



Portsmouth High School

Program of Studies

2016 - 2017

**PORTSMOUTH HIGH SCHOOL
Portsmouth, Rhode Island**

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**Portsmouth High School
Portsmouth, Rhode Island**

School Mission and Expectations for Student Learning

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

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

Perserverance

Respect

Innovation

Dedication

Engagement

Academic Expectations for Student Learning

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

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

Social and Civic Expectations for Student Learning

It is our expectation that Portsmouth High School graduates will:

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

TITLE IX NON-DISCRIMINATION

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

NEASC ACCREDITATION

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

GUIDANCE PROGRAMS AND SERVICES

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

Planned group programs each year include:

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

Additional Guidance and Counseling Services

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

Counselors are available to meet individually with students before and after school and during the school day by appointment, to discuss any concern – academic, social, emotional, or post-secondary. Students are encouraged to see their counselors as

often as needed, but will have scheduled appointments as well, initiated by the counselor. Students are assigned to counselors alphabetically (first letters of last name) and remain with the same counselor for all four years.

The Portsmouth High School Diploma Plan

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

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

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

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

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

Starting in 2015, PHS students will take the Partnership for Assessment of Readiness of College and Careers (PARCC) test. Considerations for the PARCC assessment to become a graduation requirement are under consideration.

GRADUATION COURSE REQUIREMENTS

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

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

COURSE DISTRIBUTION REQUIREMENTS

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

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

To meet the requirement of a fourth year of math, a student may complete a fourth year of laboratory science that is not being used to meet the science graduation requirement.

FOUR YEAR COLLEGE PREP RECOMMENDATIONS

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

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

STEAM (Science, Technology, Engineering, Art, and Mathematics) ACADEMY

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 (Science, Technology, Engineering, Art, and Mathematics) 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 Certificate include successfully completing at least the following:

- Science: 4 credits, including at least one AP science (Physics, Chemistry, Biology, Environmental Science)
- Mathematics: 4 credits, including at least one AP math (Statistics, Calculus AB/BC)
- Technology: 1.5 credits (examples include Engineering Design, AP Computer Science, Advanced Television Production)
- Art: 1.5 credits (examples include all Visual Art & Design courses, Introduction to Music, AP Music Theory)
- STEAM-related Senior Project

SUMMER READING/PROJECTS

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

CHANGE IN PROGRAM

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

Because of the importance of class sizes and continuity in courses, individual changes in student programs ***will not be accepted after 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, guidance counselor, and the director of student services indicate the student has been improperly placed and continued enrollment in the course would constitute an undue hardship. The burden to present evidence is greater if the student is enrolled in a course that did not follow the recommendations of the sending teacher/department chair.

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

PROGRAM OF STUDY WAIVERS

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

TRANSFER OF CREDITS TO PORTSMOUTH HIGH SCHOOL

When a student transfers to PHS from another accredited secondary school, every effort will be made to translate a student's transcript onto his/her PHS record. Grades from the sending institution will be accepted at face value and will be calculated in accordance with our school's grading system. Transferring seniors will be required to complete Senior Project in order to be eligible for graduation. As a public institution, Portsmouth High School does not recognize credits earned for faith-based, religious courses.

COURSE SELECTION PROCEDURE

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

SPECIAL PROGRAMS

Alternative Learning Program

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

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

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

Rhode Island College Early Enrollment Program

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

Courses for which college credit may be available include: Economics (RIC), and College Writing (URI).

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

Advanced Placement

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

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

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

Newport Area Career and Technical Center

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

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

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

EDUCATIONAL OPTIONS

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

College-High School Cooperative Plan (Concurrent Enrollment)

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

Work Experience Program

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

Independent Study

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

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

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

Virtual High School

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

Requests for an Independent or Special Off-Campus Program

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

FINE ARTS

Overview of the Fine Arts Program:

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 and the Rhode Island Grade Span Expectations.

National Core Arts Standards are divided into four artistic processes: **Creating, Performing/Presenting/Producing, 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), Rhode Island College Early Enrollment Program (EEP) level as well as courses aligned to the STEAM program.

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

1. Access and critically analyze information to answer questions and explore ideas
2. Utilize effective problem solving strategies
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. Use technology to discover and demonstrate knowledge

Students who successfully complete CCA's in the Fine Arts will demonstrate proficiency in school-wide learning expectations #4, #5, #6 and #7 through visual art, music and digital technology courses in our department.

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.

Fine Arts Courses

Music

Overview of Music Program:

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 and instrumental/ band programs, music theory, music history, guitar, keyboard and music technology.

CONCERT CHORUS

Course 1963

1 credit

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

SELECT CONCERT CHOIR

Course 1966

1 credit

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

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

VOCAL ENSEMBLE

Course 1964

1 credit

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

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

STRING ENSEMBLE

Course 1973

1 credit

This class is open to all students with or without previous string playing experience. Beginning students will learn to care for, tune and proficiently play one of the four

orchestral instruments: violin, viola, cello or double bass. Students with previous playing experience will have the opportunity to play more challenging repertoire. STEAM elements and literacy strands are incorporated into the daily music curriculum fostering students' creativity and innovation in the classroom. A wide variety of music repertoire is explored for school and community performance events throughout the school year.

