

**Dedham High School
Course Directory
2023-2024**

DEDHAM PUBLIC SCHOOLS MISSION STATEMENT

In partnership with the community, the Mission Statement of the Dedham Public Schools is to promote excellence in learning, self-discipline, and motivation.

**DEDHAM HIGH SCHOOL
MISSION**

In partnership with the home and community, Dedham High School prepares each student for life's responsibilities, challenges, and opportunities to thrive in the 21st century.

Core Values

- Rigor
- Relevance
- Responsibility
- Relationships
- Respect
- Resiliency

21st Century Learning Expectations

Students will:

- Be active, engaged learners
- Communicate clearly and effectively
- Work independently and collaboratively
- Use technology to access, evaluate and apply appropriate information for authentic learning opportunities
- Use analysis, evaluation, and creativity in problem-solving
- Demonstrate character through:
 - Personal responsibility
 - Appreciation of diversity
 - Ethical behavior

School Counseling Department

Visit us on the web at <https://sites.google.com/dedham.k12.ma.us/dhs-guidance/home>

School counseling services at Dedham High School are available to all students to assist in academic, college, career, and personal matters. Services are provided in a planned, programmatic manner (developmental school counseling program) and by request or referral. Parents/guardians are encouraged to consult with their student's counselor at any time. They may do so by contacting the counselor directly for an appointment. Students are encouraged to schedule appointments with their counselor before or after school and during x-block.

The transition from middle school to 9th grade at the high school is facilitated by collaboration between the Counseling Department staff in both buildings. All 9th-grade students enroll in a full program, including five academic subjects, health and physical education, and an elective course(s). The counselors orient the 9th-grade students to the high school and school counseling department services in the fall. All 9th-grade students also have access to Naviance, which they will continue to utilize throughout their high school career. Naviance is a program that provides career information/resources college search tools and is vital in the college application process. Counselors assist students with four-year planning during the course selection process at each subsequent grade level. Parents/guardians are informed of the timelines for the course selection process by the Counseling Department.

Each student's school counselor provides support throughout their high school years. Conflicts with academic schedules, long-term planning, and issues regarding the student's progress and development are among many of the roles performed by the school counselor. Within the Counseling Department, we have a full-time career counselor. Some support areas include professional communication skills, part-time employment, community service opportunities, and career exploration. Click here to find the career counseling website <https://sites.google.com/dedham.k12.ma.us/careercounseling/home>.

Counselors also meet with students to introduce and explain the various parts of the post-secondary planning process in both group and individual sessions with students. Juniors and their parents/guardians are invited to an individual planning conference to develop a personalized college/career search. Students should continue research, visit, and interview at potential schools during their junior year and the first half of their senior year. This process clarifies for students their priorities and the entrance requirements of the schools that interest them. For parent/guardian convenience, counselors are available by appointment on selected evenings. Families will be notified of these virtual evenings by their student's counselor. In the fall of their senior year, counselors meet with students to focus on the various steps in the college application process. Individual meetings with students and parents/guardians can refine the process further and focus on the list of schools to which a student will apply.

Additionally, we invite all juniors and seniors to participate in X-Block workshops with various college representatives and guest speakers. Our career counselor facilitates these workshops to help support all juniors and seniors in their post-secondary exploration and learn about life on a college campus.

Parent programs include presentations by school counselors on various aspects of college admissions, post-secondary planning, PSAT scores, course planning, and college financial aid resources.

Post-Secondary School Requirements

If post-secondary education is desired, admission requirements should be strongly considered when planning a student's high school program. Because requirements vary widely, the best sources of information are the individual college websites. Students may also research the College Board's website or Naviance for information about a specific college.

Recommended Entrance Requirements for highly selective public/private colleges:

4 years - English

4 years - Mathematics *

4 years - Science

4 years - Social Science

3 – 4 consecutive years of the same Foreign Language

Additional courses in the above subject or electives in the arts, humanities, or technology determined by the student's interests.

Students who plan to attend colleges with highly competitive admissions standards should select the most competitive and demanding courses available. The counseling department highly recommends Honors and Advanced Placement courses for students capable of handling the challenging pace.

Recommended Entrance Requirements for moderately selective public/private colleges:

4 years – English

4 years – Mathematics *

3 years – Science (including two with laboratory work)

3 years – Social Science

2 years – Foreign Language (of the same language)

2 Elective courses – recommended being from the Arts, Humanities or Technology

Massachusetts State Colleges and Universities require four mathematics courses (Algebra I and II and Geometry or Trigonometry or comparable course work), including mathematics during the final year of high school.

Public College and University Campuses in Massachusetts

The minimum undergraduate admissions standards for the state universities and University of Massachusetts (UMass) campuses were established for several primary reasons: first, to emphasize the importance of completing a rigorous academic course of study in high school (example Mass Core, a recommended program of studies that includes specific numbers and types of courses across academic subjects); second, to ensure that students are well prepared to begin college courses and their path to a degree; and third, to increase consistency of undergraduate admissions across the state universities and UMass campuses.

Again, these standards are minimum requirements. Eligibility for undergraduate admission is not an entitlement of entry for any applicant. Meeting the minimum standards does not guarantee admission since Admissions Officers consider many factors when reviewing students' applications, and the state universities and UMass campuses can establish additional requirements. For information about any additional requirements, please contact the admissions office at the institution(s) that the student is interested in applying to. Note: These standards do not apply to the community colleges which implement open admissions and enrollment policies.

Below is an excerpt from the Undergraduate Admissions Standards for the Massachusetts State University System and the University of Massachusetts Reference Guide, June 2016, page 2.

<http://www.mass.edu/shared/documents/admissions/admissionsstandards.pdf>

Admissions to Two-Year Private and Community Colleges, Vocational Training, and Certificate Programs:

Requirements for certificate and vocational training programs (not for transfer) depend upon the policies of the individual institutions. High school courses that include some college preparatory areas are preferred.

General Post Secondary School Information

Each year, many representatives from universities, four-year colleges, two-year colleges, community colleges, technical schools, and other specialized schools visit DHS. These representatives come to explain the offerings of their respective institutions to our students. Also, many college fairs throughout the region bring together hundreds of representatives from colleges and technical/vocational schools. The fall and spring of each year are when colleges hold their fairs. These conferences and evening programs provide excellent opportunities for students to compare one institution with another. All students are encouraged to attend these programs. Many colleges conduct “Open Houses” and “Visiting Days” for students. For more information, please visit the college’s website.

College Testing Program,

The Counseling Department can provide you with more information on the **PSAT/NMSQT** (Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test), the **SAT** (Scholastic Assessment Tests) **Program**, which includes the **SAT Reasoning Test** (Evidence-based Reading & Writing and Mathematics) and the **Advanced Placement Exams** and the **ACT** (American College Testing) **Program**. Students should consult the college's website to determine which tests are required or recommended. Specific test dates are available at Dedham High School. Please visit the College Board website at www.collegeboard.com or the ACT website at <http://www.actstudent.org> for more information. A brief description of each program follows:

PSAT/NMSQT

The Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test that provides firsthand practice for the SAT. It also gives students a chance to qualify for National Merit Scholarship Corporation (NMSQT) scholarship programs. Since only the top half of the top one percent of PSAT test-takers go on to be named National Merit Scholarship winners. The PSAT is exclusive preparation for the SAT for the vast majority of students.

Only once each year is the test given nationally. At Dedham High School, *all* junior and sophomore students take the test. Before the test, students receive the PSAT/NMSQT Student Bulletin that contains a full-length practice test that they can score. Counselors also encourage students to review the sample PSAT/NMSQT Evidence-based Reading, Writing, and Math questions on the College Board website at www.collegeboard.com/psat.

Students receive PSAT scores in the winter. A student's PSAT Score Report can be accessed online through the student's College Board account. It provides personalized skills feedback for each student based on their responses to test questions. For each area (Evidence-based Reading, Math, and Writing), a student can review the question, question difficulty and access free online resources to develop a skill further. Providing specific feedback, especially for younger students who still have time to improve skills, helps students prepare for the SAT and post-secondary education.

The Scholastic Assessment Test (SAT)

The Scholastic Assessment Test (**SAT**) is a standardized test administered by the College Entrance Examination Board (**CEEB**) that most four-year colleges require for admission and placement into their programs.

SAT Reasoning Test

On Saturdays, the SAT Reasoning Test is administered during the academic year at local area high schools. Dedham High School administers the SAT Reasoning Test in August, October, November, December, March, May, and June.

Students can register online at www.collegeboard.com. Students eligible for free/reduced lunch may qualify for a test fee waiver. Students should see their counselor for more information on test fee waivers.

The SAT scores provide colleges with a way to compare students' academic preparation and ability who apply for admission. Although the high school record (grades, course selection, etc.) is the best single indicator of how well a student will do in college, high schools can be very different in the courses they offer and how they give grades. The SAT gives a student the chance to show colleges what they know and can do independently of the grades they receive.

The SAT Reasoning Test measures students' developed reasoning and critical thinking skills based on curriculum-related test content and closely aligns with current high school curricula and instructional practices. The test focuses on the college success skills of writing, critical reading, and mathematics.

Students may register for the SAT Reasoning Test online at www.collegeboard.com. College Board is used to send official scores to colleges of their choice. Please note DHS cannot send official SAT scores.

American College Testing (ACT)

The ACT program is another college entrance exam students may take. Some students choose to take the ACT in place of or in addition to the SAT. The ACT exam tests the knowledge of English, Mathematics, Social Studies, and Natural Sciences. Visit ACT's website at www.act.org for online registration. Dedham High School is not a testing site for the ACT. Check each college's admissions page to determine its test preferences.

Advanced Placement Program (AP)

Dedham High School participates in the College Board's Advanced Placement Program. AP courses are the equivalent of college courses. College credit for AP courses may be granted individually to students if the student meets the exam score standards set by the college. There is a fee for each exam a student takes. Students who qualify for free or reduced lunch may qualify for a reduced fee through the College Board and the Massachusetts Department of Education.

Standardized Testing & Students with Disabilities

Students on an Individual Education Plan (IEP), 504 Accommodation Plan, or provide documentation from an appropriately licensed professional of a disability, may qualify for accommodations on the PSAT, SAT, ACT, and AP exams. These students must see their counselor well before registration deadlines to ensure that they follow proper accommodations request procedures. Students with disabilities must complete a signed consent to apply for accommodations, which they can get through their counselor. The testing agency (College Board or the ACT) reviews accommodations and approves or denies requests. Possession of an IEP or a 504 Accommodation Plan does not guarantee accommodations. Please visit the College Board website below for more information.

<https://www.collegeboard.org/students-with-disabilities?excmid=VT-00009> or the ACT at <http://www.actstudent.org/regist/disab/>.

A Typical Testing Pattern for Students

Freshman/Sophomore Year

Sophomores, will take the PSAT/NMSQT in October. AP exams are administered in May for those students enrolled in AP courses.

Junior Yea

Juniors take the PSAT/NMSQT in October, the SAT Reasoning Test, and the ACT in the spring (March, April, May, June). The AP exams are administered in May.

Senior Year

All students usually retake the SAT Reasoning Test or ACT in the fall of their senior year. AP exams are administered in May.

Community-Based Partnerships

The Education Cooperative (TEC)

Dedham is a member of **The Education Cooperative (TEC)**, a regional collaborative serving thirteen towns in metro west Boston. The programs offered to students are generally on a fee-for-service basis. The **Internship Program** provides students with firsthand experience in the work world. Interns are matched, based on interest, with sponsors in professional settings. Each intern makes a 60-hour commitment to the program. Parents/guardians or students pay all fees and provide transportation. **TEC Online** courses may present an opportunity for students to take courses not usually offered in high school. TEC Online courses developed with college and industry partners include advanced content, practical application of studies, and career exploration. Please see your school counselor or visit www.tec-coop.org.

Regional and Technical Schools

Students interested in attending Blue Hills Regional Technical School or Norfolk County Agricultural High School generally apply for ninth-grade admissions. Sophomores, juniors, or seniors interested in applying to these schools should see their counselor and contact the school directly.

School to Careers Partnership

Dedham High School works with the School to Careers Partnership to provide our students with engaging, hands-on career exploration through internships, field trips, and participation with various organizations and programs. Programs vary from year to year. For more information, visit <http://schooltocareerspartners.org/>

General Criteria for Leveling of Courses

Students' skills, abilities, and achievements vary. To meet the individual needs of a wide range of students, Dedham High School offers a variety of courses taught at different college preparatory levels; AP (Advanced Placement), H (Honors), CP1 (College Preparatory 1), and CP2 (College Preparatory 2). Levels differ in coverage and intensity to meet the student's ability, achievement, and needs. Each represents different requirements in a subject area. Although much of the subject matter in different levels are similar, these courses differ in the depth of content and the pace of the presentation. The Advanced Placement and Honors level courses are designed for students who have demonstrated significantly high achievement in previous courses within the same discipline. The objectives of the leveling system are to enable as many students as possible to attain a sense of mastery, maximize success, and minimize failure.

Some students take courses at multiple levels. It is not unusual for a student applying to a four-year college to have taken a combination of levels. Students are assigned to appropriate levels in each subject and may move from one level to another when warranted or recommended by their subject teacher. Level assignments are determined after carefully considering the following factors: the student's performance to date, standardized testing results, and the present teacher's recommendation. Course levels are designed to maximize each student's potential by presenting challenging coursework at an appropriate level and pace. It is expected that each student will acquire knowledge and develop skills in a rigorous setting. With few exceptions, students will be assigned to course levels in English, Mathematics, Science, Foreign Language, and Social Studies based on their previous achievements and recommendations of their teachers. Students will make these choices in the spring of the previous year. Families and students may review course requests for the upcoming school year through their student's PowerSchool account. A meeting with the student's school counselor is always welcomed in reviewing your student's academic courses. The level at which a course is offered will affect the decile rank in class achieved by the student, but not their placement on the Honor Roll. The curriculum for all courses has been aligned with the Department of Education frameworks as required. Level descriptions and expectations are detailed below.

Advanced Placement (AP)

These courses are extremely rigorous and follow a College Board-approved curriculum to prepare students to take the AP examinations or submit portfolio assessments that are given in May. Colleges use data from these AP tests/assessments for admissions and placement purposes. For AP weight to be preliminarily factored into a student's GPA, the student must register to take the AP Examination/Assessment and submit the assessment fee to the school by the end of term one. AP courses carry additional weight in computing grade point average. The final AP label/weight will only be applied to a student's GPA when the student has completed the College Board's prescribed assessment at the culmination of the AP course. Since AP coursework involves college-level assignments and content, students should carefully consider this when enrolling in an AP course.

Honors (H)

Courses contain considerable enrichment and acceleration. Significant independent and peer work is required. There will be little practice or repetition within the classroom. Instruction will assume that students can grasp concepts on initial presentation and will, therefore, emphasize research, observation, critical analysis, synthesis, and problem-solving. Students are expected to show initiative in organizing time, classroom assignments, and extensive research projects. Coursework prepares students for highly competitive four-year colleges.

College Preparatory 1 (CP1)

Courses go beyond the required standards. The pace is quick and very rigorous. Considerable independent and group work is required within a structured environment. Consolidation and application of concepts are developed both independently and with teacher guidance. Students will demonstrate good organizational skills to manage daily assignments and in-depth research projects. Emphasis will be on problem-solving and critical analysis. Students will be encouraged to demonstrate creativity and evaluation of material. Coursework prepares students for competitive four-year colleges.

College Preparatory 2 (CP2)

Courses focus on mastery of essential standards. The pace is deliberate and rigorous. Independent and group work with directed instructional support within a structured environment is provided. Consolidation and application of concepts are developed independently and with considerable teacher guidance. Emphasis will be on problem-solving and the application of the material. Students will be encouraged to find evidence to support generalizations and demonstrate creativity. Students will develop organizational skills to manage daily assignments and research projects. Coursework prepares students for two or four-year colleges.

Unleveled (U)

Courses that meet fewer than five (5) times in each seven (7) day cycle do not meet throughout the entire school year (i.e., semester courses) are designed to address specific academic needs.

GRADE POINT AVERAGE (GPA)

A student's GPA is calculated by dividing the total number of grade points earned by the number of classes taken and completed. Unleveled courses, as well as any courses that are taken outside of DHS, are not included in any GPA calculation.

Unweighted GPA is calculated for all students at DHS and is determined on the following basis:

Grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
GPA	4.30	4.00	3.70	3.30	3.00	2.70	2.30	2.00	1.70	1.30	1.00	0.70	0.00

WEIGHTED GPA

In addition to the Unweighted GPA, a Weighted GPA will be calculated for all students. To calculate the Weighted GPA, the courses included in the Unweighted GPA are weighted by considering the level at which all classes were taken. Unleveled courses, as well as any courses that are taken outside of DHS, are not included in any GPA calculation. Weighted GPA is determined on the following basis:

Grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
AP	5.59	5.20	4.81	4.29	3.90	3.51	2.99	2.60	2.21	1.69	1.30	0.91	0.00
H	5.16	4.80	4.44	3.96	3.60	3.24	2.76	2.40	2.04	1.56	1.20	0.84	0.00
CP1 & CP2	4.30	4.00	3.70	3.30	3.00	2.70	2.30	2.00	1.70	1.30	1.00	0.70	0.00

Class Rank - Decile

Rank decile is a cumulative comparison of a student's year-end academic standing in his/her class. A student may be excluded from receiving a decile rank if a transfer student does not complete two full academic years at DHS by the end of 11th grade or if a student takes more than four academic years to graduate.

Class decile rank is calculated using the student's weighted GPA that includes coursework through the end of grade eleven (11) and is reported by decile.

