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Message from the Principal

It is the mission of Tiverton High School to ensure that every student becomes productive, knowledgeable citizens in a global society. All our graduates will have met rigorous academic, written, and civic learning expectations.

Our goal is to ensure all graduates learn skills that will enable them to demonstrate college and career readiness, whether they choose to enter the workforce, college, serve their country, or start their own business.

Employers and colleges want graduates who are competent in oral and written communication skills, have a strong foundation in math, demonstrate the ability to work in teams, and have the critical thinking skills necessary to research and solve problems effectively. We take pride in creating an environment where students enter the doors to a school that consistently supports an individual's academic and social-emotional needs. As we continue to develop an academic structure aligned to the Rhode Island high school diploma system, our supportive staff and community will ensure students meet those expectations. We look forward to working together in supporting and teaching our students towards graduation and beyond.

Policy of Non Discrimination

It is the policy of the Tiverton School Department not to discriminate on the basis of age, sex, race, religion, national origin, color, or handicap in its educational programs, activities and employment practices in accordance with applicable laws and regulations. Additionally, the lack of English language skills of national origin minority persons will not be a barrier to admission and participation in vocational education programs.

Inquiries regarding compliance with laws related to sex discrimination or related to handicapped accessibility may be directed to Superintendent Dr. Peter Sanchioni. Tiverton School Department, telephone 1-401-624-8475.

Any questions related to equal educational and employment opportunity may also be directed to Robert L. Bailey IV, Office for Civil Rights in Education, Rhode Island Department of Education, 255 Westminster Street, Providence, RI, 02903-3400, telephone 1-401-277-2648 or to the United States Office of Civil Rights, Post Office Square, Boston, MA 02107, telephone 1-617-233-4405.

TIVERTON SCHOOL DEPARTMENT

SUPERINTENDENT OF SCHOOLS

Dr. Peter Sanchioni

HIGH SCHOOL ADMINISTRATION

Mr. Christopher J. Ashley, Principal
Ms. Tiffany Bolduc, Assistant Principal

DEPARTMENT CHAIRPERSONS

Mr. James Saunders, Science
Ms. Lisa Borges, Guidance
Ms. Sarah Cabral, English
Mr. Matthew McGuire, Physical Education/Health
Ms. Frances Melo, World Languages
Ms. Nancy Carreiro, Mathematics
Mr. Andrew Gacioch, Social Studies
Ms. Judith Moore, Fine Arts and Careers
Ms. Barbara DeSantis, Special Education

GUIDANCE DEPARTMENT

Mrs. Nicole McGuire
Mr. Ian Maher
Ms. Lynn Nicholas

TELEPHONE

1 – 401 – 624 – 8494 Principal's Office
1 – 401 – 624 – 6621 Guidance Offices

Tiverton High School's Core Values and Beliefs

Tiverton High School's core values provide the foundation and opportunity for all students to be contributing members of their community, develop 21st Century Learning Expectations, and skills in the cognitive, social, and technology areas that will prepare them for success in post-secondary education and careers; the school environment promotes a global and civic mindset and innovative approach to independent and collaborative learning while actively engaging all stakeholders.

To ensure these core values Tiverton High School believes all students exhibit Tiger PRIDE :

Persevere through challenges

Respect ourselves and one another

Innovate and think creatively

Develop and maintain positive relationships

Engage in and master academic content

Tiverton High School's Learning Expectations

Academic Expectations

Students will:

A1: Be able to read, write, and communicate clearly.

A2: Use technology critically to research, communicate, and solve problems effectively and ethically.

A3: Demonstrate proficiency in visual/performing arts, and technology.

A4: Be able to analyze, interpret, and evaluate information critically.

A5: Make presentations and speak fluently and confidently before an audience.

A6: Solve problems independently and collaboratively.

A7: Demonstrate knowledge of content through a variety of common course assessments.

Social Expectations

Students will:

S1: Demonstrate respect for themselves, others, and the community.

S2: Work collaboratively in a personalized environment.

S3: Make responsible decisions and live healthy lifestyles.

S4: Assume responsibility for actions and resolve conflicts responsibly.

Civic Expectations:

Students will:

C1: Complete seventy five hours of community service.

C2: Demonstrate responsible practices that result in protecting and sustaining the environment.

C3: Be open and listen to multiple viewpoints in order to understand people, issues, and events.

C4: Demonstrate knowledge of rights, responsibilities, and privileges of citizens in a democratic society.

The expectations addressed in each department will be listed at the end of each department description.

Tiverton High School Graduation Policy
HIGH SCHOOL GRADUATION REQUIREMENTS

PHILOSOPHY & INTENT

Every graduate of the Tiverton High School will be prepared to successfully enter the workforce or to pursue further post-secondary education. Students will have multiple opportunities to reach proficiency and successfully complete course work which is aligned with current State Standards and local requirements, as approved by the Tiverton School Committee.

The Tiverton High School Academic, Social and Civic Expectations for learning as approved by the New England Association for Secondary Schools and Colleges and the Rhode Island Board of Education Diploma System Requirements drive this policy.

Academic Requirements:

Students will need to successfully complete the following Carnegie units in the designated content areas: (1 unit = a full year of study)

Subject Area	Carnegie Units	Total Credits
English	4	20
Social Studies (including 2 US History)	3	15
Mathematics	3	15
Science	3	15
Physical Education	1.5	7.5
Health	.5	2.5
Performing/Visual Arts	.5	2.5
Technology	.5	2.5
Math Related Course	1	5
Electives	5	25
TOTAL	22	110

*Students will be required to take an additional year of advanced mathematics or an applied mathematics course that has been mapped to the RI Grade Span Expectations for mathematics. Applied mathematics courses include: Contemporary Topics in Math, Chemistry, Physics, Accounting, Drafting, Architectural Design, Principles of Engineering, Computer Integrated Manufacturing and Marine Carpentry Technology.

*Students will be required to demonstrate proficiency in Fine Arts and Applied Technology. Courses that qualify in the fine arts area are Introductory Art, Music Theory, Concert Chorus, Band, String Orchestra, Jazz Ensemble, Guitar Lab, Piano Lab, and the History of Rock and Roll. Courses that qualify for technology proficiency include: Computer Applications I and II, Introduction to Computer Science, Personal Finance, Career Pathways and Introduction to DEEW Technology, Introduction to Engineering Design, Principles of Engineering, Computer Integrated Manufacturing.

Students may participate in an alternate pathway to proficiency during their four years at the high school in the areas of Fine Arts or Technology. They may also choose to demonstrate proficiency on a local technology assessment that measures the required standards.

Proficiency-Based Requirements:

1. Successful completion of a Senior Project is required for graduation. Students will choose a topic and complete a project which includes the following: an annotated bibliography; a physical product or demonstration related to the research; 15 hours of documented time with a mentor (usually an expert in the topic area); a portfolio documenting the process; a research paper and a final oral presentation. Specific details and timelines will be provided on the Senior Project web page at www.tivertonschools.org and at an informational assembly at the end of junior year.

2. Multiple opportunities for students to demonstrate proficiency will be provided through end of course and common assessments in the areas of English, Mathematics, Science, Social Studies, Fine Arts, and Technology. Proficiency will be determined by a student's successful completion of course requirements and overall performance on all course assessments throughout the year. Performance on the state assessment in ELA, Math, Science, and the Senior Project will also serve as measures of proficiency. Proficiency requirements for Social Studies, Technology, and Fine Arts will be aligned to state and national standards.

All major elective courses (i.e. World Languages and Fine Arts and Careers) will also require student demonstration of proficiency on mid-year assessments, end of course and common assessments.

Community Service Learning Requirements:

Students will complete 75 hours of approved community service learning beginning in grade 7. Students must also successfully complete all required reflective writings based upon their community service. Students may carry up to 60 hours of community service from the middle school.

WAIVERS TO REQUIREMENTS:

Students requesting alternate means of meeting the above graduation requirements, such as credit for prior experience or dual enrollment shall have their transcripts and other evidence of proficiency reviewed by a Graduation Review Committee that shall include members from the school administration and the Proficiency Based Graduation Requirements Team.

Individual situations not addressed within this process will be handled on a case-by-case basis at the school administration level. Students and families wishing to appeal the Graduation Review Committee's decisions must cite the reasons in writing to the Superintendent within ten business days. Students and families will be notified of the outcome of the Superintendent's review within ten business days.

TRANSFERRING STUDENTS

The following guidelines shall apply to students who transfer into Tiverton High School:

1. A Senior Project must be successfully completed during the senior year. Senior Project requirements for students entering after the first term of their senior year will be prorated as outlined in the Senior Project Handbook. 2. Students who have completed a proficiency-based requirement of their previous high school, comparable to Senior Project will be exempt, so long as that requirement of their previous high school was approved by the Rhode Island Department of Education. 3. Community service requirements for all transfer students will be prorated as outlined in the Student Handbook and Community Service Learning Hand- book.

COMMUNICATION & PROGRESS MONITORING

As part of a comprehensive guidance and advisory program, Tiverton High School students shall complete an Individual Learning Plan (ILP). Individual Learning Plans are mapped academic plans and profiles that reflect each student's unique set of interests, needs, learning goals, and graduation requirements. A team, including the student, his/her family, the advisor, and other support personnel help the student write an ILP, which includes authentic and challenging learning experiences that help each student to succeed. As a team, they are mutually responsible for helping the student with his/her personal plan and they review, evaluate, and update the ILP as the student progresses. The process allows students to become active, responsible participants in their educational development and planning.

Students, in consultation with responsible adults, will establish academic, career and personal/social goals. In addition, students will develop plans and actions to achieve these goals. THS advisory teachers will monitor their advisees' progress toward successful completion of a Senior Project, Community Service Learning and other graduation requirements throughout their four- year experience. This process will help to ensure that all students are well supported to reach the goal of becoming a productive and knowledgeable citizen as stated in the Tiverton High School core values.

Families will receive ongoing communication from teachers and school counselors regarding their children's progress towards these graduation requirements through quarterly, mid-year, and end-of-year progress reports.

"Aspen Parent Portal" is available to parents for academic monitoring throughout the school year. School administrators and school counselors will meet with Seniors who are making insufficient progress towards graduation requirements at the end of the first semester of the Senior year to review opportunities for successful completion of all diploma requirements. Final determination of ineligibility for graduation will be conveyed to students and families five business days prior to the graduation ceremony. We encourage families to reach out to your child's counselor if there are concerns about academic progress.

APPEALS

Students who have been denied a diploma may appeal the decision in writing to the Principal of Tiverton High School. The appeal shall cite specific reasons for disagreement, and if the student is under the age of 18, it must be co-signed by a parent/legal guardian. A response to the student/legal guardian appeal will be made within 2 business days.

If the appeal is due to unsuccessful completion of the Senior Project the written letter of appeal must be filed to the Principal of Tiverton High School within 2 business days of the Senior Project presentation. An independent Appeals Panel that will include members from the school administration and Proficiency Based Graduation Requirements Team will consider the appeal. No member of the Appeals Panel will have participated in the appellant's Senior Project presentation. If the Appeals Panel is presented with substantial evidence supporting the appeal, then the panel may authorize another Senior Project presentation to be conducted by a new team of evaluators.

If the Appeals Panel denies the appeal, the student may further petition the decision to the Principal. If denied by the principal, the appeal may be presented following the normal appeal procedure through the Superintendent, the School Committee, and the State Commissioner of Elementary and Secondary Education.

Guidance Department

The mission of the K-12 Tiverton School Department Guidance Curriculum is to develop students' life-long skills and abilities in the areas of learning, living, and career skills through the guidance curriculum, individual planning, responsive services, and support systems.

The K-12 Tiverton School Department guidance program is modeled after the American School Counselor Association National Model and the RI Framework for Comprehensive K-12 School Counseling Programs. The foundation of these models addresses the belief and mission that every student will benefit from the school counseling program; it also contains the counseling standards, the basis of the counseling program. Our focus is, "How are students different as a result of the work of school counselors."

Through the use of Individual Learning Plans (ILPs), counselors will assist students to realize their full potential by helping students in the areas of:

Academic Development by helping students:

- ⇒ Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan;
- ⇒ Complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college;
- ⇒ Understand the relationship of academics to the world of work and to life at home and in the community.

Career Development by helping students:

- ⇒ Acquire skills to investigate the world of work in relation to knowledge of self and to make informed career decisions;
- ⇒ Employ strategies to achieve future career goals with success and satisfaction;
- ⇒ Understand the relationship between personal qualities, education, training, and the world of work.

Personal / Social by helping students:

- ⇒ Acquire knowledge, attitudes, and interpersonal skills to help them understand and respect self and others;
- ⇒ Make decisions, set goals, and take necessary action to achieve goals;
- ⇒ Understand safety and survival skills.

Counselors will routinely, and for specific purposes, call students to their offices for conferences. Students are encouraged to make appointments with their counselors if they have questions, problems, or wish to discuss academic / career plans.

Course Selection

Counselors, teachers, and department chairpersons or coordinators will review each student's plan annually. All courses will be available to all students providing stated prerequisites are met. Course availability shall be determined by grade level. Seniors will have first preference, followed by juniors, sophomores, and freshman. Students will work with their current teachers to select courses for the following year. Those who fail to meet with their teacher in a timely manner will be placed on a waiting list if the class is at capacity.

Since the middle school years are exploratory, special attention must be given to the selection of courses as the student progresses from the 8th to the 9th grade. Each 8th grade student will select a course of study for the 9th grade year with the help and advice of his or her middle school guidance counselor. The student's plans for the future, his or her achievement, interests, aptitude, and capabilities will all be considered in making the final selection for courses.

High school is the time for students to explore their capabilities, to increase their knowledge of self and the world in which they live, and to prepare themselves for future employment for further education. Access and opportunity allows all students to explore a rigorous curriculum; however, students are strongly encouraged to utilize the recommendations and guidance of their teachers and counselors.

Course Selection Process

1. Counselors provide registration orientation and distribute the Program of Studies to students in their classes.
- 2. Students obtain teacher recommendation for all required/AP/Honors courses by having the teacher select courses through the online course selection portal. Students will select electives through the online course selection portal."**
3. Students and parents review teacher recommendations and choose courses for the following school year.
4. Counselors and department chairpersons or coordinators will review the selections and then approve or meet with students who have made questionable selections.
5. Students with scheduling conflicts will be contacted by their counselor to make alternate choices.

Summer Course Assignments

Summer course assignments will be given in AP and Level I courses for the purpose of readiness, relevance, and rigor. Assignments will be given to students entering grades 9-12 prior to leaving for the summer recess. Assignments will also be posted on the school's website. Students should check their school email. Students who choose not to do the summer work and drop the AP or Level 1 course, must do so by 7/17/20 to ensure scheduling into an alternate level class. **(Notification must be in writing directed to the Guidance Chairperson or by email.)** All summer work is due no later than the 3rd Friday in August (8/21/20). Parents must contact the school administration prior to the due date if extenuating circumstances prevent a student from meeting this deadline. Late assignments will be penalized 20 pts. each day they are late beginning with the Monday following the due date. This grade will count for 10% of the first term's overall grade.

Policy on Changing Course Requests

Generally, once a student and his/her parent or guardian has made the selections and the counselor has agreed to them, change is not permitted. This is especially true after the close of school in June. Thereafter, the counselor and ultimately principal will permit course changes only for compelling reasons that will be determined.

Request for course change will not be considered after the **first two weeks** of the first marking period. However, levels of courses may be changed throughout the year if determined appropriate by the classroom teacher with the permission of the department chairperson or coordinator, counselor, and principal. Classes dropped after October 1st will receive a W (withdrawn) on the student's transcript.

Credits

Credits are point values given to a subject depending upon the number of times it is scheduled in a seven-day cycle. A course that meets every day for a full year is designated as a five-credit course. If it meets for a half year, (i.e. for a semester), it is a 2.5 credit course. In like manner, if a course meets three times in a seven-day cycle for a full year, it is a 2.5 credit course. Students need to receive a final grade of a 65 or better to pass and receive credit for any course.

Credit Requirements for Promotion

TO GO TO GRADE	CREDITS REQUIRED
10	27.5
11	55
12	82.5

Students are not required to repeat subjects that were passed with a minimum grade of 65. Students who earn less than a passing grade must either "enroll in a credit recovery course", repeat that course during the following school year or attend an approved summer school program. Students must meet the criteria and have prior approval in order to take a summer school course. Please refer to the Summer School section of the Program of Studies (p. 15). It is recommended that the student who fails a course take the summer school option when permissible. Students should always check with their counselor to clarify graduation requirements. All exceptions to the graduation requirement must be recorded in writing by the department chairperson, counselor, principal, and superintendent.

Course Load

ALL students must carry a minimum of 30 credits each year. It is recommended that each student try to carry 32.5 credits of coursework. As a result, the student will have greater exposure to course offerings. Furthermore, in the event of failure, a credit deficiency will not be created.

Although the guidance counselors will contact students and parents when a credit deficiency exists, it is the responsibility of the student to be sure that he or she has enough credits for promotion as well as graduation.

Graduation Requirements

A graduate of Tiverton High School must earn a minimum of 110 credits. Specifically, each graduate must successfully complete coursework in the following subjects:

Subject Area	# of Years	Credits/Year	Total Credits
English	4	5	20
Social Studies (including 2 US History)	3	5	15
Mathematics	3	5	15
Science	3	5	15
Physical Education	4	1.875	7.5
Health	4	.625	2.5
Performing/Visual Arts	1/2 year or 3x/week full year	2.5	2.5
Technology	1/2 year or 3x/week full year	2.5	2.5
Math Related Course	1 (senior year)	5	5
			TOTAL = 85 Credits

The remainder of credits required will be earned through courses chosen by the student.

⇒All students will be required to successfully complete the Senior Project for graduation.

⇒All students will participate in end of the year departmental assessments, which include proficiency tasks.

⇒Students medically excused from Physical Education must submit proof of limitations to the principal in writing.

⇒All students graduating from Tiverton High School must have a completed ILP (i.e. individual learning plan).

Please refer to the Tiverton School Department Policy for Graduation found on pages five through eight of the Program of Studies.

Honor Roll Requirements

1. A student cannot be placed on an honor roll if he/she has a grade below B- in any subject (major or minor).
2. A student cannot be placed on an honor roll if he/she has an incomplete grade after the two-week make-up period.
3. A student must carry a minimum of four major subjects.
4. Honors will be based on grades earned for each quarter, not cumulative.
5. All graded subjects will count toward honors tabulation.
6. First Honors: All A's.
7. Second Honors: A's and B's.

Class Rank and Weighted Grades

There are three levels of instruction in the curriculum. Courses taught at the highest level are given more weight toward determining class rank at the end of the junior year and in the middle of the senior year. Tiverton High School uses a 4.0 scale for determining class rank and grade point averages. A student's final GPA is dependent upon the weight of the courses they have taken.

This brief explanation is given to assist in understanding how class rank is determined. Students should always choose courses that meet their academic needs and abilities. Questions on this matter should be directed to the student's guidance counselor or the department chairperson.

TIVERTON HIGH SCHOOL GPA WEIGHT CHART

GRADE RANGE	POINT RANGE		
	AP	LEVEL I	LEVEL II
95+	4.66	4.33	4.00
90-94	4.33	4.00	3.66
87-89	4.00	3.66	3.33
84-86	3.66	3.33	3.00
80-83	3.33	3.00	2.66
77-79	3.00	2.66	2.33
74-76	2.66	2.33	2.00
70-73	2.33	2.00	1.66
65-69	2.00	1.66	1.33
00-64	0.00	0.00	0.00
Pass	0.00	0.00	0.00

Description of Levels of Courses

All courses with the Level I designation are designed to offer in-depth study of the subject matter on a highly rigorous level. These courses are the most challenging in the curriculum. If a Level I course also carries the AP designation, students will learn college level material. Students who are enrolled in AP courses will be given the opportunity to earn college credit (based on the individual college's guidelines) if the required Advanced Placement exam is passed.

All courses with the Level II designation offer a comprehensive study of the subject matter. These courses will ensure students are prepared for college and career readiness.

AP, Level I (Honors), Level II (College Prep)

College Level Transitional Programs

Advanced Placement Courses (AP) – Students enrolled in Advanced Placement courses have an opportunity to earn college credit while in high school. Advanced placement courses are designed to academically challenge the students. Homework is expected to be completed each night. Please refer to the College Board website (www.collegeboard.com) to get specifics regarding grade requirements for individual colleges and universities. **It is required for students to take the Advanced Placement Exam given in the Spring. Information for parents and students regarding fees and financial assistance for Advanced Placement exams is available in the guidance office.**

Online Opportunities

Opportunities for online Advanced Placement and additional courses may be available to students who choose to challenge themselves independently within their course of study at Tiverton High School. Students can select from a list of AP courses that are not currently offered in the teaching schedule. See your guidance counselor for more information.

Early Enrollment Program (EEP) – In addition to AP course offerings, Tiverton High School provide college level courses in conjunction with Rhode Island College. Students who successfully complete these courses have the option of enrolling with participating RI Colleges and receive college credit. Current state funding covers student tuition credit fees. Students should ask the EEP coordinator for the names of colleges and universities that recognize and accept EEP credit.

Concurrent Enrollment – Under certain circumstances, students are allowed to take Running Start program college courses and earn both college and high school credit. For example, Bristol Community College offers qualified students a variety of college level courses such as CVTE and Dual Enrollment. Ask your counselor to explain the requirements and procedures for enrolling in Bristol Community College courses or the ACCESS program at Johnson and Wales University as well as courses offered by local institutions of higher learning. Students may be eligible for tuition waivers when attending an approved college program in Rhode Island.

CVTE (Career Vocational Technical Education) Program – Tiverton High School and Bristol Community College have formed a partnership that will allow certain courses at the high school to be accepted for college credit at BCC. Once a student is accepted into this program, he/she will then be allowed to take classes at BCC while they are still enrolled in high school. Classes taken at the college must meet after 4:00 pm or on Saturday or Sunday. There will be no charge for tuition.

Articulation Agreements with Local Colleges- Tiverton High School offers several articulated classes with CCRI and New England Tech. Similar to the CVTE Program, these classes are designed to provide students with the opportunity to earn college credit for classes that are linked through credit transfer agreements. Courses that are part of the current articulation agreements are designated in the Program of Studies with the college acronym. If you have any questions regarding these courses, please see your guidance counselor.

Independent Study

Independent study may be arranged with a teacher in any department or area. Teacher participation in this activity is voluntary. The student must submit a written plan. The specifics of this plan must be approved by the department chairperson or area coordinator and by the principal. Independent studies are offered primarily to seniors in good academic standing. All independent studies will be offered on a Pass/Fail basis and will not be calculated in the student's GPA or Class Rank for courses/topics not offered at Tiverton High School.

Summer School Policy

Students are permitted to attend summer school to make up failures in prerequisite and required courses. There are specific criteria that must be met before permission will be granted for a student to attend summer school (including a minimum grade of 50 in his/her regular course earned during the school year). Students wishing to attend summer school must obtain the Failure Make-up Criteria Form available in the Guidance Office. This form must be completed and returned to the Guidance Office prior to the last day of the school year. Note that the department chairperson and teacher permission is required. A student may participate in up to two courses per summer term.

Community Service

All students will be expected to complete 75 hours of community service and the related reflection workshops and essays as a graduation requirement. It is recommended that students average 18.75 hours per year. The high school's Community Service Coordinator administers this program. It is the coordinator's responsibility to assist students and monitor their progress. The school recognizes that many students have commitments after school; therefore, the Tiverton High School administration will try to be flexible in the placement of its students.

Departmental Proficiency Final Exams

End of year departmental exams in freshman, sophomore, and junior classes will include an applied learning task that will count for 50% of the final exam grade. The applied learning task may be assigned during the second semester. Effective 2008, all grade level course final exams will meet this proficiency profile.

Individual Learning Plans (ILP's)

Each student is to map out his or her high school educational journey using an Individual Learning Plan through Naviance. In cooperation with a parent/guardian, teachers, advisors and counselors, each student must design his or her ILP based on his/her goals for the future. To be used to prepare for life after high school, the plan must be signed by the parent/guardian as well as the student's advisor and guidance counselor. The student will be allowed to modify this plan each year as the student adjusts his or her life goals.

WORK STUDY COURSE

Prerequisite: Completion of 90 credits, Enrollment in 4 academic classes, Approval of Administration

The work study program is designed for students who are currently employed and demonstrate independence and initiative in pursuing their education outside the classroom. This program provides students an opportunity to earn work experience, develop their communication skills, and practice collaboration with working professionals while meeting their academic requirements for graduation. Students will build knowledge, self-confidence, and skills to be successful in post-secondary education, the workplace, and life. Students participating in this program will attend their academic classes daily and be granted early dismissal to participate in employment or internship during school hours. Additional details regarding student and employer obligations are outlined in the Work Study Contract.

Course Requirements:

1. Complete and return the Tiverton High School Work Study Contract
2. Documentation from the student's employer confirming employment, hours, and contact information.
3. A one page reflection, to be submitted to the student's school counselor, upon completion of the program.

Grading: Pass/Fail

Fine Arts and Careers Department

This is a department formed from the merger of Art, Music, Business Education, Computer Science, Culinary Arts and Industrial Technology.

EXPECTATIONS: A1 A2 A4 A6 S2 S4 C3 C4

Business Department: The business courses offered are in place to prepare students for 21st century technology and career success. Students learn to work both collaboratively and independently to problem solve and achieve academic success using a variety of technology tools and resources. All students of Tiverton High School are required to take 2.5 credits in a technology area as one of their graduation requirements. Computer Applications fulfills this obligation in the Business Department. It is suggested that grade 9 students select a computer course to acquire the necessary skills for completion of senior project, digital portfolios, and performance based tasks related to end of the year departmental proficiency and final exams.

* refers to the CVTE Program through Bristol Community College and New England Institute of Technology.

***COMPUTER APPLICATIONS FOR SUCCESS**

606 - II 4 Terms 3 Periods/Cycle 2.5 Credits

This course is designed to provide students with the principles of Digital Literacy, through the Google Office 365 suite including Office, Docs, Slides, Sheets, and other collaborative tools.

Students will create professional documents, presentations, and publications. In addition, students will learn spreadsheets, formulas, graphs, and databases and their structure. Almost every job today requires technology skills. This course is designed to prepare students for industry-recognized certification at the end of the course if they choose. The Microsoft Office Specialist (MOS) certification is industry-recognized and shows that the student has mastered these important technology skills.

***ACCOUNTING I 631 - II 4 Terms 6 Periods/Cycle 5 Credits**

Prerequisite: Successful completion of two years of Math. (Articulation w/ NEIT)

This course introduces students to the basic principles of financial accounting methods that are used by all businesses. Students will learn journal entries, the purpose of accounts, and how to prepare financial statements. It should be taken by all students planning to pursue a business major in college and by those seeking an entry-level position after graduation from high school.

***ACCOUNTING II 632 - II 4 Terms 6 Periods/Cycle 5 Credits**

Prerequisite: Successful completion of Accounting I. (Articulation w/ NEIT) Students will learn advanced accounting procedures and will use current accounting software. After successfully completing two years of accounting, a student will be prepared for employment, or pursuit of an accounting or business management degree in college. In addition, the student will be prepared with a variety of records management skills for use in starting a business. Students completing Accounting II will earn four credits at BCC. This course is suggested for Grade 12 students.

PERSONAL FINANCE I 629 - II 4 Terms 3 periods/Cycle 2.5 Credits

This course is designed to educate high school students about sound money management skills and the financial planning process. Topics include saving, budgeting, credit, loans, investing, protecting against loss and checking account management. Students will also learn how to prepare a Federal Income Tax form. Successful completion of this course fulfills the technology requirement for graduation.

COMPUTER SCIENCE: The mission of computer science is to involve all students in the *computer science for all* initiative that strives to have all students educated in computer science for both their professional and personal development. THS offers three computer science courses to complete this pathway.

Students successfully completing these courses will earn four credits from the University of Rhode Island for each course.

INTRODUCTION TO COMPUTING AND DATA SCIENCE

610 - II 4 Terms 3 periods/Cycle 2.5 Credits

This course is for all students (not just those interested in computer science as a career) that introduces computer programming in an engaging, fun, creative way and provides the computational thinking skills of programming, algorithm development, simulation and data analysis that can be used in other classes, such as NGSS (Next Generation Science Standards) science classes. This course aligns to NGSS.

Sophomore through senior grade students successfully completing this course will earn four credits from the University of Rhode Island.

AP COMPUTER SCIENCE PRINCIPLES

612 - I 4 Terms 6 Periods/Cycle 5 Credits

This is a full-year, rigorous course that introduces students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, data, digital privacy and security. The course seeks to ensure students are prepared to engage with an increasingly digital society, economy, and culture. Enrolled students are expected to take the AP Computer Science exam in May.

Prerequisite: Completion of Summer Reading/Writing assignment is required and will count toward the term one grade.

Students successfully completing this course will earn four credits from the University of Rhode Island.

CYBERSECURITY 670 - I 4 Terms 6 Periods/Cycle 5 Credits

Prerequisite: Successful completion of AP Computer Science Principles 612 - I is strongly recommended.

Overview of the technical background required to provide solutions to many cyber security problems. This background includes: binary/hex number systems, operating systems concepts, file systems, OSI model, network topologies and protocols.

Students successfully completing this course will earn four credits from the University of Rhode Island.

Industrial Technology Education

Students will explore the major areas of today's technologies through a series of "hands-on" activities and projects. It is recommended that incoming ninth graders take TE-700: Introduction to Drafting, Engineering, Electrical, and Woodworking Technology, which serves as a prerequisite to many of our other courses. Students in grades 10 - 12 are encouraged to continue their studies such as Carpentry, Drafting &/Architectural Design, Electronics, and Engineering coursework beginning with Introduction to Engineering Design. Students earn college credit with completion of the Engineering pathway.

EXPECTATIONS: A1, A2, A3, A5, A6, A7, S1, S2, S3, S4, C2, C3

Career and Technical Education Programs

The Industrial Technology department has two state approved Career & Technical Education (CTE) programs. An Engineering Academy and an approved Carpentry Technology program. See your guidance counselor for more information.

Scholarships are available for seniors through the New England Institute of Technology. It is the mission of the Fine Arts & Careers Department to provide activities so students will gain technical knowledge, self-confidence, and experience while becoming better thinkers, problem-solvers, and communicators.

EXPECTATIONS: A1 A2 A5 A6 A7 S1 S2 C2 C3 C4

*refers to the CVTE Program through Bristol Community College

INTRODUCTION TO INDUSTRIAL TECHNOLOGY

700 - II 4 Terms 6 Periods/Cycle 5 Credits

This course is designed to familiarize ninth graders with the four major areas of the Industrial Technology Education Department. Students will spend one term in each area to determine their area of interest. This course can also be used as a prerequisite to TE- 714: Introduction to engineering Design/Project Lead the Way.

WOODS I 701 - II 2 Terms 6 Periods/Cycle 2.5 Credits
(Articulation w/NE Tech) Prerequisite: Successful completion of Intro to Tech 700.

Students will learn the basics of general woodworking and shop safety. Covered will be an introduction to various hand tools, portable power tools, as well as limited use of the larger floor machinery. Students will begin with group project(s), and will later be assigned individual projects as their abilities and confidence increases.

WOODS II 702-II 2 Terms 6 Periods/Cycle 2.5 Credits
(Articulation w/NE Tech) Prerequisite: Successful completion of Woods 701.

This course is designed to take skills acquired in Tech Ed Woods I and offer more advanced areas of technology, as well as more challenging activities.

ELECTRONICS TECH 1 705 - II 2 Terms 6 Periods/Cycle 2.5 Credits

(Articulation w/NE Tech) Prerequisite: Successful completion of Intro to Tech 700.

Students will learn the fundamentals of electricity and its applications in everyday life. Covered will be current, voltage, resistance, and how it works in simple circuits. Student activities will include “hands-on” projects, such as basic house wiring, soldering, and small electronic kit construction.

ELECTRONICS TECHNOLOGY I I

710 - II 2 Terms 6 Periods/Cycle 2.5 Credits

(Articulation w/NE Tech) Prerequisite: Successful completion of Electronics Tech 705.

Students will use knowledge and skills acquired in Electricity I to perform experiments and projects of more challenging nature, such as circuit board construction and the fundamentals of microprocessors.

ELECTRONICS TECHNOLOGY I I I

711 - II 4 Terms 6 Periods/Cycle 5 Credits

(Articulation w/NE Tech) Prerequisite: Successful completion of Electronics I & II.

This full year course is the third in our Electronics series. Students will study more advanced topics in Electronics and Electricity, such as communications, digital and large group projects that deal with robotics and future technologies. Students will be expected to design and build a project that will demonstrate the applied skills that will be acquired from participating in this program.

WOOD & MARINE TECHNOLOGY

725 - II 4 Terms 6 Periods/Cycle 5 Credits

(Articulation w/NE Tech) Prerequisite: Successful completion of 700, 701, or 702.

Students will construct challenging, long-term projects such as making furniture with a strong emphasis on extreme attention to accuracy and detail. Students will also learn and perform basic skills in boat/skiff design and construction.

DRAFTING AND ARCHITECTURAL DESIGN I

750 - II 4 Terms 6 Periods/Cycle 5 Credits

Successful completion of 700.

Students will learn the fundamentals of mechanical drawing and the proper use of tools and instruments. Drawing projects will include geometric figures, single-view, pictorial, and isometric drawings. Students will learn the complete planning and design of residential buildings including site data, floor plans, and elevations. Each student will also produce a full set of working blueprint drawings and a scale frame model of their project.

DRAFTING AND ARCHITECTURAL DESIGN II

760 - II 4 Terms 6 Periods/Cycle 5 Credits

Successful completion of 738.

Students will expand their knowledge and skills from 738 by creating and designing a scaled model “dream home” which will include cost estimation, materials selection, mathematical computations, computer research, and other processes incurred with building a residential structure.

INTRODUCTION TO ENGINEERING DESIGN (IED)**714 - II 4 Terms 6 Periods/Cycle 5 Credits**

In this full year class, students will study the engineering design process while applying math, science, and engineering standards to various hands-on projects. Using 3D modeling software, students will work both individually and in teams to design working solutions to a variety of problems. An engineering notebook will be kept to document all work. Students should have solid math skills, have an interest in an engineering pathway and be recommended by their guidance counselor. Curriculum and assessments are established by the Project Lead the Way program.

PRINCIPLES OF ENGINEERING (POE)**715 - II 4 Terms 6 Periods/Cycle 5 Credits****Prerequisite: Introduction to Engineering Design.**

This course exposes students to the major concepts in an engineering course of study. Students explore a broad range of challenging engineering topics including mechanisms, the strength of materials and structures, automation and kinematics. The course applies skills in math, science and technology. Students develop skills and concept understanding through project based learning and solve engineering and science problems within a collaborative work environment. Curriculum and Assessments are established by Project Lead the Way program.

COMPUTER INTEGRATED MANUFACTURING (CIM)**716 - II 4 Terms 6 Periods/Cycle 5 Credits****Prerequisite: Introduction to Engineering Design**

This course explores manufacturing history, individual processes, system, careers and technical concepts. Finance, ethics and engineering design are incorporated. Students will design and build their own automated manufacturing system utilizing computer modeling, computer software and robotics, while factoring in cost and efficiency. Students demonstrate course knowledge by solving open ended problems to build a manufacturing system. Curriculum and Assessments are established by Project Lead the Way program.

MARINE CARPENTRY TECHNOLOGY**790 - II 4 Terms 6 Periods/Cycle 5 Credits****(Articulation w/NE Tech & CCRI) Prerequisite: Successful completion of TE-725 or 702.**

Students will use pre-requisite skills from TE 725 Woods and Marine Technology II to build a full size skiff or dory for the local fishing community. Seniors will also receive OSHA-10 safety certification credit. Students will also experience career insight through field trips, guest speakers and site visits.

ROBOTICS TECHNOLOGY 660 - II 4 Terms 3 Periods/Cycle 2.5 Credits**Gr. 9-12**

This course is designed for students who have an interest in discovery of TETRIS MAX robotic systems. This course is developed around skill building procedures and techniques in order to develop basic troubleshooting and designing of control systems in order to create working robotic assemblies. Students will experience basic computer programming skills, as well as different input/output systems of a computer as they pertain to basic robotic projects. *(Students will have the option to participate in one of several robotics competitions throughout the year.)*

ENGLISH LITERACY 1 3X 115 4 Terms 3 Periods/Cycle 2.5 Credits
ENGLISH LITERACY 1 6X 116 4 Terms 6 Periods/Cycle 5 Credits

The Rhode Island Department of Education requires literacy intervention for students reading one or more years below grade level. Students will be assigned based on scores on the STAR reading program, assessment data and English/Literacy teacher recommendations. It is taken by students in addition to their English class. This is a small group, intensive intervention required by the RI Dept. of Education for students who have scored significantly below grade level benchmark expectations who have not yet responded with an adequate Rate of Improvement (ROI) to in-class supports. It is designed to improve all literacy skills with the emphasis on reading comprehension. Focus of instruction will be on vocabulary development, comprehension of text, and written response.

ENGLISH 10 120 - I 4 Terms 6 Periods/Cycle 5 Credits
Prerequisite: Completion of Summer Reading/Writing assignment is required and will count toward the term one grade.

This is a course for students who have a strong interest in language arts studies. American literature will be explored through various concepts and themes related to the American experience, including the meeting of cultures, the Puritan influence, revolution, American Romanticism and the emerging American identity. Students will develop the skills needed to attain proficiency in state standards in reading, writing, speaking and listening through individual and group projects, class and homework assignments, oral presentations and essays. Skills and knowledge will be assessed through a variety of means, including common tasks and end-of-course exams.

ENGLISH 10 125 - II 4 Terms 6 Periods/Cycle 5 Credits

American literature will be explored through various concepts and themes related to the American experience, including the meeting of cultures, the Puritan influence, revolution, American Romanticism and the emerging American identity. Students will develop the skills needed to attain proficiency in state standards in reading, writing, speaking and listening through individual and group projects, class and homework assignments, oral presentations and essays. Skills and knowledge will be assessed through a variety of means, including common tasks and end-of-course exams.

ENGLISH 10 LAB 199 4 Terms 3x/Yr Periods/Cycle 2.5 Credits

This course is implemented to enhance ENGLISH 10 instruction and support struggling readers and writers to become more successful. It is designed to provide students with direct instruction and practice in reading and writing skills. The strategies learned in this course will help students meet the state standards in reading and writing. Primary English 10 teachers work closely with the English 10 LAB teachers to meet the individual needs of each student. Learning will be assessed through a literacy assessment program such as Reading Plus, journal writing, and group reading as well as other formative assessments.

ENGLISH 11 **140 - I** **4 Terms** **6 Periods/Cycle** **5 Credits**
Prerequisite: Completion of Summer Reading/Writing assignment is required and will count toward the term one grade.

This course is for students who have a strong interest in language arts studies. It continues and expands upon the concepts and themes in American literature introduced in grade 10. Students will develop the skills needed to attain proficiency in state standards in reading, writing, speaking and listening through individual and group projects, class and homework assignments, oral presentations and essays. Skills and knowledge will be assessed through a variety of means, including common tasks and end-of-course exams.

ENGLISH 11 **145 - II** **4 Terms** **6 Periods/Cycle** **5 Credits**

This course continues and expands upon the concepts and themes in American literature introduced in grade 10. Students will develop the skills needed to attain proficiency in state standards in reading, writing, speaking and listening through individual and group projects, class and homework assignments, oral presentations and essays. Skills and knowledge will be assessed through a variety of means, including common tasks and end-of-course exams.

SENIOR PROJECT **197 - II** **4 Terms** **3 Periods/Cycle**

All grade 12 students will complete a Senior Project. The project, on a topic of their choosing, will include the following: an annotated bibliography; a physical product related to the research; 15 hours of documented time with a mentor (usually an expert in your topic area); a portfolio documenting the process; and a final oral presentation. Senior Project class will provide assistance in choosing a topic and specific instruction in the major components of the project. Additional details, including forms and timelines, will be provided in a Senior Project Handbook and at an informational assembly at the end of your junior year. This is a graded class. Successful completion of Senior Project is a requirement for graduation.

ENGLISH 12 (EEP) **160 - I** **4 Terms** **6 Periods/Cycle** **5 Credits**
Prerequisite: Completion of Summer Reading/Writing assignment is required and will count toward the term one grade.

This course, originally developed in conjunction with Rhode Island College, consists of two distinct but interrelated semesters. In addition to receiving their normal high school credit, students have the option of enrolling with Rhode Island College and receiving credit from that institution for either or both semesters. These credits are transferable to many other colleges.

Semester I: English 118: Introduction to the Literary Experience

This introductory course develops critical understanding of literature as an art form and as the expression of diverse cultural voices. Not intended as a historical survey, the course includes writings by women, minority and non-Western authors as well as at least one recent critical essay. The course is writing-intensive and seeks to develop students' mastery of prose style and form.

Semester II: English 113: Approaches to Drama

This introductory course develops a critical understanding of dramatic literature through close reading of plays representative of varied historical and cultural origins. Classical Greek drama and Shakespeare are well represented. Other American and European playwrights are studied along with some non-Western dramatic literature. The course provides an overview of both tragic and comic elements in drama. As in Semester I, the course is writing-intensive and seeks to develop students' mastery of prose style and form.

ENGLISH 12 **165 - II** **4 Terms** **6 Periods/Cycle** **5 Credits**

Critical Analysis of British Literature and the advanced study of grammar and style will form the core of this course. The class will explore the Anglo-Saxon, Medieval, and Elizabethan periods, and twentieth century prose. Students will develop the skills needed to meet state graduation standards in writing, reading, listening, speaking and technology.

WRITING TO INFORM **181 - I** **4 Terms** **3 Periods/Cycle** **2.5 Credits**
AND EXPLAIN

Prerequisite: Completion of Summer Assignment required and counts toward term I. This is an honors level course developed in conjunction with Early Credit High School Program at the University of Rhode Island. Students will explore various modes of writing: exposition, narration, description, persuasion, etc. Later writing activities will focus on development of critical analysis and research skills. In addition to THS credits, students have the option of enrolling with URI and receiving three college credits. These credits are transferable to other colleges. This course is open to seniors during one semester (two terms) in the fall and to juniors for one semester (two terms) in the spring.

AP ENGLISH LANGUAGE & COMPOSITION

190 - I **4 Terms** **6 Periods/Cycle** **5 Credits**

Prerequisite: This course is open to juniors and seniors who have successfully completed 10th and/or 11th grade English. Completion of Summer Reading/Writing assignment is required and will count toward the term one grade. (Enrollment is limited to 15 students.)

AP Language and Composition is a college-level class with college-level requirements. At the end of the spring semester students will have the opportunity to earn college credit by taking the Advanced Placement Examination in English Language and Composition. English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Mastery of sound language and writing skills will be developed through daily writings in journals and weekly writing in the form of narrative, exploratory, expository, argumentative, and persuasive student generated pieces. Note that the student is responsible for the AP examination fee.

AP ENGLISH LITERATURE & COMPOSITION

191 - I **4 Terms** **6 Periods/Cycle** **5 Credits**

Prerequisite: This course is open to juniors and seniors who have successfully completed 10th and/or 11th grade English. Completion of Summer Reading/Writing assignment is required and will count toward the term one grade.. (Enrollment is limited to 15 students.)

Advanced Placement English is a college-level class with college-level requirements. At the end of the spring semester students will have the opportunity to earn college credit by taking the Advanced Placement Examination in English Literature and Composition. The concentration of content in this course is the study of artistic use of language of increasing complexity. Mastery of sound writing skills will be developed through a series of short, at least weekly, writing assignments focusing on critical approaches to the study of literature. Note that the student is responsible for the AP examination fee.

ENGLISH INDEPENDENT STUDY

195 - I

4 Terms

6 Periods/Cycle

5 Credits

Prerequisite: Senior status and submission of pre-approved proposal.

The English department occasionally offers independent study programs to students of exceptional ability and interest in language arts. Program descriptions and credits are subject to school policy for independent study.

JOURNALISM I

1961 - II

4 Terms

3 Periods/Cycle

2.5 Credits

Journalism will provide students with the basic foundation for news writing. Students will use teamwork to complete a camera-ready newspaper that will be distributed to the high school and surrounding community. Specific assignments will include writing and editing news, feature, editorial and sports articles and layout and design of the newspaper. Grades will depend upon class participation, written assignments, proofreading of final copy and team based efforts. This course can be taken multiple times over the course of the student's four years and be taken in addition to and in the same year as Journalism II.

JOURNALISM II

1962 - II

4 Terms

3 Periods/Cycle

2.5 Credits

This course is open to students who have completed Journalism I. It will run concurrently with Journalism I, but the emphasis will be on production of the school newspaper. Students will explore advanced news writing and production techniques in print and video media and investigate student-generated topics with guidance from the instructor. Note: If more than 25 students enroll for Journalism I and II, those enrolling in Journalism I will have priority.

CREATIVE WRITING

185 - I

4 Terms

3 Periods/Cycle

2.5 Credits

Prerequisite: Expected enrolled students would be 11th and 12th grade students.

This course is designed to introduce students to a style of writing that is different from traditional analytical writing. Students will be required to experiment and challenge themselves to write in varied forms. Students will be expected to keep a journal which compiles class assignments such as: journal prompts, free-writing exercises, descriptive, reflective, dramatic and narrative writings, and character sketches. Examples of major assignments include fiction, nonfiction, and poetry. Students will participate in collaborative writing, peer-editing, and revision.

ALGEBRA II **470 - II** **4 Terms** **6 Periods/Cycle** **5 Credits**

Prerequisite: Algebra I or Geometry

A study in depth of the topics of quadratic equations and polynomial equations with emphasis on the function concept. Also, the study of the number system is expanded to the complex system. The course will also include an introduction to the study of exponential and logarithmic functions.

HONORS ALGEBRA II **475 - I** **4 Terms** **6 Periods/Cycle** **5 Credits**

Prerequisite: 8th grade Accelerated Algebra I

Honors Algebra is offered to students who have shown a high degree of ability in Algebra I. This course is treated as an accelerated course. The topics covered are usually identical in scope with Algebra II but differ in the speed and depth of presentation. A graphing calculator is strongly recommended. Completion of the summer assignment is required and counts towards the term one grade.

PROBABILITY AND STATISTICS **482 - II** **4 Terms** **6 Periods/Cycle** **5 Credits**

Prerequisite: Algebra I, Geometry, and Algebra II

This course is recommended for students who are college bound and is a good introduction to college level statistics. This course will cover statistical topics involving the production, organization and analysis of data. It will also include probability topics such as chance, odds and calculating both theoretical and experimental probabilities.

CONTEMPORARY TOPICS IN MATHEMATICS **404 - II** **4 Terms** **6 Periods/Cycle** **5 Credits**

This is a fourth year math course intended for students who want to complete their mathematics graduation requirement. One semester will be topics of Personal Finance to enhance money management skills. Topics presented include but are not limited to banking, creating and analyzing budgets, payroll and loan calculations. The other semester will be Problem Solving which will develop logic and reasoning skills through investigations of an elimination, pattern recognition, working backwards and Venn diagrams. Other topics may be included at the teacher's discretion.

HONORS PRE-CALCULUS with TRIGONOMETRY **485 - I** **4 Terms** **6 Periods/Cycle** **5 Credits**

Prerequisite: Algebra 2

This is a pre-calculus course that is a study of algebraic and trigonometric functions, derivatives of algebraic and circular functions, maxima, minima, and conic sections. This is essentially an in-depth study of the elementary functions. Topics also include trigonometric functions and their graphs, right triangles, unit circle and exponential and logarithmic functions. A graphing calculator is required. Completion of the summer assignment is required and counts towards the term one grade.

PRE-CALCULUS with TRIGONOMETRY**480 - II****4 Terms****6 Periods/Cycle****5 Credits****Prerequisite: Algebra 2**

This is a pre-calculus course that is a study of algebraic and trigonometric functions, derivatives of algebraic and circular functions, maxima, minima, and conic sections. This is essentially an in-depth study of the elementary functions. Topics also include trigonometric functions and their graphs, right triangles, unit circle and exponential and logarithmic functions. The topics covered are usually identical in scope with the Honors Pre-Calculus but differ in speed and depth of presentation. A graphing calculator is required.

HONORS CALCULUS**490 - I****4 Terms****6 Periods/Cycle****5 Credits****Prerequisite: Pre-Calculus with Trigonometry**

This course will be similar to that offered in AP Calculus and uses an AP Calculus text. It is designed for students who are planning a scientific, mathematics or engineering program in college. Topics include limits, differentiation and integration of polynomial, rational, trigonometric and transcendental functions. A graphing calculator is required. Completion of a summer assignment is required and counts as 10% of the term 1 grade.

AP CALCULUS**495 - I****4 Terms****6 Periods/Cycle****5 Credits****Prerequisite: Pre-Calculus with Trigonometry**

Advanced Placement Calculus is designed for students who are planning a scientific, mathematics, or engineering program in college. This course concentrates on the theory, techniques and applications of differential and integral calculus. This course is intended for students who have a thorough knowledge of college preparatory mathematics. Topics include limits, differentiation and integration of polynomial, rational, trigonometric and transcendental functions. Applications of differentiation and integration are also included. A graphing calculator is required. Completion of a summer assignment is required and counts as 10% of the term 1 grade. Students are expected to take the Advanced Placement Examination: AP Calculus AB.

AP STATISTICS**486 - I****4 Terms****6 Periods/Cycle****5 Credits****Prerequisite: Algebra 2**

Advanced Placement Statistics is designed for those students pursuing careers dependent upon the collection and interpretation of data. Knowledge of statistics provides the necessary tools and conceptual foundations in quantitative reasoning to extract information intelligently from a sea of data. Students will cover topics within four broad themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns and Statistical Inference. A graphing calculator is required. Completion of a summer assignment is required and counts as 10% of the term 1 grade. Students are expected to take the Advanced Placement Examination: AP Statistics.

Music Department

The Performing Arts Department offers a variety of courses to students of all levels of musical ability. General music classes include: Guitar Lab, Piano Lab, and Preparatory Band. Intermediate to Advanced level classes include: Marching/Concert Band, Chorus, String Orchestra and Jazz Ensemble.

EXPECTATIONS: A3 A6 A7 S1 S2 C4

CONCERT CHORUS	953 - II	4 Terms	3 Periods/Cycle	2.5 Credits
	955 - II	4 Terms	6 Periods/Cycle	5 Credits

Prerequisites: 1. Students must have the ability to match pitch. 2. If applicable, students must have been considered a member in good standing of the middle school choir.

Students are required to attend all dress rehearsals and performances. Dress rehearsals take place during and after school. Students will learn and perform multiple styles of music, including traditional vocal repertoire. Previous vocal experience is preferred but not required, assuming the prerequisites have been met. Students will take singing tests throughout the year.

BAND	963 - II	4 Terms	3 Periods/Cycle	2.5 Credits
Concert and Marching	965 - II	4 Terms	6 Periods/Cycle	5 Credits

Prerequisites: 1. Students should be proficient in a band instrument at an intermediate level or above. 2. Students must have been considered a member in good standing in the middle school band program. 3. Students must take a placement audition at the end of the previous school year (seating purposes). 4. Students are also required to attend band camp. Band camp schedules are given to students after the audition process.

**Students are required to attend all dress rehearsals and performances. Dress rehearsals and performances take place during school, after-school, weekends and certain holidays. Students are also required to perform both marching and concert band material throughout the school year.

HISTORY OF

ROCK AND ROLL	969 - II	4 Terms	3 Periods/Cycle	2.5 Credits
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History of Rock and Roll focuses on the link between rock and roll music and American History. Students will examine the evolution of rock and roll from its beginnings in the 1950's and explore how it reflects the political and/or social values of a time period. The course offers opportunities for student appreciation of the various music genres through listening, analyzing and evaluating the artists that best represent the eras or styles of music. Areas of emphasis include, but are not limited to: rockabilly roots, teen idols, surf, Motown, British invasion, protest songs, psychedelic rock, heavy metal and grunge. Meets the Fine Arts requirement for all students.

Physical Education / Health Department

Physical Education is an integral part of the student program and is required at all grade levels. The major aim of this program is to ensure the physical development of students as well as their intellectual and emotional growth. The goal of the program is the promotion of lifelong physical activity and fitness. The program allows students to learn “necessary skills to perform a variety of activities, to become physically fit,” and understand the importance of daily physical activity that will help to achieve wellness.

EXPECTATIONS: S1 S2 S3

Activities include:

Touch Football	Street Hockey	Basketball	Ultimate Frisbee	Archery
Badminton	Weight Lifting	Volleyball	Golf	Yoga
Fitness Walking	Lacrosse	Tennis	Wiffle Ball	Softball
Racquet Games	Cup Stacking	Table Tennis	Dance	Pilates
Group Games	Team Handball	Games		

Physical Education I	001 - II	3 Terms	3 Periods/Cycle	1.875 Credits
Physical Education II	002 - II	3 Terms	3 Periods/Cycle	1.875 Credits
Physical Education III	003 - II	3 Terms	3 Periods/Cycle	1.875 Credits
Physical Education IV	004 - II	3 Terms	3 Periods/Cycle	1.875 Credits
Adaptive Phys Education	013 - II	3 Terms	3 Periods/Cycle	1.875 Credits

Health Education is designed to provide all students with the knowledge and skills needed to make independent and responsible decisions. The Health curriculum helps students to develop skills to prepare them for present and future roles in society. This course is scheduled separately from the Physical Education schedule and will carry its own credits. Student will be required to pass both Health and Physical Education to meet the state requirements for graduation.

EXPECTATIONS: A1 A2 A4 A5 A6 A7

Health Education topics include:

Decision Making Model	Family Life	Substance Abuse
Nutrition	HIV/AIDS and STDS	Environment
Fitness and Wellness	CPR/AED Training	Mental Health
Relationships	First Aid	

Health I	009-II	1 Term	3 Periods/Cycle	.625 Credits
Health II	010- II	1 Term	3 Periods/Cycle	.625 Credits
Health III	011-II	1 Term	3 Periods/Cycle	.625 Credits
Health IV	012-II	1 Term	3 Periods/Cycle	.625 Credits
Adaptive Health	014-II	1 Term	3 Periods/Cycle	.625 Credits

Science Department

All students at Tiverton High School are required to successfully complete three years of Science. The sequence of courses is Physical Science (Physics 1st), Chemistry, followed by Biology in the junior year. This three year sequential curriculum is designed to have each course build upon the foundational knowledge of the previous course(s) and is aligned to the current state standards. This sequence is also designed to best prepare students to be successful on the RI State Science Assessment given in the spring of the junior year.

Physical Science, Chemistry and Biology are offered on two levels, Level I and II. The scope and sequence for each course is the same regardless of level, but differ mainly on depth and pacing. Level I is more in depth and involves more independent work than Level II. Level I Chemistry and Biology also include additional concepts and laboratory investigations to prepare those students who wish to pursue further study in AP Chemistry and/or AP Biology.

Electives in science are designed to meet the interests and needs of all students. Those students who are interested in pursuing a career in a related science field are encouraged to complete four years of science. Fourth year science course offerings include Anatomy and Physiology, Astronomy, Forensics Physics,

Oceanography/Environmental Science as well as AP Biology and AP Chemistry.

EXPECTATIONS: A1 A2 A3 A4 A5 A6 A7 S1 S2 S3 C2 C3

PHYSICAL SCIENCE 513 - I 4 Terms 6 Periods/Cycle 5 Credits

Prerequisite: Completion of the Summer Assignment that counts towards the Term 1 grade.

This honors course investigates the processes and natural laws that govern our physical environment. This course prepares students for more advanced study in science by expanding their knowledge in physics and earth and space science, while further developing their scientific skills. The topics included are force and motion, waves and light, electricity and magnetism and the origins and evolution of the Earth and Universe.

PHYSICAL SCIENCE 512 - II 4 Terms 6 Periods/Cycle 5 Credits

This course investigates the processes and natural laws that govern our physical environment. This course prepares students for more advanced study in science by expanding their knowledge in physics and earth and space science, while further developing their scientific skills. The topics included are force and motion, waves and light, electricity and magnetism and the origins and evolution of the Earth and Universe.

PRE AP CHEMISTRY 533 - I 4 Terms 6 Periods/Cycle 5 Credits

Prerequisite: Successful completion of Algebra-I and Physical Science and the Summer Assignment that counts towards the Term 1 grade.

This honors course investigates such topics as properties and states of matter, chemical formulas and equations, conservation of matter, the periodic table and trends, energy in chemical reactions, nuclear chemistry and the gas laws. This course is designed as a precursor to AP Chemistry. Laboratory investigations are an integral part of the course, and reinforces the concepts and skills in Chemistry and include mathematical applications.

CHEMISTRY **532 - II** **4 Terms** **6 Periods/Cycle** **5 Credits**

Prerequisite: Successful completion of Algebra-I and Physical Science

This course investigates such topics as properties and states of matter, chemical formulas and equations, conservation of matter, the periodic table and trends, energy in chemical reactions, nuclear chemistry and the gas laws.

BIOLOGY **523 - I** **4 Terms** **6 Periods/Cycle** **5 Credits**

Prerequisite: Successful completion of Physical Science and Chemistry and completion of the Summer Assignment which counts towards the Term 1 grade.

This honors course provides an investigation into the principles governing living organisms. Knowledge gained in previous science courses will be used to further explore topics that include matter and energy flow in ecosystems; structure, function and chemistry of cells; unicellular and multicellular life; DNA, chromosomes and genetics; and evolution and the classification of life. Inquiry and laboratory investigations are an integral part of the course that reinforces the curriculum.

BIOLOGY **521 - II** **4 Terms** **6 periods/Cycle** **5 Credits**

Prerequisite: Successful completion of Physical Science and Chemistry

This course provides an investigation into the principles governing living organisms. Knowledge gained in previous science courses will be used to further explore topics that include matter and energy flow in ecosystems; structure, function and chemistry of cells; unicellular and multicellular life; DNA, chromosomes and genetics; and evolution and the classification of life.

OCEANOGRAPHY **539 - II** **2 Terms** **6 Periods/Cycle** **2.5 Credits**

Prerequisite: Successful completion of Physical Science, Chemistry and Biology.

This one-semester course will introduce students to such topics as sea floor topography, plate tectonics, currents, waves, physical and chemical properties of seawater and an overview of the different forms of marine life

ENVIRONMENTAL SCIENCE **540 - II** **2 Terms** **6 Periods/Cycle** **2.5 Credits**

This is a one-semester environmental science course that introduces major ecological concepts including the relationship of organisms to their habitat and the effect that humans have on these areas. A strong focus is placed on real life environmental problems.

FORENSIC SCIENCE **549 - II** **4 Terms** **6 periods/Cycle** **5 Credits**

Prerequisite: Successful completion of Physical Science, Chemistry and Biology.

The forensics science class is an introduction to the documentation and scientific analysis of crime scene evidence. The course will discuss classical crime scene evidence such as fingerprinting, hair, fiber and writing analysis as well as modern techniques such as DNA technology. This class will rely extensively on previous knowledge from biology, chemistry, and physical science.

AP BIOLOGY **546 - I** **4 Terms** **6 Periods/Cycle** **5 Credits**

Prerequisite: Successful completion of Chemistry and Biology and the Summer Assignment that counts towards the Term 1 grade.

This intensive elective is for students who plan to continue their college studies in the life sciences. Students should have a strong record of accomplishments in honors chemistry and physical sciences. Course emphasis consists of cellular biochemistry, cells and cellular processes including photosynthesis, genetics, evolution, organisms, and populations and some human anatomy and physiology, along with related laboratories. Students must be highly motivated and be capable of doing independent work. In addition, students are expected to take the Advanced Placement Examination offered in the Spring and are responsible for payment of all applicable fees.

AP CHEMISTRY **547 - I** **4 Terms** **6 Periods/Cycle** **5 Credits**

Prerequisite: Successful completion of Chemistry-I, Algebra II and Geometry and the Summer Assignment that counts towards the Term 1 grade.

This intensive elective is for students who plan to continue their college studies in the sciences. This second year of chemistry includes all the topics in a college-level freshman Chemistry course and meets the objectives as outlined by the AP Chemistry course description. While laboratory work will be an integral part of the course, an emphasis will be placed on problem solving skills with a review of 1st year chemistry topics. New topics include kinetics, equilibrium, thermodynamics, electrochemistry and acids-bases. Students must be highly motivated and capable of doing independent work. In addition, students are expected to take the Advanced Placement Examination offered in the Spring and are responsible for payment of all applicable fees.

LABORATORY TECH **550-II** **4 Terms** **1– 3 Periods/Cycle** **1-3 Credit**

Laboratory technicians will aid teachers in laboratory preparation, setup and equipment maintenance. Interested students must apply through, and receive department chair approval. This will be considered an independent study and consequently the number of periods and credits will be based on the student's participation and schedule in conjunction with the supervisory teacher and/or department chairperson review.

Social Studies Department

The social studies department strives to prepare our students to become productive and knowledgeable citizens in a global society. We accomplish this goal by exposing the students to the cultural heritage and accomplishments of their and other societies, past and present through a variety of course offerings in the social sciences. Upon graduation our students will be equipped with the skills necessary to participate successfully in an increasingly international society.

EXPECTATIONS: A1 A2 A4 A5 A6 A7 S1 S2 S3 C2 C3 C4

All students at Tiverton High School are required to complete three years of Social Studies coursework. The sequence of courses begins in the 9th grade with **Modern World History**, continues in the 10th grade with **US History Part 1**, and is followed by **US History Part 2** in the junior year. This coursework emphasizes not only the key social studies skills but are also aligned to the current state standards.

MODERN WORLD 213 - I 4 Terms 6 Periods/Cycle 5 Credits

Prerequisite: Completion of Summer Reading/Writing assignment is required and will count toward the term one grade.

This course provides the broad based - knowledge needed to help understand U.S. History, government economics and the electives in the social studies department. Students will examine the past, using the themes of political, economic, religious, social, intellectual and artistic history. Critical thinking standards emphasized in the course include but are not limited to; interactive listening, informational writing; organizing and conveying informational text; exhibiting understanding; and making judgments of nonfiction texts through both written and oral assignments. In addition, students will practice a variety of reading comprehension strategies, gaining a deeper understanding a past events and multiple perspectives of history. Finally, students will focus on building their note taking, research, essay writing, oral presentation and class participation skills.

MODERN WORLD HISTORY 212 - II 4 Terms 6 Periods/Cycle 5 Credits

This course provides the broad-based knowledge needed to help understand U.S. history, government, economics and the electives in the social studies department. Students will examine the past, using the themes of political, economic, religious, social, intellectual and artistic history. Critical thinking standards emphasized in the course include, but are not limited to; interactive listening; informational writing; organizing and conveying informational text; exhibiting understanding; and making judgments of nonfiction texts through both written and oral assignments. In addition, students will practice a variety of reading comprehension strategies, gaining a deeper understanding of past world events and multiple perspectives of history. Finally, students will focus on building their note taking, research, essay writing, oral presentation and class participation skills. This course is more deliberately paced and emphasizes both skill development and content knowledge.

US HISTORY Part 1 217 - I 4 Terms 6 Periods/Cycle 5 Credits
Prerequisite: Completion of Summer Reading/Writing assignment is required and will count toward the term one grade.

U.S. History Part 1 will examine what it means to be an American in a multicultural and diverse society. This course will focus on the settlement of our country through the Civil War period. Students in this course continue to develop the broad-based knowledge and skills needed to study history effectively. Students will be expected to apply their learning to the complex events and issues that have shaped the development of the American nation. Students will develop their critical thinking skills by analyzing and interpreting various documents, citing evidence from historical text, writing reflective essays, and writing thesis-driven research papers. Students will also further their oral communication skills through discussions, class debates and class presentations. A variety of instructional methods and materials will enable students to confidently research and interpret events of historical significance, effectively communicate through writing and speaking, and accurately establish and defend arguments. This course is designed for those students with a high interest level in social studies.

US HISTORY Part 1 218 - II 4 Terms 6 Periods/Cycle 5 Credits
U.S. History Part 1 will examine what it means to be an American in a multicultural and diverse society. This course will focus on the settlement of our country through the Civil War period. Students in this course continue to develop the broad-based knowledge and skills needed to study history effectively. Students will be expected to apply their learning to the complex events and issues that have shaped the development of the American nation. Students will develop their critical thinking skills by analyzing and interpreting various documents, citing evidence from historical text, writing reflective essays, and writing thesis-driven research papers. Students will also further their oral communication skills through discussions, class debates and class presentations. A variety of instructional methods and materials will enable students to confidently research and interpret events of historical significance, effectively communicate through writing and speaking, and accurately establish and defend arguments.

US HISTORY Part 2 228 - II 4 Terms 6 Periods/Cycle 5 Credits

Prerequisite: Successful completion of United States History Part 1 U.S.

History Part 2 will examine what it means to be an American in a multicultural and diverse society. This course will focus on the era of Reconstruction and the country's developing role as a world power. Students in this course continue to develop the broad-based knowledge and skills needed to study history effectively. Students will be expected to apply their learning to the complex events and issues that have shaped the development of the American nation. Students will develop their critical thinking skills by analyzing and interpreting various documents, citing evidence from historical text, writing reflective essays, and writing thesis-driven research papers. Students will also further their oral communication skills through discussions, class debates and class presentations. A variety of instructional methods and materials will enable students to confidently research and interpret events of historical significance, effectively communicate through writing and speaking, and accurately establish and defend arguments.

US HISTORY Part 2 229 - I 4 Terms 6 Periods/Cycle 5 Credits

Prerequisite: Successful completion of United States History Part 1 and completion of Summer Reading/Writing assignment is required and will count toward the term one grade.

U.S. History Part 2 will examine what it means to be an American in a multicultural and diverse society. This course will focus on the era of Reconstruction and the country's developing role as a world power. Students in this course continue to develop the broad-based knowledge and skills needed to study history effectively. Students will be expected to apply their learning to the complex events and issues that have shaped the development of the American nation. Students will develop their critical thinking skills by analyzing and interpreting various documents, citing evidence from historical text, writing reflective essays, and writing thesis-driven research papers. Students will also further their oral communication skills through discussions, class debates and class presentations. A variety of instructional methods and materials will enable students to confidently research and interpret events of historical significance, effectively communicate through writing and speaking, and accurately establish and defend arguments. This course is designed for those students with a high interest level in social studies.

SOCIOLOGY 230 - II 2 Terms 6 Periods/Cycle 2.5 Credits

This course introduces students to the basic concepts, theories and methods used in a formal study of society. Topics such as environment, will be explored with a particular focus on how social scientists attempt to understand the human causes of environmental change. Evaluation is based on written examinations, oral and written reports, video analysis, supplementary reading and class participation.

CONTEMPORARY**WORLD ISSUES****260 - I****2 Terms****6 Periods/Cycle****2.5 Credits****Prerequisite: Junior or Senior Status**

This course will provide the opportunity to explore major themes of challenge in our world of today; ethnic and religious conflicts, demographic trends, proliferation of weapons of mass destruction, AIDS and other high impact diseases, globalization and economic equality, human rights and the environment. This class is designed to eliminate much of the confusion these issues and allow students to form their own opinions on matters that affect their world. Students will evaluate and propose solutions from a variety of perspectives. The utilization of a variety of school and community resources will anchor the instruction of this class, including The Brown University Choices Program, the Naval War College, the internet, journals, newspapers and magazines. Guest speakers may be brought into class to enhance the overall quality and interest level of instruction.

HUMAN GEOGRAPHY**261 - I****2 Terms****6 Periods/Cycle****2.5 Credits****Prerequisite: Junior and Senior Status**

The purpose of the Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and application. This course combines economic and cultural geography to explain relationships among humans and includes topics such as "population and Migration", "Cultural Patterns and Pressures" and "Industrialization and Economic Development". Work in Human Geography will also support skills reflective of those established by the state ELA assessment in reading and writing as well as the revised National Geography Standards.

AP US HISTORY**250 - I****4 Terms****6 Periods/Cycle****5 Credits****Prerequisite: Completion of Summer Reading/Writing assignment is required and will count toward the term one grade.**

This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems in United States History. Students will learn to assess historical materials, both primary sources and historiography. Students will be able to argue, reason, and evaluate a variety of historical sources in order to establish their own historical interpretations which will be expressed in a variety of written and spoken formats. Students will be required to demonstrate their knowledge, analysis, synthesis, and evaluation of history through document based questions, informal essays, and research papers, using a variety of historical sources and methods. Supplementary readings from a variety of sources are also used. This course is open to high school students who are motivated and willing to do college-level work. Students who sign up for this course are expected to take the AP Exam in May.

Special Education Department

The Special Education Department offers Academic Support Instruction (ASI), study skills and co-taught classes according to each student's needs as outlined in their Individual Education Plan (IEP). Student plans are developed by an IEP team comprised of educational professionals, parents, and students. These plans allow students to participate in the curriculum while maintaining the Least Restrictive Environment. The Special Education Department promotes the rigorous learning experiences of a 21st Century Learner. **EXPECTATIONS: A1 A6 S1 S2 C3**

ACADEMIC STRATEGY INSTRUCTION

ASI	270	4 Terms	3 Periods/Cycle	2.5 credits
ASI	271	4 Terms	6 Periods/Cycle	5 credits

Prerequisite: Current Individualized Education Program (IEP)

This course provides learning opportunities for students to develop skills in self-advocacy, organization, note-taking, and content area skill-building according to the goals of their IEP. Students are required to maintain and bring plan books, encouraged to use a form of organizational tool to enable them to develop skills in self-advocacy, as well as maintain notebooks and content area textbooks to use to build upon the foundation for learning strategies necessary to gain skills and apply them to their content area classes. Specialized instruction will be provided by a special education teacher. Students receive credit on a term by term basis.

Transition Life Skills Prerequisite: Participation in the Rhode Island Alternative Assessment Program Transition students within the Rhode Island Alternative Assessment Program will receive instruction within the RIAA classroom in Reading, English, Mathematics, Science, Adaptive Physical Education and Life Skills. This program allows students to select elective courses within their least restrictive environments.

Transition to Work Prerequisite: Prior approval of Special Education Department Chairperson/Administrator Eligible students with a current IEP receive credit for successful demonstrating work skills at an approved job site.

World Language Department

The World Language Department of Tiverton High School recognizes one simple truth: to relate in a meaningful way to another human being, one must be able to communicate, and the study of a second language is an educational essential for today's student. To study another language and culture enhances one's personal education in many ways. In the 21st century, new times and new social roles mandate new goals. In such a global and multicultural society, as we see today, it is imperative that our students, studying a second language have the ability to use the language, not simply know the grammar and the literature.

Familiarity with one or more languages not only helps broaden a person's cultural perspective but also has practical benefits, as our world's communities have become increasingly interconnected through science, business, communications and other areas. Our courses are designed to give students the opportunity to develop some degree of proficiency, be it fluency or communicative competency, in a second language and an appreciation for other people's customs and culture. To study another language and culture gives one the powerful key to successful communication: knowing how, when and why to say what to whom. It is difficult to imagine a job, a profession, a career, or a leisure activity in the twenty-first century that will not be enhanced by the ability to communicate efficiently and sensitively with others. All World Language courses are designed around the National World Language Standards which are posted in each classroom.

Students enrolled in our courses will have a language lab component on a weekly basis as an integral part of their oral assessment. Classes meet five periods per cycle, are open to any student in Grades 9-12 and are worth 5 credits. Additionally, most 4 year universities and colleges require 2-3 years of a World Language for acceptance.

THS ACADEMIC, SOCIAL AND CIVIC EXPECTATIONS: A1 A2 A4 A5 A7 S1 S2 C3

SPANISH I	310 - II	4 Terms	6 Periods/Cycle	5 Credits
PORTUGUESE I	320 - II			

The first year of language study will introduce the student to the target language and develop a cultural awareness of the country whose language they are studying. The course will introduce students to the expressions, vocabulary, and idiomatic structures of the language. These will provide the student with the communicative skills. Concentration on listening and speaking skills will be developed with development of the reading and writing of the target languages. Assessment is based on student's oral participation, written objective testing, written and oral quizzes, short projects, presentations and homework.

PORTUGUESE IV (EEP) 396 - 1 4 Terms 6 Periods/Cycle 5 Credits

Prerequisite: Successful completion of the third full year of the language and the Summer Assignment that counts toward the Term 1 grade.

This is an honors level course developed in conjunction with Rhode Island College and is equivalent to Intermediate Portuguese 113 at RIC. In addition to receiving normal high school credit, students also have an option of enrolling with Rhode Island College to receive undergraduate credit upon completion of the course. These credits are transferable to many other colleges upon their approval. This course is designed to emphasize proficiency and advanced speaking, reading and writing skills. Students will be doing lots of small readings, class projects, oral skits and activities, grammar reinforcement, journal writings and cultural discussions. Students will be graded according to the school-wide and department rubrics regarding the topic when necessary. Additionally, students will be assessed at the end of every chapter to demonstrate proficiency in the subject matter.

AP SPANISH LANGUAGE V 397 - I 4 Terms 6 Periods/Cycle 5 Credits

Prerequisite: Successful completion of the fourth full year of the language and the Summer Assignment that counts towards the Term 1 grade. The AP Spanish Language course is a course designed to prepare students for the AP Spanish Language Examination. *All students are expected to take the AP exam in May. Students are responsible for the AP exam fee.

Emphasis is placed on the mastery of all four Spanish language skills: listening, writing, speaking and reading. The exam format will be practiced extensively throughout the year with lessons and activities based on the TEMAS AP Spanish Language and Culture textbook. Students will express themselves in Spanish in class discussions, chats and comprehend different genres. The use of the language lab and the online TEMAS textbook site offer many opportunities for students to enhance their listening skills of the various native accents. History and culture are incorporated in lessons through readings, discussions, writing activities and authentic audios. This course is very structured and is taught at a rapid pace to the highly motivated and interested students of foreign language.