GUITAR I

Course 1960

.5 credit

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

GUITAR II

Course 1969

.5 credit

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

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

INTRODUCTION TO MUSIC

Course 1975

.5 credit

This class will cover the basics of music 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 course will cover Classical, Jazz, Broadway, Rock, and pop music. This course is a prerequisite for AP Music Theory and may be used toward fulfillment of STEAM certificate Art requirement.

ADVANCED PLACEMENT MUSIC THEORY

Course 1972

1 credit

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

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

PIANO I

Course 1961

.5 credit

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

PIANO II

Course 1962

.5 credit

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

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

CONCERT BAND

Course 1970

1 credit

This course is open to students in grade 9. Students in Grade 10, 11, and 12, may take this course with approval of teacher. Band literature at a medium level will be studied and performed. Emphasis is placed on musicianship and the development of music fundamentals. Performances include football games, parades, school concerts, festivals, and any other functions at which the band is asked to perform. Course requirements include: after-school rehearsals, attendance at regular classes, a week of band camp (usually last week in August), and participation in the Marching Band.

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. This course may be used to fulfill fine arts graduation requirement.

SYMPHONIC BAND

Course 1971

1 credit

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

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

MUSIC PRODUCTION & ENGINEERING/ 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. We will be investigation on-line resources and working from sound programs such as Audacity, Soundation, cakewalk, 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. No Prerequisite: Playing an instrument or the ability to read music is NOT necessary for the course, but is beneficial. This course may be used toward fulfillment of STEAM certificate Art requirement.

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

VISUAL ART AND DESIGN (VAD)

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 Rhode Island Common Core State Standards (CCSS), national, and district standards for Visual art and Design (VAD). All Visual Art and Design courses may be used toward fulfillment of STEAM certificate Art requirement.

ART 1E: VISUAL ART & DESIGN BASICS

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 in both 2D and 3D to communicate more effectively through the visual arts. (May be used toward fulfillment of fine arts GSEs)

Recommendation: 9th & 10th grade

ART & DESIGN INNOVATION

Course 1851

1 credit

This full year course provides an in depth introduction to the Elements of Art & the Principles of Design. Drawing, color theory, two and three dimensional design, basic painting, printmaking techniques, graphic design and technology will be addressed. Students will be empowered to utilize these skills to design, create, and communicate more effectively through the visual arts, both collaboratively and individually. This class

provides essential information and skill building opportunities necessary to create strong visual products across all disciplines as well as to continue within the art program.

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

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

DRAWING

Course 1863

.5 credit

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

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

PAINTING

Course 1862

.5 credit

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

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

SCULPTURE

Course 1845

.5 credit

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

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

CERAMICS

Course 1868

.5 credit

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

ADVANCED CERAMICS

Course 1869

.5 credit

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

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

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

PRINTMAKING

Course 1841

.5 credit

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

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

DIGITAL PHOTO 1

Course 1840

.5 credit

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

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

ADVANCED DIGITAL PHOTO

Course 1871

.5 credit

The goal of this course is to expand and explore photographic styles, utilize studio lighting, and build portfolios. Students also work with Photoshop and complete multiple

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

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

ADVANCED ART HONORS

Course 1855

1 credit

The essentials of drawing, color theory, two dimensional and three dimensional designs and the elements and principles of design are reviewed, practiced expanded upon and, subsequently, applied with an emphasis on exploring and developing a unique approach to these concepts and skills. Art history relative to the 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.

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

Note: This course may be taken twice for credit.

MUSEUM STUDIES

Course 1870

.5 credit

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

Recommendation: Enrollment opens to 11, 12th grade students.

Note: Museum Studies is taught partially off campus and transportation will be provided by the district.

AP STUDIO ART: DRAWING, 2D DESIGN, or PHOTO

Course 1860

1 credit

This rigorous course is only offered to students who have taken advanced art or have the permission of the instructor. The course covers portfolio preparation for students attempting to receive College Board credit in studio art. The course is designed for those students working two-dimensionally. During the first semester, students will work

on developing their skills across a wide variety of subject matter and media including digital photography. During the second semester, students create a self-directed body of work that exemplifies their skills and interests. The class period will serve as their advisory and assignment period, students are expected to have the skills and motivation to work independently to fulfill the assignments. Students will be required to take the AP exam in May in order to receive course credit.

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

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

AP STUDIO ART: 3D DESIGN

Course 1861

1 credit

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

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

ART HISTORY (Advanced Placement) / EEP

Course 1859

1 credit

Intro to the Visual Arts: A Global Perspective

This advanced study of art history offers the serious student 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. Students are required to take the Advanced Placement exam in May in order to receive credit for the course and are responsible for the cost of the exam.