Graduation Requirements

1. Must achieve a total of one hundred and eleven (111) credits.
2. Must take and pass the following **CORE** requirements:
 - 4 years of English
 - 4 years of Mathematics *
 - 3 years of Science
 - 3 years of Social Studies
 - 2 semesters of Health/Wellness
 - 4 years of Physical Education/Wellness
 - 2 semesters or a full year course in Technology or Fine Arts
 - 2 years of the same Foreign Language
3. All students are required to complete ten (10) hours of Community Service per year for a total of 40 hours.
4. Must take and complete a minimum of twenty-five (25) credits in the senior year.
5. Must pass state-mandated tests (MCAS) and, if applicable, conditions of an Educational Proficiency Plan (EPP).

Massachusetts State Colleges and Universities require four courses (Algebra I and II and Geometry or Trigonometry or comparable course work), including mathematics, during the final year of high school.

Community Service Learning Program,

The Community Service Learning Program is an important part of the educational experience offered at Dedham High School. All students must complete 40 hours of service as part of their graduation requirements. The goal behind having students participate in community service is to broaden the students' experiences beyond the traditional classroom through involvement in volunteerism, service learning, and career exploration. By engaging in such activities, students learn more about themselves,

their interests, and the privileges and responsibilities of being a school member, local, and global community.

Students may complete their community service learning requirements through volunteer work, an unpaid internship, or a combination of both. Community service opportunities are frequently posted in the cafeteria, counseling office, on the [Career Counseling](#) web page, and announced or emailed to the student population. Students are also welcome to check in with school counselors, assistant principals, or the Youth Commission to discuss additional ideas or find out more information about a particular organization.

Students must complete 40 hours. A minimum of 5 hours must be with the same organization. Students may complete the entire 40 hours with one organization if they choose or do 5 hours each with eight different organizations. Students may start their community service learning hours beginning the summer before their freshman year. The Community Service Learning forms are available in the counseling office and on the [DHS Counseling Department's website](#). A copy should be made and returned to the counseling office.

Students should complete all community service credits by January of their senior year. Students are encouraged to begin fulfilling this requirement early in their high school years. Experience has shown that many students who actively engage in volunteer service from the beginning of high school sustain their involvement and participate in additional service activities. Additionally, volunteer work can help students begin the process of career exploration.

Students must complete 30 hours by August 31st of their senior year. All subsequent classes must complete at least 10 hours per year (i.e., 10 hours by the start of sophomore year, 20 hours by junior year, etc.). The requirement is prorated for students who enter after their freshman year (i.e., less than 10 hours for each year missed).

SPECIAL EDUCATION DEPARTMENT OVERVIEW

I. Building Success and Maintaining Access

The Special Education Department at Dedham High School is comprised of a highly and diversely qualified faculty that is engaged in providing a wide array of inclusion services throughout the high school curriculum, including but not limited to: team teaching, inclusion support, curricular accommodations, assistive technology, and regular consultation to/collaboration with general education faculty. In addition to the many inclusion services that are amongst the strengths of our program, the Special Education Department offers direct small group curricular instruction through several courses provided to students who require specialized instruction to access the general curriculum. Students enrolling in these courses will do so as the result of recommendations made by their IEP team. The Individualized Education Program (IEP) developed by this team represents goals and strategies that transcend all curriculum areas; it regulates curriculum delivery and development for students eligible for special education.

The IEP teams recommend the following courses for specific students based on their documented needs and considered essential elements of their high school curriculum that contribute to their repertoire of strategies for achieving proficiency matching that of their non-disabled peers. For some students, these courses are recommended for only a few periods per cycle, while for others, a full five periods per cycle will be recommended.

080 Strategies for Success

1-5 Credits

All students need to practice practical organizational, study, and communication strategies to perform successfully in their content area classes. Also, they need to develop and maintain productive habits that reflect their learning styles and abilities. Strategies for Success is a course that addresses the need for these habits and skills pertaining to individual students with disabilities that directly impact organizational, communication, and study skills. An individualized curriculum geared to support students with disabilities in their quest for success in the classroom and the essential goal for students to become independent lifelong learners is the focus of this course. Direct instruction in organizational and study strategies, problem-solving skills, and maximizing strengths is offered to students in a systematic and multisensory way that is responsive to the individualized objectives of the students' IEP's as well as is responsive to the standards of the Massachusetts Curriculum Frameworks. Assessment data is used to determine the need for further remedial instruction and to support students for state-mandated testing required for graduation.

081 Language Arts Strategies

1-5 Credits

All students need to receive and express information effectively to succeed in meeting standards outlined by Massachusetts Curriculum Frameworks for all content areas. As reflected in the oral and written response, understanding verbal and text-based information is perhaps an essential indicator of students' success in their content area classes and on state-mandated achievement tests.

Students with specific disabilities that impact their ability to synthesize and process either text-based or oral language (or both) naturally will benefit from direct instruction in and guided practice with several strategies that are known to be effective. Language Arts Strategies class is geared to address the needs of students; their IEP teams have identified teams as requiring specialized instruction to address disabilities impacting reading and writing. As part of the core curriculum, students are taught to apply strategies to increase decoding, encoding, reading comprehension, and paragraph development skills. Direct instruction in the use of strategy and resources geared to improve reading and writing performance is offered to students in a systematic and multi-sensory way that is responsive to the individualized objectives of the student's IEP's as well as to the standards of the Massachusetts Curriculum Frameworks.

Providing comprehensive transition services includes participation in a life skills curriculum that focuses on skills needed to lead a successful independent life. The Life Skills Course is designed for students with diverse special needs requiring a high level of individualized support. These skills include but are not limited to activities of daily living, self-help skills, community awareness, and pre-vocational and employability education. Activities of daily living include kitchen safety, planning and executing recipes/meals, grocery lists/shopping, and meal preparation. Community awareness topics include navigating directions, reading community signs, and participation in basic travel training. The pre-vocational curriculum offers a range of controlled, real-world job and community service tasks with ongoing job coaching support. Interpersonal relations, including self-advocacy and self-awareness, are integrated into all aspects of the curriculum.

II. Building Success and Maintaining Access through Alternatives

The Alternative Program at Dedham High School

The Dedham High School developed the Alternative Program to promote success for students who have an IEP. Students are recommended for the Alternative Program by their IEP team; all students recommended for the alternative program are expected to meet the criteria for graduation outlined in this directory. They may do so by taking a combination of courses within the Alternative Program and in the general education setting. Students are provided with individualized, student-centered instruction within a supportive and challenging environment. The emphasis is on nurturing, developing, and sustaining the learner residing in each student through a highly structured program that stimulates motivation and responsibility. A combination of extrinsic and intrinsic motivators are used, including a behavioral level system with daily, weekly, and monthly incentives and a comprehensive communication and support system that revolves around each student that emphasizes accountability and responsibility to themselves and the community. Courses offered within the Alternative Program are matched (in credits and content) to those provided in the general education setting so that students can access the challenges of the high school curriculum.

III. Building Parallel Success for Students with More Substantial Needs

The Dedham High School Bridges Program

Dedham High School developed the Bridges Program to address the needs of students with disabilities who require a curriculum that emphasizes functional academics, life skills, vocational training, and career coaching. Students will build upon their existing skill base and begin to explore and participate in the world of work while continuing to benefit from the support of a small group educational setting that addresses the basic academic skills required for independence and success. All of the classes that students participate in through this program encourage the development of knowledge and skills that are prerequisites for independence on the job and in life. In the Bridges Program, students are provided with individualized, student-centered instruction within a supportive and challenging environment. The emphasis is on nurturing, developing, and encouraging students' independent skills as learners and contributing members of society. The curriculum content of the courses in the Vocational Program is drawn from the Massachusetts Curriculum Frameworks and modified to meet the needs of the students as they work toward completing their education and transitioning successfully to post-school work environments. Courses offered within the Bridges Program are parallel to those enrolled in courses offered in the general education setting. Credits awarded are also paralleling the system for students in the public education setting; they reflect time spent in learning, and the degree of achievement demonstrated in progress toward curricular and individual goals. The Dedham High School Career Center serves as a vocational transition partner to the Bridges Program.

ENGLISH DEPARTMENT

All students should:

Read a rich selection of literary works, including fiction, poetry, drama, and nonfiction, from different periods and cultures, relating them to human aspirations and life experiences.

Analyze the implications of literary works and communicate them through speaking, writing, creativity, and other means of expression.

Know and understand the development and structures of English and how language fosters an appreciation of people and diverse cultures.

(Courses are aligned with Massachusetts Common Core State Standards.)

#’s	Course Offerings	Level	Credits
010	English 1	Honors	5
011	English 1	CP1	5
012	English 1	CP2	5
020	English 2	Honors	5
021	English 2	CP1	5
022	English 2	CP2	5
030	English 3	Honors	5
031	English 3	CP1	5
032	English 3	CP2	5
035	English 3 – Language and Composition (Amer. Lit.)	AP	5
040	English 4 – Literature & Composition	AP	5
045	English 4	Honors	5
043	English 4 - Villains and Monsters	CP	2.5
044	English 4 - The Short Story	CP	2.5
046	English 4 – Dystopian Worlds	CP	2.5
047	English 4 – Power and the Individual	CP	2.5
071	Journalism 1	H	5
072	Journalism 1	CP1	5
073	Journalism 2	Honors	5
074	Journalism 2	CP1	5
075	Journalism 3	Honors	5
076	Journalism 3	CP1	5
077	Journalism 4	Honors	5
078	Journalism 4	CP1	5
013	Creative Writing	Honors	5
014	Creative Writing	CP1	5
92	Strategies for Success (ELL)	Unleveled	5
017	ELL English	CP2	5

Graduation requirement: Students must take and pass four years of English 1-4: (9-12)

English Courses Sequence

Grade 9 Freshman

- 010 English I H
- 011 English I CP1
- 012 English I CP2

Grade 10 Sophomore

- 020 English 2 H
- 021 English 2 CP1
- 022 English 2 CP2

Grade 11 Junior

- 035 English 3 Language and Composition AP
- 030 English 3 H
- 031 English 3 CP1
- 032 English 3 CP2

Grade 12 Senior

- 040 English 4 Literature and Composition AP
- 045 English 4 H
- 043 English 4 - Villains and Monsters CP
- 044 English 4 - The Short Story CP
- 046 English 4 - Dystopian Worlds CP
- 047 English 4 - Power and the Individual CP

Electives

- 071 Journalism 1 H (9-12)
- 072 Journalism 1 CP1 (9-12)
- 073 Journalism 2 H (10-12)
- 074 Journalism 2 CP1 (10-12)
- 075 Journalism 3 H (11-12)
- 076 Journalism 3 CP1 (11-12)
- 077 Journalism 4 H (12)
- 078 Journalism 4 CP1 (12)
- 013 Creative Writing H (10-12)
- 014 Creative Writing CP1 (10-12)

*See Course descriptions for grade level elective opportunities

ENGLISH DEPARTMENT COURSE DESCRIPTIONS

010	English 1	Honors	5 Credits
011	English 1	CP1	5 Credits
012	English 1	CP2	5 Credits

The English 1 course is designed to develop a student's ability to read, comprehend, and analyze a wide range of increasingly more complex works of fiction and non-fiction; to interpret word meanings through context, word analysis, and research; to write effectively using clear, logical arguments and supporting evidence; to communicate effectively through speech; to listen critically, and to use standard English conventions when writing and speaking. The course is divided into two sections. The first semester focuses on developing core writing skills, emphasizing argument, synthesis, and narrative writing through the study of model texts and frequent writing assignments. The second semester focuses on literary analysis of texts centered around self-discovery and identity. Significant works may include *Solo* by Kwame Alexander, *Ender's Game* by Orson Scott Card, and *To Kill a Mockingbird* by Harper Lee.

Honors

Students at the Honors level should be willing to grapple with challenging and complex concepts and a desire to complete higher-level work independently at a fast pace. In addition to the core literary works, extensive outside reading and independent projects are required.

Prerequisites: Current English teacher recommendation and willingness to meet a challenge with a strong work ethic

CP1

Students in CP1 are expected to work independently with teacher support. Students must demonstrate strong organizational skills and work ethic to complete assignments outside of class.

Prerequisite: Current English teacher recommendation

CP2

This course is designed to meet the needs of students who require more support and structure to meet rigorous reading and writing expectations. By using materials appropriate for students' skill levels and at a pace that allows for the use of multiple approaches, students will strengthen reading, writing, speaking, and language skills.

Prerequisite: Current English teacher recommendation

020	English 2	Honors	5 Credits
021	English 2	CP1	5 Credits
022	English 2	CP2	5 Credits

Students read a wide range of works of contemporary and traditional literature centered around the course theme of family, culture, and tradition. Students will continue to develop their ability to read closely and analytically, interpret implications of meaning, and assess how literary elements and genre affect theme and purpose. Students also learn to analyze the way authors use language to persuade and, in turn, apply their understanding of rhetorical strategies as they write for a variety of purposes and audiences. Central to the course is the skill of synthesizing texts to answer a question, solve a problem, or defend an argument. Students support their interpretations with solid evidence from the text, explaining their ideas in clear, fluent prose, and editing their expression by applying language conventions with control and accuracy. Significant works may include *Fahrenheit 451*, *The House on Mango Street*, *When I Was Puerto Rican*, *Much Ado about Nothing*, *Fences*, and *A Tale of Two Cities* (Honors). In addition to the major works, students read persuasive non-fiction pieces selected short stories and poems by a wide range of writers of various backgrounds, perspectives, and periods.

Honors

Students at the Honors level should be willing to grapple with challenging and complex concepts and a desire to complete higher-level work independently at a fast pace. In addition to the core literary works, extensive outside reading and independent projects are required.

Prerequisites: Current English teacher recommendation and willingness to meet a challenge with a strong work ethic

CP1

Students in CP1 are expected to work independently with teacher support. Students must demonstrate strong organizational skills and work ethic to complete assignments outside of class.

Prerequisite: Current English teacher recommendation

CP2

This course is designed to meet the needs of students who require more support and structure to meet rigorous reading and writing expectations. By using materials appropriate for students' skill levels and at a pace that allows for the use of multiple approaches, students will strengthen reading, writing, speaking, and language skills.

Prerequisite: Current English teacher recommendation

030	English 3	Honors	5 Credits
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The junior honors program is designed for those students who demonstrate a capacity for independent study. Through an extensive study of challenging American literature, students develop their ability to read closely and analytically and cultivate an understanding of American thought's major philosophical trends and cultural values. Writing assignments are frequent and varied. Peer editing and revision skills are stressed. Extensive vocabulary study and independent reading are also course requirements.

Prerequisites: Current English teacher recommendation and willingness to meet a challenge with a strong work ethic

030	English 3	Honors	5 Credits
031	English 3	CP1	5 Credits
032	English 3	CP2	5 Credits

Through an extensive study of American literature and other media, students develop their ability to read closely and analytically and to cultivate an understanding of the major philosophical trends and cultural values in American thought. Central to the course is examining the individual's relationship to society. Writing assignments are frequent; students write narrative, argument, and synthesis pieces for various purposes and audiences. Extensive vocabulary study and independent reading are also course requirements. Major works may include *The Great Gatsby*, *Behold the Dreamers*, *Walden*, *A Raisin in the Sun*, *The Crucible*, *The Catcher in the Rye*, and *American Street*. In addition to the major works, students study selected essays, short stories, and poems by a wide range of American writers of various backgrounds, perspectives, and periods.

Honors

Students at the Honors level should be willing to grapple with challenging and complex concepts and a desire to complete higher-level work independently at a fast pace. In addition to the core literary works, extensive outside reading and independent projects are required.

Prerequisites: Current English teacher recommendation and willingness to meet a challenge with a strong work ethic

CP1

Students in CP1 are expected to work independently with teacher support. Students must demonstrate strong organizational skills and work ethic to complete assignments outside of class.

Prerequisite: Current English teacher recommendation

CP2

This course is designed to meet the needs of students who require more support and structure to meet rigorous reading and writing expectations. By using materials appropriate for students' skill levels and at a pace that allows for the use of multiple approaches, students will strengthen reading, writing, speaking, and language skills.

Prerequisite: Current English teacher recommendation

035	English 3 Language and Composition	AP	5 Credits
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This course is designed for students who want the challenge of an AP curriculum to “emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication,” and the reading selections from American Literature provide models for such writing. The course works within the framework of American literature and honors many great American writers, but the choices of texts and their sequencing are based on reading skills, not the canon. The course will rely heavily on documents from American literature as students learn about rhetoric, using words and grammatical structures to achieve specific effects in writing, and understanding other writers’ use of these same techniques. Students will focus on the Four Appeals and numerous rhetorical devices found in speeches, narratives, and other forms of writing. Students will also produce original writing that reflects their ability to employ rhetorical devices and strategies effectively. The course will involve rereading passages to analyze and understand the powerful impact of a properly placed punctuation, such as the comma. Major works may include *The Great Gatsby*, *Behold the Dreamers*, *Walden*, *A Raisin in the Sun*, *The Crucible*. Requirements include the willingness to meet a challenge and possession of a strong work ethic. Students and parents must sign a contract delineating the students’ responsibilities involving Summer Reading. Students also agree to attend the department-sponsored AP mock exam in December.

