



**Portsmouth High School
Program of Studies
2019 - 2020**

**PORTSMOUTH HIGH SCHOOL
Portsmouth, Rhode Island**

SCHOOL ADMINISTRATION

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MARY SALADINO, M. Ed., DIRECTOR OF STUDENT SERVICES
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SCHOOL COUNSELORS IN THE GUIDANCE DEPARTMENT

	Grade 10	Grade 11	Grade 12
MEGAN DONOHUE	A-F	A-Ben E-L	A - Bar Cl - I
MELISSA BELLOTTI	G-N	Beo - Cas M - R	Bas - Caf J-Pi
KATHERINE MARINO	O-Z	Cat - D S- Z	Cag - Ck Pj - Z
ERIN PHILLIPS		All 9th Grade Students	

SUPERVISORS

ATHLETIC DIRECTOR	STEPHEN TREZVANT
CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS	DIANE CREESE
ENGLISH	DON CARRARA
FINE ARTS	MEL OLSEN
HEALTH & PHYSICAL EDUCATION	JOEL DEMARCO
LIBRARY/ MEDIA SERVICES	SARAH HUNICKE
MATHEMATICS	JEFF ROSE
MODERN WORLD LANGUAGES	LYNN HOEGEN
SCIENCE	KATHLEEN BEEBE
SOCIAL STUDIES	MARILYN THOMPSON
SPECIAL EDUCATION	CHARITY SHEA

PORTSMOUTH SCHOOL COMMITTEE

EMILY COPELAND,	CHAIR
FREDERICK FAERBER,	VICE-CHAIR
CATHERINE HOLTMAN	JUAN CARLOS PAYERO
KAREN MCDAID	ALLEN SHERS

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SCHOOL BELIEFS AND EXPECTATIONS FOR STUDENT LEARNING

PORTSMOUTH HIGH SCHOOL'S BELIEFS ABOUT LEARNING:

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

1. We are all members of a safe, supportive, and accepting community
2. All community members have unique talents to contribute
3. All community members are responsible for teaching and learning
4. All students have access to a diverse, verified and reliable curriculum with authentic learning opportunities
5. All community members have opportunities to explore ideas and achieve
6. All graduates will be college and career ready

ALL PATRIOTS WILL LEARN TO:

It is our expectation that Portsmouth High School graduates will:

1. Access and critically analyze information to answer questions and explore ideas
2. Solve problems through prioritizing and planning for results
3. Write proficiently for a variety of purposes
4. Communicate effectively in a variety of formats
5. Interpret and design visual messages for specific purposes
6. Engage in work with integrity, both independently and collaboratively
7. Demonstrate knowledge and skills through the use of technology

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 2016.

SCHOOL COUNSELING PROGRAMS AND SERVICES

The mission of the PHS school 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.

Planned programs each year include:

- Train students to use Naviance software
- Goal setting and post-secondary planning
- College Planning Night for juniors and their parents
- Junior Group Guidance – post secondary planning with Naviance
- Financial Aid Night
- ASVAB test administration
- Senior seminars – post secondary planning and college application support with Naviance
Promotion of scholarships
- New student orientation and breakfast
- College representative’s visitation program – 85+ college and university representatives visit annually
- PSAT in school for all sophomores
- SAT in school for all juniors
- Course registration assemblies, information and one-on-one meetings with each student annually
- Freshmen Orientation programs
- Grade 8-9 transition programs
- Eighth grade parents' night
- Junior Awards Assembly
- Senior Awards Night

Additional School Counseling Services

- Individual and small group counseling
- Crisis intervention
- Referral to school psychologist, school social worker, and student assistance counselor
- 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.

THE PORTSMOUTH HIGH SCHOOL DIPLOMA PLAN

Effective for the Class of 2020

In accordance with the Rhode Island Department of Education, Portsmouth High School has created its own Proficiency-Based Graduation Requirements (PBGR). 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 two **comprehensive 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***. Senior Project is a year-long exploration of a topic of a student's choice. The exploration is driven by an essential question and at least two supporting questions. Each student completes a proposal, conducts and documents research, works with an adult mentor to develop, create and execute a product, reflects on the process, and presents the conclusions and product to a panel of adult judges. Senior Project determines the level of proficiency a student has in research skills, writing for a variety of purposes and audiences. Long-term project development and completion, and speaking/presentation skills. Senior Project is aligned to Common Core State Standards and is an integral part of the PHS Diploma Plan. Passing Senior Project is a graduation requirement. It is graded each quarter as a pass/fail course and, as such, affects eligibility for participating in extracurricular activities including sports.

GRADUATION COURSE REQUIREMENTS

Students are required to earn twenty-three (23) credits for a high school diploma. 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	.5 credit
Fine Arts (Art, Music, Theatre)	.5 credits
Electives (as many as needed to total 23)	6 credits

For a TOTAL of 23 credits

- A 7.0 credit program, including Physical Education/Health, is the minimum class schedule.
- Students may elect up to 8.0 credits if space allows.
- By State Law, students must complete 2 credits of Physical Education/Health in their program, ideally a .5 credit each year.
- 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.

Students with an Individual Education Plan (IEP) who complete the prescribed diploma requirements will receive a diploma that does not differentiate from the diploma received by children who do not have disabilities. This includes students who achieve modified proficiency standards requiring significant interventions under federal and state regulations and who are eligible for alternate assessment as defined by the state of Rhode Island.

Criteria for students who qualify for alternate assessment are as follows:

- Successful completion of a minimum of 23 credits inclusive of core, transition, and career/life experiences courses. Coursework may include internship, activities of daily living instruction, career exploration, Science, Technology, Engineering, Arts, Mathematics, etc.
- Participate in Work Based Learning Experiences as part of a Career Development Plan and completion of a Making Action Plan Meeting (MAPs).
- Participate in Alternate Assessment

Eligible students who meet these criteria may participate in graduation ceremonies at the end of their fourth year of high school, or during the year in which they turn twenty-one years of age.

Students denied participation in the graduation ceremony may file an appeal in writing to the principal. If denied by the principal, the appeal may be presented following normal appeal procedure through the office of the superintendent, followed by an appeal to the school committee, and if necessary to the Rhode Island Department of Education.

Effective for the Class of 2021 and beyond

Portsmouth High School graduation requirements are in compliance with The Rhode Island High School Diploma System as prescribed by the Board of Regents for Elementary and Secondary Education. The requirements are in place to ensure that Portsmouth High School graduates are able to demonstrate proficiency in the seven learning expectations outlined under School Beliefs and Expectations for Student Learning.

The course of study for all students at Portsmouth High School will include rigorous common demonstrations of proficiency for all courses and common end of course examinations. In addition, prior to graduation all seniors must have successfully completed at least one of the following options in order to ensure all Portsmouth students are well prepared to embark upon their intended college or career pathway:

- Completion of a Career and Technical Education program resulting in the appropriate credential.
- Completion of an Early Enrollment Program (EEP), dual enrollment/concurrent course.
- Completion of an Advanced Placement (AP) course.
- Completion of a work-based learning experience culminating in a senior project comprised of a research paper, a portfolio and a product/presentation.

COURSE DISTRIBUTION REQUIREMENTS BEGINNING FOR CLASS OF 2021

English	4 credits
Social Studies (includes U.S. History)	3 credits
Mathematics (1 credit may be from a math related course)	4 credits
Science	3 credits
Physical Education/ Health	2 credits
Technology	.5 credit
Fine Arts (Art, Music, Theatre)	.5 credits

All Portsmouth High School students will complete an approved financial literacy experience before graduating. This experience can include a school-approved financial literacy course or program. Students must meet all the above distribution requirements and accrue a total of 23 credits including electives.

All potential graduates must complete the state assessments prescribed by the Rhode Island Department of Education if they are enrolled at Portsmouth High School during the grade that is tested.

Following the procedures established by the high school principal, students will be certified to be eligible for graduation by the principal immediately following the close of grades for seniors at the end of the fourth marking period. Only students certified by the principal are eligible to receive a Portsmouth High School Diploma and to participate in graduation ceremonies.

In order to be eligible for a Portsmouth High School diploma, a student must have, at minimum, been enrolled as a Portsmouth student for the final semester of the senior year.

Students with an Individual Education Plan (IEP) who complete the prescribed diploma requirements will receive a diploma that does not differentiate from the diploma received by children who do not have disabilities.

This includes students who achieve modified proficiency standards requiring significant interventions under federal and state regulations and who are eligible for alternate assessment as defined by the state of Rhode Island.

Criteria for students who qualify for alternate assessment are as follows:

- Successful completion of a minimum of 23 credits inclusive of core, transition, and career/life experiences courses. Coursework may include internship, activities of daily living instruction, career exploration, Science, Technology, Engineering, Arts, Mathematics, etc.
- Participate in Work Based Learning Experiences as part of a Career Development Plan and completion of a Making Action Plan Meeting (MAPs).
- Participate in Alternate Assessment

Eligible students who meet these criteria may participate in graduation ceremonies at the end of their fourth year of high school, or during the year in which they turn twenty-one years of age.

Students denied participation in the graduation ceremony may file an appeal in writing to the principal. If denied by the principal, the appeal may be presented following normal appeal procedure through the office of the superintendent, followed by an appeal to the school committee, and if necessary to the Rhode Island Department of Education.

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 - 3 credits of same language
Technology	.5 credit
Physical Education/ Health	2 credits
Electives	6 - 8 credits

SUMMER READING/PROJECTS

Summer reading may be required for all students in Grades 9-12. Additionally, 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 the 10th day from the start of each semester*. A request for changes beyond this date will only be considered after written input from parents, teachers, school counselor, and an administrator 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.

STEAM (SCIENCE, TECHNOLOGY, ENGINEERING, ART, AND MATHEMATICS) ENDORSEMENT

The STEAM mission is to develop innovative thinkers who work collaboratively through the design process to solve real world problems by drawing from the multiple disciplines of STEAM and utilizing 21st century skills.

