



# Portsmouth High School

## **Program of Studies**

**2014 - 2015**

**PORTSMOUTH HIGH SCHOOL  
Portsmouth, Rhode Island**

**SCHOOL ADMINISTRATION**

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**Portsmouth High School  
Portsmouth, Rhode Island**

**School Mission and Expectations for Student Learning**

The mission of Portsmouth High School is to be an ever-improving, respectful community where all students are challenged as individuals to develop intellectual curiosities and to use immense bodies of knowledge proficiently as they learn to value the past, thrive in the present and prepare for the future.

To summarize the essence of the mission statement: **PHS CARES**

**Community  
Academic Achievement  
Respect  
Excellence  
Success**

**Academic Expectations for Student Learning**

It is our expectation that Portsmouth High School graduates will demonstrate the ability to:

1. Access and gather information through reading, writing, listening and use of technology
2. Critically analyze information
3. Utilize effective problem solving strategies
4. Communicate effectively
5. Apply the knowledge, skills and values learned in a wide variety of disciplines

**Social and Civic Expectations for Student Learning**

It is our expectation that Portsmouth High School graduates will:

1. Honor school policies and procedures as stated in the Portsmouth High School Handbook
2. Understand and practice academic integrity
3. Choose language, attitudes and behaviors that show tolerance for diversity, courtesy and respect for self and others
4. Act in a responsible manner and accept responsibility for their actions, especially as they pertain to the health and well-being of themselves and others
5. Understand and exercise their personal rights and obligations as citizens of school, local, national and global communities
6. Cultivate the skills and personal qualities necessary for independent and team success
7. Demonstrate the effort and patience needed for success by responding to challenges with perseverance and setting individual goals for continued lifelong learning.

## **TITLE IX NON-DISCRIMINATION**

In accordance with the policies and regulations of title IX of the Educational Amendments of 1972 and the Portsmouth School Committee, all courses offered at Portsmouth High School are open to all students. It is the policy of Portsmouth High School to avoid discrimination against any student on the basis of age, gender, race, religion, national origin, color or handicap in accordance with applicable laws and regulations

## **NEASC ACCREDITATION**

Portsmouth High School is fully accredited by the Commission on Public Secondary Schools of the New England Association of Schools and Colleges, the nation's oldest accrediting agency. The last accreditation visit by a NEASC team was in April 2006.

## **GUIDANCE PROGRAMS AND SERVICES**

The mission of the PHS guidance and counseling program is to provide comprehensive programs and services that enable all students to develop the educational, career, social and emotional maturity necessary to become responsible, self-directed individuals and life-long learners. This is achieved through providing a planned program of both individual and group activities that involve parents, students, staff members and out of school resources and agencies. A college/ career resource center is an integral part of the guidance suite and is available for students, parents and others to use.

### **Planned group programs each year include:**

- College Planning Night for Juniors and Their Parents
- Junior Group Guidance – post secondary planning
- Financial Aid Night
- Armed Services Vocational Aptitude Battery introduction in all junior classes
- ASVAB test administration and interpretation
- Senior seminars – post secondary planning
- New student orientation and luncheon
- College representative's visitation program
- PSAT introduction and test interpretation sessions
- Making High School Count (9<sup>th</sup> grade assembly)
- Making College Count (12<sup>th</sup> grade assembly)
- Course registration assemblies, information and advising
- Freshmen Orientation and Study Skills Seminars
- Grade 8-9 transition programs
- Eighth grade parents' seminar
- Junior Awards Assembly

### **Additional Guidance and Counseling Services**

- Individual and small group counseling
- Crisis intervention
- Referrals to outside and system wide programs and agencies
- Consultations with other professionals

Counselors are available to meet individually with students before and after school and during the school day by appointment, to discuss any concern – academic, social, emotional, or post-secondary. Students are encouraged to see their counselors as often as needed, but will have scheduled appointments as well, initiated by the counselor. Students are assigned to counselors alphabetically (first letters of last name) and remain with the same counselor for all four years.

### **The Portsmouth High School Diploma Plan**

In accordance with the Rhode Island Department of Education, Portsmouth High School has created its own Proficiency-Based Graduation Requirements (PBGR'S). The first element is the required number of ***Twenty-three Carnegie Units***.

The second element of Portsmouth's PBGR system is that students enrolled at PHS must also ***demonstrate proficiency***, in addition to maintaining a passing grade average in all core classes. Each course will require students to demonstrate proficiency in at least three **common course assessments (CCA)**. Portsmouth's PBGR plan allows that students will have multiple opportunities to demonstrate proficiency. CCA assignments are evaluated and validated by interdisciplinary professional committees who look at fairness, rigor, and alignment to standards.

The third element is that every core class will have a ***common final exam*** to serve as an additional opportunity for proficiency demonstration.

In order to earn credit for a course a student must maintain a numerical grade average of at least 65 and meet the standard for proficiency for all CCA.

The fourth element of Portsmouth's PBGR system, is that every student must complete a ***Senior Project***. This unique opportunity allows for students' interests to be explored academically and professionally. It allows every student the opportunity to demonstrate what they have learned and acquire new knowledge in an independent setting. The Senior Project component is described further in the English 12 course description of this Program of Studies. Every graduate must complete the four components of Senior Project to the level of proficiency in order to be eligible to graduate.

The fifth element involves state-mandated testing. Each student will be required to demonstrate a minimum score of "partial proficiency" on the New England Collaborative Assessment Program (NECAP) to be eligible to receive a diploma. Starting in 2015, PHS juniors will demonstrate proficiency through the Partnership for Assessment of Readiness of College and Careers test (PARCC). Students who fail to score partially proficient will be afforded an additional opportunity to take the test. After multiple attempts at state testing, a student may also demonstrate proficiency through alternative methods such as SAT scores, course work, etc.

## **GRADUATION COURSE REQUIREMENTS**

Students are required to earn twenty-three (23) credits for a high school diploma. By State Law, students must have Physical Education/Health in their program each year. Students who have physical disabilities will be offered a special program to meet their needs.

All students will develop a personal program to meet their future goals. Graduation requirements are considered to be minimum requirements and do not necessarily indicate a total, well-rounded program for all students, but rather a minimum educational base upon which future goals may be developed.

### **COURSE DISTRIBUTION REQUIREMENTS**

English	4 credits
Social Studies (includes U. S. History)	3 credits
Mathematics	4 credits*
Science	3 credits
Physical Education/Health	2 credits
Technology	1 credit
Fine/Arts (Art, Music or Theatre)	.5 credit
Electives for a total of	23 credits

A 7.0 credit program, including Physical Education/Health, is the minimum class schedule. Students in grades 10, 11 and 12 may elect up to 8.0 credits if space allows. Ninth grade students are required to maintain a learning center in their schedule each semester. All students, during their senior year at Portsmouth High School, will be required to take a minimum of 3 1/2 credits from the course selection areas of English, Math, Social Studies, Science, Computer, and Modern Language as well as be enrolled as a full-time student.

To meet the requirement of a fourth year of math, a student may complete a fourth year of laboratory science that is not being used to meet the science graduation requirement, or Accounting (Course 1521).

## **FOUR YEAR COLLEGE PREP RECOMMENDATIONS**

The recommendations below are considered minimum requirements. Competitive college admissions requirements would be higher.

English	4 credits
Social Studies	3-4 credits
Mathematics (through Algebra 2)	3-4 credits
Science (2 lab sciences minimum)	3 credits
Foreign Languages	2 credits
Technology	.5 credit
Physical Education/Health	2 credits
Electives	6-8 credits

## **SUMMER READING/PROJECTS**

Summer reading will be required for all students in Grades 9-12. In addition, certain courses may require additional reading and/or summer projects for the students who elect them. Students electing honors courses should expect additional summer assignments. Specific information will be provided in the spring at the time of course registration. Failure to complete summer assignments may affect a student's grade. Transfer students will be granted a reasonable period of time to complete summer assignments.

## **CHANGE IN PROGRAM**

Occasionally, factors such as low student subscription and/or availability of staff make it impossible for some courses to run in a particular school year. PHS administration makes every effort to meet student needs, but there is no guarantee that every course listed in the Program of Studies will run every year.

Because of the importance of class sizes and continuity in courses, individual changes in student programs will not be accepted after September 19, 2012. Request for changes beyond this date will only be considered after written input from parents, teachers, guidance counselor, and the director of student services indicate the student has been improperly placed and continued enrollment in the course would constitute an undue hardship. The burden to present evidence is greater if the student is enrolled in a course that did not follow the recommendations of the sending teacher/department chair.

Dropping of a course after the change-in-program deadline will be reflected on the student's transcript as WD (withdrawn) if the student had a passing grade at the time of the withdrawal or a determination is made of improper placement. Students who withdraw with a failing grade will receive a designation of WF (withdrawn failing).

## **PROGRAM OF STUDY WAIVERS**

In keeping with the PHS commitment to develop individual students' intellectual curiosities, students may apply for a waiver of any requirement listed in the Program of Studies. Waiver requests must be signed by a parent and submitted in writing to the building principal. Waivers may be granted in the event of undue hardship and are done without setting precedent.

## **TRANSFER OF CREDITS TO PORTSMOUTH HIGH SCHOOL**

When a student transfers to PHS from another accredited secondary school, every effort will be made to translate a student's transcript onto his/her PHS record. Grades from the sending institution will be accepted at face value and will be calculated in accordance with our school's grading system. Transferring



seniors will be required to complete Senior Project in order to be eligible for graduation. As a public institution, Portsmouth High School does not recognize credits earned for faith-based, religious courses.

### **COURSE SELECTION PROCEDURE**

Every effort will be made to provide each Portsmouth High School student with an appropriate, challenging course of study. Selection of courses and levels will reflect teacher and counselor recommendations. Parents who wish a student to be placed in a level higher than that recommended for the student will be asked to sign a statement of understanding, indicating the student will be enrolling in a level that differs from the school's recommendation.

## **SPECIAL PROGRAMS**

### **Alternative Learning Program**

The Portsmouth High School ALP is a "school within a school" program that services all students who are at risk academically due to social, emotional, behavioral and/or learning problems. The mission of the ALP is to provide a highly structured, small class setting where students can experience behavioral and academic growth and success, so that eventually they can experience the same success in our regular program of studies.

Academic instruction includes a core curriculum commensurate with the goals and abilities of each student. In addition, every effort is made to provide each student with an internship or work experience related to his/her interests. Students may be referred to the ALP by a parent or guardian, a teacher, administrator, or counselor. An ALP screening committee meets on a regular basis to review referrals, make decisions regarding placement in the program, and to provide on-going support and assessment.

Regardless of the level of participation or length of stay in this program, students who have completed the required curriculum and earned a minimum of 23 credits, will receive a Portsmouth High School diploma.

### **Rhode Island College Early Enrollment Program**

The Early Enrollment Program (EEP) is a school/college partnership which began at Rhode Island College (RIC) in 1980. Its function is to offer high school students an opportunity to earn credits towards college while completing their high school diploma without leaving their high school campus. Students should strive to earn no less than a B- average in all EEP courses if they expect to transfer the credits. Once the students are accepted to a college, courses are transferred with credits earned and not with a designated grade.

Courses for which college credit may be available include: A History of Western Society; Advanced Computer-Aided Drafting; Economics, and Athletic Training.

Students will receive 3 college credits for each course successfully completed. The registration fee is \$10.00 and approximately \$50.00 for each credit attempted.

### **Advanced Placement**

There is a formal Advanced Placement Program in English 11 and 12, Calculus, Statistics, Computer Science, U. S. History, European History, Biology, Chemistry, Physics, Environmental Science, French, Spanish and Studio Art. Enrollment is open to all students who have completed the necessary courses. All enrolled students are required to take the AP exam in May in order to receive credit for the course. There is a fee of approximately \$100.00 for this exam.

### **Johnson and Wales University, Community College of Rhode Island, and New England Institute of Technology**

Many of the courses offered in the Applied Arts and Sciences programs are accepted by these institutions for college credit. Students should contact the Department chairperson and their guidance counselor for details on specific classes.

### **Newport Area Career and Technical Center**

Programs of career and technical education are offered for students in grades 9 through 12 at the Newport Area Career and Technical Center. For most programs, students attend Portsmouth High School for half a day to take academic classes, and take their technical courses in Newport for the other half. Programs vary from two to four years in duration. (Some programs, such as cosmetology, require full-time attendance at the Career Center.) Students must apply to NACTC through the PHS Guidance Department, and will receive an interview with a counselor from the Career and Tech Center. Registration for these programs is consistent with course registration timelines at PHS.

**Currently, there are seven (7) programs offered at NACTC are:**

Advertising Design, Media Academy and Graphic Communications	Pro Start Culinary Academy Health Career
Automotive Technology	Cosmetology
Construction Technology	
Information Technology Academy Grades (9-12)	

## **EDUCATIONAL OPTIONS**

The Portsmouth School System is committed to providing increased opportunities for students to learn outside of the traditional, formal school program of studies. Some of these opportunities are described briefly below. Students should keep in mind that these programs require advance planning. Students are encouraged to see their counselor for the specific requirements, criteria and timelines associated with each program.

### **College-High School Cooperative Plan (Concurrent Enrollment)**

Portsmouth High School, in conjunction with colleges in the area participates in a cooperative plan whereby students may receive high school graduation credit by attending an accredited college during part or all of their senior year. Students who wish to participate in this program on a full-time basis must indicate their intent to their guidance counselors prior to the start of their junior year. Part-time participation may be arranged during the junior year. Students who wish to spend their entire senior year on a college campus should keep in mind that financial aid may not be available to them for that year. (**seniors only**)

### **Work Experience Program**

A work experience program is available to students who meet special requirements. This program is designed to meet the needs of students by offering academic credit for on-the-job experiences. Refer to the final page of the Program of Studies for more information. (**seniors only**)

### **Independent Study**

Occasionally independent study programs can be developed for individual students who, by special arrangements with a sponsoring teacher, are seeking to accomplish one of the following:

- further develop specific skill or interest area for which no course exists;
- who have exhausted all the course offerings in a particular discipline;
- who need a course which cannot be accommodated in his/her schedule.

These courses or programs can be either a semester or a full year in length and must be approved by the principal or guidance director. Credit is awarded accordingly. Interested seniors should see their counselors for more information.

### **Virtual High School**

Portsmouth High School reserves a limited number of seats in Virtual High School, an accredited, online program for students who are serious about independent study. VHS is open to students who wish to take a course not offered in the PHS course of study or cannot fit the course into an existing schedule. Starting a course in VHS is a serious commitment because of the limited number of seats available. Once started, the student must see the course to its conclusion.