Prerequisites: Any student who has passed English I and English II is eligible and is encouraged to take the AP course

045	English 4	Honors	5 Credits
043	English 4 - Villains and Monsters	CP	2.5 Credits
044	English 4 - The Short Story	CP	2.5 Credits
046	English 4 - Dystopian Worlds	CP	2.5 Credits
047	English 4 - Power and the Individual	CP	2.5 Credits

College-bound seniors focus on honing their literary skills through a wide variety of traditional and contemporary works of world literature with emphasis on how literature provides insights into the nature of human beings and their relationship to the world. This course is designed for students who will learn to interpret and evaluate works of world literature by expanding and developing sophisticated reading strategies. Through frequent and varied writing assignments, they will also learn to synthesize complex ideas into concise, fluent prose, reflecting confidence and a strong personal voice. Vocabulary study and independent reading are also course requirements. Depending upon a selected level, major works may include *Macbeth*, *Purple Hibiscus*, and *Persepolis*. In addition to the major works, students study selected essays, short stories, and poems by a wide range of global writers of various backgrounds, perspectives, and periods.

Honors

Students at the Honors level should be willing to grapple with challenging and complex concepts and a desire to complete higher-level work independently at a fast pace. In addition to the core literary works, extensive outside reading and independent projects are required.

Prerequisites: Current English teacher recommendation and willingness to meet a challenge with a strong work ethic

CP

Students at the CP level will complete two English 4 CP classes (each lasting one semester) to earn credit for English 4. CP semester classes will all cover similar skills (narrative and synthesis writing assignments, as well as research-based argument writing) through a diverse variety of content offerings.

Prerequisite: Current English teacher recommendation

Villains and Monsters

We often celebrate the heroes of literature, but it's hard to make a hero without an evil villain or monster for them to fight and destroy. Sometimes the most compelling characters are the ones we're not supposed to like reading about, because their motivations, psychologies, and criminal actions can drive the plot of a story. Through literature and other media, we will explore how society portrays and defines villains and monsters and delve into the depths of these characters who (deservedly or not) take a thrashing century after century, story after story, for the sake of humanity. So if you want to know more about the bad guys of literature, "Villains and Monsters" will be the course for you. Semester I will focus on narrative and synthesis writing assignments, while Semester II will highlight research-based argument writing.

The Short Story

Let's face it: as a 21st century student, you have a busy life. There's no shortage of tasks competing for your time. Herein lies the benefit of short stories: they're SHORT! This means you're guaranteed the certainty and pleasure of finishing what you begin. The primary goal of this course is to read short stories with understanding and pleasure. Over the course of a semester, we will read and discuss short fiction with the aim of enabling you to approach this genre with a greater awareness. Students will develop skills in literary analysis and interpretation. Classes will be characterized by reading, writing, and discussion, but we'll also take time to listen to some music and view other types of media. Semester I will focus on narrative and synthesis writing assignments, while Semester II will highlight research-based argument writing.

Dystopian Worlds

If you are intrigued by the nightmarish worlds that creative minds can dream up to explore rebellion, oppression, revolutions, wars, overpopulation, and disaster, then "Dystopian Worlds" is a course for you. We'll read the works and examine other forms of media that explore grim realities created to highlight ills and misfortunes of contemporary societies, and that make alarming warnings about the future. We will explore the bad places writers and filmmakers create while tracking topics like identity, power, government, love, freedom, and art. Semester I will focus on narrative and synthesis writing assignments, while Semester II will highlight research-based argument writing.

Power and the Individual

From families to friends, from corporations to countries, power structures exist throughout all parts of our world. But who gets to decide the rules of power? If one defies an existing power structure, is that person a criminal? Or a hero? Do systems of power help individuals by keeping society working? Or harm individuals by creating corruption and forcing people to fight over power? If you are interested in these types of questions, as well as more deeply exploring the intersection of power, individuals and society, then "Power and the Individual" is a course for you. This course will examine how individuals manage different power structures while considering the role history, culture and individual difference play in power and society. We'll read works and examine other forms of media so that we can better understand systems of power, how power systems differ across cultures, and the role individuals play in maintaining (or destroying) power structures. Semester I will focus on narrative and synthesis writing assignments, while Semester II will highlight research-based argument writing.

**040 English 4
Literature and Composition**

AP

5 Credits

This course is designed for students who have shown superior aptitude and achievement in their previous English courses. As they study challenging traditional and contemporary literature, they delve deeply into a text's meaning to unravel complex passages and develop sophisticated interpretations. In their

composition assignments, students are expected to synthesize complex ideas into concise, fluent prose and develop individual styles that reflect confidence and a strong personal voice. Vocabulary study and review for the AP exam are also course requirements. All students in this course are expected to take the AP exam. Major works may include *Beowulf*, *Macbeth*, *Purple Hibiscus*, *Lord of the Flies*, and *Persepolis*. Students in this course also read additional texts independently. Requirements include the willingness to meet a challenge and possession of a strong work ethic. Students and parents must sign a contract delineating the students' responsibilities involving Summer Reading. Students also agree to attend the department-sponsored AP mock exam in December.

Prerequisite: Any student who has passed English I, English II, and English III is eligible and is encouraged to take the AP Literature course

ELECTIVES

071	Journalism 1	Honors	5 Credits
072	Journalism 1	CP1	5 Credits

Journalism, an elective for grades 9-12, provides students with the skills to write, edit, and evaluate features, sports stories, straight news stories, and editorials. Students will also be introduced to copy-editing, layout, and the ethical responsibilities of the journalist. Students will get hands-on experience with digital forms of engagement and learn how to use a wide range of social media tools. Throughout the year, these skills are applied as the class helps to provide copy for the school newspaper, *The Dedham Mirror*. **Journalism 1 Honors students will be expected to work at a rigorous pace and be responsible for independent writing and other related assignments to earn Honors credit.**

073	Journalism 2	Honors	5 Credits
074	Journalism 2	CP1	5 Credits

This course reviews and further develops the skills acquired in Journalism 1. It also introduces the students to desktop publishing, headline and caption writing, photography, magazine writing, advertising, public relations, the law, ethics, and the history of journalism. There is a heavy emphasis on writing, editing, and analyzing the professional press. Students are responsible for the production of the high school paper, *The Dedham Mirror*, and training inexperienced staff members. The cooperative team approach to this course helps prepare students for the workplace. **Honors credit will be given to those students who serve on the editorial staff of *The Dedham Mirror*. This duty will require up to 72 hours of service beyond scheduled class meetings. Editors will be chosen based on skill level, experience, work ethic, and leadership.**

075	Journalism 3	Honors	5 Credits
076	Journalism 3	CP1	5 Credits

This course builds on skills developed from Journalism 1 and Journalism 2. Emphasis is on proofreading, copy-editing, layout techniques, desktop publishing, and editorial writing. The course develops leadership skills for those interested in major editorships associated with the high school newspaper, *The Dedham Mirror*. Students in this project-oriented course will be expected to complete independent study beyond the high school classroom. **Honors credit will be given to those students who serve on the editorial staff of *The Dedham Mirror*. This duty will require up to 72 hours of service beyond scheduled class meetings. Editors will be selected based on skill level, experience, work ethic, and leadership.**

077	Journalism 4	Honors	5 Credits
078	Journalism 4	CP1	5 Credits

This course builds on skills developed from Journalism 1, 2, and 3. Students at this level will have mastered proofreading, copy editing, layout techniques, desktop publishing, and news and editorial writing. Emphasis is placed on management and leadership skills for those interested in major editorships associated with the high school newspaper, *The Dedham Mirror*. Students in this project-oriented course will be expected to complete independent study beyond the high school classroom. **Honors credit will be given to those students who serve on the editorial staff of *The Dedham Mirror*.** **This position will require up to 72 hours of service beyond scheduled class meetings. Editors will be chosen based on skill level, experience, work ethic, and leadership.**

013	Creative Writing	Honors	5 Credits
014	Creative Writing	CP1	5 Credits

The Creative Writing Honors course is open to sophomores, juniors, and seniors. It provides students with the opportunity to develop their writing skills and literary talents. This course requires students to read and reflect upon various literary genres, including poetry, fiction, and non-fiction. Students will also reflect upon these professional models and use what they have learned in creating their work. Students will write creatively in different genres, learn about and use the writing process of drafting, editing, and revising, participate in the workshop model of offering feedback on each other's work, produce a portfolio of original pieces, and actively contribute to the school's literary magazine, *Echo*.

ELL COURSE DESCRIPTIONS

092	Strategies for Success ELL	Unleveled	5 Credits
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This course is intended for students identified as English Language Learners. Instruction is aligned with the WIDA standards to improve students' reading, writing, speaking, and comprehending the English language across content areas. Strategies are also introduced that enable students to learn content material and meet with success in mainstream classes.

017	ELL English	CP2	5 Credits
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This course is designed for students, including SLIFE, who have recently arrived in the United States and have little or no knowledge of the English Language. The course focuses on developing reading comprehension and writing skills in English. Reading instruction is strategically scaffolded to build vocabulary and fundamental reading strategies. Texts include both fiction and nonfiction. Writing instruction consists of both academic and personal assignments. Students learn to write strong paragraphs using basic writing structures. The course fulfills the graduation requirement for English.

Prerequisite: Approval of the ELL teacher and a qualifying WIDA MODEL literacy score below 2.5.

WORLD LANGUAGE DEPARTMENT

It is the philosophy of the World Language Department that developing skills of communication will lead to understanding and acceptance of many people and cultures. With increased respect for differences comes respect for the rights of others and an increase of self-knowledge. Language learning demands the active participation of the student in their learning.

In the course, the following skills are stressed: a) understanding the spoken language; b) speaking the language with increasing fluency; c) reading the language with growing ease; d) writing the language with reasonable ability. The student's needs and ability will play a significant role in presentation and method.

The department chair reserves the right to change course levels where needed. Native speakers of languages other than English should meet with the department chair or her designee for appropriate language placement.

Dedham High School encourages all students to take a minimum of three years of a foreign language. The high school graduation requirement is two consecutive years of the same language. Under the national standards put out by ACTFL, each course is designed and assessed with the proficiency of the three modes in mind. The levels are a novice level, an intermediate level, and an advanced level with three sublevels in each (low, mid, and high).

#'s	Course Offerings	Level	Credits
109	French 1	CP1	5
110	French 2	Honors	5
111	French 2	CP1	5
151	French 2	CP2	5
120	French 3	Honors	5
121	French 3	CP1	5
130	French 4	Honors	5
131	French 4	CP1	5
118	Spanish 1	CP1	5
115	Spanish 2	Honors	5
116	Spanish 2	CP1	5
127	Spanish 2	CP2	5
125	Spanish 3	Honors	5
126	Spanish 3	CP1	5
137	Spanish 3	CP2	5
135	Spanish 4	Honors	5
136	Spanish 4	CP1	5
146	Spanish 5	CP1	5
140	AP French Language & Culture	AP	5
145	AP Spanish Language & Culture	AP	5
163	Spanish for Native Speakers 2	Honors	5
165	History of Hispanic Cultures Through Film	H	5
164	History of Hispanic Cultures Through Film	CP1	5
168	Italian	CP1	5
175	European Cultures	CP1	5

Graduation requirement: 2 years of the same foreign language.

World Language Course Options

French

Grade 9

French 2

French 1

Grade 10

French 3

French 2

Grade 11

French 4

French 3

Grade 12

AP French

French 5

French 4

Spanish

Grade 9

Spanish 2

Spanish 1

Grade 10

Spanish 3

Spanish 2

Grade 11

Spanish 4 H

Spanish 4 CP1

Spanish 3

History of Hispanic

Culture Through Film

Grade 12

AP Spanish

Spanish 5 CP1

Spanish 4 H

Spanish 4 CP1

History of Hispanic

Culture Through Film

Native Speakers of

Spanish

Grade 9

Spanish 2

Spanish 3

Grade 10

Spanish 3

Spanish 4 H

Spanish for Native

Speakers I

Spanish for Native

Speakers II

Grade 11

Spanish 4 H

Spanish 4 CP1

History of Hispanic

Culture Through Film

Spanish for Native

Speakers I

Spanish for Native

Speakers II

Grade 12

AP Spanish

Spanish 5 CP1

Spanish 4 CP1

History of Hispanic

Culture Through Film

Spanish for Native

Speakers I

Spanish for Native

Speakers II

WORLD LANGUAGE COURSE DESCRIPTIONS

109	French 1	CP1	5 Credits
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This course is for those students who have studied French previously but have not achieved the prerequisite grade to proceed to French 2 as well as students who have studied another foreign language. Students will review listening, speaking, reading, and writing skills. They will review basic grammatical structures while participating in student-centered activities, oral discussion, and lab work. **Target proficiency level by the end's year is Novice High. This course will not be offered in 2023-2024.**

110	French 2	Honors	5 Credits
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This course is for those students who have completed first-year French with a B+ or better average or for those who have been recommended by their teacher and the foreign language coordinator. The goals of this course are to further develop the aural-oral skills acquired in the first year and achieve greater mastery of reading and writing skills. The pace is rapid. The students are expected to complete a minimum of four short outside reading assignments and oral reports, and written compositions.

Target proficiency level by the year's end is Intermediate Low/Mid.

111	French 2	CP1	5 Credits
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This course is for those who have completed their first-year course with at least a B- average or for those who have been recommended by their teacher and the Foreign Language Department Chair. The goals of this course and its organization and procedure are similar to those of French 2-110. The pace, however, is less rigorous. Students are expected to complete a minimum of two reading assignments, oral reports, and brief written compositions in addition to assigned class activities.

Target proficiency level by the year's end is Intermediate Low/Mid.

120	French 3	Honors	5 Credits
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This fast-paced course develops further the aural-oral skills acquired in the first two years and enables the student to acquire greater mastery of reading and writing skills. Students will participate in group activities, paired activities, and role-playing. Students are expected to complete a minimum of four outside reading assignments and oral reports, written compositions, creative and expository essays, and projects. Varied short selections serve as a basis for classroom discussions. Longer selections are assigned for outside reading. Language lab time is scheduled regularly.

Target proficiency level by the year's end is Intermediate Mid.

121 French 3 CP1 5 Credits

The organization and procedure of this course are similar to those of French 3-120. The pace, however, is somewhat slower and more typical of a third-year French course. Fewer in-class reading selections may be completed, reading selections may be studied in less detail, and a minimum of two short outside reading assignments is required. **Target proficiency level by the year's end is Intermediate Mid.**

130	French 4	Honors	5 Credits
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This program follows the pattern set for French 3-120 but with a much broader scope. The content is more sophisticated, and the pace is more rapid. An extensive review of formal grammar, the study of French

literature, and written and oral composition make up this program. Class time is employed for discussion in French of both grammatical and literary material. Laboratory work is offered twice a week. A minimum of four outside readings is required. **Target proficiency level by the year's end is Intermediate High.**

131 French 4	CP1	5 Credits
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This course reviews and develops further the skills acquired in the three previous years by providing the opportunity for greater proficiency in conversation, grammar, reading, and vocabulary. Oral fluency in idiomatic expressions is stressed. Reading consists of comprehensible readers. **By the year's end, the target proficiency level is Intermediate Mid/High.**

141 French 5	Honors	5 Credits
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This course is for those students who do not wish to participate in the AP program but want to complete five years of language study. The course will improve the four basic language skills: listening, speaking, reading, and writing. Students will read numerous short stories, newspaper and magazine articles, and two novels. Compositions and essays will be assigned regularly. The language lab will be used extensively. **Target proficiency level by the year's end is Advanced Low.**

118 Spanish 1	CP1	5 Credits
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This course is for those students who have studied Spanish previously but have not achieved the prerequisite grade to proceed to Spanish 2 as well as students who have studied another foreign language. Students will review listening, speaking, reading, and writing skills. They will review basic grammatical structures while participating in student-centered activities, oral discussion, and lab work. **Target proficiency level by the year's end is Novice High.**

115 Spanish 2	Honors	5 Credits
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This course is for those students who have completed first-year Spanish with a B+ or better average or for those who have been recommended by their teacher and the foreign language coordinator. The goals of this course are to develop further the aural-oral skills acquired in the first year and acquire greater mastery of reading and writing skills. The pace is rapid, and students are expected to complete a minimum of four short outside reading assignments and oral reports, and written compositions. **Target proficiency level by the year's end is Intermediate Low/Mid.**

116 Spanish 2	CP1	5 Credits
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This course is for those who have completed their first-year Spanish course with at least a B- average or for those who have been recommended by their teacher and the Foreign Language Department Chair. The goals of this course, its organization, and the procedure are similar to those of Spanish 2-115. The pace, however, is less rigorous. Students are expected to complete a minimum of two reading assignments, oral reports, and brief written compositions in addition to assigned class activities. **Target proficiency level by the year's end is Intermediate Low/Mid.**

127	Spanish 2	CP2	5 Credits
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The organization and procedure of this course are similar to those of Spanish 2-116. However, the pace is less rigorous. One short outside reading assignment may be required.

Target proficiency level by the year's end is Intermediate Low.

125	Spanish 3	Honors	5 Credits
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This fast-paced course develops further the aural-oral skills acquired in the first two years and enables the student to acquire greater mastery of reading and writing skills. Students will participate in group activities, paired activities, and role-playing. Students are expected to complete a minimum of four outside reading assignments, as well as oral reports, written compositions, creative and expository essays, and projects. Varied short selections serve as a basis for classroom discussions. Longer selections are assigned for outside reading. Language lab time is scheduled regularly.

Target proficiency level by the year's end is Intermediate Mid.

126	Spanish 3	CP1	5 Credits
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The organization and procedure of this course are similar to those of Spanish 3-125. The pace, however, is less rapid and more typical of an average third-year Spanish course. Fewer in-class reading selections may be completed, reading selections may be studied in less detail, and a minimum of two outside reading assignments is required.

Target proficiency level by the year's end is Intermediate Mid.

137	Spanish 3	CP2	5 Credits
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The organization and procedure are similar to those of Spanish 3, level 1. The pace, however, is slower. One outside reading assignment is required. **Target proficiency level by the year's end is Intermediate Low/Mid.**

135	Spanish 4	Honors	5 Credits
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This course follows the pattern set for Spanish 3-125 but with a much broader scope. The content is more sophisticated, and the pace is more rapid. An extensive review of formal grammar, the study of literature and written and oral composition make up this program. Class time is employed for discussion in Spanish of both grammatical and literary material. Laboratory work is offered twice a week. A minimum of four outside readings is required.

Target proficiency level by the year's end is Intermediate High.

136	Spanish 4	CP1	5 Credits
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This course reviews and develops further the skills acquired in the three previous years by providing the opportunity for greater proficiency in all three modes of communication: interpersonal, presentational, and interpretive. Reading consists of comprehensible readers on topics of high interest to the students.

By the year's end, the target proficiency level is Intermediate Mid/High.

This course is for those students who wish to continue their studies of Spanish to complete five years of language study. The course will concentrate on improving the four basic language skills: listening, speaking, reading, and writing. Students will read short stories and newspaper and magazine articles. Compositions and essays will be assigned. The language lab will be used.
Target proficiency level by the year's end is Advanced Low.

This course is for students to wish to continue their language studies and complete a sequence at the CP1. The course will focus on building proficiency across all modes of communication: interpersonal, presentational, and interpretive. The course is structured around thematic topics and stories of high interest to the students. The target proficiency is Intermediate High.

Through Spanish-speaking films, students will learn about the similarities and differences between countries that share the Spanish language (including the USA). Students will learn vocabulary and the dialectical differences from each country through each film. At the end of each film, the students will be required to write an essay or complete a project based on their perspective of one of the themes. Themes include immigration, family, dictatorships, civil wars, and cultural aspects of various countries. Students will be expected to write a research paper based on the topic and then present it to the class as part of their final grade. This course will emphasize how to complete in-depth research, find the proper sources in the library and online, and create a bibliography. **This course is taught in solely in Spanish.**
Prerequisites: This class is for juniors and seniors with a B average or higher in Spanish and a recommendation from their teacher.

Through Spanish-speaking films, students will learn about the similarities and differences between countries that share the Spanish language (including the USA). Students will learn vocabulary and the dialectical differences from each country through each film. At the end of each film, the students will be required to write an essay or complete a project based on their perspective of one of the themes. Themes include immigration, family, dictatorships, civil wars, and cultural aspects of various countries. As a portion of their midterm and final exam grade, students will be expected to write a research paper based on the topic and then present it to the class as part of their final grade. This course will emphasize how to complete in-depth research, find the proper sources in the library and online, and create a bibliography. **This course is taught in English.**
Prerequisites: This class is for juniors and seniors with a C or higher in lower-level Spanish and a recommendation from their teacher.

The overall goal of this challenging course is to prepare students to perform at a high level of proficiency in the four basic language skills: listening, speaking, reading, and writing. The motivated student should understand conversations dealing with conventional topics, communicate on current issues with reasonable ease, comprehend with facility newspaper and magazine articles geared to the average reader, and demonstrate control of expression in various writings. Course requirements include independent

reading, vocabulary study, oral presentations, and listening comprehension.

Prerequisites: Teacher approval is necessary for this course. *All students enrolled in this course are required to take the AP exam.* Target proficiency level by the year's end is Advanced Low.

145 AP Spanish Language & Culture AP 5 Credits

The overall goal of this challenging course is to prepare students to perform at a high level of proficiency in the four basic language skills: listening, speaking, reading, and writing. The motivated student should understand conversations dealing with conventional topics, communicate on current issues with reasonable ease, comprehend with facility newspaper and magazine articles geared to the average reader, and demonstrate control of expression in various writings. Course requirements include independent reading, vocabulary study, oral presentations, and listening comprehension. Teacher approval is necessary for this course. *All students enrolled in this course are required to take the AP exam.* Target proficiency level by the year's end is advanced low.

163 Spanish for Native Speakers II Honors 5 credits

In this course, students will be preparing for their interpretive skills as well as speaking and writing skills to prepare them for the AP exam. The focus is on improving proficiency in all three modes of communication: interpretive, interpersonal, and presentational at an advanced level. The students must have a B average or higher in Spanish for Native Speakers I or a previous Spanish class and be a sophomore, junior, or senior. This course is geared towards both native speakers of Spanish and ELL students.

161 Spanish for Native Speakers I CP1 5 Credits

This course will allow native speakers to work on their spelling and writing in their native language, Spanish. We will study Spanish-speaking countries' various histories and cultures while comparing and contrasting them to our perspectives and experiences. Immigration patterns and groups of immigrants are studied in this course. (This course is designed for native/near-native speakers/ELL students entering their freshmen, sophomore, junior, and senior years).

168 Italian I CP1 5 Credits

This would be offered as an elective to students who have already completed their two year requirement for graduation. Italian I would provide a foundation for the basics of communicating in Italian; this would include essential vocabulary, fundamental grammar concepts, and important cultural knowledge. Many students in our community have personal connections to Italy and its culture, and providing such a course would allow those students, along with the rest of our student community, to explore a relevant cultural perspective within our department.

175 European Cultures CP1 5 Credits

In this course, students would explore the diverse cultures of Europe, from Western Europe, through the Mediterranean, to Eastern Europe and Russia. This course would be offered as an elective, without a minimum language requirement. The course would be conducted in English. The course content would focus on understanding the interconnectedness of individual cultures within European history, with an emphasis on the European Union as a political entity, and cultural topics such as visual art, music, food, and national pastimes.

MATHEMATICS DEPARTMENT

All students should:

Recognize and use patterns, construct mathematical models, represent and reason about quantities and shapes, draw accurate conclusions from data, and solve, justify and communicate solutions to problems. (Massachusetts Common Core of Learning)

#'s	Course Offerings	Level	Credits
247	Algebra 1-Quadratic Emphasis	CP1	5
248	Algebra 1-Quadratic Emphasis	CP2	5
220	Geometry	Honors	5
221	Geometry	CP1	5
235	Geometry	CP2	5
210	Algebra 2	Honors	5
231	Algebra 2	CP1	5
245	Algebra 2	CP2	5
242	Algebra 3 & Trigonometry	CP2	5
262	Precalculus	Honors	5
243	Precalculus	CP1	5
240	Calculus AP	AP	5
263	Introduction to Calculus	CP1	5
250	Statistics AP	AP	5
252	Foundations of Algebra & Geometry	U	5
261	Statistics	CP1	5
288	Personal Finance and Business Math	U	5

Graduation requirement: 4 years of Mathematics beginning Class of 2021.

Mathematics Program Progression

Grade 9

Geometry H
Geometry CP1
Algebra 1 CP1-Quadratic Emphasis
Algebra 1 CP2-Quadratic Emphasis

Grade 10

Algebra 2 H
Algebra 2 CP1
Geometry H
Geometry CP1
Geometry CP2
Foundations of Algebra & Geometry

Grade 11

Statistics AP
Precalculus H
Precalculus CP1
Algebra 2 H
Algebra 2 CP1
Algebra 2 CP2

Grade 12

Statistics AP
Calculus AP
Precalculus H
Precalculus CP1
Algebra 3 & Trigonometry CP2
Statistics CP1
Personal Finance and Business Math

The above shows the typical course progressions and does not include all possibilities. Students may move up or down levels. If a student does not take Geometry in Grade 9 and is interested in taking Calculus in their senior year, they must take two math courses in sophomore year. (Geometry & Algebra II)

MATH DEPARTMENT COURSE DESCRIPTIONS

247	Algebra 1-Quadratic Emphasis	CP1	5 Credits
248	Algebra 1-Quadratic Emphasis	CP2	5 Credits

Algebra I-Quadratic Emphasis builds on the concepts taught in the Algebra 1 – Linear Emphasis course with a special emphasis on quadratic and exponential functions. These courses are aligned to the 2017 Massachusetts Curriculum Frameworks in Mathematics. As students learn about each family of functions, they will represent them in multiple ways – as verbal descriptions, equations, tables, and graphs. The students will also study polynomials, data analysis, and probability. This course will develop students’ ability to represent and analyze mathematical situations and structures using symbols. The students will use mathematical models to represent and solve problems in real-world situations.

Student Expectations:

College Prep 1: Introduction of new concepts will be at a demanding pace with the expectation that students can apply content knowledge to solve a wide variety of problems. Students will be introduced to different problem-solving techniques. They will be expected to analyze a situation and apply the most appropriate method. Students should enter the course with a mastery of fundamental computational skills. Review of skills from Algebra 1 – Linear Emphasis will be provided.

Prerequisite: Recommendation of Grade 8 teacher

College Prep 2: The introduction of new concepts will be at a deliberate pace with the expectation that students can apply content knowledge to solve a variety of problems. Mastery of basic concepts is achieved through the repetition of fundamental skills. Review of concepts taught in Algebra 1 – Linear Emphasis will be provided throughout the year to ensure that students truly master the concepts.

Prerequisite: Recommendation of Grade 8 teacher

220	Geometry	Honors	5 Credits
221	Geometry	CP1	5 Credits
235	Geometry	CP2	5 Credits

This course is the study of Euclidean geometry, during which students will analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships. Students will develop the ability to use visualization, spatial reasoning, and geometric modeling to solve problems. Physical models and other real-world objects will be used to develop intuition and understanding of abstract ideas. Students will specify locations and describe spatial relationships using coordinate geometry and other representational systems. The course will apply transformations and use symmetry to analyze mathematical situations. Other topics covered include congruence and similarity, geometric constructions, properties of polygons and circles, and right triangle trigonometry. Students will apply appropriate techniques, tools, and formulas. Connections between geometry and algebra will be explored using a variety of sources. All three courses are aligned to the 2017 Massachusetts Curriculum Frameworks in Mathematics.

Student Expectations:

Honors: This is a rigorous geometry course with a strong emphasis on formal proofs that are based upon defined terms, postulates, and theorems in a systematic, logical manner. Connections between geometry and algebra will be explored at a rigorous level.

Prerequisite: Recommendation of Grade 8 teacher or A in 247 in Grade 9

College Prep 1: Informal proofs are introduced based upon defined terms, postulates, and theorems in a systematic, logical manner. Connections between geometry and algebra will be explored at a challenging level.

Prerequisite: C- or better in 247 or A in 248 with teacher recommendation and approval of the director

College Prep 2: Mathematical arguments are introduced based upon defined terms, postulates, and theorems in a systematic, logical manner with an emphasis on basic skill development and problem-solving through the application. Connections between geometry and algebra will be explored at a basic level. **Prerequisite: Passing grade in 247 or 248**

252	Foundations of Algebra & Geometry	Unleveled	2.5/5 Credits
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This course is offered to those students who may need additional support in mathematics in the 9th or 10th grade. Students will review basic mathematical skills and improve their problem-solving, critical thinking, and reasoning skills. The primary goals of this course are to ensure that students have the appropriate skills necessary for success in future high school mathematics courses and the MCAS exam, which will be taken in Grade 10. The following students are required to take this course. Others may choose to take it as an elective.

1. Students in Grade 10 who received less than 480 on their Grade 8 MCAS examination.
2. Students in Grade 10 who do not have a Grade 8 MCAS score on record (except for the class of 2024).
3. Students who transfer to Dedham Public Schools after Grade 8.*
4. Students recommended by their teacher in Grade 9.

* Students who transfer to Dedham Public Schools may take a placement exam and be removed from this requirement with the permission of the Mathematics Chair.

210	Algebra 2	Honors	5 Credits
231	Algebra 2	CP1	5 Credits
245	Algebra 2	CP2	5 Credits

This course is a study of advanced topics in Algebra. All three levels are aligned to the 2017 Massachusetts Curriculum Frameworks in Mathematics. It will rely upon and extend the students' knowledge and skills obtained in studies of Algebra 1. This course is organized around families of functions, including linear, quadratic, rational, radical, logarithmic, and exponential. Students will represent these functions in multiple ways: verbal descriptions, equations, tables, and graphs. Students will use mathematical models to simulate real-life applications within each unit. Included are units on data analysis, matrices, and probability.

Student Expectations: Students must have passed Algebra 1 and Geometry before taking Algebra 2 unless they are enrolled in both Algebra 2 and Geometry.

Honors: This course is designed to continue building on the fundamental skills of Algebra I in a rigorous manner to eventually prepare students to be successful in AP Calculus. Students will be expected to have mastered and retained the skills from Algebra 1. Pre-AP skills and concepts will be infused throughout the various units. This class is designed for those students wishing to take AP Calculus before the end of their high school career.

Prerequisite: B- or better in 220 and teacher recommendation

College Prep I: Students will be expected to have mastered and retained the concepts and skills from Algebra 1 and Geometry. Students need to apply those concepts and skills to the new material with minimal review.

Prerequisite: C- or better in 247 or A in 248 with teacher recommendation or A in 235 with teacher recommendation

College Prep II: The content is delivered at a deliberate pace, focusing on fundamentals. **Prerequisite: A passing grade in 247 or 248 or a passing grade in 220, 221, or 235**

In this course, students strengthen their skills in algebraic techniques. The course introduces students to a study of the properties of a periodic function and an exploration of the manipulative techniques dependent upon the properties of a function and an application of these functions.

Prerequisite: Passing grade in 23I or 245

The Precalculus courses are designed for students to develop the knowledge and skills necessary to be successful in a calculus course. It involves the extensive study of various types of functions: polynomial, rational, trigonometric, exponential, and logarithmic, building on the students' prior knowledge of how functions behave. All topics will be studied from numerical, graphical, verbal, and analytical approaches. Also, students will study topics such as trigonometry, complex numbers, and series and sequences. Students will be expected to model, problem solve, and use technology effectively.

Student Expectations:

Honors: Students taking this course should have a strong background in Algebra 2. In addition to the topics above, students will also study advanced topics such as vectors, parametric, and polar equations.

Prerequisite: B- or better in 210, A in 23I, or teacher recommendation

College Prep 1: This course completes the study of elementary functions. It will prepare students for further studies in calculus and statistics.

Prerequisite: C- or better in 23I, a passing grade in 210, A in 245, or teacher recommendation

The purpose of the advanced placement course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) Exploring data: observing patterns and departures from patterns 2) Planning a study: deciding what and how to measure 3) Anticipating patterns: producing models using probability and simulation 4) Statistical inference: confirming models. All students enrolled in this course are required to take the AP exam.

Prerequisite: A passing grade in a Precalculus course or students must be concurrently enrolled in a Precalculus course

This is a full-year, college preparatory course that builds upon the probability and statistics standards outlined in the Massachusetts Common Core Mathematics frameworks. Topics will include sets and probability, counting principles, frequency distributions, measures of variation, the normal distribution, confidence intervals, gathering data, outliers, hypothesis testing and surveys and experiments. There will be an emphasis on real-world and interdisciplinary applications to prepare students who are considering further study in various fields such as business, social science, or psychology.

Prerequisite: Successful completion of Precalculus or Algebra 3 and Trigonometry; B- or better in Algebra 2 or teacher recommendation

This content in AP Calculus is equivalent to a typical college-level Calculus I course. The content of previous math courses is fully integrated. This course is rigorous and structured in such a way that all of the material, along with three weeks of review, is completed before the AP exam in May. Instruction on

the graphing calculator and preparation for the AP exam is given throughout the course. All students enrolled in this course are ***required*** to take the AP exam.

Prerequisite: Passing grade in 262 or 243

263	Introduction to Calculus	CP1	5 Credits
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This course is designed to introduce students to the fundamental principles of differential and integral calculus and their applications to real-world problems. Focus is placed on the practical rather than theoretical applications of calculus techniques.

Prerequisite: C- or better in 243 or passing grade in 262

297	Personal Finance and Business Math	Unleveled	5 Credits
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This course is designed for students in their senior year of high school. Students will study banking, checking accounts, scams, identity theft, credit cards, loans, travel budgets, apartment costs, and income management. Students will apply math skills in personal and workplace situations.

Prerequisite: Students must have completed Algebra 2 or should be taking Algebra 2 concurrently

COMPUTER/BUSINESS/TECHNOLOGY DEPARTMENT

All students will develop and practice 21st-century skills of higher-order thinking, creative problem solving, become critical users of technology and increase their awareness of career opportunities in the business world.

#'s	Course Offerings	Level	Credits
678	Computer Science	CP1	2.5
685	Game Design	CP1	2.5
667	Advanced Game Design	Honors	2.5
686	Computer Science Principles AP	AP	5
680	Animation H	Honors	2.5
669	Sound Design and Programming	Honors	2.5
681	App Programming H	Honors	2.5
290	Computer Science AP	AP	5
	Business Offerings		
673	Accounting	CP1	2.5
674	Personal and Business Finance	CP1	2.5
675	Marketing & Advertising	CP1	2.5
676	Starting a Business	CP1	2.5
682	Business Management & Leadership	CP1	2.5
273	Word Processing for College and Careers	CP2	5
688	Career Planning	U	2.5

Graduation requirement: Either 1 year of Computer Business or 1 year of Fine Arts.

Suggested Course Sequences:

Recommended AP Principles Sequence:

Game Design, Advanced Game Design, and Sound Design and Programming
Computer Science Principles AP (no prerequisite – all students are encouraged to consider this offering).

Recommended AP Programming Sequence:

Computer Science, Animation and App Programming – H
Computer Science AP (no prerequisite – all students are encouraged to consider this offering).

No Suggested Sequence for Semester Business Courses:

Business and Personal Finance
Marketing and Advertising
Business Management & Leadership

Accounting
Starting a Business

COMPUTER DEPARTMENT COURSE DESCRIPTIONS

678 Computer Science

CP1

2.5 Credits

Students will explore the development of software utilizing several different platforms. Software development encompasses art, design, writing, and computational skills, along with many other skills and practices. Students will begin to understand the relationship between these practices and the creation of an app, web page, or game. This class will encompass problem-solving, peer collaboration, and project-based learning.

Prerequisite: None

685 **Game Design**

CP1

2.5 Credits

Ever wonder what goes into developing a video game? Students will explore and apply the various skills needed for this exciting and engaging task. Students will explore all the stages of software development, including design implementation, asset creation, programming, and distribution. By the end of the semester, students will have designed and created a fully playable game. Students will also have a general understanding of the process and digital tools necessary to enact their vision.

Prerequisite: None

667 **Advanced Game Design**

Honors

2.5 Credits

Students will work collaboratively to create a semester-long capstone project in the Unity Game Engine. They are required to showcase and present their project to school administrators and industry insiders.

Prerequisite: Game Design, Animation, Advanced Placement Computer Science or Instructor Recommendation

686 Computer Science Principles AP

AP

5 Credits

AP Computer Science Principles introduces students to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, you will learn to analyze data, create practical technology, and gain a broader understanding of how computer science impacts people and society.

Recommended: Desire to study at AP level

680 Animation

Honors

2.5 Credits

Have you ever thought about creating your own animation? This course will explore the skills needed to create and animate images. You will gain experience in working with layouts, planning scenes, and organize scenes into projects. Your creative interactive animation features could be published. You will write coded statements to control objects. Best practices with animation will be emphasized.

Prerequisite: None

In this semester course, students will learn how to procedurally generate music and or sound effects for various multimedia applications utilizing programming software. Students will utilize and apply sound and music created synthetically.

Prerequisite: None

Find out if this cutting edge technology is the correct fit for you! Want to create your own phone or tablet app? This course will explore the concepts, techniques, and tools to create your own application graphically. You will develop experience with programming syntax and structures. New software products are used in the fields of medicine, law enforcement, and communications every day. Upon course completion, students will be familiar with the concepts of software programming application development.

Prerequisite: None

This course explores advanced topics in structured and object-oriented programming. Students prepare for the Advanced Placement Examination in Computer Science which includes a multi-class graphic case study. Students gain experience in thinking and articulation of abstract concepts through algorithm design and analysis. Large projects are assigned, and students work in teams to design and implement computer solutions replicating a real-world design-team approach. Students are also exposed to a wide range of computer concepts, including computer architecture.

Recommended: Solid mathematical and analytical skills.

BUSINESS OFFERINGS

Accounting is recommended for students who want to enter the business world upon graduation and who are considering a business major in college. This course introduces the different accounting systems used for service, retail, and online businesses. The complete accounting cycle is covered as well as business and personal banking procedures. The course curriculum will focus on the business cycle, entrepreneurship, and the vocabulary of business and finance; problem-solving skills will be developed through the use of spreadsheets, computerized accounting, and finance programs.

Prerequisite: None

It is essential in our rapidly evolving free market economy to have some working knowledge of the fundamentals of financial planning and investment principles. What is credit, and how do I save money? Why are interest rates important? Why do companies go out of business? How much will I need to buy a house or start a business? This dynamic semester-long course is designed to help students understand financial decisions in both personal and business situations. The course helps students realize that they are already making financial decisions, shows them how their decisions affect their future and allows students to make a connection between classroom knowledge and the personal and business applications of finance.

Prerequisite: None

Discover the role of marketing and advertising with a special emphasis on the sports, entertainment, and fashion industries. Following a general introduction to marketing and economics students, examine more specific topics and strategies such as communication skills, social media, selling, promotion, distribution, pricing, and financing. Students will examine the types of products, marketing strategies, and careers in the marketing field through case studies, classroom visits, and field trips. Students will also conduct Internet research and analyze current business reports, data, and statistics. The course is excellent for those considering a college major or career in business.

Prerequisite: None

American entrepreneurs lead the world in innovation and create about 75 percent of the new jobs added to the economy each year. Are you ready to compete in business in the 21st century? To prepare students for small business ownership, *Starting a Business* offers a way to learn new business concepts, conduct research, and make creative business decisions through activities, case studies, and projects. This course promotes critical thinking, ethical decision-making, and cooperation while addressing the importance of technology and the changing global marketplace and would be an excellent choice for someone planning on majoring in business in college or wanting to learn how to start a business.

Prerequisite: None

According to the Princeton Review, one of the top U.S. college majors is Business Administration and Management, primarily because this area of study offers unique intellectual challenges and develops skill sets applicable to 21st Century life management and various career fields. In this course, students will study the dilemmas of leadership, human resource utilization, business and technology ethics, and how managers think about and practice conflict resolution, communication, and relationship building. Students will learn how to improve their creativity, vision, and effectiveness as individual contributors, team members, and leaders in their current and future work environments.

Prerequisite: None

This course will prepare students for success in a competitive workplace or college environment requiring superior keyboarding skills and the use of computer knowledge and creativity to enhance personal productivity. Students need to be competitive in a global economy that continues to outsource basic computer skills overseas and in this course they will gain knowledge in computer hardware and software concepts that unleash imagination, improve decision-making skills, and build advanced problem-solving skills.

Hardware will include mobile devices, desktop and laptop computers, and peripherals such as printers, scanners, and digital cameras. Software topics will consist of MS Office Word, Access database software, Inspiration diagramming software, Adobe creating software, spreadsheets, and presentation software.

Prerequisite: None

This course will help students develop their communication skills along with career strategies and exploration. The specific content of the course will include the following areas:

- Self Assessment: Assess skills, interests, and values along with strengths and weaknesses and how they relate to a chosen career path.
- Career Exploration: Develop career plans based on technology, informational interviews, and guest speakers.
- Written Professional Communication: Resume, cover letters, thank you notes, and emails
- Interview Techniques: Develop appropriate interview techniques and conduct mock interviews.
- Public Speaking: Opportunity to present on career interests and findings

SCIENCE DEPARTMENT

The Science Department at Dedham High school serves to engage students in the exploration of the physical and biological world through the investigation of natural phenomena and solving real-world problems. The courses of biology, chemistry, and physics lay down a foundation of core ideas as well as academic and scientific skills. Elective courses build on these foundations of science and allow students to pursue their interest in a specific scientific topic. Scientific inquiry and creative problem solving are central as students develop their ability to think critically about the behavior of the physical and biological world, and to build reasoned arguments based on observable data.

All students will:

Apply the fundamental principles of the life sciences, physical sciences, earth sciences, and technology to analyze problems and relate them to human concerns and life experiences.

Investigate and demonstrate the skills and methods of scientific inquiry and experimentation.
(Massachusetts Common Core of Learning)

#'s	Course Offerings	Level	Credits
340	Biology	AP	5
367	Biology	Honors	5
368	Biology	CP1	5
369	Biology	CP2	5
315	Chemistry	AP	5
320	Chemistry	Honors	5
331	Chemistry	CP1	5
332	Chemistry	CP2	5
337	Physics C: Mechanics + Electricity & Magnetism	AP	5
349	Physics	Honors	5
341	Physics	CP1	5
342	Physics	CP2	
364	Environmental Science	AP	5
352	Anatomy & Physiology	Honors	5
351	Anatomy & Physiology	CP1	5
353	Anatomy & Physiology	CP2	5
359	Marine Science	Honors	5
357	Marine Science	CP1	5
358	Marine Science	CP2	5
370	Forensic Science	CP1	5
371	DNA Science and Biotechnology	H	5
366	DNA Science and Biotechnology	CP1	5
390	Science Internship	U	5

Graduation requirement: 3 years of Science.

Science Course Options

Grade 9

Biology H/CP1/CP2
Physics CP2

Grade 10

Chemistry H/CP1/CP2
Biology AP
Physics CP2

Grade 11

Anatomy & Physiology H/CP1/CP2
Biology AP
Chemistry AP
DNA Science and Biotechnology H/CP1
Environmental Science AP
Forensic Science CP1
Marine Science H/CP1/ CP2
Physics H/CP1/CP2

Grade 12

Anatomy & Physiology H/CP1/ CP2
Biology AP
Chemistry AP
DNA Science and Biotechnology H/CP1
Environmental Science AP
Forensic Science CP1
Marine Science H/ CP1/CP2
Physics AP
Physics H/CP1/CP2

SCIENCE DEPARTMENT COURSE DESCRIPTIONS

340	Biology	AP	5 Credits
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This second-year biology course is for students who wish to study biology at a college-level. The course aims to achieve the following: knowledge of the facts, principles, and processes of biology; understanding of the means by which biological information is collected and interpreted; understanding of the ways to formulate hypotheses and predictions from available data; and understanding that science is a human endeavor with social consequences. Content follows the intensive Advanced Placement Biology curriculum determined by the College Board. This course is fast-paced, and students need to be highly motivated and possess strong analytical skills. The AP curriculum also includes college-level laboratory investigations. **All students enrolled in this course are required to take the AP exam.**

Prerequisites: B or better in Honors Biology or A in CP1 Biology or teacher recommendation.

Completion of summer assignments before the start of the course.

367	Biology	Honors	5 Credits
368	Biology	CP1	5 Credits
369	Biology	CP2	5 Credits

By plotting a vertical path from the molecular basis of life to the human ecosystem, the study of biology provides a solid foundation for understanding the living organism as a whole and its relationship to its environment. Significant topics include the key processes of life in simple and complex organisms, diversity and natural selection, evolution, cell theory, energy interactions, Mendelian and modern genetics, hormonal and nerve control, and the biological roots of behavior.

Honors: This is a very demanding course requiring a great amount of effort, skill in conceptualization, and intellectual maturity. The course is fast-paced, and topics are explored in depth.

Prerequisite: Teacher recommendation.

College Prep 1: This is generally the same content as that of Honors Biology except that the depth, pace, and amount of independent work has been modified for an advanced level (level I) course.

Prerequisite: Teacher recommendation.

College Prep 2: This is a general biology course developed for those students who do not intend to specialize in biology or related fields but who wish to acquire an insight into biological science. As such, it emphasizes problems of greatest concern in the daily lives of the students.

315	Chemistry	AP	5 Credits
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This second-year chemistry course is for students who wish to pursue the sciences in college. This college-level course includes the study of the following major topics in chemistry: atomic theory, bonding, periodicity, stoichiometry, equilibrium, solution chemistry, acids and bases, thermodynamics, kinetics, and electrochemistry. Students will be involved in laboratory activities related to these topics and will develop research skills, maintain a laboratory notebook and perform data analysis and interpretation. Students must be prepared to do significant problem solving outside of class.

All students enrolled in this course are required to take the AP Exam.

Prerequisites: B or better in Honors Chemistry or A in CP1 Chemistry or teacher recommendation. **Completion of summer assignments before the start of the course.**

320	Chemistry	Honors	5 Credits
331	Chemistry	CP1	5 Credits
332	Chemistry	CP2	5 Credits

These courses provide an introduction to the basic principles of chemistry. An understanding of chemistry is not only integral to success in other sciences but is useful for dealing with the increasing science/technology focus in personal lives. Students will study a variety of chemistry topics, which include: the scientific method, the metric system, properties of matter, atomic structure, the periodic table, chemical formulas, bonding, chemical reactions, stoichiometric concepts, gases, and their behavior, solutions, and acids and bases. Safety and the ability to work collaboratively are an emphasis in the laboratory portion of these courses.

Honors: This is designed for students who have demonstrated high achievement in previous science courses. It is a challenging, accelerated, and fast-paced chemistry course that requires significant independent work. Many topics are studied in detail. There is a significant amount of problem-solving with little repetitive practice.

Prerequisites: B- or better in Honors Biology or A in CP1 Biology. Concurrent honors-level math. Teacher recommendation.

College Prep 1: It is designed for students who have demonstrated achievement in previous science courses. This quick-paced course covers a moderate amount of detail on chemistry topics and provides opportunities for in-class practice of material. Some independent work is required.

Prerequisites: Concurrent CP1 or honors-level math. Teacher recommendation.

College Prep 2: Covers the basic principles of chemistry, and topics are addressed at an introductory level at a more deliberate pace. This more structured approach includes basic vocabulary, concepts, and scientific calculations with a focus on student-oriented activities.

337	Physics C: Mechanics and Electricity & Magnetism	AP	5 Credits
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This course is an accelerated second-year physics course. In the first semester, the course will cover topics from classical mechanics, such as motion, energy, rotation, and gravitation. Coverage of these topics will be calculus-based, and the use of calculus in problem-solving and derivations will increase as the course progresses. The second semester will be devoted to the study of electromagnetic theory, including electricity, magnetism, and time-dependent circuits. Students should expect to use Calculus freely in formulating principles and solving problems. **All students enrolled in this course are required to take the AP exam.**

Prerequisites: Successful completion of Honors Physics and previous or concurrent enrollment in Calculus. Completion of summer assignments before the start of the course.

349	Physics	Honors	5 Credits
341	Physics	CP1	5 Credits

These courses help students develop a conceptual and mathematical understanding of their physical world. Students will develop and deepen their problem-solving techniques and critical thinking skills. Topics covered include mechanics, thermal physics, wave motion, electricity and magnetism, light and optics, and modern physics.

Honors: This is a challenging, fast-paced introduction to the basic principles of physics. The topics are covered in-depth and relate to common day events. Students are expected to work independently and in groups to accurately analyze data through graphic analysis.

Prerequisites: Successful completion or concurrent enrollment in Algebra II/trigonometry. Teacher recommendation.

College Prep I: Will introduce students to the basic principles of physics. The topics covered will relate to common day events. Students will be required to work independently and in groups to analyze the physical principles of how the world works.

Prerequisite: Successful completion or concurrent enrollment in Algebra II/trigonometry. Teacher recommendation.

342	Physics	CP2	5 Credits
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The content of the course provides students with a basic overview of fundamental physics topics including motion and forces, momentum and energy, heat and heat transfer, static and current electricity, electromagnetism, sound and light waves. Students will study these fundamental physics principles through developing models in an effort to explain certain observed phenomena. Throughout the course, students will focus on developing science-related skills including experimental design, accurate measurement, communication of data construction and interpretation of data tables and graphs, unit analysis, application of algebra to science problems, and applications of science concepts to the real world. This course is taught at a pace that is suitable for students who require additional support in reading, writing, math, and data analysis. It will also help students develop their organization and executive functioning skills needed to be successful in high school.

Students enrolled in this course will also prepare for the Introductory Physics MCAS.

Prerequisites: Successful completion of Algebra or concurrent enrollment in Algebra. This course is open to all grade levels

364	Environmental Science	AP	5 Credits
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This accelerated course in environmental science provides a lab-based approach to the study of interrelationships in our natural world. Students will be exposed to multiple disciplines, including chemistry, geology, and biology. Using the scientific process, students will explore the earth's interconnected systems, the role of humans in the environment, and the future of the planet as a whole. Topics include water, soil, ecosystems, energy resources, pollution, and global change. Students will make observations, design experiments, analyze results, work towards solutions and communicate their conclusions clearly and concisely.

Prerequisites: One year of Biology and one year of Chemistry or Physics, one year of Algebra or teacher recommendation. Completion of summer assignments before the start of the course.

352	Anatomy & Physiology	Honors	5 Credits
351	Anatomy & Physiology	CP1	5 Credits
353	Anatomy & Physiology	CP2	5 Credits

These elective courses explore the structure, function, and components of the human organism and the mechanisms for maintaining homeostasis within it. Students interested in a health-related profession will benefit from this preliminary study of the human body. Lab work, featuring a major vertebrate dissection, is an integral part of the course. Among the topics covered are anatomical terminology, anatomy, and physiology of cells and tissues, integument, skeletal and muscular systems, body control by the nervous and endocrine systems, digestive, respiratory and excretory systems. Physiology and pathology will be embedded throughout the study of the systems. Open to juniors and seniors.

Prerequisites: Prior completion of Biology. Teacher recommendation

Honors: Offers the greatest depth of content and is appropriate for students who demonstrate a high degree of achievement in the sciences. Students will be expected to work independently on multiple research projects and will be expected to provide depth and detail in all assessments.

College Prep 1: Offers a depth of content and is appropriate for those students who demonstrate achievement in the sciences. The students will create research projects, although fewer than those in the honors section. Assessments are rigorous, with an emphasis on the major concepts.

College Prep 2: Through case studies, lab techniques, including dissections and hands-on activities, students will learn about the structure and function of the human body systems. The class covers the content of the CP1 course but with a thematic approach by examining both the normal function as well as diseases and disorders of each system. This class provides a strong foundation for students considering further studies in the health sciences.

359	Marine Science	Honors	5 Credits
357	Marine Science	CP1	5 Credits
358	Marine Science	CP2	5 Credits

These are elective courses for students interested in exploring the fascinating world under the sea. Students will begin by learning about marine exploration history. The course will explore the biology of marine organisms around the world's ocean biomes. Students will explore aspects of the seas, such as the currents, wave activity, and seawater itself. Much focus will also be put on the human impact on the oceans, both positive and negative. Labs, classwork, and projects will allow for an in-depth understanding of the main topics within the course and allow students to personalize their experience with the material.

Prerequisites: Open to juniors and seniors. Prior Completion of Biology. Teacher recommendation.

Honors: Offers the greatest depth of content and the fastest pace. Students are expected to be able to show initiative with respect to the organization of time, classroom assignments/homework, and independent research projects. Students will participate in building and maintaining an ROV (remotely operated underwater vehicle). Students will independently research specific topics of marine science that interest them and write and present their findings.

College Prep 1: Moves at a relatively quick pace. Considerable independent and group work is required and will be supported with a moderate amount of teacher guidance. Students should already have good organizational skills to manage daily assignments and research projects.

College Prep 2: Delivers content at a deliberate pace. Independent and group work occurs with a fair amount of instructor support within a structured environment. Students are allotted additional time to complete projects and assignments and are provided more support through organizers and assignments broken into manageable steps. Students will develop organizational skills to manage daily assignments and research projects.

371	DNA Science and Biotechnology	H	5 Credits
366	DNA Science and Biotechnology	CP1	5 Credits

This course is for students with a basic science background who would like to learn more about how general DNA and protein science are used in biotechnology with an emphasis on real-world applications in drug discovery, disease cure, and forensic science. Students will learn about the powerful advances in biotechnology and genome science by starting with a basic review of DNA, RNA, protein, and cell biology and then building to a series of laboratory studies that will demonstrate the application of many techniques used in the biotech industry from basic micropipetting to recombinant DNA technology and

gene amplification by PCR. Project-based assignments will be used to allow students to explore topics of interest in greater depth.

Prerequisite: Successful completion of Biology and Chemistry. Teacher recommendation

370	Forensic Science	CP1	5 Credits
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Forensic Science is an integrated science course designed to introduce students to the science and scientific process used in the investigation of a crime and analysis of evidence. Students will learn about the methods that link suspect, victim, and crime scene while participating in many laboratory exercises concerning fingerprinting, DNA fingerprinting, hair and fiber examination, and toxicology. The history and current state of forensic science, case studies, and current events will be explored.

Prerequisite: Successful completion of Biology and Chemistry. Teacher recommendation

390	Science Internship	Unleveled	5 Credits
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This course meets all year, during class period pre-arranged by supervising teacher and intern. Besides apprenticeship responsibilities, the student intern will also act as a lab assistant and peer teacher, guiding students through labs and activities. Some animal and plant care will be involved. Other activities include planning, setting up and taking down labs, equipment repair, and cleaning. Grades will be based upon participation, and productivity. Students must be responsible, mature, independent, and self-starters. Good organizational skills are essential. This course is an excellent opportunity for a student who is considering a science and/or teaching profession.

Prerequisite: Prior success in science. Teacher recommendation

SOCIAL STUDIES DEPARTMENT

All students should be able to:

Make connections among important historical events, themes, and issues; identify the role the past has played in shaping the present; and understand the process by which individuals and groups develop and work within political, social, economic, cultural, and geographic contexts.

Synthesize and communicate information about important events and fundamental concepts in the United States and World History, including historical documents such as the Declaration of Independence, Federalist Papers, Constitution, Bill of Rights, and the Gettysburg Address.

Analyze important aspects of the physical environment, including concepts such as location and place, critical features of a region, demographic trends and patterns, and the relationship between people and the environment.

#'s	Course Offerings	Level	Credits
455	World History	Honors	5
456	World History 2	CP1	5
457	World History 2	CP2	5
468	US Government, Politics, and History	AP	5
420	US History 1	Honors	5
421	US History 1	CP1	5
422	US History 1	CP2	5
430	US History 2	Honors	5
431	US History 2	CP1	5
432	US History 2	CP2	5
434	US History	AP	5
440	Psychology	AP	5
443	Psychology	Honors	5
445	Psychology (must take with 446)	U	2.5
446	Facing History and Ourselves (must take with 445)	U	2.5
453	Understanding Genocide	Honors	5
465	Legal Studies	Honors	5
461	Legal Studies	CP1	5
467	European History	AP	5
471	Economics	CP1	5

Graduation Requirements: 3 years of Social Studies.

Social Studies Courses Sequence

Grade 9 – Freshman

- 455 World History H
- 456 World History CP1
- 457 World History CP2

Grade 11 – Junior

- 434 US History AP
- 430 US History 2 H
- 431 US History 2 CP1
- 432 US History 2 CP2
- 453 Understanding Genocide H
- 461 Legal Studies CP1
- 465 Legal Studies H
- 467 European History AP
- 471 Economics CP1

Grade 10 – Sophomore

- 468 US Government, Politics,
and History AP
- 420 US History 1 H
- 421 US History 1 CP1
- 422 US History 1 CP2

Grade 12 - Senior

- 440 Psychology AP
- 443 Psychology H
- 467 European History AP
- 453 Understanding Genocide H
- 465 Legal Studies H
- 461 Legal Studies CP1
- 471 Economics CP1
- 445 Psychology Unleveled
- 446 Facing History and Ourselves Unleveled

SOCIAL STUDIES DEPARTMENT COURSE DESCRIPTIONS

The Social Studies Department's philosophy and objectives are aligned with the Massachusetts History and Social Science Curriculum Framework. Within this context, the department follows the Common Core and the learning strands of History, Geography, Civics and Government, and Economics. The department's goals are aligned with the district and school mission statements.

455	World History	Honors	5 Credits
456	World History	CP1	5 Credits
457	World History	CP2	5 Credits

In World History 2, freshmen students study the rise of the nation-state in Europe and the economic and political roots of the modern world, including the Industrial Revolution, 19th-century political reform in Western Europe, and European imperialism in Africa, Asia, and South America. They also examine the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, the Russian and Chinese revolutions, the rise of nationalism, and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.

Student Expectations:

Honors: All students will be required to perform individual research, read and critically analyze primary and secondary sources, do several outside readings, write various essays, and complete a research project during the year.

Prerequisite: Teacher recommendation and A grade of B+ or better in grade 8 Civics are required to enter this course.

College Prep I: All students will be required to perform independent research, read and analyze primary and secondary sources, write essays, and complete several projects throughout the year.

Prerequisite: Teacher recommendation and A grade of C- or better in grade 8 Civics are required to enter this course.

College Prep II: This course also emphasizes the development of relevant study skills needed for an inquiry into, and research of, related historical issues. All students will be required to perform individual research, read and analyze primary and secondary sources, and complete several projects utilizing varied approaches (ex: fine arts, literature, media, computer-based).

468	United States Government, Politics, and History	AP	5 Credits
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AP United States Government, Politics, and History is a challenging year-long course for *sophomores* that is meant to be the equivalent of a freshman college course and may earn students college credit. It is a study of the American government, political system, and the early history of the United States. The course examines the founding documents of the government of the United States. Excellent reading and writing skills are necessary, along with a willingness to devote considerable time to homework and study to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, and the interpretation of original documents. Throughout the semester, students will be introduced to typical questions used on the AP exam.

Prerequisites: Students must pass World History. Students are expected to complete assignments during the summer, as determined by the instructor, and take the AP exam in May. Successful completion of this course will allow a student to enter US History II AP. If students are interested in taking the AP United States History exam as a junior, they must complete this course as a prerequisite for entering the junior course.

420	US History 1	Honors	5 Credits
421	US History 1	CP1	5 Credits
422	US History 1	CP2	5 Credits

In U.S. History 1, students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. Students study the basic framework of American democracy and the basic concepts of the American government, as well as America's westward expansion, the establishment of political parties, economic and social change, sectional conflict, the Civil War, and Reconstruction. Students will develop their abilities to think critically and analytically and cultivate an understanding of the major historical, social, governmental, civic, geographic, and economic trends in American society.

Student Expectations:

Honors: All students will be required to perform individual research, read and critically analyze primary and secondary sources, do several outside readings, write various essays, and complete a research project during the year.

Prerequisite: Teacher recommendation and an average of B- or better in World History honors or B+ or better in World History CP1 are required to enter this course.

College Prep I: All students will be required to perform independent research, read and analyze primary and secondary sources, write essays, and complete several projects throughout the year.

Prerequisite: Teacher recommendation and an average of C- or better in World History CP1 or B+ or better in World History CP2 are required to enter this course.

College Prep II: This course emphasizes the development of relevant study skills needed for the inquiry into and research of related historical issues. All students will be required to perform individual research, read and analyze primary and secondary sources, and complete several projects utilizing varied approaches (ex: fine arts, literature, media, computer-based).

434	US History	AP	5 Credits
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United States History AP is a challenging course *for juniors* that are meant to be the equivalent of a freshman college course and may earn students college credit. It is a survey of United States history from the Industrial Revolution to the present. Solid reading and writing skills are necessary to succeed, along with a willingness to devote considerable time to homework and study. Emphasis is placed on critical and evaluative thinking skills, essay writing, and the interpretation of original documents. Throughout the year, students will be introduced to typical questions used on the AP exam. **Prerequisites: Students must pass US Politics, Government, and History. Students are expected to complete assignments during the summer, as determined by the instructor, and take the AP exam in May.**

430	US History 2	Honors	5 Credits
431	US History 2	CP1	5 Credits
432	US History 2	CP2	5 Credits

In U.S. History 2, students analyze the causes and consequences of the Industrial Revolution and America's growing role in international relations. Students study the goals and accomplishments of the Progressive movement and the New Deal. Students also learn about the various factors that led to America's entry into World War I and World War II, as well as the consequences of World War II for American life. Finally, students study the causes and course of the Cold War, important economic and political changes during the Cold War, the Civil Rights movement, and recent events and trends that have shaped modern-day America.

Student Expectations:

Honors: All students will be required to perform individual research, read and critically analyze primary and secondary sources, do several outside readings, write various essays, and complete a research project during the year. At least one term paper will be assigned during the school year.

Prerequisite: Teacher recommendation and an average of B or better in U.S. History 1 honors or A- or better in U.S. History 1 CP1 is required to enter this course.

College Prep I: All students will be required to perform individual research, independently read and analyze primary and secondary sources, write essays, and complete several projects throughout the year. One term paper will be assigned in the spring

Prerequisite: Teacher recommendation and an average of C- or better in U.S. History 1 CP1 or B+ or better in U.S. History 1 CP2 are required to enter this course.

College Prep II: All students will be required to perform individual research, independently read and analyze primary and secondary sources, write essays, and complete several projects utilizing varied approaches (ex: fine arts, literature, media, computer-based). A passing grade in U.S. History 1 is required to enter this course.

Prerequisite: A passing grade in U.S. History 1 is required to enter this course.

440	Psychology	AP	5 Credits
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This course provides the students with a learning experience equivalent to that of most college courses. It introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the facts, principles, and phenomena associated with each of the major sub-fields within psychology, such as learning, thinking, motivation, and emotions. They also learn about the methods psychologists use in their science and practice. Students will be encouraged to be self-reflective of their psyche. Solid reading and writing skills are necessary to succeed, along with a willingness to devote considerable time to homework and study. Throughout the year, students will be introduced to typical questions used on the AP exam. This class uses the text Psychology, by David G. Myers, and supplemental readings.

Prerequisite: Students are expected to complete assignments during the summer, as determined by the instructor, and take the AP exam in May. This course is open to seniors only.

443	Psychology	Honors	5 Credits
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This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the facts, principles, and phenomena associated with each of the major subfields within psychology such as learning, thinking, motivation, and emotions. They also learn about the methods psychologists use in their science and practice. It includes such areas as personality theory, cognition, the biological basis of behavior, altered states of consciousness, abnormal psychology, and the treatment of psychological disorders. Students will be encouraged to be self-reflective of their psyche. This course is open to seniors only. Solid reading and writing skills are needed, while project-based learning will also be emphasized. Frequent homework and writing assignments will be given in this class. This class uses the text Psychology, by David G. Myers, and supplemental readings.

Prerequisite: Teacher approval and an average of B- or better in U.S. History 2 AP, an average of B- or better in U.S. History 2 Honors, or a B or better in U.S. History 2 CP1 are required to enter this course. An average of A- in U.S. History 2 CP2 and teacher approval are required to enter this course. This course is open to seniors only.

This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the facts, principles, and phenomena associated with each of the major sub-fields within psychology such as learning, thinking, motivation, and emotions. They also learn about the methods psychologists use in their science and practice. It includes such areas as personality theory, cognition, the biological basis of behavior, altered states of consciousness, abnormal psychology, and the treatment of psychological disorders. Students will be encouraged to be self-reflective of their psyche. This course is open to seniors only. This course is a survey of the field of psychology. Students will be required to do small writing assignments and some project-based learning with multiple product options.

Please note: Students who enroll in the unleveled semester class Psychology will also be enrolled in the unleveled semester class Facing History and Ourselves. This course is open to seniors only.

Students will examine racism, prejudice, sexual discrimination, anti-Semitism, and their causes to promote better awareness of modern social problems. Students will examine what causes negative behavior in some groups of people, and what can be done to avoid the results of this behavior. By focusing on the Civil Rights Movement, the ongoing debate over same-sex marriage, and other notable incidents, students will make the essential connection between history and the moral choices they confront in their own lives. Students will develop a greater awareness of themselves and their diverse community. This class is intended to prepare seniors with a real-world perspective as they begin college, military service, or a job in the community. Facing History and Ourselves focuses on in-class activities, class discussions, and interactive lessons. This course is a one-semester, unleveled elective open to all seniors.

Please note: Students who enroll in the unleveled semester class Facing History, and Ourselves will also be enrolled in the unleveled semester class Psychology. This course is open to seniors only.

This course explores cases of genocide - the intentional killing of a social group, in most cases by the government of a nation. The major goal of the course is to examine the reasons why genocide occurs to understand how to prevent its re-occurrence in the future. Relying on the contributions of sociology, psychology, history, and literature/film, the class explores such examples as the Armenian genocide of WWI, the Nazi Holocaust, the murder of Cambodians by the Khmer Rouge, the genocide of Tutsis in Rwanda, the slaughter of Muslims in Bosnia, and the recent slaying of the inhabitants of Darfur in Sudan.

The course also examines the issue of historical revisionism by the perpetrators of these horrific acts.

Prerequisite: This course is open to mature juniors and seniors. An average of B- or better in U.S. History AP or honors, or a B+ or better in U.S. History CP1 are required to enter this course.

Legal Studies explores the United States Constitution with emphasis on the inner workings of the three branches of the federal government. Students will learn about the creation of laws at all levels of government, including local, state, and federal. The course also examines the Bill of Rights and the historical development of our civil rights. Guest speakers will frequently be incorporated to share first-hand experiences from the legal field. Students will be required to keep organized and complete notebooks and to take part in class discussions. This course is open to juniors and seniors.

Student Expectations:

Honors: Students will explore major Supreme Court cases via primary sources in American legal history in an attempt to develop the critical thinking skills necessary to understand the vital interplay between theoretical Constitutional rights and real-world applications. All students will perform individual research, read and critically analyze primary and secondary sources, do several outside readings, write various essays, and complete an extensive interdisciplinary research project during the year. At least one term paper will be assigned during the school year

Prerequisite: Teacher approval and an average of B- or better in U.S. History AP or honors, or a B+ or better in U.S. History CP1 are required to enter this course. An average of an A- in U.S. History 2 CP2 plus teacher approval is required to enter this course. This course is open to juniors and seniors only.

College Prep I: Students will explore major Supreme Court cases via primary source excerpts in American legal history. The class will develop the critical thinking skills necessary to understand the vital interplay between theoretical Constitutional rights and real-world applications. Students will perform individual research, read and analyze primary and secondary sources, do outside readings, write essays, and complete a project during the year.

467	European History	AP	5 Credits
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This course studies European history since 1450 and introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world. In addition to providing a basic narrative of events and movements, the goals of this course are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

Prerequisite: Students are expected to complete assignments during the summer, as determined by the instructor, and take the AP exam in May. This course is open to juniors and seniors only.

471	Economics	CP1	5 Credits
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Economics is the study of people producing and exchanging to get the goods and services they want or need. This course introduces the principles of economics through many applications. Topics of the course include basic economic principles, different economic systems, supply and demand, saving and investing, entrepreneurship, business and markets, money and banking, and economic policymaking. It includes a brief history of banking policy in the U.S., as well as the historical development of the primary stock markets. This course focuses on the real-world application of economic concepts through examples, planning businesses, and being involved in an online stock market simulation. Special emphasis will be placed on educating students on how to be good consumers, savers, and investors.

This course is open to juniors and seniors only.

ENGINEERING AND COMMUNICATION TECHNOLOGY DEPARTMENT

All students will develop and practice 21st-century skills of higher-order thinking, creative problem solving, become critical users of technology, and increase their awareness of career opportunities in the engineering and communication world.

#'s	Course Offerings	Level	Credits
	Communication Technology		
734	Creating Your Own Podcast	CP1	2.5
Video	TV Video Classes		
732	The Magic of Television	CP1	2.5
Video	Making Movies!		
776	Making Movies!	CP1	2.5
782	Perfecting Your Videos for Social Media	CP1	2.5
781	Video Production	CP1	5
797	Advanced Video Production	CP1	5
798	Video Production 3	CP1	5
727	Video Production 4	CP1	5
Video	Film Studies		
054	Film Studies	CP1	5
058	Film Studies	Honors	5
959	Yearbook 1	CP1	5
960	Yearbook 2	CP1	5
Video	Engineering Technology		
737	Structural Engineering	CP1	2.5
Video	Electronics and Robotics		
741	Electronics and Robotics	CP1	2.5
Video	Design and Fabrication with Wood Technology 1		
768	Design and Fabrication with Wood Technology 1	CP1	5
787	Design and Fabrication with Wood Technology 2	CP1	5
783	Design, Prototype, and Entrepreneurship Wood Technology 3	CP1	5
Video	Robotics		
683	Robotics	CP1	2.5
684	3D Design and Printing	CP1	2.5

No graduation requirement.

Suggested Course Sequences

Video Production

***VIDEO:** Making Movies!*

Making Movies!

Perfecting Your Videos for Social Media

Video Production

Advanced Video Production

Video Production 3

Video Production 4

Yearbook

Yearbook 1

Yearbook 2

Non-sequenced courses

***VIDEO:** TV Video Classes*

The Magic of Television

***VIDEO:** Film Studies*

Film Studies

Creating Your Own Podcast

Engineering Technology

Project Design with Woodworking

***VIDEO:** Design and Fabrication with Wood Technology 1*

Design and Fabrication with Wood Technology 1

Design and Fabrication with Wood Technology 2

Temporary Course: Wood 2 for Former Virtual Students

Design, Prototype, and Entrepreneurship Wood Technology 3

3D Design and Printing

Non-sequenced courses

Structural Engineering

***VIDEO:** Electronics and Robotics*

Electronics and Robotics

***VIDEO:** Robotics*

Robotics

COMMUNICATION TECHNOLOGY

734 Creating Your Own Podcast

CP1

2.5 Credits

Podcasts have exploded over the last decade! Are you interested in becoming part of this exciting new medium of storytelling? Do you have your own idea for a captivating podcast? Then this course is for you! Designed to acquaint students with all aspects of podcasting, this course will help you become a better storyteller. You will learn to think critically about stories you consume, and you will gain a working knowledge of current trends in audio production. The class will focus on the essential skills for podcast production -- how to write and tell informative, entertaining, or persuasive stories for the audio medium, conduct interesting interviews, create narrative structures, record and edit audio, and incorporate sound design. This is a hands-on course that will expose you to professional podcast creation which will help enable you to share your voice with others.

Prerequisite: None

732 The Magic of Television!

CP1

2.5 Credits

VIDEO: [TV Video Classes](#)

The Magic of Television! is a one-semester elective in which students learn how live television shows are made. They will learn what goes on behind the scenes as well as how programs are put together for air. From writing scripts to designing sets/props and costumes to using studio lights, cameras, and teleprompters, students will get hands-on experience in making their very own TV shows. Students will have the chance to be the talent in any of the productions if they wish, and all students will learn how to operate the equipment. It's a fast-paced and fun experience for anyone interested in television. Shows will include Game Shows, Commercials, Cooking Shows, and more! This course is also being offered to students who took TV: "Behind the Scenes!" during the two years of the pandemic. In order to get an authentic television production experience, students should take The Magic of Television. This course is open to all students in grades 9-12. No experience is necessary.

Prerequisite: None

776 Making Movies

CP1

2.5 Credits

VIDEO: [Making Movies!](#)

This course is a one-semester elective in which students learn how to script and shoot videos and see how the magic of editing can bring those videos to life. By using digital cameras, students will produce different types of programs, including mini-biographies on their favorite celebrity, music videos, and short films. Their work will be displayed at the *DHS Media Film Festival and Scully Awards* in the spring. Students will also learn the basics of *Final Cut Pro X* editing software. This course is open to all students in grades 9-12. No experience is necessary. Come see what you can do with a camera!

Prerequisite: None

782 Perfecting Your Videos for Social Media

CP1

2.5 Credits

Effective social media posts all have one thing in common: they grab the viewer's attention and keep them coming back for more. In this course, students will learn how to create short, effective videos that look professional and keep users engaged. Lessons will include the importance of timing, lighting, music, and text, with specific tips on how to garner interest within a short period of time. For students with pre-existing video content, the course will highlight tips for adapting videos for various social media platforms. This will be a hands-on course in which students learn how to create content, light, shoot, edit, and upload their completed videos to various social media platforms. No previous video experience required.

Prerequisite: None

781	Video Production	CP1	5 Credits
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Video Production is a year-long elective in which students learn how to make many different videos, including mock commercials, visual poems, music videos, and more. In this course, students will learn the process of making a video. Students will have the opportunity to write scripts, create storyboards, design props, and costumes, videotape both in and out of the classroom, edit footage, and produce complete videos. Students' work will be displayed at the *DHS Media Film Festival and Scully Awards* in the spring. Students will begin to build visual literacy skills that will help them communicate their ideas through media projects. Projects will also introduce students to working in pairs and teams, production deadlines, equipment care, shooting techniques, and creative problem-solving. This course is an elective for all students in grades 9 -12. No experience is necessary.

Prerequisite: None

797	Advanced Video Production	CP1	5 Credits
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Advanced Video Production is a year-long elective for students in grades 10-12. This course provides students with new opportunities to execute their skills in all aspects of video production, including doing research, writing scripts, designing props and costumes, videotaping both in and out of the classroom, logging footage, editing footage, and developing completed projects, using both fiction and nonfiction formats. Also, students will continue to build visual literacy skills. Students will work individually and in pairs, with a focus on production deadlines, project requirements, equipment care, filming techniques, and creative problem-solving. Projects include Stop Motion Animation, Movie Trailers, Visual Poems, Music Videos, and a variety of other formats. Students' work will be displayed at the *DHS Media Film Festival and Scully Awards* in the spring.

Prerequisite: Video Production or Making Movies!

798	Video Production 3	CP1	5 Credits
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Video Production 3 is a year-long elective for students in grades 11 and 12 who have completed *Advanced Video Production*. This course provides students with the opportunity to explore further concepts and practices of video productions, by creating more in-depth and complex projects. Students will work individually with a focus on production deadlines, project requirements, equipment care, filming techniques, creative problem solving, and leadership skills. Projects include Short Films, Documentaries, Music Videos, and a number of projects of their choice. Students' work will be displayed at the *DHS Media Film Festival and Scully Awards* in the spring. Some work outside of class will be required.

Prerequisite: Advanced Video Production

727	Video Production 4	CP1	5 Credits
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Video Production 4 is an elective for grade 12 students who have completed *Video Production 3*. This course provides students with the opportunity to explore further the concepts and practices of video productions with a focus on working independently. Students will also focus on production deadlines, project requirements, creative problem solving, and leadership skills. Also, students will be mentoring introductory students in all aspects of video production. Projects include documentaries, music videos, and short films, among others. This course is being offered as an independent study, and students are expected to be motivated and to complete all projects on time. This course also provides an opportunity for students to generate more complex video projects for the school and community.

Prerequisite: Video Production 3

054	Film Studies	CP1	5 Credits
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VIDEO: [Film Studies](#)

Film Studies is a level 1 elective for grades 9 through 12 in which students learn the “behind the scenes” of Hollywood and its development throughout the decades. This course covers the history of Hollywood and filmmaking from silent films through to present-day blockbusters, including the Studio System during Hollywood’s Heyday, the Star System, and the Classical Hollywood Style. We take an in-depth look at the various genres of film produced both nationally and internationally. Students will learn how images, sound, and text are used together effectively in the hands of a skillful director to inform, entertain, or persuade an audience through film. Students will be exposed to a wide variety of film styles and will have the opportunity to apply what they learn through projects on the Studio System, the Genre System, and/or on Hollywood Icons. Students will also learn how to write a film analysis based on class discussions.

Prerequisite: None

058 Film Studies	Honors	5 Credits
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Film Studies is an Honors elective for grades 9 through 12 in which students learn the “behind the scenes” of Hollywood and its development through the decades. This course covers the history of Hollywood and filmmaking from silent films through to present-day blockbusters, including the Studio System during Hollywood’s Heyday, the Star System, and the Classical Hollywood Style. We take an in-depth look at the various genres of film produced both nationally and internationally. Students will learn how images, sound, and text are used together effectively in the hands of a skillful director to inform, entertain, or persuade an audience through film. Students will complete research projects in which they analyze the effects of the Studio System, the Star System, and the Genre System on Hollywood’s success. They will synthesize this information with informal research papers. Also, students will learn how to write a formal film analysis and will analyze numerous films viewed in class. This course emphasizes time organization and independent work.

Prerequisite: None

959 Yearbook 1	CP1	5 Credits
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Yearbook 1 is a yearlong course offered to juniors and seniors who are interested in learning about desktop publishing and producing the school yearbook. Students will learn both Layout Pro software on the publishing company’s site, as well as principles of design and publishing. There is an emphasis on Proofreading. Students in this class will also participate in photography for the yearbook. This class is a chance to employ creative and organizational skills that will benefit the class and the school.

Prerequisite: None

960 Yearbook 2	CP1	5 Credits
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Yearbook 2 is a yearlong course offered to seniors who have completed Yearbook 1. The emphasis will be on leadership roles and publishing deadlines, as well as advanced skills in Layout Pro software and Monarch through the publishing company’s site. Students will oversee Yearbook 1 students in designing, producing, and assembling the yearbook for submission to the publishing company. Students will utilize their photography skills from Yearbook 1 to photograph a variety of school events. Students in this course should be organized, responsible, and able to lead others.

Prerequisite: Yearbook 1 and application.

ENGINEERING TECHNOLOGY

737	Structural Engineering	CP1	2.5 Credits
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Structural Engineering is a project-based course. Using the Engineering Design Process, students will design, build, and test a variety of projects that emphasize Engineering principles and Engineering communication. Students will construct and test: model bridges and earthquake towers, Geometric Pattern development, Orthographic and Isometric Engineering drawing of objects, Rubber band and Mousetrap powered vehicles, as well as other projects.

Prerequisite: None.

741	Electronics and Robotics	CP1	2.5 Credits
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***VIDEO:** [Electronics and Robotics](#)*

Electronics and Robotics is a project-based course. Students will be engaged in a variety of lab activities and projects that will introduce the fundamentals of magnetism, electricity, electronics, and robotics. Activities such as building and testing Maglev vehicles, wire and PC board soldering techniques, line tracking robot testing, programmable robot testing, rocket construction and launch. Students interested in future education and/or entry-level employment in the electronics and robotics industries or Engineering, in general, should consider this course.

Prerequisite: None

768	Design and Fabrication with Wood Technology 1	CP1	5 Credits
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***VIDEO:** [Design and Fabrication with Wood Technology 1](#)*

Designing and Fabrication with Wood Technology 1 exposes students to the Design Process, drawing, wood properties and uses, hand and machine tools found in the shop and often at home, specific construction techniques, and wood finishes. Projects include benches, end tables, boxes, footstools, and more. The class also incorporates material sciences in addition to woodworking skills. All students will construct required projects and are encouraged to also work on a project of their choosing and design as time and materials allow.

Prerequisite: None

787	Design and Fabrication with Wood Technology 2	CP1	5 Credits
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In Design and Fabrication with Wood Technology 2, students will continue to advance their skills in drawing, designing, and creating products primarily using woodworking techniques. Other materials will be introduced as needed. Students will be guided through specific projects that will emphasize manufacturing processes and also fine woodworking with advanced skills and equipment not covered in the Wood Technology 1 class. Opportunities may exist for creating one's design ideas as time and materials allow.

Prerequisite: Design and Fabrication with Wood Technology 1

783	Design, Prototype, and Entrepreneurship Wood Technology 3	CP1	5 Credits
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This course is designed for students with a particular interest in the field. Opportunity is available for a student to adjust the focus based on their career interest. Cabinet-making, woodcarving, and sign-making are the main parts of the class. In the spring, students learn theater craft and design and construct actual sets and props for the senior play. The class also studies career opportunities in woodworking and related fields.

Prerequisite: Design and Fabrication with Wood Technology 2 or recommendation from an instructor.

683 Robotics

CP1

2.5 Credits

VIDEO: [Robotics](#)

Robotics has and is continuing to change our lives at home, school, and work. From the simplest RC toy car or drone to the complicated robot used in production and assembly, robots are becoming an integral part of our leisure and work routines. The Robotics course is designed to familiarize the student with a basic understanding and practice in the design, function, operation, and engineering of robotic systems. Topics covered will include but not limited to: theory, fundamentals, functions of robotic subsystems, construction, operation of robots, and basic programming of robot operations. Students will also learn to program and fly drones. Students interested in future education and/or entry-level employment in the robotics industries or engineering, in general, should consider this course. This course uses the VEX robotics system as the instructional platform.

Prerequisite: None

684 3D Design and Printing

CP1

2.5 Credits

This class introduces the concept of 3D design utilizing the Engineering Design Process and 123D Design program. You will learn about the steps of the Engineering Design Process and how to use the 123D Design program to create your original 3D designs for printing on the 3D printer. A strong interest in design and engineering is recommended.

Prerequisite: None

FINE ARTS DEPARTMENT

All students should:

Know and understand the nature of the creative process, the characteristics of visual art, music, dance, and theatre, and their importance in shaping and reflecting historical and cultural heritage.

Analyze and make informed judgments regarding the arts.

Develop skills and participate in the arts for personal growth and enjoyment.

(Massachusetts Common Core of Learning)

#'s	Course Offerings	Level	Credits
	Art		
898	Art and Design	U	2.5
812	Art I	CP1	5
837	Graphic Design	U	2.5
878	Graphic Design 2	U	2.5
822	Art 2	CP1	5
830	Art 3	CP1	5
832	Studio Art AP – 2D	AP	5
833	Studio Art AP - Drawing	AP	5
842	Painting	U	2.5
869	Sculpture 1	U	2.5
899	Sculpture 2	U	2.5
879	Ceramics 1	U	2.5
895	Ceramics 2	U	2.5
871	Photography (grades 10-12)	CP1	5
	Music		
851	Band	CP1	5
890	Honors Band	H	5
849	Band Semester (with permission only)	CP1	2.5
854	Chorus	CP1	5
853	Chorus Semester (with permission only)	CP1	2.5
857	Music Theory	U	2.5
886	Music Production	U	2.5
887	Learn to Jam	U	2.5
	Theatre		
893	Acting	U	2.5
894	Acting 2	U	2.5
884	Acting 3	H	5
873	Communication Arts	U	2.5
	Dance		
885	Dance	U	2.5

Graduation requirement: Either 1 year of Computer Business or one year of Fine Arts.

ART DEPARTMENT COURSE DESCRIPTIONS

FULL YEAR COURSES

812	Art 1	CP1	5 Credits
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In art, students learn drawing, painting, sculpture, and collage skills. Students will begin with an introduction to the visual and compositional elements that are necessary for creating harmonious and balanced pieces of art. The course is a combination of individual and group projects. Once students learn the foundations of art-making (still-life drawing, figure drawing, and color theory), they can begin to use these skills to create more complex and personal pieces of art. **Class size limit of 22.**

822	Art 2	CP1	5 Credits
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Each student's emerging style is developed through experimentation with advanced techniques and complex subject matter. Emphasis is placed on color and observational and imaginative drawing. Students will begin to develop their artistic style and acquire more freedom in choosing subjects and media for art assignments.

Prerequisite: Art 1. Class size limit of 22.

830	Art 3	CP1	5 Credits
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This advanced art course is designed for the student who has completed Art 1 and Art 2 or their equivalents. Art 3 centers on the needs of students to develop their individual styles, refine their technique, and establish portfolio work. Greater control of drawing and painting techniques is stressed so that the students may develop more sophisticated effects, both representational and psychological. Emphasis is placed on the visual arts as a means of communicating personal ideas and feelings, and the development of an individual style is encouraged.

Prerequisite: Art 2 or Painting with teacher approval. Class size limit of 22.

832	Studio Art	AP	5 Credits
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AP Studio Art is intended for highly motivated juniors and seniors who are seriously interested in the study of art. At the conclusion of the course, students will submit slides of their portfolio (instead of a written exam) to the Advanced Placement Program for consideration of advanced placement credit. Placement in this course requires a significant commitment and level of accomplishment on the part of the student. "Students will choose to work on a portfolio of two-dimensional design."

Prerequisite: Two years of studio art classes *and* teacher approval.

833	Studio Art – Drawing	AP	5 Credits
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AP Studio Art - Drawing is intended for highly motivated juniors and seniors who are seriously interested in the study of art. At the conclusion of the course, students will submit slides of their portfolio (instead of a written exam) to the Advanced Placement Program for consideration of advanced placement credit. Placement in this course requires a significant commitment and level of accomplishment on the part of the student. "Students will choose to work on a portfolio consisting of drawing."

Prerequisite: Two years of studio art classes *and* teacher approval.

This course is an introductory course in film and digital photography that addresses theory and history, as well as technical issues and applications. Students learn to use various cameras, develop and print black and white film in the darkroom, and edit and manipulate images in Adobe Photoshop. Establishing an individual viewpoint and utilizing the camera as an art tool will be emphasized so that students may develop their style. Available to Grade 10 – 12. **Class size limit of 16.**

SEMESTER COURSES

This course is an introductory painting course. Color theory, painting techniques (brush, knife, etc.) and various painting media (oil, acrylic, watercolor, etc.) will be covered. A variety of subject matter such as still life, portraiture, and landscape is explored. Emphasis is placed on techniques and the proper handling of materials.

Prerequisite: Art 1. **Class size limit of 22.**

This course is an arts course that provides an overview of the elements of art and principles of design through hands-on application. Students learn about line and shading techniques, color theory, use a variety of materials, and create diverse products. Introductory design, colorwork, portraiture are also introduced. **Class size limit of 22.**

Graphic design is a half-year course formatted to teach students the basics of graphic design. The course covers specific areas of study including elements and principles of art and design, typography, layout, image manipulation, and production skills. These areas are then related to one another to create successful page architecture. Students learn to use the industry-standard software, Adobe Creative Suite, and develop the confidence and ability to determine successful and appropriate designs for each individual project. Students learn to create such things as personal logos, brochures, posters, and spreads while thinking about their target audience and how visual formats affect communication.

Class size limit of 22.

Graphic Design 2 builds on the topics introduced in Graphic Design 1. The course gets into more advanced techniques with Adobe Creative Suites (Photoshop, Illustrator, and InDesign). Students will study and critique effective design principles found online and in print. This course requires class and independent projects based on designs found in print media, advertising, online.

Prerequisite: Graphic Design, 1. **Class size limit of 22.**

This introductory course concentrates on developing technical skills and artistic appreciation of three-dimensional forms. Students will learn the basic terminology associated with three-dimensional designs

and develop their forms through various materials such as paper, cardboard, wood, wire, plaster, and clay. Various methods will be utilized in creating the sculptures such as carving, modeling, and assemblage.

Class size limit of 22

899	Sculpture 2	U	2.5 Credits
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This course is designed for students who have completed Sculpture 1. Students will further develop their basic knowledge of methods and materials pertaining to three-dimensional forms. Emphasis is placed on personal voice and emerging style. Students will be given the freedom to choose materials that would best accomplish their goals in solving artistic problems and overall themes provided to them.

Prerequisite: Sculpture 1. Class limit of 22.

879	Ceramics 1	U	2.5 Credits
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This semester course is designed to introduce students to the basics of ceramics. Students will learn hand-building techniques, terminology, and various glazing methods. Students will design projects that represent practical applications of ceramic arts from clay, to color, through the firing process. Available to Grades 10 – 12. **Class size limit of 22.**

895	Ceramics 2	U	2.5 Credits
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This course will offer a higher level of techniques and in-depth projects for students who have completed Ceramics 1. Students will be introduced to more advance glazing methods, and be expected to demonstrate knowledge of clay, color, and the firing process through more rigorous project-based creations. **Prerequisite: Ceramics 1. Class size limit of 22.**

MUSIC DEPARTMENT COURSE DESCRIPTIONS

851	Band	CPI	5 Credits
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The Dedham High School Band performs music in a wide variety of musical styles. Emphasis is placed on developing instrumental skills, critical listening of many types of music, as well as music theory, form, and harmonic progressions. Performances and events are scheduled throughout the school year, and **attendance at those performances is required. ****

Prerequisite: Prior school instrumental music study with intermediate or better proficiency.

****Students in the band are expected to attend concerts and other school and community performances throughout the year.**

890	Honors Band	H	5 Credits
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Students in the Honors program would be scheduled with the concert band, but carry an Honors level of performance expectations. The number and difficulty of recorded and live assessments would reflect the requirements of a college music major audition. Auditioning for District ensembles is expected. Students will submit independent study projects quarterly, and take a lead role in the planning and implementation of school and district music events throughout the year.

Available to Grade 10 – 12.

Prerequisite: Successful audition and interview with the band director and one other district teacher. High level of achievement on the band playing benchmarks in grade 9.

849	Band Semester	CPI	2.5 Credits
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This class is only available to students who cannot fit a full year of band into their schedule.

Prerequisite: permission of the instructor. Class size limit of 22.

854	Chorus	CPI	5 Credits
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The Dedham High School Chorus is a year-long course that explores choral music from a wide variety of cultures and periods through study and performance. The core curriculum emphasizes the basics of vocal technique, sight-reading, music theory, and music history. This course is designed to challenge the individual's potential to sing, perform, listen to, and evaluate music critically. Several performances are scheduled throughout the school year and **attendance at those performances is required. ****

853	Chorus Semester	CPI	2.5 Credits
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This class is only available to students who cannot fit a full year of chorus into their schedule.

Prerequisite: permission of the instructor. Class size limit of 22.

****Students in the band and chorus are expected to attend concerts and other school and community performances throughout the year.**

886	Music Production	U	2.5 Credits
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Students will start by learning the basics of Soundtrap, a digital audio workspace (DAW) that we will use for projects throughout the course. Additionally, we will study songwriting and film scoring, and students will write original song lyrics and melody as well as complete a culminating project of creating an original film score to an existing short animated film. In this class students are encouraged to follow their musical passions and develop projects that further their existing skills and interests.

Class size limit of 22.

887	Learn to Jam	U	2.5 Credits
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For music enthusiasts who may not have had formal lessons. Learn to jam on various instruments in large and small groups. Students will hone their listening and grooving skills through bucket drumming, basic keyboard skills, exploring beat, rhythm, chords and riffs. Music reading not required. **This course is open to all students.**

THEATRE COURSE DESCRIPTIONS

893	Acting	U	2.5 Credits
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This course is designed to teach students the various elements of the theatre. Students will examine and study the role that acting, directing, sound, lights, set, costumes, make-up, and publicity play in the creation of a production. Students will also learn the basic approach to working comfortably on the stage through warm-ups, monologues, scene work, and improvisation. Acting techniques of movement, voice projection, character development, and performance will be taught.

Class size limit 22.

894	Acting 2	U	2.5 Credits
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This course is designed to teach students more advanced elements of the theatre. Students will examine and study the role that acting, directing, sound, lights, set, costumes, make-up, and publicity play in the creation of a production. Students will also learn the basic approach to working comfortably on the stage through warm-ups, monologues, scene work, and improvisation. Acting techniques of movement, voice projection, character development, and performance will be taught.

Prerequisite: Acting or permission of the instructor. Class size limit 22.

884	Acting 3	H	5 Credits
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This course is designed to teach students professional-level elements of the theatre. Students will examine and study the role that acting, directing, sound, lights, set, costumes, make-up, and publicity play in the creation of a production. Students will also learn the basic approach to working comfortably on the stage through warm-ups, monologues, scene work, and improvisation. Acting techniques of movement, voice projection, character development, and performance will be taught.

Prerequisite: Acting 2 or permission of the instructor. Class size limit 22.

Students will study various forms of oral communication, including nonverbal communication, impromptu speaking, interview skills, poetry interpretation, and public speaking presentations. We will practice various communication criteria such as posture, articulation, projection, eye contact, filler words, stance, gesture, and vocal variety. Through a variety of hands-on projects, students will grow their confidence in the communication arts and gain skills that can be applied to all other academic areas as well as post-secondary education.

DANCE COURSE DESCRIPTIONS

Class Description: This course is open to students with NO EXPERIENCE and helps them learn the beginning skills of dance while improving their techniques, poise, self-confidence, and creative ability. Students will choreograph and dance in school productions.

Goals: Students need to: **Class size limit 22.**

- Demonstrate a beginner's level of consistency in processing, analyzing, and responding to sensory information through the language and skills unique to dance.
- Demonstrate development and refinement of skills needed to create dances with coherence and aesthetic unity.
- Demonstrate an awareness of dance in various cultures and historical periods, from contemporary hip-hop styles to dance from the 1920s in the form of tap/swing dance.
- Begin to demonstrate the ability to establish aesthetic criteria and apply them in evaluating their own work and that of others. Mirror exercises will help facilitate the peer-sheer learning of the aesthetic.
- Apply what is learned in dance to the study of other art forms, subject areas, and to career pathways.
- Understand how dance enhances a healthy lifestyle.
- Use technology to reinforce, enhance or alter dance concepts across the curriculum.
- Critique and analyze costumes, lighting, and music designs within a dance production.

WELLNESS AND PHYSICAL EDUCATION DEPARTMENT

The Wellness Department offers several courses that apply to the graduation requirement of four years of Physical Education. The philosophy and practice of the Wellness Department are derived from and aligned with both the National Health Education Standards and the National Physical Education Standards. An emphasis on health literacy, health self-management skills, health promotion, disease prevention, enhanced decision-making, problem-solving, and promoting health-enhancing behaviors to avoid taking risks creates the foundation of our skills-based comprehensive wellness curriculum. The focus of our curriculum is to address age and grade-appropriate concepts regarding health, wellness, and to promote positive habits that build healthy families, relationships, schools, and communities. This curriculum is a critical part of preparing each student for life's responsibilities, challenges, and opportunities to thrive in the 21st century. The courses in the Wellness Department reflect the mission and expectations of Dedham High School that encourage all students to develop their full potential as individuals.

#'s	Course Offerings	Level	Credits
931	Wellness 1	U	2.5
933	Wellness 2	U	2.5
946	Methods and Issues in Coaching	U	2.5
948	Women's Health and Fitness	U	2.5
949	Strength and Conditioning for the Competitor	U	2.5
942	Grade 11 Physical Education Required	U	0.5
943	Grade 12 Physical Education Required	U	0.5
941	Physical Education Internship	U	2.5
951	Yoga, Relaxation, and Mindfulness	U	2.5
973	Connections Unified	U	2.5
974	Connections Unified	H	2.5

Graduation requirement: 4 years of Physical Education/Wellness

PHYSICAL EDUCATION COURSE DESCRIPTIONS

931	Wellness 1 (Semester Course)	Unleveled Required	2.5 Credits
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This Wellness course blends the disciplines of health and physical education. Wellness 1 is the first of two required wellness courses offered to high school students, and it allows individuals an opportunity to investigate developmentally appropriate material relevant to thrive in the 21st century. Samples of the health topics to be covered include: family violence, signs, symptoms, and awareness of depression and teen suicide, dealing with loss, sexual harassment, communicable diseases, HIV/AIDS awareness, human reproductive systems, and menstrual cycle.

The physical education component of this course provides students with an understanding of fitness as it relates to physical activity and game strategies. Students will have an opportunity to participate in a variety of individual sports, team sports, circuit training, resistance band workouts, yoga, walking, and core strength activities.

933	Wellness 2 (Semester Course)	Unleveled Required	2.5 Credits
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This Wellness course blends the disciplines of health and physical education. Wellness 2 is the second of two required wellness courses offered to high school students, and it allows individuals an opportunity to investigate developmentally appropriate material relevant to thrive in the 21st century. Samples of the health topics to be covered include: alcohol and substance abuse, binge drinking, phases of addiction, interpersonal relationships, teen pregnancy, contraception, signs, and symptoms of sexually transmitted infections, and violence prevention.

The physical education component of this course provides students with an understanding of fitness as it relates to physical activity and game strategies. Students will have an opportunity to participate in a variety of individual sports, team sports, circuit training, resistance band workouts, yoga, walking, and core strength activities.

946	Methods and Issues in Coaching (Semester Course)	Unleveled Elective	2.5 Credits
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This junior and senior course will examine the role and responsibilities of a coach. Topics addressed may include: qualities of an effective leader, moral and ethical issues in sport, the role of a coach, discussion of the pros and cons to various styles of coaching, race and sport, Title IX, facility preparation, and how to design and run an effective practice. Students are allowed to develop and run a practice for a particular sport during the course. Students will be encouraged to coach within the community, using the skills and tactics addressed throughout the semester.

This course is recommended for juniors and seniors to fulfill their physical education graduation requirement. Please note that this course may only be taken one semester during a student's high school experience.

947	Prevention & Care of Athletic Injuries (Semester Course)	Unleveled Elective	2.5 Credits
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This junior and senior course is designed to educate students on the subject of prevention and care of athletic injuries. A licensed athletic trainer teaches this course and recognizes Athletic Training as an allied health profession dealing with sports medicine and fitness. This course will cover a variety of topics including, but not limited to, basic anatomy and physiology, rehabilitation techniques, bracing, strapping, sports nutrition, American Red Cross CPR, the use of an AED, and First Aid. During this course, students will be encouraged to assist and observe the athletic trainer during after-school sports and competitions.

This course is recommended for juniors and seniors to fulfill their physical education graduation requirements. Please note that this course may only be taken one semester during a student's high school experience. NOT BEING OFFERED 2023-2024.

948	Women's Health & Fitness (Semester Course)	Unleveled Elective	2.5 Credits
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This junior and senior course will focus on the Physical Education of lab time on muscular strength, cardiovascular endurance, flexibility, balance, hydration, healthy eating, and stress management. Projects covering current health topics addressing women in society, media influences, nutrition, safety, self-esteem, body image, yoga, healthy sleep habits, and relationships will dominate the class lessons. All students are expected to participate and challenge themselves both mentally and physically.

This course is recommended for juniors and seniors to fulfill their physical education graduation requirements. Please note that this course may only be taken one semester during a student's high school experience.

949	Strength and Conditioning for The Competitor (Semester Course)	Unleveled Elective	2.5 Credits
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This elective course is designed to teach students the importance of preparation for spirit, mind, and body during workouts. This course will cover a variety of topics, including sports nutrition, muscular strength, flexibility, endurance, and psychological wellness. The lessons demonstrated in this class will be beneficial for everyday life. All students are counted upon to participate in this class, both mentally and physically.

This course is open to all students but is recommended for juniors and seniors to fulfill their physical education graduation requirement and may be taken in addition to either wellness requirement. Please note that this course may be taken multiple semesters during a student's high school experience.

951	Yoga, Relaxation, and Mindfulness (Semester Course)	Unleveled Elective	2.5 Credits
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This elective course is designed to introduce students to the basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely, as they **manage their** stress, learn to relax, and ultimately get more out of day-to-day life. This course aims to promote vibrant health and to tip the body's latent energy reserves in its favor.

Max: 20 Students. This course is open to all students but is recommended for juniors and seniors to fulfill their physical education graduation requirement and may be taken in addition to either wellness requirement. Please note that this course may be taken multiple semesters during a student's high school experience.

942	Physical Education Required	Grade 11 Unleveled	0.5 Credits
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All juniors who have not taken a Wellness elective their junior year will be required to attend and complete 1 of 2 sessions of physical education activities during the Spring MCAS tests delayed openings.

943	Physical Education Required	Grade 12 Unleveled	0.5 Credits
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All Grade 12 students, who have not taken a Wellness elective their senior year, will be required to attend and complete 1 of 3 sessions of CPR training and certification during the Spring MCAS tests delayed openings.

941	Physical Education Internship (Semester Course)	Unleveled	2.5 Credits
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This course is offered to **seniors** who have been successful in the physical education program. Students will take on a leadership role and explore different aspects of health and physical education by working with members of the wellness department and students' in either Wellness I and or Wellness II courses.

Prerequisite: Must get approval from the Director of Health and Physical Education.

973	Connections Unified (Semester Course)	Unleveled Elective	2.5 Credits
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Connections Unified is a unique opportunity for students of varying ability levels and backgrounds to come together on equal terms through ongoing fitness, sports, art, music, and leadership activities. Connections Unified focuses on the physical, intellectual and social growth of all participants. The class supports the development of leadership skills for all students as well as the empowerment of all students to foster an inclusive class and school-wide environment. This course aligns with an initiative to become a Unified Champion School through the Special Olympics. Students who choose to take this class as an Honors course will complete a Capstone project and presentation at the end of the semester.

This course is open to all students with the approval of the Connections administrative team and will be limited to eight (8) students. Completion of this course will fulfill the physical education graduation requirements for Juniors and Seniors.

This course may be taken multiple semesters during a student's high school experience.

974	Connections Unified (Semester Course)	Honors Elective	2.5 Credits
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Connections Unified is a unique opportunity for students of varying ability levels and backgrounds to come together on equal terms through ongoing fitness, sports, art, music, and leadership activities. Connections Unified focuses on the physical, intellectual and social growth of all participants. The class supports the development of leadership skills for all students as well as the empowerment of all students to foster an inclusive class and school-wide environment. This course aligns with an initiative to become a Unified Champion School through the Special Olympics. Students who choose to take this class as an Honors course will complete a Capstone project and presentation at the end of the semester.

This course is open to all students with the approval of the Connections administrative team and will be limited to eight (8) students. Completion of this course will fulfill the physical education graduation requirements for Juniors and Seniors.

This course may be taken multiple semesters during a student's high school experience.

PHYSICAL EDUCATION ACTIVITY DESCRIPTION

BADMINTON - Learn the fundamentals, techniques, basic skills, rules, and playing strategy. Play singles and doubles games and tournaments.

BASKETBALL - Review the rules, skills, and strategy of the game. Play half-court and full-court games.

DISC/FRISBEE GOLF - Learn the rules, terminology, and scoring of the game. Develop skills, techniques, and playing strategies. Play individual and partner matches and tournaments. Learn course etiquette rules. The course is set up on the football field.

FITNESS TRAINING – Develop strength, cardiovascular endurance, and flexibility utilizing the machines and equipment in the Fitness Center or with Pilates, yoga, dance, and core body workouts.

FITNESS WALKING - Develop an appreciation for the healthful benefits of the activities of walking.

FOOTBALL - Learn the skills, techniques, rules, team play, and playing strategy. Develop teamwork, sportsmanship, and fair play.

GOLF/BIRDIE BALL - Learn the rules, terminology, and scoring of the game. Develop skills, techniques, and playing strategies. Play individual and partner matches and tournaments. Learn the rules of golf course etiquette. We set up an 18-hole course on the football field.

FLOOR HOCKEY - Develop skills and techniques. Learn the rules and playing strategy. Develop teamwork, sportsmanship, and fair play.

INDOOR/OUTDOOR ULTIMATE FRISBEE - Develop skills and techniques. Learn modified rules and playing strategies. Develop teamwork, sportsmanship, and fair play.

INDOOR/OUTDOOR ULTIMATE LACROSSE – Develop skills and techniques. Learn modified rules and playing strategies. Develop teamwork, sportsmanship, and fair play.

NEW GAMES UNIT – Variety of activities that promote cooperative teamwork and strategy. This unit is an alternative to the traditional team sport type of activities.

PICKLEBALL - Learn the fundamentals, techniques, basic skills, rules, and playing strategy. Play singles and doubles games and tournaments.

SOCCER - Learn the skills, techniques, rules, and playing strategy of the game. Develop sportsmanship, teamwork, and cooperation. Play modified games.

SOFTBALL - Review the rules, skills, and playing strategy. Develop sportsmanship and teamwork.

TENNIS - Learn the rules, terminology, and scoring of the game. Develop skills, techniques, and playing strategies. Play singles and double matches and tournaments. Learn the rules of court etiquette.

VOLLEYBALL - Develop the skills and techniques, cooperation, teamwork, and fair play of the game. Learn the rules, playing strategy, and etiquette of volleyball. Play modified games.

WIFFLE BALL/MAT BALL - Review the rules, skills, and playing strategy. Develop sportsmanship and teamwork.