Note: Students may receive credit from Rhode Island Colleges Early Enrollment Program. EEP Students will be required to present a final portfolio consisting of 10-15 art works.

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

Overview of the Computer Science and Information Technology Program:

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

Students who pass Comprehensive Course Assessments (CCAs) in Technology Education may be considered proficient in school-wide learning expectations #2, #5 and #7:

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

The recommended sequence of classes is as follows:

CONCEPTS IN TECHNOLOGY

Course 1508

.5 credit

This course is designed for all incoming students to build upon the basic computer skills that students have learned at the middle school level and prepare students to successfully use computers as productivity tools. This course focuses on using computer technology to enable students to achieve the Proficiency Based Graduation Requirements, such as Senior Project, and enabling students to learn various softwares that they 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 softwares for effective communication and innovation; and online collaborative learning tools for lifelong learning in a cyber-rich society. Emphasis is placed on hands-on activities in the computer lab to demonstrate proficiency using computer technology, in-line with National Educational Technology Standards.

ADVANCED CONCEPTS IN TECHNOLOGY

Course 1511

.5 credit

This course is designed for incoming students who already have a strong foundation in basic computer skills and who want a more in-depth study of computer productivity tools. This course focuses on using computer technology to enable students to achieve the Proficiency Based Graduation Requirements, such as Senior Project, and enabling students to learn various softwares that they 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 softwares for effective communication and innovation; and online collaborative learning tools, such as Google Classroom. Students will learn the basics of computer programming concepts through the use of the drag and drop coding environments. Emphasis is placed on hands-on activities in the computer lab to demonstrate proficiency using computer technology, in-line with National Educational Technology Standards.

Recommendation: Students will be recommended for this course through their guidance counselor.

WEB PAGE DEVELOPMENT

Course 1509

.5 credit

Beginning with an introduction to Hypertext Markup Language (HTML), the student will learn to make his/her own web pages. Once the concepts of HTML have been mastered, students will explore the use of 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 or Microsoft Office Certification Skills with a grade of C or better.

WEB PAGE DEVELOPMENT ADVANCED

Course 1510

.5 credit

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 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 Advanced Concepts in Technology or Technology Concepts (formerly Microsoft Office Certification Skills) with a grade of C or better.

GAME DEVELOPMENT WITH VISUAL BASIC, Part 1

Course 1513

.5 credit

This course is offered for the student who would like to learn programming but either can't or does not want to enroll in a full year class. It is the same material as in GAME DEVELOPMENT WITH VISUAL BASIC, Course 1512, but only through the first semester.

Recommendation: Completion of Advanced Concepts in Technology or Technology Concepts (formerly Microsoft Office Certification Skills) with a grade of C or better.

GAME DEVELOPMENT WITH VISUAL BASIC, Part 2

Course 1517

.5 credit

This course is offered for the student who successfully completed GAME DEVELOPMENT WITH VISUAL BASIC, Part 1, Course 1511, and would like to continue with the material. It covers the same material as is covered in the second semester of GAME DEVELOPMENT WITH VISUAL BASIC, Course 1512.

Prerequisite: Completion of GAME DEVELOPMENT WITH VISUAL BASIC, Part 1, Course 1511, with a grade of C or better.

VISUAL BASIC ADVANCED

Course 1514

1 credit

This course is designed for students who would like to continue with their study of computer science and computer programming through the Visual Basic Integrated Development Environment through the game development process. Advanced programming algorithms and data structures will be explored while the student demonstrates proficiency in solving various real-world paradigms and creates games of professional quality. The student will be expected to design and create programming solutions for complex situations. Emphasis is placed on engineering design principles and effective problem solving skills while using industry standard programming techniques. Students who successfully complete this course may go on to AP Computer Science (Java).

Recommendation: Completion of Game Development with Visual Basic with a grade of B 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 Advanced Concepts in Technology or Technology Concepts (formerly Microsoft Office Certification Skills) with a grade of B or better.

AP COMPUTER SCIENCE (JAVA)

Course 1516

1 credit

This rigorous course follows the course description provided by the College Board (<http://media.collegeboard.com/digitalServices/pdf/ap/ap-computer-science-a-course-description-2014.pdf>). 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. Students must pay for and complete the Advanced Placement exam in May in order to receive credit for the course.

Recommendation: Completion of Introduction to Programming (Java) and/or Game Development with Visual Basic with a grade of B or better.

ENGLISH

Overview of English Program

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

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

Our English curriculum:

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

The focus for instruction includes:

- Grade 9 – Integrated approaches to grammar, speaking, composition, and literature skills.
- Grade 10 – Speech, composition, vocabulary development, and contemporary literature
- Grade 11 – American literature, both fiction and non-fiction, and composition.

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

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

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

Students who pass Comprehensive Course Assessments (CCAs) in English are considered proficient in school-wide learning expectations #1 and #3:

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

Expectation 3: Write proficiently for a variety of purposes.

English 9

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.

English 9 Skills is an option for 9th grade students whose standardized test data, previous grades and performance, and teacher recommendation warrant specialized instruction and practice with literacy skills.

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

English 9 Honors	Course 1003	1 credit
English 9	Course 1002	1 credit
English 9 Skills	Course 1001	1 credit

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

English 10

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

English 10 Skills is an option for 10th grade students whose standardized test data, previous grades and performance, and teacher recommendation warrant specialized instruction and practice with literacy skills.

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

English 10 Honors	Course 1012	1 credit
English 10	Course 1011	1 credit
English 10 Skills	Course 1086	1 credit

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

English 11

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

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

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

AP English 11 (Lang. 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 (non-fiction 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. **Students are required to take the Advanced Placement English Language exam in order to receive credit for this course.**

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

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

English 12

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

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

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

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

Note: ALL Senior Project students will be required to secure a community mentor who is an expert in the chosen field of interest, over 21 years of age, and who is NOT a

relative. In most cases, students will have to provide their own transportation to and from mentor sites.

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

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

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

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

INTRODUCTION TO JOURNALISM I Course 1050 .5 credit

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

JOURNALISM II Course 1051 1 credit

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

CREATIVE WRITING Course 1052 .5 credit

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

THEATER ARTS I

Course 1053

.5 credit

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

THEATER ARTS II

Course 1054

.5 credit

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

LANGUAGE OF LITERATURE AND FILM

Course 1056

.5 credit

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.

Recommendations: 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 the opportunity to learn more about the genre of science fiction through a wide variety of mediums. Students will read several short stories by Philip K. Dick, Isaac Asimov, and Ray Bradbury as a way of building a foundation to the actual genre. In addition to these primary texts, students will examine an assortment of secondary criticism. As the semester continues, students will use their prior knowledge as they trace the science fiction genre from the 1950s to the 21st century by viewing clips and entire films. Through reading and viewing, students will examine the following themes: alien invasion, machine and cyborg intelligence, futures for gender, and the issue of fate vs. free will. Students will further

develop comprehension strategies, build a breadth of vocabulary, continue to analyze and interpret informational and literary text, and write critically.

Recommendations: Preference given to 11th and 12th graders

FAMILY AND CONSUMER SCIENCE

Overview of Family and Consumer Science Program:

The Department of Family and Consumer Science is a program area within the Department of Applied Arts and Sciences. The curriculum focuses on the growth and the development of children, culinary practices, textiles and fashion and interior design. The courses provide the students with the opportunity to:

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

Students who successfully complete CCA's in Family and Consumer Science will demonstrate proficiency in school-wide learning expectations # 1 and # 6.

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

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

ARCHITECTURE AND INTERIOR DESIGN

Course 1721

.5 credit

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

CULINARY PRACTICES

Course 1711

.5 credit

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

CHILD DEVELOPMENT I

Course 1750

.5 credit

This semester course covers the care and development of children from conception to age 6. The physical, intellectual, and social development of children at each developmental stage will be studied. The course focuses on the areas of readiness for parenting, pregnancy and prenatal care, child birth, care and guidance of children, health and safety, childcare alternatives and careers relating to children. This course prepares students to be effective parents and/or caregivers. Guest speakers and field trips are incorporated into the curriculum.

CHILD DEVELOPMENT II

Course 1752

.5 credit

This semester course provides a comprehensive overview of the growth and development of children from birth to age five. Emphasis will be on the physical, social emotional and intellectual growth of infants, toddlers and preschool age children. Other areas of study will include curriculum development, guiding children with special needs, the role of the family in a child's development and careers in early childhood education.

The students will be provided with the unique opportunity to work directly with children at a local childcare center. The students will also be provided with the opportunity to earn a certificate issued by the Rhode Island Department of Education that documents that the students have successfully completed the course: Foundations for the Rhode Island Early Learning and Development Standards. *This course is an excellent choice for those students planning a career in early childhood education.*

Recommendation: Child Development I with a minimum grade of a B

EARLY CHILDHOOD EDUCATION

Course 1751

1 credit

This course is available to juniors and seniors (with preference given to seniors.) The students will be provided with the unique opportunity to work directly with children one or two days a week at a local childcare center and/or elementary school. The curriculum provides a comprehensive overview of the growth and development of children from birth to third grade. There will be an emphasis on the physical, social, emotional, and intellectual growth of children. Other areas of study will include curriculum development and careers in early childhood and elementary education. *This course is an excellent choice for those students planning a career in early childhood or elementary education.*

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

TEXTILES AND FASHION

Course 1720

.5 credit

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

HEALTH & PHYSICAL EDUCATION

Overview of Health & Physical Education Program:

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

EXPECTATIONS FOR STUDENT LEARNING in Health & Physical Education:

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

Students who successfully complete CCA's in Health and Physical Education will demonstrate proficiency in school-wide learning expectations # 1 and # 6.

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

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

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

HEALTH & PHYSICAL EDUCATION 9

Course 1909

.5 credit

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

HEALTH & PHYSICAL EDUCATION 10

Course 1910

.5 credit

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

HEALTH & PHYSICAL EDUCATION 11

Course 1911

.5 credit

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

HEALTH & PHYSICAL EDUCATION 12

Course 1912

.5 credit

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

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

Course 1914

.5 credit

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

MATHEMATICS

Overview of Mathematics Program:

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

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

Math courses offered are aligned with the Common Core State Standards and with Portsmouth High School's Mission and 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.

At Portsmouth High School, all math courses use Comprehensive Course Assessments (CCAs) to measure proficiency on school-wide learning expectation #2:

Expectation 2. Utilize effective problem solving strategies

ALGEBRA 1

Course 1230

2 credits

Algebra 1 will cover the Common Core State Standards that pertain to Algebra 1. Topics may include, but are not limited to: Expressions, Solving, graphing, and writing Linear, Exponential, and Quadratic Equations, Inequalities and Functions, Solving Systems of Equations and Inequalities, Polynomials and Factoring, and Probability and Data Analysis. This course will meet every day, counting as 1 math credit, and 1 elective credit. Meeting every day will provide the time for additional instructional supports and skill development specific to algebra.

Recommendation: Teacher recommendation.

ADVANCED ALGEBRA 1

Course 1231

1 credit

Advanced Algebra 1 will cover the Common Core State Standards that pertain to Algebra 1. This course will be considered a “Part 2” of Algebra 1 – the first part must have been taken previously – and will cover the remaining Common Core Concepts and Standards not addressed in Part 1. Topics may include, but are not limited to: Expressions, Solving, graphing, and writing Linear, Exponential, and Quadratic Equations, Inequalities and Functions, Solving Systems of Equations and Inequalities, Polynomials and Factoring, and Probability and Data Analysis.

Recommendation: Successful completion of Algebra 1 Part 1 in grade 8 and Teacher recommendation.

GEOMETRY with LAB

Course 1232

2 credits

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

Recommendation: Successful completion of Algebra 1 and Teacher recommendation.

GEOMETRY

Course 1233

1 credit

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

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

HONORS GEOMETRY

Course 1234

1 credit

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

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

ALGEBRA II with Lab

Course 1237

2 credits

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

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

ALGEBRA II

Course 1235

1 credit

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

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

HONORS ALGEBRA II

Course 1236

1 credit

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

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

INTRODUCTION TO DISCRETE MATH

Course 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 1242

1 credit

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

Recommendation: B- in Geometry with a recommendation from the Algebra 2 teacher.

PRE- AP CALCULUS (HONORS)

Course 1243

1 credit

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

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

FINANCIAL ALGEBRA

Course 1254

1 credit

Financial Algebra is a college-preparatory mathematics course, aligned to the Common Core Standards, which uses concepts from Algebra to provide the tools to become a financially responsible young adult and to solve financial problems that occur in everyday life. The course will explore the stock market, starting a business, the various banking services, consumer credit, automobile ownership, employment basics, income taxes, independent living, retirement planning, and preparing a budget. It is a mathematically focused, algebra-based course that is highly applications-oriented.

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

ADVANCED FINANCIAL ALGEBRA

Course 1256

1 credit

Financial Algebra is a college-preparatory mathematics course, aligned to the Common Core Standards, which uses concepts from Algebra I, Algebra II, and Geometry to provide the tools to become a financially responsible young adult and to solve financial problems that occur in everyday life. The course will explore the stock market, starting a business, the various banking services, consumer credit, automobile ownership, employment basics, income taxes, independent living, retirement planning, and preparing a budget. It is a mathematically focused, algebra-based course that is highly applications-oriented.

Recommendation: Successful completion of Pre-Calculus or Algebra 2 with teacher recommendation.

STATISTICS and PROBABILITY

Course 1244

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.

AP STATISTICS

Course 1245

1 credit

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

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

CALCULUS

Course 1250

1 credit

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

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

AP CALCULUS – AB

Course 1251

1 credit

AP Calculus students learn the following major topics: review of algebra and geometric analytics, functions, limits, slope and derivative of polynomial functions, powers, products and quotients, implicit relations, composite functions, differentials, continuity, related rate problems, curve analysis, maximum and minimum problems, review of differentiation, derivatives of trig functions, definite integration and application. This course will go at a faster pace and cover each topic in more depth. Students are required to take the Advanced Placement Exam in May in order to receive credit for the course.

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

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

AP CALCULUS – BC

Course 1255

2 credits

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

Recommendations: B+ in Pre-AP Calculus &

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

MATH LAB

Course 1283-4

.5 credit

Math lab is for students needing additional math support to be successful in their regular math course – this usually includes additional skill work. A typical day in math lab includes skill work, individualized instruction (possibly via online programs and tutorials), and time to get support from the teacher on the current material and assignment from their regular math class. Students who demonstrate mastery on the skill work get more time to work on their current math class assignments. Students who struggle with the skill work receive individual support and instruction from the teacher. Students in Math Lab are successful when they set their own goals, with teacher guidance, and take ownership of these goals and of their learning. Students receive a Pass/Fail grade and an elective credit for the course. This is a semester course.

Recommendation: Teacher recommendation

MODERN WORLD LANGUAGES

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

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

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

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

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

Students who successfully complete Comprehensive Course Assessments in Modern World Languages will demonstrate proficiency in school-wide learning expectations #3 and #4.

Expectation 3: Write proficiently for a variety of purposes.

Expectation 4: Communicate effectively in a variety of formats.

LEVEL I

• FRENCH I	Course 1411	1 credit
• LATIN I	Course 1461	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, which enable students to participate in class in a meaningful way. Active participation is required.

LATIN I is an introductory course which focuses on the basics of grammar, syntax, and vocabulary. It is designed to enable students to read materials of increasing complexity with ease and understanding and to write original Latin sentences employing the vocabulary and grammatical structures learned. Additionally, basic prefixes, suffixes, and roots of vocabulary words and word families will be studied. A working knowledge of English grammar is acquired as well as etymology, Roman History, and Classical Mythology.

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

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, which enable students to participate in class in a meaningful way. Active participation is a must!

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

Recommendation: Successful completion of Level I course or instructor approval upon completion of placement test. The department recommends summer enrichment for students who do not receive at least a C- in the previous level course.

LEVEL II HONORS

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

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, which enable students to participate in class in a meaningful way. Active participation is a must!

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

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, which enable students to participate in class in a meaningful way. Active participation is a must!

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

Recommendation: Successful completion of Level II course or instructor approval upon completion of placement test. The department recommends summer enrichment for students who do not receive at least a C- in the previous level course.

LEVEL III HONORS

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

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, which enable students to participate in class in a meaningful way. Active participation is a must!

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

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 1436 | 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. These courses are taught predominantly in the target language. 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 class in a meaningful way. Active participation is expected!

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

Recommendation: Successful completion of Level III course or instructor approval upon completion of placement test. The department recommends summer enrichment for students who do not receive at least a C+ in the previous level course.

LEVEL IV HONORS

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

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 any Advanced Placement courses offered. 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 taught predominantly in the target language. 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. **In an effort to better prepare students for Level V and/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, which enable students to participate in class in a meaningful way. Active participation is expected!

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

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

LEVEL V

- **FRENCH V** Course 1459 1 credit
- **PORTUGUESE V** Course 1457 1 credit
- **SPANISH V** Course 1458 1 credit

French V, Portuguese V, and Spanish V courses class seeks to enhance students' proficiency in the language. These courses are 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. These courses also enable 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.

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

Recommendation: Successful completion of Level IV course or instructor approval upon completion of placement test. The department recommends summer enrichment for students who do not receive at least a C+ in the previous level course.

SPANISH AP

Course 1455 1 credit

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

Recommendation: A minimum grade of B+ in Levels III, 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 structures.**

SCIENCE

Overview of Science Program:

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

All students are required to take three successful years of science to complete graduation requirements. In line with Next Generation Science Standards (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.

The Science Department focuses on developing the following inquiry skills:

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

Students who pass Comprehensive Course Assessments (CCAs) in science are considered proficient in school-wide learning expectations #1 and #2:

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

Expectation 2. Utilize effective problem solving strategies

PHYSICS FIRST

Course 1311

1 credit

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

PHYSICS FIRST (HONORS)

Course 1312

1 credit

This is a rigorous, standards-based course that introduces students to important physical concepts of motion, forces, energy, electricity, magnetism, waves, and atomic structure. Students also explore some earth and space science concepts through applications with and connections to the physical science standards. This course requires that the students employ a solid science background and good study skills acquired at the middle school level and demands that the student follow a positive work ethic. This course is hands-on and inquiry-based and requires a strong background in mathematics, particularly Algebra 1. A long-term science fair project is required for this class. **A student needs to be self-motivated to be successful in this course.**

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

CHEMISTRY

Course 1332

1 credit

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

Recommendation: A passing grade in Physics First.

CHEMISTRY (PRE-ADVANCED PLACEMENT)

Course 1333

1 credit

Although this is an introductory chemistry course, this course is designed to prepare a motivated student to develop a strong science background for Advanced Placement Chemistry. The course is designed to meet the Next Generation Science Standards in Physical Science related to Chemistry and covers traditional chemistry topics such as atomic theory, periodic properties of elements, nuclear chemistry, gas laws, electron structures of elements, chemical bonding and reactions, stoichiometry, the mole concept, and thermochemistry, but does so at a greater depth than Chemistry. 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. 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 Physics First or a grade of B in honors Physics First.

CHEMISTRY (ADVANCED PLACEMENT)

Course 1336

1 credit

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken the first year of college. This course is a continuation of the Chemistry Pre-AP course. The course is designed to meet the Next Generation Science Standards in Physical Science related to Chemistry and covers more in depth topics such as kinetics, equilibrium, acid base theory, thermodynamics, organic and electrochemistry. 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. The nature of the inquiry based, hands on activities as well as the variety of the lab experiences will ensure a very strong background in laboratory techniques and skills that are required for success on the AP Chemistry exam. Strong math and problem solving skills are essential. AP Chemistry students are required to take the AP Chemistry exam.

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

HUMAN ANATOMY AND PHYSIOLOGY (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.

BIOLOGY

Course 1322

1 credit

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

Recommendation: A passing grade in Chemistry.

BIOLOGY (ADVANCED PLACEMENT)

Course 1325

2 credits

The AP Biology course meets daily and is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year of college. AP Biology will include those topics regularly covered in a college biology course for majors. 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. AP Biology students are required to take the AP Biology exam.

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

ENGINEERING DESIGN

Course 1330

1 credit

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

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

ENGINEERING DESIGN (ADVANCED)

Course 1331

.5 credit

This is a second-level course to follow Engineering Design. This course is designed for students who are interested in or considering pursuing engineering as a profession. The course will investigate common engineering topics not covered in the introductory course such as machine design, solar power, and optimization through modeling. The primary focus of the course is to have students apply the engineering design process to a major culminating project of their choosing that will solve a real engineering problem in our community or the world as a whole. Additionally students will be introduced to the engineering report writing process with an emphasis on using research and prior knowledge to come up with innovative and complete solutions to real world problems.

Recommendation: Successful completion of Engineering Design and Geometry.

ENGINEERING FOR SUSTAINABILITY (ADVANCED) Course 1337 .5 credit

This course will require students to use the engineering design process and apply it to the theme of sustainability. Topics covered in the course will include lessons on current trends, life cycle assessment, energy assessment and LEED ratings for green building design. Understanding the environmental impact of design choices and the real world limitations created by material availability and regulations will help students create sustainable and realistic products that are innovative and creative. Students will take part in a multi-year project with the end goal of producing a solar powered electric vehicle.

Recommendation: Successful completion of Engineering Design.

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. AP Physics 1 students are required to take the AP Physics 1 exam. (May be used to fulfill math graduation requirement if taken as fourth year of science)

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

PHYSICS C (ADVANCED PLACEMENT)

Course 1347

2 credits

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

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

PHYSICS 2 (ADVANCED PLACEMENT)

Course 1349

1 credit

The AP Physics 2 course is designed to be equivalent to a second-semester college course in algebra-based physics. It is a demanding and challenging course for capable students eager to pursue an intensive science education. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. The major goals of the course center 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. AP Physics 2 students are required to take the AP Physics 2 exam. (May be used to fulfill math graduation requirement if taken as fourth year of science).

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

RENEWABLE ENERGY

Course 1351

1 credit

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

Recommendation: A passing grade in Chemistry

ENVIRONMENTAL SCIENCE

Course 1359

1 credit

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

Recommendation: Completion of any biology class.

ENVIRONMENTAL SCIENCE (ADVANCED PLACEMENT)

Course 1360

1 credit

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

SOCIAL STUDIES

Overview of Social Studies Program:

The social studies curriculum seeks to introduce students to content, methods of research, and analysis used by social scientists. The design of the courses help our students successfully master the Common Core Standards and 21st Century Learning Expectations. Our core subjects are geared toward providing students with the ability to interpret, organize and clarify their cultural heritage and understand the world in which they live. By following these guidelines we are better preparing our students for success in the global economy.

Among Portsmouth High School's seven learning expectations (LE), social studies has selected LE#1: Access and critically analyze information to answer questions and explore ideas, as their primary skill focus. Our secondary focus is LE#3: Write proficiently for a variety of purposes. All of our courses have multiple common course assessments (CCA's) which are used to assess our students' growth in those areas. While those are our primary and secondary learning expectations, our courses also utilize the others to assist in increasing our students' experiences and skills.

In the 9th grade, students will study World Geography covering the areas of Africa, Latin America, Middle East, and Asia. 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.

In the 10th grade, students will study European History beginning with the Renaissance through modern day. Particular emphasis will be placed on acquiring knowledge of the impact of the individual on the human story. Resources that will be used throughout the course will include primary and secondary texts. Students will have the opportunity to also explore connections to pertinent historical and current issues. Advanced Placement (AP) is open to students meeting course requirements.

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

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

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 reading and writing comprehension exam, document based question, and a world issues research and 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.