### **Requests for an Independent or Special Off-Campus Program**

Any student interested in participating in a unique course or program that takes place outside of the prescribed curriculum, needs to put his/her request in writing to the Principal at least one semester in advance of the start of the intended program. Special programs are intended to allow students opportunities to enhance their education in ways unavailable at Portsmouth High School. Transitions to and/or from off-campus special programs (i.e. non-accredited sports academies) may not be seamless.

## **VISUAL ART AND DESIGN (VAD)**

The department supports all students as they work to their full potential within the art program offered at Portsmouth High School. To provide students with multiple pathways for success, we offer foundation art, drawing, painting, ceramics, printmaking, art history, photography, sculpture, advanced art, museum studies and advanced placement studio Art. A student selecting to fulfill their graduation requirement in Visual Art must demonstrate proficiency by fulfilling the Rhode Island Common Core State Standards (CCSS), national, and district standards outlined below for Visual art and Design (VAD).

### **Rhode Island Arts Common Core State Standards Visual Art & Design**

<b>VAD 1 <u>Artistic Processes</u> – Visual Art and Design is the process of creative problem solving using both traditional and innovative media, tools, techniques, and processes in order to make the imagined visible.</b>
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<b>VAD 2 <u>Cultural Contexts</u> – Visual Art and Design creatively expresses the values and ideas of human experience, community, and civilization.</b>
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<b>VAD 3 <u>Communication</u> – Visual Art and Design is a vehicle for expression and communication through the use and development of metaphor and symbol systems.</b>
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<b>VAD 4 <u>Aesthetic Judgment</u> - Applying knowledge of Visual Art and Design in order to reflect on and evaluate the work of self and others.</b>
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### **National Visual Arts Standards**

-VAPLC/ Arts Learning Network

<b>NVAS 1:</b> Understanding and applying media, techniques, and processes
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<b>NVAS 2:</b> Using knowledge of structures and functions
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<b>NVAS 3:</b> Choosing and evaluating a range of subject matter, symbols, and ideas
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<b>NVAS 4:</b> Understanding the visual arts in relation to history and cultures
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<b>NVAS 5:</b> Reflecting upon and assessing the characteristics and merits of their work and the work of others
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<b>NVAS 6:</b> Making connections between visual arts and other disciplines
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Visual Arts courses are aligned with Portsmouth High School's School Mission and Expectations for Student Learning. All courses require the student to:

- Access and gather information through the use of technology
- Analyze information through self-assessment, oral participation and cooperative group learning
- Critique work both orally and through written reflection
- Demonstrate evidence of analysis, synthesis and evaluation throughout creative process
- Demonstrate and utilize appropriate techniques, strategies and technology for effective problem solving
- Use Visual Arts terminology and vocabulary to express ideas
- Create artwork that expresses inspiration and content and clearly reflects the ideas and intentions of the artist

### **ART 1E: FOUNDATIONS**

Course 1821

.5 credit

This course provides an introduction to the Visual Arts. Students will learn to utilize the Elements of Art to develop their visual literacy skills and communicate more effectively through the visual arts. This class provides essential information and basic skill building opportunities necessary to begin to design, problem solve and create visual products.

(May be used toward fulfillment of fine arts GSEs)

**Recommendation:** 9th & 10th grade

### **ART & DESIGN INNOVATION**

Course 1851

1 credit

This course provides a faster paced, in depth introduction to the Elements of Art & the Principles of Design. Drawing, color theory, two and three dimensional design, basic painting, printmaking techniques, graphic design and technology will be addressed. Students will be empowered to utilize these skills to design, create, and communicate more effectively through the visual arts, both collaboratively and individually. This class provides essential information and skill building opportunities necessary to create strong visual products across all disciplines as well as to continue within the art program.

This course is required for students intending to take advanced level courses within the Visual Arts Department and recommended for STEAM Academy students.

**Recommendation:** Students wishing to pursue careers in the Fine Arts are strongly encouraged to take this course.(May be used toward fulfillment of fine arts GSEs)

## **DRAWING**

Course 1863 .5 credit

The Drawing course offers students an opportunity for a concentrated development of drawing skills. Approximately one half of the course is devoted to familiarization and practice of basic drawing skills including, contour drawing, gesture drawing, sighting, basic perspective, and value study. The other half of the course provides the student with the opportunity to apply these skills in the creation of more sophisticated and individualized compositions. Media include pencil, charcoal, pastel, pen and ink, ink wash and scratchboard. (May be used to fulfill fine arts GSEs)

**Recommendation:** Enrollment is open to all students to develop visual literacy skills.

## **PAINTING**

Course 1862 .5 credit

The painting student is encouraged to uncover, explore and develop his/her own creativity and artistic potential through working with a variety of painting styles and media. Principles of strong composition and color theory are an important part of the course. Painting media include tempera, watercolor, acrylic, oil, oil pastels, and mixed media. It may be helpful and/or necessary for the student to purchase some of his/her own supplies. (May be used toward fulfillment of fine arts GSEs)

**Recommendation:** Enrollment is open to students in grades 10, 11, and 12. (Completion of Art 1E, Art & Design Innovation, or Drawing is strongly recommended)

## **SCULPTURE**

Course 1845 .5 credit

All students will explore methods for creating three-dimensional forms while learning a variety of techniques and methods for working with various media. Students begin by building basic skills, transforming shapes into form. As students learn techniques and the ability to communicate ideas three dimensionally, more complex processes such as armature sculpture, direct carving, and assemblage will be introduced. Students will work with materials such as paper, wire, plaster and found objects. Sculpture throughout art history will provide the inspiration for many projects. (May be used toward fulfillment of fine arts GSEs)

**Recommendation:** Enrollment is open to students in grades 10, 11, and 12. (Art 1E or Art & Design Innovation is strongly recommended) Note: May be taken twice with permission of instructor to prepare for AP 3D.

## **CERAMICS**

Course 1868 .5 credit

This course allows students to explore ceramic pottery. Constructing with hand building techniques, the emphasis is on utilitarian and sculptural design projects. Students study the lifestyles, techniques and production of various cultures throughout history, as well as contemporary work, processes and ideas of modern ceramic artists. The students also experiment with various methods of surface design and applications of glazing. The potter's wheel is introduced, but not required. (May be used toward fulfillment of fine arts GSEs)

## **ADVANCED CERAMICS**

Course 1869 .5 credit

This course is designed for students who have developed a serious interest in ceramics and want to expand upon their basic knowledge to develop more creative and original artworks. Emphasis is on individual approaches to building and to wheel throwing. Course offers 3D Portfolio development and preparation for AP 3D studio Art.

**Recommendation:** For students who have successfully completed first year Ceramics.

**Note:** This class can be repeated for credit with the permission of the instructor.

## **PRINTMAKING**

Course 1841 .5 credit

In this course the student explores the processes of creating works of art through the medium of printmaking, including but not limited to monotypes, monoprints, relief and etching. Students will study historical works that relate specifically to printmaking. There will be an emphasis on developing graphic design skills. A drawing background would be helpful for this course. (May be used toward fulfillment of fine arts GSEs)

**Recommendation:** Completion of Art & Design Innovation, Art IE, or Drawing. Enrollment open to 10, 11, 12<sup>th</sup> grade.

## **DIGITAL PHOTO 1**

Course 1840 .5 credit

This course will introduce students to a variety of major topics, artists, and styles of photography throughout the world. The focus will be on straight and altered photography, using Photoshop and other digital imaging technologies. Students will study photography's role in societal and artistic influences, journalism, advertising, commercial venues, as well as other professional applications of Photography. Students will learn the fundamentals of the art of photography and composition while developing their own aesthetic vision.

Students develop electronic portfolios to demonstrate achievements in visual literacy utilizing the photographic medium. (May be used to fulfill fine arts or technology graduation requirement)

### **ADVANCED DIGITAL PHOTO**

Course 1871 .5 credit

The goal of this course is to expand and explore photographic styles, utilize studio lighting, and build portfolios. Students also work with Photoshop and complete multiple series of works that demonstrate skill in the photographic medium utilizing traditional and altered techniques. Career opportunities in Photography will be explored. The class serves as an ongoing critique/assessment venue, preparing students for further study. Students in Advanced Photo are expected to demonstrate the skills and motivation to work independently outside class, in addition to what they produce in the lab/studio. Advanced Photo is a continuation of Photo 1 and reserved for students who complete Photo 1 or have permission from the instructor.

**Recommendation:** Completion of Digital Photo 1 or permission of instructor. May be taken twice to prepare for AP 2D Photo and portfolio development.

### **ADVANCED ART HONORS**

Course 1855 1 credit

The essentials of drawing, color theory, two dimensional and three dimensional designs and the elements and principles of design are reviewed, practiced expanded upon and, subsequently, applied with an emphasis on exploring and developing a unique approach to these concepts and skills. Art history relative to the 19<sup>th</sup> and 20<sup>th</sup> centuries is incorporated throughout the course. This course is meant to prepare students to be successful in our AP Studio Art courses.

Assistance with portfolio preparation and college information is given to those interested in pursuing a post high school education in art. Representatives from various art schools visit this class.

**Recommendations:** Completion of Art 1E, Art & Design Innovation, Drawing, or Painting. Students should have attained a minimum of 1.5 credits in Art in order to take Advanced Art.

**Note:** This course may be taken twice for credit.

### **MUSEUM STUDIES**

Course 1870 .5 credit

This course is open to students interested in all aspects of museum/gallery operations. The Newport Art Museum and art educators arrange for a variety of trips that expose students to the roles of historic sites, museums and galleries in the community. Students will explore various types of museums with a focus on the role played by curators, education directors, registrars, librarians, plant managers and endowment specialists. The curriculum will include studio art projects inspired by the work viewed in galleries and museums. This course will



fulfill outreach and community service requirements with a culminating exhibition of alumni art at the Museum.

**Recommendation:** Enrollment opens to 12<sup>th</sup> grade students.

**Note:** Museum Studies is taught off campus. Students transport themselves to off-campus sites according to the procedures established by the school.

**AP STUDIO ART: DRAWING, 2D DESIGN, or PHOTO** Course 1860 1 credit

This rigorous course is only offered to students who have taken advanced art or have the permission of the instructor. The course covers portfolio preparation for students attempting to receive College Board credit in studio art. The course is designed for those students working two-dimensionally. During the first semester, students will work on developing their skills across a wide variety of subject matter and media including digital photography. During the second semester, students create a self-directed body of work that exemplifies their skills and interests. The class period will serve as their advisory and assignment period, students are expected to have the skills and motivation to work independently to fulfill the assignments. Students will be required to take the AP exam in May in order to receive course credit.

**Recommendation:** Minimum grade of B or better in Advanced Art or permission of the instructor.

**Note:** Students wishing to fulfill Digital Photo Portfolio requirements must take Digital Photo 1 and Advanced Digital Photo or have permission of instructor.

**AP STUDIO ART: 3D DESIGN** Course 1861 1 credit

This rigorous course is only offered to students who have completed Advanced Art, Advanced Ceramics, or Sculpture or have permission from the instructor. The course covers portfolio preparation for students attempting to receive College Board credit in Studio Art. Those students working three dimensionally may enroll in the course in conjunction with Advanced Ceramics and/or Sculpture. During the summer and first quarter, students will work on developing their skills across a wide variety of subject matter and media. During the second semester, students will create a self-directed body of work organized around a central visual idea that exemplifies their skills, media preferences and a thorough investigation of their interests. The class period will serve as an advisory, an assignment, studio and critique period. Students are expected to have the skills and motivation to work independently to fulfill assignments and requirements outside of class. AP Students will be required to take the AP Exam in May in order to receive course credit.

**Recommendation:** Completion of Art and Sculpture, and instructor's permission

## **BUSINESS and COMPUTERS**

### **Overview of Business Program:**

The Department of Business is a program area within the Department of the Applied Arts and Sciences. The curriculum is aligned with Portsmouth High School's School Mission and Expectations for Student Learning. The courses require students to:

- Access and gather mathematical information through the use of various technologies
- Use the Internet efficiently for research purposes
- Critique performances both orally and through writing
- Demonstrate evidence of analysis, synthesis and evaluation through the creative process
- Design and create a product service or system to meet an identified need
- Solve math problems numerically, algebraically, geometrically and graphically
- Communicate both independently and cooperatively to logically organize material
- Use mathematical terminology in oral and written explanations
- Write and speak for a variety of audiences and purposes
- Effectively present and explain the process, planning and problem solving techniques used in the creation of technology based projects.
- Create written and spoken products that demonstrate acquired knowledge and skills

### **ACCOUNTING**

Course 1521

1 credit

This is a course that establishes knowledge of the accounting system and financial accounting for corporations. The course covers topics such as financial statements, the accounting information system, accrual accounting concepts, reporting and analyzing inventory, receivables, liabilities, stockholder's equity, statement of cash flows, as well as the financial analysis of several companies. This rigorous course is designed for those students who have strong analytical, and problem solving skills. Preference will be given to 11<sup>th</sup> and 12<sup>th</sup> grade students. Accounting may be applied as a 4<sup>th</sup> mathematics credit for graduation.

**Recommendation:** C or better in Algebra II.

**FINANCIAL PLANNING**

Course 1524 .5 credit

This course introduces students to the financial planning process. In this course students learn the components of developing their own comprehensive financial plan. Topics in this course include, career decisions, money management, financial security, credit management, resource management, consumer rights and responsibilities and risk management. Preference will be given to 11<sup>th</sup> and 12<sup>th</sup> grade students.

**ORGANIZATION, LEADERSHIP AND COMMUNICATION SKILLS**

Course 1540 .5 credit

This course is designed to enhance student's academic performance in all areas while developing valuable leadership skills. A strong emphasis is placed on communication skills in order to prepare students for their senior projects. Students will identify their individual learning styles, learn to take notes, organize information and apply strategies for academic excellence. Students will practice effective communication skills, learn to manage their time, set goals, handle stress, and work as productive members of a team, as well as learn practical life skills. This course will have an emphasis on technology integration. A preference will be given to 9<sup>th</sup> and 10<sup>th</sup> grade students.

**SPORTS AND ENTERTAINMENT MARKETING**

Course 1541 .5 credit

This course introduces students to the exciting and competitive field of sports and entertainment marketing. Sports and entertainment are everywhere, not just in ballparks and theatres, but in school, on television, radio, in stores and on the Internet. This course will introduce students to the skills that are necessary in order to succeed in a career in sports and entertainment marketing. The major areas of marketing that will be covered include, career opportunities, the marketing process, buying and selling activities, product information, sales promotion, and advertising activities with an emphasis on the sports and entertainment industry.

