student’s inability to supply materials.

1716 PORTFOLIO PREP CCR  
1 credit
Students will compile a portfolio to submit for entrance to an art school, college, or university. Portfolios will include observational drawing, design, illustration, sculpture and painting. Students will explore the history of art and its relationship to their work. Visual Art career paths and the education required to fulfill these paths will be investigated. A college research unit which includes a visit to an institution of higher learning is integrated in the course. Some materials may be supplied by the student; however, grades will not be impacted by a student’s inability to supply materials.
1717 PORTFOLIO PREP HONORS  
1 credit
Highly-motivated students will compile a portfolio to submit for entrance to an art school, college, or university. Portfolios will include life drawing, design, illustration, sculpture and painting. Students will research the history of art and validate its relationship to their work in a written format. Visual Arts careers and the education required to succeed in these careers will be investigated. A college research unit which includes a visit to an institution of higher learning is integrated in the course. Some materials may be supplied by the student; however, grades will not be impacted by a student’s inability to supply materials.

1718 CERAMICS 1 CCR  
½ credit
Students will study the scientific application and the historical context of ceramics while learning fundamental skills and techniques to create 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 CCR  
½ credit
Students will learn the fundamentals of jewelry design and fabrication with an emphasis on developing innovative solutions to design problems utilizing the elements and principles of design. Working with both precious and non-precious metals, students will learn traditional jewelry construction techniques including sawing, filing, forming, soldering, and finishing and the non-traditional method of foldforming. Fused glass jewelry may also be explored. Emphasizing cross-curricula connections, students will learn about purposes of jewelry and the properties of metals. Some materials may be supplied by the student; however, grades will not be impacted by a student’s inability to supply materials.

1720 CERAMICS 2 CCR  
½ credit
Students will incorporate the historical and scientific context of ceramics into their work while building ceramic skills introduced in Ceramics 1. Students will choose a concept to explore design principles and produce a body of work using both 3D and 2D forms. Working with clay bodies and glazes, students will integrate their repertoire of skills with their “voice” to create excellent work. Work produced in this course may be used in a portfolio for college admission and the Advanced Placement Studio Art exams. Some materials may be supplied by the student; however, grades will not be impacted by a student’s inability to supply materials.

1721 JEWELRY & METALSMITHING 2 CCR  
½ credit
Applying the skills and design concepts learned in Jewelry & Metalsmithing, students will build skills by mastering fold forming, stone setting, chain making, and hollow construction. Students will apply problem solving skills to develop innovative solutions to design problems utilizing the elements and principles of design. Emphasizing cross-curricula connections, students will learn about precious and semi-precious stones and the history of jewelry. Work produced in this course may be used in portfolios for college admission and the Advanced Placement Studio Art exam. Some materials may be supplied by the student; however, grades will not be impacted by a student’s inability to supply materials.
1740 DARKROOM PHOTOGRAPHY 1 CCR ½ credit
Students will explore the “fine art” of analog photography through an in-depth exploration of the 35-mm camera and 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 CCR 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 CCR ½ credit
Students will build darkroom and photography skills introduced in Darkroom Photography. Learning advanced techniques such as solarization, multiple exposure, 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 CCR 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
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**  
1 credit

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 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**  
1 credit

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 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**  
1 credit

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 college-level advanced placement course emphasizes the development of a 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.

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**Early Childhood Education**

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

- An opportunity to be eligible for Preschool Teacher Certification through the Department of Early Education and Care as an early childhood teacher.
- Preparation for a four-year degree program in early childhood education, elementary education, nursing, counseling, or other related fields that work with young children.
- The possibility of earning up to 3 college credits at Bristol Community College in the Early Childhood Education program.

**1701 INTRODUCTION TO EARLY CHILDHOOD EDUCATION CCR**  
1 credit

This course open to students in grades 10-12 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 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 CHILDHOOD TEACHER PRACTICUM CCR  
1 ½ credits

In this course student earn practicum hours needed in early childhood classrooms at Quinn and Cushman Elementary Schools to qualify for Preschool Teacher Certification. This class meets ot two blocks for the first half of the year and for one block during the second half of the year. 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. Four 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 1701 may lead to college credits from Bristol Community College’s Early Childhood Education Program and well as Pre-School Teacher Certification from the Massachusetts Department of Early Education and Care.
WELLNESS

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

NEED # WELLNESS GREEN CCR ½ credit
Students will have a sequenced blend of team sports, individual sports, group games, group activities and new games. In addition to these activities there will be a fitness component. This will include weight-training, cardiovascular training, yoga, pilates, and dance. The final portion of the class will be a health focused segment dealing with the following topics: Chemical Use and Abuse, Stress, Teenage Suicide, Interpersonal Relationships, Dating, Violence Prevention, Child Abuse, Human Reproduction, Teenage Pregnancy, Contraception, Sexually Transmitted Diseases/Infections and HIV/AIDS.

NEED # WELLNESS WHITE CCR ½ credit
Students will have a sequenced blend of new games and activities. In addition to these activities there will be a fitness component. This will include weight-training and cardiovascular training. The final portion of the class will be a health focused segment dealing with the following topics: Chemical Use and Abuse, Stress, Teenage Suicide, Interpersonal Relationships, Dating, Violence Prevention, Child Abuse, Human Reproduction, Teenage Pregnancy, Contraception, Sexually Transmitted Diseases/Infections and HIV/AIDS.

NEED # DANCE CCR ½ credit
This semester-long wellness course is offered to 11th and 12th grade students. Throughout the course of the semester, students will learn and perform a variety of dance movements and routines.

NEED # FITNESS ACTIVITIES CCR ½ credit
This semester-long wellness course is offered to 11th and 12th grade students. Students will learn and develop skills and techniques necessary to incorporate a variety of fitness mediums into their daily lives, including the safe use of free weights, pin-loaded machine weights, cardiovascular machines, yoga, Pilates, and Zumba.

NEED # SPORTS AND GROUP GAMES CCR ½ credit
This semester-long wellness course is offered to students in the 11th and 12th grade. Students will learn the skills, techniques, rules, fundamentals, and strategies in multiple individual and team activities. Activities include but not limited to: Basketball, Volleyball, Flag Football, Tennis, Capture The Flag, Soccer, Tennis, Ultimate Frisbee, Badminton and Matball.

NEED # WEIGHT-TRAINING BASICS CCR ½ credit
This semester-long wellness course is designed for students to learn proper lifting techniques, spotting methods, weight room safety and workout routines. Activities will include, but are not limited to a variety of lifts utilizing free weights and machine weights, as well as an emphasis on conditioning and fitness.

1980 WALKING FOR LIFELONG WELLNESS CCR ½ credit
This semester-long wellness course is designed to teach students correct walking techniques, different walking styles, various walking workouts, and exercise guidelines associated with different types of walking, and how to create a walking group.
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.

1921 BAND 1 CCR 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.

1922 BAND 2 CCR 1 credit
This is the second level of performance expectations and assessments in the Band program. Students will study and perform all styles of band literature. Types of performance will include half-time and pep band music for football games, field show exhibitions and competitions, parades, and concert band/wind ensemble music. All students encouraged to study privately. Attendance is required at all performances. Band has a co-curricular requirement where all band members participate in fall marching/competition band along with the in-school band class. This commitment can also be met by participating in a Dartmouth High School fall sport. Other activities or programs will be considered by the Director of Music.

1923 BAND 3 CCR 1 credit
This is the third level of performance expectations and assessments in the Band program. Students will study and perform all styles of band literature. Types of performance will include half-time and pep band music for football games, field show exhibitions and competitions, parades, and concert band/wind ensemble music. All students encouraged to study privately. Attendance is required at all performances. Band has a co-curricular requirement where all band members participate in fall marching/competition band along with the in-school band class. This commitment can also be met by participating in a Dartmouth High School fall sport. Other activities or programs will be considered by the Director of Music.

1924 BAND 4 CCR 1 credit
This is the culminating experience for Band students with expectations based on college entry level skills or adult ensemble participation. Students will study and perform all styles of band literature. Types of performance will include half-time and pep band music for football games, field show exhibitions and competitions, parades, and concert band/wind ensemble music. All students encouraged to study privately. Attendance is required at all performances. Band has a co-curricular requirement where all band members participate in fall marching/competition band along with the in-school band class. This commitment can also be met by participating in a Dartmouth High School fall sport. Other activities or programs will be considered by the Director of Music.
1930 MIXED CHORUS 1 CCR
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.

1931 MIXED CHORUS 2 CCR
This is the second level of performance expectations and assessments in the Choral program. Mixed Chorus is a performing group which offers experience in ensemble singing at concerts during the year. Students will perform literature representing all areas and styles of choral music. Attendance is required of all members for all performances.

1932 MIXED CHORUS 3 CCR
This is the third level of performance expectation and assessments in the Choral program. Mixed Chorus is a performing group which offers experience in ensemble singing at concerts during the year. Students will perform literature representing all areas and styles of choral music. Attendance is required of all members for all performances.

1933 MIXED CHORUS 4 CCR
This is the culminating experience for Chorus students with expectations based on college entry level skills or adult ensemble participation. Mixed Chorus is a performing group which offers experience in ensemble singing at concerts during the year. Students will perform literature representing all areas and styles of choral music. Attendance is required of all members for all performances.

1916 STRING ORCHESTRA 1 CCR
Solid entry level skills are required for this course with assessment based on a grade nine performance rubric. Students will study and perform all areas and styles of orchestral literature. Attendance is required of all members at all performances. All students are encouraged to study privately to gain the maximum advantage from this course.

1917 STRING ORCHESTRA 2 CCR
This is the second level of performance expectations and assessments in the Orchestra program. Students will study and perform all areas and styles of orchestral literature. Attendance is required of all members at all performances. All students are encouraged to study privately to gain the maximum advantage from this course.

1918 STRING ORCHESTRA 3 CCR
This is the third level of performance expectations and assessments in the Orchestra program. Students will study and perform all areas and styles of orchestral literature. Attendance is required of all members at all performances. All students are encouraged to study privately to gain the maximum advantage from this course.

1919 STRING ORCHESTRA 4 CCR
This is the culminating experience for Orchestra students with expectations based on college entry level skills or adult ensemble participation. Students will study and perform all areas and styles of orchestral literature. Attendance is required of all members at all performances. All students are encouraged to
study privately to gain the maximum advantage from this course.

1905 MUSIC THEORY CCR  
This course gives the student experience in music theory which will include music notation, elementary ear-training, scales, intervals, triads and 7th chords and their inversions, rhythmic and melodic dictation, and instrumental transposition. Students will learn these essentials through analysis of musical examples and composing and performing their own compositions. In addition, students will listen and write harmonic dictation and study secondary function chords and non-chord tones. Musical examples are from the Romantic period.

1909 SENIOR HONORS PERFORMANCE MUSIC, BAND, CHORUS, ORCHESTRA  
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 CCR  
This course gives the student, through guided instruction, playing experience on an electronic keyboard. The class will teach basic technique and musical reading and will also include pieces selected by the teacher and student from various musical styles and periods.

1935 PIANO LAB 2 CCR  
This course will further develop technique and musical reading and will include major scales and chords and pieces selected by the teacher and student from various musical styles and periods. Students will also study and perform Romantic and 20th century musical selections including other pieces selected by the teacher and the student to be performed at a class piano recital.

1937 GUITAR LAB 1 CCR  
Classroom guitar will introduce the student to basic music theory, note reading, finger styles, strumming, and blues styles of playing. Background in music is not required. This course is an excellent beginning for those interested in playing guitar. Students will need to provide their own traditional classic guitar.

1939 GUITAR LAB 2 CCR  
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.

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

**NEED # HARMONIX CCR**

Harmonix is a full year performance based course for choral students who wish to develop high level vocal and music notation skills. Harmonix students will learn the performance material from the Mixed Chorus class along with advanced warm ups, notation techniques, and accompanied and unaccompanied choral music in varied styles. Performances will include holiday, pops and spring concerts along with public service events, invitationals, and other opportunities to showcase this ensemble. Students interested in this course will take a placement evaluation. Attendance at all performances is required. Seniors in this course are eligible for Senior Honors Performance Music.
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 enable students to connect their academic experiences with career choices. Students are assisted individually to refine career-related goals through self-assessment and research. Senior students can intern 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
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 coursework 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
The Work Experience Program uses the workplace instead of a classroom to teach and reinforce skills and knowledge required to be gainfully employed in the 21st century. Work Experience will be scheduled into a student’s schedule after all other courses required for graduation. The student must demonstrate that he/she meets the following criteria 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 Assistant Principal.
- 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.

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.
SUPPORT AND SPECIALIZED PROGRAMMING

1899 PROMOTING ACADEMICS & LIFE SKILLS (PALS)
The PALS program serves students whose primary disability may include cognitive disabilities, physical challenges, complex medical needs, multiple disabilities and/or communication needs that require a high level of individualization and support. The PALS program provides academic instruction including experiences in the general education setting when appropriate, adaptive living skills training, behavioral intervention, and related services. Students typically spend up to 3 hours in inclusive academics with significant support. Adult life skills focus on personal safety and independent living skills. Students participate in mandatory state testing via alternate assessment, and thus are not eligible for a diploma. Students will receive a certificate of attendance after senior year.

Need # ACADEMIC SUPPORT & INTERVENTION
As part of Dartmouth High School’s transition to the 7 period schedule, an Academic Support & Intervention program is being designed. The goal of this program is to provide timely, targeted support and individualized intervention in order to support the student’s academic success. Qualifying criteria for the academic support & intervention program are currently being designed.