All students are encouraged to pursue their interests in any of the STEAM-related disciplines and should plan their academic portfolio according to the requirements below. The requirements for a STEAM Scholar Endorsement include successfully completing of at least the following:

Class of 2020

- Science: 4 credits, including at least one AP
- Technology: 1.5 credits
- Art: 1.5 credits
- Mathematics: 4 credits, including at least one AP math
- STEAM-related Senior Project

Class of 2021

- Science: 4 credits, including at least one AP
- Technology: 1 credit
- Engineering: 1 credit
- Art: 1.5 credits
- Mathematics: 4 credits, including at least one AP math
- STEAM-related Senior Project
- Grade 9 students who take Intro to Engineering course do not need to take Concepts of Technology

SPECIAL PROGRAMS

ALTERNATIVE LEARNING PROGRAM

The Portsmouth High School ALP is a "school within a school" program that services 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. There is a referral process for this program to ensure appropriate student placement and students must be pre-approved to register (see Guidance Counselors for more information). An ALP screening committee meets to review referrals, make decisions regarding placement in the program, and to provide ongoing 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.

LITERACY LAB

This intervention course has been designed to provide students with opportunities to develop and apply critical reading and thinking skills through guided, shared, and independent reading. During Literacy Lab, students receive intensive instruction aligned to the Common Core State Standards in reading comprehension, vocabulary development, and oral reading fluency. The instructional focus is on specific strategies and skills that students will be able to apply to all content areas. Students will also be exposed to a variety of genres, including high interest fiction and nonfiction texts, magazines, newspapers, online materials and test preparation. The goal of the Literacy Lab is to not only to increase the student's reading proficiency but to also increase their motivation and engagement with the entire reading process. This course is a literacy intervention provided to students as a follow up to the reading screening assessment (STAR) administered three times a year to all students in grades 9-11. It is offered during a portion of a student's Learning Center. Students who require this intervention are identified using a set of decision rules created by the interventionists.

MATH INTERVENTION

The goal of Math Intervention is to provide supports to students to help them meet success in their mathematics. Supports include, but are not limited to homework guidance, extra practice materials, pre-teaching concepts, reteaching, and reviewing problem solving strategies for material covered in their specific math course (Algebra II or Geometry). Students may also be exposed to Standardized Test Prep through the use of Khan Academy. This course is a numeracy intervention provided to students in grades 10-12. It is offered during a portion of the student's Learning Center. Students taking this course for a full year will have the ability to earn 1/2 credit. Students who require this intervention are identified using a set of decision rules created by the Mathematics Department including STAR scores and Teacher Recommendation.

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. Students are responsible for requesting transcripts from the partnering college to the colleges they plan to attend.

ADVANCED PLACEMENT

There is a formal Advanced Placement Program in English 11, English 12, Calculus, Statistics, Computer Science (JAVA), Computer Science Principles, U. S. History, European History, Psychology, Biology, Chemistry, Physics (AP1, APC, AP2), Environmental Science, Spanish, Music Theory, Art History, and Studio Art (Drawing; 2D Design; Photo; & 3D Design). 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 each exam. Cost for the exam is the responsibility of the student.

JOHNSON AND WALES UNIVERSITY, COMMUNITY COLLEGE OF RHODE ISLAND, AND NEW ENGLAND INSTITUTE OF TECHNOLOGY

Some 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 school counselor for details on specific classes.

NEWPORT AREA CAREER AND TECHNICAL CENTER (NACTC)

Programs of career and technical education are offered for students in grades 9 through 12 at the Newport Area Career and Technical Center. Depending on the program of choice, students may have the option to 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 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. See <http://www.npsri.net/NACTC> for more information

Currently, the twelve (12) programs offered at NACTC are:

Academy of Information Technology (Requires prerequisite)	P-TECH Early College Program (Full time)
Advertising Design & New Media	Junior Army ROTC (Full time)
Automotive Technology	Maritime Electrical (Expected 2019)
Construction Technology	Maritime Pipefitting (Expected 2019)
Cosmetology (Full time)	Hospitality (Expected 2019)
Culinary Arts	Visual Arts (Expected 2019)

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 school counselor 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. 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.

ENGLISH

Mission Statement

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.

Expectations for Student Learning in English:

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

School-wide Learning Expectations Addressed in English:

Expectation 1: Access and critically analyze information to answer questions and explore ideas.

Expectation 3: Write proficiently for a variety of purposes.

Summer reading may be required for each course. 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.

ENGLISH 9: The focus for instruction includes an integrated approaches to grammar, speaking, composition, and literature skills.

ENGLISH 9

Course 1002 1 credit

ENGLISH 9 HONORS

Course 1003 1 credit

This course is for incoming grade nine students who have command of the basic skills in reading and writing. The course will build literacy proficiency by integrating literature, composition, listening skills, speaking skills, and grammar. A student's placement will be determined by reading standardized test data, previous grades and performance, and teacher recommendation.

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

ENGLISH 10: The focus for instruction includes speech, composition, vocabulary development, and a combination of classic and contemporary literature.

ENGLISH 10

Course 1011 1 credit

ENGLISH 10 HONORS

Course 1012 1 credit

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 reading standardized test data, previous grades and performance, and teacher recommendation.

Recommendation: 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: The focus for instruction includes 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.

ENGLISH 11

Course 1035 1 credit

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.

ENGLISH 11 (ADVANCED PLACEMENT) (LANGUAGE AND COMPOSITION)

Course 1037 1 credit

This course is designed for the highly motivated and intellectually curious juniors to the elements of argument, rhetoric and style, and which takes its content from the canon of American Literature (nonfiction and fiction). 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. There will be a summer reading assignment that must be completed by the first day of school. *Refer to the Advanced Placement section on page 12 for information on **exam requirements** for this course.*

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

ENGLISH 12: The focus for instruction includes British literature and contemporary literature as the vehicle for expository writing.

ENGLISH 12**Course 1041 1 credit**

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. 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 12 (ADVANCED PLACEMENT) (LITERATURE AND COMPOSITION)**Course 1045 1 credit**

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. There will be a summer reading assignment that must be completed by the first day of school. *Refer to the Advanced Placement section on page 12 for information on exam requirements for this course.*
Recommendation: 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)

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.

Course 1056 .5 credit

LANGUAGE OF LITERATURE AND FILM

The Language of Literature and Film will provide high school juniors and seniors with multiple opportunities to improve the way they read, think, write and speak about a variety of visual texts and narrative texts. The course hopes to show how the two types of texts are, in fact, very similar. The students will examine adaptations of novels and short stories, and then evaluate the accuracy of the adaptations. This course will also introduce students to storytelling in both the classic and contemporary film.

Recommendation: Preference given to 11th and 12th graders

SCIENCE FICTION FILM AND LITERATURE

Course 1057 .5 credit

Science Fiction Film and Literature will provide students with multiple opportunities to study a popular genre using film, literature and informational text. From the works of Ray Bradbury, Philip K. Dick, Isaac Asimov and even Stephen King to high profile films such as *Jurassic Park*, *Alien*, *E.T.* and *The Hunger Games*, students will trace the science fiction genre from the 1950s through the 21st century. Throughout the units of study, students will also examine larger concepts of alien invasion, machine and cyborg intelligence, futures for gender, and the implications when one tampers with science. In order to demonstrate their knowledge, students will apply critical thinking and visual literacy skills as they discuss and write about their discoveries.

Recommendation: Preference given to 11th and 12th graders

COLLEGE COMPOSITION - EEP

Course 1049 .5 credit

College Composition is a college-level writing course that is offered in conjunction with the University of Rhode Island. The course is designed to prepare students for the type of writing they will encounter at the college level. Students will engage in the writing process including writing drafts, peer revision and editing. At the conclusion of the semester, students will have written five different types of written five different types of essays including the personal narrative (college essay), a research paper, an argumentative paper and a rhetorical analysis. The assessment for this course will be a portfolio of finished essays. Successful completion of this course will earn students credit for URI's Writing 104. Students will have to pay to obtain the 3 credits.

INTRODUCTION TO THE LITERARY EXPERIENCE EEP

Course 1050 .5 credit

This writing intensive introductory course develops a critical understanding of literature as an art form and as the expression of diverse cultural voices. Not intended as a historical survey, this course will explore different literary genres, including writing by women, minority, and non-Western authors and may include scholarly and critical essays on literature.

FINE ARTS

Mission Statement

The Fine Arts department encourages all students to work to their fullest potential in music and visual art. We offer students multiple pathways for success through courses aligned to the National Core Art Standards. National Core Arts Standards are divided into four artistic processes: **Creating, Performing/ Presenting, Responding and Connecting**. Curriculum in the arts will align and assess these key artistic processes. Students graduating from Portsmouth High School are required to complete a minimum of .5 credit in the arts. Students intending to pursue careers in the arts are encouraged to follow a rigorous path of study. We offer many courses at the Honors, Advanced Placement (AP), level as well as Rhode Island College Early Enrollment Program (EEP).

Expectations for Student Learning in Fine Arts:

Fine Arts courses are aligned with Portsmouth High School's Core Values & Beliefs and all of the 21st Century Learning Expectations.

School-wide Learning Expectations Addressed in Fine Arts:

Expectation 4. Communicate effectively in a variety of formats.

Expectation 5. Interpret and design visual messages for specific purposes.

Expectation 6. Engage in work with integrity, both independently and collaboratively.

Expectation 7. Use technology to discover and demonstrate knowledge.

VISUAL ART AND DESIGN

The Visual Art and Design program supports all students as they work to their fullest potential within the art courses 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 National Core Art Standards in Visual Art and Design. In each course students learn about the history of art, potential careers paths, how to look at and critically analyze art through reading, writing, critique and reflection of one's own work and the work of others. The department fosters cultivation of each student's personal voice in communicating their vision through a range of media and processes. Students learn how to organize and document their work, and present to a variety of audiences both digitally and through exhibition of their best work. The department brings in professional artists, alumni, art school representatives and industry partners give students real world industry experiences. Students applying to college for art or a double major are supported through the application process of meeting portfolio requirements. Students visit museums and galleries to see historical and contemporary works of art to gain a broader global perspective of visual art.

The CTE Academy of Visual Art & Design

The CTE Academy of Visual Art & Design is a rigorous program designed for the student who would like to pursue a career in Arts. Students will learn the essential skills to be prepared to enter the workforce or go on to attend a two or three year degree program in the arts. Students will learn to communicate

effectively, solve problems critically, take initiative and manage their time on projects as well as demonstrate professionalism working with peers and industry partners. Upon completion of the Visual Arts pathway the candidate is expected to demonstrate their skill and talent through a substantial portfolio of artwork, exhibit creativity through visual problem solving and present their work through exhibition. Students will demonstrate their skills by learning to work with a broad range of materials such as pencil, charcoal, collage, paint, printmaking, digital media, sculpture and product design. At all levels of our program students will develop a global perspective of art history. There will be a variety of experiences visiting artists, alumni and art schools as well as carefully designed field trips to enhance the studio art experience. Students will learn how to document and present their portfolio to art schools. Students will cultivate the interpersonal skills to work collaboratively in the classroom setting as well as our industry partners in art education, gallery and museum education. Students will demonstrate applied learning by the completion of 80 hours of work on an industry project through a sustained and thoughtful investigation of a specific visual idea explored through the creation of twelve works. Students will be introduced to and develop relationships with the Portsmouth Artist Guild, the DeBlois Gallery and the Newport Art Museum where they will learn about careers in Art History, Art Education, Architecture, Museum Education, curatorial work and Gallery Exhibition.

Students must complete the following courses with a B or better and complete 80 hours on an industry project culminating with their Senior Thesis Exhibition to receive CTE Credit.

Innovations of Visual Art & Design (Honors) Level 1

Advanced Visual Art & Design (Honors) Level 2

Advanced Placement Studio Art: Drawing/2D Design/Digital Photo/3D Design Level 3

Advanced Placement Art History

Students will also be required to be a part of the National Art Honor Society and complete 20 community service hours that may be applied towards the CTE program.

FUNDAMENTALS OF VISUAL ART & DESIGN (HONORS) ***Course 1851*** ***1 credit***

Students wishing to participate in the CTE Academy of Visual Arts & Design are strongly encouraged to take this course.

This course provides an in depth introduction to the Elements of Art & the Principles of Design to prepare students for the visual arts pathway and college level study in the arts. 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.

Recommendation: Students should be recommended by their art teacher and have an interest in advanced art courses and/or pursuing a career in the arts. This course is a prerequisite for all other advanced visual arts courses

INNOVATIONS IN VISUAL ART & DESIGN (HONORS) *Course 1852* *1 credit*

CTE Academy of Visual Arts & Design (Level One)

This course will provide students who wish to enroll in the academy of visual art and design CTE hands on experience in utilizing the Design Process for projects such as drawing and concept work, product design and development, architectural rendering, and three dimensional structural sculpture. Students will further their studies of art and design by exploring what makes good design good, reflecting on exemplar works of fine artists and in the commercial industry along with composing his/her own design ideas. Students will be introduced to historical and contemporary artists relevant to this curriculum.

Prerequisite: Students will have successfully completed Fundamentals of Visual Art & Design with a B or better or permission from the teacher

Following successful completion of this course students may enroll in Advanced Visual Art & Design (Honors) EEP for the next course in the sequence of the CTE Academy of Visual Art & Design.

ADVANCED VISUAL ART & DESIGN (HONORS) EEP *Course 1855* *1 credit*

CTE Academy of Visual Arts & Design (Level Two)

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 19th and 20th 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 and students meet with various professionals in the professional fields of Visual Art including the following: Museum Educators, Gallery Directors, Art Educators.

Recommendation: Innovations in Visual Art & Design (Honors), Drawing, and or Painting.

Note: Students may receive credit from Rhode Island Colleges Early Enrollment Program (EEP) with successful completion of the course. Students will be required to create and present a final portfolio consisting of 10-15 art works.

Following successful completion of this course students would enroll in Advanced Placement Studio Art creating a portfolio in either 2D/Drawing, Photography or 3D- Design for the final course in the sequence in the Academy of Visual Art & Design CTE program.

Advanced Placement Studio Art Courses :

CTE Academy of Visual Arts & Design (Level Three)

Students enrolled in the Academy of Visual Art & Design CTE Program must select one of the following AP courses and complete a final portfolio consisting of a concentration of art work to be presented in a final senior thesis exhibition along with completing 80 hours in their industry project.

* Students in the Academy may also select to take additional visual art & design courses to build their artistic skills and the breadth of their portfolio.

STUDIO ART: DRAWING, 2D DESIGN, DIGITAL PHOTOGRAPHY (ADVANCED PLACEMENT)

Course 1860 1 credit

CTE Academy of Visual Arts & Design (Level Three)

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. Students selecting the 2D- Design Photography strand will work in digital photography. During the second semester, students create a self-directed body of work that exemplifies their skills and interests in either drawing, 2D-Design or Photography. 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.

Refer to the Advanced Placement section on page 12 for information on exam requirements for this course.

Requirement: Minimum grade of B or better in Advanced Visual Art & Design Honors (EEP) 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.

STUDIO ART: 3D DESIGN (ADVANCED PLACEMENT)

Course 1861 1 credit

CTE Academy of Visual Arts & Design (Level Three)

This rigorous 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. *Refer to the Advanced Placement section on page 12 for information on exam requirements for this course.*

Requirement: Completion of Advanced Visual Art & Design (Honors)EEP with a B or better, Advanced Ceramics and Sculpture, and instructor's permission.

ART HISTORY (ADVANCED PLACEMENT)

Course 1859 1 credit

CTE Academy of Visual Arts & Design (Level Three) Required

This course offers students a global perspective of art history. Students will have the opportunity to explore, in depth, the history of art from ancient times to the present. Through readings, research, visual images, videos, and museum visits, students will view significant artworks from around the world. Writing skills will be important in the description, analysis, and comparison of these works. Students will participate in classroom discussions and analyze significant historical events, art periods, styles, specific

artworks, and issues or themes that connect these artworks as well as culminating projects reinforcing artistic concepts. Refer to the Advanced Placement section on page 12 for information on exam requirements for this course.

Recommendation: This course is required for students enrolled in the CTE Academy of Visual Art & Design and highly recommended for students planning on attending art school or those who love the study of architecture, and history.

Semester Foundation Courses Open to Freshmen and Upperclassmen

INTRODUCTION TO VISUAL ART

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 theme and community based visual art projects.

Recommendation: 9th & 10th grade For students looking to fulfill their fine art credit

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.

Recommendation: Open to all students. May be used to fulfill Fine Arts or technology graduation requirement.

Level Two Studio Courses Requiring Foundation Courses: Open to 10,11,12 grades

DRAWING

Course 1863 .5 credit

This 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.

Recommendation: Open to 10, 11,12 grade students. May be taken to fulfill Fine Arts graduation requirement.

CERAMICS I

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.

Recommendation: Open to all students. May be used to fulfill Fine Arts graduation requirement.

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.

Recommendation: Enrollment is open to students in grades 10, 11, and 12.

Successful completion of Introduction to Art, Fundamentals of Art & Design (Honors) or Drawing is required.

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.

Recommendation: Enrollment is open to students in grades 10, 11, and 12.

Successful completion of Introduction to Art, Fundamentals of Art & Design (Honors) is required.

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.

Recommendation: Enrollment is open to students in grades 10, 11, and 12. Introduction to Art or Fundamentals of Visual Art & Design Honors is required. May be taken twice with permission of instructor to prepare for AP Studio Art: 3D Design.

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 Ceramics I

Students may follow this course with AP 3D Studio Art. May be taken twice for credit with the permission of the instructor.

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.

Recommendation: Successful completion of Digital Photo 1 or permission of instructor. May be taken twice to prepare for AP Studio Art: Digital Photography and portfolio development.

MUSIC

The Music program encourages all students to work to their full potential within the Music courses offered at Portsmouth High School. For the success of our students, we offer several choral, instrumental programs, music theory, music history, guitar, keyboard and music technology.

FUNDAMENTALS OF MUSIC

Course 1975 .5 credit

This class will cover the basics of music literacy and is designed to enable students with any level experience in music to develop their musical understanding. Units of study will include: Music Theory, Music History, and music composition. With music theory, students will learn how the combination of melody, harmony and rhythm develop music. Critical listening will allow them to understand how the music they already know and enjoy is created. These skills will allow you the ability to compose and arrange their own music. This class is highly recommended for student wishing to take the AP Music Theory class.

HISTORY OF ROCK AND ROLL

Course 1977 .5 credit

The History of Rock 'n' Roll is a semester based elective. It is an in depth study of the origins of popular music in the 20th century and the social and historical context that gave birth to Rock and Roll and related genres and musical offshoots. From blues and country to punk and heavy metal, students will familiarize themselves with landmark groups, music and movements of different periods, exploring connections between modern music and the artists who have made an impact socially and musically to popular music today. The goal of this course is to help students understand the music that they are listening to: where it comes from, what it is made of, and where it is going. Listening and video examples will be analyzed to uncover the makeup of the music. Students will discuss how Rock and Roll has influenced other cultures and even how other cultures have influenced the development of Rock and Roll. Open to grades 10-12.

MUSIC PRODUCTION & ENGINEERING LEVEL 1 EEP

Course 1978 .5 credit

Music Production & Engineering is designed for the student who is interested in music, but may not play an instrument. This class will spend much of the time exploring the newest forms of digital sound recording and manipulation on the computer through a process called sequencing. Students will research on-line resources and working from sound programs such as Audacity, Soundation, and Mixcraft to create music without performing on traditional instruments. Students will be creating their own songs from the computer as well as arranging well-known popular, jazz, classical, and folk songs. In addition to audio digital recording students will learn sound production and engineering for school events, concerts and drama productions.

Prerequisite: none. Playing an instrument or the ability to read music is NOT necessary for the course, but is beneficial. Note: Students may receive credit from Rhode Island Colleges Early Enrollment Program

MUSIC PRODUCTION & ENGINEERING LEVEL 2 EEP

Course 1979 .5 credit

This course is designed for students who have successfully completed the Music Production and Engineering I class. Concepts taught in a level one course will be reinforced through more rigorous coursework. Students will work on advanced topics and create projects in the area of music creation, recording, and producing. Students who take this course will learn to create contemporary music in a variety of styles, from techno, dubstep to Rock. Students will gain a deeper understanding of many aspects of contemporary music, including, beats, harmony, bass lines, grooves, melodies, synthesis, audio/MIDI

editing, effects processing, sound design, performance, and mixing. Students will explore different topics in creating music for film.