## **COMPUTER SCIENCE AND INFORMATION TECHNOLOGY**

### **Overview of the Computer Science and Information Technology Program:**

This program area provides students with the opportunity to explore and nurture their interests in the field of computers. Students who elect this program of study will receive instruction in current computer languages and applications. All students contemplating a career such as business, engineering, math, or computer science should begin the computer programming sequence as a freshman with the course, Computer Concepts and Application. All the courses listed below will help to fulfill the 1.0 technology credit that is required for graduation. The computer science courses offered are aligned with Portsmouth High School's School Mission and Expectations for Student Learning. The courses require students to:

- Access and gather information through a variety of literature and factual prose, through writing that is appropriate to audience and purpose, through listening to instructors, peers and media and through using technology for research
- Use the Internet efficiently for research purposes
- Discern credible sources, interpret literature and evaluate arguments
- Demonstrate evidence of analysis, synthesis and evaluation through the creative process
- Communicate both independently and cooperatively to logically organize material
- Demonstrate proper techniques and strategies, utilizing technology, for effective problem solving.
- Write and speak for a variety of audiences and purposes
- Effectively present and explain the process, planning and problem solving techniques used in the creation of a technology based project.
- Create written and spoken products that demonstrate acquired knowledge and skills

Ninth graders: All incoming ninth graders will be enrolled in the one-semester course, Advanced Concepts in Technology to help them develop the technology skills necessary for achieving success in the PHS Diploma Plan.

### **ADVANCED CONCEPTS IN TECHNOLOGY**

Course 1508

.5 credit

This course is designed for all incoming students to build upon the basic computer and MS Office skills that students have learned at the middle school level, and prepare students for the Microsoft Office Specialist (MOS) and/or Microsoft Certified Application Specialist (MCAS) certification(s). This course focuses on using computer technology to enable students to achieve the

Proficiency Based Graduation Requirements, such as Senior Project; as well as enable students to explore career interests, using technology tools, as part of the ILP (Individual Learning Plan) process. Topics that are addressed include, but are not limited to, advanced use of Microsoft Office applications; effective use of the Internet to access, gather and evaluate career information; career data gathering and analysis using technology tools; problem solving using computer programming concepts; introduction to multimedia tools for presentations; on-line collaborative learning tools for life-long learning and digital portfolios. Emphasis is placed on hands-on activities in the computer lab to demonstrate proficiency using computer technology, in-line with the NETS (National Educational Technology Standards). (May be used to fulfill technology graduation requirement)

### **WEB PAGE DEVELOPMENT**

Course 1509 .5 credit

Beginning with an introduction to Hypertext Markup Language (HTML), the student will learn to make his/her own web pages. Once the concepts of HTML have been mastered, students will explore the use of other Web Page (WYSIWYG—What You See Is What You Get) editors to explore the functionality, interactivity, and dynamic nature of Web Pages. Students who successfully complete this course may go on to Advanced Web Page Development.

**Recommendation:** Completion of Computer Concepts or Microsoft Office, with a minimum grade of C.

### **VISUAL BASIC**

Course 1512 1 credit

This course focuses on the study of computer science and computer programming through the use of Visual Basic. Problem solving techniques are stressed as the student is exposed to techniques of computer programming. The student will be expected to design and create programming solutions to problems in several application areas. Emphasis is placed on writing software using good programming techniques. Students who successfully complete this course may go on to Advanced Visual Basic to further study advanced programming concepts and techniques.

**Recommendation:** Grade of C or better in Computer Concepts or Microsoft Office Skills

### **VISUAL BASIC ADVANCED**

Course 1514 1 credit

This course is designed for students who would like to continue with their study of computer science and computer programming through the Visual Basic Integrated Development Environment. Advanced programming algorithms and data structures will be explored while the student demonstrates proficiency in solving various real-world paradigms. The student will be expected to design and create programming solutions for complex situations. Emphasis is placed on

problem solving skills using professional programming techniques. Students who successfully complete this course may go on to AP Computer (Java).

**Recommendation:** Grade of C or better in Visual Basic

**INTRODUCTION TO (JAVA)** Course 1515 .5 credit

This course is designed for students who wish to continue their studies in computer programming using the JAVA programming language. In this course, fundamental programming concepts will be covered. This course will provide the students with the traditional procedural programming skills, which the student may apply to solving various programming exercises. This course is designed to prepare the student to be able to enroll AP Computer Science (JAVA).

**AP COMPUTER SCIENCE (JAVA)** Course 1516 1 credit

This rigorous course follows the syllabus and outline approved by the College Board. It is designed for the programming student who wishes to receive advanced placement credit by successfully completing the required College Board's Advanced Placement Exam in Computer Science in the Java language. Procedural and object oriented programming will be applied to solve various real life programming problems. Students must pay for and complete the Advanced Placement exam in May in order to receive credit for the course.

**WEB PAGE DEVELOPMENT ADVANCED** Course 1510 1 credit

Students will explore advanced Web Page development concepts and techniques using MS FrontPage and Macromedia Studio. The primary emphasis of this class will be to maintain and update the school's Web Site. The balance of the class will be devoted to developing skills using various Web Page utilities. This course may be repeated for additional credit.

**Recommendation:** Grade of B or better in Web Page Development

## ENGLISH

### **Overview of English Program**

Portsmouth High School, in conjunction with the Rhode Island Board of Regents for public education, is committed to literacy proficiency for all our students. Instruction emphasizes integration of reading, writing, listening, speaking, and thinking skills with quality literature. These skills and thinking strategies are incorporated into units of study. A wide variety of texts and genres, such as short stories, novels, informational text, nonfiction, poetry, drama, and author studies are utilized throughout the year, addressing common core state standards as determined by the Rhode Island Department of Education. Courses also focus on Portsmouth High School's applied learning skills:

- critical thinking
- problem solving
- communication
- decision making
- analytical reasoning
- personal and social responsibility

Our English curriculum:

- fosters an interest in and a love of reading for information, wisdom, and pleasure
  - provides students with the knowledge, structure, and history of their language
  - helps students to clarify their thinking and express it clearly and logically
  - leads students to the aesthetic application of literature, to a joy in good writing, and the tools for understanding the meaning of various texts
1. A research paper is required for each course. This research paper will constitute 30% of the quarter grade and 30% of the final exam grade. In alignment with new graduation requirements, a portion of the final exam will be the same for all students enrolled in that course. In addition, each student will create a writing portfolio that will follow her/him through all four years.
  2. Summer reading is required in each course.
  3. Students must pass the Common Course Assessments (CCA) for each course in order to earn course credit. CCAs are validated by an interdisciplinary committee for alignment to standards, rigor, relevance, reliability, universal design, and lack of bias.

**The focus for instruction includes:**

- Grade 9 – Integrated approaches to grammar, speaking, composition, and literature skills.
  - STAR (Success Through Active Reading) Academy is an option for freshmen only. This program also services the students in a corresponding World Geography course in the Social Studies

Department. A team of teachers uses a multi-disciplinary approach to teach to develop the important literacy skills through the content area. This specialized course prepares students for future success in high school.

- Grade 10 – Speech, composition, vocabulary development, and contemporary literature
- Grade 11 – American literature, both fiction and non-fiction, and composition.
  - Classic American Literature (AP English Language and Composition) is available for motivated juniors. Students are required to take the AP exam in order to receive credit.
- Grade 12 – British literature and contemporary literature as the vehicle for expository writing.
  - English 12 Advanced Placement English Literature and Composition (AP Lit) is available to highly motivated seniors. Students are required to take the AP exam in order to receive credit.
  - All Grade 12 students will complete a Senior Project, which is a graduation requirement.

English courses are aligned with Portsmouth High School's Mission Statement and Expectations for Student Learning. All courses require all students to:

- Access and gather information through a variety of literature and factual prose, through writing that is appropriate to audience and purpose; through listening to instructors, peers and media; and through using technology for research.
- Incorporate music and art into English study that reflects evidence of information gathered through various media.
- Use the internet efficiently and responsibly for research purposes.
- Analyze information critically to discern credible sources, interpret literature, and evaluate arguments.
- Critique performances in discussion and in writing.
- Demonstrate evidence of analysis, synthesis, and evaluation through the creative process.
- Utilize effective problem solving techniques.
- Communicate effectively, both independently and cooperatively, to organize material in a logical manner.
- Incorporate art work that represents divergent problem-solving strategies or that expresses meaning, ideas, views, and intentions.
- Write and speak for a variety of audiences and purposes and create written and spoken products that demonstrate acquired knowledge and skills.



## **English 9**

This course is for students who have command of the basic skills and would like to advance beyond these skills. The course will build literacy proficiency by integrating literature, composition, listening skills, speaking skills, and grammar.

In an effort to provide further literacy instruction for deserving students, we have created the Success Through Active Reading Academy, or STAR Academy.

A student's placement will be determined by a school-wide reading assessment battery, standardized test data, previous grades and performance, and teacher recommendation.

English 9 Honors	Course 1003	1 credit
English 9	Course 1002	1 credit
STAR Academy	Course 1001	1 credit

**Recommendation:** To enroll in English 9 Honors, highly motivated students should have earned a grade of "A-" in Grade 8 English.

## **English 10**

This course will build upon the skills introduced and emphasized in English 9, increasing literacy proficiency by integrating literature, composition, listening skills, speaking skills, and grammar.

A student's placement will be determined by a school-wide reading assessment battery, standardized test data, previous grades and performance, and teacher recommendation.

English 10 Honors	Course 1012	1 credit
English 10	Course 1011	1 credit

**Recommendations:** To enroll in English 10 Honors, highly motivated students should have earned at least an "A-" in English 9, or a "B" in English 9 Honors.

## **English 11**

This course will use American literature as a vehicle to build upon skills introduced and emphasized in English 10. Students examine American fiction, primary documents, non-fiction, and art through cultural, critical, and historical lenses..

A student's placement will be determined by a school-wide reading assessment battery, standardized test data, previous grades and performance, and teacher recommendation.

AP English 11 (Lang. and Composition)	Course 1037	1 credit
American Studies English 11 Honors	Course 1036	1 credit
American Studies English 11	Course 1035	1 credit

Students enrolled in AP English 11 are required to take the AP exam in May in order to receive credit for the course. Cost for the exam is the responsibility of the student.

**Recommendations:** To enroll in English 11 Honors or AP English 11, students should have earned at least an "A-" in English 10, or a "B" in English 10 Honors.

## **English 12**

This study of British and/or contemporary literature includes readings by selected major authors and provides an overview of how the language and literary forms developed as the needs of society changed. The course enhances the student's ability to function competitively in college and in the workplace. Expository writing on literary topics is a major focus.

In addition, a portion of the coursework will be devoted to each student's Senior Project: a research paper, a product, a portfolio, and a presentation on a topic of the student's choice. Independent research and fieldwork will culminate in a presentation to a panel of judges, which will constitute the student's final exam.

A student's placement will be determined by a school-wide reading assessment battery, standardized test data, previous grades and performance, and teacher recommendation.

AP English 12 (Literature and Composition)	Course 1045	1 credit**
English 12	Course 1041	1 credit

**Note:** Students in English 12 (1041) will be afforded the opportunity to strive for honors credit within the English 12 class. To earn honors credit, students will be required to complete additional assignments and achieve high standards on regular class assignments. Students must declare their intent to strive for honors credit by the end of quarter one.

**Note:** ALL Senior Project students will be required to secure a community mentor who is an expert in the chosen field of interest, over 21 years of age, and who is NOT a relative. In most cases, students will have to provide their own transportation to and from mentor sites.

**ADVANCED PLACEMENT ENGLISH – Grade 12** Course 1045 1 credit  
**(AP English Literature)**

This course is designed for the highly motivated and intellectually curious student. Learning materials are drawn from college and Advanced Placement reading lists. This course will enhance students' ability to function competitively in college with the reading and study demands they will experience. Students entering this class should be mature and self-directed learners. Reading units will be arranged thematically, and writing assignments will be of a critical and interpretive nature. **Students are required to take the Advanced Placement English Literature exam in order to receive credit for this course.**

**Recommendations:** To enroll in AP English Literature and Composition, students should have earned an A-minus in English 11 or a B in AP English Language or provide suitable evidence to the department chair that they have the necessary motivation and work ethic.

**ENGLISH ELECTIVES** (May be taken for elective credit, but do not fulfill English graduation requirement)

**INTRODUCTION TO JOURNALISM I** Course 1050 .5 credit

The Introduction to Journalism Course teaches the fundamentals of the print media. Students will learn to interview, to write news, feature and sports articles, and to use the Quark computer program for layout.

**JOURNALISM II** Course 1051 1 credit

Journalism II is the actual writing and production of the school newspaper, The Patriot Ledger. The class is limited to junior and senior students who have successfully completed Journalism I. Students are required to work beyond the school day during peak production times.

**CREATIVE WRITING** Course 1052 .5 credit

Creative writing is a workshop for students who enjoy writing, reading, and are willing to share some of their work with the group for critique and insight. The course involves writing experiments, keeping a journal of ideas and a final portfolio of approximately eight (8) finished pages per quarter. Writers in all genres - poetry, fiction, essay, etc. - should consider this course as a forum for their voice(s) to be heard. Enrollment restricted to sophomores, juniors, and seniors with preference given to juniors and seniors.

**THEATER ARTS I**

Course 1053 .5 credit

Theatre Arts I is a survey course examining all the elements of theatre: physical movement, text selection and analysis, the collaborative process of a production staff, stage pictures, acting theory and technique, and, of course, performances. Students selecting this class must be willing to participate fully on a daily basis and do the necessary preparation outside of class. Participation in and completion of all components is necessary for success of this course. May be taken to satisfy fine arts graduation requirement.

**THEATER ARTS II**

Course 1054 .5 credit

Theatre Arts II is open to students who have successfully completed Theatre Arts I and wish to study the subject in depth and with more focus. Units include the study of movement through a series of focused exercises, script development and analysis, the study of the elements of comedy, an examination of acting theory, and several performance projects. The final exam consists of several memorized monologues, one of which must be written by the student, presented in a single memorized performance. Students selecting this class must be willing to participate fully on a daily basis and do the necessary preparation outside of class. Participation in and completion of all components is necessary for success in this course. May be taken to satisfy fine arts graduation requirement.

**TECHNICAL THEATRE ARTS**

Course 1055 .5 credit

Theatre Tech is a course that will focus on the technical aspects of theatre production. Students will read and analyze a variety of plays, create set, light, costume and sound designs and then build or implement those designs. A primary focus will be to work on the current SNAP production, Portsmouth High School's Drama Club. This is a hands-on class that will be using light power tools, and hand tools required for theatre set construction.