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

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

ONE OF THE FOLLOWING COURSES IS REQUIRED FOR GRADE 11:

UNITED STATES HISTORY 11

Course 1135

1 credit

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

1.5 credits

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

Recommendations:

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

JUNIOR and SENIOR ELECTIVES:

SOCIOLOGY

Course 1142

1 credit

At birth, we have no ideas 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 we acquire our perception of ourselves and others, as well as the problems of society like deviance and how social media influences us, the policies cultures design to deal with society's problems, then Sociology is for you! In order to develop a deeper understanding of these issues, students will simultaneously explore different cultural responses to similar situations. To

accomplish this, students will be exposed to the concepts, principles, theories, and methods used by sociologists in the examination of social life. Every student will be expected to complete various individual and group projects, write papers, complete presentations, collect current events, and read various articles and selections throughout the year as well as participate in class on a daily basis. 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 culture, archeology, social norms and stratifications, language, religion, magic, and an in-depth look at culture and its psychology. Students will gain an insight into primitive man through the study of our closest ancestors, the primitive apes and gain an understanding of our own behavior through those correlations.

INTRO TO PSYCHOLOGY

Course 1159

.5 credit

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

AP PSYCHOLOGY

Course 1165

1 credit

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

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

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.

**Citizenship: Pathways to Succeeding in the
21stCentury**

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

ETHICAL ISSUES IN CONTEMPORARY SOCIETY

Course 1172

.5 credit

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

SPECIAL EDUCATION

Overview of the Special Education Department:

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

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

COLLABORATIVE INCLUSION CLASSES

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

SPECIALIZED PROGRAMS

Behavior Support Program

This program is specific to special education students who require additional academic, emotional and behavioral supports to help them find success in their regular education classes.

Life skills Program

This program is specific to special education students who qualify for alternate assessment and are not on track for a high school diploma. The curriculum is individualized to help students learn career readiness skills and gain community and employment experience.

ACADEMIC SUPPORT

Course 9911

1 credit

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

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.

TECHNOLOGY EDUCATION

Overview of the Technology Education Program:

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

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

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

Students who pass Comprehensive Course Assessments (CCAs) in Technology Education are considered proficient in school-wide learning expectations #5 and #7:

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

Expectation 7. Use technology to discover and demonstrate knowledge.

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

Course 1631

.5 credit

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

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

Course 1633

.5 credit

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

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

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

**ARCHITECTURAL DESIGN AND DRAWING
(BASIC)**

Course 1642

.5 credit

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

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

**ARCHITECTURAL DESIGN AND DRAWING
(ADVANCED)**

Course 1644

.5 credit

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

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

ROBOTICS

Course 1660

.5 credit

Robotics is a STEAM based course where students will build, test, troubleshoot, innovate, program, and revise designs to improve robot performance or achieve certain objectives. Students will work with SeaPearch underwater robots, drones, and EV3 robots to explore air, water, and land robotics. The course will cover the various elements involved with robotics such as careers, soldering, programming, assembly, and design challenges.

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.

(May be used to fulfill technology graduation requirement)

GRAPHIC COMMUNICATIONS ADVANCED

Course 1616

1 credit

The focus of the advanced graphic communication class is to provide in depth studies in, 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.

Recommendation: Graphic Communications Basic with a minimum grade of C

PRINCIPLES OF PUBLISHING

Course 1670

1 credit

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

Preference will be given to 11th and 12th grade students.

DIGITAL VIDEO PRODUCTION I

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 the essentials of camera technique. Projects include documentary, stop-motion, journalism, continuity, and music video. Digital cameras and non-linear editing software will be utilized in this course. (May be used to fulfill technology graduation requirement)

DIGITAL VIDEO PRODUCTION II

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 advance editing 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 B or better, and teacher recommendation.

DIGITAL VIDEO PRODUCTION III

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 2 with a minimum grade of B or better, and teacher recommendation.

**ADVANCED DIGITAL VIDEO PRODUCTION –
SPORTS BROADCASTING**

Course 1672

1 credit

This course examines news, sports, commercials, and live broadcasting in support of PHS Sports. The class will focus on live remote broadcasts from various weekly events on campus, and students will have an opportunity to write, produce, direct, edit and learn the technical aspects of broadcast sports journalism. Weekly shows will be streamed live on the Internet. In addition to live broadcasts, students will create a

regular news program and develop commercial advertising content. This is a dynamic class with plenty of hands-on participation that requires additional lab time and a significant after-school commitment.

Recommendation: Completion of Digital Video 1 with a minimum grade of B or better, and teacher recommendation.

WORK EXPERIENCE

WORK EXPERIENCE

Course 2995	2 credits
Course 2996	3 credits

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

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

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

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

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

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

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

PORTSMOUTH HIGH SCHOOL
STUDENT PLANNING GUIDE

NAME _____ DATE _____

COMPLETED _____ YOG _____ COUNSELOR _____

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

CAREER GOAL _____

EDUCATIONAL GOAL: 2-YR. _____ 4-YR. _____ TRADE/TECHNICAL _____

OTHER: _____

ACTION STEPS _____

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

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

STUDENT SIGNATURE: _____

NOTES: