

Cumberland High School

Program of Studies

2010-2011



2600 Mendon Road

Cumberland, RI 02864

Tel: (401) 658-2600 Main Building

(401) 658-1600 Transitional Building

Fax: (401) 658-3124

School Website: www.cumberlandschools.org

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

SCHOOL INFORMATION

CENTRAL ADMINISTRATION

2602 Mendon Road

658-1600 ext. 354

658-4620 (Fax)

Dr. Donna Morelle, 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 x4

CUMBERLAND HIGH SCHOOL

2600 & 2602 Mendon Road

658-2600 ext. 222 & ext. 223

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

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

Stephanie McGeheraty, Student Assistance Counselor

654-2600 ext. 248

OTHER PHONE NUMBERS

Durham Bus Company

334-3745

Lynda Clarke, Truant Officer

658-2600, ext. 228

GUIDANCE

Guidance Department

658-2600 ext. 203

658-3124(Fax)

CHS Guidance Department Information can be found at: --<http://www.chsguidance.net/>

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@cumberlandshools.org

WEB-SITES

Cumberland High School

<http://www.cumberlandschools.org/schools/CHS/>

Cumberland High School Athletic schedules

<http://www.highschoolsports.net>

Parent Teacher Organization (PTO) website

http://www.geocities.com/chs_pac

CHS electronic student newspaper *The Scanner*

<http://www.chsscanner.com/Scanner/Scanner.html>

Cumberland Public Schools

<http://www.cumberlandschools.org/>

TABLE OF CONTENTS

School Information.....	2
Foreword.....	4
Mission Statement.....	5
Student Expectations.....	5
Graduation Requirements.....	6
Course Requirements.....	6
Suggested Course Sequence	7
Course Selection Process.....	8
Admission to Post-Secondary School.....	8
Course Levels.....	9
Choosing Course Levels.....	11
Student Schedule Responsibilities.....	11
Schedule Changes.....	11
Promotion Requirements.....	12
Course Exams.....	12
Marking System.....	12
Honor Roll.....	12
Grade Point Average.....	12
Class Rank.....	12
Summer Reading.....	12
Student Services.....	13
Academic Review Council	13
Extra Curricular Activities.....	14
ENGLISH DEPARTMENT.....	15
FINE, APPLIED and TECHNICAL ARTS.....	20
Applied Technology.....	20
Art.....	20
Business.....	22
Music.....	23
Theater Arts.....	25
MATHEMATICS DEPARTMENT.....	26
PHYSICAL EDUCATION/HEALTH DEPARTMENT.....	30
SCIENCE DEPARTMENT.....	32
SOCIAL STUDIES DEPARTMENT.....	38
WORLD LANGUAGES DEPARTMENT.....	42
Woonsocket Area Career and Technical Center.....	46
Appendix with R.I. Grade Span Expectations.....	47

Website for R.I. Grade Span Expectations:

<http://www.ride.ri.gov/Instruction/gle.aspx>

FOREWORD

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

The *Cumberland High School Program of Studies 2010-2011* 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 2010-2011 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* 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 2010-2011* 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

CHS MISSION STATEMENT

Through a partnership with parents and community, CHS will produce life-long learners who demonstrate logical thinking, effective communication and responsible citizenship. Our learning environment is predicated on academic rigor, consideration for a wide variety of teaching/learning styles and diverse artistic, social and athletic opportunities for everyone in a safe atmosphere of tolerance, courtesy and mutual respect.

CHS STUDENT EXPECTATIONS

CHS students will...

1. demonstrate an active involvement in their learning.
2. demonstrate logical thinking and problem solving ability.
3. effectively communicate through writing, listening, speaking, and reading across all content areas.
4. demonstrate the ability to locate, organize, evaluate, and utilize different sources of information and/or data.
5. identify connections between historic events and today's global society.
6. demonstrate proficiency in the Fine/Performing Arts.
7. demonstrate the concept of personal wellness to develop a safe and healthy lifestyle.
8. be responsible citizens in the community.
9. identify goals and set priorities to prepare for life and career decision making.

Cumberland High School is, first and foremost, an academic institution. While it is the responsibility of the administration and the faculty to set appropriate standards, it is the responsibility of the individual student to do all that he or she can to work toward those standards. It is, after all, the future of the student which is at stake each time he or she attends a class. While teachers are expected to maintain appropriate academic standards in the classroom, a Cumberland High School student is expected to assume the responsibility for taking his/her academic work seriously and to make the commitments that are necessary in order to excel to the best of his/her ability.

“Schools must be sure that all students successfully complete a rigorous diploma program that gives them access to college or post-secondary training, whether immediately after high school or when and if they so choose.”

Rhode Island High School Diploma System Brochure June 2005

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. Students failing English must earn English credit prior to or concurrent with the next sequenced grade level.
2. Three (3) credits in social studies, at least one of which must be U.S. History, are required of students for graduation.
3. Three (3) sequential mathematics credits and one (1) math intensive course are required.
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 by May 22 of the 11th grade year (Beginning with the class of 2010).

III. NECAP Testing Requirement

All students must take the NECAP state testing during their 11th grade year. The NECAP will be given a weight toward graduation to be determined by RI Department of Education.

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*.

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.

SUGGESTED SEQUENCE OF COURSES

FIRST YEAR

Course	Credit
English 1	1
Physics First	1
U.S. History 1	1
Mathematics	1
PE/Health 9	½
Elective	1
eSeminar	½
Total Credits	6

SECOND YEAR

Course	Credit
English 2	1
Chemistry	1
U.S. History 2	1
Mathematics	1
PE/Health 10	½
Elective	1
Elective	½
Total Credits	6

THIRD YEAR

Course	Credit
English 3	1
Physics or Oceanography (2010)	1
Biology (2011 forward)	
Social Studies elective	1
Mathematics	1
PE/Health 12	½
Elective	1
Elective	½
Total Credits	6

FOURTH YEAR

Course	Credit
English 4	1
Elective	1
Elective	1
Mathematics +1	1
PE/Health 12	½
Elective	1
Elective	½
Total Credits	6

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)

eSeminar, Computer Applications, Computer Science I or II, CAD I or II, Graphic Design I or II, Accounting I, Digital Photography, Electronic Music, Music Theory, Computer Engineering, Robotics, Introduction to Engineering.

Courses that meet the Math + 1 requirement (1 credit)

For the Class of 2011 any courses listed below under Math Courses or Math Related Courses.

For the Class of 2012 and beyond any courses listed under Math Courses fulfill the requirement. Additionally, for students who attained a score of 3 or higher on the NECAP, any courses listed under Math Related Courses will fulfill the requirement.

Math Courses:

- Any one-credit math course beyond the 3 math credit graduation requirement
- Two ½-credit math courses beyond the 3 math credit graduation requirement

Math Related Courses:

- Any 1 credit science courses if it is beyond the 3 credit requirement for science.
- 1 credit courses: Accounting, Retail Merchandising, Economics, Robotics.
- ½-credit courses: CAD I, CAD II, Business Management, Sports Entertainment Marketing, Computer Engineering, Introduction to Engineering, and Personal Finance.

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 2010-2011 school year will be given out in March.

- 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:

English	4 years
Social Studies	3 to 4 years
Languages	2 years plus (the same language - 3 years or more is preferred)
Science	3 to 4 years (including 2 years of laboratory science)
Mathematics	3 to 4 years (through Algebra II or beyond, if possible)

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, mathematic 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 A 1 and A 2 curricula. Achievement will be measured using a variety of traditional, authentic, and performance-based assessments.

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 \$86 per test in the 2009/2010 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.

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. EEP courses are taught either at the Honors level or as an AP course. CHS staff who are 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.

Law Pathway is offered in conjunction with Roger Williams University. During their junior and senior years, students interested in law, public safety and/or security have an opportunity to participate in the Law Pathway. Providing an interdisciplinary approach between science and social studies, students will take *Introduction to Criminal Justice, Law and Society, Introduction to Psychology* or *Introduction to Sociology and Forensics*. 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.

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

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.

Independent Study courses can sometimes be arranged in special situations. If a student has exhausted the course offerings listed in the *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.

Distance Learning options are being explored at this time. It is planned that CHS will offer some type of on-line opportunities for students to earn original or make-up course credits.

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 48 of this *Cumberland High School Program of Studies*.

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.

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.

The exception 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.

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 iParent. iParent is a web-based program, that can be accessed from home or the library or anyplace there is a web connection. iParent shows the teachers' grades for each student in real-time. To join iParent, 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

CLASS RANK

A weighted **rank in class** will be determined for all Cumberland High School students, based on a scale in which an A = 4.0. Additional weight will be given to Academic 2, Honors and Advanced Placement classes.

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

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.

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. Getting to know students in their caseload is a priority for each counselor. In addition to counselor-initiated appointments, students can also initiate a meeting to see their counselor. The counseling staff recognizes the importance of class time and will use careful discretion in scheduling student meetings. 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.

Extra Help From Teachers

Most days teachers are available for extra help and make-up work from 1:40pm to 2:15pm. 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 Program of Studies. 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. Before making a recommendation, ARC will investigate the request and may ask for information from other expert sources.

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.

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
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

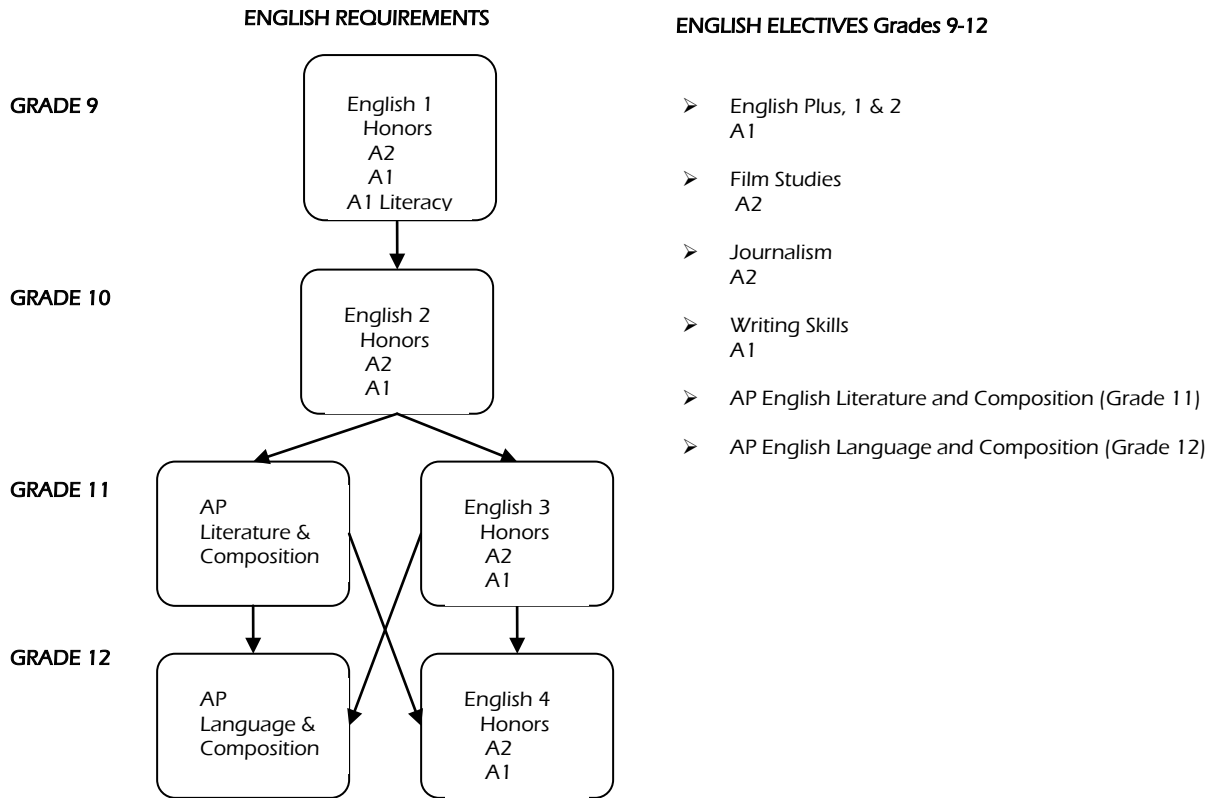
CLUBS AND ACTIVITIES

Art Club
Best Buddies
Debate Club
Drama Team
Environmental Club
F.B.L.A. (Future Business Leaders of America)
Intramurals
Literary Magazine *Splash*
Living Lessons*
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)
Spanish Club
Special Olympics
Student Government
Yearbook

* Living Lessons Theatre Production Company was developed to teach career and life skills in a project-based environment. This project provides an opportunity for students in art, music, English, business, and wood' working to utilize the skills they are learning in class and in an actual business setting.

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.



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 strengthen rhetorical skills, and direct vocabulary instruction will prepare students for pre-college testing. *Prerequisites: Successful completion of grade 8 English and/or teacher recommendation*

GSEs Assessed: ELA W 9; W 10-1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.1a., 3.2,3.3, 3.4, 9.1, 9.2, 9.3, 9.4, 10, 11, 11.1, 11.2, 11.3, 11.4,12.1, 12.2, 12.3, 13.1, 13.2, 13.3, 13.4, 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, 3.4, 2.4, 2.5, 2.6; R10 2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.5, 6.1, 7.1, 7.2, 7.4, 8.1, 8.2, 8.3, 11.1, 11.2, 11.3, 12.1,13, 14.1, 14.2, 14.3, 15.1, 15.2, 15.3, 15.4, 16.1, 16.2, 17.1, 17.2

114	English 1 Literacy(A1)	1 Credit ♦ Full Year ♦ Grade 9 (English Credit)
167	English Plus 1 (A1)	1 Credit ♦ Full Year ♦ Grade 9 (Elective Credit)

English I Literacy and English Plus 1 are two components of a literacy rich program including English 1 (see the description above for A1, A2, H) and Literacy Skills. These two classes are taken concurrently in a double block period each day.

Literacy skills include the ability to use the language to read, write, listen, and speak effectively. Students can expect to learn effective strategies for reading and comprehending text, the importance of good literacy habits, the six traits of writing and how to apply these to a variety of writing purposes. Students will improve their writing through a process that includes planning, drafting, revising, editing and publishing, thus pushing themselves beyond a first draft. 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: Successful completion of grade 8 English and/or teacher recommendation*

GSEs Assessed: ELA W 9; W 10-1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.1a., 3.2,3.3, 3.4, 9.1, 9.2, 9.3, 9.4, 10, 11, 11.1, 11.2, 11.3, 11.4,12.1, 12.2, 12.3, 13.1, 13.2, 13.3, 13.4, 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, 3.4, 2.4, 2.5, 2.6; R10 2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.5, 6.1, 7.1, 7.2, 7.4, 8.1, 8.2, 8.3, 11.1, 11.2, 11.3, 12.1,13, 14.1, 14.2, 14.3, 15.1, 15.2, 15.3, 15.4, 16.1, 16.2, 17.1, 17.2

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 grade 8 English 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, 14.3, 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, 4.1, 4.2, 4.3, 4.4, 4.5, 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

168	English 2 Literacy (A1)	1 Credit ♦ Full Year ♦ Grade 10 (English Credit)
116	English Plus 2 (A1)	1 Credit ♦ Full Year ♦ Grade 10 (Elective Credit)

English 2 Literacy and English 2 Plus are two components of a literacy rich program including English 2 (see the description above for A1, A2, H) and Literacy Skills. These two classes are taken concurrently in a double block period each day.

This class will build on the skills learned in English 1 Literacy and English Plus. The focus will be on reading, writing, listening, and speaking effectively. Reading and writing strategies will be emphasized and students will have an opportunity to further refine the application of these strategies to a variety of texts and writing assignments. The purpose of this class is to bring students up to grade level in literacy skills, familiarize students with standardized testing formats, and help them function successfully at CHS and beyond. *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, 14.3, 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, 4.1, 4.2, 4.3, 4.4, 4.5, 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 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.

130	AP English Literature and Composition	1 Credit ♦ Full Year ♦ Grade 11
-----	--	--

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.

- 139 English 4 (H)
 142 English 4 (A2)
 143 English 4 (A1)

1 Credit ♦ Full Year ♦ Grade 12

In English 4, students will focus on world literature 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, 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 3 and/or recommendation by previous English teacher.*

GSEs Assessed: ELA W 12 -1.2, 1.3, 1.4, 1.6, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.5, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 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., 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

- 140 AP English Language and Composition
 141 English 4 (EEP)

1 Credit ♦ Full Year ♦ Grade 12

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. Students who wish to take this as an EEP course, see page 10 for details *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, 1.3, 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

- 150 Film Studies (A2)

1/2 Credit ♦ Semester ♦ Grade 11-12

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)
 162 Journalism II (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 with a renewed focus on news media management, as well as advanced and independent inquiry, research, and publication. 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.

GSEs Assessed: ELA W 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.2, 3.3, 3.4, 4.6, 5.5, 6.4, 7.2, 7.4, 7.5, 8.2., 8.3, 8.5, 9.1, 9.2, 9.3, 9.4, 9.5, 14.2, 14.3, 14.4, 14.5, 14.6.

165 Writing Skills (A1)

1/2 Credit ♦ Semester ♦ Grade 9-12

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

READING

A reading specialist serves students in grades 9 through 12 who have met any or all of the following criteria:

- Referred by their English or reading teacher
- Have a Personal Literacy Plan (PLP)
- Have scored below grade level on the GRADE test and/or informal reading inventory.

A Personal Literacy Plan (PLP) may be developed for all incoming students taking reading.

172 Reading III (A1)

1/2 Credit ♦ Semester ♦ Grade 9-12

173 Reading IV (A1)

Skills taught in reading include word skills, decoding, vocabulary, building context, fluency, comprehension, interpretation, synthesizing, and evaluating. These skills are achieved through modeling, guided practice, and independent practice. The program focuses on students achieving success with specific 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, 16.2,12.1, 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

CAD I & II

Business

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

Art

Visual Foundations
Art II & III & IV
Senior Art
Graphic Design I & II
Ceramics
Sculpture & 3-D Design
Digital Photography

Theater Arts

Drama I & II
Technical Theater
Advanced Acting

Music

Piano
Guitar
Band
Music Appreciation
Electronic Music
Music Theory I
AP Music Theory II & III
Chorus
CLEF Singers

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

APPLIED TECHNOLOGY

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

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 Visual Foundations (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)
702 Art III (A2)
703 Art IV (A2)

1/2 Credit ♦ Semester ♦ Grades 9-12

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,1-1c, 1-1d, 1-2a, Ext 1-2a, 2b, Ext 2b, 2-1a, 2-ext 1a,3-1a,3-1c,3-1d,3-2a,4-1a, 4-1b,4-1c,4-1e, 4-1f

704 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, 1Ext-2b,2-1a, 2Ext-1a,2-1b,2-1d, 2Ext-1e, 3-1a, 1 Ext-1a, 3-1b, 3-1c, 3-1d, 3-Ext 1d, 3-2a, 4-1a, 4-1b, 4-1c, 4-1e, 4-1f.

705 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

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 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

710 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.

603 e-Seminar (A2) 1/2 Credit ♦ Full Year ♦ Grade 9
600 e-Seminar /Academic Enrichment (A2) Every other day opposite P.E. /Health

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. Students are *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

606 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. **Quicken** and **Excel** will enhance and strengthen students' math skills. *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

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

This course introduces the student to the elementary concepts and mechanics of accounting. Accounting 1 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

613 Retail Merchandising/Project Training (A2) 1 Credit ♦ Full Year ♦ Grades 10-12

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, 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

614 Business Management (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12

This course allows students to understand the characteristics, organizations and operations of a business. Course addresses topics such as types of business enterprises, including sole proprietorship, partnership, corporation human resources, salesmanship, planning, organizing, managerial functions, and pricing. Another topic is credit including: personal and business credit, roles and responsibilities of consumers and citizens, labor unions, and a variety of other topics. *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

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

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

Students are introduced to basic computer concepts and techniques to utilize computers as a problem solving tool. Common applications software such as word processing, desktop publishing, presentation, database, and spreadsheet programs are studied. Internet based applications utilized in this course include web browser, e-mail, and graduation portfolio programs. *Prerequisites: None*

GSEs Assessed: **Mathematics:** S&P 10-1, 10-3

MUSIC

The music department offers a number of courses for both beginners and more advanced students. Band and Chorus are offered on an every other day basis in the 7th period making them both accessible to all 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. Meets 7th period every other day. *Prerequisites: None*

GSEs: ELA W-10 RI Music **GSEs:** M1 (9-12)-1, M3 (9-12)-1, M4 (9-12)-2

713 Music Theory I (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12

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

714 AP Music Theory II 1/2 Credit ♦ Semester ♦ Grades 10-12

718 AP Music Theory III 1/2 Credit ♦ Semester ♦ Grades 10-12

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

715 Music Appreciation (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12

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

716 CLEF Singers (H) 1/2 Credit ♦ Semester ♦ Grades 9-12

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

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

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. Meets 7th period every other day. *Prerequisites: None*

GSEs Assessed: ELA GSEs: W-10; RI Music GSEs: M1-1, M3 -1, M 4-2

719 Guitar Class (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12

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*

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

720 Electronic Music (A2) 1/2 Credit ♦ Semester ♦ Grades 9-12

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, W-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

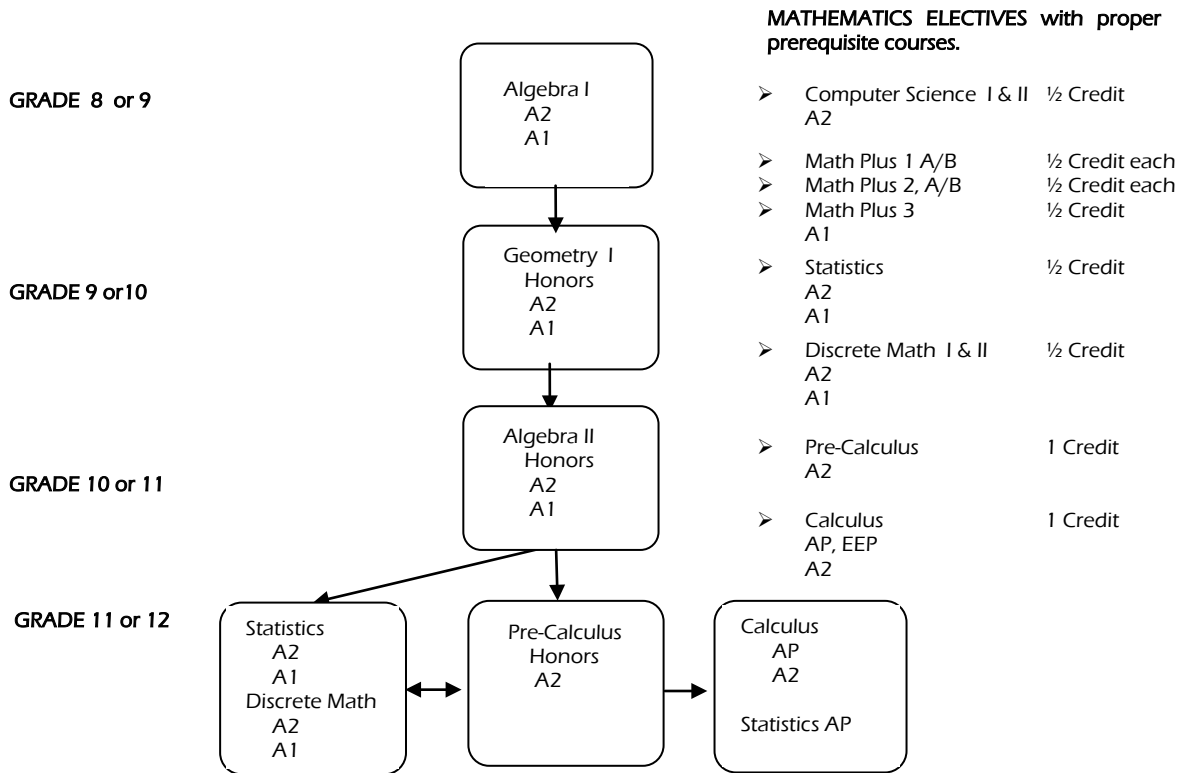
The mathematics curriculum is a comprehensive secondary program in which each course is organized around the Rhode Island Department of Education Grade Span Expectations (GSEs). These Mathematics GSEs are comprised of the following areas:

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

All mathematics courses require the satisfactory completion of at least two common 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



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

- 412 Algebra I (A2) 1 Credit ♦ Full Year ♦ Grade 9
413 Algebra I (A1)

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

- 414 Math Plus 1 A (A1) 1/2 Credit ♦ Semester ♦ Grades 9, 10 & 11
417 Math Plus 1 B (A1)
415 Math Plus 2 A (A1)
418 Math Plus 2 B (A1)
416 Math Plus 3 (A1)

Math Plus 1 A & B are one semester math intensive classes, students will reinforce their numeracy skills, computation facility, and problem-solving. This course is taken **in addition to the student's mathematics class** and awards elective credit. Students may be recommended for Math Plus 1A and/or Math Plus 1B. *Prerequisites: Teacher recommendation, 8th Grade NECAP score, and/or Department Chair approval.*

Math Plus 2 A & B are one semester math intensive classes that continues the mathematics skill building from Math Plus 1. This course is taken **in addition to the student's mathematics class** and awards elective credit. Students may be recommended for Math Plus 2A and/or Math Plus 2B. *Prerequisites: Teacher recommendation and/or Department Chair approval.*

Math Plus 3 is a one semester math intensive class continues the mathematics skill building from Math Plus. This course is taken **in addition to the student's mathematics class** and awards elective credit. *Prerequisites: Teacher recommendation and/or Department Chair approval.*

GSEs Assessed in all Math Plus: Mathematics N&O: 10-2, 4, 6, 7, 8; F&A: 10-1, 3; PRP HS-1; CCR HS-1, 3

- 421 Geometry (H) 1 Credit ♦ Full Year ♦ Grade 9-10
422 Geometry (A2)
423 Geometry (A1)

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 G&M 10-2, 4, 5, 6, 7, 9; DSP 10-5; N&O 10-4; PRP HS-1, 2; CCR HS-1, 2

- 431 Algebra II (H) 1 Credit ♦ Full Year ♦ Grade 10-11
432 Algebra II (A2)
433 Algebra II (A1)

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 and moves at a faster pace. Additional topics at the honors include probability, 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

441 **Pre-Calculus (H)** **1 Credit ♦ Full Year ♦ Grade 11-12**
442 **Pre-Calculus (A2)**

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 also (H/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

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 explores topics including, but not limited to, number systems (including Ancient number systems and Egyptian Hieroglyphics), number bases, modular math and logic. 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 explores topics including, but not limited to, number theory, set theory and cryptology (cryptology 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 Concepts 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

467 **Statistics (A2)**
465 **Statistics (A1)**

1/2 Credit ♦ Semester ♦ Grades 10-12

In statistics, students will investigate the nature of probability and statistics, interpret frequency distributions and graphs, look at data descriptions (measures of central tendency, measures of central variation and measures of central position), examine probability and counting rules, as well as investigate normal distribution, sample space and hypotheses. Students will be exposed to these concepts through classroom based projects, hands on activities and the use of Microsoft Excel and the TI-83 graphing calculator. **A TI-83, TI-83 Plus or TI-84 graphing calculator is recommended for this class.** *Prerequisites: Recommended completion of Algebra I Concepts or Algebra I, 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

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

476 **Computer Science I (A2)**
477 **Computer Science II (A2)**

1/2 Credit ♦ Semester ♦ Grades 9-12

Computer Science I 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

PHYSICAL EDUCATION DEPARTMENT

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
820	Physical Education/Health 10	1/2 Credit ♦ Semester ♦ Grades 10
830	Physical Education/Health 11	1/2 Credit ♦ Semester ♦ Grades 11
840	Physical Education/Health 12	1/2 Credit ♦ Semester ♦ Grades 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

FALL	WINTER	SPRING
Flag Football	Strength Training	Speedball
Soccer	Volleyball	Soccer
Lacrosse	Badminton	Lacrosse
Archery (Grade 12 only)	Paddleball	Softball
Tennis	Racquetball	Tennis
Cardio Fitness Activities	Team Handball	Cardio Fitness Activities
Project Adventure	Floor Hockey	Golf
	Cardio Fitness Activities	Track and Field
	Arena Football	Project Adventure
	Gymnastics	

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 stand-point 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

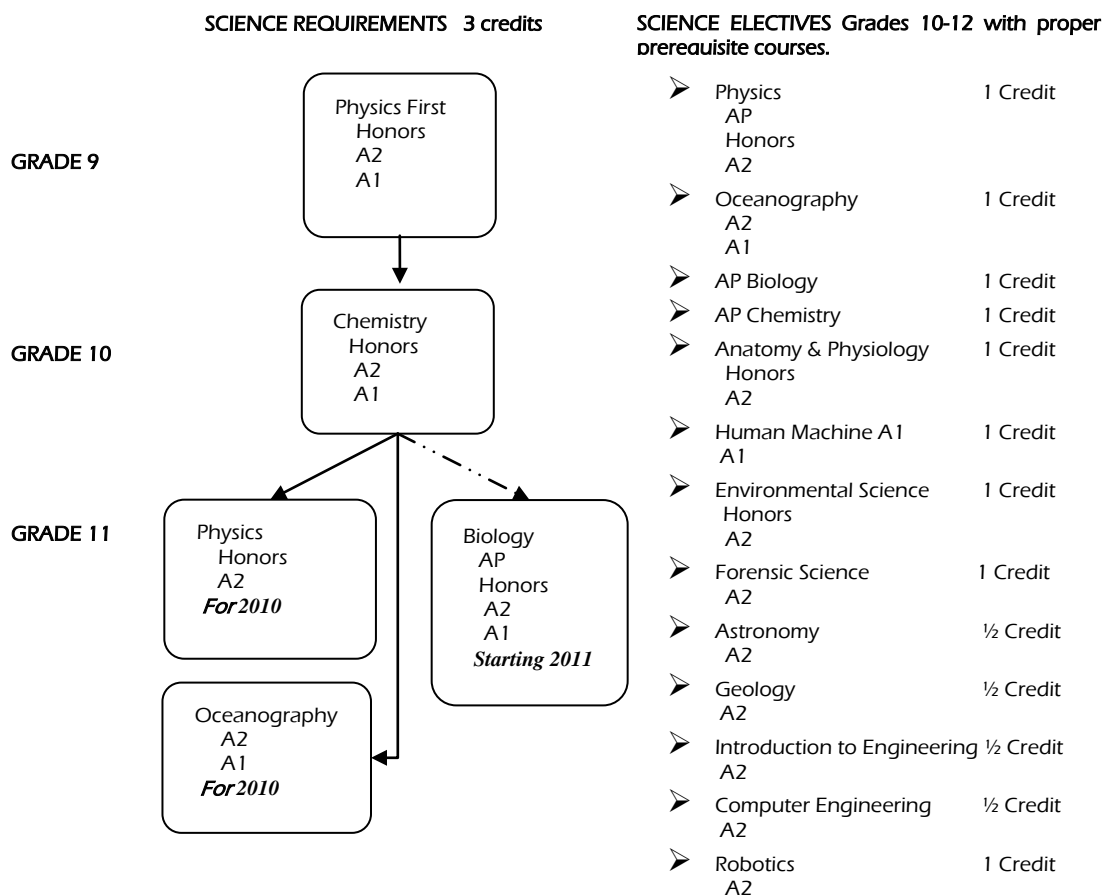
SCIENCE DEPARTMENT

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 an 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.

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



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.

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: None.*

GSEs Assessed: Science: PS1, 2, 3; ESS1-1a, 2a, 3a, 3b, 3c, 5, 6; OC1, 2; **Mathematics** N&O-10-4, 7

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.*

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

541 Physics (H)
542 Physics (A2)

1 Credit ♦ Full Year ♦ Grade 11

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: September 2010 Biology & Chemistry. Prerequisites September 2011 and thereafter 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

554 Oceanography (A2)
555 Oceanography (A1)

1 Credit ♦ Full Year ♦ Grade 11

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: September 2010 Biology & Chemistry. Prerequisites September 2011 and thereafter Physics First & Chemistry.*

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

510 AP Biology

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: September 2010 Biology & Chemistry. Prerequisites: September 2011 and thereafter 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

530 AP Chemistry

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: September 2010 Biology & Chemistry. Prerequisites: September 2011 and thereafter Physics First & Chemistry.*

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

550 AP Physics**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, 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: September 2010 Physics. Prerequisites: September 2011 and thereafter Physics First.

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

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: September 2010 Biology & Chemistry. Prerequisites: September 2011 and thereafter Physics First & Chemistry.*

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.

514 Human Machine (A1)**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: September 2010 Biology & Chemistry; and thereafter 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.

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

Topics in astronomy include an overview of the universe, stars and galaxies, the moon and planets, and the earth's motions. *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

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

Topics in geology include the structure of the earth, formation of rocks, weather, geologic history, glaciers, plate tectonics, volcanism, and earthquakes. *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

590 Environmental Science (H)
591 Environmental Science (A2)

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: 2010 Prerequisites: September 2010 Biology & Chemistry. Prerequisites: September 2011 and thereafter Physics First & Chemistry.*

GSEs Assessed: Science: LS2, 3a,b,c,bb,cc, 4a,b,aa, 5a,b, 4, 9a,b,b; **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, finger printing, 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: September 2010 Biology & Chemistry. Prerequisites: September 2011 and thereafter Physics First & Chemistry.*

GSEs Assessed: Science: LS 3; NOS-6; PS1, 3; INQ-1; PS3; POC&INQ 8; POC-9; **ELA:** OC-12-2; W-12-6.

557 Introduction to Engineering (A2)

1/2 Credit ♦ Semester ♦ Grade 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 mathematic 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, 3.2; **Mathematics:** N&O 12-1, 12-2, 12-4; CCR HS-1; **ELA;** R 8, 10-15; OC 10-2; G&C 5-3/

657 Computer Engineering (A2)
(formerly Computer Technician)

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. - maintain 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

658 Robotics (A2)

1 Credit ♦ Full Year ♦ Grade 11-12

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 build 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

COURSE DESCRIPTIONS

- 211 U.S. History I (H) 1 Credit ♦ Full Year ♦ Grade 9
212 U.S. History I (A2)
213 U.S. History I (A1)

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. *Prerequisites: 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.

- 221 U.S. History II (H) 1 Credit ♦ Full Year ♦ Grade 10
222 U.S. History II (A2)
223 U.S. History II (A1)

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*

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.

- 229 AP United States History 1 Credit ♦ Full Year ♦ Grade 10, 11, 12

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. *Prerequisite: US History I or permission of the Department Chair.*

Students who enroll in AP American 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.

- 241 Western Civilization (EEP) 1 Credit ♦ Full Year ♦ Grade 11-12
242 Western Civilization (H)
243 Western Civilization (A2)

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*

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, 3-2, 4-1, 5-1, 5-2, 5-3; **HP:** 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.

- 240 AP European History 1 Credit ♦ Full Year ♦ Grade 11-12

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. *Prerequisite: US History I*

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: 1-1, 1-2, 3-2, 4-1, 5-1, 5-2, 5-3; HP: 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.

251 Economics (H) 1 Credit ♦ Full Year ♦ Grade 11-12
253 Economics (A2)

Mankind's wants are unlimited, while society's ability to satisfy these wants is limited. 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*

GSEs Assessed: ELA W 10-6, 6.1, 6.2, 6.4a, 6.4b, 6.5; 10-8, 8.1, 8.2, 8.4; 10-9, 9.1, 9.2, 9.4, 9.5; **OC** 10-1.1, 1.2, 1.3, 1.4, 1.5, 10-2.1, 2.2, 2.3, 2.4, 2.5, 2.6; 10-9, **Mathematics N&O** 10-7, 10-8

262 Introduction to Criminal Justice (H) 1 Credit ♦ Full Year ♦ Grade 11-12
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*

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.

266 Law and Society (H) 1 Credit ♦ Full Year ♦ Grade 11-12
267 Law and Society (A2)

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*

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.

271 Introduction to Psychology (H) 1 Credit ♦ Full Year ♦ Grade 11-12
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.* 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.

275 AP Psychology**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: Introduction to Psychology or permission of the Department Chair.*

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.

278 Introduction to Sociology (H)**1 Credit ♦ Full Year ♦ Grade 11-12****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*

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, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6; W: 1, 1.1, 1.2 1.3, 1.4, 1.5, 1.6, 2, 3, 4, 5, 6, 6.1, 6.2, 6.3, 6.4, 6.5, 7, 8, 9.1, 9.2, 9.3, 9.4, 9.5, 10, 11, 14.1, 14.2, 14.3, 14.4, 14.5, 14.6.

284 Social Studies Skills for 21st Century (A1)**1 Credit ♦ Full Year ♦ Grade 11-12**

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.*

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.

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*

GSEs Assessed: ELA: OC: 1, 2; W: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14.

289 Military History (A2)**1/2 Credit ♦ Semester ♦ Grade 11-12**

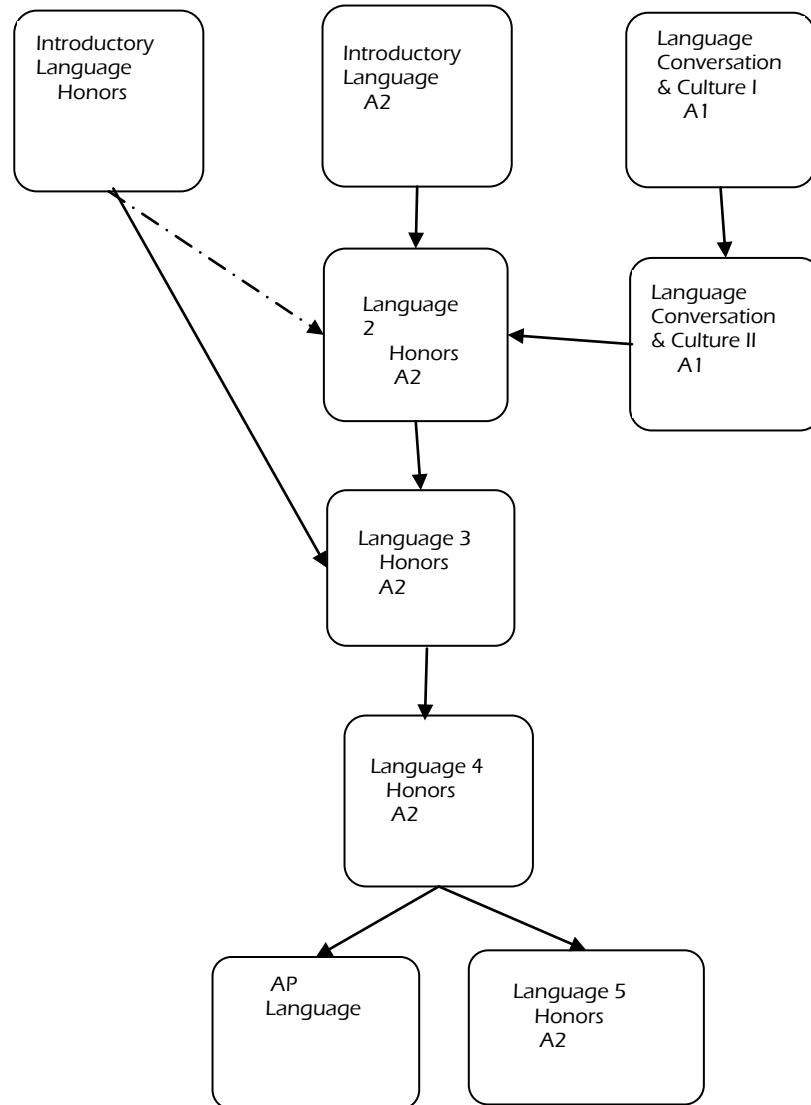
This course is a survey of military history and the interaction between the military and society. The course will study the interrelationships of warfare, technology, and society in American and World History. The course will focus on such questions as how changing “styles” of warfare and the changes 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*

GSEs Assessed: ELA: OC: 1, 2; W: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14.

WORLD LANGUAGES DEPARTMENT

FRENCH or PORTUGUESE or SPANISH

LANGUAGE RECOMENDATION- 2 CREDITS consecutive years of the same language.



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.

The Sequential Curriculum in World Languages:

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. Students taking the Honors Introductory Level may progress to Level 3 as the next in the sequence. Although two or three years of study provide many of the benefits of language study, the maximum program is recommended for those who wish to achieve communicative proficiency.

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

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.

Class Placement

Students entering CHS from the 8th grade can enter a language at a number of different levels. Placement in a language at CHS will be based on: (1) the student's score on an exit exam given in the 8th grade which will be evaluated for proficiency, (2) the recommendation of placement by the student's world language teacher at the middle school.

COURSE DESCRIPTIONS

- | | | |
|------------|---|---|
| 301 | French Conversation & Culture I (A1) | 1 Credit ♦ Full Year ♦ Grades 9-12 |
| 341 | Portuguese Conversation & Culture I (A1) | |
| 361 | Spanish Conversation & Culture I (A1) | |

French, Spanish and Portuguese Conversation & Culture I are designed with an emphasis on communicating in the target language in everyday situations (shopping, travel, going to the doctor, etc.). 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. This course can be considered the first year of a two year sequence in a language. The second course in this sequence is Conversation & Culture II (A1) *Prerequisite: None.*

GSEs Assessed: ELA OC-10-2.1, 2.2, 2.3 ELA W10-1.1, 1.2, 1.3, 1.4, 6.1, 7.2, 7.3, 7.4, 7.5, 9.4, 9.5 (French, Spanish, Portuguese)

- 302 **French Conversation & Culture II (A1)** **1 Credit ♦ Full Year ♦ Grades 9-12**
 342 **Portuguese Conversation & Culture II (A1)**
 362 **Spanish Conversation & Culture II (A1)**

Conversation & Culture II is the second in a sequence following Conversation & Culture I. 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: Conversation & Culture I 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)

- 304 **Introductory French (H)** **1 Credit ♦ Full Year ♦ Grades 9-12**
 303 **Introductory French (A2)**
 344 **Introductory Portuguese (H)**
 343 **Introductory Portuguese (A2)**
 364 **Introductory Spanish (H)**
 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.

The Introductory Honors course will be presented at an accelerated rate to cover the basics of the Introductory Level and Level 2 curricula in one year. The Introductory Level exit exam will be given as the midterm in this class, and the Level 2 exit exam will be given as the final exam.

Choosing the accelerated course requires a serious level of effort and commitment on the part of the student. Ninth graders who successfully complete this class will be able to enter Level 3 language classes as 10th graders and thus reach the AP level as 12th graders. *Prerequisite: recommendation from previous language teacher 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)** **1 Credit ♦ Full Year ♦ Grade 9-12**
 312 **French 2 (A2)**
 345 **Portuguese 2 (H)**
 346 **Portuguese 2 (A2)**
 371 **Spanish 2 (H)**
 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 Conversation and Culture II*

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. 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 (H) 1 Credit ♦ Full Year ♦ Grade 10-12
 322 French 3 (A2)
 351 Portuguese 3 (H)
 352 Portuguese 3 (A2)
 381 Spanish 3 (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 OR Introductory Language (H)*

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

- 330 French 4 (H) 1 Credit ♦ Full Year ♦ Grade 11-12
 331 French 4 (EEP)
 332 French 4 (A2)
 355 Portuguese 4 (H)
 356 Portuguese 4 (A2)
 391 Spanish 4 (EEP)
 393 Spanish 4 H
 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

- 335 French 5 (H/EEP) 1 Credit ♦ Full Year ♦ Grade 11-12
 336 French 5 (A2)
 395 Spanish 5 (H)
 396 Spanish 5 (A2)

Students will participate actively in casual conversations and ask questions as part of the give-and-take of the interaction. The course uses creative expression as a means to develop mastery at communicating in the target language. Students integrate their high school language learning experiences with their future plans. They make connections between the language and culture studied and international affairs, career paths and other disciplines.

Students will view films from the target language countries in order to gain further insight into the culture of those countries. An ability to read independently in the target language is essential for this course. Students are also able to write and communicate in the target language with understanding, accuracy, and independence.

Students who enroll in EEP French see page 10 for more details about the program. *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 (

340 AP French Language
357 AP Portuguese Language
390 AP Spanish Language

1 Credit ♦ Full Year ♦ Grades 11-12

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 Portuguese or 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 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

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
Baking & Pastry Arts
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.

Rhode Island GSE website: <http://www.ride.ri.gov/Instruction/gle.aspx>

Appendix Rhode Island GSEs upon which course assessments are based.

ELA Reading GSEs

R-10-11 Students read grade-level appropriate material with:

- R-10-11.1 Accuracy: reading material appropriate for high school with at least 90-94% accuracy
- R-10-11.2 Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading
- R-10-11.3 Fluency: reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue

Word Identification Skills and Strategies

R-10-1 Students apply word identification/ decoding strategies by ...

- R-10-1.1 Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns

Vocabulary: Vocabulary Strategies

R-10-2 Students identify the meaning of unfamiliar vocabulary by...

- R-10-2.1a Using strategies to unlock meaning
- R-10-2.1b Using strategies to unlock meaning including base words, general and specialized print or electronic resources to determine definition, pronunciation, etymology, or usage of words; or prior knowledge

Vocabulary: Breadth of Vocabulary

R-10-3 Students show breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by...

- R-10-3.1 Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, analogies, idioms, or word origins, including words from dialects or other languages that have been adopted into our language/standard English.
- R-10-3.2 Selecting appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/nuances, or idioms; or use of content-specific vocabulary, words with multiple meanings, precise language, or technical vocabulary

Literary Texts: Initial Understanding of Literary Texts

R-10-4 Students demonstrate initial understanding of elements of literary texts by...

- R-10-4.1 Identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action
- R-10-4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
- R-10-4.3 Generating questions before, during, and after reading to enhance/expand understanding and/or gain new information
- R-10-4.4 Identifying the characteristics of a variety of types/genres of literary text
- R-10-4.5 Identifying literary devices as appropriate to genre

Literary Texts: Analysis and Interpretation of Literary Text, Citing Evidence

R-10-5 Students analyze and interpret elements of literary texts, citing evidence where appropriate by...

- R-10-5.1 Explaining and supporting logical predictions or logical outcomes
- R-10-5.2 Examining characterization
- R-10-5.3 Making inferences about cause/effect, internal or external conflicts
- R-10-5.4 Explaining how the narrator's point of view or author's style is evident and affects the reader's interpretation
- R-10-5.5 Explaining how the author's purpose (e.g., to entertain, inform or persuade), message or theme (which may include universal themes) is supported within the text

Literary Texts: Analysis and Interpretation of Literary Text, Citing Evidence

R-10-6 Students analyze and interpret author's craft, citing evidence where appropriate by...

- R-10-6.1 Demonstrating knowledge of author's style or use of literary elements and devices (i.e., imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, analogy, allusion, diction, syntax, or use of punctuation) to analyze literary works

Literary Texts: Generates a Personal Response

R-10-16 Students generate a personal response to what is read through a variety of means by...

- R-10-16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books
- R-10-16.2 Providing relevant details to support the connections made or judgment.

Informational Texts: Initial Understanding of Informational Text

R-10-7 Students demonstrate initial understanding of informational texts (expository and practical texts) by...

- R-10-7.1 Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations]
- R-10-7.2 Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or to interpret maps, charts, timelines, tables, or diagrams
- R-10-7.3 Organizing information to show understanding or relationships among facts, ideas, and events
- R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information
- R-10-7.5 Identifying the characteristics of a variety of types of text

Informational Texts: Analysis and Interpretation of Informational Text, Citing Evidence

R-10-8 Students analyze and interpret informational text, citing evidence as appropriate by...

- R-10-8.1 Explaining connections about information *within* a text, *across* texts, or to related ideas
- R-10-8.2 Synthesizing and evaluating information within or across text(s)
- R-10-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant
- R-10-8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts
- R-10-8.5 Making inferences about causes and/or effects
- R-10-8.6 Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments)

Reading Strategies: Strategies for Monitoring and Adjusting Reading

R-10-12 Students demonstrate ability to monitor comprehension and strategy use for different types of texts and purposes by...

- R-10-12.1 Using a range of self-monitoring and self-correction approaches (e.g., rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, using flexible note taking/mapping systems, skimming, scanning)

READING STRATEGIES: Reading Comprehension Strategies

R-10-13 Students use comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text

Breadth of Reading: Reading Widely and Extensively

R-10-14 Students demonstrate the habit of reading widely and extensively by...

- R-10-14.1 Reading with frequency, including in-school, out-of-school, and summer reading
- R-10-14.2 Reading from a wide range of genres/kinds of text, including primary and secondary sources, and a variety of authors
- R-10-14.3 Reading multiple texts for depth of understanding an author, subject, theme, or genre

Breadth of Reading: Participating in Literate Community

R-10-17 Students demonstrate participation in a literate community by...

- R-10-17.1 Self-selecting reading materials in line with reading ability and personal interests
- R-10-17.2 Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others

Breadth of Reading: Reading for Research Across Content Areas

R-10-15 Students research by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by...

- R-10-15.1 Identifying and evaluating potential sources of information
- R-10-15.2 Evaluating and selecting the information presented, in terms of completeness, relevance, and validity

- R–10–15.3 Organizing, analyzing, and interpreting the information
- R–10–15.4 Drawing conclusions/judgments and supporting them with evidence

ELA Writing GSEs

Habits of Writing

W-10-10 Students use a recursive process, including pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products

W-10-11 Students demonstrate the habit of writing extensively by...

- W–10–11.1 Writing with frequency, including in-school, out-of-school, and during the summer
- W–10–11.2 Sharing thoughts, observations, or impressions
- W–10–11.3 Generating topics for writing
- W–10–11.4 Writing in a variety of genres

Structures of Language: Applying Understanding of Sentences, Paragraphs, Text Structures

W–10–1 Students demonstrate command of the structures of sentences, paragraphs, and text by...

- W–10–1.1 Using varied sentence length and structure to enhance meaning
- W–10–1.2 Using paragraph structures appropriately
- W–10–1.3 Recognizing organizational structures within paragraphs or within texts
- W–10–1.4 Applying a format and text structure appropriate to purpose, audience, and context
- W–10–1.6 Applying directionality as appropriate to text.

Reading-Writing Connection: Writing in Response to Literary or Informational Text- Showing Understanding of Ideas in Text

W-10-2 In response to literary or informational text, students show understanding of plot/ideas/concepts by...

- W–10–2.1 Selecting and summarizing key ideas to set context, appropriate to audience
- W–10–2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes
- W-10-2.4 Not assessed at this grade level

Reading-Writing Connection: Writing in Response to Literary or Informational Text- Making Analytical Judgments about Text

W-10-3 In response to literary or informational text, students make and support analytical judgments about text by...

- W–10–3.1a Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt
- W–10–3.1b Establishing an interpretive claim/assertion in the form of a thesis (purpose)
- W–10–3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft
- W–10–3.3 Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions
- W–10–3.4 Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas)

Expressive Writing: Narratives – Creating a Story Line

W-10-4 In written narratives, students organize and relate a story line/plot/series of events by...

- W–10–4.1 Creating a clear and coherent (logically consistent) story line
- W–10–4.2 Establishing context, character motivation, problem/conflict/challenge, and resolution, significance of setting, and maintaining point of view
- W–10–4.3 Using a variety of effective transitional devices (e.g., ellipses; time transitions: such as flashback or foreshadowing; white space; or words/phrases) to enhance meaning
- W–10–4.4 Using a variety of effective literary devices
- W–10–4.5 Establishing and maintaining theme
- W–10–4.6 Providing a sense of closure

Expressive Writing: Narratives – Applying Narrative Strategies

W-10-5 Students demonstrate use of narrative strategies to engage the reader by...

- W–10–5.1 Creating images, using relevant and descriptive details and sensory language to advance the plot/story line

- W-10-5.2 Using dialogue to advance plot/story line
- W-10-5.3 Developing characters through description, dialogue, actions, and relationships with other characters, when appropriate
- W-10-5.4 Using voice appropriate to purpose
- W-10-5.5 Maintaining focus
- W-10-5.6 Selecting and elaborating important ideas; and excluding extraneous details
- W-10-5.7 Controlling the pace of the story

Expressive Writing: Poetry

W-10-12 In writing poetry, students demonstrate awareness of purpose by...

- W-10-12.1 Writing poems in a variety of voices for a variety of audiences
- W-10-12.2 Writing poems that express speaker's moods, thoughts, or feelings
- W-10-12.3 Choosing conventional or alternative text structures to achieve impact

Expressive Writing: Poetry

W-10-13 In writing poetry, students use language effectively by...

- W-10-13.1 Selecting vocabulary according to purpose and for effect on audience
- W-10-13.2 Using rhyme, rhythm, meter, literary elements
- W-10-13.3 Selecting and manipulating words, phrases, or clauses, for connotation/shades of meaning and impact
- W-10-13.4 Using a variety of poetic forms

Expressive Writing: Reflective Essay

W-10-14 In reflective writing, students explore and share thoughts, observations, and impressions by...

- W-10-14.1 Engaging the reader by establishing context
- W-10-14.2 Analyzing a condition or situation of significance (e.g., reflecting on personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection
- W-10-14.3 Using an organizational structure that allows for a progression of ideas to develop.
- W-10-14.4 Using a range of elaboration techniques (e.g., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus
- W-10-14.5 Providing closure - leaving the reader with something to think about
- W-10-14.6 Not assessed at this grade level

Informational Writing: Reports, Procedures, or Persuasive Writing – Organizing Information

W-10-6 In informational writing, students organize ideas/concepts by...

- W-10-6.1 Using a text structure appropriate to focus/controlling idea or thesis
- W-10-6.2 Selecting appropriate and relevant information (excluding extraneous details) to set context.
- W-10-6.3 Using transitional words or phrases appropriate to text structure
- W-10-6.4a Drawing a conclusion by synthesizing information
- W-10-6.4b Synthesizing information from multiple research studies, including primary sources
- W-10-6.5 Listing and citing sources using standard format

Informational Writing: Reports, Procedures, or Persuasive Writing – Conveying Information

W-10-7 In informational writing, students effectively convey purpose by...

- W-10-7.1 Establishing a topic
- W-10-7.2 Stating and maintaining a focus/controlling idea/thesis
- W-10-7.3 Writing with a sense of audience, when appropriate
- W-10-7.4 Establishing an authoritative voice
- W-10-7.5 Using precise and descriptive language that clarifies and supports intent

Informational Writing: Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies

W-10-8 In informational writing, students demonstrate use of a range of elaboration strategies by ...

- W-10-8.1 Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information
- W-10-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose
- W-10-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience)
- W-10-8.4 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate)

Writing Conventions: Applying Rules of Grammar, Usage, and Mechanics

W-10-9 In independent writing, students demonstrate command of appropriate English conventions by...

- **W-10-9.1** Applying rules of standard English usage to correct grammatical errors
- **W-10-9.2** Applying capitalization rules
- **W-10-9.4** Applying appropriate punctuation to various sentence patterns to enhance meaning
- **W-10-9.5** Applying conventional and word-derivative spelling patterns/rules.

ELA Oral Communication GSEs

Interactive Listening

OC-1 In oral communication, students demonstrate interactive listening by ...

- **OC-10-1.1** Following verbal instructions to perform specific tasks, to answer questions, or to solve problems
- **OC-10-1.2** Summarizing, paraphrasing, questioning, or contributing to information presented
- **OC-10-1.3** Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message
- **OC-10-1.4** Participating in large and small group discussions, showing respect for a range of individual ideas
- **OC-10-1.5** Reaching consensus to solve a problem, make a decision, or achieve a goal

Make Oral Presentations

OC-2 In oral communication, students make oral presentations by...

- **OC-10-2.1** Exhibiting logical organization and language use, appropriate to audience, context, and purpose
- **OC-10-2.2** Maintaining a consistent focus
- **OC-10-2.3** Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion
- **OC-10-2.4** Effectively responding to audience questions and feedback
- **OC-10-2.5** Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively
- **OC-10-2.6** Using tools of technology to enhance the message.

Mathematics GSEs

Numbers and Operation

- **N&O 10-1:** Students demonstrate a conceptual understanding of rational numbers
- **N&O 10-2:** Students demonstrate a conceptual understanding of the relative magnitude of numbers
- **N&O 10-4:** Students accurately solve mathematical and contextual involving proportions and percents across content strands, disciplines, and contexts
- **N&O 10-6:** Students mentally calculate and benchmark perfect square roots determine or estimate the part of a number using percents and related fractions as appropriate to a problem situation
- **N&O 10-7:** Students make estimates
- **N&O 10-8:** Students apply properties of field to solve problems and to simplify computations, and demonstrate conceptual understanding of field properties

Geometry and Measurement

- **G&M 10-2:** Students use the attributes, geometric properties, or theorems involving angles lines the Pythagorean Theorem, Triangle Inequality Theorem, or right triangle ratios to solve problems or to justify solutions
- **G&M 10-4:** Students apply the concepts of congruency
- **G&M 10-5:** Students apply concepts of similarity by solving problems
- **G&M 10-6:** Students demonstrate a conceptual understanding of perimeter, circumference, or area and solve problems involving surface area or volume. Students use models to generalize formulas for surface area or volume
- **G&M 10-7:** Students use units of measures appropriately and consistently when solving problems across the content strands; students make conversions within or across systems
- **G&M 10-9:** Students demonstrate understanding of spatial relationships using location and position
- **G&M 10-10:** Students demonstrate conceptual understanding of spatial reasoning and visualization or representations of figures using appropriate tools

Functions and Algebra

- **F&A 10-1:** Students identify and extend to specific cases a variety of patterns and functions and express generalizations of linear relationships and functions as nonlinear relationships and functions
- **F&A 10-2:** Students demonstrate conceptual understanding of linear relationships and linear and nonlinear functions
- **F&A 10-3:** Students demonstrate a conceptual understanding of algebraic expressions
- **F&A 10-4:** Students demonstrate a conceptual understanding of equality

Data, Statistics, and Probability

- **D,S &P 10-1:** Students interpret (interpolate or extrapolate) given representation(s)
- **D,S&P 10-2:** Students analyze patterns, trends, or distributions in univariate and bivariate numerical data in a variety of contexts by determining or by demonstrating a conceptual understanding evaluating the sample
- **D,S&P 10-3:** Students organize and display one and two variable data. Students identify representations or elements or representations that best display a given set of data or situation
- **D,S&P 10-4:** Students use counting techniques to solve problems
- **D,S&P 10-5:** For a probability event in which the sample space may not contain equally likely outcomes, students determine the probability event in which the sample may or may not contain equally or likely outcomes
- **D,S&P 10-6:** In response to a teacher or student generated question or hypothesis, students decide the most effective method to collect the data necessary to answer the question

Science GSEs

Earth Space Science

ESS1 - 1 Students demonstrate an understanding of processes and change over time within earth systems by...

- **1a** plotting the location of mountain ranges and recent earthquake and volcanic eruptions to identify any existing patterns

ESS1 - 2 Students demonstrate an understanding of processes and change over time within earth systems by ...

- **2a** using given data and advances in technology to explain how scientific knowledge regarding plate tectonics has changed over time

ESS1 - 3 Students demonstrate an understanding of processes and change over time within earth systems by ...

- **3a** explaining how heat affects the Rock Cycle
- **3b** explaining how convection circulations of the mantle initiate the movement of the crustal plates which then cause plate movement and seismic activity
- **3c** investigating and using evidence to explain that conservation in the amount of earth materials occurs during the Rock Cycle
- **3d** explaining how the physical and chemical processes of the Earth alter the crust

ESS1 - 4 Students demonstrate an understanding of processes and change over time by ...

- **4a** describing various dating methods to determine the age of different rock structures.

ESS3 -5 Students demonstrate an understanding of the origins and evolution of galaxies and the universe by...

- **5a** using appropriate prompts (diagrams, charts, narratives, etc.) students will explain how scientific knowledge regarding the structure of the universe has changed over time due to advances in technology which accumulates new evidence to redefine scientific theories and ideas.

ESS3 6 Students demonstrate an understanding of the formation of the universe by...

- **6a** using data (diagrams, charts, narratives, etc.) to explain how the “Big Bang” theory has developed over time citing evidence to support its occurrence (Doppler Effect/red shift)

Life Science

LS1 - 1 Students demonstrate understanding of structure and function-survival requirements by...

- **1a** explaining the relationships between and amongst the specialized structures of the cell and their functions
- **1b** explaining that most multicellular organisms have specialized cells to survive, while unicellular organisms perform all survival functions
- **1c** comparing the role of various sub-cellular structures in unicellular organisms to comparable structures in multicellular organisms

LS1–2 Students demonstrate an understanding of the molecular basis for heredity by ...

- **2a** describing the DNA structure and relating the DNA sequence to the genetic code

- 2b explaining how DNA may be altered and how this affects genes/heredity
- 2c describing how DNA contains the code for the production of specific proteins.

LS2 - 3 Students demonstrate an understanding of equilibrium in an ecosystem by ...

- 3a defining and giving an example of equilibrium in an ecosystem
- 3b describing ways in which humans can modify ecosystems and describe and predict the potential impact
- 3c describing ways in which natural events can modify ecosystems and describe and predict the potential effects.

LS2 - 4 Students demonstrate an understanding of matter and energy flow in an ecosystem by ...

- 4a diagramming the energy flow in an ecosystem that compares the energy at different trophic levels
- 4b explaining how the chemical elements and compounds that make up living things pass through food webs and are combined and recombined in different ways

LS2 - 5 Students will evaluate potential bias from a variety of media sources in how information is interpreted by...

- 5a analyzing claims from evidence and sources and evaluate based upon relevance, and validity.
- 5b applying additional scientific data to develop logical arguments concerning environmental issues.

LS3 – 6 Students will demonstrate their understanding of the degree of genetic relationships among organisms by

- 6a using given data (diagrams, charts, narratives, etc.) and advances in technology to explain how our understanding of genetic variation has developed over time

LS3 -7 Students demonstrate an understanding of Natural Selection/ evolution by...

- 7a investigating how information is passed from parents to offspring by encoded molecules
- 7b investigating how the sorting and recombination of genes in sexual reproduction results in a great variety of possible gene combinations in the offspring of any two parents
- 7c citing evidence of how natural selection and its evolutionary consequences provide a scientific explanation for the diversity and unity of past and present life forms on Earth

LS3 - 8 Students demonstrate an understanding of Natural Selection/ evolution by...

- 8a illustrating that when an environment changes, the survival advantage /disadvantage of some characteristics may change
- 8b distinguish between microevolution and macroevolution (on a scale that transcends boundaries of a single species and explain how macroevolution accounts for speciation and extinction
- 8c recognizing patterns in molecular and fossil evidence, to provide a scientific explanation for Natural Selection and its evolutionary consequences (e.g. survival, adaptation)

Students demonstrate an understanding of classification of organisms by ...

- 8d using data or models to analyze how organisms are organized into a hierarchy of groups and subgroups based on evolutionary relationships

LS4 – 9 Students demonstrate an understanding of how humans are affected by environmental factors and/or heredity by ...

- 9a researching scientific information to explain how such things as radiation, chemicals, and other factors can cause gene mutations or disease
- 9b providing an explanation of how the human species impacts the environment and other organisms

LS4 - 10 Students demonstrate an understanding of human body systems by...

- 10a explaining how the roles of the immune, endocrine, and nervous systems work together to maintain homeostasis
- 10b investigating the factors that affect homeostasis (e.g. positive and negative feedback)

Physical Science

PS1 - 1 Students demonstrate an understanding of characteristic properties of matter by ...

- 1a utilizing appropriate data (related to chemical and physical properties), to distinguish one substance from another or identify an unknown substance
- 1b determining the degree of change in pressure of a given volume of gas when the temperature changes incrementally (doubles, triples, etc.)

PS1 - 2 Students demonstrate an understanding of characteristic properties of matter by ...

- 2a using given data and advances in technology to explain how the understanding of atomic structure has changed over time

PS1 - 3 Students demonstrate an understanding of characteristic properties of matter by ...

- **3a** identifying and explaining the basis for the arrangement of the elements within the periodic table
- **3b** predicting the relative physical and chemical properties of an element based on its location within the Periodic Table

PS1 - 4 Students demonstrate an understanding of the structure of matter by ...

- **4a** comparing the three subatomic particles of atoms and their location within an atom, their relative mass, and their charge
- **4b** writing formulae for compounds and developing basic (excluding transition elements) models using electron structure
- **4c** explaining or modeling how the electron configuration of atoms governs how atoms interact with one another

PS2 - 5 Students demonstrate an understanding of energy by...

- **5a** describing or diagramming the changes in energy (transformation) that occur in different systems
- **5b** explaining the Law of Conservation of Energy as it relates to the efficiency (loss of heat) of a system

PS2 – 6 Students demonstrate an understanding of physical, chemical, and nuclear changes by ...

- **6a** writing simple balanced chemical equations to represent chemical reactions and illustrate the conservation of matter
- **6b** identifying whether a given chemical reaction or a biological process will release or consume energy (endothermic and exothermic) based on the information provided
- **6c** explaining and/or modeling how the nuclear make-up of atoms governs alpha and beta emissions creating changes in the nucleus of an atom results in the formation of new elements
- **6d** explaining the concept of half-life and using the half-life principal to predict the approximate age of a material
- **6e** differentiating between fission and fusion in nuclear reactions and their relation to element changes and energy formation

PS2 – 7 Students demonstrate an understanding of electromagnetism by...

- **7a** explaining through words, diagrams, models, or electrostatic demonstrations the principle that like charges repel and unlike charges attract
- **7b** explaining through words, charts, diagrams, and models the effects of distance and the amount of charge on the strength of the electrical force present
- **7c** describing the relationship between moving electric charges and magnetic fields

PS3 - 8 Students demonstrate an understanding of forces and motion by...

- **8a** predicting and/or graphing the path of an object in different reference planes and explain how and why (forces) it occurs
- **8b** using modeling, illustrating, graphing explain how distance and velocity change over time for a free falling object

PS3 - 9 Students demonstrate an understanding of forces and motion by...

- **9a** explaining through words, charts, diagrams, and models the effects of distance and the amount of mass on the gravitational force between objects
- **9b** using Newton's Laws of Motion and the Law of Conservation of Momentum to predict the effect on the motion of objects

PS3 - 10 Students demonstrate an understanding of waves by ...

- **10a.** investigating examples of wave phenomena
- **10b** comparing and contrasting electromagnetic waves to mechanical waves
- **10c** qualifying the relationship between frequency and wavelength of any wave.

Social Studies GSEs

RI Government & Civics

G&C 1–1 Students demonstrate an understanding of origins, forms, and purposes of government by ...

- **1a.** describing or explaining competing ideas about the purposes and functions of politics and government
- **1b.** comparing and contrasting different forms of government and their purposes
- **1c.** explaining how a political ideology is reflected in the form and structure of a government
- **1d.** distinguishing between the rule of law and the rule of men/women

G&C 1–2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed, by...

- identifying how the purposes served by actions of a government affect relationships between and among the individual and government and society as a whole explaining how political authority is obtained and legitimized
- examining relationships between the nature and exercise of power and its historical origins

G&C 2–1 Students demonstrate an understanding of United States government (local, state, national) by...

- evaluating, taking, and defending positions on a current issue regarding the judicial protection of individual or state rights via judicial review
- analyzing the basic structures of government in the U.S. through researching a current or historical issue or event
- identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. government (local, state, national) or other political institutions critically examining the principles, traditions, and precedents of American constitutional government

G&C 2–2 Students demonstrate an understanding of the democratic values and principles underlying the US government by...

- a. interpreting and analyzing the sources of the U.S. democratic tradition in the *Declaration of Independence*, *U.S. Constitution*, and other documents (e.g., *RI Constitution*, *Seneca Falls Declaration of Sentiments & Resolutions*, Supreme Court decisions, *Pledge of Allegiance*)
- b. analyzing the inherent challenges involved in balancing majority rule and minority rights
- c. identifying and giving examples of the discrepancies between democratic ideals and the realities of American social and political life
- d. discussing different historical understandings/ perspectives of democracy

G&C 3–1 Students demonstrate an understanding of citizens' rights and responsibilities by...

- a. comparing and contrasting different perspective on provisions found in the *Bill of Rights* (e.g., flag burning and the first Amendment)
- b. comparing and contrasting human rights provided for in various documents or materials(e.g., *Universal Declaration of Rights*, *International Convention on the Rights of the Child*, other national constitutions)
- c. evaluating, taking, and defending positions regarding the personal and civic responsibilities of individuals
- d. analyzing the scope and limits of personal, cultural, economic, or political rights (e.g., freedom of expression vs. school dress codes, speaking one's native language vs. English-only legislation; living wage vs. minimum wage; civil liberties vs. national security)
- e. describing the criteria used for admission to citizenship in the US

G&C 3–2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...

- a. identifying a policy at the school, local, state, national, or international level and describe how it affects individual rights
- b. accessing the political system (e.g., letter writing, researching an issue and communicating it to the public, organizing, petitioning, boy/boycotting)
- c. describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S.
- d. identifying and explaining ways individuals and groups have exercised their responsibilities in order to transform society (e.g., Civil Rights Movement, women's suffrage)
- e. reflecting on a decision-making experience, as a member of a student group (e.g., school governance, team, organization)

G&C 4–1 Students demonstrate an understanding of political systems and political processes by...

- a. comparing and contrasting U.S. systems of government with others
- b. interacting with, analyzing, and evaluating [in authentic context] political institutions and political parties and how they shape the public agenda (using local, national, and international issues/events that are personally meaningful to students)
- c. analyzing and interpreting sources (print and non-print discourse), by distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across sources (GSE R-10-8.4)
- d. selecting a landmark campaign or election in the American political system, explaining the historical context and its significance, and evaluating its impact
- e. analyzing multiple perspectives on an historical or current controversial issue (e.g., immigration, environmental policy, escalation of the war in Vietnam, *Brown v. Board of Education*)

G&C 4–2 Students demonstrate their participation in political processes by...

- a. using collaborative decision making/problem solving to consider multiple perspectives on a current political, social, or economic issue, evaluating the consequences of various options, and developing a plan of action (e.g., new school policy or local, national, or international public policy)
- b. working individually or with others to identify, propose, and carry out a community/civic engagement project/initiative (e.g., making the community aware of an issue, organizing a workshop)
- c. engaging in an electoral process (e.g., become a candidate and carry out a campaign, participate in party/school nominations, work on a political campaign, volunteer to serve on a board, do polling)

G&C 4–3 Students participate in a civil society by...

- a. critically reflecting on their own civic dispositions (e.g., tolerance and respect, concern for the rights and welfare of others, social responsibility, and recognition of the capacity to make a difference)
- b. describing the assets and needs of communities and explain the relationships between and among interactions with various institutions
- c. identifying and analyzing the tensions that exist between public and private life

G&C 5– 1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...

- a. identifying the ways the world is organized: politically, socially, culturally, economically, environmentally (e.g. nation-state)
- b. organizing information to show relationships between and among various individuals, systems, and structures (e.g. politically, socially, culturally, economically, environmentally)

G&C 5 -2Students demonstrate an understanding of the benefits and challenges of an interconnected world by...

- a. describing the interconnected nature of a contemporary or historical issue
- b. assessing the benefits and challenges of living in an interconnected world

G&C 5 -3 Students demonstrate an understanding of how the choices we make impact and are impacted by, an interconnected world by...

- a. predicting outcomes and possible consequences of a conflict, event, or course of action
- b. identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action
- c. working through deliberation, negotiation, and compromise to plan and develop just solutions to problems created when nations or groups act

Historical Perspectives Strand

HP 1–1 Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...

- a. formulating historical questions, obtaining, analyzing, evaluating historical primary and secondary print and non-print sources (e.g., *RI Constitution*, art, oral history)
- b. explaining how historical facts and historical interpretations may be different, but are related (e.g. slavery in RI v. economic benefit to RI)
- c. identifying, describing, or analyzing multiple perspectives on an historical trend or event (e.g. mill worker v. mill owners during Industrial Revolution in RI; separation of powers in RI government)
- d. using technological tools in historical research

HP 1–2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...

- a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events
- b. interpreting and constructing visual data (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) in order to explain historical continuity and change (e.g., timeline of Rhode Island’s path to Revolution; Why is Rhode Island first to declare independence, but last colony to ratify the *Constitution*?)

HP 21 Students connect the past with the present by...

- a. explaining origins of major historical events (e.g., Industrial Revolution in Rhode Island)
- b. identifying and linking key ideas and concepts and their enduring implications (e.g., separation of church and state in Rhode Island)
- c. analyzing and evaluating how national and world events have impacted Rhode Island and how Rhode Island has impacted national and world events (e.g., Commodore Matthew Perry of RI opens trade with Japan; Quonset Hut; slave trade)

HP 2– 2 Students chronicle events and conditions by...

- a. creating narratives based on a particular historical point of view (e.g., unemployed WWII vet, oil refinery promoter, environmental activist in Rhode Island; slave or free black in Newport, slave holder, trader or investor)
- b. synthesizing information from multiple sources to formulate an historical interpretation (e.g., document-based questions, quantitative data, material artifacts of RI)

HP 2 – 3 Students show understanding of change over time by...

- a. tracing patterns chronologically in history to describe changes on domestic, social, or economic life (e.g. immigration trends, land use patterns)
- b. documenting various groups (e.g., formal: non-government organizations, religious; informal: family, clan) and their ideas/ideologies that have remained constant over time (e.g., religious denomination, fishing industry, formal and informal design, town financial meeting, lotteries)

HP 3 – 1 Students demonstrate an understanding of how the past frames the present by...

- a. gathering evidence of circumstances and factors contributing to contemporary problems (e.g., civil rights movement, sexual revolution)
- b. formulating a position or course of action on a current issue from a choice of carefully evaluated options, taking into account the historical underpinnings (e.g., casino issue and American Indian sovereignty; current national border debate and RI historical perspective- Do we have enough immigrants?)

HP 3 – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...

- a. articulating an understanding of the meaning, implications, and impact of historical events on their lives today (e.g., closing of the Navy in Rhode Island at Quonset Point; volunteer army; ratification of RI Constitution; whaling industry, access to the shore, declining birth rates)
- b. analyzing how an historical development (e.g. cycle of poverty or prosperity, low educational attainment, “Independent Man”) has contributed to current social, economic, or political patterns