**FILM STUDIES**

Course 1056 .5 credit

This course is designed to help students see film as a form of literature and give them a solid framework for writing analytically about what they "read" in film. The students will read a series of novels, short stories, and plays and then examine how the moviemaking industry's portrayal often misses, or captures the authors' intents. With such pieces, the students will critically analyze a director's choices and learn to communicate how cinematic elements affect the dramatic elements. This course will also provide students with an opportunity to work through problem solving strategies in creating and directing scenes. Writing about film as literatures and possible creating short films will give students another medium to apply their working knowledge of analysis and require them to write critically about their discoveries.

**Recommendations:** Preference given to 11<sup>th</sup> and 12<sup>th</sup> graders

## **SCIENCE FICTION FILM AND LITERATURE**

Course 1057

.5 credit

Science Fiction Film and Literature will provide students with the opportunity to learn more about the genre of science fiction through a wide variety of mediums. Students will read several short stories by Philip K. Dick, Isaac Asimov, and Ray Bradbury as a way of building a foundation to the actual genre. In addition to these primary texts, students will examine an assortment of secondary criticism. As the semester continues, students will use their prior knowledge as they trace the science fiction genre from the 1950s to the 21<sup>st</sup> century by viewing clips and entire films. Through reading and viewing, students will examine the following themes: alien invasion, machine and cyborg intelligence, futures for gender, and the issue of fate vs. free will. Students will further develop comprehension strategies, build a breadth of vocabulary, continue to analyze and interpret informational and literary text, and write critically.

**Recommendations:** Preference given to 11<sup>th</sup> and 12<sup>th</sup> graders

## **SHAKESPEARE – PLAYS INTO PERFORMANCE**

Course 1058/59

.5 credit  
per course

- ❖ **SEMESTER ONE – THE TRAGEDIES (Course 1058)** – This course will cover several tragedies, including but not limited to *King Lear*, *Othello*, and *The Merchant of Venice* (which has elements of both comedy and tragedy) with a history, such as *Henry V*, added to the end. Students will read each play in its entirety, and take part in scene studies and performances. Students must participate fully each day including possible outside reading, study and preparation of the text. Students will perform their scenes for select classes and invited guests in a festival atmosphere.

**Recommendations:** 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders with preference given to 11<sup>th</sup> and 12<sup>th</sup>.

- ❖ **SEMESTER TWO – THE COMEDIES (Course 1059)** - This course will cover several comedies, including but not limited to *As You Like It*, *The Taming of the Shrew*, or *Twelfth Night*, with a history, such as *Richard III* added at the end. Students will read each play in its entirety, and take part in scene studies and performances. Students must participate fully each day including possible outside reading, study and preparation of the text. Students will perform their scenes for select classes and invited guests in a festival atmosphere.

**Recommendations:** 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders with preference given to 11<sup>th</sup> and 12<sup>th</sup>.

## **FAMILY AND CONSUMER SCIENCE**

### **Overview of Family and Consumer Science Program:**

The Department of Family and Consumer Science is a program area within the Department of Applied Arts and Sciences. The curriculum focuses on the growth and the development of children, culinary practices, textiles and fashion and interior design. The curricula utilized are aligned with Portsmouth High School's School Mission and Expectations for Student Learning. The courses provide the students with the opportunity to:

- Use the Internet efficiently for research purposes
- Analyze math information through follow-up assessments, oral participation and projects
- Critique performances both orally and through writing
- Demonstrate evidence of analysis, synthesis and evaluation through the creative process
- Design and create a product, service or system to meet an identified need
- Communicate both independently and cooperatively to logically organize material
- Demonstrate responsible social behavior in physically active settings
- Formulate a plan to attain a goal, improve one's health and prevent disease

### **ARCHITECTURE AND INTERIOR DESIGN**

Course 1721

.5 credit

This course enables the student to develop an appreciation of the principles and elements of design. The students will study the role of color, space, line, form, texture, proportion, scale, balance and rhythm in order to create an aesthetically pleasing living environment. During this course, the students will study historical architecture and its influence on American homes and how prominent architects influenced commercial and residential structures. Field trips, guest speakers and use of computers to study architecture principles and interior design concepts will be an integral part of this course.

### **CULINARY PRACTICES**

Course 1711

.5 credit

This introductory course concentrates on the importance of a balanced diet for long term health. The project-based curriculum focuses on learning basic cooking techniques while preparing healthy snacks, main dishes, breads and desserts. This class is an excellent choice for those students who would like to learn to cook for themselves and their families.

### **CULINARY PRACTICES II**

Course 1713

.5 credit

In this second level course, the students will use the skills acquired from Culinary Practices I to prepare balanced meals. The students will learn the proper techniques for preparing beef, fish, poultry, and vegetarian meals. Cooking labs, demonstrations, and student reports are used to expose the students to a variety of cultures that have influenced the foods prepared in Rhode Island and other

regions throughout the United States. The geography, culture, and history of the United States and a variety of other countries will be studied as they relate to food customs.

**Recommendation:** Completion of Culinary Practices I with a grade of C or better.

**CHILD DEVELOPMENT I** Course 1750 .5 credit

This semester course covers the care and development of children from conception to age 2. The physical, intellectual, and social development of children at each developmental stage is studied. The course focuses on the areas of readiness for parenting, pregnancy and prenatal care, child birth, heredity and environment, care and guidance of children, health and safety, childcare alternatives and careers relating to children. This course prepares students to be effective parents and/or caregivers. Guest speakers and field trips are incorporated into the curriculum. *This course is an excellent choice for those students planning a career in childcare or early childhood education.*

**CHILD DEVELOPMENT II** Course 1752 .5 credit

This semester course covers the care and development of children from age two through six. Topics include the physical, intellectual, and social development of children at each developmental stage. This course prepares students to be effective parents and/or caregivers. Guest speakers and field trips are incorporated into the curriculum. *This course is an excellent choice for those students planning a career in childcare or early childhood education.*

**EARLY CHILDHOOD EDUCATION** Course 1751 1 credit

This course is available to juniors and seniors (with preference given to seniors.) Some class sessions take place on campus while others take place at a designated field site at an elementary school or child care center. The curriculum provides a comprehensive overview of the growth and development of children from birth to fifth grade. There will be an emphasis on the physical, social, emotional, and intellectual growth of the child. Other areas of study will include curriculum development and lesson planning, guiding children with special needs, health and safety in the classroom, and careers in early childhood and elementary education.

**Recommendation:** Child Development I and II with a minimum grade of B

**TEXTILES AND FASHION** Course 1720 .5 credit

This course is designed for students who wish to study textiles and fashion as a medium for artistic expression. The students develop basic skills in apparel selection, wardrobe planning, fashion design, and garment construction. This course may be repeated for additional credit.

## **HEALTH & PHYSICAL EDUCATION**

### **Overview of Health & Physical Education Program:**

Our mission is to promote and foster the concepts and skills needed to acquire and maintain a healthy lifestyle in a society that is becoming increasingly sedentary.

### **EXPECTATIONS FOR STUDENT LEARNING** in Health & Physical Education:

- Access and gather Health & Fitness information through reading, writing, listening and the use of technology for the development of a personal fitness plan.
- Critically analyze information that impacts on an individual's Health and Fitness such as information contained in a food label.
- Utilize effective problem solving strategies in regards to decision making in emergency situations and employ proper first aid procedures.
- Communicate effectively with others in the Physical Education setting by demonstrating good sportsmanship and communicating effectively in the promotion and exhibition of Health Education concepts and ideas.
- Apply knowledge, skills, and values learned in Health and Physical Education, and a wide variety of other disciplines, to formulate a plan to attain personal goals.

**Note:** Students must successfully complete the following four classes in Health & Physical Education as a graduation requirement.

### **HEALTH & PHYSICAL EDUCATION 9**                      Course 1909                      .5 credit

This course is designed for all 9th grade students and involves activity and instruction in soccer, track and field, basketball, project adventure, fitness and recreational games as well as nutrition, abstinence, dating, relationship violence prevention, HIV/AIDS, and substance abuse prevention.

### **HEALTH & PHYSICAL EDUCATION 10**                      Course 1910                      .5 credit

This course is designed for all 10th grade students and involves activity and instruction in tennis, softball volleyball, floor hockey and fitness and recreational games, as well as basic first aid & CPR, mental and emotional health, family life education & domestic violence prevention, major health risks and current health topics.



**HEALTH & PHYSICAL EDUCATION 11**

Course 1911 .5 credit

This course is designed for all 11th grade students and involves activity and instruction in flag football, lacrosse, badminton, team handball, aerobics, project adventure and recreational games as well as health careers, sexually transmitted diseases, coping with stress & domestic violence prevention, substance abuse treatment and cost to society, and current health topics.

**HEALTH & PHYSICAL EDUCATION 12**

Course 1912 .5 credit

This course is designed for all 12th grade students and involves activity and instruction in archery, personal fitness, tennis, dance, softball, recreational games and golf as well as first aid, child birth and parenting & domestic violence prevention, ergonomics and back care, environmental health, health care and current health topics.

**Health & Physical Education Electives:****PERSONAL FITNESS**

Course 1914 .5 credit

This course is open to juniors and seniors who wish to engage in an intense, rigorous, comprehensive, and individualized physical fitness regimen. The curriculum will include cardio-vascular and strength training, flexibility, personal weight management, and nutrition. Personal Fitness is not a substitute for the regular Health and Physical Education course.

## **MATHEMATICS**

### **Overview of Mathematics Program:**

The Mathematics Department has a Program of Studies that provides courses and instruction for all students and satisfies the great variety of needs and abilities of students in mathematics.

Without the approval of the Principal and Math Department Chairperson, no student will be allowed to take a course with a lower course number than the previous course passed by the student.

Students should be aware that exceptions to sequences and recommendations are usually discouraged. However, exceptions are allowed for valid reasons and with the approval of the Department Chairperson. Any student wishing to enroll in two math courses simultaneously must have teacher and Department Chairperson approval.

Math courses offered are aligned with the Common Core State Standards and with Portsmouth High School's Mission and Expectations for Student Learning. All courses require all students to:

- Access and gather mathematical information through the use of various technologies.
- Analyze math information through follow-up assessments, oral participation and projects.
- Critique performances both orally and through writing.
- Demonstrate evidence of analysis, synthesis and evaluation through the creative process.
- Solve math problems numerically, algebraically, geometrically and graphically.
- Communicate both independently and cooperatively to logically organize material.
- Demonstrate proper techniques and strategies, utilizing technology, for effective problem solving.
- Use mathematical terminology in oral and written explanations.
- Apply math knowledge, skills and values through math projects and performance assessments.
- Create written and spoken products that demonstrate acquired knowledge and skills.

### **ALGEBRA 1**

Course 1230

1 credit

Algebra 1 will cover the Common Core State Standards that pertain to Algebra 1. Topics may include, but are not limited to: Expressions, Solving, graphing, and writing Linear, Exponential, and Quadratic Equations, Inequalities and Functions, Solving Systems of Equations and Inequalities, Polynomials and Factoring, and Probability and Data Analysis.

**Recommendation:** Teacher recommendation.

**ALGEBRA 1 LAB**

Course 1231 1 credit

This course is intended to supplement the Algebra 1 course. It will provide additional instructional supports and skill development specific to algebra aligned to the Common Core State Standards. Concurrent enrollment in Algebra 1 is required. This course will count as 1 elective credit.

**Recommendation:** Teacher recommendation.

**GEOMETRY with LAB**

Course 1232 2 credits

Geometry will continue to implement the Geometry Common Core Curriculum. Topics may include, but are not limited to: Lines and Angles, Polygons, Circles, Transformations, Pythagorean Theorem, Area, Volume, Congruency, Similarity, and Trigonometry. This course is designed for the student who may need more time to complete Geometry. This course will meet every day, counting as 1 math credit, and 1 elective credit.

**Recommendation:** Successful completion of Algebra 1 and Teacher recommendation.

**GEOMETRY**

Course 1233 1 credit

Geometry will continue to implement the Geometry Common Core Curriculum. Topics may include, but are not limited to: Lines and Angles, Polygons, Circles, Transformations, Pythagorean Theorem, Area, Volume, Congruency, Similarity, and Trigonometry. Algebra 2 and Geometry may be taken simultaneously by Sophomores if the student is willing to work very hard and has at least an A in Algebra 1. The Department Chairperson must approve this option. Students may also be enrolled in a Geometry Lab with teacher recommendation.

**Recommendation:** B – or higher in Algebra 1 and teacher recommendation.

**HONORS GEOMETRY**

Course 1234 1 credit

Honors Geometry is for students who have superior ability in math as well as a sincere interest in math and a willingness to work. Honors Geometry will cover the Common Core State Standards that pertain to Geometry and additional geometric concepts to provide a solid foundation for AP math courses. Honors Geometry will cover topics that may include, but are not limited to: Geometric Structure, Congruency and Similarity, Two – and Three – Dimensional Measurement, with an emphasis on formal proofs. Honors Geometry proceeds at a faster pace and tackles more difficult problems to provide the necessary foundation for success in AP math courses.

**Recommendation:** A in Algebra 1 and/or teacher recommendation.

**ALGEBRA II with Lab**

Course 1237      2 credits

Algebra II with Lab will continue to implement the Algebra II Common Core Curriculum. Topics may include, but are not limited to: Linear Systems, Quadratic Functions and equations, Polynomial Functions and equations, Rational Functions and equations, Radical Functions and equations, Exponential and Logarithmic Functions and equations, Trigonometric Functions and equations, and Probability and Statistics. This course is designed for the student who may need more time to complete Algebra 2. This course will meet every day, counting as 1 math credit, and 1 elective credit.

**Recommendation:** Successful completion of Geometry, Geometry with Lab or Discrete Math with teacher recommendation; this course is intended for Juniors and Seniors.

**ALGEBRA II**

Course 1235      1 credit

Algebra II will continue to implement the Algebra II Common Core Curriculum. Topics may include, but are not limited to: Linear Systems, Quadratic Functions and equations, Polynomial Functions and equations, Rational Functions and equations, Radical Functions and equations, Exponential and Logarithmic Functions and equations, Trigonometric Functions and equations, and Probability and Statistics. Students who do not meet the requirement for this course should take Algebra 2 with Lab or Discrete Math.

**Recommendations:** B – or higher in Algebra 1 and teacher recommendation, C or higher in Geometry, or successful completion of Discrete Math with teacher recommendation.

**HONORS ALGEBRA II**

Course 1236      1 credit

Honors Algebra 2 is for students who have superior ability in math, as well as a sincere interest in math and a willingness to work. The major topics are: linear equations, inequalities, absolute value, linear functions, linear systems, exponents, polynomials- factoring, radicals, complex numbers, quadratic equations and functions, polynomial functions, rational expressions and equations, using radical exponents. Algebra 2 Honors proceeds at a faster pace and tackles more difficult problems to provide the necessary foundation for success in AP Calculus.