Prerequisite: Students must successfully complete Music Production and Engineering -Level I

Note: Students may receive credit from Rhode Island Colleges Early Enrollment Program

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.

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 piano is necessary.

MUSIC THEORY (ADVANCED PLACEMENT)

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. *Refer to the Advanced Placement section on page 12 for information on exam requirements for this course.*

Recommendation: Successful completion of Fundamentals of Music course or permission from instructor.

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. A wide variety of music repertoire is explored for school and community performance events throughout the school year.

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.

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 Select Chorus for all major performances. In addition they present several concerts during the year in the community and at festivals. All performances are mandatory.

Requirement: 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.

Recommendation: Open to 10th, 11th, and 12th grade students by audition and with teacher approval for voice part placement.

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.

Note: 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.

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.

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

HEALTH & PHYSICAL EDUCATION

Mission Statement

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.

School-wide Learning Expectations Addressed in Health and Physical Education:

Expectation 1: Access and critically analyze information to answer questions and explore ideas.

Expectation 6: Engage in work with integrity, both independently and collaboratively.

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 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, fitness, project adventure and recreational games as well as health

careers, sexually transmitted diseases, coping with stress, healthy relationships and domestic violence, 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, softball, recreational games, golf as well as cpr/first aid, childbirth and parenting, domestic violence prevention, drug and alcohol abuse, stress/ mental health and current health topics.

Health & Physical Education Electives:

PE Electives may be taken for elective credit, but is not a substitute for Health and Physical Education

SPORTS MEDICINE

Course 1913 .5 credit

This course is designed for students interested in careers in athletic training, physical therapy, fitness, and other sports medicine fields. The course will cover units including, but not limited to, the sports medicine team, gross anatomy, injury prevention, protective equipment, characteristics of sports trauma/ injury, injury assessment and evaluations, basic taping, basic rehabilitation, and drug use in athletic settings. The class will comprise of lectures, guest speakers, labs and field experience.

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 cardiovascular fitness, strength training, flexibility, personal weight management, and nutrition.

MATHEMATICS

Mission Statement: The mission of the Portsmouth High School Mathematics Department is to provide students with an educational experience in mathematics that helps prepare students for successful roles in an ever changing society. Students are challenged to develop skills in analysis, reasoning, collaborative learning, and verbal articulation the mathematical concepts they are introduced to. We maintain high academic expectations for all our students, make meaningful use of in person classroom experiences, and encourage all students to achieve their full potential.

Expectations for Student Learning in Mathematics:

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

- Analyze math information and demonstrate acquired math knowledge and skills through formative and summative assessments – including comprehensive course assessments (CCAs), oral participation and projects.
- Solve math problems numerically, algebraically, geometrically and graphically.
- Communicate both independently and cooperatively to logically organize the problem solving process.
- Demonstrate proper techniques and strategies, utilizing technology, for effective problem solving.
- Use mathematical terminology in oral and written explanations.
- Access and gather mathematical information through the use of various technologies.

School-wide Learning Expectations Addressed in Mathematics:

Expectation 2: Utilize effective problem solving strategies

**** 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.**

ALGEBRA 1 with INTERVENTION

Course 1219 2 credits

Algebra 1 will cover the Common Core State Standards that pertain to Algebra 1. Topics may include, but are not limited to: writing and simplifying expressions; solving, graphing, and writing linear, exponential, and quadratic equations, inequalities and functions; solving systems of equations and graphing systems of inequalities; simplifying polynomial expressions; factoring polynomial expressions; and probability and data analysis. Since this course meets every day, it will provide the time for additional instructional supports and skill development specific to Algebra.

Recommendation: Teacher recommendation.

Note: This course will meet for 2 periods, counting as 1 math credit, and 1 elective credit.

ALGEBRA 1

Course 1218 1 credit

Algebra 1 will cover the Common Core State Standards that pertain to Algebra 1. Topics may include, but are not limited to: writing and simplifying expressions; solving, graphing, and writing linear, exponential, and quadratic equations, inequalities and functions; solving systems of equations and graphing systems of inequalities; simplifying polynomial expressions; factoring polynomial expressions; and probability and

data analysis. This course is intended for students who wish to cover the standards for Algebra 1 at a typical pace and level of rigor.

Recommendation: Teacher Recommendation

GEOMETRY with INTERVENTION

Course 1229 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. This course is intended for students who wish to cover Geometry at a standards-based level. Students that select this course are not ready for the rigorous pace and in-depth abstract reasoning required in Geometry 1228 and Honors Geometry 1227

Recommendation: Successful completion of Algebra 1 and teacher recommendation.

GEOMETRY

Course 1228 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. This course is intended for students who wish to cover the standards for Geometry at a typical pace and level of rigor.

Recommendation: C or better in Algebra 1 and teacher recommendation.

GEOMETRY HONORS

Course 1227 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, Congruence 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 INTERVENTION

Course 1239 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. This course is intended for students who wish to cover Algebra 2 at a standards-based level. Students that select this course are not ready for the rigorous pace and in-depth abstract reasoning required in Algebra II 1238 or Honors Algebra II 1237

Recommendation: Successful completion of Algebra 1 and Geometry and Teacher Recommendation.

ALGEBRA II

Course 1238 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. This course is intended for students who wish to cover the standards for Algebra 2 at a typical pace and level of rigor.

Recommendation: B – or higher in Algebra 1 and teacher recommendation, C or higher in Geometry, and teacher recommendation.

ALGEBRA II HONORS

Course 1237 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.

Recommendation: B – or higher in Geometry Honors and teacher recommendation.

DISCRETE MATH

Course 1240 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 1288 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: B- in Geometry and in Algebra 2 with a recommendation from the Algebra 2 teacher.

PRE- AP CALCULUS (HONORS)

Course 1287 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 (EEP option pending)

Course 1258 1 credit

This course is designed to provide students an additional year to improve and enhance their skills with algebraic, exponential, logarithmic, and trigonometric functions. Students will also be introduced to quadratic relations including conics. In addition, a more in-depth study of statistical processes is included. Students who satisfactorily complete this course may select Pre-Calculus as a subsequent course of study.
Recommendation: Successful completion of Algebra II and teacher recommendation.

FINANCIAL ALGEBRA

Course 1268 1 credit

****This is an elective course and does not satisfy the four math credit requirement for some colleges****
Financial Algebra is a college-preparatory mathematics course, aligned to the Common Core Standards, which uses concepts from Algebra 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 1.

ADVANCED FINANCIAL ALGEBRA

Course 1267 1 credit

****This is an elective course and does not satisfy the four math credit requirement for some colleges****
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 with teacher recommendation.

STATISTICS AND PROBABILITY

Course 1278 1 credit

Statistics is a data driven workshop based course taught using an inquiry approach. Statistic 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.

STATISTICS (ADVANCED PLACEMENT)

Course 1277 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. 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. Refer to the Advanced Placement section on page 12 for information on **exam requirements** for this course.

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

CALCULUS

Course 1299 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

CALCULUS – AB (ADVANCED PLACEMENT)

Course 1298 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. *Refer to the Advanced Placement section on page 12 for information on exam requirements for this course.*

Recommendation: 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 school counselor
3. SAT Math score of 600 or higher

CALCULUS – BC (ADVANCED PLACEMENT)

Course 1297 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. *Refer to the Advanced Placement section on page 12 for information on exam requirements for this course.*

Recommendation: B+ in Pre-AP Calculus and the recommendation by Pre-Calculus or Pre AP Calculus teacher, recommendation by school counselor, SAT Math score of 600 or higher

MODERN WORLD LANGUAGES

Mission Statement

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.

Expectations for Student Learning in Modern World Languages:

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 research and the use of technology on a variety of reading subjects, write about topics that are level and content appropriate, listen to instructors, peers, recorded audio activities and guest speakers.
- 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.

School-wide Learning Expectations Addressed in Modern World Languages:

Expectation 3: Write proficiently for a variety of purposes.

Expectation 4: Communicate effectively in a variety of formats.

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.

It is recommended that a college bound student complete three to four years of the same foreign language during high school.

LEVEL 1

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. They are designed for students with little or no previous study of the language. These courses teach basic language patterns and vocabulary. These courses progressively enable the student to: (1) comprehend the language at a conversational speed in subjects within their vocabulary range; (2) read material involving vocabulary and construction studied; (3) write in idiomatic style (everyday expressions about ordinary activities) on subjects within their vocabulary range; (4) speak and interact with proper pronunciation, intonation and inflection on subjects within their vocabulary range; (5) understand cultural perspectives, customs, art and music of the countries where the language is spoken. Homework assignments are an integral part of these courses; they reinforce concepts/skills introduced and explored in class as well as enable students to participate in a meaningful way. Active participation is required.

LEVEL II

FRENCH II *Course 1412* *1 credit*

PORTUGUESE II *Course 1432* *1 credit*

SPANISH II *Course 1443* *1 credit*

French II, Portuguese II, and Spanish II courses expand upon and reinforce objectives and skills presented in Level I. Emphasis is placed on comprehension (listening and reading), writing and speaking practice in the language using a variety of activities incorporating familiar and new vocabulary and structures. These courses progressively enable the student to: (1) comprehend the language at a conversational speed on subjects within their vocabulary range; (2) read material involving vocabulary and construction studied; (3) write in idiomatic style (everyday expressions about ordinary activities) on subjects within their vocabulary range; (4) speak and interact with proper pronunciation, intonation and inflection on subjects within their vocabulary range; (5) understand cultural perspectives, customs, art and music of the countries where the language is spoken. Continuous effort to use the target language is essential. Homework assignments are an integral part of these courses; they reinforce concepts/skills introduced and explored in class as well as enable students to participate in a meaningful way. Active participation is required.

Recommendation: Successful completion of Level I course or instructor approval upon completion of placement test.

LEVEL II HONORS

FRENCH II - H

Course 1413 1 credit

PORTUGUESE II - H

Course 1433 1 credit

SPANISH II - H

Course 1444 1 credit

French II Honors, Portuguese II Honors, and Spanish II Honors courses rigorously expand upon and reinforce objectives and skills presented in Level I. Deeper emphasis is placed on comprehension (listening and reading), writing and speaking practice in the language using a variety of activities incorporating familiar and new vocabulary and structures. These courses progressively enable the student to: (1) comprehend the language at a conversational speed on subjects within their vocabulary range; (2) read material involving vocabulary and construction studied; (3) write in idiomatic style (everyday expressions about ordinary activities) on subjects within their vocabulary range; (4) speak and interact with proper pronunciation, intonation and inflection on subjects within their vocabulary range; (5) understand cultural perspectives, customs, art and music of the countries where the language is spoken. Continuous effort to use the target language is essential. **In an effort to better prepare students for further honor classes and the Advanced Placement Course, it is imperative that students in honors courses exhibit diligence with regard to attitude and work ethic.** Homework assignments are an integral part of these courses; they reinforce concepts/skills introduced and explored in class as well as enable students to participate in a meaningful way. Active participation is required.

Recommendation: Successful completion of Level I course with a B+ or higher or instructor approval upon completion of placement test.

LEVEL III

FRENCH III

Course 1422 1 credit

PORTUGUESE III

Course 1434 1 credit

SPANISH III

Course 1445 1 credit

French III, Portuguese III, and Spanish III courses expand upon and reinforce objectives and skills presented in Levels I and II. Continued emphasis is placed on comprehension (listening and reading), writing and speaking practice in the language using a variety of activities incorporating familiar and new vocabulary and structures. These courses are designed to: (1) continue development of conversational ability; (2) continue to increase the vocabulary span; (3) improve reading comprehension; (4) develop ability in written composition on the subjects studied; (5) increase knowledge of the culture, literature, art and music of the countries studied. Continuous effort to use the target language is essential. Homework assignments are an integral part of these courses; they reinforce concepts/skills introduced and explored in class as well as enable students to participate in a meaningful way. Active participation is required.

Recommendation: Successful completion of Level II course or instructor approval upon completion of placement test.

LEVEL III HONORS

FRENCH III-H *Course 1423* *1 credit*

PORTUGUESE III-H *Course 1435* *1 credit*

SPANISH III-H *Course 1453* *1 credit*

French III Honors, Portuguese III Honors, and Spanish III Honors courses rigorously expand upon and reinforce objectives and skills presented in Levels I and II. Deeper emphasis is placed on comprehension (listening and reading), writing and speaking practice in the language using a variety of activities incorporating familiar and new vocabulary and structures. These courses are designed to: (1) continue development of conversational ability; (2) continue to increase the vocabulary span; (3) improve reading comprehension; (4) develop ability in written composition on the subjects studied; (5) increase knowledge of the culture, literature, art and music of the countries studied. Continuous effort to use the target language is essential. **In an effort to better prepare students for further honor classes and the Advanced Placement Course, it is imperative that students in honors courses exhibit diligence with regard to attitude and work ethic.** Homework assignments are an integral part of these courses; they reinforce concepts/skills introduced and explored in class as well as enable students to participate in a meaningful way. Active participation is required.

Recommendation: Successful completion of Level II or II Honors course with a B+ or higher or instructor approval upon completion of placement test.

LEVEL IV

FRENCH IV *Course 1424* *1 credit*

PORTUGUESE IV *Course 1437* *1 credit*

SPANISH IV *Course 1454* *1 credit*

French IV, Portuguese IV, and Spanish IV courses expand upon and reinforce objectives and skills presented in Levels I, II and III. Continued emphasis is placed on comprehension (listening and reading), writing and speaking practice in the language using a variety of activities incorporating familiar and new vocabulary and structures. It is designed to (1) practice and refine speaking ability with an emphasis on conversational skills; (2) teach, practice and refine more advanced grammar skills; (3) expose students to literary texts in the target language; (4) further improve reading comprehension and writing skills; (5) further increase knowledge of the culture of the countries where the language is spoken through readings and discussion. Continuous effort to use the target language is essential. Homework assignments are an integral part of these courses; they reinforce concepts/skills introduced and explored in class, which enable students to participate in a meaningful way. Active participation is required.

Recommendation: Successful completion of Level III course or instructor approval upon completion of placement test.

LEVEL IV HONORS

FRENCH IV-H

Course 1425 1 credit

PORTUGUESE IV-H

Course 1436 1 credit

SPANISH IV-H

Course 1456 1 credit

French IV Honors, Portuguese IV Honors, and Spanish IV Honors courses expand upon and reinforce objectives and skills presented in Levels I, II and III in order to prepare for Advanced Placement courses offered. Students will be introduced to tasks that are on the AP exam. The course is taught in the target language and focuses on the development of more complex communication skills. Continued emphasis is placed on comprehension (listening and reading), writing and speaking practice in the language using a variety of activities incorporating familiar and new vocabulary and structures. Students will further develop the interpretive, presentational and interpersonal modes of communication through reading and listening selections, oral presentations, and various written genres.

Continuous effort to use the target language is essential. **In an effort to better prepare students for or Advanced Placement Courses and/or National Exams, it is imperative that students in honors courses exhibit diligence with regard to attitude and work ethic.** Homework assignments are an integral part of these courses; they reinforce concepts/skills introduced and explored in class as well as enable students to participate in a meaningful way. Active participation is required.

Recommendation: Successful completion of Level III or III Honors course with a B+ or higher or instructor approval upon completion of placement test.

SPANISH V

Course 1458 1 credit

Spanish V course seeks to enhance students' proficiency in the language. The course is taught predominantly in the target language. Range of vocabulary will continue to increase and grammatical emphasis will be on an "as needed" basis. A variety of learning activities will be utilized in order to develop and fine-tune students' skills of listening, speaking, reading, and writing. This course also enables students to use previously mastered material on a daily basis as they read and speak about a variety of topics and literature. Students must participate using the target language. **Recommendation:** Successful completion of Level IV course or instructor approval upon completion of placement test.

SPANISH (ADVANCED PLACEMENT)

Course 1455 1 credit

AP® Spanish Language and Culture is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, and magazine and newspaper articles; and also a combination of visual/print resources such as charts, tables, and graphs; all with the goal of providing a diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. The emphasis is on communication. Therefore, grammatical accuracy is not the focus or priority. Central to communication is the following premise from the Curriculum Framework: When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities). *Refer to the Advanced Placement section on page 12 for information on exam requirements for this course.*

Recommendation: A minimum grade of B+ in Levels IV or V courses or a recommendation from the teacher. ***A summer reading list is provided to build students' knowledge of vocabulary and review grammatical structure.**

SCIENCE

Mission Statement

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 (NGSS), it is strongly recommended 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.

Expectations for Student Learning in Science:

The Science Department focuses on developing the following inquiry skills:

- Asking Questions and Defining Problems
- Planning Investigations
- Carrying Out Investigations
- Analyzing and Interpreting Data
- Constructing Explanations and Designing Solutions

School-wide Learning Expectations Addressed in Science:

Expectation 1. Access and critically analyze information to answer questions and explore ideas

Expectation 2. Utilize effective problem solving strategies

PRINCIPLES OF EARTH, SPACE AND PHYSICS

Course 1311 1 credit

This is an introductory course that explores earth and space science as well as physics principles. This course is designed to meet the next generation science standards (NGSS) in physical science as well as earth and space science. This course introduces students to earth and space systems as well as physical concepts of motion, forces, energy, electromagnetism and waves. This is an inquiry-based, hands-on course that incorporates the three dimensions of the NGSS: the disciplinary core ideas, practices and cross-cutting concepts. Algebra 1 concepts and engineering practices are incorporated into this course.

Recommendation: Successful completion of grade 8 science.

PRINCIPLES OF EARTH, SPACE AND PHYSICS (HONORS)

Course 1312 1 credit

This is a rigorous introductory course that explores earth and space science as well as physics principles. This course is designed to meet the next generation science standards (NGSS) in physical science as well as earth and space science. This course introduces students to earth and space systems as well as physical concepts of motion, forces, energy, electromagnetism and waves. This is an inquiry-based, hands-on course that incorporates the three dimensions of the NGSS: the disciplinary core ideas, practices and cross-cutting concepts. Engineering practices are incorporated into this course. A long-term science fair project is required for this class. **A student needs to be self-motivated and have a strong background in mathematics to be successful in this course.**

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

CHEMISTRY

Course 1332 1 credit

This is an introductory course designed for sophomores who have completed Principles of Earth, Space and Physics. This course explores 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 and earth and space science. Topics include atomic theory, periodic properties of elements, nuclear chemistry, electron structures of elements, chemical bonding and reactions, and thermochemistry. This is an inquiry-based, hands-on course that incorporates the three dimensions of the NGSS: the disciplinary core ideas, practices and cross-cutting concepts. Engineering practices are incorporated into this course. Students will need a strong background in Algebra 1.

Recommendation: Successful completion of Principles of Earth, Space and Physics.

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 some earth and space science. The course 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. Additionally, the course centers on the AP College Board's 6 Big Ideas in Chemistry. This course utilizes an AP approved textbook which has challenging 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 incorporating engineering standards. Students will be required to complete a science fair project as a common course assessment. **A student needs to be self-motivated to be successful in this course.**

Recommendation: A grade of A in Principles of Earth, Space and Physics or a grade of B in Principles of Earth, Space and Physics (Honors).

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. Additionally, the course centers on the AP College Board's 6 Big Ideas in Chemistry. Students will attain a deeper understanding of chemistry concepts and achieve a competence in dealing with chemical calculations. Engineering practices are incorporated into this course. 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. *Refer to the Advanced Placement section on page 12 for information on exam requirements for this course.*

Recommendation: A grade of B in Chemistry Pre-AP or an A in Chemistry along with a strong math background or by teacher's recommendation.

HUMAN ANATOMY AND PHYSIOLOGY (HONORS)

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. May take concurrently with Biology.

BIOLOGY

Course 1322 1 credit

This is an introductory course for juniors who have completed Principles of Earth, Space and Physics as well as Chemistry. 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 as well as some earth and space science. This hands-on course incorporates the three dimensions of the NGSS: the disciplinary core ideas, practices and cross-cutting concepts. 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.

Engineering practices are incorporated into this course. 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.

Recommendation: Successful completion of Chemistry.

BIOLOGY (ADVANCED PLACEMENT)

Course 1325 2 credit

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. The course is designed to meet the Next Generation Science Standards in Life Science. It is a demanding and rigorous course for students interested in pursuing an intensive science education. The course centers on 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. Refer to the *Advanced Placement* section on page 12 for information on **exam requirements** for this course.

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

INTRODUCTION TO ENGINEERING DESIGN (PLTW)

Course 1380 1 credit

The first course in the Project Lead the Way (PLTW) engineering curriculum, Introduction to Engineering Design, is an inquiry based, project centered course where students will be introduced to the design process, applying math, science and engineering standards to hands-on projects. Students work both individually and in teams to design solutions to a variety of problems using 3D modeling software and utilize strategies used by engineers in industry and in the field. This is an introduction to the engineering design process which will open students' minds about how to approach scientific and engineering problems.

Recommendation: This course is open to all students.

PRINCIPLES OF ENGINEERING (PLTW) (HONORS)

Course 1381 1 credit

The second year course in the Project Lead the Way (PLTW) curriculum is a project based course where students engage and challenge themselves with problem solving related to specific disciplines of engineering. Students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Recommendation: A grade of B or better in Principles of Earth, Space, and Physics and successful completion of Geometry.

ENGINEERING DESIGN AND DEVELOPMENT (PLTW)

Course 1382 1 credit

The capstone course in the Project Lead the Way (PLTW) curriculum is a project based course where students spend the school year working on a culminating project that has students apply what they have learned in PLTW courses they have previously taken. This course is intended for seniors who are in the Academy for Engineering Design program (CTE). Students will get real world experience and will work with engineers at local companies. Additionally, students will work on smaller projects which will reinforce concepts learned in earlier courses such as material strength, simple machines, and optimization of designs.

Recommendation: Completion of Introduction to Engineering Design (PLTW) and at least one additional PLTW course.

PHYSICS

Course 1341 1 credit

This is an inquiry-based 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. The course centers on the AP College Board's 6 Big Ideas in Physics. 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 on 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. May be used to fulfill math graduation requirement if taken as fourth year of

science. Refer to the Advanced Placement section on page 12 for information on exam requirements for this course.

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

PHYSICS C (ADVANCED PLACEMENT)

Course 1347 2 credit

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. May be used to fulfill math graduation requirement if taken as fourth year of science. Refer to the Advanced Placement section on page 12 for information on exam requirements for this course.

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 on 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. May be used to fulfill math graduation requirement if taken as fourth year of science. Refer to the Advanced Placement section on page 12 for information on exam requirements for this course.

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

RENEWABLE ENERGY

Course 1351 1 credit

RENEWABLE ENERGY (semester)

Course 1352 .5 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.

Recommendation: This course is open to all juniors and seniors.

OCEANOGRAPHY

Course 1361 1 credit

This challenging marine science course is designed to meet the needs of a student who wishes to obtain an in-depth awareness of coastal and marine systems. This course includes a study of the physical, chemical and geological aspects of oceanography, marine biology, the coastal environment and the interrelationships among other disciplines. Students will be engaged in a variety of challenging real-world projects using Narragansett Bay as a natural lab. Students will follow field projects both in the environment as well as through the use of technology. Students can expect to work and be immersed in the marine environment. This rigorous course utilizes resources at a college reading level.

Recommendation: Successful completion of 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 or by teacher recommendation.

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. *Refer to the Advanced Placement section on page 12 for information on exam requirements for this course.*

Recommendation: Successful completion of any Biology class.

SOCIAL STUDIES

Mission Statement

The Portsmouth High Social Studies Department is committed to provide all students with diverse knowledge and skills in order to be prepared for college, career and civic life. Students' inquiry based, authentic experiences with history, American democracy and cultures around the world will provide an invaluable foundation as they become active citizens and compete in a global economy. Our courses place emphasis on proficiency in information literacy as it provides crucial skills needed for success. Critical thinkers and problem solvers must be able to efficiently locate, accurately evaluate, effectively use, and clearly communicate information in a variety of formats. In a world whose issues are complex and economies everchanging, we prepare our students to intelligently analyze and act upon complex local and global issues and the ability to adapt and learn new skills to successfully traverse college and career.

Expectations for Student Learning in Social Studies

- To develop questions, identify problems and plan inquiries
- Apply disciplinary concepts and tools
- Critically think and collaborate
- Evaluate sources and use evidence
- Communicate conclusions and take informed action

School-wide Learning Expectations Addressed in Social Studies:

- Expectation 1: Access and critically analyze information to answer questions and explore ideas.
- Expectation 3: Write proficiently for a variety of purposes.

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 Africa, Latin America, Middle East, and Asia. In this course the student must acquire a thorough knowledge of the physical and human geography of the cultural area being studied. Each unit of study utilizes the geography standards and particular themes in order to explore global issues. Through the use of primary and secondary resources students research problematic issues of these regions and utilize critical thinking skills in order to explore possible resolutions. The common course assessments are a document based question essay and a world issues PowerPoint presentation.

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 21st 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, document based question essays, and a Research DBQ to include a bibliography and annotated footnotes.

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.

Refer to the Advanced Placement section on page 12 for information on exam requirements for this course.
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

This eleventh grade course provides students the opportunity to examine American history from the American Revolutionary War to present day. Students will use the textbook, primary documents, and current events to learn how political, social, and economic events have shaped and continue to shape the United States. Critical thinking and writing skills will be strongly emphasized throughout the course year.

U. S. HISTORY (ADVANCED PLACEMENT)

Course 1137 1

credit

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. The class will meet daily for the first semester and on alternate days for the second semester. *Refer to the Advanced Placement section on page 12 for information on exam requirements for this course.*

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

JUNIOR and SENIOR ELECTIVES:

SOCIOLOGY

Course 1142 1 credit

At birth, we have no concept of race, gender, social class, or of how people "ought" to be. We know how to be human from growing up in society and from the institutions around us. If you are interested in trying to understand how society influences our perception of ourselves and others, as well as the environmental contributors to many social issues, then Sociology is for you! Topics such as deviance, discrimination, mass incarceration, homelessness and others are explored. 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, complete presentations, analyze current events and articles, and use the social science to solve problems. This class is very participatory and students should be ready to jump in and get involved!

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 history and diversity, 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 and gain an understanding of our own behavior through those correlations.

INTRODUCTION 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. This course is open to students in grades 10, 11, and 12.

PSYCHOLOGY (ADVANCED PLACEMENT)

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. *Refer to the Advanced Placement section on page 12 for information on exam requirements for this course.*

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. The concepts of trade-offs and opportunity costs will be thoroughly examined. In brief, this course enables students to become better decision-makers. An extensive unit on Personal finance and Investing begins our course. Financial literacy is the main focus of this unit. Group investment simulation projects are used to reinforce investing concepts. A Certified Financial Planner will present a seminar to the class upon completion of our unit.

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

CIVICS & PERSONAL FINANCE

Course 1170 .5 credit

Civics can be expressed as a study in citizenship and government. Knowing and understanding one's rights and privileges is essential to each and every student. This knowledge will enhance your decision-making capacity to ensure your rights are not jeopardized. Civics teaches students about the structure of the federal, state, and local governments. Students will continue to learn about the role of political parties in American government and the structure of the American legal system. Emphasis will be placed on how our laws and government impact our lives on a daily basis. The Personal Finance portion of our class will help you become a better decision-maker. Each of our four units are designed to examine essential pieces of our economy that all of us must understand in order to succeed. Hands-on materials will allow students a genuine feel, and greater appreciation for, the disciplines presented. Accordingly, this four step unit is entitled "Building Your Future". The four elements examined will be:

1. **BANKING:** Saving, Checking, Credit Cards, Taxes
2. **FINANCING:** Loans and Interest, Home Loans, Auto Loans, Insurance
3. **INVESTING:** Bonds, Stocks, Mutual Funds, Risk & Diversification, Inflation
4. **SUCCEEDING:** Paths to Employment, Paying for Education, Making a Living, Retirement

U.S. GOVERNMENT AND POLITICS (ADVANCED PLACEMENT)

Course 1173 1 Credit

The course is designed to teach students about how people behave politically, and about the design of the American political system. The major purpose of this course is to help students gain and display an understanding of American politics, and the processes of government that help shape our public policies. Refer to the *Advanced Placement* section on page 12 for information on **exam requirements** for this course. These ideas include but are not limited to:

- **Constitutionalism (CON)** The U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance majority rule and minority rights.
- **Liberty and Order (LOR)** Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.
- **Civic Participation in a Representative Democracy (PRD)** Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policy making and assume citizens will engage and participate.
- **Competing Policy-Making Interests (PMI)** Multiple actors and institutions interact to produce and implement possible policies.
- **Methods of Political Analysis (MPA)** Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

Portsmouth High School is offering four Rhode Island Department of Education Career and Technical Education (CTE) programs, The Academy for Education, Child Development, and Human Services, The Academy for Media Communications and Digital Video Production, The Academy for Engineering Design and, pending RIDE approval, The Academy for Visual Arts and Design. Descriptions of the academies are provided below. Any student enrolled in Portsmouth High School is eligible to take the courses that are listed in the CTE Academies; however, preference for available seats will be given to students who have submitted an application and they have been accepted into the program.

THE ACADEMY FOR EDUCATION, CHILD DEVELOPMENT & HUMAN SERVICES

Portsmouth High School's Academy of Education, Child Development, and Human Services is aligned to academic, technical, and industry-based standards to ensure a rigorous state approved three-year career and technical education (CTE) pathway. During the second and third year of the program, the students who are enrolled in the program will experience a variety of internships where they will work directly with children at local childcare centers and elementary schools. Students who complete the program will earn two certificates issued by the Rhode Island Department of Education that document that they have successfully completed the trainings, Foundations for the Rhode Island Early Learning and Development Standards and Developing a Standards-Based Curriculum. After the successful completion of the Child Studies Pathway, the student will be prepared to complete the Rhode Island State Paraprofessional/Teacher Assistant exam which will allow him or her to work as a teacher assistant in a variety of school settings. This pathway provides an introduction to the field of pediatrics and the foundation for careers in education and the field of human services and family studies.

COURSE SEQUENCE:

Child Studies 1-Child Growth and Development

Child Studies 2-Principles and Practices of Early Childhood Education

Child Studies 3-Principles and Practices of Education and Training

Students who are enrolled in the CTE academy will receive preferred status when registering for CTE courses.

Mission Statement

This CTE program focuses on the growth and the development of children as it pertains to preparing students to be prepared to enter a teacher preparation program at the postsecondary level and to be “job ready” as a teacher assistant or childcare employee.

Expectations for Student Learning in the Academy for Education, Child Development and Human Services

The courses are aligned with Portsmouth High School's Core Values and Beliefs and all of the 21st Century Learning Expectations.

School-wide Learning Expectations Addressed in the Academy for Education, Child Development and Human Services:

Expectation 1: Access and critically analyze information to answer questions and explore ideas

Expectation 6: Engage in work with integrity, both independently and collaboratively

CHILD STUDIES 1-CHILD GROWTH AND DEVELOPMENT (CTE)

Course 1750 .5 credit

This course examines child growth and development from prenatal development through the preschool years. The curriculum will include the following topics: genetics, analyzing the influence of heredity and environmental factors on prenatal development, and the stages of childbirth. The course will also analyze effective approaches to promoting the physical, cognitive, social and emotional growth of infants, toddlers, and preschool age children. This course is an excellence choice for those students who are considering a career in obstetrics, pediatrics, or the field of human development and family studies. Guest speakers and field trips will be incorporated into the curriculum.

CHILD STUDIES 2-PRINCIPLES & PRACTICES OF EARLY

Course 1751

1

credit

CHILDHOOD EDUCATION (CTE)

Students in this course will participate in the first level of training that is offered in conjunction with the Rhode Island Department of Education. The training will provide a comprehensive overview of the nine domains of learning and development within the Rhode Island Early Learning and Development Standards and the importance of each domain to the growth of children from birth to age five. Upon the successful completion of the training, the student will be presented with a certificate issued by the Rhode Island Department of Education that documents that the student has successfully completed the course, Foundations for the Rhode Island Early Learning and Development Standards (RIELDS). Other areas of study will include an analysis of early childhood theorists, curriculum development, the role of the family in a child's development, and careers in early childhood. An integral part of this course will be the unique opportunity for students to be able to apply what they have learned in the classroom during a practicum where they will work directly with children and a mentor teacher once a week at Countryside Children's Center or Hathaway Elementary School. This course is an excellent choice for those students planning a career in the field of early childhood.

Recommendation: Child Growth and Development with a minimum grade of a B

**CHILD STUDIES 3-PRINCIPLES & PRACTICES OF EDUCATION
AND TRAINING (CTE)**

Course 1752 1 credit

This course provides a comprehensive overview of the development of children from early childhood through secondary education. Students in this course will participate in the second level of training that is offered in conjunction with the Rhode Island Department of Education. Upon the successful completion of the training, the student will be presented with a certificate issued by the Rhode Island Department of Education that documents that the student has successfully completed the course, Developing a Standards-Based Curriculum. After the successful completion of the Child Studies Pathway, the student will be prepared to complete the Rhode Island State Paraprofessional/Teacher Assistant exam which will allow him or her to work as a teacher assistant in a variety of school settings. The students will work directly with children one or two days a week at a local childcare center and/or elementary school. *This course is an excellent choice for those students planning a career in early childhood, elementary, and secondary education.*

Recommendation: Child Growth and Development and Principles and Practices of Early Childhood Education with a minimum grade of a B. Students are required to obtain the Foundations of the RIELDS certificate before enrolling in this course.

THE ACADEMY FOR MEDIA COMMUNICATIONS & DIGITAL VIDEO PRODUCTION

The Academy for Media Communications and Digital Video Production at Portsmouth High School is a Rhode Island Department of Education certified Career and Technical Education program (CTE). The Academy is a unique program that delivers specialized communication and video skills through a multi-year sequence of course offerings. In the program's first year, the students learn foundational skills which are then utilized in the two main pathways of the Academy. The first pathway is Media Communications, which primarily focuses upon writing, directing, and producing video journalism, news broadcasts, and short documentary films. The second pathway is Digital Video Production, which principally focuses upon writing, directing, and editing short narrative films. The Academy is proud to offer students an opportunity to work with industry standard film equipment. Upon successful completion of the program, students will be eligible to earn five college credits at New England Institute of Technology.

COURSE SEQUENCE:

Digital Video Production I

Digital Video Production II or Video Journalism/Broadcasting

Digital Video Production III

Students who are enrolled in the CTE academy will receive preferred status when registering for CTE courses.

DIGITAL VIDEO PRODUCTION I (CTE)

Course 1668 .5 credit

This course is designed for the entry-level student who has an appreciation for film and video and would like to further explore the subject. Students will learn the principles of design in relation to frame composition and also learn essential camera techniques. Projects include documentary, stop-motion, journalism, continuity, and music video. Digital cameras and non-linear editing software will be utilized in this course. This course may be used to fulfill the technology graduation requirement.

DIGITAL VIDEO PRODUCTION II (CTE)

Course 1669 1 credit

This course is designed for the more advanced digital video student who desires to learn more skill and experience in the field. This intensive course will require many hours outside of class dedicated to the various projects. Projects will include adapted scenes, original videos, documentary as well as journalism. Students will be introduced to advanced editing using the Adobe Creative Cloud and camera techniques, as well as film theory and film analysis. There is a major written component to this course in addition to the video projects. The primary editing software will be Adobe's Premiere Pro, which is an industry standard. **Recommendation:** Completion of Digital Video 1 with a minimum grade of a B or better, and teacher recommendation.

DIGITAL VIDEO PRODUCTION III (CTE)

Course 1671 1 credit

This course is for the advanced digital video student who is interested in pursuing this discipline at the college level or entering the professional field. Advanced camera techniques and editing techniques will be utilized and students will be working independently to develop their own unique voice and style. Students will be expected to enter their work in local/state /national film competitions and festivals. Students will master advanced editing and camera techniques. There is a major written component to this course in addition to the video projects, where film theory and film analysis will be used. The primary editing software will be Adobe's Premiere Pro, which is an industry standard. Students will have the opportunity to take the Adobe Premiere Pro certification exam. College credit is awarded to students by New England Institute of Technology upon successful completion of this course.

Recommendation: Completion of Digital Video II with a minimum grade of a B or better, and teacher recommendation.

VIDEO JOURNALISM/BROADCASTING (CTE)

Course 1672 1 credit

This course will be dedicated to examining and reporting on various aspects of the culture of PHS including clubs, activities, sports, and any notable current events that are occurring within the PHS school community. With an emphasis on journalistic techniques, students will learn to write, produce, direct, and edit as well as perform in front of the camera as talent for a regular broadcasting episodes. In addition to news broadcasts, students will create commercial content, and other creative short programming. This dynamic class is high-energy and requires hands-on participation, requiring additional lab time and a significant after-school commitment.

Recommendation: Completion of Digital Video I with a minimum grade of a B or better, and teacher recommendation. Students who successfully complete this course may enroll in Digital Video Production III.

THE ACADEMY FOR ENGINEERING DESIGN

Portsmouth High School's Academy for Engineering Design provides students with the opportunity for hands on learning through the Project Lead the Way (PLTW) series of courses. The program includes two foundational courses: Introduction to Engineering Design and Principles of Engineering. It also includes several optional/specialized courses that provide students with instruction in specific fields of engineering. The program will culminate with a capstone project course Engineering Design and Development that the students will take during their senior year.

Students who enroll in these courses will be exposed to the engineering design process as well as engineering strategies, methods, calculations, and visual representation of design that are used in the various engineering fields. The courses and activities are designed to challenge students with a wide variety of hands-on labs and projects where they will apply the strategies that they have learned to solve problems. This exposure prepares students for future careers in engineering or for the next level of education in the engineering field.

PLTW COURSES:

Introduction to Engineering Design
Principles of Engineering
Engineering Design and Development
Digital Electronics
Civil Engineering and Architecture

Students who are enrolled in the CTE academy will receive preferred status when registering for CTE courses.

Mission Statement

The PLTW Engineering Design program is designed to provide students who are interested in pursuing a career in engineering the foundational skills necessary to be prepared to enter an engineering program at the post-secondary level.

School-wide Learning Expectations Addressed in Engineering CTE Program:

Expectation 1: Access and critically analyze information to answer questions and explore ideas

Expectation 2: Utilize effective problem solving strategies

INTRODUCTION TO ENGINEERING DESIGN (PLTW) (CTE)

Course 1380 1 credit

The first course in the Project Lead the Way (PLTW) engineering curriculum, Introduction to Engineering Design, is an inquiry based, project centered course where students will be introduced to the design process, applying math, science and engineering standards to hands-on projects. Students work both individually and in teams to design solutions to a variety of problems using 3D modeling software and utilize strategies used by engineers in industry and in the field. This is an introduction to the engineering design through process which will open students' minds about how to approach scientific and engineering problems.

Recommendation: This course is open to all students and it may be used to fulfill the technology graduation requirement.

PRINCIPLES OF ENGINEERING HONORS (PLTW) (CTE)

Course 1381 1 credit

The second year course in the Project Lead the Way (PTLW) curriculum is a project based course where students engage and challenge themselves with problem solving related to specific disciplines of engineering. Students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Recommendation: Successful completion of Introduction to Engineering Design, geometry and a grade of a B or better in Principles of Earth, Space, and Physics.

ENGINEERING DESIGN AND DEVELOPMENT (PLTW) (CTE)

Course 1382 1 credit

The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.

Recommendation:Open to seniors who have completed at least 2 PLTW CTE courses.

DIGITAL ELECTRONICS (PLTW)(CTE)

Course 1390 1 credit

From smartphones to appliances, digital circuits are all around us. This PLTW course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

Recommendation:This course is open to sophomores, juniors and seniors.

CIVIL ENGINEERING AND ARCHITECTURE HONORS (PLTW) (CTE)

Course 1391 1 credit

Students will learn the fundamentals of building and site design and development. In this PLTW course, they will apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software.

Recommendation:This course is open to sophomores, juniors and seniors

AP COMPUTER SCIENCE PRINCIPLES (PLTW) (CTE)

Course 1517 1 credit

Computer science skills are in high demand and are valued by colleges and employers throughout the world. The PLTW AP Computer Science Principles (AP CSP) course introduces students to the essential ideas of computer science and shows how computing and technology are an ever growing influence in the world. Students will pursue their individual interests using current technologies to create computational artifacts for both self-expression and problem solving through digital projects, such as applications, multimedia presentations, games, music, etc. This course will introduce the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts on society. AP CS Principles is an excellent preparation for the 21st century skills needed to succeed in today's technologically dependent society. This is a college level course that will provide students with in-depth fundamental knowledge and skills for further study towards any computer dependent career. Per AP requirements, students will be required to complete two portfolio assessments which must be submitted prior to the multiple choice AP Exam. A detailed description of the course material and requirements can be found on the [College Board's Website](#). Refer to the Advanced Placement section on page 12 for information on exam requirements for this course.

Recommendation: Students should complete PLTW Computer Science Essentials prior to enrolling in this course.

TECHNOLOGY EDUCATION

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.

Mission Statement

Technology Education is a program area within the CTE/Applied Arts and Sciences Department. 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.

Expectations for Student Learning in Technology Education:

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

School-wide Learning Expectations Addressed in Technology Education:

Expectation 5: Interpret and design visual messages for specific purposes.

Expectation 7: Use technology to discover and demonstrate knowledge.

TECHNICAL DRAWING & 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. Students will be using CADD software. This course may be used to fulfill the technology graduation requirement.

TECHNICAL DRAWING & CADD ADVANCED

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 CADD software.

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

DIGITAL ELECTRONICS (PLTW) (CTE)

Course 1390 1 credit

From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

Recommendation: This course is open to sophomores, juniors, and seniors

GRAPHIC COMMUNICATIONS

Course 1609 .5 credit

In this basic course, the students are introduced to the foundations of graphic arts technology. The focus for the class is to have students explore various opportunities available in the graphic communications industry. Students will have opportunities to investigate conceptual and visual problem solving with actual production methods, using industry standard equipment and computer based design software. Emphasis is on basic computer application, layout and design methods and screen-printing production. This basic course is designed to build basic graphic communication skills needed by commercial printers, graphic designers, production technicians, and other opportunities in entry level communication based careers. This course may be used to fulfill the 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 screen printing, desktop publishing, and photographic conversion of digital images and vector art creation. Students will be able to troubleshoot and solve production, design and printing problems. The students will produce and manipulate images, create documents and design using traditional and contemporary methods. Students will use the process that graphic designers utilize to create their advertisements and graphics involved with websites, apps, television, magazines, newspapers, billboards, 3D printing, and animation. Publication software, Vector Art software and Image editing software are studied in depth. *A final portfolio is required from all students.* the advanced Graphics course prepares 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. The opportunity will be available to be ACA certified in Adobe Photoshop.

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

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

Mission Statement

This Computer Science and Information Technology program provides students with the opportunity to explore and nurture their interests in the field of computer science. Students who elect this program of study will receive instruction in current computer languages and applications. All students contemplating a career in business, engineering, math, or computer science should begin the computer programming sequence as a freshman with the course Concepts in Technology. All the courses listed below may be taken to fulfill the 0.5 technology credit that is required for graduation.

Expectations for Student Learning in Computer Science and Information Technology:

The computer science courses offered are aligned with Portsmouth High School's Beliefs about Learning and Learning Expectations. The courses require students to:

- Access and critically analyze information to answer questions and explore ideas
- Solve problems through prioritizing and planning for results
- Write and speak proficiently for a variety of audiences and purposes
- Communicate effectively in a variety of formats
- Interpret and design visual messages for specific purposes
- Engage in work with integrity, both independently and collaboratively
- Demonstrate knowledge and skills through the use of technology
- Demonstrate evidence of analysis, synthesis and evaluation through the creative process
- Demonstrate proper techniques and strategies, utilizing technology, for effective problem solving.
- Effectively present and explain the process, planning and problem solving techniques used in the creation of a technology based project
- Create physical and digital products that demonstrate acquired knowledge and skills

School-wide Learning Expectations Addressed in Computer Science and Information Technology:

Expectation 2: Utilize effective problem solving strategies

Expectation 5: Interpret and design visual messages for specific purposes

Expectation 7: Use technology to discover and demonstrate knowledge

Note for Ninth Graders: In order to meet the technology graduation requirement, all incoming ninth grade students are encouraged to enroll in one of the following courses, Concepts in Technology, Introduction to Engineering (PLTW), Digital Video Production I, Graphic Communications, or Technical Drawing & CADD.

CONCEPTS IN TECHNOLOGY ***credit***

Course 1508 .5

This course is designed for all incoming students to build upon the basic computer skills that they have learned at the middle school level and prepare students to successfully use computers as productivity tools. This course introduces various software that students will use through high school and beyond. Topics that are addressed include, but are not limited to the following:

foundational knowledge of computer systems to gather, save and access data; file management; societal and ethical issues related to computers; productivity software for effective communication and innovation; and online collaborative learning tools for lifelong learning in a cyber-rich society. Students will also learn the basics of computer programming concepts through the use of drag and drop coding environments. Emphasis is placed on hands-on activities in the computer lab to demonstrate proficiency using computer technology.

WEB PAGE DEVELOPMENT
credit

Course 1509 .5

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 Cascading Style Sheets to control the layout, add and edit colors and images. Students will also learn how to use the Adobe Photoshop software to create and edit images for websites. Students who successfully complete this course may go on to Advanced Web Page Development.

Recommendation: Completion of Concepts in Technology, Advanced Concepts in Technology with a grade of a C or better.

WEB PAGE DEVELOPMENT ADVANCED
credit

Course 1510 .5

Students will explore advanced Web Page development concepts such as web design for mobile or tablet devices. The primary emphasis of this class will be to maintain and update a live website for a community organization. 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: Completion of Web Page Development with a grade of a B or better.

GAME DEVELOPMENT WITH VISUAL BASIC

Course 1512 1 credit

This beginner course focuses on the study of computer science and computer programming through the use of the Visual Basic Integrated Development Environment to create a variety of computer and video games. Engineering design principles and effective problem solving techniques are stressed as the student is exposed to techniques of computer programming through the game making process. The student will be expected to design and create computer games and programming solutions to problems in several application areas. Students who successfully complete this course may go on to Visual Basic Advanced to further study advanced programming concepts and techniques through game development.

Recommendation: Completion of Concepts in Technology or Advanced Concepts in Technology with a grade of a C or better.

INTRODUCTION TO PROGRAMMING (JAVA)

Course 1515 .5 credit

This course is designed for students who wish to begin 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 traditional procedural programming skills, which the student will apply in creating various programming solutions. This course is designed to prepare the student to successfully enroll in AP Computer Science (JAVA).

Recommendation: Completion of Concepts in Technology with a grade of a B or better.

COMPUTER SCIENCE (JAVA)(ADVANCED PLACEMENT)

Course 1516 1

credit

This rigorous course follows the [College Board Computer Science Course Description](#). It is designed for the dedicated 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 traditional programming exercises as well as to engineer real world solutions. *Refer to the [Advanced Placement](#) section on page 12 for information on [exam requirements](#) for this course.*

Recommendation: Completion of Introduction to Programming (Java), Game Development with Visual Basic or AP Computer Science Principles with a grade of a B or better.

COMPUTER SCIENCE PRINCIPLES (CTE) (ADVANCED PLACEMENT) **Course 1517 1 credit**

Computer science skills are in high demand and are valued by colleges and employers throughout the world. The PLTW AP Computer Science Principles (AP CSP) course introduces students to the essential ideas of computer science and shows how computing and technology are an ever growing influence in the world. Students will pursue their individual interests using current technologies to create computational artifacts for both self-expression and problem solving through digital projects, such as applications, multimedia presentations, games, music, etc. This course will introduce the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts on society. AP CS Principles is an excellent preparation for the 21st century skills needed to succeed in today's technologically dependent society. *Refer to the [Advanced Placement](#) section on page 12 for information on [exam requirements](#) for this course.*

Recommendation: Students are encouraged to complete Web Page Design and either Introduction to Programming (JAVA) or Game Development with Visual Basic prior to enrolling in this course.

SPECIAL EDUCATION

Department Mission Statement:

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 receive specialized instruction 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 lifelong learner.

Expectations for Student Learning:

Students will be expected to meet the learning expectations in their general education classes.

School-wide Learning Expectations Addressed in Special Education:

Students will be exposed to the school-wide learning expectations in their general education classes

COLLABORATIVE INCLUSION CLASSES

Special education students who require specialized instruction within core academic classes are enrolled in co-taught classes taught by a content teacher and a special educator. These courses incorporate a co-taught model based on the goals that are in the student's IEP.

SPECIALIZED PROGRAMS

LIFE SKILLS PROGRAM

This program is specific to special education students who qualify for alternate assessment. The curriculum is individualized to help students learn career readiness skills, gain community and employment experience and increase their activities of daily living skills.

ACADEMIC SUPPORT

Course 9911 1 credit

Students enrolled in academic support receive service from a special education teacher in areas outlined in their Individualized Education Plan related to Self-Awareness, Social Awareness, Self-Management, Relationship Skills or Responsible Decision Making Skills.

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.

WORK EXPERIENCE

For extenuating circumstances, when students have had prior approval by an administrator - after a review of a comprehensive plan which connects to college and career goals - they may be considered for this opportunity.

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 Administrator supervises the process of entry into the program. The Administrator 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 an Administrator, who administers the program and recommendation of the student's school 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.

WORK EXPERIENCE

Course 2995 2 credits

Course 2996 3 credits

**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								
MODERN WORLD LANGUAGE								
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: (.5 CR.), FINE ARTS: (.5 CR.)

STUDENT SIGNATURE: _____

NOTES: