Cumberland High School

Program of Studies

2012-2013

2600 Mendon Road

Cumberland, RI  02864

Tel: (401) 658-2600 Main Building

(401) 658-1600 Transitional Building

Fax: (401) 658-3124

School Website: http://www.cumberlandschools.org/content/cumberland-high-school

Cumberland High School is fully accredited by the New England Association of Schools and Colleges

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SCHOOL INFORMATION

CENTRAL ADMINISTRATION 658-1600 ext. 354
2602 Mendon Road 658-4620 (Fax)
Dr. Phillip Thornton, Superintendent 658-1600 x 6
Dr. Susan Carney, Assistant Superintendent 658-1600 x 7
Lisa Colwell, Director of Special Education 658-1600 x 2 658-1601 (Fax)
Fredrik Schochaert, Deputy Director of Special Education 658-1600 x 2 658-1601 (Fax)
Joseph Rotella, Director of Administration 658-1600 x 4

CUMBERLAND HIGH SCHOOL 658-2600 ext. 222 & ext. 223
2600 & 2602 Mendon Road 658-0880 (Fax) 658-4771 (Fax)
Dorothy Gould, Principal 658-2600 ext. 224
Scott Fuller, Assistant Principal  Grade 11 658-2600 ext. 221
Donna Zannelli, Assistant Principal Grade 12 658-2600 ext. 225
Brien Keller, Assistant Principal Grade 9 and 10 658-1600 ext. 301
Student Management (absences/dismissals etc.) 658-2600 ext. 227
Guidance 658-2600 ext. 203 658-3124(Fax)

Frank Geiselman, Athletic Director 658-1600 ext. 343
James Alix, School Social Worker 658-2600 ext. 240
Stephanie York, School Psychologist 658-2600 ext. 194
Kevin Kolek, Student Resource Officer 658-2600 ext. 248
Christine Bandoni, Student Assistance Counselor 658-2600 ext. 244

OTHER PHONE NUMBERS
Durham Bus Company 334-3745
Lynda Clarke, Truant Officer 658-2600, ext. 228

EMAIL
Addresses for employees of Cumberland School District follow the pattern:
first name. last name@cumberlandschools.org
For example: Dorothy Gould’s email is: dorothy.gould@cumberlandschools.org

WEB-SITES
Cumberland Public Schools: http://www.cumberlandschools.org/
Cumberland High School: http://www.cumberlandschools.org/content/cumberland-high-school
CHS Guidance Department Information can be found at:
http://www.cumberlandschools.org/content/school-counseling-department
Cumberland High School Athletic schedules:
http://www.highschoolsports.net
Cumberland High School Newspaper, the Scanner:
http://www.chsscanner.com
See the CHS PTO on facebook at: Cumberland High School PTO
# TABLE OF CONTENTS

School Information-----------------------------------------------2
Foreword--------------------------------------------------------4
Mission Statement-----------------------------------------------5
Student Expectations---------------------------------------------5
Graduation Requirements------------------------------------------6
Course Requirements---------------------------------------------6
Recommended Course Sequence-----------------------------------7
Course Selection Process-----------------------------------------8
Admission to Post-Secondary School-------------------------------8
Course Levels---------------------------------------------------9
Other Course Opportunities-------------------------------------10
Choosing Course Levels------------------------------------------12
Student Schedule Responsibilities-----------------------------13
Schedule Changes-----------------------------------------------13
Promotion Requirements------------------------------------------13
Course Exams---------------------------------------------------13
Marking System--------------------------------------------------13
Grade Point Average---------------------------------------------14
Honor Roll------------------------------------------------------14
Grade Point Average---------------------------------------------14
Summer Reading & Mathematics----------------------------------14
Student Services-----------------------------------------------14
Academic Review Council-----------------------------------------15
Extra Curricular Activities-------------------------------------15
ENGLISH DEPARTMENT---------------------------------------------16
FINE, APPLIED and TECHNICAL ARTS-----------------------------22
   Applied Technology--------------------------------------------22
   Art-----------------------------------------------------------24
   Business------------------------------------------------------25
   Music---------------------------------------------------------26
   Theater Arts-----------------------------------------------28
MATHEMATICS DEPARTMENT-----------------------------------------29
OTHER-----------------------------------------------------------33
PHYSICAL EDUCATION/HEALTH DEPARTMENT--------------------------34
SCIENCE DEPARTMENT---------------------------------------------36
SOCIAL STUDIES DEPARTMENT--------------------------------------41
WORLD LANGUAGES DEPARTMENT------------------------------------46
VIRTUAL HIGH SCHOOL COURSES (VHS)-----------------------------50
Woonsocket Area Career and Technical Center--------------------61

Website for R.I. Grade Span Expectations:  
http://www.ride.ri.gov/Instruction/gle.aspx

Website for Common Core Standards:

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FOREWORD

Dear Students (Parents/Guardians are also encouraged to read below),

The Cumberland High School Program of Studies 2012-2013 lists a wide array of courses offered at the high school and provides guidance on how to make appropriate course selections. Information about graduation requirements, specific course descriptions, academic levels, and guidance services are also found in the program. As you prepare for the 2012-2013 school year, work closely with your guidance counselor and listen carefully to the advice and recommendations of your current teachers. Involve your parents early to benefit from their insight and experience.

Please read the Cumberland High School Program of Studies 2012-2013 carefully as some of the information is new. Mapping out an appropriate set of classes allows you to meet graduation requirements while choosing academic and enrichment courses that are both realistic in content and demanding in scope. You are encouraged to take full advantage of the diverse curricular and co-curricular offerings available to you. In March, students will be selecting courses for next fall. Course offerings and staffing will be developed based on those student requests. Although some courses may be for a single semester, the scheduling procedure is a once-a-year process. It is absolutely critical that you choose your classes and level of difficulty wisely. After this period of selecting classes, changes to schedules cannot be made except in rare situations where extenuating circumstances are present and can be documented.

The Cumberland High School Program of Studies 2012-2013 is compiled and printed prior to the finalization of the school budget and the collection of student requests for classes. I want to make certain that you and your parents understand that some of the courses in these listings may not be offered or may be modified due to either insufficient funding or low enrollment. In all instances, however, students will be able to take the courses that are required for graduation.

I encourage you to take full advantage of the opportunities offered at Cumberland High School and to select the most challenging academic program you possibly can. Further, to ensure that every possible door remains open to you upon graduation; I encourage you to pursue a quality program and to take academic risks by selecting some subjects with which you are not familiar.

Sincerely,

Dorothy C. Gould

Principal
Core Values and Belief Statement

The Cumberland High School community promotes development of a culture in which students are respectful, responsible, and ready to succeed. We guide our students to be actively involved in a learning process that combines academic depth of understanding with higher-order thinking, problem-solving, risk-taking, and creativity. We offer opportunities for students, as members of a 21st century world society, to become life-long learners and informed, productive citizens.

Learner Expectations

Cumberland High School Students will:

1. Communicate effectively and critically through reading, writing and speaking
2. Exhibit a range of functional and critical thinking skills related to information media and technology
3. Apply effective reasoning and problem-solving skills independently and collaboratively
4. Analyze and evaluate a variety of sources for reliability and credibility
5. Act with respect, tolerance, courtesy and compassion
6. Act responsibly and display good citizenship

Cumberland Clippers

C - Celebrate successes
L - Learn to think and work creatively and collaboratively
I - Interact to increase student engagement
P - Promote pride in self, school and community
P - Provide opportunities through technology
E - Express without judgment
R - Relate interdisciplinary opportunities to the real world
S - Support a safe, tolerant and accepting environment
GRADUATION REQUIREMENTS

I. Course Credit requirements

All students must earn a minimum of twenty (20) credits to graduate.

Distribution requirements (16 credits) which are mandated by the Cumberland School Department and/or the State Department of Education are:

1. Four (4) credits in English are required of students for graduation.
2. Three (3) credits in social studies, at least one of which must be U.S. History, are required of students for graduation.
3. Four (4) mathematics credits (students who score proficient or higher on the NECAP may meet the 4th mathematics credit with a math related course).
4. Three (3) science credits are required. Students must have 2 years of a lab science, one a biological and one a physical science.
5. Two (2) credits are required in Physical Education/Health.
6. One-half (1/2) credit in technology/computer is required. On an individual basis, a student may demonstrate proficiency for graduation purposes and be released from this mandate.
7. One-half (1/2) credit in the arts is required. On an individual basis, a student may demonstrate proficiency for graduation purposes and be released from this mandate.

Outside of the required courses students must earn a minimum of an additional 4 credits.

II. Service Learning Requirement

All students must complete a Service Learning Project consisting of a minimum of 15 hours of service connected to academic learning. The project must be pre-approved and supervised by a teacher or administrator. The project must be completed in May of the 11th grade year.

III. NECAP Testing Requirement

All students must take the NECAP state testing during their 11th grade year. Students earning a score of “partially proficient” or “not proficient” will not be eligible for graduation without alternative/additional proof of proficiency.

IV. Comprehensive Course Assessments

All students will complete a Comprehensive Course Assessment in each class every semester.

V. Portfolio

Each year, students in all grades will compile a portfolio of work according to the standards outlined in the Graduation by Proficiency Handbook. Portfolios for the year will be due by the progress report date in the fourth quarter for grades 9-11. Seniors will have their portfolios completed by the progress report date in the third quarter. During the balance of the third quarter and in the fourth quarter, seniors will present their portfolios as outlined in the Graduation by Proficiency Handbook. The Graduation by Proficiency Handbook can be found with the Cumberland High School Student/Parent Handbook at the school website:

http://www.cumberlandschools.org/content/cumberland-high-school

COURSE REQUIREMENTS

Each year all students should select courses totaling 6 credits. There are two semesters in a school year. At least four of your courses must be selected from the areas of English, Foreign Language, Mathematics, Science, or Social Science. An annual minimum of five courses each semester from academic areas is strongly recommended to be competitive in the college admissions process.

Credits:

Class meets every day: class earns ½ credit each semester
Class meets every other day: class earns ¼ credit each semester or ½ credit per year.
**RECOMMENDED SEQUENCE OF COURSES**

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th></th>
<th>SECOND YEAR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Credit</td>
<td>Course</td>
<td>Credit</td>
</tr>
<tr>
<td>English 1</td>
<td>1</td>
<td>English 2</td>
<td>1</td>
</tr>
<tr>
<td>Physics First</td>
<td>1</td>
<td>Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>U.S. History 1</td>
<td>1</td>
<td>U.S. History 2</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>World Language or Literacy</td>
<td>1</td>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>PE/Health 9</td>
<td>½</td>
<td>PE/Health 10</td>
<td>½</td>
</tr>
<tr>
<td>eSeminar or A/E</td>
<td>½</td>
<td>Elective</td>
<td>½</td>
</tr>
<tr>
<td>Total Credits</td>
<td>6</td>
<td>Total Credits</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD YEAR</th>
<th></th>
<th>FOURTH YEAR</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Credit</td>
<td>Course</td>
<td>Credit</td>
</tr>
<tr>
<td>English 3</td>
<td>1</td>
<td>English 4</td>
<td>1</td>
</tr>
<tr>
<td>Biology</td>
<td>1</td>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>Social Studies elective</td>
<td>1</td>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>Mathematics +1</td>
<td>1</td>
</tr>
<tr>
<td>PE/Health 12</td>
<td>½</td>
<td>PE/Health 12</td>
<td>½</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>½</td>
<td>Elective</td>
<td>½</td>
</tr>
<tr>
<td>Total Credits</td>
<td>6</td>
<td>Total Credits</td>
<td>6</td>
</tr>
</tbody>
</table>

**Courses that meet the Fine Arts requirement (½ credit)**
Any art class, any drama class, any music class including band & chorus.

**Courses that meet the Computer requirement (½ credit)**

**Courses that meet the Math + 1 requirement (1 credit)**
Any courses below listed under Math Courses fulfill the requirement.

Additionally, for students who attained a score of 3 (Proficient) or higher on the NECAP, any courses below listed under Math Related Courses will fulfill the requirement.

**Math Related Courses:**
- Any 1 credit science courses if it is beyond the 3 credit requirement for science and contains mathematics GSEs or Common Core Standards in its curriculum.
- 1 credit courses: Accounting, Retail Merchandising, Economics, Robotics

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COURSE SELECTION PROCESS

Review the course descriptions in this booklet and discuss the courses with your teachers, counselors, and parents/guardians before making selections. A four-year program should be planned with your counselor. A course selection sheet for the 2012-2013 school year will be given out in February.

- Once the course selection sheets are returned, a tally of all course requests is made.
- Courses not having sufficient enrollment are cancelled and a master schedule is built.
- Individual student schedules are then programmed. Students are notified of course offering changes that affect their program and an opportunity for adjustments is provided. Courses needed to fulfill graduation requirements will be available.

Teacher recommendations must be received from present teachers in all sequential subjects.

ADMISSION TO POST-SECONDARY SCHOOLS

When planning a course of study for a student's four years at Cumberland High School, some thought should be given to college admission requirements. This section has been included to give a brief overview of the college admission process so that students and parents will be able to make informed decisions on course selections.

Colleges make admissions decisions by evaluating some or all of the following information about a student:

1. High school transcript
   a. Type of curriculum/courses
   b. Grades/Grade Point Average (G.P.A.)
2. College admissions exams
   a. SAT reasoning test or ACT
   b. SAT subject tests
3. Recommendations
4. Extracurricular activities
5. Special talents
6. Your college application and essays

In general, students preparing for college, who wish to keep all of their options open, should plan their program to include:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minimum Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 to 4 years</td>
</tr>
<tr>
<td>Languages</td>
<td>2 years plus (the same language - 3 years or more is preferred)</td>
</tr>
<tr>
<td>Science</td>
<td>3 to 4 years (including 2 years of laboratory science)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 to 4 years (through Algebra II or beyond, if possible)</td>
</tr>
</tbody>
</table>

Students considering specific careers or majors in college should consult with their counselor because some careers/majors may have prerequisites.

College Admission Testing

The Preliminary Scholastic Aptitude Test (PSAT) is designed as a practice test for the SAT Reasoning Test and a qualifying test for National Merit Scholarships (when taken in the junior year). This test is administered once each year in October. Juniors are strongly encouraged to take this test.

The SAT Reasoning Test measures critical reading, math problem-solving, and writing skills developed over many years, both in and out of school. These tests are generally taken in spring of the junior year and/or the fall of the senior year.
SAT Subject Tests are designed to measure how much a student knows about a particular subject. The more competitive colleges may require them. It is recommended that an SAT Subject Test is taken as soon as the student has completed his/her most advanced study in an area. Students should check with colleges to learn about their requirements for the Subject Tests. The tests are one hour exams and students may take up to three on a given test date.

For more information please visit www.collegeboard.com

The ACT, administered by the American Colleges Testing Service, is another standardized test used for college admissions. The ACT contains four 35 to 50 minute sections in English usage, mathematical reasoning, reading comprehension and science. The main difference between the ACT and the SAT is the ACT is a yardstick of both reasoning ability and knowledge of specific subject matter covered in courses. The ACT plus writing includes a 30-minute writing test for an additional fee. This writing test lets you show your skill in planning and composing a short essay. Most colleges will accept the ACT in lieu of the SAT Reasoning test, and some colleges will accept the ACT in lieu of both SAT Reasoning tests and SAT subject tests. Check directly with the colleges you are considering for specific information about testing requirements.

For more information please visit www.act.org

Students with special needs who require accommodations for test-taking in classes may apply for eligibility for special accommodations when taking the SAT or the ACT. Counselors and learning specialists have more detailed information.

It is essential that the process of selecting appropriate colleges and/or making other post-graduate plans begin in the junior year. During the second semester of the junior year, students begin meeting formally with counselors to discuss their future plans. Counselors present post-secondary information to students in a classroom setting in both their junior and senior years. CHS offers a College Information Night in April each year.

COURSE LEVELS

Academic 1

The Academic 1 curriculum provides preparation for post-secondary education. This curriculum provides an intensive focus on developing and refining essential academic skills in a small, personalized setting at a pace that enables students to achieve the school’s graduation expectations in the areas of logical thinking, effective communication, and responsible citizenship. A1 is scaffolded to allow students multiple opportunities to meet state GSEs and national content standards in English, mathematics, science, and social studies. Some independent work will be required. Achievement will be measured using a variety of traditional, authentic, and performance-based assessments.

Academic 2

The Academic 2 curriculum provides preparation for post-secondary education. This curriculum is designed to enable students to achieve the school’s graduation expectations in the areas of logical thinking, effective communication, and responsible citizenship. A2 is scaffolded to allow students multiple opportunities to meet state GSEs and their extensions, as well as national content standards in English, mathematics, science, social studies, world languages, health/physical education, and fine/applied/technical arts. This curriculum requires more independent effort on the part of the student, the pace is faster, and subject content will be explored in more depth than in the A1 curriculum. Achievement will be measured using a variety of traditional, authentic, and performance-based assessments.

Honors

The Honors curriculum provides preparation for post-secondary education. This curriculum is designed to enable students to achieve the school’s graduation expectations in the areas of logical thinking, effective communication, and responsible citizenship. Honors allows students multiple
opportunities to meet state GSEs and their extensions, as well as national content standards in English, mathematics, science, social studies and world languages. This curriculum requires extensive independent and supplementary work outside the classroom, is taught at an accelerated pace, and the depth and breadth of subject content will be explored more comprehensively than in the A1 and A2 curricula. Achievement will be measured using a variety of traditional, authentic, and performance-based assessments. In some cases, classes are designated Pre-AP; this is an Honors level curriculum. Pre-AP means the class is designed to follow an accelerated pace to prepare for an AP course.

OTHER COURSE OPPORTUNITIES

Advanced Placement (AP) courses are offered in cooperation with the College Board. These courses are college-level courses for which students may receive college credit from some institutions upon successful completion of the Advanced Placement Examination. AP courses are available in a variety of disciplines; descriptions of these courses can be found listed by discipline.

AP courses are designed as first year college courses and follow an established curricula approved by the College Board. The courses address a broad content, at a deep level, and at a faster pace than required by the Rhode Island high school curriculum standards. Students taking an AP course should expect to spend significant time on independent reading, projects and papers. Demonstrable skills that support successful participation in an AP course include the ability to:

- Read independently and readily recalls essential knowledge
- Organize and synthesizes large amounts of material
- Write organized, sophisticated essays

AP Test Policy

Students who register for an Advanced Placement class will be expected to take the AP exam in May. These exams cost $89 per test in the 2011-2012 school year. The test fee is to be paid by the student in March. Some financial assistance is available for those students who are unable to afford the test fee. Students who are eligible for free or reduced price lunch qualify for a $22 College Board fee reduction on all AP examinations. They may also qualify for an additional fee reduction from the Rhode Island Department of Education. Please see your counselor for more information on test fee waivers.

Concurrent Enrollment (early college enrollment) is offered in the senior year only. Concurrent Enrollment is defined as completing the senior year of Cumberland High School and the freshman year of college at the same time on the college campus.

Early Credit High School Program (ECHSP) is offered in cooperation with the University of Rhode Island. Writing to Inform and Explain is a college course offered at Cumberland High School by the University of Rhode Island that fulfills a General Education requirement for English Communications (ECw) and focuses on writing as the sharing of information. The course requires the student write five papers, revise those papers until each one is acceptable as a college level essay, to maintain and to submit a portfolio that includes the student’s choice of three of those essays at the end of the semester. Students who earn a B average can pay a reduced fee; acquire a URI transcript, and gain college credit that is transferable to any college.

Early Enrollment Program (EEP) courses are offered in cooperation with Rhode Island College. These courses allow students to earn college credit simultaneously with earning their high school diploma while taking the courses at Cumberland High School. EEP courses are taught either at the Honors level or as an AP course. CHS staff who is teaching these courses are also considered adjunct instructors with the college. If a student enrolls in the EEP program and earns no less than a B- average for a course, the grade will appear on the student’s high school transcript and on an official RIC transcript. Students may use these college credits as they enter RIC or transfer them to one of the many colleges or universities which accept RIC credits. There is a small charge for receiving credits in
an EEP course. In 2010-2011 the cost for EEP is $190 for a 3 credit course and $250 for a 4 credit course. This equates to $60/credit plus a $10 registration fee.

Demonstrable skills that support successful participation in an EEP course are the same as for an AP course.

**Independent Study** courses can sometimes be arranged in special situations. If a student has exhausted the course offerings listed in the Cumberland High School Program of Studies, an Independent Study course may be developed to meet the student’s particular needs. A request for such a program should first be made to the student’s guidance counselor. A course curriculum with clearly defined expectations and responsibilities is to be developed by the proposed teacher and student and must be approved by the department chairperson and the principal prior to the start of the semester.

**Law Pathway is offered in conjunction with Roger Williams University.** The Law and Public Safety Pathway was established to introduce many concepts unique to Law and Public Safety field, such as policing, courts, and corrections. Students participating in this pathway will receive a general introduction appropriate as a foundation for future study in the areas of law, safety, security, government, and public administration. After completion of this pathway, students receive a certificate of completion of the Law and Public Safety pathway. Students may also opt to present a portfolio of their work to a panel of Roger Williams University professors for consideration of up to six transferrable college credits. There is no cost for this program and college credits can be used as students enter Roger Williams or transferred to one of the many colleges or universities which accept Roger Williams University credits.

The portfolio and presentation for this pathway also satisfies the portfolio graduation requirement for Cumberland High School.

**Secondary Level Program(s) of Study**

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th grade English</td>
<td>10th grade English</td>
<td>11th grade English</td>
<td>12th grade English</td>
</tr>
<tr>
<td>Algebra or Geometry</td>
<td>Geometry or Algebra II</td>
<td>Algebra II or Pre-calculus</td>
<td>Pre-Calculus/Calculus, or Discrete Math</td>
</tr>
<tr>
<td>US History I</td>
<td>US History II</td>
<td>Introduction to Criminal Justice</td>
<td>Law and Society</td>
</tr>
<tr>
<td>Physics First</td>
<td>Chemistry</td>
<td>Biology</td>
<td>Personal Fitness Training</td>
</tr>
<tr>
<td>Phys Ed/Health</td>
<td>Phys Ed/Health</td>
<td>Communications/Statistics</td>
<td>2 semester Law and Public Safety Elective</td>
</tr>
<tr>
<td>e-Seminar</td>
<td>Elective</td>
<td></td>
<td>Psychology or Sociology</td>
</tr>
<tr>
<td>World Language or Literacy</td>
<td>World Language Or Elective</td>
<td>World Language or Elective</td>
<td></td>
</tr>
<tr>
<td>Students would be CPR and First Aid trained 7th period</td>
<td>Students would volunteer and complete job shadowing after school</td>
<td>Students would volunteer and complete internship work after school</td>
<td></td>
</tr>
</tbody>
</table>
On-Line/Distance Learning options are listed under Virtual High School, see page 50. Courses in VHS are offered each semester. There is no cost to the student for VHS courses. VHS courses follow a semester calendar. Students must complete an application to enroll in courses. Applications are available in guidance.

Virtual Learning Academy (VLA) is an opportunity for students to recover lost credits and to fulfill credit deficits. VLA includes a cost to the subscriber. VLA courses can be taken either during a period of 3 months ($295) or a period of a year ($405). With guidance counselor recommendation and administrative approval, students may take up to 2 (two) VLA courses before graduation. If a student wishes to take more than 2 courses, s/he must apply to the Academic Review Council for a waiver of procedure.

Students who have received a final grade of FS in a course and need to recover the credit may take the course through Basics Supplementary School. Additional information can be found at www.basicssupplementaryschool.com. Please see your counselor to confirm eligibility.

Woonsocket Area Career and Technical Center offers a full time program that may be started in either the sophomore or junior year. See WACTC offerings on page 50 of this Cumberland High School Program of Studies. Students must complete an application in the spring of their freshman or sophomore year.

CHOOSING COURSE LEVELS

To succeed academically in any course at Cumberland High School, students must:
1. Attend classes each day prepared to learn by being physically alert and prepared with materials needed for class.
2. Actively and voluntarily participate in daily classroom activities, remaining focused on the learning objectives.
3. Ask questions to acquire understanding in class; seek additional instruction outside of class when necessary to clarify understanding.
4. Consistently and thoroughly complete homework and other assignments on time.

Students are encouraged to take courses that will stimulate their interests and challenge their intellect. Students are encouraged to discuss course expectations and content with teachers, guidance counselors and their parents.

Before students come to CHS from the 8th grade, teachers from CHS and teachers from the middle schools meet to discuss placement. Based on this meeting and information from standardized testing, report card grades and prior knowledge of the student’s learning style, teachers in the middle school will make course level recommendations for the high school.

After a student has been at CHS, teachers from his/her last course will make recommendations for the student’s next course level.

The teacher’s recommendation is based on an in-depth knowledge of a student’s academic strengths and challenges. If the student and/or parents want to further review a recommendation, they should first speak with the teacher making the recommendation. After that, if they want to place their child at a level different level from the teacher’s recommendation, they should contact guidance.
STUDENT SCHEDULE RESPONSIBILITY

Each student must carefully check his/her respective schedule upon receipt in September to verify that s/he has the correct classes. If a student has a concern or question, please see your guidance counselor. Subject omission may prevent graduation for lack of required units for a specific program.

SCHEDULE CHANGES

Students are expected to choose their courses carefully after consultation with parents/guardians, teachers, and counselor. For electives students need to make several alternate choices.

All changes to student requests must be made by March 6, 2012.

After schedules have been issued, students are expected to remain in their assigned classes. Any changes necessitated by an error in class assignment or level will be adjusted by the student’s counselor. Discrepancies should be brought to the attention of the student’s counselor a.s.a.p., but not later than the first 15 school days of the year. No record of such corrections will be kept.

Level changes may be made, if warranted, with teacher, counselor, department chair, principal/assistant principal, and parent/guardian approval. The following criteria must be met for a level change to be considered:

1. The student has actively participated in the class.
2. The student has completed all assigned homework and class projects.
3. The student has sought additional help outside of the regularly scheduled class time.

Level changes are least intrusive to a student’s learning if they are made at the end of a quarter or semester of study.

The exception to making a level change is, if there is a parental override placing a student into a level not recommended by teachers or guidance counselor, the student contracts to stay in the course for at least a semester. Similarly, if a student has chosen to take an AP class, the student contracts to stay in the course for at least a semester.

A course change, even if approved, cannot always be granted. When the proposed course has been closed due to class size or a change would create a conflict in a student’s schedule, the intended change cannot be granted.

PROMOTION REQUIREMENTS

Sophomore Class — Students must have accrued at least 4 credits
Junior Class — Students must have accrued at least 9 credits
Senior Class — Students must have accrued at least 14 credits
Completion of credits — Students must have accrued at least 20 credits

COURSE EXAMINATIONS

End of semester comprehensive course assessments are given in January and June. As noted above, these exams are part of the graduation requirements. Exam grades are worth a total of 20% of a student’s semester grade. Exams include a project/demonstration component, worth at least 50% of the exam total, as well as a more typical written part.

MARKING SYSTEM

Report Cards are issued four (4) times a year. Credit for courses is awarded at the end of each semester.

At any time during the semester, parents can review their child’s grades in each class through the Family Portal on Aspen. See Aspen icon on CHS Website: http://www.cumberlandschools.org/content/cumberland-high-school. The Family Portal is a web-
based program, that can be accessed from home or the library or anyplace there is a web connection. Family Portal shows the teachers’ grades for each student in real-time. To join Family Portal, contact the guidance department.

If you do not feel you will be able to access that information and would prefer a paper progress report at the mid-quarter, please contact guidance in writing.

Note: the minimum passing grade is a D-.

**GRADE POINT AVERAGE**

Grade point average is calculated on a scale in which an A = 4.0. The maximum of the scale is A+=4.3.

**HONOR ROLL**

At the end of each QUARTER marking period, the school Honor Roll consisting of High Honors and Honors is prepared and published.

HIGH HONORS - Student must attain a grade of A- (90) or higher in EACH SUBJECT.
HONORS - Student must attain an overall average of B (84) with NO GRADE BELOW B- (80).

**SUMMER READING & MATHEMATICS**

Students enrolled at Cumberland High School are required to read and report on two books during the summer vacation. This program has been approved by the Cumberland School Committee. Students select one book according to the English department requirements and one book from the Social Studies book list.

Students will also receive a mathematics booklet with review questions designed for refreshing past skills. Completed mathematics booklets are due at the start of school and will be counted in the student’s quarter 1 mathematics grade.

**STUDENT SERVICES**

**Counseling Services**

The counseling staff at Cumberland High School is committed to provide quality services for all students. Our certified, professional school counselors serve as academic advisors, future-planning guides and personal supports to students and families during the high school years. Counseling services address the developmental needs of all students through planned, sequential activities. Counselors work with students, individually and in small groups, or in classroom guidance sessions on social, emotional and academic development issues, conflict resolution, crisis intervention, problem-solving, and career and college planning.

Each student is assigned to a counselor alphabetically and by grade. Getting to know students in their caseload is a priority for each counselor. Counselors are available at any time for an emergency or crisis. Parents and guardians are encouraged to call and schedule appointments as needed.

**Library Media Center**

The Library Media Center at Cumberland High School provides a rich learning environment for the high school community. The Library Media Center offers a variety of resources to meet academic needs and to nurture a love of reading. The collection, which includes print, media and computer resources, has been developed to support the RI Proficiency-Based Graduation frameworks and to support the intellectual development of our community of learners. Information skills are taught both to classes and to individuals. Technology skills are woven into the information literacy curriculum. The Library Media Center is a primary resource of information, materials and expertise for students working on electronic portfolios.

**Homework Help Center**

Homework help is available through peer tutors each afternoon. Each day of the week highlights one subject area in which students can get assistance. Students should see their guidance counselor for the details. Most of the tutors are volunteers who are also members of the National Honor Society.

*Be Respectful  Be Responsible  Be Ready to Succeed*
### Extra Help From Teachers

Most days teachers are available for extra help and make-up work after the regular school day. Students should speak with their classroom teachers to be sure of availability on a particular afternoon.

### Special Education

Because of Federal and State of Rhode Island mandates, we no longer specifically identify courses for special education students or delineate these courses on a student’s transcript. Students who have an Individualized Educational Plan (I.E.P.) should consult with their liaison (special education case manager), guidance counselor, teachers and parent/guardians when making course selections.

### ACADEMIC REVIEW COUNCIL

The Academic Review Council (ARC) is an advisory group to the principal made up of the special education department chair, the guidance department chair, an assistant principal, another department chair and other teachers/staff as may be appropriate. The ARC reviews academic questions and situations not specifically addressed in this *Cumberland High School Program of Studies*. The ARC also considers issues of academic policy and the interpretation of academic policy and makes recommendations after a thorough investigation and a collection of expert information.

Students wishing the ARC to consider a request must fill out a proposal form, provide sufficient and appropriate information and present their case for consideration to the ARC.

### EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities are an important part of a student’s high school program. They are designed to broaden the educational and social experience of the student and to teach the skills involved in leadership and teamwork. Some of the activities offered at Cumberland High School are listed below. If you do not see something which interests you and would like to start a club or activity, please speak with the principal or athletic director.

#### FALL SEASON

- Cheerleading
- Cross Country - Boys
- Cross Country - Girls

- Field Hockey
  - of America
- Football
- Soccer – Boys
- Soccer – Girls
- Tennis – Girls
- Volleyball - Girls

#### WINTER SEASON

- Basketball - Boys
- Basketball - Girls
- Ice Hockey
- Swimming – Boys and Girls
- Track – Boys
- Track - Girls
- Wrestling

#### SPRING SEASON

- Baseball
- Golf – Boys and Girls
- Lacrosse- Boys
- Lacrosse- Girls
- Softball
- Tennis – Boys
- Track - Boys
- Track - Girls

#### CLUBS AND ACTIVITIES

- Art Society
- Debate Team
- Drama Club
- F.B.I.A. (Future Business Leaders)
- Friends of Rachel
- Intramurals
- Lifesmarts
- Literary Magazine
- Math Team
- Mock Trial
- Model Legislature
- National Honor Society
- Newspaper *Scanner*
- Peer Mediation
- Peer Tutoring
- Robotics Team (U.S. F.I.R.S.T.)
- SADD (Students Against Destructive Decisions)
- Special Olympics
- Student Government
- Video Club
- Yearbook

*Be Respectful*  
*Be Responsible*  
*Be Ready to Succeed*
ENGLISH DEPARTMENT

Over the course of four years of English instruction, Cumberland High School students acquire integrated language skills and cultural knowledge through a close reading of literature, develop clear thinking through clear writing, and articulate their own ideas while developing a respect for alternative perspectives.

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NOTE: Level changes between A1, A2 and Honors can be made at any time. Recommendations to do so will depend on student’s grades, end of semester exams and teacher recommendations.

The only exception is, if there has been a parental override of the recommended level, the student must complete at least one semester at that level.

In all cases, moves will also depend on availability of space in classes.
COURSE DESCRIPTIONS

111   English 1 (H)  1 Credit ♦ Full Year ♦ Grade 9
112   English 1 (A2)
113   English 1 (A1)

In English 1, students will focus on literary genre and gather, organize, and analyze textual evidence, write original thesis statements, and improve writing through revision. Grammar, usage, and composition training will strengthen writing skills, with written assignments focused on creative, expository, narrative, reflective, informational and analytical essays. Close examination of novels, short stories, plays, and poems will develop reading skills and reinforce knowledge of literary techniques. Formal and informal oral presentations will develop reading skills and reinforce knowledge of literary techniques. Prerequisites: Successful completion of grade 8 English and/or teacher recommendation.


121   English 2 (H)  1 Credit ♦ Full Year ♦ Grade 10
122   English 2 (A2)
123   English 2 (A1)

In English 2, students will survey American Literature. Students will gather, organize and analyze textual evidence, write original thesis statements, and improve writing through revision. Grammar, usage and composition training will strengthen writing skills, with written assignments focused on creative, expository, narrative, reflective, informative and analytical essays. Close examination of novels, short stories, plays, poems and non-fiction works will develop reading skills and reinforce knowledge of literary elements. Formal and informal oral presentations will strengthen rhetorical skills and direct vocabulary instruction will prepare students for pre-college testing. Prerequisites: Successful completion of English 1 and/or teacher recommendation.

GSEs Assessed: ELA W 10-1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 3.3, 3.4, 6.1, 6.2, 6.4, 6.5, 6.6, 7.2, 7.3, 7.4, 7.5, 9.1, 9.2, 9.3, 9.4, 9.5, 11.1, 11.2, 11.3, 11.4, 13.1, 13.2, 14.1, 14.2, 14.3, 14.4, 14.5, OC 10 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5 R 10-2 1a, 2b, 3.1, 3.1, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2, 8.4, 8.5, 8.6, 11.1, 11.2, 11.3

131   English 3 (H)  1 Credit ♦ Full Year ♦ Grade 11
132   English 3 (A2)
133   English 3 (A1)

In English 3, students will survey British literature, gather, organize and analyze textual evidence, write original thesis statements, and improve writing through revision. Grammar, usage and composition training will strengthen writing skills, with written assignments focused on creative, expository, narrative, reflective, informative and analytical essays. Close examination of novels, short stories, plays, poems, and non-fiction works will develop reading skills and reinforce knowledge of literary techniques. Formal and informal oral presentations will strengthen rhetorical skills, and direct vocabulary instruction will prepare students for pre-college testing. Prerequisites: Successful completion of English 2 and/or teacher recommendation by previous English teacher.

GSEs Assessed: ELA W 1.1, 1.2, 1.3, 1.4, 1.6; 2.1, 2.3; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4, 4.5, 4.6; 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 9.1, 9.2, 9.4, 9.5; 10, 11.1, 11.2, 11.4, 14.1, 14.2, 14.3, 14.4, 14.5; OC 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.5, 2.6; R 2.1; 3.2; 4.1, 4.2, 4.3, 4.4, 4.5; 5.1, 5.2, 5.3, 5.4, 5.5, 6.1; 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4, 8.5, 8.6; 12.1; 13; 14.1, 14.2; 15.4; 16.1, 16.2; 17.2.
Advanced Placement English Literature is a college-level, junior course that prepares students to take the Advanced Placement English Literature and Composition test. The course emphasizes the development of skills in critical reading of literature and in writing about literature and related ideas. The complete syllabus of this course can be found on the College Board website: http://collegeboard.com.

Students who enroll in AP English Literature and Composition are expected to take the Advanced Placement exam in the spring of that school year. **Prerequisites:** Successful completion of English 2 and/or recommendation by previous English teacher.

**GSEs Assessed:** ELA W 12-9, 9.1, 9.2, 9.4, 10-9.5, 12-1.2, 1.3, 1.4, 1.6, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 6.1, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3, 8.4, 11.1, 11.2, 11.3, 11.4, 14.1, 14.2, 14.3, 14.4, 14.5; OC 12-1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6; R 12- 2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 7.1, 7.2, 7.3, 7.4, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 12, 12.1, 13, 14.1, 14.2, 15.4, 16.1, 16.2, 17.2.

Communication Skills is an intensive literacy course designed to aid students in the development of reading, writing and speaking skills. Course content focuses on reading strategies through the use of non-fiction articles, activities and questions from the Empower 3000 reading program. Writing is addressed through responses to reading prompts as well as guided practice using the Six Essential Traits of Effective Writing. Oral skills are refined through Empower 3000 prompts, oral discussions, as well as formal and informal presentations. This course is offered by teacher recommendation at the 9th, 10th, and 11th grade level and is taught in conjunction with the core English courses for students identified as needing tier three literacy intervention. The purpose of this class is to bring students up to grade-level in literacy skills and prepare them to function successfully at CHS and beyond. **Prerequisites:** This course is taken in addition to a student’s regular English class. If course is recommended by a teacher, it is mandatory.

**GSEs Assessed** ELA OC -10-1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5 W -10-1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1a, 3.1b, 3.2, 3.3, 3.4, 4.6, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.5, 10, 11.2, 11.3, 11.4, 14.4, 14.5 R -10- 1.1, 2.1a, 2.1b, 3.1, 3.2, 4.2, 4.3, 4.4, 4.5, 5.3, 5.5, 5.6, 6.1, 6.2, 6.4a, 6.5, 7.1, 7.2, 7.3, 7.4, 7.5, 9.1, 9.2, 9.4, 9.5, 10, 11.1, 11.2, 11.3, 11.4, 13.1, 14.1, 14.2, 14.3, 14.4, 14.5, 14.6; R 12 2.1a, 2.1b, 3.1, 3.2, 4.1, 4.2, 4.3, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1a, 6.1b, 7.4, 8.1, 8.2, 8.3, 8.4, 8.5, 11.1, 11.2, 11.3, 12.1, 13, 14.1, 14.2, 14.3, 16.1, 16.2; OC 12- 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5
Advanced Placement English Language and Composition is designed to enable students to write effectively in their college course. Because the course is organized according to the College Board requirements, emphasis will be on critical reading, analysis and clear and effective writing and speaking. Students will be provided opportunities to write and rewrite in both formal and informal contexts in order to produce writing which explains, analyzes and evaluates an author’s use of rhetorical strategies in a variety of prose styles and genres. The complete syllabus of this course can be found on the College Board website: http://collegeboard.com.

Students who enroll in AP English Language and Composition are expected to take the Advanced Placement exam in the spring of that school year. Prerequisites: Successful completion of English 3 and/or recommendation by previous English teacher.

GSEs Assessed: ELA W 12, 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.3; 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6; 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7; 6.1, 6.2; 7.1, 7.1, 7.3, 7.4, 7.5; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.4, 9.5; 11.1, 11.2, 11.3, 11.4; 14.1, 14.2, 14.3, 14.4; OC 12 1.2, 1.3, 1.5; 2.1, 2.2, 2.3, 2.5, 2.6; R 12 2.1; 3.1, 3.2; 4.1, 4.2, 4.3, 4.4, 4.5; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 7.1, 7.2, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 12, 13, 14.1, 14.2; 15.4; 16.1, 16.2; 17.2

Communication Mosaics: An Introduction to the Field of Communication (A2)

This course is a semester-long introduction to the field of communication with an emphasis on developing an understanding of communication theories and humanistic approaches to communication, and to promote the development of skills in public and interpersonal communication. The course serves as an introduction to the strands of communication: rhetoric, interpersonal, small group, organizational, mass communication, and intercultural. Communication Mosaics is a component of the Law Pathway. Prerequisites: None

GSEs Assessed: ELA: OC 1-6 & W 1-11

Creative Writing (A2)

This course is designed for students who are serious writers. It provides the students with an educational environment to nurture their talents and enhance specific writing skills in the areas of poetry, the short story, the play, and the novella. Each student will compile a writing portfolio and produce at least one publishable work per quarter. Students are strongly encouraged to participate in the publication of the CHS Literary Magazine and must submit work for publication at least once each quarter. Prerequisites: None.

GSEs Assessed: ELA W 10 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.1a, 3.2, 3.3, 3.4, 4.6, 5, 5.5, 6.4, 7.2, 8.5, 7.4, 7.5, 9.1, 9.2, 9.3, 9.4, 9.5, 14.3

Film Studies (A2)

This course is an interdisciplinary study for students in 11-12 that focuses on the history, theory, and criticism of film. Students will examine cinema as a unique art form with enduring social and cultural significance. This course will enable students to develop a critical appreciation of the cultural meaning of film by studying style, history, and aesthetics as well as its connections to literary works. This course requires written responses to film as well as oral presentations and discussions. Prerequisites: None.

GSEs Assessed: ELA W 1, 2, 9, 10, 14; R 2, 3, 11, 16.
161 Journalism I (A2) 1/2 Credit ♦ Semester ♦ Grade 9-12

This course is best titled, Journalism I, From the Printing Press to Cyberspace. In it, students will explore many aspects of the printed and published word, as well as the evolving distribution technologies. Through an examination of the foundations of publication and current media, the class will gain an understanding of the course and progress of journalism. Prerequisites: None.

Journalism II is extension of the topics and themes explored in Journalism I. Students will develop and hone techniques, methods, and styles examined in prior studies while providing leadership and mentoring roles through departmental editorships and production management for CHS Scanner. Prerequisites: Journalism I

Assignments on a variety of related topics will be submitted electronically via blog (weblog) entries with a corresponding hardcopy to be submitted to the instructor. Students are expected to maintain individual blogs, which will serve as a digital portfolio and will be subject to the Cumberland High School Internet Technology policy delineated in the CHS Student Handbook. Students are encouraged to produce and advance materials, commentary, speculation, analysis, interviews, and design concepts to Scanner, Cumberland High School's Digital Initiative.


162 Journalism II (A2) 1/2 Credit ♦ Semester ♦ Grade 9-12

This course requires students to develop skills in planning, outlining, and developing specific types of speeches, to combine the efficient use of reference and research aids with a practical knowledge of argumentation, and to develop an effective speaking style through practice of delivery techniques. Students participate in formal and informal debates. Prerequisites: None.

GSEs Assessed: ELA OC 12-1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5

153 Speech and Debate (A2) 1/2 Credit ♦ Semester ♦ Grade 9-12

This course requires students to develop skills in planning, outlining, and developing specific types of speeches, to combine the efficient use of reference and research aids with a practical knowledge of argumentation, and to develop an effective speaking style through practice of delivery techniques. Students participate in formal and informal debates. Prerequisites: None.

GSEs Assessed: ELA OC 12-1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5

166 Writing to Inform and Explain (H/ECHSP)* 1/2 Credit ♦ Semester ♦ Grade 11-12

This is a college course (WRT 104) offered by the University of Rhode Island at Cumberland High School that fulfills a General Education requirement for English Communications (ECw) and focuses on writing as the sharing of information. It covers a few important varieties and strategies of expository writing for different audiences and situations. Students are introduced to a number of different genres, including reports, websites, and academic essays. In addition, this course provides extensive practice in writing effectively, reading complex texts, and using information technologies. These three skill areas, required for the general education program at URI, are integrated into the assignments and activities of this course. The course requires the student write five papers, revise those papers until each one is acceptable as a college level essay, to maintain and to submit a portfolio that includes the student’s choice of three of those essays at the end of the semester. Students who earn a B average can pay a reduced fee; acquire a URI transcript, and gain college credit that is transferable to any college.

GSEs Assessed: W-12-11.1, 12-11.2, 12-11.3, 11.4, 12-1.1, 12-1.2, 1.3, 2.1, 2.3, 3.1, 3.3, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, -5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 6.1, 6.2, 6.3, 6.4a, 6.4b, 6.5, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.4, 9.5; OC-12-1.1, 12-1.2, & OC-12-1.4.

* Course to be reviewed by Curriculum Standing Committee.
Students needing writing assistance beyond what is offered in the regular English classes have an opportunity to strengthen their skills with this class. The curriculum emphasizes the writing process through computer-assisted instruction. Prerequisites: Student choice and/or teacher recommendation. This course is taken in addition to a student’s regular English class. If course is recommended by a teacher, it is mandatory.

GSEs Assessed: ELA W 10 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.1a, 3.2, 3.3, 3.4, 4.6, 5, 5.5, 6.4, 7.2, 8.5, 7.4, 7.5, 9.1, 9.2, 9.3, 9.4, 9.5, 14.3

Skills taught in reading include phonemic awareness skills, vocabulary enrichment, increasing fluency, building context, increasing comprehension, interpretation, evaluation, and synthesizing. These skills are achieved through modeling, guided practice, computer software and independent practice. The program focuses on students achieving success with specific fiction and nonfiction reading skills so they can transfer this knowledge to become more successful in content area classes. Prerequisites: Teacher Recommendation. This course is taken in addition to a student’s regular English class. If course is recommended by a teacher, it is mandatory.

GSEs Assessed: ELA R 1.1; 2.1a, 2.1b, 3.1, 3.2; 4.1, 4.2, 4.3, 4.5; 5.1, 5.2, 5.3, 5.4, 5.5; 7.1, 7.2, 7.3, 7.4, 7.5; 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 11, 11.1, 11.2, 11.3; 16.1, 16.212.1, 12, 14.1, 14.2, 14.3; 17.1, 17.2; W 2.1, 2.3; 3.2 10, 11.2, 11.3; 14.1, 14.2, 14.3, 14.4; OC 1.1, 1.2, 1.3, 1.5,
# FINE, APPLIED, and TECHNICAL ARTS

## Applied Technology
- eSeminar
- CAD I, II
- Computer Engineering
- Digital Photography
- Graphic Design I & II
- Introduction to Engineering
- Video Production

## Business
- Accounting I
- Business Management
- Computer Applications
- Personal Finance
- Retail Merchandising
- Sports & Entertainment Marketing

## Music
- Band
- CLEF Singers
- Chorus
- Electronic Music
- Guitar
- Music Appreciation
- Music Theory I
- Music Theory II & III (AP)

## Art
- Art II & III & IV
- Ceramics
- Sculpture & 3-D Design
- Senior Art
- Visual Foundations

## Theater Arts
- Advanced Acting
- Drama I & II
- Technical Theatre

## APPLIED TECHNOLOGY

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Year</th>
<th>Grade</th>
<th>Description</th>
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| 557 Introduction to Engineering (A2) | 1/2    | Semester 11-12 |       | Introduction to engineering course will engage students through a combination of activities-based, project-based, and problem-based learning. This course will not only create an environment for applying engineering concepts to real problems, but also prepares students to solve problems, participate as part of a team, lead teams, speak to a public audience, conduct research, understand real-world impacts, analyze data and learn outside the classroom. The major goal is to increase scientific and mathematical literacy allowing students to make informed and rational decisions about relevant social and personal issues. The course is specifically designed to meet the needs of students with limited mathematics ability or math confidence. It is an activity-based course designed along the constructivist and student-centered philosophy of science education. Interdisciplinary activities will be promoted through interaction between science, mathematics and technology. **Prerequisites:** none. **GSEs Assessed:** Science: LS 4-9, PS 2-5,2-6; Engineering & Technology 1.1, 1.2, 2.1, 2.2, 2.3, 2.4; Mathematics: N&O 12-1, 12-2, 12-4; CCR HS-1; ELA; R 8, 10-15; OC 10-2; G&C 5-3/603 e-Seminar (A2) | 1/2    | Full Year 9 |       | The eSeminar course develops skills crucial to being successful in high school and beyond. Ninth Grade e-Seminar provides the necessary technology and software skills including, but not limited to, school-based digital portfolio, PowerPoint presentations, and Excel spreadsheets. Students in this course are required to develop an Individual Learning Plan (ILP). Communication skills and study skills are taught as well as instruction on how to conduct an effective on-line research and how to properly format MLA style research papers. Students will be taught to reach logical and reasoned conclusions by using scientific, mathematical and technological skills to locate, organize and communicate information. **Prerequisite:** None. eSeminar/Academic Enrichment has the same curriculum as eSeminar. **Prerequisite:** Teacher recommendation. **GSEs Assessed:** ELA: OC 1.2, 1.4, 1.5, 1.6; 10 2.1, 2.2, 2.3, 2.4, 2.5, 2.6; W 10-6.1, 6.2, 6.3, 6.4, 6.5; 7.1, 7.2, 7.3, 7.4, 7.5; 8.1, 8.2, 8.3, 8.4; 14.1, 14.2, 14.3, 14.4, 14.5; R 10 7.1, 7.2, 7.3, 7.4, 7.5

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*Be Respectful*  
*Be Responsible*  
*Be Ready to Succeed*
630 CAD I (A2)  1/2 Credit ♦ Semester ♦ Grades 9-12

631 CAD II (A2)

CAD I is an introduction to the field of drafting as a graphic language of technology. It will expose students to basic drafting theory and practice, and provide knowledge that can be useful throughout life. This course will introduce the student to Computer-Aided Drafting (CAD). There will be a progressive series of technical drawings from single view to three-dimensional projections used to develop fundamental drafting skills. Prerequisites: None

CAD II focuses on three-dimensional illustrations. The student will develop an understanding of isometric, oblique, and perspective drawings. The course will also deal with working drawings, such as assembly and detail drawings. The concept of computer generated 3D models and wire frame drawings will also be included. There will be various projects that will involve the use of the Internet for research as well as individual project development and an introduction to robotics. Prerequisites: CAD Technical Drafting I

GSEs Assessed: ELA: R-10-7.2; R-10-11.2; R-10-15.3; Mathematics N&O 10-1, 2, 4; G&M 10-4, 6, 7, 9, 10

655 Video Production (A2)  1/2 Credit ♦ Semester ♦ Grades 9-12

This course is designed to provide students with basic introductory skills necessary to produce a successful video. Students will be instructed in the various aspects of studio and on site recording, to include camera operation, basic video composition, sound recording, lighting, and editing. Required activities for the student will involve the planning, composition and basic editing for a video production. Prerequisites: None

GSEs Assessed: ELA W-10-14.2

657 Computer Engineering (A2)  1/2 Credit ♦ Semester ♦ Grades 9-12

Upon successful completion of this course, students will be able to: - investigate tools, issues, and skills that form the basis of best practices for IT technical professionals. - install, configure, optimize, and upgrade personal computer components. - install and troubleshoot personal computer components. - install and troubleshoot laptops and portable devices. - install, manage, and optimize operating systems. - maintain and troubleshoot operating systems. - install, maintain, and troubleshoot printers and scanners. - identify the names, purposes, and characteristics of basic network protocols and terminologies. - install and manage network components. - maintain and troubleshoot computer security. Prerequisites: None

GSEs Assessed: Mathematics N&O-12-1, 12-2, G&M-12-4; F&A 12-4; CCR HS-1; Engineering & Technology 1.1, 1.2, 2.1, 2.2, 2.3, 3.2

706 Digital Photography (A2)  1/2 Credit ♦ Semester ♦ Grades 9-12

This course is designed to help students develop an understanding and experience hands on knowledge of digital photography. Beginning with the basic camera functions, students will learn the relationship between shutter speed, aperture and their affects on exposure. Through a variety of assignments students will learn the basics of composition to enhance their own photographic style. Students will also begin to learn and use Photoshop, an industry standard digital editing software program, to help further develop their experience and knowledge of digital photography. Prerequisites: None

GSEs Assessed: ELA W-10-14.2
707  Graphic Design I (A2)  1/2 Credit ♦ Semester ♦ Grades 9-12

709  Graphic Design II Applications (A2)

Graphic Design I is designed to help students develop an understanding and a solid foundation in the fundamentals of typography and page layout. Beginning with the basic letterform, students will develop an appreciation for the vast variety of type and typefaces available with today’s technology. Through a variety of exercises students will learn to use and manipulate typography, illustrations and symbols to communicate more effectively. These exercises will explore the fundamentals of page layout in logo design, letterhead design, poster design, corporate identity and advertising, etc. Students will begin to learn and use industry standard graphic design hardware and software. Prerequisites: None

Graphic Design II Applications is designed to further a student’s knowledge and experience in graphic design as it applies to the fundamental concepts of communication through typography and page layout. Focused on more complex and lengthy such as posters, menus, and brochures, students will continue to learn graphic design hardware and software and will additionally explore Web Design. Prerequisites: Graphic Design I

GSEs Assessed: Graphic Design I & II: ELA W-10-14.2

ART

At Cumberland High School, art is a comprehensive program integrating aesthetics, art criticism, art history, and studio production. This curriculum is based both on the Rhode Island and National Standards for the Visual Arts. The classes provide meaningful, hands-on learning that allows for personal growth and creative expression. In addition to instruction in the basic fundamentals of drawing, painting and design, students are encouraged to experiment with a variety of media. As part of the creative process the students are helped to discover and explore the best media for presenting their ideas.

Note: In a program where a subject area is offered at the I, II and III levels, students must take the courses in order. The third level of a course may be offered as an independent study depending on enrollment and availability of the instructor.

700  Art I (A2)  1/2 Credit ♦ Semester ♦ Grades 9-12

Through a variety of media, students will explore the fundamentals of drawing, painting, illustration, mixed media, graphic design, two-dimensional and three-dimensional design. Students will develop an appreciation of the visual arts and study the elements of art in an historical perspective as well as how they relate to their own work. Students will also be encouraged to explore personal expression through a variety of two and three-dimensional art forms. Prerequisites: None

GSEs Assessed: ELA W 10 14.1, 14.2, 14.4; OC-10-1.1; R-10-15.1, 15.2, 15.3, 15.4

701  Art II (A2)  1/2 Credit ♦ Semester ♦ Grades 9-12
702  Art III (A2)
703  Art IV (A2)

Art II builds on the foundation class with more advanced concepts in drawing and design. Students not only continue to explore the medium of painting with transparent watercolors and acrylic paints, but also experiment with mixed media and pen and ink. Prerequisites: Visual Foundations or permission of the department chair.

Art III expands on Art II with more advanced drawing, design and painting. Prerequisites: Visual Foundations or permission of the department chair.

Art IV expands on Art III with more concentration on drawing, design and painting that involve long-term assignments. Prerequisites: Visual Foundations or permission of the department chair.

GSEs Assessed: Art II, Art III, Art IV Visual Arts & Design 1-1a, 1b, 1c, 1-d, 1-2a, Ext 1-2a, 2b, Ext 2b, 2-1a, 2-ext 1a, 3-1a, 3-1c, 3-ld, 3-2a, 4-1a, 4-1b, 4-1c, 4-1e, 4-1f

Be Respectful  Be Responsible  Be Ready to Succeed
Senior Art (H) 1 Credit ♦ Full Year ♦ Grade 12

Senior Art is selective for senior students chosen according to artistic talent and ability in the field. It is an in-depth course consisting of advanced study in drawing, design, technical drawing and painting. Art history is also a component of this course. It is recommended for anyone pursuing the study of art beyond high school or a career in the visual arts. Presentation of a portfolio may be required. Prerequisites: Visual Foundations or permission of the department chair.

GSEs Assessed: Visual Arts & Design 1-1a, ext 1a, 1-1b, Ext-1b, 1-c, 1 Ext-1c, 1d, 1-Ext-1d, 1-2a, 1-Ext-2a, 1-2b, 1 Ext-2b, 2-1a, 2 Ext-1a, 2-1b, 2-1d, 2 Ext-1c, 3-1a, 3-1b, 3-1c, 3-1d, 3-Ext-1d, 3-2a, 4-1a, 4-1b, 4-1c, 4-1e, 4-1f.

Ceramics (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12

This course provides students with a visual art experience in the basic aesthetics and fundamentals of three dimensional design in sculpture. Lessons and activities will cover both functional as well as non-functional works. Students will conceive and create works of art that show an understanding of how the communication of their ideas relates to the medium, techniques and processes they use. Students will explore and develop their understanding of the sculptural form in additive as well as subtractive methods. Prerequisites: None

GSEs Assessed: ELA W-10-11.3; Mathematics: G&M 10-7

Sculpture: Three-Dimensional Design (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12

This course provides students with a visual art experience in the basic aesthetics and fundamentals of three-dimensional design in sculpture. Lessons and activities will cover both functional as well as non-functional works. Students will conceive and create works of art that show an understanding of how the communication of their ideas relates to the medium, techniques and processes they use. Students will explore and develop their understanding of the sculptural form in additive as well as subtractive methods. Prerequisites: None

GSEs Assessed: ELA W 10 1.1; OC 10 1.4

BUSINESS

The business program at Cumberland High School is a blend of business-based courses from those offering the traditional computer skills to those including a “hands-on” experience in retail management.

Personal Finance (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12

This course explores topics that are useful to students in their daily lives now and in the future. Students will work on classroom activities that involve managing their finances, budgeting, using credit, banking, resource management, risk management, and other pertinent topics involving money management essential to personal financial success. Students will have the opportunity to work with Federal Income Tax forms and learn how to manually file their taxes. Also, students learn about stocks and other forms of investing through hands-on simulated experience. Prerequisites: None

GSEs Assessed: ELA R-12-15; W-12-1, 12-6; OC-12-1, 12-2; Mathematics: N&O 10-4, 10-7

Accounting I (A2) 1 Credit ♦ Full Year ♦ Grades 9-12

This course introduces the student to the elementary concepts and mechanics of accounting. Accounting I will cover the theory of debits and credits, terminology of assets, liabilities, equity, income, and expenses, and the accounting cycle: journalizing, posting, work sheets, financial statements, closing entries, adjustments, inventories, trial balance, post-closing trial balance, and subsidiary ledgers. The main tools of instruction are workbook activities, simulation problems,
projects, and practice sets. This course allows students to investigate various career choices and learn the basic foundations of a business enterprise. **Prerequisite:** None

Dual credit with CCRI (Community College of Rhode Island) is available. See page 10.

**GSEs Assessed:** ELA R-12-15; W-12-1, 12-6; OC-12-1, 12-2; Mathematics: N&O 10-4, 7

**614 Business Management (A2) ** 1/2 Credit ♦ Semester ♦ Grades 10-12

This course introduces basic business concepts and terminology. Course topics include types of businesses, entrepreneurship, business organization, human resource management, management functions, accounting, and banking. **Prerequisites:** None

**GSEs Assessed:** ELA: R-10-15 W-9, W-10-9.1, 10-9.2, 8-9.4; Mathematics: N&O 10-4; NSBE: Accounting I; Business Law IV, VI; Career Development II, Economics I, II VI; Entrepreneurship I, II; Management I, III, IV; Marketing I, IV; NETS 1, 3, 4, 6

**616 Computer Applications (A2) ** 1/2 Credit ♦ Semester ♦ Grades 10-12

Students use computers as a problem solving tool to research, create, and communicate in various business and academic situations. Current office productivity software and Web 2.0 applications are included in the curriculum. **Prerequisites:** None

**GSE's Assessed:** National Educational Technology Standards 1-6; National Standards for Business Education: Information Technology V, VI, VII, VIII

**613 Retail Merchandising/Project Training (A2) ** 1 Credit ♦ Full Year ♦ Grade 12

Basic competencies required in operating a business are taught including financial recordkeeping and basic financial statements. Also taught are marketing and distribution concepts involving selling, advertising, display, research, management, human relations, communications, mathematics, merchandising, and operations. As the performance-based element, students operate and manage the school store. **Prerequisites:** None

**GSEs Assessed:** ELA OC-12-1, 12-1.1, 12-1.4, 12-2.1, 12-2.2, 12-2.3, 12-2.4, 12-2.5, 12-2.6 R–12–15, 12-15.1, R–12–15.2, 12–15.3, 12–15.4, W–12–1, 12–1.1, 12–1.2, 12–6, 12–1.4, W-2-6.1, 12–6, 12–6.3; Mathematics: N&O 10-4, 10-7

**615 Sports & Entertainment Marketing (A2) ** 1/2 Credit ♦ Semester ♦ Grades 10-12

Students are introduced to marketing concepts and their application to the sports and entertainment industries. The varied career opportunities in the sports and entertainment industries are also explored. **Prerequisites:** None

**GSEs Assessed:** ELA: R-12-15; W-12-1, 12-6; OC-12-1, 12-2; Mathematics: N&O 10-4, 10-7

**MUSIC**

The music department offers a number of courses for both beginners and more advanced students.

**711 Chorus (A2) ** 1/2 Credit ♦ Semester ♦ Grades 9-12

Chorus provides the opportunity to sing a wide variety of musical styles in a group setting. Training in proper breathing, tone and diction are emphasized through the study and interpretation of each piece. Participation in performances is required. Chorus is not an auditioned ensemble; it is available to all students. **Prerequisites:** None

**GSEs:** ELA W-10 RI Music GSEs: M1 (9-12)-1, M3 (9-12)-1, M4 (9-12)-2
This course is intended for students who have experience at the middle school or high school level and wish to continue their development musically. Students must play a woodwind, brass or percussion instrument. Pep band and concert band techniques will be the emphasis of this course. Participation in performances is required. Prerequisites: None

GSEs Assessed: ELA: GSEs: W-10; RI Music GSEs: M1-1, M3-1, M4\-2

This course is designed to provide the student with interval building, creative writing, scales, chord construction, ear-training and analysis of basic harmonies. Notation and terminology will be reviewed. Prerequisites: None

GSEs Assessed: RI Music GSEs: M1, M1-2, M2-1, M2-2, M4-1

This course explores the musical elements through the history of American popular music. The main purpose of the course is to develop a more educated listener. Prerequisites: None

GSEs Assessed: ELA: R-10-7, 8, OC-2, W-10; RI Music GSEs: M1c and M2

Each of these courses is designed to provide the student with advanced ear training, sight singing, creative writing and in-depth analysis of theory and harmony. Both visual and aural aspects are stressed. Individual instruction is available. As with other AP courses, the depth and pace of this course are those of a college course. Students who enroll AP Music Theory II & III will be prepared to take the Advanced Placement exam in the spring of that school year. Texts: Music in Theory and Practice and Music for Sight Singing. Prerequisites: Music Theory I

GSEs Assessed: ELA: R10-7, 8, R-10-15, OC-10; RI Music GSEs: M1Ext.-1, M1 Ext.-2, M2-1 Ext.-1, M2-2, M4-1

The CLEF Singers is a select class of highly trained and musically gifted singers. It is a performance-oriented course with extra-curricular participation mandatory. The CLEF Singers perform extensively throughout the state and New England area. Students must audition for the class. Prerequisites: Membership by audition.

GSEs ELA R-10-7, 8, OC-2, W-10; RI Music GSEs: M1-1; M 2-1, M2 -2, M3-1, M 4 -1, M 4 -2

Students in a classroom setting will learn the basics of playing the guitar. Notation, rhythm and chords will be the focus while playing in a variety of musical styles. Prerequisites: None. There is a very limited pool of guitars to borrow from so if you have your own guitar that is helpful.

GSEs Assessed: ELA R-10-7, 8, OC-2, W-10

Students will learn music composition, music production and recording techniques through technology while working at individual computer/keyboard workstations. Prerequisites: None

GSEs Assessed: ELA: R-10-7, 8, OC-2, W-10; R.I. Music GSEs: M 1-2, M 2-1, M 2-2, M 3
723 Piano Class (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12

Students in a classroom setting will learn the basics of playing the piano/keyboard. Reading notation, rhythm and chord symbols will be the focus while playing a variety of musical styles. Prerequisites: None

GSEs Assessed: ELA: R-10-7, 8, OC-2, W-10; RI Music GSEs: M 1-1, M 1-2, M 2-1, M 3-1

THEATER ARTS

Cumberland High School offers drama and theater experiences for both the beginner and more advanced students. The school program is enhanced by the after-school drama club and the “Living Lessons” program.

721 Drama I (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12
722 Drama II (A2)

Drama I stresses the basics of acting and stage movement while giving the student an introduction to theatre technology and history. Active participation in class activities is required. Available to all students. Prerequisites: None. 

Drama II continues skill development from Drama I and provides additional instruction in acting, directing and theatre technology. Continued study in theatre history is included. Prerequisites: Drama I

GSEs Assessed Drama I: ELA: W-2, 3, W14, OC-2, R-5, R-6, R-17
GSEs Assessed Drama II: ELA: W-2, 3, 14, OC-2, R-5, 6, 17; RI Theater GSEs: T1-1, 2, 3; T2-1; T3-1, 2

724 Advanced Acting (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12

This course will explore advanced techniques in acting, concentrating on monologue and scene work. Students will perform and critique each other’s work, giving informed feedback. Prerequisites: Drama II or permission of the department chair

GSEs Assessed: ELA: W-2, 3, 14, OC-2, R-5, 6, 17; RI Theater GSEs: T1-1, 2, 3; T2-1; T3-1, 2

725 Technical Theatre 1/2 Credit ♦ Semester ♦ Grades 10-12

This course will focus on technical aspects of theatre production for students interested in “backstage” work. Students will learn the elements of design through participating in design projects. They will also learn construction and decoration terminology and techniques, as well as “front of house” procedures. Prerequisites: None

GSEs Assessed: ELA: W-2, W-3, W14, OC-2, R-5, R-6, R-17
MATHEMATICS DEPARTMENT

The mathematics curriculum is a comprehensive secondary program in which each course is organized around the Rhode Island Department of Education Grade Span Expectations (GSEs). These Mathematics GSEs are comprised of the following areas:

- Number and Operations
- Geometry and Functions
- Algebra and Functions
- Data, Statistics, and Probability

All mathematics courses require the satisfactory completion of at least two portfolio tasks. These tasks will assist the student in completing his/her portfolio portion of the graduation requirement.

For more details about the GSEs being assessed in each course, see the listings in the Appendix at the end of this book.

MATHEMATICS REQUIREMENTS - 3 CREDITS plus 1 CREDIT See page 7-8

MATHEMATICS ELECTIVES
with proper prerequisite courses.

- Computer Science I & II ½ Credit A2
- Discrete Math I A2 A1
- Discrete Math II A2 A1
- Financial Algebra A2
- Probability & Statistics I Credit A2
- Statistics (AP) I Credit
- Trigonometry ½ Credit A2

NOTE: Level changes between A1, A2 and Honors can be made at any time. Recommendations to do so will depend on student’s grades, end of semester exams and teacher recommendations.

The only exception is, if there has been a parental override of the recommended level, the student must complete at least one semester at that level.

In all cases, moves will also depend on availability of space in classes.
### COURSE DESCRIPTIONS

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td>412</td>
<td>Algebra I (A2)</td>
<td>1 Credit</td>
<td>Full Year</td>
</tr>
<tr>
<td>413</td>
<td>Algebra I (A1)</td>
<td>1 Credit</td>
<td>Full Year</td>
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This course includes the topics of algebraic properties, linear equations, slope, factoring, simplifying algebraic expressions, as well as some introductory probability and statistics. There is an emphasis on addressing the R.I. Mathematics GSEs. **Prerequisites:** Teacher recommendation from teacher in previous math course.

**GSEs Assessed:** Mathematics: DSP 10-1, 2, 3, 4; N&O 10-4, 6, 7, 8; F&A 10-1, 2, 3, 4; PRP HS-1; CCR HS-1, 3

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<tr>
<td>419</td>
<td>Numeracy (A1)</td>
<td>2 Credits</td>
<td>Full Year</td>
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This double-period course satisfies requirements for both Algebra 1 and Geometry. During the first period of this course, students are reintroduced to Algebraic concepts through the use of computerized grade level support. This support is used to improve math fact fluency and automaticity. During the second period of this course, students focus on the RI Mathematics geometry GSEs. Topics include congruence, similarity, triangles, polygons, circles, area, and volume. Students who successfully complete this course receive 2 credits – 1 for Algebra 1 and 1 for Geometry. **Prerequisites:** Teacher recommendation and/or Department Chair approval. If course is recommended by a teacher, it is mandatory.

**GSEs Assessed:** Mathematics: DSP 10-1, 2, 3, 4, 5; N&O 10-4, 6, 7, 8; F&A 10-1, 2, 3, 4; G&M 10-2, 4, 5, 6, 7, 9; PRP HS-1, 2; CCR HS-1, 2

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<tbody>
<tr>
<td>421</td>
<td>Geometry (H)</td>
<td>1 Credit</td>
<td>Full Year</td>
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<tr>
<td>422</td>
<td>Geometry (A2)</td>
<td>1 Credit</td>
<td>Full Year</td>
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<tr>
<td>423</td>
<td>Geometry (A1)</td>
<td>1 Credit</td>
<td>Full Year</td>
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</table>

This course focuses on the RI Mathematics geometry GSEs. Topics include congruence, similarity, triangles, polygons, circles, area, and volume. At the A2 and honors levels there is an introduction to trigonometry and geometric proofs.

At the honors level, this course covers topics in more depth and breadth, moves at a faster pace. **Prerequisites:** Teacher recommendation from teacher in previous math course.

**GSEs Assessed:** Mathematics DSP 10-5; N&O 10-4; PRP HS-1, 2; CCR HS-1, 2

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<tr>
<td>431</td>
<td>Algebra II (H)</td>
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<td>432</td>
<td>Algebra II (A2)</td>
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<td>433</td>
<td>Algebra II (A1)</td>
<td>1 Credit</td>
<td>Full Year</td>
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This second year algebra course puts an emphasis on RI Mathematics GSEs and the SATs. Topics, covered in depth, include linear equations and inequalities, systems of equations, matrices, polynomials, factoring, radicals, and rational numbers.

The honors level course covers topics in more depth and breadth. Additional topics at the honors include probability, determinants, logarithms, linear programming, sequences and series. A TI-83, TI-83 Plus or TI-84 graphing calculator is recommended for the Honor's Level class. **Prerequisites:** Teacher recommendation from teacher in previous math course.

**GSEs Assessed:** Mathematics N&O 12-1, 2, 4, 7, 8, AM-1, 4, 8; F&A 12-2, 3, 4, AM-3, 4, 9; G&M 12-9, PRP HS-1; CCR HS-1, 2

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<tr>
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<td>Pre-Calculus (H)</td>
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<tr>
<td>442</td>
<td>Pre-Calculus (A2)</td>
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This course investigates elementary functions. Ordered pairs of numbers is the unifying concept. Topics include, but are not limited to: the algebra of vectors, the algebra of functions and their inverses, the field of complex numbers, finding and identifying the critical points of graphs of polynomials, applications of maxima and minima.
circular functions and their inverses, exponential and logarithmic functions, transformations and matrices, combinations, permutations, probability, symbolic logic, and mathematical induction. A TI-83, TI-83 Plus or TI-84 graphing calculator is recommended for this class. Prerequisites: Algebra II

GSEs Assessed: Mathematics: F&A 12-1, AM-1, 2, 3, 4, 5, 6, 7, 8, 9; G&M 12-4, 5, 6, 7; DSP 12-2, 4, 5, 6; PRP HS-1; CCR HS-2, 3

460 Calculus AP/EEP 1 Credit ♦ Full Year ♦ Grade 12

Advanced Placement (AP) Calculus follows the curricula set forth by the College Board to prepare course and is demanding in terms of both academics and time. This course includes such topics as limits, velocity and rates, derivatives, differentials, integrals of algebraic and transcendental functions, applications of the derivative and definite integral, and, if time allows, an introduction to hyperbolic functions.

Students who enroll in Calculus AP are expected to take the Advanced Placement exam in the spring of that school year. Students who wish to take this as an EEP course, see page 10 for details. A TI-83, TI-83 Plus or TI-84 graphing calculator is recommended for this class.

Prerequisites: Recommended completion of Pre-Calculus Honors or permission of the department chair.

GSEs Assessed: Mathematics: F&A 12-1,12-2, 3, AM-1, 2, 4, 7; G&M)12-5; N&O 12-4, DSP 12-2, 3, 4, 5; PRP HS-1, CCR HS-1, 3

462 Calculus (A2) 1 Credit ♦ Full Year ♦ Grade 12

Key topics in this course include: analysis of graphs, limits of functions, asymptotic and unbound behavior, continuity, the concept of a derivative, the derivative at a point, the derivative as a function, second derivatives, applications of derivatives, and the computation of derivatives, interpretations and properties of definite integrals, applications of integrals, the Fundamental Theorem of Calculus, techniques of anti-differentiation, applications of anti-differentiation, and numerical approximations to definite integrals. A TI-83, TI-83 Plus or TI-84 graphing calculator is recommended for this class. Prerequisites: Pre-Calculus or permission of the department chair.

GSEs Assessed: Mathematics: F&A 12-1, 2, 3, AM-1, 2, 4, 7; G&M 12-5; N&O 12-4; DSP 12-2, 3, 4, 5; PRP HS-1, CCR HS-1, 3

476 Computer Science I (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12

Computer Science I This course teaches programming concepts in a mathematical setting using PYTHON. Topics include input/output commands, loops, strings, arrays and others. The class will culminate with website design using HTML and SharePoint Designer. Prerequisites: Algebra I or approval of department chair.

Computer Science II is a continuation of Computer Science I. Prerequisites: Computer Science I or approval of department chair.

GSEs Assessed: Mathematics DSP 10-2, 6; PRP HS-1, CCR HS-3

463 Discrete Math I (A2) 1/2 Credit ♦ Semester ♦ Grades 11-12

458 Discrete Math I (A1)

464 Discrete Math II (A2)

459 Discrete Math II (A1)

Discrete Math I This course explores number systems (including Ancient number systems and Egyptian Hieroglyphics), number bases, modular math, logic and number theory, map theory, set theory and cryptography (cryptography is the science of coding and decoding secret messages). Students will be exposed to these concepts through classroom-based projects, hands-on activities, applications of/to technology, and traditional written assignments.

Prerequisite: Recommended completion of Algebra 2 or permission from the department chair.

Note: This class is independent of Discrete Math II and may be taken without taking Discrete Math II.

Discrete Math II This course explores graph theory and networks, the Fibonacci sequence and how it applies to art, music, science and nature, logic and circuit theory (and/or gates), game theory and probability (permutations,
combinations and conditional probability). Students will be exposed to these concepts through classroom-based projects, hands-on activities, applications of/to technology, and traditional written assignments.

**Prerequisite:** Recommended completion of Algebra 2 or permission from the department chair.

**Note:** This class is independent of Discrete Math I and may be taken without taking Discrete Math I.

**GSEs Assessed** Discrete Math I and Discrete Math II: Mathematics: N&O 10-8, 12-1; F&A 10-1, 4, 12-1; PRP HS-1, 2; CCR HS-1, 2

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445 **Financial Algebra (A2 – Mixed ability)*** 1 Credit ♦ Full Year ♦ Grades 9-12

This mixed ability course explores algebraic patterns and functions in a financial context through incorporating and connecting Algebra I, Algebra II, and Geometry topics to the real world. The topics in this algebra-based and technology-oriented course cover six financial umbrellas: Investing, Banking, Credit, Income Taxes, Insurance, and Household Budgeting. Students will be exposed to these concepts through classroom based projects, hands on activities and through the use of the TI-83/84 Plus graphing calculator. **Prerequisite:** Recommended completion of Algebra 2 or permission from the department chair.

**GSEs Assessed:** Mathematics: N&O 12-1, 2, 4, 7, 8, AM-1, 4, 8; F&A 12-2, 3, 4, AM-3, 4, 9; G&M 12-9, PRP HS-1; CCR HS-1, 2

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457 **Probability and Statistics (A2 – Mixed ability)*** 1 Credit ♦ Full Year ♦ Grades 9-12

This course offers a non-theoretical approach to probability and statistics without formal proofs. Students will investigate the nature of probability and statistics, examine and apply probability and counting rules, Discrete Probability (mean, variance, standard deviation and expectation), interpret frequency distributions and graphs, look at data descriptions (measures of central tendency, measures of central variation and measures of central position), as well as investigate normal distribution, sample confident intervals and sample size, and hypothesis testing. Students will be exposed to these concepts through classroom based projects, hands on activities and through the use of the TI-83/84 Plus graphing calculator. **Prerequisite:** Recommended completion of Algebra 2 or permission from the department chair.

**GSEs Assessed:** Mathematics: DSP 10-1, 2, 3, 4, 5, 6; F&A 10-3, 4; PRP HS-1; CCR HS-1, 3

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468 **AP Statistics** 1 Credit ♦ Full Year ♦ Grades 12

Advanced Placement (AP) Statistics follows the curricula set forth by the College Board is demanding in terms of both academics and time. This course involves the in-depth exploratory analysis of data using graphical and numerical techniques such as planning a study for data collection, analysis, conjecture and inference, probability theory, and statistical inference. Students who enroll in AP Statistics are expected to take the Advanced Placement exam in the spring of that school year. **A TI-83, TI-83 Plus or TI-84 graphing calculator is recommended for this class.** **Prerequisites:** Recommended completion of Pre-Calculus Honors or permission of the department chair.

**GSEs Assessed:** Mathematics: DSP 12-1, 2, 4, 5, 6; AM-2, 5; F&A 10-3, 4; PRP HS-1; CCR HS-1, 3

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469 **Trigonometry (A2 )*** 1/2 Credit ♦ Semester ♦ Grades 11-12

This course further explores the trigonometric functions of sine, cosine and tangent and introduces students to cosecant, secant and cotangent and their graphs. Topics include right-triangle trigonometry, the Unit Circle, transformations, identities, solving trigonometric equations and word problems and application of the law of sines and cosine. Students will be exposed to these concepts through classroom based projects, hands on activities and through the use of the TI-83/84 Plus graphing calculator. **Prerequisite:** Recommended completion of Algebra 2 or permission from the department chair.

**GSEs Assessed:** Mathematics: F&A 12-1, AM-1, 2, 3, 4, 5, 6, 7, 8, 9; G&M 12-4, 5, 6, 7; DSP 12-2, 4, 5, 6; PRP HS-1; CCR HS-2, 3

* Course to be reviewed by Curriculum Standing Committee.
OTHER ELECTIVES

854 Peer Pals 1/2 Credit ♦ Semester ♦ Grades 9-12

This course allows students to explore their interest in working with the special needs population. Students can make a real difference in the life of a high school student with developmental and/or intellectual disabilities while assisting them in math, English, vocational awareness, or eSeminar courses. Applications are available in the guidance office. Prerequisites: Application and Interview required.

GSEs Assessed: ELA OC-10-1.1, 1.5

600 Academic Enrichment grade 9 1/2 Credit ♦ Full Year ♦ Every other Day
925 Transition grade 10 1/2 Credit ♦ Full Year ♦ Every other Day
926 Academic Enrichment grade 11/12 1 Credit ♦ Full Year ♦ Every Day

Academic Enrichment and Transition provide group and individual support and remediation per a student’s ILP. Prerequisite: Available by teacher recommendation only.

GSEs Assessed: vary according to student’s ILP.
At Cumberland High School physical education and health are required each year and taught every other day throughout the year. See below for the various components of the classes.

For more details about the GSEs being assessed in each course, see the listings in the Appendix at the end of this book.

810  Physical Education/Health 09  1/2 Credit ♦ Full Year ♦ Grade 9
     Every other day opposite eSeminar or Academic Enrichment

820  Physical Education/Health 10  1/2 Credit ♦ Semester ♦ Grade 10
820x Physical Education/Health 10  1/2 Credit ♦ Full Year ♦ Grade 10
     Every other day opposite Transition

830  Physical Education/Health 11  1/2 Credit ♦ Semester ♦ Grade 11
840  Physical Education/Health 12  1/2 Credit ♦ Semester ♦ Grade 12

821  PE for Clef Singers  1/2 Credit ♦ Semester ♦ Grades 9-12

Physical Education

Students will select an activity from those that are offered during that season. Particular activities will be offered on the basis of available facilities and staff during each period.

Swim and health are mandated on a non-selective basis and are scheduled by grade level. Senior swim is optional. Those who elect swim in their senior year learn canoeing and culminate the year with a canoeing trip on the Blackstone River.

Grade 9
Basic swim
PE activities include strength training, volleyball, team handball, badminton, gymnastics, and selected activities.

Grades 10-12
10 - Intermediate Swim
11 - Intermediate Swim – basic Water Safety
12 – Canoeing Elective

PE Activities

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<td>Lacrosse</td>
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<td>Archery (Grade 12 only)</td>
<td>Paddleball</td>
<td>Softball</td>
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<td>Tennis</td>
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Be Respectful  Be Responsible  Be Ready to Succeed 34
Health Education

Health Education is fundamental to the present and future of the nation. It is of particular importance during the childhood and adolescent years from the standpoint of developing desirable habits, interests, and attitudes. The educational system has dual responsibility of protecting the health of the students by providing a “continuing” program of health education and that of promoting a healthful school environment. All students at Cumberland High School must pass health education each year.

Grade 9 Health
- Cardiopulmonary resuscitation (CPR) After completion of the unit, some students are able to obtain CPR certification – Heimlich maneuver.
- AIDS
- Family Living/Human Sexuality

GSEs Assessed: ELA OC 10-2.1, 2.2, 2.4, 2.5; W 10-7.6

Grade 10 Health
- Substance Abuse – Smoking and its effects Alcohol and drug abuse
- Death and Dying
- AIDS

GSEs Assessed: ELA OC 10-2.1, 2.2, 2.4, 2.5; W 10-7.6

Grade 11 Health
- CPR Introduction/First Aid
- Health Careers
- Nutrition and Diet
- Suicide, Disease & Prevention, Death & Dying
- AIDS
- Health and Fitness

GSEs Assessed: ELA OC 10-2.1, 2.2, 2.4, 2.5; W 10-7.6

Grade 12 Health
- CPR training, full course. Certification available.
- AED training, full course. Certification available.
- A variety of health topics are investigated in more depth including having guest speakers to augment current and real-life information.
- Research paper and presentation on topic of student’s choosing and a formal presentation to the class.

GSEs Assessed: ELA OC 10-2.1, 2.2, 2.4, 2.5; W 10-7.6, 12-6
SCIENCE DEPARTMENT

Cumberland High School’s science education is based on these guiding principles.

- Developing scientific literacy for all students
- Educating students to use scientific principles and processes appropriately in making personal decisions
- Helping students experience the richness and excitement of knowing about and understanding the natural world.
- Teaching students how to engage intelligently in public discourse and debate about matters of scientific and technological concern.

Aligning with the National Science Education Standards and the Rhode Island GSEs for Science, the CHS science department presents concepts to create and effective learning environment. It offers an abundance of effective strategies, differentiated learning environment, and suggestions for guiding students as they explore science. In addition, all science courses have specific performance based tasks, which the students must complete for the Graduation by Proficiency requirement.

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Law Pathway is offered in conjunction with Roger Williams University. During their junior and senior years, students may participate in this interdisciplinary program between science and social studies. With successful completion of the Law Pathway, students will receive a certificate of completion. Students may also opt
to present a portfolio of their work to a panel of Roger Williams University professors for consideration of up to six transferrable college credits. There is no cost for this program and college credits can be used as students enter Roger Williams or transferred to one of the many colleges or universities which accept Roger Williams University credits. See Other Course Opportunities at the front of this Program of Studies for more information.

Animal Dissection Policy
Title 16 Education Chapter 16-22 Curriculum Section 16-22-20 of Rhode Island State Law on Animal Dissection and Vivisection—Right to refuse—Alternate learning project required.

a) A parent(s) or legal guardian of any student in a public or nonpublic primary or secondary school may refuse to allow their child to dissect or vivisect any vertebrate or invertebrate animal, or any part of a vertebrate or invertebrate animal.

b) A school that offers dissection or vivisection as a learning activity shall permit those students whose parent(s) or legal guardian refuse to allow them to participate to demonstrate competency through an alternative method of learning material that would be covered in the activity. Alternative materials and methods may include but not be limited to: videotapes, models, films, books, computer programs, clay modeling or transparencies.

c) A teacher shall not discriminate against a student for not participating in dissection or vivisection and shall not lower a grade because a student’s parents or legal guardian has chosen an alternative education project.

COURSE DESCRIPTIONS

504 Physics First (H) 1 Credit ♦ Full Year ♦ Grade 9
505 Physics First (A2)
506 Physics First (A1)

This science course will introduce students to a sequence of science instruction known as “Physics First.” The course integrates the biological, chemical and physical aspects of our natural world. Students will progress through a sequence including the foundations of physics, introductory chemistry, and elements of biology, with an emphasis on experimentation. Topics covered will include measurement, force and motion, forms of energy, chemistry of matter, the earth’s structure, the universe, simple machines, waves and sound, electricity and magnetism, light and optics.

Endorsed by the Rhode Island Department of Education, this new course is aligned with the State Grade Span Expectations for Science and is designed to prepare students for the New England Common Assessment Program (NECAP) and Chemistry. Prerequisites: Physics First Honors – Algebra 1.

GSEs Assessed: Science: PS1, 2, 3; ESS1-1a, 2a, 3a, 3b, 3c, 5, 6; OC1, 2; Mathematics N&O 12-4; G&M 10-7; F&A 10-1, 10-3, 10-4; DSP10-2; ELA W10-2, 10-6; R10-2, 20-8

521 Chemistry (H) 1 Credit ♦ Full Year ♦ Grade 10
522 Chemistry (A2)
523 Chemistry (A1)

Students explore the fundamental principles of chemistry which characterize the properties of matter and how it reacts. Computer-based and traditional laboratory techniques are used to obtain, organize and analyze data. Conclusions are developed using both qualitative and quantitative procedures. Topics include, but are not limited to: measurement, atomic structure, electron configuration, the periodic table bonding, gas laws, properties of liquids and solids, solutions, stoichiometry, reactions, kinetics, equilibrium, acids and bases, and nuclear chemistry. Computer-based and traditional laboratory activities are an integral part of the course. Prerequisites: Physics First, and for Chemistry H – Algebra 1.

GSEs Assessed: Science PS1, 2; Mathematics N&O 12-4; G&M 10-7; F&A 10-1, 10-3, 10-4; DSP10-2; ELA W10-2, 10-6; R10-2, 20-8
501  Biology (H)  1 Credit  ♦ Full Year  ♦ Grade 11
502  Biology (A2)
503  Biology (A1)

Students will explore the fundamental principles of the various fields of biology beginning at the cellular level. Scientific inquiry will give the student an opportunity to see a close correlation between laboratory work and class work. Topics covered include, but are not limited to: evolution, ecology, genetics, biological systems, cell structure and function, cell reproduction, and energy transformations, DNA, and protein synthesis.

Laboratory activities are an integral part of the course.

Prerequisites: Physics First & Chemistry.

GSEs Assessed:  Science: LS 1-1, 1-2, 2-3, 2-4, 2-5, 3-6, 3-7, 3-8, 4-9, 4-10; Mathematics DSP 10-1, R-10-3.2, 10-4.3, 10-7.1, 10-7.2, 10-7.3; ELA: W-10-2.1, 10-6.2, 10-6.4, 10-6.5, 10-7.3, 10-8.3, 10-9.1, 10-9.2, 10-9.4, 10-9.5, 10-1.4.

581  Anatomy and Physiology (H)  1 Credit  ♦ Full Year  ♦ Grade 11-12
582  Anatomy and Physiology (A2)

This course is intended for students who have a special interest in human biology or who plan to enter a career in the field of medicine. The course is an in-depth study of the structure and function of the systems of the human body. Normal functioning is compared to the abnormal or diseased functioning. Laboratory activities, including dissection, are a part of the course. Prerequisites: Physics First, Chemistry & Biology / or concurrent with Biology.

GSEs Addressed:  Science: LS1-1, 1-2, 2-3, 2-4, 2-5, 3-6, 3-7, 3-8, 4-9, 4-10; Mathematics: DSP 10-1; ELA: R-10-3.2, 10-4.3, 10-7.1, 10-7.2, 10-7.3; W-10-2.1, 10-6.2, 10-6.4, 10-6.5, 10-7.3, 10-8.3, 10-9.1, 10-9.2, 10-9.4, 10-9.5, 10-1.4.

570  Astronomy (A2)  1/2 Credit ♦ Semester ♦ Grade 11-12

This is an elective course for all junior and senior students who have an interest in astronomy. Topics include an overview of the universe, stars and galaxies, the moon and planets, and the earth’s motions. Students should be prepared to do extensive reading and writing assignments.

Prerequisites: 1 credit of a life science and 1 credit of a physical science.

GSEs Addressed:  Science: ESS 1-1a, 1-2a, 1-3a, 1-3b, 1-3c, 1-5, 1-6

510  Biology AP  1 Credit ♦ Full Year  ♦ Grade 11-12

Advanced Placement (AP) Biology follows the curricula set forth by the College Board to prepare students to take the AP Biology Examination. The course is designed as a first year college course and demanding in terms of both academics and time. Topics will include, but are not limited to: basic chemistry, biologically important molecules, cellular structure and function, cellular respiration, photosynthesis, Mendelian genetics, molecular genetics, genetic engineering, plant physiology, animal physiology, and ecology. Laboratory activities will be included as part of the course. To be successful, students must be highly motivated and willing to devote a significant amount of time to biology work.

Students who enroll in AP Biology are expected to take the Advanced Placement exam in the spring of that school year.

Prerequisites: Physics First & Chemistry, Honors Biology or teacher recommendation.

GSEs Assessed:  Science: LS 1-1, 1-2, 2-3, 2-4, 2-5, 3-6, 3-7, 3-8, 4-9, 4-10; Mathematics DSP 10-1, R-10-3.2, 10-4.3, 10-7.1, 10-7.2, 10-7.3; ELA: W-10-2.1, 10-6.2, 10-6.4, 10-6.5, 10-7.3, 10-8.3, 10-9.1, 10-9.2, 10-9.4, 10-9.5, 10-1.4

530  Chemistry AP  1 Credit ♦ Full Year  ♦ Grade 11-12

Advanced Placement (AP) Chemistry follows the curricula set forth by the College Board to prepare students to take the AP Chemistry Examination. The course is designed as a first year college course and demanding in terms of both academics and time. AP Chemistry is a second year chemistry course. Students usually take this course in their senior year. It is recommended that students should have completed at least two years of algebra and one
year of geometry. Many students take calculus or AP calculus concurrently with AP Chemistry. Topics covered include, but are not limited to, structure of matter, states of matter, reactions, equilibrium, kinetics, thermodynamics and descriptive chemistry. To be successful, students must be highly motivated and willing to devote a significant amount of time to chemistry work. Students who enroll in AP Chemistry II are expected to take the Advanced Placement exam in the spring of that school year. Prerequisites: Physics First, Chemistry, Biology or recommendation of teacher.

GSEs Assessed: Science PS1, 2; Mathematics N&O 12-4; G&M 10-7; F&A 10-1, 10-3, 10-4; DSP10-2; ELA W10-2, 10-6; R10-2, 20-8

590 Environmental Science (H) 1 Credit ♦ Full Year ♦ Grade 11-12

This course is intended for juniors and seniors who have an interest in environmental and social issues or who have an interest in a career in this field. Topics include basic ecology, energy, biodiversity, habitats, ecosystems, pollution, deforestation, pest control, conservation of natural resources, populations, species endangerment, and extinction. Students will participate in the Blackstone Valley Watershed testing program as well as in other related laboratory experiences. Prerequisites: Physics First & Chemistry, Biology, or concurrent with Biology.

GSEs Assessed: Science: LS2, 3a,b,c,bb,cc, 4a,b,aa, 5a,b, 4, 9a,b,h; ELA: OC-12-1.1, 12-1.4, 12-1.5, 12-2.1, 12-2.2, 12-2.3, 12-2.4, 12-2.5, 12-2.6; W-12-2.2, 12-2.4, 12-6.4 a, b, 12-8.2, 12-8.4, 12-11.3, 13.1.

595 Forensic Science (A2) 1 Credit ♦ Full Year ♦ Grade 11-12

Forensic Science is a multifaceted approach to the science of solving crimes. There are four themes to the course: 1. a strong influence of deductive reasoning and problem solving, 2. reconstructing crimes and crime scenes using physical evidence, 3. a brief use of chemistry in crime fighting, including DNA analysis, fingerprinting, origination of incendiaries, and chromatography, 4. how the principles used in the sciences help detectives to solve crimes. Laboratory activities will be included as part of the course.

This course is part of the Law Pathway but may be taken by students not in that program as well. Prerequisites: Physics First, Chemistry & Biology or concurrent with Biology.

GSEs Assessed: Science: LS; NOS; PS1; INQ; PS3; POC&INQ; ELA: OC-12-2; W-12-6.

571 Geology (A2) 1/2 Credit ♦ Semester ♦ Grade 11-12

This is an elective course for all junior and senior students who have an interest in geology. Topics include the structure of the earth, formation of rocks, weather, geologic history, glaciers, plate tectonics, volcanism, and earthquakes. Students should be prepared to do extensive reading and writing assignments. Prerequisites: 1 credit of a life science and 1 credit of a physical science.

GSEs Addressed: Science: ESS 1-1a, 1-2a, 1-3a, 1-3b, 1-3c, 1-5, 1-6

514 Human Biology (A2) 1 Credit ♦ Full Year ♦ Grade 11-12

This is a practical course in human anatomy and physiology. Topics include the organization of the human body and the functions of its systems, an overview of major health issues such as heart disease, cancer, and nutrition, and an introduction to careers in the health field. Prerequisites: 1 credit of a life science and 1 credit of a physical science.

GSEs Addressed: Science: LS 10 1-1, 1-2, 2-3, 2-4, 2-5, 3-6, 3-7, 3-8, 4-9, 4-10; Mathematics: DSP 10-1; ELA: R-10-3.2, 10-4.3, 10-7.1, 10-7.2, 10-7.3; W-10-2.1, 10-6.2, 10-6.4, 10-6.5, 10-7.3, 10-8.3, 10-9.1, 10-9.2, 10-9.4, 10-9.5, 10-1.4.
Oceanography integrates life science concepts with a systematic survey of ocean life (marine algae, invertebrates, fish, birds, and mammals) followed by a study of factors that influence productivity of the oceans and issues of exploitation. The chemical nature of seawater, the role of seawater chemistry in biological processes and the contribution of the oceans to weather and climate will also be considered.

In the second half of the year, Oceanography will focus on the physical processes that take place in ocean waters including the dynamics of waves and ocean. The course also focuses on the geology of the ocean floor. Topics studied will include plate tectonics, volcanism, structure of the earth’s interior, and the mineral resources of the seabed. Computer-based and traditional laboratory activities are an integral part of the course. **Prerequisites:** Physics First, Chemistry & Biology or concurrent with Biology.

**GSEs Addressed:** Science LS1, 2, 3; ESS1; PS1

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Students explore concepts in physics to help them to understand the physical phenomena we experience every day. Topics to be covered include, but are not limited to: Newton’s Laws, velocity, motion, magnetism, optics, electricity, work, forces, motion, momentum, power, waves, sound, energy, earthquakes, geology, and space. Computer-based and traditional laboratory activities are an integral part of the course. **Prerequisites:** Physics First & Chemistry.

**GSEs Assessed:** Science: PS3-8, 8b, 9a, 9b, 10a, 10b, 10c; ESS 1-1a, 1-2a, 1-3a, 1-3b, 1-3c, 1-5, 1-6; Mathematics: NO: 10-2, 10-4, 10-7

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Advanced Placement (AP) Biology follows the curricula set forth by the College Board to prepare students to take the AP Biology Examination. The course is designed as a first year college course and demanding in terms of both academics and time. Topics will include, but are not limited to: rotation, thermodynamics, electricity, magnetism, optics, atomic theory, and relativity. Laboratory activities are included in the course. To be successful, students must be highly motivated and willing to devote a significant amount of time to physics work. Students who enroll in AP Physics are expected to take the Advanced Placement exam in the spring of that school year. **Prerequisites:** Physics First, Chemistry, Physics Honors or teacher recommendation.

**GSEs Assessed:** Science: PS3-8, 8b, 9a, 9b, 10a, 10b, 10c; ESS 1-1a, 1-2a, 1-3a, 1-3b, 1-3c, 1-5, 1-6; Mathematics: NO: 10-2, 10-4, 10-7

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The study of robotics requires students to integrate control, mechanics, electronics, and fundamental math and science. In this course, students will discover how the engineering process, mathematics, science, and interpersonal skills, all play significant roles when solving robotic problems.

This course is built around the fundamental understanding of the systems that make up robots and the development of workplace competencies. The beginning of the course is designed to quickly immerse the student into a team situation by building a Rube Goldberg mechanism. From there, students will gain a fundamental understanding of how radio signals are sent and received, how much a motor can lift, what is meant by mechanical advantage, how to program the robot using the default code to maximize control. During the course, students are given problems, a finite set of resources, and time to develop a solution. Students will become better problem solvers, project managers, and engineers with each project that they complete. **Prerequisites:** None.

**GSEs Assessed:** Mathematics N&O-12-1, 12-2, G&M-12-4; F&A 12-4; CCR HS-1
SOCIAL STUDIES DEPARTMENT

The principal goal of the Social Studies department is to prepare students to be informed citizens of the school, the community, the nation, and the world. The Social Studies department offers a range of courses in world and United States history, current events, economics, government, and the social sciences.

For more details about the GSEs being assessed in each course, see the listings in the Appendix at the end of this book.

**SOCIAL STUDIES REQUIREMENTS**
- 3 credits, at least 1 credit US History

**SOCIAL STUDIES ELECTIVES**
- Civic A2
- Economics Honors A2
- European History AP 1 Credit
- Introduction to Criminal Justice Honors A2
- Introduction to Psychology A2
- Introduction to Sociology Honors A2
- Law and Society Honors A2
- Military History A2
- Psychology AP 1 Credit
- Social Studies for the 21st Century A1
- US Government & Politics AP 1 Credit
- US History AP 1 Credit
- War on Terror A2
- Western Civilization EEP Honors A2

**NOTE:** Level changes between A1, A2 and Honors can be made at any time. Recommendations to do so will depend on student’s grades, end of semester exams and teacher recommendations.

The only exception is, if there has been a parental override of the recommended level, the student must complete at least one semester at that level.

In all cases, moves will also depend on availability of space in classes.
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<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tr>
<td>211 U.S. History I (H)</td>
<td>1 Credit ♦ Full Year ♦ Grade 9</td>
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<td>212 U.S. History I (A2)</td>
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<tr>
<td>213 U.S. History I (A1)</td>
<td>1 Credit ♦ Full Year ♦ Grade 9</td>
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<tr>
<td>221 U.S. History II (H)</td>
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<tr>
<td>222 U.S. History II (A2)</td>
<td>1 Credit ♦ Full Year ♦ Grade 10</td>
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<tr>
<td>223 U.S. History II (A1)</td>
<td>1 Credit ♦ Full Year ♦ Grade 10</td>
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<td>246 Civics (A2)</td>
<td>½ Credit ♦ Semester ♦ Grade 11-12</td>
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<tr>
<td>251 Economics (H)</td>
<td>1 Credit ♦ Full Year ♦ Grade 11-12</td>
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<tr>
<td>253 Economics (A2)</td>
<td>1 Credit ♦ Full Year ♦ Grade 11-12</td>
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United States History I emphasizes sectional conflict, the crisis of union, the birth of modern America and the rise of the United States as a world power. Exploration, colonial America, independence, the Constitution, and the early nation through the War of 1812 have been emphasized in the eighth grade. This course will include the 1820’s, the Age of Jackson, causes and effects leading to the Civil War, the Civil War and Reconstruction, westward expansion, the industrialization of the nation, growth of cities, immigration, the Gilded Age, politics, reform, the Progressive Movement, the U.S. as a world power, and World War I. Prerequisite: None.

GSEs Assessed: Social Studies: G&C: 1-1, 1-2, 2-1, 2-2, 3-1, 3-2, 4-1, 4-2, 4-3; HP: 1-1, 1-2, 2-1, 2-2, 2-3, 3-1, 3-2; ELA: OC: 1, 2; W: 2, 3, 4, 5, 6, 7, 8, 10, 11, 14. Common Core Standards Assessed: PDW 4,5; TTP 1-3; RW 10; CC 1; PKI 4,5

United States History II emphasizes events in our nation’s history revolving around the economic, political, and social forces that defined the United States in the twentieth century and the early twenty-first century. This course will include the Roaring Twenties, the Great Depression, the New Deal, World War II, the Cold War years, prosperity and optimism, crisis and change, Civil Rights, Vietnam Era, the Conservative years, terrorism, Middle Eastern conflicts. Prerequisite: US History I or recommendation of teacher.

GSEs Assessed: Social Studies: G&C: 1, 2, 3, 4, 5; HP: 1, 2, 3; ELA: OC: 1, 2; W: 2, 3, 4, 5, 6, 7, 8, 10, 11, 14. Common Core Standards Assessed: PDW 4,5; TTP 1-3; RW 10; CC 1; PKI 4,5

Civics is a semester course that concentrates on the history and basic concepts of American Constitutional democracy. Students will explore the origins and principles of government as they relate to the local, state, and federal levels. There will be a strong focus on the origins of our democratic ideals of liberty, equality and justice and what they meant to our nation’s Founders and to the Framers of the Constitution. Additionally, they will explore the basic principles of government intended to protect each individual’s right to the enjoyment of those ideas. Students will develop an appreciation of and make real world connections to the contemporary relevance of the Constitution and the Bill of Rights. Students will also learn about civil rights and freedoms, how new laws are created, and the basic political, and social responsibilities of citizenship. Prerequisite: US History II or recommendation of teacher. May be used to satisfy state civics course graduation requirement.

GSEs Assessed: G&C1-5. Common Core Standards Assessed: PDW 4,5; TTP 1-3; RW 10; CC 1; PKI 4,5

Economics studies the way human society utilizes its scarce resources to provide people with the things they need or desire. Students learn about stocks, mutual funds, and other forms of investments through first-hand simulated experience. Students study economic principles of microeconomics and macroeconomics. Prerequisite: US History I & II or permission of teacher.

Be Respectful  Be Responsible  Be Ready to Succeed
AP European History is a challenging course, designed to be the equivalent of a freshman college course in a high school setting. It is a year-long survey of European history from the Renaissance to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical thinking skills, essay writing, interpretation of original documents and historiography.

Students will be required to read a select summer reading list, perform independent research, engage in classroom dialogue, work in document based essays, and critical essays. **US History I & II or permission of teacher**

Students who enroll in AP European History are expected to take the Advanced Placement exam in the spring of that school year.

**GSEs Assessed: Social Studies:** G&C: 1, 2, 3, 4, 5; HP: 1, 2, 3; ELA: OC: 1, 2; W: 2, 3, 4, 5, 6, 7, 8, 10, 11, 14.

**Common Core Standards Assessed:** PDW 4, 5; TTP 1-3, RW 10, CC 1, PKI 4, 5

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**264 Introduction to Criminal Justice (A2)**

This course introduces the many concepts unique to our Criminal Justice System, specifically in relation to the courts, corrections and policing areas. Adult and Juvenile law will be compared and contrasted as the class will study such topics as the nature and examination of theories of law; criminal processes, criminal causation, vicarious liability, inchoate crime, criminal defenses, substantive crimes against persons, crimes against property, and the federal and Rhode Island court structure. **Prerequisite: US History I & II or permission of teacher**

This course is part of the Law Pathway but may be taken by students not in that program as well.

**GSEs Assessed: Social Studies:** G&C: 1, 2, 3, 4, 5; HP: 1, 2, 3; ELA: OC: 1, 2; W: 2, 3, 4, 5, 6, 7, 8, 10, 11, 14.

**Common Core Standards Assessed:** PDW 4, 5; TTP 1-3, RW 10, CC 1, PKI 4, 5

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**273 Introduction to Psychology (A2)**

This course presents topics to provide a basic understanding of psychology. Students will examine major psychological concepts and develop a broad understanding of psychology’s diversity. This course will allow students to see how psychology relates to the challenges of everyday life. In reflecting the range of themes and approaches that constitute modern day psychology, major topics covered in class will include (but are not limited to): lifespan development, conditioning and learning, intelligence, creativity, personality, states of consciousness, psychological disorders, social behavior and human relations. The course requires a summer reading assignment, quarterly book reports and regular reading and writing assignments. Emphasis will be placed on active student involvement and participation. **Prerequisite: US History I & II or permission of the teacher.**

This course is part of the Law Pathway but may be taken by students not in that program as well.

**GSEs Assessed: ELA:** OC: 1, 2; W: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11. **Common Core Standards Assessed:** PDW 4, 5; TTP 1-3, RW 10, CC 1, PKI 4, 5

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**277 Introduction to Sociology (A2)**

This course is a survey of the discipline of sociology. Topics will include sociological theory, methods, and selected substantive areas such as the definition, identification, and explanation of culture, socialization, social interaction, groups, and social organizations as basic building blocks of society and social experience. Students will apply this knowledge in explaining why people conform to or deviate from societal expectations. Students will identify and interpret the impact of basic demographic trends in society and discuss mechanisms of social change. **Prerequisite: US History I & II or permission of the teacher.**

This course is part of the Law Pathway but may be taken by students not in that program as well.
266  Law and Society (H)  1 Credit ◆ Full Year ◆ Grade 11-12
This course connects the government, the American legal system, and the society in which the student lives. It is dedicated to the students’ understanding of the historical and social foundation of law, legal ethics, and the social responsibility of law. Students should examine judicial interpretations of various civil rights and liberties such as freedom of speech, assembly, and expression; the rights of the accused; civil rights at school and in the workplace; and the rights of minority groups and women. Additionally, there will be a concentration in Torts, as well as Family, Business and Employment Law.  
Prerequisite: US History I & II or permission of teacher.

This course is part of the Law Pathway but may be taken by students not in that program as well.

GSEs Assessed: Social Studies:  G&C: 1, 2, 3, 4, 5; HP: 1, 2, 3; ELA: OC: 1, 2; W: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14. Common Core Standards Assessed: PDW 4,5; TTP 1-3; RW 10; CC 1; PKI 4,5

267  Law and Society (A2)

288  War on Terror (A2)  1/2 Credit ◆ Semester ◆ Grade 11-12
This course is based on the events in the world related to the “War on Terror.” Students will focus on curriculum materials and ideas that connect the content of the classroom to the headlines in the news. Topics cover a range of foreign policy and international issues with the underlying theme dealing with the “War on Terror.” This course invites students to explore various policy options on the question of how the United States should respond to terrorism. By using primary sources students will develop their own viewpoints and perspectives. Included in the course will be important questions and debate concerning America’s role in the world today.  
Prerequisite: US History I & II or permission of the teacher.

GSEs Assessed: ELA: OC: 1, 2; W: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14. Common Core Standards Assessed: PDW 4,5; TTP 1-3; RW 10; CC 1; PKI 4,5

289  Military History (A2)  1/2 Credit ◆ Semester ◆ Grade 11-12
This course is a survey of military history and the interaction between the military and society. The course will study the interrelationships of warfare, technology, and society in American and World History. The course will focus on such questions as how changing “styles” of warfare and the changes in military technology have impacted state and society. It will also investigate how political and societal changes have influenced the nature of warfare in the modern world, as well as the real world ramifications of the use of military power as a means of “negotiation.”  
Prerequisite: US History I & II or permission of the teacher.

GSEs Assessed: ELA: OC: 1, 2; W: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14. Common Core Standards Assessed: PDW 4,5; TTP 1-3; RW 10; CC 1; PKI 4,5

275  Psychology AP  1 Credit ◆ Full Year ◆ Grade 11-12
AP Psychology is a challenging course, designed to be the equivalent of a freshman college course in a high school setting. Students will study in-depth the major psychological concepts of psychology’s diversity. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical thinking skills, essay writing, interpretation of original documents and historiography.  
Students will be required to read a select summer reading list, perform independent research, engage in classroom dialogue, work in document based essays, and critical essays.  
Prerequisite: US I & II or permission of the teacher.

Students who enroll in AP Psychology are expected to take the Advanced Placement exam in the spring of that school year.

GSEs Assessed: ELA: OC: 1, 2; W: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11. Common Core Standards Assessed: PDW 4,5; TTP 1-3; RW 10; CC 1; PKI 4,5

Be Respectful  Be Responsible  Be Ready to Succeed
This elective will stress development of basic skills and competencies in social studies: reading and writing, use of references, analysis, globe and map skills, current events, and citizenship. It contains various aspects of United States, state, and local history. 

**Prerequisite:** US History I & II or permission of the teacher.

**GSEs Assessed:** Social Studies: G&C: 1, 2, 3, 4, 5; ELA: OC: 1, 2; W: 2, 3, 4, 5, 6, 7, 8, 10, 11, 14. 

**Common Core Standards Assessed:** PDW 4,5; TTP 1-3; RW 10; CC 1; PKI 4,5

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**203 U.S. Government & Politics AP**

AP Government and Politics: US is a challenging course, designed to be the equivalent of a freshman college course in a high school setting. It is a year-long survey of American Government from the creation of the Republic to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical thinking skills, essay writing, interpretation of original documents and historiography. Students will be required to read a select summer reading list, perform independent research, engage in classroom dialogue, work on document based essays, and critical essay. 

**Prerequisite:** US I or permission of a teacher.

Students who enroll in AP Government and Politics: US are expected to take the Advanced Placement exam in the spring of the school year.

**GSEs Assessed:** G&C: 1-5; ELA: OC 1+2; W 1-11

**Common Core Standards Assessed:** PDW 4,5; TTP 1-3; RW 10; CC 1; PKI 4,5

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**229 U.S. History AP**

AP American History is a challenging course, designed to be the equivalent of a freshman college course in a high school setting. It is a year-long survey of American history from the pre-Columbian societies of the Americas to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical thinking skills, essay writing, interpretation of original documents and historiography. Students who enroll in U.S. History AP are expected to take the Advanced Placement exam in the spring of that school year.

**Prerequisite:** US History I or permission of the teacher.

**GSEs Assessed:** Social Studies: G&C: 1, 2, 3, 4, 5; HP: 1, 2, 3; ELA: OC: 1, 2; W: 2, 3, 4, 5, 6, 7, 8, 10, 11, 14. 

**Common Core Standards Assessed:** PDW 4,5; TTP 1-3; RW 10; CC 1; PKI 4,5

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**241 Western Civilization (EEP)**

This course continues the interdisciplinary approach. Special emphasis is given to particular periods or areas of World Civilization through in-depth study of these selected topics including the Ancient Greeks through modern times. This program seeks to create an understanding of the different cultures of our world as well as their historical and environmental background. 

**Prerequisite:** US History I & II or permission of teacher

Students who enroll in EEP Western Civilization see page 10 for more details about the program.

**GSEs Assessed:** Social Studies: G&C: 1-1, 1-2, 2-2, 4-1, 5-1, 5-2, 5-3; HP: 1-2, 2-1, 2-2, 2-3, 3-1, 3-2; ELA: OC: 1, 2; W: 2, 3, 4, 5, 6, 7, 8, 10, 11, 14. 

**Common Core Standards Assessed:** PDW 4,5; TTP 1-3; RW 10; CC 1; PKI 4,5
The Sequential Curriculum in World Languages:

For non-native/heritage speakers a sequential curriculum is offered in French, Spanish and Portuguese. Most students will begin their study of French, Spanish or Portuguese at the Introductory level. Upon request, students wishing to begin at a more advanced level will be tested.

To go to the next language course in the sequence, a student must receive a C- in the previous course or the recommendation of the current teacher.

For native/heritage speakers of Spanish, a series of classes highlighting Hispanic literature is being offered. See below Spanish Through Literature.

*Be Respectful*  *Be Responsible*  *Be Ready to Succeed*
The Language Laboratory
The primary objectives of any language course are, in order of importance: listening, speaking, reading, and writing the language. Because of the complexity of the understanding and speaking skills, additional aural/oral practice in the language laboratory has become an integral and indispensable part of any language learning situation.

The use of the language laboratory exposes the student to a variety of native speakers, a distinct advantage, since the pronunciation and intonation of natives are unique and difficult to acquire by foreign speakers.

Travel Opportunities
The Department of World Languages strives to provide meaningful cultural opportunities for its students. These extra-curricular visits to France, Spain and Portugal have been very successful experiences for students who participated in the visits. We feel that these kinds of experiences help our students become life-long language learners. Trips are scheduled during April vacation so that our students do not lose valuable class time.

COURSE DESCRIPTIONS

303 Introductory French (A2)  1 Credit ♦ Full Year ♦ Grades 9-12
343 Introductory Portuguese (A2)
363 Introductory Spanish (A2)

This introductory course is designed for students who are beginning their study of a language, and/or for students who have had less than a full school year of previous formal exposure. Instructional emphasis is placed on developing proficiency in the areas of listening, speaking, reading, writing, and culture. Students learn fundamental grammar and useful idiomatic expressions through use of the language in practical situations. An appreciation of native cultures including the cities, people, holidays, and customs is incorporated into the class.

GSEs Assessed: ELA OC-10-2.1, 2.2, 2.3  ELA W-10-1.1, 1.2, 1.3, 1.4, 6.1, 6.2, 6.3, 7.1, 7.2, 7.4, 7.5, 9.4, 9.5 (French, Spanish, Portuguese)

302 French Conversation & Culture (A2)  1 Credit ♦ Full Year ♦ Grades 10-12
342 Portuguese Conversation & Culture (A2)
362 Spanish Conversation & Culture (A2)

Conversation & Culture is the second year of a language designed for students who have had some difficulty with the Introductory Language year and may benefit from a different approach. The curriculum is aligned with the five “C’s” of the National Foreign Language Standards: Communication, Cultures, Connections, Comparisons and Communities. The student will also be introduced to the cultural aspects (music, art, food, history, etc.) of the language being studied. Students will continue to focus on French, Spanish and Portuguese real-life situations in the target language. Culture will continue to be explored. Students completing this course who wish to continue languages study can take Language Level 2. Prerequisite: Introductory language or permission of the Department Chair

GSEs Assessed: ELA OC-10-2.1, 2.2, 2.3 ELA W-10-1.1, 1.2, 1.3, 1.4, 6.1, 6.2, 6.3, 7.1, 7.2, 7.4, 7.5, 9.4, 9.5 (French, Spanish, Portuguese)

311 French 2 (H/PreAP)  1 Credit ♦ Full Year ♦ Grade 9-12
312 French 2 (A2)
345 Portuguese 2 (H)
346 Portuguese 2 (A2)
371 Spanish 2 (H/PreAP)
372 Spanish 2 (A2)

In this course, students add to their foundation in practical communicative skills, using the target language to gain information, to discuss topics of interest, and to describe events of the present, past, and future. Students read for information and for pleasure, compose short compositions, and engage in conversation. Students continue learning about the culture of the country of the target language. Prerequisite: Introductory Language or permission of the Department Chair
Note: The level 2 H/PreAP courses in French and Spanish will be presented at an accelerated rate to cover the Language 2 and part of the Language 3 curricula in one year. Choosing the accelerated course requires serious effort and commitment on the part of the student.

GSEs Assessed French: ELA OC-10-2.1, 2.2, 2.3 W 1, 4, 5, 9, 10, 11
GSEs Assessed Portuguese: ELA OC-10-2.1, 2.2, 2.3 W-10-4.1, 4.2, 4.5, 5.5, 1.1, 1.2, 9.2, 9.4, 3
GSEs Assessed Spanish: ELA OC-10-2.1, 2.2, 2.3 W-10-1.1, 1.2, 1.3, 1.4, 6.1, 6.2, 6.3, 7.1, 7.2, 7.4, 7.5, 9.4, 9.5

321 French 3 PreAP/EEP (H)  1 Credit ♦ Full Year ♦ Grade 10-12
322 French 3 (A2)
351 Portuguese 3 (H)
352 Portuguese 3 (A2)
381 Spanish 3 PreAP/EEP (H)
382 Spanish 3 (A2)

The goal of this course is to provide a firm basis in all the skills that the student has been acquiring for ease in communication with native speakers of the target language. Students add significantly to their vocabulary, to their understanding of the language, and to their writing skills by reading progressively more difficult works, discussing these works, and writing about the readings. **Prerequisite:** Language 2 at the same level or the permission of the Department Chair.

Note: The level 3 H/PreAP courses in French and Spanish will be presented at an accelerated rate to cover the balance of Language 3 and the Language 4 curricula in one year. Choosing the accelerated course requires serious effort and commitment on the part of the student.

GSEs Assessed French, Portuguese, Spanish: ELA OC-2.1, 2.2, 2.3; W 1.1, 1.2, 1.3, 1.4, 6.1, 6.2, 6.3, 7.1, 7.2, 7.4, 7.5, 9.4, 9.5

332 French 4 (A2)  1 Credit ♦ Full Year ♦ Grade 11-12
355 Portuguese 4 (H)
356 Portuguese 4 (A2)
392 Spanish 4 (A2)

In this course students strive toward language proficiency that allows them to communicate easily with native speakers of the target language on a variety of non-technical topics. Students are able to support an opinion, express emotion, participate in topical discussions, and meet the daily challenges of a country in which the target language is spoken primarily.

Understanding of the target language culture is strengthened through the use of literary texts, films, and Internet activities. These activities help students improve their listening, speaking, reading, and writing skills and provide the basis for spontaneous conversations. **Prerequisite:** Language 3

Students who enroll in EEP French, or Spanish see page 10 for more details about the program.

GSEs Assessed French: ELA OC-10-2.1, 2.2, 2.3; W 1, 4, 5, 9, 10, 11
GSEs Assessed Portuguese: ELA OC-10-2.1, 2.2, 2.3; W-10-1.1, 1.2, 1.3, 1.4, 6.1, 6.2, 6.3, 7.1, 7.2, 7.4, 7.5, 9.4, 9.5
GSEs Assessed Spanish: ELA OC-10-2.1, 2.2, 2.3; W-10-1.1, 1.2, 1.3, 1.4, 6.1, 6.2, 6.3, 7.1, 7.2, 7.4, 7.5, 9.4, 9.5

340 French Language AP  1 Credit ♦ Full Year ♦ Grades 11-12
390 Spanish Language AP

These courses follow the College Board curricula to prepare students to take the Advanced Placement examinations in French or Spanish. They are taught at a college level with mastery of communication skills as the fundamental goal. Substantial work relating to grammar, vocabulary, and culture are demanded in the overall course. The successful course participant actively engages in the sustained use of the target language in a total immersion environment. The scope of the materials used for the course encompasses variety, breadth, and depth in order for the student to understand native speakers, to develop self-expression, and to read for comprehension without dependence on the dictionary. These courses are designed to develop communicative language skills in accordance with the National Standards for Foreign Language Learning.
Students enrolled in the course are expected to take the AP French or AP Spanish Language examinations. 

**Prerequisite:** Language 4

**GSEs Assessed French:** ELA OC-10-2.1, 2.2, 2.3; W 1, 4, 5, 9, 10, 11

**GSEs Assessed Spanish:** ELA OC-10-2.1 2.2 2.3; W-10-1.1 1.2 1.3 1.4 6.1 6.2 6.3 7.1 7.2 7.4 7.5 9.4 9.5

384  Spanish Through Literature I (A2)  begins 2012-13  1 Credit ♦ Full Year ♦ Grades 9-12
385  Spanish Through Literature II (A2)  begins 2013-14
386  Spanish Through Literature III (A2)  begins 2014-15
387  Spanish Through Literature IV (A2)  begins 2015-16

These courses are for native/heritage speakers of Spanish. This series of classes highlights Hispanic literature of all levels and kinds with the goal of giving native speakers a chance to explore their culture further through literature, while simultaneously improving their comprehension of the grammatical structures, and orthography. The course will be offered as a 4 year loop, with different literary works being presented each of the 4 years. Students will have the opportunity to take the AP Spanish Literature Exam at the end of the course.

**GSEs Assessed Spanish:** ELA W-10-1.1 1.2 1.3 1.4 6.1 6.2 6.3 7.1 7.2 7.4 7.5 9.4 9.5
VIRTUAL HIGH SCHOOL

Please note not all courses may be offered every semester. Students are ineligible to take course already being taught at CHS. Please visit www.govhs.org for a detailed course description and work with your counselor to select appropriate courses.

Courses are first come, first serve. Only four (4) students from Cumberland HS may be enrolled in a course at a time.

All courses are one semester (1/2 credit courses) unless otherwise noted.

ENGLISH

100V-114  **101 Ways to Write a Short Story (H)**
Grade Level: 09, 10, 11, 12
Prerequisites: None

101V-114  **Academic Writing (A2)**
Grade Level: 09, 10, 11, 12
Prerequisites: ESL students must be at advanced level

102V-114  **Around the World in 80 Days (A2)**
Grade Level: 09, 10, 11, 12
Prerequisites: Desire to read and use the Internet

103V-114  **Bad Boys in Literature (A2)**
Grade Level: 10, 11, 12
Prerequisites: Read and write at high school level

104V-114  **Contemporary Irish Literature (A2)**
Grade Level: 09, 10, 11, 12
Prerequisites: None

122CRV-114  **Credit Recovery English 10 (A2)**
Grade Level: 10
Prerequisites: None

132CRV-114  **Credit Recovery English 11 (A2)**
Grade Level: 11
Prerequisites: None

112CRV-114  **Credit Recovery English 9 (A2)**
Grade Level: 09
Prerequisites: None

105V-114  **Cultural Identity Through Literature: Understanding Place (H)**
Grade Level: 11, 12
Prerequisites: Students *must* have strong skills in writing, reading, and literary analysis in order to succeed in this honors-level course. Basic word processing and internet search skills are required.

106V-114  **Essay Writing (A2)**
Grade Level: 09, 10, 11, 12
Prerequisites: None

107V-114  **Fantasy and Science Fiction Short Stories (A2)**
Grade Level: 09, 10, 11, 12
Prerequisites: None

108V-114    **Folklore and Literature of Myth, Magic, and Ritual (H)**
Grade Level: 09, 10, 11, 12
Prerequisites: None

109V-114    **Ghoulies, Ghosties, and Long-Legged Beasties: Why We Like to be Scared (A2)**
Grade Level: 09, 10, 11, 12
Prerequisites: Must have an interest in reading; skills in word processing/ keyboarding/use of the Internet; parental consent.

110V-114    **Heroes (A2)**
Grade Level: 10, 11, 12
Prerequisites: None

111V-114    **Horror Writers: Edgar Allan Poe and Stephen King (A2)**
Grade Level: 09, 10, 11, 12
Prerequisites: Students must obtain their own copy of the book and film of The Shining. Other materials will be accessed online.

124V-114    **Introduction to Advanced English Literature (H)**
Grade Level: 10, 11, 12
Prerequisites: Successful completion of Freshman Honors English or the equivalent

113V-114    **Literacy Skills for the 21st Century (A2)**
Grade Level: 09, 10, 11, 12
Prerequisites: None

114V-114    **Mythology Section: Stories from Around the World (A2)**
Grade Level: 09, 10, 11, 12
Prerequisites: None

115V-114    **Poetry Reading and Writing (A2)**
Grade Level: 09, 10, 11, 12
Prerequisites: None

116V-114    **Poetry Writing**
Grade Level: 09, 10, 11, 12
Prerequisites: None

117V-114    **Screenwriting Fundamentals (A2)**
Grade Level: 09, 10, 11, 12
Prerequisites: None

118V-114    **Shakespeare in Films (H)**
Grade Level: 11, 12
Prerequisites: Strong reading comprehension

122V-114    **To Kill a Mockingbird: Maycomb – Microcosm to the World (A2)**
Grade Level: 09, 10, 11, 12
Prerequisites: Each student will need to obtain a copy of “To Kill a Mockingbird”. Most students can obtain a copy of this book from their school library or public library.

*Be Respectful    Be Responsible    Be Ready to Succeed*
Twentieth Century Women Authors: A Reflection of a Changing America (H)
Grade Level: 11, 12
Prerequisites: None

Young Adult Literature Honors: Global Perspectives (H)
Grade Level: 09, 10, 11, 12
Prerequisites: None

Film and Literature: The European Experience (A2)
Grade Level: 10, 11, 12
Prerequisites: Students will be asked whether or not they require course materials in the first week of class. Most materials used within this course are readily available, and students will be selecting their own materials from a variety of sources. If students require materials, they should (within their first week of class) notify their course instructor, who will then provide the necessary texts.

Journalism in the Digital Age (A2)
Grade Level: 10, 11, 12
Prerequisites: None

SOCIAL STUDIES

AP® Economics: Micro and Macro
Grade Level: 10, 11, 12
Prerequisites: Good reading ability is a must. We will be reading a minimum of one chapter per week in an AP textbook. If you are unfamiliar with AP materials, these are college textbooks. Basic mathematics and graphing skills required. Active participation is a big part of this course; your active participation, especially. Being self-motivated and able to work in small groups is also a plus.
*This course is two semesters (1/2 credit each semester).

AP® World History
Grade Level: 10, 11, 12
Prerequisites: None
*This course is two semesters (1/2 credit each semester)/

Arts and Ideas: The Best of Western Culture (H)
Grade Level: 10, 11, 12
Prerequisites: None

Constitutional Law (H)
Grade Level: 11, 12
Prerequisites: U.S. History and American Government

Contemporary Issues in American Law and Justice (A2)
Grade Level: 10, 11, 12
Prerequisites: Strong reading, writing, critical thinking skills

Democracy in the U.S. (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: American Government

Diversity in the U.S. (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: None
210V-114 Eastern and Western Thought (H)
Grade Level: 10, 11, 12
Prerequisites: None

211V-114 Gods of CNN: The Power of Modern Media (A2)
Grade Level: 10, 11, 12
Prerequisites: Basic understanding of the Internet

212V-114 Introduction to Government (H)
Grade Level: 09, 10, 11, 12
Prerequisites: None

213V-114 Lewis and Clark's Expedition: An Interactive Journey (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: Writing skills and ability to locate websites on the Internet

214V-114 Maritime History: The Story of the United States Life-Saving Service 1870-1920 (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: None

215V-114 Modern Middle East (H)
Grade Level: 10, 11, 12
Prerequisites: None

216V-114 Peacemaking (A2)
Grade Level: 11, 12
Prerequisites: Familiarity with keyboarding and the internet. An inquiring spirit.

217V-114 Pearl Harbor to the Atomic Bomb: The Pacific War, 1941-1945 (A2)
Grade Level: 10, 11, 12
Prerequisites: Ability and willingness to read 25-50 pages a week and to interview participants in this conflict electronically and in person. Students may also be asked to rent 1-2 movies for viewing during the course of the class.

218V-114 Philosophy I (H)
Grade Level: 10, 11, 12
Prerequisites: None

219V-114 Practical Law: What You Need to Know About the Law (A2)
Grade Level: 10, 11, 12
Prerequisites: None

220V-114 Psychology of Crime (H)
Grade Level: 11, 12
Prerequisites: None

222V-114 Sports and Society (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: Must have completed at least one year of American History.

223V-114 The Glory of Ancient Rome (H)
Grade Level: 11, 12
Prerequisites: A background in World History and strong writing skills
224V-114  The Golden Age of Classical Greece (H)
Grade Level: 11, 12
Prerequisites: A background in World History and strong writing skills

225V-114  The Holocaust (A2)
Grade Level: 09, 10, 11, 12
Level: A2
Prerequisites: None

226V-114  The Vietnam War (A2)
Grade Level: 10, 11, 12
Prerequisites: Willingness and ability to read a minimum of 20-25 pages per week

200V-114 U.S.  Foreign Policy: 1945 – Present (A2)
Grade Level: 10, 11, 12
Prerequisites: U.S. History (from 1900 - Present)

228V-114  World Religions (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: None

WORLD LANGUAGES

301V-114  German Language and Culture (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: An interest in the German language and the German-speaking world along with an interest in drawing connections and comparisons between your own language and country and those in the German-speaking world.

306V-114  Italian Language and Culture (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: An open mind and excitement to learn about a different culture, country, and way of life. The course is taught in English. It is designed for students whose English language skills are very strong. This is an introductory course; no prior knowledge of Italian is required.

302V-114  Latin 1 (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: None
*Course is two semesters (1/2 credit each semester)

303V-114  Latin 2 (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: Latin 1
*Course is two semesters (1/2 credit each semester)

300V-114  Mandarin Chinese Language and Culture (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: None

304V-114  Russian Language and Culture (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: An open mind and excitement to learn about a different culture, country, and way of life. The course is taught in English. It is designed for students whose English language skills are very strong. This is an introductory course; no prior knowledge of Russian is required.
Spanish Culture and 20th Century Hispanic Literature (H)
Grade Level: 10, 11, 12
Prerequisites: Spanish 3 or equivalent; it is assumed that students have already learned the grammar and syntax of the language and have acquired strong skills in speaking, writing, reading, and understanding Spanish. This course will meet the needs of highly motivated students who have a strong interest and ability in the Spanish language.

MATHEMATICS

Business Math (A2)
Grade Level: 10, 11, 12
Prerequisites: Students taking this course should have successfully completed Algebra 1.

Applications of Modern Logic (A2)
Grade Level: 10, 11, 12
Prerequisites: Completed or currently enrolled in a geometry course or equivalent.

Credit Recovery Algebra I (A2)
Grade Level: 09, 10
Prerequisites: None

Credit Recovery Geometry
Grade Level: 09, 10, 11, 12
Prerequisites: None

Geometry and Algebra Applications: How to Use Math in the Real World (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: Algebra I, graphing calculator and TI Connect software/cable required

Introduction to Calculus (H)
Grade Level: 09, 10, 11, 12
Prerequisites: Geometry, Algebra 2, Trigonometry, access to a graphing calculator and experience using it.

Introduction to Statistics (H)
Grade Level: 09, 10, 11, 12
Prerequisites: Ability to use simple algebraic formulas.

Math You Can Use In College (A2)
Grade Level: 10, 11, 12
Prerequisites: Algebra II and Geometry. Students must have access to a spreadsheet program.

Mathematics of Electricity Section: Careers in Electric Power (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: None

Biotechnology (A2)
Grade Level: 10, 11, 12
Prerequisites: Basic Biology; desire to learn to write about science

Animal Behavior and Zoology (H)
Grade Level: 11, 12
Prerequisites: Biology

Be Respectful  Be Responsible  Be Ready to Succeed
501V-114  Bioethics Symposium (H)
Grade Level: 09, 10, 11, 12
Prerequisites: None

502CRV-114  Credit Recovery Biology (A2)
Grade Level: 09, 10, 11, 12
Level: A2
Prerequisites: None

503V-114  DNA Technology (A2)
Grade Level: 11, 12
Prerequisites: Biology

504V-114  Epidemics: Ecology or Evolution (A2)
Grade Level: 11, 12
Prerequisites: Biology

505V-114  Evolution and the Nature of Science (A2)
Grade Level: 10, 11, 12
Prerequisites: Biology

506V-114  Genes and Disease (H)
Grade Level: 10, 11, 12
Prerequisites: Biology

507V-114  Pre-veterinary Medicine (H)
Grade Level: 11, 12
Prerequisites: Biology

508V-114  The Human Body (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: None

509V-114  Advanced Topics In Chemistry (H)
Grade Level: 10, 11, 12
Level: Honors
Prerequisites: One year of introductory chemistry with a hands-on laboratory component is required for success on the AP Exam. *This course is two semesters (1/2 credit per semester).
Prerequisite: Successful completion or Concurrent enrollment in Algebra 2.

510V-114  Chemicals of Civilization (A2)
Grade Level: 10, 11, 12
Prerequisites: Successful completion of a previous High School Chemistry course

511V-114  Environmental Chemistry (H)
Grade Level: 10, 11, 12
Prerequisites: Chemistry I or Physical Science with Strong Chemistry Component

512V-114  AP® Environmental Science
Grade Level: 10, 11, 12
Prerequisites: One full academic year of both high school-level biology and chemistry. *This course is two semesters (1/2 credit each semester).
517V-114  Meteorology: A Study of Atmospheric Interactions (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: None

515V-114  Engineering for Sustainable Energy (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: Level 1 Physics and Algebra are desirable, but not essential. Relevant lessons in the class are differentiated to accommodate different skill levels in math and physical science. Access to basic hand tools, scrap materials and a place to fabricate models. Access to a digital camera for posting pictures of work. Basic familiarity with using spreadsheets to manipulate, chart, and analyze data.

514V-114  Engineering Principles (A2)
Grade Level: 10, 11, 12
Prerequisites: Algebra skills (formula solving, substitution, and evaluation,) basic geometry knowledge (shapes, areas, visualization of cross-sections)

518V-114 AP® Physics C
Grade Level: 10, 11, 12
Prerequisites: Grade of B+ or better in prior Physics class. Recommendation by former Physics teacher. Completion or co-enrollment in AP Calculus.
This course is two semesters (1/2 credit each semester).

519V-114  Nuclear Physics: Science, Technology & Society (A2)
Grade Level: 10, 11, 12
Prerequisites: The student should have good math and writing skills and a basic understanding of atomic structure. It would also be helpful if the student has some experience with graphing calculators.

520V-114  Great Inventions and Scientific Discoveries (A2)
Grade Level: 07, 08, 09, 10, 11, 12
Prerequisites: None

FINE, APPLIED AND TECHNICAL ARTS

Fine Arts
700V-114  American Popular Music (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: None

701V-114  AP® Art History
Grade Level: 10, 11, 12
Prerequisites: None
*Two semester course (1/2 credit each semester)

702V-114  Art History: Renaissance to Present (H)
Grade Level: 10, 11, 12
Prerequisites: Solid writing and reading skills, and an interest in art.

703V-114  Caribbean Art History (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: An Interest in Art, Writing and Reading Skills. Experience navigating and doing searches on the Internet.
704V-114  Creating Art History (A2)
Grade Level: 09, 10, 11, 12

705V-114  History and American Pop Music (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: None

706V-114  History of Photography (H)
Grade Level: 10, 11, 12
Prerequisites: None

707V-114  Music Composition: Exploration of Style (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: All students are expected to know how to write and read music in treble and bass clefs. Basic computer proficiency is desirable.

708V-114  Music Listening and Critique (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: None

709V-114  Music: Fundamentals of Composition (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: All students are expected to know how to WRITE and READ music in treble and bass clefs. Basic computer proficiency is desirable.

Business
600V-114  Business and Personal Law (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: The ability to participate in discussions regarding the law in a mature manner. Students should have an interest in legal issues and a desire to learn about legal concepts that will impact their lives on a personal level and within the business community.

601V-114  Entrepreneurship: Starting Your Own Business (A2)
Grade Level: 10, 11, 12
Prerequisites: An enthusiastic attitude about starting a business and developing a business plan. Good writing and Internet research skills, along with basic to advanced-basic knowledge of: PowerPoint, Excel and Word, OpenOffice.org equivalent programs, or Microsoft Works.

602V-114  International Business (A2)
Grade Level: 10, 11, 12
Prerequisites: Basic Word Processing and Internet Skills

603V-114  Investing in the Stock Market (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: None

604V-114  Learning to Invest in the Stock Market (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: None

605V-114  Marketing and the Internet (A2)
Grade Level: 11, 12
Prerequisites: Marketing or Principles of Business. A solid understanding of computer applications is very helpful.
Technology

606V-114 Advanced Web Design (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: Basic Technology Skills (knowledge of how to use a web browser, how to organize files and folders on a computer and having prior computer experience is also a must). Basic Web design skills (What HTML is, how to create a simple page with text, graphics and hyperlinks, no additional knowledge is needed, we start at an intermediate level).

607V-114 Animation and Effects: Flash MX Basics (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: Access to e-mail. Intermediate computer skills (the ability to: browse to located files, attach documents, resize application windows, find menu items in a menu bar).

608V-114 AP® Computer Science A
Grade Level: 10, 11, 12
Prerequisites: Some prior exposure to computer programming is recommended before enrolling.
*This course is 2 semesters (1/2 credit each semester).

609V-114 Computational Science and Engineering Using Java (H)
Grade Level: 10, 11, 12
Prerequisites: Two years of algebra, one year of geometry, one year of a laboratory science; the class is designed as a first course in programming for science and engineering--the class is not intended for students who have completed an Advanced Placement course in computer science.

610V-114 Creating Effective PowerPoint Presentations (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: Students must have access to PowerPoint in order to complete this class. Software will not be mailed out to students. Students should also have the ability to download and upload files.

612V-114 Desktop Publishing: In an Information Age (A2)
Discipline: Technology/Tech Ed.
Grade Level: 07, 08, 09, 10, 11, 12
Prerequisites: Students will need access to a computer that is able to run the Adobe InDesign CS2 software program, and must be able to save, download and upload files. Students will also need access to a scanner and scanning software. Students should be familiar with basic computer and software operation.

613V-114 Introduction to Computer Science (H)
Grade Level: 09, 10, 11, 12
Prerequisites: One year of Algebra.

614V-114 Programming in Visual Basic (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: Knowledge of the Windows Environment (Software for Mac's is not available)

615V-114 Video Game Design and Development Using Game Maker (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: This course is an introductory-level game design / development class that does not require a background in computer programming. Students with an advanced level of game development or programming should understand this prior to enrolling in the course.

616V-114 Web Design and Internet Research (A2)
Grade Level: 09, 10, 11, 12
Prerequisites: Access to a web host and ability to upload files: IMPORTANT Do not sign up for this course if you...
do not have access to a computer and/or network drive that you can store files in and work on during the class.

617V-114  Web Design: Artistry and Functionality (A2)  
Discipline: Technology/Tech Ed.  
Grade Level: 09, 10, 11, 12  
Prerequisites: Intermediate computer skills.

PHYSICAL EDUCATION/HEALTH

804V-114  Perspectives in Health (A2)  
Grade Level: 10, 11, 12  
Prerequisites: None

GENERAL ELECTIVES

800V-114  Career Awareness (A2)  
Grade Level: 09, 10  
Prerequisites: None

801V-114  Employability Skills for the 21st Century (A2)  
Grade Level: 09, 10, 11, 12  
Prerequisites: Basic word processing/keyboarding

802V-114  Kindergarten Apprentice Teacher (A2)  
Grade Level: 11, 12  
Prerequisites: A love of children and a desire to feel good about yourself. New skills that are essential for success will be developed as an integral part of the course.

807V-114  Now What Will You Do?: Life After High School (A2)  
Grade Level: 11, 12  
Prerequisites: None

803V-114  Parenting in the 21st Century (A2)  
Grade Level: 10, 11, 12  
Prerequisites: None

805V-114  Preparing for College Admissions and Financial Aid (A2)  
Grade Level: 10, 11, 12  
Prerequisites: None

806V-114  Who Do I Want To Be When I Grow Up? (A2)  
Grade Level: 09, 10, 11, 12  
Prerequisites: An interest in exploration of choices for self and others.

808V-114  Community Service-Learning: You Can Change the World! (A2)  
Grade Level: 09, 10, 11, 12  
Prerequisites: Interested in service and making a difference.
WOONSOCKET AREA CAREER AND TECHNICAL CENTER

Woonsocket Area Career and Technical Center offers a full time program that may be started in either the sophomore or junior year. WACTC offers the following programs:

Academy of Information Technology & Game Design
Automotive Technology
Biotechnology
Child Studies/Human Studies
Construction Technology
Culinary Arts
Digital Media Productions
Graphic Design & Printing
Health Careers
Hospitality/Tourism

Students or parents who wish a more complete description of these programs should contact the guidance department.