**Recommendations:** B – or better in Geometry Honors and teacher recommendation.

**INTRODUCTION TO DISCRETE MATH**

Course 1234      1 credit

Discrete Mathematics is designed in a way that promotes active learning, critical thinking, and fully-engaged student participation. Students will see the connections among mathematical topics and real-life events and situations, while

sharpening their problem solving, mathematical reasoning, and communication skills. Topics may include but are not limited to Election Theory, Fair Division, Matrix Operations and Applications, Graphs and their Applications, Counting and Probability, and Recursion.

**Recommendation:** Successful completion of Geometry, Geometry with Lab, or teacher recommendation; this course is intended for Seniors.

**PRE-CALCULUS** Course 1242 1 credit

Pre-Calculus is the study of Trigonometry and Analytic Geometry. The major topics are: linear relations and functions, the trigonometric functions, systems of equations and inequalities, the families of graphs, polynomial and rational functions, graphs and inverses of trigonometric functions, trigonometric identities and equations, logarithmic functions.

**Recommendation:** C in Geometry with a recommendation from the Algebra 2 teacher.

**PRE- AP CALCULUS (HONORS)** Course 1243 1 credit

Honors Pre-Calculus is for those students who have superior ability in mathematics as well as a sincere interest in math and a willingness to work. The main emphasis is in the area of Trigonometry and Analytic Geometry. The course covers topics that may include but are not limited to the nature of graphs, polynomial and rational functions, trigonometric functions, graphs, and trigonometric equations, conic sections, exponential and logarithmic functions.. Honors Pre-Calculus proceeds at a faster pace and goes more in depth to provide the necessary foundation for success in AP Calculus.

**Recommendation:** A– or higher in Geometry or B or higher in Honors Geometry A in Algebra 2 and a B– or better in Algebra 2 Honors and recommendation from Algebra 2 Honors teacher.

**COLLEGE ALGEBRA** Course 1253 1 credit

This course is designed for the students who have completed Algebra II or Algebra II with Lab looking to improve Algebra skills, becoming better prepared for future math courses. The major topics may include, but are not limited to, the following topics: polynomials, rational functions, exponential and logarithmic functions, matrices and Trigonometric functions.

**Recommendation:** Successful completion of Algebra II and teacher recommendation.

**FINANCIAL ALGEBRA** Course 1254 1 credit

Financial Algebra is a college-preparatory mathematics course, aligned to the Common Core Standards, which uses concepts from Algebra I, Algebra II, and Geometry to provide the tools to become a financially responsible young adult and to solve financial problems that occur in everyday life. The course will

explore the stock market, starting a business, the various banking services, consumer credit, automobile ownership, employment basics, income taxes, independent living, retirement planning, and preparing a budget. It is a mathematically focused, algebra-based course that is highly applications-oriented.

**Recommendation:** Successful completion of Algebra 2, Algebra 2 with Lab, or teacher recommendation.

**STATISTICS and PROBABILITY** Course 1244 1 credit

Statistics is a data driven workshop based course taught using an inquiry approach. Statistics students learn the following major topics: distribution, comparisons, and relationships, collecting data, randomness in data and inferences from data. This course can be taken as an additional math elective or as a fourth year of math.

**Recommendation:** Successful completion of Geometry and Algebra 2.

**AP STATISTICS** Course 1245 1 credit

AP Statistics will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes. These themes are Exploring Data: Describing patterns and departures from patterns; Sampling and Experimentation: Planning and conducting a study: Anticipating Patterns: Exploring random phenomena using probability and simulation: Statistical Inference: Estimating population parameters and testing hypotheses. **Students are required to take the Advanced Placement Exam in May in order to receive credit for the course.** This course may be taken at any time after the completion of Algebra 2 and can be taken as an additional math elective or as a fourth year of math.

**Recommendation:** B or higher in Algebra 2/ Algebra 2 Honors, teacher recommendation, or department chair approval.

**CALCULUS** Course 1250 1 credit

Calculus students learn the following topics: limits, slope, derivatives of polynomial functions, powers, products and quotients, implicit relations, composite functions, continuity, related rates problems, curve analysis, maximum and minimum problems.

**Recommendation:** B- or higher in Pre-Calculus, C- or higher in Pre AP-Calculus

**AP CALCULUS - AB** Course 1251 1 credit

AP Calculus students learn the following major topics: review of algebra and geometric analytics, functions, limits, slope and derivative of polynomial functions, powers, products and quotients, implicit relations, composite functions, differentials, continuity, related rate problems, curve analysis, maximum and minimum problems, review of differentiation, derivatives of trig functions, definite

integration and application. This course will go at a faster pace and cover each topic in more depth. Students are required to take the Advanced Placement Exam in May in order to receive credit for the course.

**Recommendations:** A– or higher in Pre-Calculus or B+ in Pre-AP Calculus &

1. Recommendation by Pre-Calculus or Pre AP Calculus teacher
2. Recommendation by guidance counselor
3. SAT Math score of 600 or higher

### **AP CALCULUS - BC**

Course 1255

2 credits

Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all topics covered in Calculus AB plus additional topics including: Parametric, Polar, and Vector Functions, Applications of Integrals, Concept of Series, Series of constants, and Taylor Series. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB. This course will go at a faster pace and cover each topic in more depth. Students are required to take the Advanced Placement Exam in May in order to receive credit for the course.

**Recommendations:** B+ in Pre-AP Calculus &

1. Recommendation by Pre-Calculus or Pre AP Calculus teacher
2. Recommendation by guidance counselor
3. SAT Math score of 600 or higher

### **COLLEGE STUDY SKILLS**

Course 1252

.5 credit

Combined with the English preparation, this course develops problem-solving skills with an emphasis on math reasoning. SAT Math measures the student's ability to apply math content to real-life problems. SAT Math includes "grid-in" questions requiring student-produced responses – as recommended by NCTM (National Council of Teachers of Mathematics). The course is designed to prepare students to take the PSAT/NMSQT and SAT tests, and to provide them with strategies and a complete review of the skills necessary to maximize their success. Taken in the fall semester, juniors will be prepared to take the spring SAT. Taken in the spring semester, juniors will be prepared to take the SAT in the fall of senior year. Note: May not be used to fulfill math graduation requirement.

## **MODERN WORLD LANGUAGES**

The Portsmouth High School World Languages Framework affirms the belief that all students should read, write and converse in at least one language in addition to English. The opportunity to learn additional languages will prepare Portsmouth High School graduates to participate in the multilingual, interdependent communities of the twenty-first century.

To relate in a meaningful way to another human being, one must be able to communicate. The study of another language and culture gives the student the power to connect. Effective human interaction is knowing how, when and why to say what to whom. The approach to second language instruction at Portsmouth High School is designed to facilitate genuine interaction with others-whether they are on another continent, on the Internet, across town, or within the neighborhood.

Learning more than one language opens doors to new ways of thinking and doing, believing and communicating, and through that process students learn more about themselves. The World Languages discipline is about communicating and making connections.

Students must successfully complete the course at the previous level. Students requesting a WAIVER for a language course, who have previously completed the study of a language, must take a PLACEMENT TEST before the selection of a specific course level. All courses offered by the Modern World Languages Department are aligned with the Portsmouth High School's Mission Statement and Expectations for Student Learning. All courses require all students to:

- Access and gather information through a variety of readings, writing that is level and content appropriate, listening to instructors, peers, tapes, and guest speakers, and through the use of technology.
- Utilize print, audio and visual materials and human resources to access content and cultural information.
- Use a language other than English to gain awareness, understanding, and appreciation for people and cultures.
- Make comparisons based on an insight into the nature of languages and culture.
- Analyze information critically to interpret literary excerpts and discuss current events.
- Demonstrate evidence of analysis, synthesis and evaluation through the creative process.
- Design, create, and present oral and written projects that demonstrate proper techniques and strategies for effective problem solving.
- Communicate effectively, both independently and cooperatively, to demonstrate understanding of skills and knowledge acquired.
- Apply skills learned in a variety of authentic settings.
- Demonstrate responsible social behavior in physically active settings.



## LEVEL I

- **FRENCH I** Course 1411 1 credit
- **PORTUGUESE I** Course 1431 1 credit
- **SPANISH I** Course 1442 1 credit

**French I, Portuguese I, and Spanish I** are introductory courses that incorporate four skills: Reading, Writing, Listening, and Speaking. Students learn to use the language meaningfully through the use of dialogues, question and answer practices, tapes, and simple guided compositions. Students begin to communicate in authentic situations. They will explore and be exposed to the cultures of the language studied. Homework is assigned regularly to supplement classroom activities.

## LEVEL II

- **FRENCH II** Course 1412 1 credit
- **PORTUGUESE II** Course 1432 1 credit
- **SPANISH II** Course 1443 1 credit

In the **French II, Portuguese II, and Spanish II**, students will apply knowledge acquired in Level I to further develop their knowledge of the structural features of the languages and cultures. The study of the grammatical structures of the languages will be on-going with an increase in reading and vocabulary. The ultimate goal is for students to expand their understanding of basic speech as well as to improve their ability to communicate clearly and purposefully.

**Recommendation:** Passing grade in Level I of the language. The department recommends summer school for students who do not receive at least a C- in the previous level course.

## LEVEL II HONORS

- **FRENCH II – H** Course 1413 1 credit
- **PORTUGUESE II – H** Course 1433 1 credit
- **SPANISH II – H** Course 1444 1 credit

Students are introduced to grammatical concepts that are necessary for a more sophisticated, understanding and use of the language. Emphasis is placed on the refinement of basic reading skills and a greater development of written skills. An on-going effort is made to develop the students' ability to express ideas and think analytically in the target language. The four skills are improved through the use of audio tapes, reading selections, presentations, music, and classroom discussions.

**Recommendation:** Successful completion of Level I with a grade of B or better

### LEVEL III

- **FRENCH III** Course 1422 1 credit
- **PORTUGUESE III** Course 1434 1 credit
- **SPANISH III** Course 1445 1 credit

These courses focus on refining more complex concepts of oral and written communication begun at Level II. The study of the cultures is built upon through readings within the textbooks and articles published in the target languages. Students will apply languages in problem solving situations to further their ability to speak clearly and in an understandable manner.

**Recommendation:** Passing grade in Level II. The department strongly recommends, summer school for students who do not receive at least a C- in the previous level course.

### LEVEL III HONORS

- **FRENCH III – H** Course 1423 1 credit
- **PORTUGUESE III – H** Course 1435 1 credit
- **SPANISH III – H** Course 1453 1 credit

These are fast-paced courses designed to develop fluency. Major emphasis is placed on developing comprehension, refining writing skills, and mastering the grammar students will need for more advanced study. Readings include excerpts from noted authors as well as current magazine and newspaper articles. Classes are conducted in the target language and students are encouraged to participate freely in discussions.

**Recommendation:** A minimum grade of B in the Level II.

### LEVEL IV

- **FRENCH IV** Course 1424 1 credit
- **PORTUGUESE IV** Course 1436 1 credit
- **SPANISH IV** Course 1454 1 credit

The courses are designed for the motivated student who wishes to pursue the study of the language in a more complex level. Students will access, gather, and critically analyze information to accomplish the following tasks: tell a story, express an opinion, a feeling; give explanations; express differences and summaries. This will be done via Internet use, reading of novels, and discussions on various themes dealing with sports, cinema, music, politics, economics, and culture. Refinement of all skills with a particular emphasis on speaking is its focus. Class is conducted in the target language. Active student participation is required.

**Recommendation:** Passing grade in Level III. The department strongly recommends summer school for students who do not receive at least a B- in the previous level course.

### **LEVEL IV HONORS**

- **FRENCH IV – H** Course 1425 1 credit
- **PORTUGUESE IV – H** Course 1437 1 credit
- **SPANISH IV – H** Course 1456 1 credit

The courses are designed for the highly motivated student who plans to continue language study at the Advanced Placement or college level. Learning objectives will emphasize analysis, synthesis, and evaluation. Students will gain greater proficiency in the four skill areas of listening, speaking, reading, and writing through the active use of authentic sources, such as: literature, news articles, internet use, music, films, and cultural readings. This course is conducted in the target language and students are expected to communicate with reasonable fluency.

**Recommendation:** A minimum grade of B+ in Level III, recommendation of teacher and permission of the MWL Department Chairperson.

### **ADVANCED PLACEMENT (AP) COURSES:**

- **FRENCH LANGUAGE AP** Course 1426 1 credit
- **SPANISH LANGUAGE AP** Course 1455 1 credit

AP is a selective course geared to perfect the written language and emphasizes the use of language for active communication. Students will gain greater competence by writing compositions of 200 words with a high degree of accuracy. They will review and broaden vocabulary by reading selected samples of authentic literary prose and poetry; telling stories; performing oral presentations; completing listening comprehension exercises; and discussing literary and cultural topics as well as sharing of personal experiences. The course prepares the students to take the Advanced Placement Exam which all students are required to take in May. The class is conducted in the target language and students are expected to express themselves coherently, resourcefully, and with reasonable fluency.

**Recommendation:** A minimum grade of B+ in the Level III, or Level IV and recommendation of the teacher; permission of the Department Chairperson.

**\*A summer reading list is provided to substantiate the students' knowledge of vocabulary and grammatical structures.**

### **LEVEL V (ADVANCED STUDIES)**

- |                       |             |          |
|-----------------------|-------------|----------|
| • <b>FRENCH V</b>     | Course 1456 | 1 credit |
| • <b>PORTUGUESE V</b> | Course 1457 | 1 credit |
| • <b>SPANISH V</b>    | Course 1458 | 1 credit |

In some years, there may be a sufficient number of students who have completed their fourth year of second-language acquisition to warrant a class for fifth-year study. Students in advanced studies are expected to operate in the target language with reasonable fluency and comprehension as it is spoken and written by native speakers. This course will be conducted in the target language. Summer reading and/or a research project in the target language will be assigned.

**Recommendation:** A minimum grade of B in Level 4, the recommendation of the Level 4 teacher, and the Department Chairperson.

## **MUSIC**

### **Overview of Music Program:**

The Music Department encourages all students to work to their full potential within the Music Program offered at Portsmouth High School. For the success of our students, we offer several choral and instrumental/ band programs, music theory, music history, guitar, keyboard and music technology. The music curriculum is aligned with the following Rhode Island Common Core State Standards for grade 9 – 12 approved by the Board of Regents in 2010.

### **Portsmouth School Department GLE/GSE/National Standards for Music**

#### **Artistic Processes – The human experience can be created and recreated through sound.**

- Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound)
- Students show evidence of improvising, composing, and arranging

#### **Cultural Contexts – Music connects and expresses history and culture around the globe.**

- Students show evidence of cultural and historical understanding of familiar and unfamiliar music
- Students show evidence of connecting music to the arts and other disciplines

#### **Communication – Music of diverse genres is performed in a variety of settings.**

- Students perform music alone and with others in a variety of settings

#### **Aesthetic Judgment- Music knowledge is applied through reflection and evaluation of the music of self and others.**

- Students analyze and describe music
- Students evaluate music

### **CONCERT CHORUS**

Course 1963

1 credit

This course is open to singers of any ability. Emphasis is placed on the improvement of vocal skills, music literacy, and performance through the use of part-singing. The chorus presents several concerts each year that include classical, popular, and contemporary literature. All performances are mandatory. New members are required to have a placement audition for voice part assignment. This course may be used to fulfill the fine arts graduation requirement.

### **SELECT CONCERT CHOIR**

Course 1966 1 credit

The concert choir is a performing ensemble for men and women (SATB). The choir performs challenging literature from all periods and styles of vocal music with an emphasis on *a capella* singing. The focus of the course is to develop music literacy through singing. Students in Concert Choir join the Concert Chorus for all major performances. In addition they present several concerts during the year in the community and at festivals. All performances are mandatory. This course may be used to fulfill the fine arts requirement.

**Course Requirements:** successful completion of at least one year of high school chorus plus audition with director or permission from director.

### **VOCAL ENSEMBLE**

Course 1964 1 credit

This is a select group of singers interested in performing challenging SSA literature from all periods and styles. Emphasis is placed on music literacy and performance. Members of the Vocal Ensemble join the concert chorus for all major concerts. In addition, they perform several times a year in the community and at festivals. May be used to fulfill the fine arts graduation requirement.

**Recommendations:** Open to 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students with teacher approval and an audition for voice part placement.

### **STRING ENSEMBLE**

Course 1973 1 credit

This class is open to all students with or without previous string playing experience. Beginning students will learn to care for, tune and proficiently play one of the four orchestral instruments: violin, viola, cello or double bass. Students with previous playing experience will have the opportunity to play more challenging repertoire. STEAM elements and literacy strands are incorporated into the daily music curriculum fostering students' creativity and innovation in the classroom. A wide variety of music repertoire is explored for school and community performance events throughout the school year.

### **GUITAR I**

Course 1960 .5 credit

This course explores music through the discipline of guitar playing. The students gain basic knowledge of proper playing habits, basic chord progressions and note reading. Students also participate in small ensemble playing. Each student is encouraged to provide his/her own guitar since there is a very limited number of instruments available. If students wish to use electric guitars, no practice amps or pedals are allowed in class. No previous knowledge of the guitar is necessary. May be used toward fulfillment of Rhode Island GSEs in Music.

## **GUITAR II**

Course 1969 .5 credit

Students continue to develop their knowledge and skills in note reading, chords, progressions and advanced guitar techniques. In this course more emphasis is placed on ensemble playing. Each student is encouraged to provide his/her own guitar and organizational binder. If students wish to use electric guitars, practice amplifiers and pedals are not allowed in class. May be used toward fulfillment of Rhode Island GSEs in Music.

**Recommendation:** Successful completion of Guitar I or permission of the instructor.

## **HISTORY OF JAZZ/ IMPROVISATION**

Course 1974 .5 credit

This class will be divided into two parts, the first being the history of Jazz music—Jazz from its early roots to present day jazz. Prominent musicians from each time period will be discussed in relation to their music, influences, and contribution to jazz music. The second half of the course will be spent learning the basic fundamentals of jazz improvisation on the student's own instrument. Each student will have the opportunity to improvise in many different jazz styles. This course may be used to fulfill fine arts graduation requirement.

## **FUNDAMENTALS OF MUSIC THEORY**

Course 1975 .5 credit

This course is highly recommended for all students wishing to fulfill their Fine Arts Proficiency Based Graduation Requirement by selecting Music. Students will explore music from its origins to the present. Among the genres to be discussed are folk, jazz, rock and roll, country and the most recent trends in American music today. Students will also study the elements of music, musical terms and symbols, the basic building blocks of harmony as well as sight reading, ear training and musical dictation. This course will also offer an introduction to music and technologies through the use of the keyboard lab. (May be used to fulfill fine arts graduation requirement)

**Recommendations:** Prior experience with a musical instrument, voice, piano or musical notation is useful but not required.

## **ADVANCED PLACEMENT MUSIC THEORY**

Course 1972 1 credit

Students who wish to study music theory for an entire year will enroll in the AP class. Students should be highly motivated and interested in musicianship, elementary theory, harmony and dictation, structure of music, etc. All students will be required to complete the AP exam in May at a cost of approximately \$100 in order to receive credit for the course.

**Recommendations:** Successful completion of Fundamentals of Music Theory course or permission of instructor.

## **PIANO I**

Course 1961 .5 credit

This course explores music through the discipline of piano playing and reading music notation. Basic music composition will be introduced through the use of *Finale* music software. The student will gain a basic knowledge of keyboard structure, playing songs in a successive progression of difficulty. Emphasis is on reading notation and playing simple melodies with basic chord progressions. No previous knowledge of music is necessary. This course may be used toward fulfillment of the Rhode Island GSEs in music.

## **PIANO II**

Course 1962 .5 credit

Students continue to develop their knowledge of chords and progressions. Emphasis is on playing and reading more challenging material, the development of technique and expanding the repertoire. Students continue to explore more advanced music composition using the *Finale* music software. This course may be used toward fulfillment of the GSEs in music.

**Recommendation:** Successful completion of Piano 1 or permission from instructor.

## **CONCERT BAND**

Course 1970 1 credit

This course is open to students in grade 9. Students in Grade 10, 11, and 12, may take this course with approval of teacher. Band literature at a medium level will be studied and performed. Emphasis is placed on musicianship and the development of music fundamentals. Performances include football games, parades, school concerts, festivals, and any other functions at which the band is asked to perform. Course requirements include: after-school rehearsals, attendance at regular classes, a week of band camp (usually last week in August), and participation in the Marching Band. Members of this group and Symphonic Band will be combined for Marching Band. There will be a performance assessment requirement at end of school year. This assessment must be passed for continuation into Symphonic Band. This course may be used to fulfill fine arts graduation requirement.

## **SYMPHONIC BAND**

Course 1971 1 credit

This course is open to students in grade 10, 11, and 12. Band literature at a medium to advanced level will be studied and performed. Emphasis is placed on musicianship and working together to produce a well-balanced sound. Performances include football games, parades, school concerts, festivals, and any other functions at which the band is asked to perform. Course requirements include: after-school rehearsals, attendance at regular classes, a week of band camp (usually last week in August), and Participation in the Marching Band. (May be used to fulfill fine arts graduation requirement)

**Recommendations:** Completion of Concert Band or passing grade on a performance assessment.



**MUSIC & COMPUTERS**

Course 1978 .5 credit

This course will explore the fundamentals of creating and organizing music with computers. This course will cover basic skills in music notation, digital recording, MIDI, live audio sequencing, and electronic hardware. Students will be using software applications to create and arrange music. Students will also focus on how to create multimedia files which may be integrated for use in the Internet, multimedia projects and computer programs. Fundamentals on how to transfer music with mp3 players will be covered. Keyboard skills are helpful but not necessary. Enrollment is open to all students, grades 9-12. (May be used to fulfill technology graduation requirement) The PHS String Ensemble class is open to all students with or without previous string playing experience. Beginning students will learn to care for, tune and proficiently play one of the four orchestral instruments: violin, viola, cello or double bass. Students with previous playing experience will have the opportunity to play more challenging repertoire. STEAM elements and literacy strands are incorporated into the daily music curriculum fostering students' creativity and innovation in the classroom. A wide variety of music repertoire is explored for school and community performance events throughout the school year.

## **SCIENCE**

### **Overview of Science Program:**

The mission of the Portsmouth Science Curriculum is to prepare all students to be scientifically literate, enabling them to meet the challenges of a rapidly expanding body of knowledge within a changing, increasingly technological, and complex global society. The Science Department is committed to a hands-on, inquiry approach for the science education of all of our students at Portsmouth High School.

All students are required to take three successful years of science to complete graduation requirements. In line with Next Generation Science Standards, it is strongly recommended, however, that each student select courses to cover the four science disciplines of earth science, biology, chemistry and physics. Knowledge and skills in all four areas is the best preparation for a responsible citizen of the world in the decades ahead.

Recommendations are indicated to assist students and parents in making course selections. All courses are designed to prepare students for post-secondary education. All honors and Advanced Placement courses demand a high level of skill, motivation and time commitment on the part of the student.

The Science Department focuses on developing the following inquiry skills:

- Formulating Questions and Hypothesizing
- Planning and Critiquing Investigations
- Conducting Investigations
- Analyzing Data
- Drawing Independent Conclusions

### **PHYSICS FIRST**

Course 1311      1 credit

This is a standards-based course that introduces students to important physical concepts of motion, forces, energy, electricity, magnetism, waves, and atomic structure. Students also explore some earth and space science concepts through applications with and connections to the physical science standards. This course requires that the students employ a solid science background and good study skills acquired at the middle school level and demands that the student follow a positive work ethic. This course is hands-on and inquiry-based and requires students to incorporate mathematics from Algebra 1 frequently.

### **PHYSICS FIRST (HONORS)**

Course 1312      1 credit

This is a rigorous, standards-based course that introduces students to important physical concepts of motion, forces, energy, electricity, magnetism, waves, and atomic structure. Students also explore some earth and space science concepts through applications with and connections to the physical science standards. This course requires that the students employ a solid science background and good study skills acquired at the middle school level and demands that the

student follow a positive work ethic. This course is hands-on and inquiry-based and requires a strong background in mathematics, particularly Algebra 1. A long-term science fair project is required for this class. **A student needs to be self-motivated to be successful in this course.**

**Recommendation:** A grade of A in grade 8 science and concurrent enrollment in Geometry Honors.

### **CHEMISTRY**

Course 1332 1 credit

This chemistry course is designed for sophomores who have successfully completed Physics First/Earth Science. This is an introductory course exploring chemistry concepts, cooperative learning endeavors, cognitive skills, and laboratory skills. This course is designed to meet the Next Generation Science Standards in Physical Science related to Chemistry. Topics include atomic theory, periodic properties of elements, nuclear chemistry, gas laws, electron structures of elements, chemical bonding and reactions, and thermochemistry. This course is hands-on and inquiry-based and requires students to incorporate mathematics from Algebra 1 frequently.

**Recommendation:** A passing grade in Physics First.

### **CHEMISTRY (PRE-ADVANCED PLACEMENT)**

Course 1333 1 credit

Although this is an introductory chemistry course, this course is designed to prepare a motivated student to develop a strong science background for Advanced Placement Chemistry. The course is designed to meet the Next Generation Science Standards in Physical Science related to Chemistry and covers traditional chemistry topics such as atomic theory, periodic properties of elements, nuclear chemistry, gas laws, electron structures of elements, chemical bonding and reactions, stoichiometry, the mole concept, and thermochemistry, but does so at a greater depth than Chemistry. This course utilizes an AP approved textbook which has difficult reading and mathematics levels. This will enable diligent students to gain a very strong background in Chemistry. Strong math and problem solving skills are essential for student success. This course is hands-on and inquiry-based. Students will be required to complete a science fair project as a common course assessment.

**Recommendation:** A grade of A in Physics First or a grade of B in honors Physics First.

### **CHEMISTRY (ADVANCED PLACEMENT)**

Course 1336 1 credit

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken the first year of college. This course is a continuation of the Chemistry Pre-AP course. The course is designed to meet the Next Generation Science Standards in Physical Science related to Chemistry and covers more in depth topics such as kinetics, equilibrium, acid base theory, thermodynamics, organic and electrochemistry. Students will attain a deeper understanding of chemistry concepts and achieve a competence in dealing with

chemical calculations. The nature of the inquiry based, hands on activities as well as the variety of the lab experiences will ensure a very strong background in laboratory techniques and skills that are required for success on the AP Chemistry exam. Strong math and problem solving skills are essential. AP Chemistry students are required to take the AP Chemistry exam.

**Recommendation:** A grade of B in Chemistry Pre-AP or an A in Chemistry or by teacher's recommendation.

**HUMAN ANATOMY AND PHYSIOLOGY  
(ACCELERATED)**

Course 1324 1 credit

This is a rigorous, second-level biology course designed for students with a keen interest in the structure and functioning of the human body or those planning to pursue a career in health care or a related biological field. A strong background in biology is essential. This program engages the student in the vocabulary of human anatomy and the functioning of the human body, utilizing inquiry based biological lab techniques, some independent project work, memorization and dissection. A college level textbook is used.

**Recommendation:** A grade of B or better in Chemistry/Biology or recommendation of the Chemistry/Biology teacher.

**BIOLOGY**

Course 1322 1 credit

This course is an inquiry-based exploration of the many concepts in life science. The course is designed to meet the Next Generation Science Standards in Life Science and it is expected that all students have previously enrolled in Physics First/Earth Science and Chemistry. Topics to be covered include traditional areas such as ecology, the cell, biochemical processes, genetics and evolution, as well as recent and relevant advances in the field. Students will meet school wide expectations for learning by participating in hands on labs, working in individual and cooperative learning situations, and completing both traditional and performance-based assessments throughout the year. Biology is for students who have successfully completed Physics First and Chemistry.

**Recommendation:** A passing grade in Chemistry.

**BIOLOGY (ADVANCED PLACEMENT)**

Course 1325 2 credits

The AP Biology course meets daily and is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year of college. AP Biology will include those topics regularly covered in a college biology course for majors. It is a demanding and rigorous course for students interested in pursuing an intensive science education. The course centers around the AP College Board's 4 Big Ideas: (1) The process of evolution drives the diversity and unity of life (2) Biological systems utilize free energy and molecular building blocks to grow, reproduce, and to maintain dynamic homeostasis (3) Living systems store, retrieve, transmit, and respond to information essential to life processes (4) Biological systems interact, and these

systems and their interactions possess complex properties. The student will also gain an understanding of the basic principles of biology through laboratory investigations and scientific practices. The student is expected to have a solid working knowledge of introductory physics and chemistry. AP Biology students are required to take the AP Biology exam.

**Recommendation:** Successful completion of Pre-AP Chemistry or A in Chemistry or by teacher's recommendation.

### **ENGINEERING DESIGN**

Course 1330      1 credit

This is an inquiry based, project centered course where students will be introduced to the engineering design process and use their design process skills to develop solutions to real world problems. Students will be asked to combine their background knowledge in science, math, and technology to define problems, develop possible solutions, model systems, and optimize the solutions they have developed. This is an introduction to the engineering design thought process which will open students' minds about how to approach scientific problems. This course will cover a broad range of subjects including structural design, environmental impact, energy, optimization through mathematics, and system modeling.

**Recommendation:** A passing grade in Physics First, Physics First Honors, or by recommendation of teacher.

### **PHYSICS**

Course 1341      1 credit

This is an inquiry-based introductory course in which the student will be guided toward a better understanding of the physical world and some of the basic laws of the universe. Topics include motion (Linear and two-dimensional), Newton's Laws, momentum, energy, waves, optics, electricity and magnetism. Since mathematics is the language by which these principles are studied, the student will require a strong background in mathematics including basic trigonometry. Most, but not all, concepts can be understood with a mastery of Algebra II. Physics is for students who like to be challenged. This course is technology intensive and requires regular internet access outside of class. (May be used to fulfill math graduation requirement if taken as fourth year of science)

**Recommendation:** Students should have completed an advanced math course or be concurrently enrolled in Pre-Calculus.

### **PHYSICS 1 (ADVANCED PLACEMENT)**

Course 1348      1 credit

The AP Physics 1 course is designed to be equivalent to a first-semester college course in algebra-based physics. It is recommended for students who may major in the life sciences or for those who are non-science majors hoping to attend a competitive college. It is a demanding and challenging course for capable students eager to pursue an intensive science education. Topics include: Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce

electric circuits. The major goals of the course center around the student gaining an understanding of the basic principles of physics and acquiring the ability to apply these principles in laboratory experiences and in the solution of problems. The student is expected to have a solid, working knowledge of Algebra II and Trigonometry and should be currently enrolled in Calculus. AP Physics 1 students are required to take the AP Physics 1 exam. (May be used to fulfill math graduation requirement if taken as fourth year of science)

**Recommendation:** The recommendation of this year's science teacher and concurrent enrollment in Calculus or Calculus AP.

### **PHYSICS C (ADVANCED PLACEMENT)**

Course 1347

2 credits

The AP Physics C course meets daily and is designed to be equivalent to the two-semester introductory physics course for physical science and engineering majors usually offered during the first year of college. It is a demanding and challenging calculus-based course for capable students eager to pursue an intensive science education. Concurrent enrollment in AP Calculus is required. The course has two main topics: (1) Newtonian mechanics (linear and two-dimensional motion; Newton's Laws; linear momentum; work and energy; center of mass, torque, rotational motion, and angular momentum; and oscillations and gravitation) and (2) Electricity and Magnetism (electrostatics, including Gauss's Law, capacitance, electric circuits, including RC, LR, and LC circuits, magnetism, electromagnetic induction, and Maxwell's equations). The major goals of the course center around the student gaining an understanding of the basic principles of physics and the student acquiring the ability to apply these principles in laboratory experiences and in the solution of problems. This class meets every day for the entire school year. AP Physics C students are required to take both AP Physics C (calculus-based) exams. (May be used to fulfill math graduation requirement if taken as fourth year of science)

**Recommendation:** Concurrent enrollment in AP Calculus and the recommendation of this year's science teacher

### **PHYSICS 2 (ADVANCED PLACEMENT)**

Course 1349

1 credit

The AP Physics 2 course is designed to be equivalent to a second-semester college course in algebra-based physics. It is a demanding and challenging course for capable students eager to pursue an intensive science education. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. The major goals of the course center around the student gaining an understanding of the basic principles of physics and acquiring the ability to apply these principles in laboratory experiences and in the solution of problems. The student is expected to have a solid, working knowledge of Algebra II and Trigonometry and should be currently enrolled in Calculus. AP Physics 2 students are required to take the AP Physics 2 exam. (May be used to fulfill math graduation requirement if taken as fourth year of science).

**Recommendation:** The recommendation of this year's science teacher and concurrent enrollment in Calculus or Calculus AP, and successful completion of AP Physics 1.

### **RENEWABLE ENERGY**

Course 1351 1 credit

This course will introduce the student to the general understanding of energy choices, from current fossil fuel sources of coal, oil, and gas, to leading renewable energies such as wind, solar, and biofuel. Students will explore the technology, benefits and feasibility of these various forms of renewable energy and will complete cost/benefit analyses of different types of renewable energy compared to fossil fuel energy. Projects include building and measuring the efficiency of wind turbines, solar panels and biofuels. This course is open to all juniors and seniors.

### **OCEANOGRAPHY**

Course 1361 1 credit

This course is a study of the total marine environment with emphasis on basic facts and principles of physical, chemical, biological and geological oceanography. Topics include the origin of oceans and the composition and history of seawater, oceanic currents, tides, waves and beaches, the sea floor, plant and animal life in the sea, oceanic resources, minerals and food, and marine pollution, undersea living, marine farming, and laws of the sea and the coastal region of Rhode Island, open ocean and coastal exploration through history and navigational chart reading. There will be a year-end project, which will have both a written and media presentation component.

**Recommendation:** A passing grade in Chemistry

### **ENVIRONMENTAL SCIENCE**

Course 1359 1 credit

Environmental science blends the study of nature with exciting research that focuses on the realities of living in modern communities while still promoting personal responsibility for the health of the environment. In this course students will develop a thorough understanding of the main environmental issues confronting our world today while learning what it means to live green without sacrificing their lifestyles. Building on the scientific principles introduced in earlier course work, students will explore topics such as animal behavior, public health, biodiversity, urban land use, energy and climate change, garbage management, sustainable development, environmental law, ecosystem analysis, resource management and the politics and ethics of the environment and society. Students will have multiple opportunities for research on how to improve their own communities through scientific investigations and action planning. Field trips, current issue analysis, field work and lab work will supplement traditional instructional methods. Although this is a science course, an interdisciplinary and personal approach to environmental problem solving will be highlighted.

**Recommendation:** Completion of any biology class.

**ENVIRONMENTAL SCIENCE (ADVANCED PLACEMENT)**

Course 1360

1 credit

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. The following themes provide a foundation for the structure of the AP environmental course: science is a process, energy conversions underlie all ecological processes, the Earth itself in one interconnected system, humans alter natural systems, environmental problems have a cultural and social context and human survival depends on developing practices that will achieve sustainable systems. AP Environmental Science students are required to take the AP Environmental Science exam.

**Recommendation:** Completion of any biology class.



## **SOCIAL STUDIES**

### **Overview of Social Studies Program:**

The social studies curriculum seeks to introduce students to the methods of research of the social scientist. Our core subjects are geared toward providing students with the ability to interpret, organize and clarify their cultural heritage. The courses also seek to develop the knowledge and skills necessary in the area of human relationships.

In the 9th grade, students will study major culture groups of various regions of the world. A global perspective is stressed so that students gain an insight into the culture of our fellow humans in an ever shrinking world. Geography is a major component of the course. In addition, the culture, the impact of imperialism, and modern concerns of each of the major regions are examined.

In the 10<sup>th</sup> grade, students will study European History beginning with the Renaissance. Particular emphasis will be placed on acquiring knowledge of the impact of the individual on the human story.

In the 11th grade, students are given an opportunity to concentrate on the major historical, political, social, and economic themes that have developed in the U.S. and to relate them to contemporary problems. This is done with the understanding that in a heterogeneous society such students should develop sensitivity to, and a respect for, difference in customs, habits, behavior, thought patterns, and personalities of others. A.P. United States History is an option for students meeting the course recommendations. Students in 11<sup>th</sup> grade will study history in an interdisciplinary arrangement with the English department.

The primary academic expectations addressed in Social Studies courses are:

- Access and gather information through reading, writing, listening and use of technology.
- Critically analyze information.
- Utilize effective problem solving strategies.
- Communicate effectively.
- Apply the knowledge, skills, and values learned in a wide variety of disciplines.

In the 11th and 12th grade elective program, students are given an opportunity to develop further insights concerning human relationships by course offerings such as Anthropology, Sociology, Psychology, Economics, Western Civilization.

**THE FOLLOWING COURSE IS REQUIRED FOR GRADE 9:**

**WORLD GEOGRAPHY**

Course 1120 1 credit

In this course students and teachers study the structure and values of non-western societies. Topics will include the political, economic and social structure of Latin America, Sub-Saharan Africa, the Middle East, East Asia, South Asia, and the former Soviet Union. In this course the student must acquire a thorough knowledge of the geography of the cultural area being studied. He/she must also devote time to individual study and written homework. Throughout the year, students will write five paragraph essays to enhance their thinking, sequencing and writing skills. Students who maintain an A-minus average are recommended for Honors European History in 10<sup>th</sup> grade.

**ONE OF THE FOLLOWING COURSES IS REQUIRED FOR GRADE 10:**

**EUROPEAN HISTORY**

Course 1128 1 credit

In this course, students study the development of Western European Society from the Renaissance and Reformation to the 21<sup>st</sup> century. Topics will include the following: continuity and change; geography and history; political and social history; economics and technology; and global interaction of European nations and their relationships to the rest of the world. The student will acquire a thorough knowledge of the impact of the individual on the human story. Students must devote time to individual study and written homework, essay reports on various topics and a 5-7 page formal research paper including bibliography and annotated footnotes. Summer reading is required.

**EUROPEAN HISTORY (HONORS)**

Course 1129 1 credit

In this course, students study the development of Western European Society from the Renaissance and Reformation to the 21<sup>st</sup> century. Topics will include continuity and change; geography and history; political and social history; economics and technology; and global interaction of European nations and their relationships to the rest of the world. The student will acquire a thorough knowledge of the impact of the individual on the human story. This class will be a quicker paced course of study and the student must devote much time to individual study and written homework, essay reports on various topics and a 5-7 page formal research paper including bibliography and annotated footnotes. Additionally, the student will be required to complete multiple outside readings and written reports during each quarter. Summer reading and writing is required.

**Recommendations:** A minimum end-of-year grade of A-minus in World Geography

**EUROPEAN HISTORY (ADVANCED PLACEMENT)**      Course 1130      1 credit

This course is designed for the highly motivated sophomore willing to take on college-level work in the study of European history in a way that will prepare the student for further study in higher education. Students will learn about cultural, political, social, and economic changes in Europe from 1450 to the present.

Students are required to take the AP exam in May in order to receive credit for the course. Student is responsible for the cost of the exam.

**Recommendations:** A minimum end-of-year grade of A- in World Geography.

**ONE OF THE FOLLOWING COURSES IS REQUIRED FOR GRADE 11:**

**UNITED STATES HISTORY 11**      Course 1135      1 credit

**UNITED STATES HISTORY 11 (H)**      Course 1136      1 credit

This is an interdisciplinary course taken with the corresponding level of American Studies English. In addition to following the history curriculum, this course is designed to combine the study of American History with the literature and culture of the time period. Students opting for Honors level should be prepared for extensive reading and writing.

**Recommendations for Honors:** Grade of A-minus in European History or a grade of B in European History (Honors) AND meet the recommendations for American Studies English Honors

**U. S. HISTORY (ADVANCED PLACEMENT)**      Course 1137      1.5 credits

The AP Program in the United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials, and to weigh the evidence and interpretations presented in historical scholarship. Students taking AP U.S. History are required to take the US History AP exam in May. The class will meet **daily** for the first semester and on alternate days for the second semester.

**Recommendations:**

1. A minimum final year grade of B in European History Honors or minimum final year grade of A-minus European History Academic.
2. Written recommendation from student's European History teacher attesting to an exceptionally strong work ethic and equally strong reading comprehension skills.
3. Permission of the Social Studies Department Chairperson.

## **JUNIOR and SENIOR ELECTIVES:**

### **FOUNDATIONS OF WESTERN SOCIETY 1** Course 1141 .5 credit

This course is a study of ancient civilizations including Mesopotamia, Ancient Egypt, the Hebrews, Assyrians and Persians dating from 3000 BCE through 400 BCE. Students are exposed to these ancient societies through primary and secondary source readings, discussion, lecture, Socratic circles and research. An example of a research project includes analyzing an epic film and writing a paper assessing the accuracy of the assigned film. Students gain insights into these cultures by examining political, social, and economic events that impacted these important civilizations which laid the groundwork for western civilization.

### **FOUNDATIONS OF WESTERN CIVILIZATION 2** Course 1143 .5 credit

This course aims to continue where Western Civilizations 1 left off. This course is a study of Ancient Greece, Ancient Rome, and the rise of Christianity through the Middle Ages. Students are exposed to these societies through primary and secondary source readings, discussion, lecture, Socratic circles and research. An example of a research project includes analyzing an epic film and writing a paper assessing the accuracy of the assigned film. Students gain insights into these cultures by examining political, social, and economic events that impacted these important civilizations which laid the groundwork for the modern western world. There is no prerequisite for this course.

### **SOCIOLOGY** Course 1142 1 credit

At birth, we have no ideas of race, gender, social class, or of how people “ought” to be. We learn such things as part of growing up in our society. If you are interested in trying to understand how we acquire our perception of these concepts, as well as the problems they pose and the policies cultures design to deal with them, then sociology is for you. A few examples of the issues that will be addressed are racism, the personality development of males and females, and the changing face of the American family. In order to develop a deeper understanding of these issues, students will simultaneously explore different cultural responses to similar situations. To accomplish this, students will be exposed to the concepts, principles, theories, and methods used by sociologists in the examination of social life. Every student will be expected to complete various individual and group projects throughout the year as well as participate in class on a daily basis.

**ANTHROPOLOGY**

Course 1150 1 credit

This course focuses on the origins of mankind in both a physical and cultural context. Students taking this course will follow the progression of human development from the emergence of primitive man to the divergence of the various cultures that now exist. During this process, the major themes investigated will include evolution, primate culture, archeology, social norms and stratifications, language, religion, magic, and an in-depth look at culture and its psychology. Students will gain an insight into primitive man through the study of our closest ancestors, the primitive apes.

**INTRO TO PSYCHOLOGY**

Course 1159 .5 credit

In this course students examine different psychological methods, biology and its connection to psychology and behavior, how humans learn and think, how humans develop, and theories of personality. This course provides students with the basics for further study of psychology. Through class discussions, lecture, numerous readings and projects in the field this class will introduce the student to the ever-expanding world of psychology.

**ECONOMICS (EEP)**

Course 1169 .5 credit

The study of economics provides students with a working knowledge of competition, supply and demand, the price system, and economic incentive. Other topics such as unemployment, the business cycle, inflation, and economic growth are covered, as well as the role of business, labor and government in the American economy. This course enables students to become better decision-makers. A variety of group simulation projects are used to reinforce economic concepts. These include: stock market investment strategies; choices and consequences of employment opportunities; and creating one's own business to name a few.

**Note:** This course may be taken for college credit from RIC.

**AP PSYCHOLOGY**

Course 1165 1 credit

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice.

Students are required to take the AP exam in May in order to receive credit for the course. Student is responsible for the cost of the exam.

**AMERICAN CIVICS: How Government Works**      Course 1170      .5 credit

Students will study the structure and processes of American government on the federal, state and local level. In addition, emphasis will be placed on the political process and the two-party system. Current events will be used to illustrate concepts in our governmental system. Students will become actively engaged in government through real-world activities.

**INTRODUCTION TO SUSTAINABILITY**      Course 1171      .5 credit

Following the classical definition of sustainability, the aim is to develop citizens that meet the needs of the present without compromising the ability of future generations to do the same. The course will provide a fundamental understanding of the concepts and principles required to assess and solve problems related to sustainability. Students in the Sustainability Studies class will learn about the interconnectedness of environmental, economic, and social systems of the world; the implications of our actions on the environment; factors that determine the sustainability of human institutions, organizations, cultures, and technologies; finding solutions through innovative approaches; and expanding future options by practicing environmental stewardship. Overall themes will include Populations, Climate Change, Energy, Agriculture and Food Systems, Water, Public Policy, Environmental Economics, and Ethics.

This subject is of vital importance, seeking as it does to uncover the principles of the long-term welfare of all the peoples of the planet.

**ETHICAL ISSUES IN CONTEMPORARY SOCIETY**      Course 1172      .5 credit

This course is for students who have an excellent foundation using social studies knowledge to analyze historical issues and their impact on contemporary society. This course will use knowledge gained in previous social studies classrooms to examine current social and cultural problems in contemporary American society. Ethical concerns, morality, philosophy, and problems of democracy will be addressed. Students will be asked to research, analyze, develop position papers, and debate ethical questions on a variety of topics. This course is student driven and performance based.

## **SPECIAL EDUCATION**

### **Overview of the Special Education Department:**

The mission of the Special Education Department is to allow individuals of all abilities to actively participate in courses that are in the least restrictive environment. These courses, whether in the Collaborative, or Academic Support program, will follow the regular education curriculum. Each student, depending on his or her disability, will have the curriculum modified and will have accommodations made to meet individual needs. It is these accommodations and modifications that make it possible for each student to be a life long learner.

Portsmouth High School is committed to ensuring ALL students, including those with Individual Education Plans, have access to a rigorous curriculum that is aligned with state Common Core State Standards and will prepare students for post-secondary education.

### **ACADEMIC SUPPORT**

Course 9911            1 credit

Students enrolled in academic support receive assistance from special education teachers so that they may be successful in any of the mainstreamed classes (and in some cases in the special education classes) described in the program of studies booklet. Students receive academic support every other day throughout the year. Organizational and study skills are emphasized.

### **DEPARTMENT OF REHABILITATIVE SERVICES**

Services are provided through the Department of Rehabilitative Services to students with diagnosed learning and/or physical disabilities who require assistance with transitions to post-secondary plans. These services can include assistance with securing employment; with securing the necessary adaptations or modifications essential for success in a two or four-year college; or assistance with transportation or financing. Parents and/or students who feel they might qualify for these services should contact their guidance counselors.

### **WORK TRANSITION**

Course 9922            2 credits

Course 9923            3 credits

This program is for students with IEP's who need to develop employability skills and need assistance in making the transition from school to work. A regional coordinator meets with students prior to enrollment in the program to assess their needs and develop an employment plan. School credit is arranged on an individual basis.

**ADAPTIVE PHYSICAL EDUCATION (9-12)**

Course 1980

.5 credit

This program is designed to meet the needs of individuals who may require adaptations or modifications in Physical Education because of medical or other limiting factors. A specialized Individual Education Plan (IEP) is developed and implemented based on specific recommendations or physician referral.

**TRANSITION PLANNING: Life After High School**

Course 9933

.5 credit

This course is founded on the belief that self-determination is an essential characteristic for a successful life beyond high school and is critical to the development of special needs children. The course will focus on the skills necessary for a successful transition to life beyond high school. Lessons are designed to be compliant with the Individuals with Disabilities Education Act (IDEA) of 2004 and aligned with the National Standards and Quality Indicators for Transition. The course will be available to the students who's IEP requires transition planning.

**COLLABORATIVE INCLUSION CLASSES**

Special education students who need instructional support within core academic classes may enroll in English, math, social studies and science classes taught by content teachers and special educators in a co-taught model.



## **TECHNOLOGY EDUCATION**

### **Overview of the Technology Education Program:**

The Department of Technology Education is a program area within the Department of Applied Arts and Sciences. The curriculum enables the student to acquire the awareness, problem solving abilities and technical skills necessary to succeed in a highly industrial and technological society. The curricula utilized are aligned with Portsmouth High School's School Mission and Expectations for Student Learning. The courses provide the students with the opportunity to:

- Utilize print, audio and visual materials and human resources to access technological information
- Create art that reflects researching/accessing and gathering information through reading and a variety of media
- Use the Internet efficiently for research purposes
- Demonstrate evidence of analysis, synthesis and evaluation through the creative process
- Design and create a product, service or system to meet an identified need
- Create artwork that represents divergent problem solving strategies
- Demonstrate proper techniques and strategies, utilizing technology, for effective problem solving.
- Demonstrate responsible social behavior in physically active settings
- Effectively present and explain the process, planning and problem solving techniques used in the creation of a technology based project.

Students who have career plans which may include a four-year college, technical or vocational training, or employment after high school are encouraged to enroll in the basic and advanced courses. When selecting technology education courses, students should note that all basic courses are introductory in nature and have no recommendations. These courses survey the subjects, allowing the students ample opportunities to sample the numerous topics within each respective area. Advanced courses require the completion of basic level courses and emphasize content areas to build skills and enhance techniques.

### **INTRODUCTION TO COMPUTER-AIDED DRAWING AND DESIGN (CADD)**

Course 1631 .5 credit

This is an introductory course, which explores the basic concepts and principles of communicating in the technical world. This foundation course is designed to build technical communication skills needed by engineers, scientists, designers, architects, builders, technicians and others interested in technical or scientific careers. Software: AutoCAD (May be used to fulfill technology graduation requirement)

**COMPUTER-AIDED DRAWING AND DESIGN  
(CADD) ADVANCED (EEP)**

Course 1633

.5 credit

This is an advanced course which explores in depth the concepts and techniques of using the graphics language for communicating in our technical world. This advanced course is designed to build usable technical communication skills needed by individuals pursuing technical or engineering careers. Students will hone their design and drafting skills with practical experiences using AutoCAD.

**Note:** Students may earn 3 college credits from Rhode Island College upon successful completion of the Technical Drawing & CADD Advanced course. The Advanced course must be completed with a minimum grade of B.

**Recommendation:** Completion of Technical Drawing & CADD Basic with a minimum grade of C.

**ARCHITECTURAL DESIGN AND DRAWING  
(BASIC)**

Course 1642

.5 credit

The curriculum of this introductory level course focuses on the basics of residential design and planning as well as construction. The students are instructed in architectural drawing techniques and utilize their skills to design a set of plans and elevations of a house of their own design. Students will use CAD software in the design process. (May be used to fulfill technology graduation requirement)

**Recommendation:** Completion of Technical Drawing & CADD Advanced with a minimum grade of C.

**ARCHITECTURAL DESIGN AND DRAWING  
(ADVANCED)**

Course 1644

.5 credit

This advanced course is a continuation of Architectural Design and Drawing Basic. In this class, students prepare architectural plates of construction details, elevations, and renderings as well as prepare specifications. Solar considerations are also included. Students will utilize current computer hardware and software (Auto CAD and SolidWorks).

**Recommendation:** Completion of Architectural Design and Drawing Basic with a minimum grade of C.

**ELECTRICITY AND BASIC ELECTRONICS**

Course 1604

.5 credit

This introductory course is designed to make electricity and electronics easily understood by the beginning student. Practical electronic projects will be constructed as a way of teaching the basics of electrical theory. Students will have numerous hands-on experiences using electronic test equipment and computers. This course serves as a recommendation for PC Maintenance and Repair, which provides the students with an in-depth study of computer

technology and equipment, and software. Students considering careers in engineering, science, and computer science will benefit greatly from this course.

**GRAPHIC COMMUNICATIONS**

Course 1609 .5 credit

In this basic course, the students are introduced to the foundations of graphic arts and printing technology. The processes of photo-offset, screen-printing and desktop publishing are explored. Students will have opportunities to investigate conceptual and visual problem solving with actual production methods, equipment and computers. Emphasis is on basic computer production, camera and darkroom work, plate making, presswork and screen-printing. This basic course is designed to build basic graphic communication skills needed by commercial and graphic designers, production technicians, printers, publishers, and others interested in communication careers. (May be used to fulfill technology graduation requirement)

**GRAPHIC COMMUNICATIONS ADVANCED**

Course 1616 1 credit

The focus of the advanced graphic communication class is to provide in depth studies in photo- offset, screen-printing, desktop publishing, and photographic conversion of digital, line and halftone photography. Students troubleshoot and solve production, design and printing problems. The students will produce images on a single color press, create documents and design and enhance images in publishing and designing software, explore digital photography techniques including photo retouch and computer generated image correction. Advanced features of page-layout and designing software are explored. A final portfolio is required from all students. The advanced course prepares the students for further studies in graphic design and communication in college, or intermediate positions in the printing industry as commercial and graphic designers, production technicians, printers, publishers, and photographers.

**Recommendation:** Graphic Communications Basic with a minimum grade of C

**PRINCIPLES OF PUBLISHING**

Course 1670 1 credit

The curriculum will focus on the design, writing, layout and editing of major publications. Using publishing software, the students will develop the skills necessary to produce Portsmouth High School's yearbook, The Legend, and a spring supplement. This course may be repeated for additional credit.

**Preference** will be given to 11<sup>th</sup> and 12<sup>th</sup> grade students.

**INTRODUCTION TO TELEVISION PRODUCTION AND BROADCASTING**

Course 1668 .5 credit

This course is designed to introduce students to the field of television production utilizing the PHS television/video production studio. Students will demonstrate their ability to write scripts, conduct interviews, and learn video formatting. They will also learn how to operate the video camcorder, techniques related to writing,

video and audio mixing, and teleprompter control as well as basic non-linear video editing. (May be used to fulfill technology graduation requirement)

**Recommendation:** Grade of B or better in Microsoft Office Skills, or Computer Concepts.

**TELEVISION PRODUCTION (ADVANCED)** Course 1669 1 credit

This course is designed to further develop the students' skills in the areas of writing scripts, producing, filming, editing, and designing sets for the television productions. Students will be assigned various production team roles including reporter, producer, and audio/video technician. Enrollment is limited to 12 students due to space constraints in the studio.

**Recommendation:** Completion of Introduction to Television Production and Broadcasting with a minimum grade of B and teacher approval.

**Note:** This course may be taken for a second year with the understanding the student will complete an independent project suitable for submission as an entry in regional/national video competition.

**WOODWORKING TECHNOLOGY** Course 1663 .5 credit

This is an introductory course that explores the primary concepts and methods of designing and fabricating useful products made from wood. This foundation course is designed to emphasize safe building skills needed by designers, cabinet makers, craftsman, carpenters, builders, artisans, contractors, furniture makers, homeowners. Traditional hand tools will be used with power equipment being phased into use as students' skills increase. Proper use of tools and equipment, as well as safety, is stressed.

**WOODWORKING TECHNOLOGY (ADVANCED)** Course 1665 .5 credit

This is an advanced course which explores, in depth, the concepts and techniques of designing and safely fabricating useful wood products. This advanced course is arranged to hone design and wood fabrication skills needed by individuals pursuing careers or having interests in wood technology. Individual, small group and class projects are an important part of this design and fabrication course. Students are required to pay for materials used in the construction of personal projects.

**Recommendation:** Completion of Woodworking Technology with a minimum grade of C.

## WORK EXPERIENCE

### WORK EXPERIENCE

Course 2995	2 credits
Course 2996	3 credits

The Work Experience Program allows the opportunity to combine the completion of the high school program with entry into the job market. Seniors are released from school each day to go to their location of employment. Students provide their own transportation to the site.

An Assistant Principal and the Director of Guidance supervise the process of entry into the program. The Assistant Principal also meets with the job supervisors of the students.

Acceptance into the Work Experience Program is based on the following factors:

1. Graduation in that academic year is a realistic goal
2. The job is coordinated with the purpose of the Program and can be of benefit to student growth in work endeavors.
3. Parental approval
4. Approval of the Assistant Principal and Guidance Director, who administer the program and recommendation of the student's Guidance Counselor.

Students finally selected into the Program will have their schedule altered to include two classes per day for the 3 credit course and three per day for the 2 credit course.

**Note:** It is understood that the parent or guardian must be aware of the number of credits a student has and his/her status in relation to his/her graduation. If for any reason the student comes out of the work experience program, he or she will carry a full class load at Portsmouth High School.

Because of the amount of credits involved in the work experience program and the limited number of academic classes taken, a student who encounters difficulty in either the work experience program (such as termination) or academic program may find himself/herself without required school credits toward graduation.

**PORTSMOUTH HIGH SCHOOL**  
**STUDENT PLANNING GUIDE**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

COMPLETED \_\_\_\_\_ YOG \_\_\_\_\_ COUNSELOR \_\_\_\_\_

SUBJECT	GRADE 9	CR.	GRADE 10	CR.	GRADE 11	CR.	GRADE 12	CR.
ENGLISH								
MATHEMATICS								
SCIENCE								
SOCIAL STUDIES								
MOD.WLD. LANG.								
COMPUTER								
PE/HEALTH								
FINE ARTS								
OTHER								

CAREER GOAL \_\_\_\_\_

EDUCATIONAL GOAL: 2-YR. \_\_\_\_\_ 4-YR. \_\_\_\_\_ TRADE/TECHNICAL \_\_\_\_\_

OTHER: \_\_\_\_\_

**ACTION STEPS** \_\_\_\_\_

**GRADUATION REQUIREMENTS:** A MINIMUM OF 23 CREDITS IS REQUIRED FOR GRADUATION. SUBJECT AREA REQUIREMENTS ARE:

ENGLISH: 4 CR., SOCIAL STUDIES: 3 CR., MATHEMATICS: 4 CR., SCIENCE: 3 CR., PE/HEALTH: 2 CR., TECHNOLOGY: 1 CR., FINE ARTS: .5 CR.

**STUDENT SIGNATURE:** \_\_\_\_\_

**NOTES:**