

# Hope High School

Arts

Information Technology

Leadership



## Program of Studies & Student Handbook 2007 - 2008

1/29/07

Providence Public Schools  
**Hope High School**  
324 Hope Street  
Providence, RI 02906

## **Message from the Principals**

Greetings from Hope High School:

Hope High School is a comprehensive high school accredited by the New England Association of Secondary Schools and Colleges (NEASC). The Hope High School Campus houses three small learning communities, each located within the Hope High School Campus. We have a student body of approximately 1,400 students in grades nine through twelve, and a faculty of approximately 105. Our mission statement commits us to holding all students to high academic standards in an environment that provides personalized support. Accordingly, we seek new and innovative ways to help all students embrace the knowledge and skills needed to meet the challenges of and thrive in a world of change. To this end, we are excited about our partnerships with Higher Education in designing and implementing a remarkable new program of studies.

We welcome you to our school and program of studies document, confident that it will reflect our pride and serve as a source of information about our creative and exciting programs. In addition, we believe this program will serve as a wonderful catalyst for open communication between our staff and our greater learning community. We view this program as a constantly evolving means of improving communication with all school stakeholders; it's only the beginning. Therefore, as you explore our pages we hope you will ask questions, make inquiries, and share with us your valued suggestions to make Hope High School and its three small learning communities (Arts, Information Technology and Leadership) the best in the nation. Please feel welcome to contact us at: [scott.sutherland@ppsd.org](mailto:scott.sutherland@ppsd.org)

We are extremely excited that you are choosing to attend the Hope High School community.  
Come ride the Blue Wave!

Sincerely,

**Scott R. Sutherland**, Principal, Arts  
*Visual Arts, Theatre, Music, and Dance*

**Dr. Arthur P. Petrosinelli**, Principal, Information Technology  
*Computer Information Systems*

**Dr. Wayne J. Montague**, Principal, Leadership  
*Business, Law and JROTC*

# HOPE HIGH SCHOOL

Tel. 401-456-9161

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## Directory

### Arts

Principal – Scott Sutherland	456-9405
Secretary – Johnnie Amadon	
Assistant Principal – Robert DiMuccio	456-9329
Secretary – Elizabeth Vallejo	
Counselors – Lynn Harrigan	456-9168
Diane West	
Secretary – Barbara Greene	456-9168

### Information Technology

Principal – Dr. Arthur Petrosinelli, Principal	456-9161
Secretary – Kristen Vita	
Assistant Principal – Donna Gregoire	456-9164
Secretary – Lisa Taylor	
Counselors – Marianne Davidson	456-9168
Jimps Jean-Louis	

### Leadership

Principal - Dr. Wayne J. Montague	456-9161
Secretary – Lydia Cooper	
Assistant Principal – James Larson	
Secretary – Linda DeFeo	
Counselors - Shirley DiMatteo	456-9168
Stephanie Saint-Aubin	

### Student Support Services

DPT, Claudia Barrett	456-9168
Human Resource Specialist	272-0568
Library Media Center	456-9153
Nurse, Donna Manion	456-9156
Psychologist, Theresa Connor	456-9168
Social Worker, James Breen	456-9168
Social Worker, Barbara Witbeck	456-9168
Student Assistance Counselor, Lynn Klar	453-8666
Transition Coordinator, Charlene Borders	456-9168

### Departments/Programs

Arts	Valerie Kline
Computer Information Systems	Clifton Boyle
Counseling	Marianne Davidson
English	Jonathan Goodman
English as a Second Language	Erin Strnad
History, Social Studies & Law	Deborah Petrarca
Lead Teacher Coach	Becky Coustan
Mathematics & Business	Michael Werth
Physical & Health Education	Gloria Patterson
Parent Teacher Organization	Mark Kravatz
School Based Coordinators	Mark Kravatz
School Support & Community/Family Engagement	Mark. Kravatz
Science	Azziah Nuriddin
Special Populations	Rachel Moran
World Languages	Al DiGregorio

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# Mission Statements and Expectations

## Providence Public School Department

### Vision Statement

The Providence Public School District will be a national leader in educating urban youth.

### Mission Statement

The Providence Public School District will prepare all students to succeed in the nation's colleges and universities and in their chosen professions.

## Providence Public School Student Expectations

Every student has the responsibility to:

- Come to school on time, prepared and ready to learn
- Respect self, others and property
- Plan for the future
- Ask for help when needed

## Hope High School Mission Statement

To address the aspirations of our diverse community, the mission of Hope High School is to foster independent, lifelong learning by encouraging critical thinking, creativity and self-discipline. We honor each student's right to be challenged to his/her expectations, to strive for mastery and to acquire competitive skills.

Every student will be prepared to help build and participate in a compassionate society amidst rapidly changing technological and social conditions. We will achieve these goals in partnership with our families and community by guiding, counseling and mentoring students in a safe, supportive learning environment.

## Hope High School Student Expectations

### Communication

- 1-0 Listen, speak, read and write proficiently using the standard conventions of each discipline.
- 1-1 Employ a variety of media, forms and specialized languages to make communication appropriate to audience and purpose.
- 1-2 Access, analyze, evaluate and apply information from a variety of sources and media to enhance the quality of communication.

### Community Involvement & Cultural Competence

- 2-0 Engage in service learning, apprenticeships, internships, and other experiences that benefit the Hope/greater community and the individual's own personal, academic and/or career goals.
- 2-1 Practice the rights and responsibilities of citizenship in a democracy.
- 2-2 Demonstrate tolerance and respect for differences.
- 2-3 Work cooperatively in diverse groups by establishing norms and procedures, taking turns, listening and contributing to the construction of knowledge/product.

### Self- Reflection & Management

- 3-0 Employ self-assessment strategies to improve academic success by revisiting, reflecting upon and revising work in each discipline.
- 3-1 Establish behaviors and habits that lead to lifelong physical fitness and social and emotional well-being.
- 3-2 Explore career pathways and set future academic professional goals.

### Problem Solving & Critical Thinking

- 4-0 Solve problems and think critically in the disciplines, i.e.as a mathematician, scientist, historian, or writer would.
- 4-1 Create, design and perform/present original work and understand its value in context.
- 4-2 Connect and apply learning in real world situations that relate to the student's experience.

# Small Learning Community Expectations

## **ARTS Community:**

- 5-0 Articulate connections between their art and other disciplines as demonstrated by analyzing how concepts and content learned in the arts and in other disciplines are related.
- 5-1 Provide evidence of the value gained by and through a personalized involvement with the professional arts community.
- 5-2 Produce a portfolio of original work that documents process and illuminates understanding of the world in which they live.

## **INFORMATION TECHNOLOGY Community:**

- 6-0 Utilize and navigate online resources including e-mail, online discussions and Web environments that will deepen understanding and increase collaboration across multiple learning environments.
- 6-1 Demonstrate the knowledge and skills needed to use several technology tools: digital imaging, scanners, data collection probe ware, web tools, video cameras, and presentation equipment; and incorporate these tools into their projects, class work or assessments.
- 6-2 Utilize a variety of software and hardware such as: word processing, database management, presentation programs, graphing/spreadsheet software and videography to communicate projects to various audiences.

## **LEADERSHIP Community:**

- 7-0 Display the theory, principles, and practices of leadership: motivate, organize, plan, supervise, assess, evaluate, reflect, plan for the future, and create short and long-term goals.
- 7-1 Express a point of view to persuade or influence others toward a goal for the common good through various means of communication.
- 7-2 Demonstrate personal and social responsibility: working in groups cooperatively, showing cultural awareness and respect for diversity, using democratic philosophies, supporting the community, displaying, facilitating, and mediating and conflict resolution.

# GENERAL INFORMATION

## Requirements for Graduation

The requirements for graduation at Hope High School are set by the Providence School Board. Currently, students must attain a minimum of 24 credits in a specified course of study as defined by the school board and district. However, to obtain additional endorsements, a student will take an additional 8 courses. There are four components required to earn a diploma from Hope High School: course work; end of course exams; a graduation portfolio and NECAP testing.

1. **Course Work:** Each student exiting a Providence high school with a diploma shall exhibit proficiency in a defined program of study that includes:
  - English Language Arts, 4 credits
  - Mathematics, 4 credits
  - Science, 3 credits
  - History & Social Studies, 3 credits
  - World Languages, 2 credits of same foreign language
  - Physical & Health Education, 2 credits
  - Art, 1 credit
  - Technology, 1 credit
  - Electives, 4 credits as defined in the student Academic Learning Plan.
2. **End of Course Exams:** Students must also participate and show proficiency (achieve a passing grade of C- or better) in the district mid-term and end of course exams.
3. **Graduation Portfolio:** The Class of 2008 and subsequent classes must complete four full years of coursework. These students must also create a *graduation portfolio* that demonstrates proficiency in English language arts, mathematics, science, social studies, technology, and the arts. In general, portfolios are collections of student work that document educational performance over time. A portfolio typically includes a range of materials (e.g., reports, photographs), selected by the students. It may also include a brief introduction and summary statement describing how the portfolio was assembled and what was learned in the compilation process. Graduation portfolios require formative and summative student reflections and a final evaluation by a panel of reviewers.
4. **NECAP Testing:** Students must participate in New England Common Assessment Program (NECAP) test given to all 11<sup>th</sup> graders. All students must participate in these state assessments and each student's results from the state tests will count towards graduation. However, if a student fails the NECAP test, he/she will have another opportunity to retake the test the following year.

### Course Offerings

Not all courses listed in this Program of Studies (see page 15) will be taught during any given academic year. *Course requests must be sufficient to justify scheduling a course.* Students should select alternate choices for each elective. In scheduling elective courses, preference is given to upperclassmen who may need to fulfill graduation requirements. Also, due to scheduling limitations and constraints, students may have to choose between courses that are offered at the same time.

## **Additional Endorsements and Accolades**

### **Hope High School Scholar Endorsement**

Students who complete thirty (30) units and maintain a G.P.A. of 3.0 (B) or better will earn an endorsement to their Hope High School diploma that celebrates coursework completed above the minimum requirements.

### **Hope High School Cum Laude Scholar**

Students who complete thirty-two (32) units and maintain a G.P.A. of 3.0 (B) or better with at least 4 credits in a single elective strand (e.g. Law, Music, and Computer Information Systems) will earn a Cum Laude Certificate of Advanced Studies in addition to the Hope Scholar Endorsement.

### **Rhode Island Scholar Endorsement**

The Rhode Island Scholars program collaborates with local businesses to promote the study of math, science, language arts and social studies. The Rhode Island Scholar Endorsement requires the following course of study:

- English Language Arts (4): English I, II, III, IV
- Mathematics (4): Algebra I, Geometry, Algebra II, and 4th year of higher math
- Science (3): Biology, Chemistry, Physics
- Social Studies (3 ½): World History Studies, World Geography Studies, U.S. History, U.S. Government, and Economics
- Language Other Than English (3): e.g. tested out of Spanish I and successfully completed Spanish II and Spanish III

## **College Information**

### **Four-Year College Requirements**

Additional coursework may be required for four-year colleges. Each student must work with a guidance counselor to develop an *Individual Learning Plan* (ILP) to outline a course of study that will meet their academic, career and social goals.

### **Reports to Colleges**

At the request of students or parents, Hope High School sends to colleges the following information: courses taken beginning with grade nine, final grades, course credits, GPA, College Board test results, and the counselor's statement. All information supplied to colleges is made available to students for their review.

### **Counseling and Guidance**

401-456-9168

Members of the guidance office offer a wide variety of services. The aim of the office is to challenge and support students so they can maximize their potential and attain their goals. Guidance counselors provide the following services to address student needs:

- Schedule courses
- Monitor Individual Learning Plans
- Monitor academic progress
- Provide counseling and referral services
- Provide career and college counseling
- Coordinate the college application process
- Inform students of educational opportunities

Parents/guardians should feel free to contact their child's guidance counselor whenever they have concerns or questions regarding their student's program, progress or any other concerns.

At Hope High School, there are two school counselors assigned to each small learning community and each counselor is responsible for two of the four grades within that small learning community. One counselor will be responsible for the 9<sup>th</sup> and 11<sup>th</sup> graders and the other counselor will be responsible for the 10<sup>th</sup> and 12<sup>th</sup> graders. Also, each school counselor will

remain with his/her students from 9<sup>th</sup> grade right through to graduation in the 12<sup>th</sup> grade. Please call the guidance office for the name of your son/daughter's school counselor.

## Individual Learning Plan (ILP)

The ILP is designed to help students focus on their current and future goals and how to use the time in high school and available resources to accomplish their personal objectives, graduation requirements and post-secondary goals. The ILP documents become an important part of a student's graduation portfolio. The ILP is comprised of two essential documents:

1. **Course Audit\***: The course audit plan monitors, records and helps a student plan his/her course of study while at Hope. The course audit is a cumulative record that remains with the student during his/her tenure at Hope.
2. **Individual Physical Academic Social Success (I-PASS)\***: Each academic year, a student will create and set personal physical, academic, and social goals. The student will monitor his/her goals on a quarterly basis with the assistance of his/her advisor and school counselor. In June, the student will complete a written I-PASS reflection.

**\*Copies of the course audit and I-PASS forms are included.**

## Personal Literacy Plans (PLPs)

One of the requirements under the new Rhode Island Diploma System is that teachers develop a Personal Literacy Plan (PLP) for any student reading below grade level. A PLP is required by state law to ensure that all students become proficient readers and can read at grade level. The PLP is documentation of the strategic approaches used to improve reading achievement. The PLP serves as an action plan for improving reading instruction and is a record of successful intervention results for future personnel. The plan outlines exactly what will be done to help the student become a strong reader. At the end of the 1<sup>st</sup> quarter reporting period, these plans are shared with the child's parents, enlisting their help and support.

## Advisory Program

All students at Hope High School participate in four years of an advisory program and receive .5 credit per year. Advisory provides students with weekly scheduled time to work with a small group of students and a dedicated teacher on a variety of essential topics. Hope High School uses Advisory to develop better relationships between adults and students, monitor student progress on their individual learning plans (ILP), and to allow students to reflect on and maintain their work for their graduation portfolios.

## Grading

Students receive letter grades on a quarterly basis based on the following table:

A+	97-100	D	64-66
A	94-96	D-	60-63
A-	90-93	E+	57-59
B+	87-89	E	54-56
B	84-86	E-	50-53
B-	80-83	F	0-49
C+	77-79	I	Incomplete
C	74-76	N	N/A
C-	70-73	S	Satisfactory
D+	67-69	U	Unsatisfactory

## Progress and Report Card Distribution

All students receive progress reports at the mid-point of each quarter. First quarter grades are distributed to parents during a Parent Night in November. Second, third, and fourth quarter grades are distributed by mail to the students' homes. Parents can request copies of their child's academic learning plan (ALP) and personal literacy plan (PLP) at any time by calling the school's guidance office at 456-9168.

## Promotion Procedure

Hope High School students get promoted from grade to grade and graduate on schedule based on the following criteria:

- **Grade 9 -> Grade 10 (6 credits)** English 1, Algebra 1, Phys. Ed, + 3 additional credits
- **Grade 10 -> Grade 11 (12 credits)** English 1 & 2, Algebra 1 & Geometry, 2 Phys. Ed, a minimum of: 1 history & 1 Science and 4 additional credits.
- **Grade 11 -> Grade 12 (18 credits)** English 1, 2 & 3, Algebra 1 & 2, Geometry, 3 Phys. Ed., a minimum of 2 History and 2 Science, and 1 world language and 4 additional credits.
- **Grade 12 -> Graduation (24 credits)** see page 7 for graduation requirements.

## Honor Roll

Honors are calculated on a quarterly basis and the students are recognized and celebrated in a public forum.

Highest Honors – All A's

Honors – A's and B's

Honorable Mention – A's, B's, and one C

## Early Enrollment Program (EEP)\*

Hope High School has developed articulation agreements with several local colleges and universities, Rhode Island College (RIC) and Roger Williams University (RWU), that provide students with the opportunity to enroll in college-level courses while still matriculating at Hope High School. Students interested in these opportunities should meet with their guidance counselor to identify the courses available and any pre-requisites for participation.

Currently Hope High School Complex offers:

English - RIC

Calculus - RIC

Law in Contemporary Society - RWU

Statistics - RIC

Chemistry II - RIC

Introduction to Criminal Justice. - RIC

\*EEP – Indicates early enrollment program courses.

## Support Services and Extracurricular Activities

### Summer Transition Program

Hope High School hosts a one-week transition program in August for all incoming 9<sup>th</sup> graders. This orientation program offers incoming freshman an opportunity to become familiar, knowledgeable and comfortable with Hope before school officially opens. Presentations from key staff members (school counselors, athletic coaches, student support service advisors, after-school program coordinators) along with interactive activities help these incoming freshmen prepare for high school and feel comfortable in their new academic environment.

### Math Lab/Plato Program

Plato Achieve Now is an award winning interactive curriculum program that has been increasing student achievement across the country. Hope High School employs this program to assist students (ramp up) in achieving academic gains particularly in mathematics (Algebra 1/Geometry repeat classes). Math Labs have a three tier scaffolding approach that contains the connected math lab for problem solving, applied skills (Plato), and the scope and sequence (curriculum) of the district.

### Credit Recovery Program – Hope's

This is a program for juniors and seniors to make up credits for courses that they previously failed. Course must have been taken in a previous academic year. Courses are organized through the Guidance office, and participation must be approved by the school counselor. Credit Recovery courses begin in October and continue until May (when funding is available). Students are able to "recover" between ½ credit and 2 credits each year.

## **Summer School – District’s**

Summer School is designed to help students retake a course previously failed. Courses are offered at both the school and district level. If a student’s absences during the school year prior to the summer school session are greater than 20 days, he/she will not be able to attend summer school at the district. However, if extenuating circumstances contributed to high absenteeism, approval can be obtained from the student’s teacher, school counselor, and principal. The student may be eligible to attend Hope’s summer school session. Contact the school in early June to get a full list of courses being offered that summer.

## **Brown Summer High School**

Brown Summer High School is a summer academic enrichment program offered at Brown University by the Education Department to all local high school students. Hope students are given financial aid to attend. The students can take two classes and earn an equivalent of .5 credit for their two summer courses. Letters of recommendation from Brown Summer High School teachers can be included in the students’ college application package.

## **Library Media Center**

401-456-9153

Located on the 3<sup>rd</sup> floor of Hope High School, the Library Media Center is open for individual students and classes during the school day, before 7:15 am and after school until 4 pm. The Library Media Center is home to a collection that includes more than 8,000 books, online databases, periodicals, and a computer lab. The two full-time librarians provide services and information to support the curricular and recreational needs of the students and staff; promote literature appreciation and information skills; provide an environment which encourages a love of reading and learning.

## **H<sub>2</sub>O Program**

Hope High Optimized - H<sub>2</sub>O - is run through a larger program called Volunteers in Providence. It offers after-school tutoring (Think Tank) along with over 25 classes such as mock trial, break dancing, CD production, and yoga. The program runs from 3:00 pm to 5:30pm, Monday through Friday at no cost to the students.

## **Positive Behavior Support and Interventions**

Six guidance counselors, two school social workers, one school psychologist, one student assistance counselor and one school nurse teacher work with students and parents to provide positive behavior support interventions. These interventions address the acquisition of skills, attitudes and knowledge that help students understand and respect themselves and others, acquire effective interpersonal skills, understand and practice safety skills and develop into contributing members of society.

## **Evaluation Team**

The evaluation team consists of multidisciplinary professionals that review and assess all special education referrals. They work closely with parents, students, teachers and administrators in the implementation of Individual Education Plans (IEP) for students with special learning and behavioral needs.

## **Student Assistance Program**

The student assistance program goals are to enhance the resiliency of adolescents whose parents are substance abusers; delay adolescents’ initial use of alcohol, tobacco and other drugs; and decrease adolescents’ use of alcohol, tobacco and other drugs.

## **Student Support Team**

Hope High School’s participation in the Wellness Initiative provides an integrated student support and referral program that provides a continuum of support for students to overcome barriers to learning, for example: substance abuse, family problems, social/emotional issues, etc. This continuum is composed of a coordinated referral system and comprehensive and effective means of supporting students to reach their social and emotional potential through prevention, early on-set intervention and treatment.

## **Transition Program**

Transition planning is part of a student's Individual Learning Plan (IEP). It includes a student's I-PASS, career preferences, and interests. A transition plan also includes post-secondary goals which may include independent living, community participation, education and employment opportunities. It is the role of the case manager to maintain up to date records and insure that transition services are met through coordination with school staff, parents, students' project work as well as outside agencies.

## **Breakfast & Lunch**

All students may receive a FREE nutritional breakfast every day in the universal free breakfast program from 7:15 am until 8:10 am. ALL high school students may receive a free lunch simply by returning the meal benefit form, regardless of meeting or exceeding the allowable income limit. This is a test program in high schools only.

## **Human Relations**

Hope High School has two Human Relations Specialists who work with the school principals, teachers, staff, students, and families to ensure that students are welcomed to a safe, caring, and orderly environment. Human Relations Specialists keep the hallways safe and orderly during passing times and make home visits to check on students with high absenteeism.

## **Truancy Court**

Every Friday a Providence Magistrate holds court on campus to curb truancy (absenteeism) at Hope High School. First, the student and his/her family are arraigned in the Truancy Court. Truancy Court is a part of Family Court. The Magistrate addresses each student's case individually by reviewing his/her weekly attendance and academic and social reports. The Magistrate monitors the progress of each student involved in Truancy Court and has the authority to make referrals to outside agencies (DCYF, RI Training School, and Community Organizations) when students are not improving or there is a safety and health concern present.

## **Athletic Programs**

The mission of the Hope High School athletic program is to provide educational opportunities for students through athletic activities as well as superior management, cooperative team participation and positive and respectful sportsmanship. These programs are designed to improve the physical well-being and social and emotional health of the students by exercising and building friendships.

Hope High School offers boys and girls a number of Varsity athletic sports opportunities through the Rhode Island Interscholastic League. In addition, Hope High School, through H<sub>2</sub>O, offers several intramural opportunities.

### ***Interscholastic League Sports include:***

- Soccer (Boys\* and Girls)
- Cross Country (Boys and Girls)
- Indoor/Outdoor track (Boys and Girls)
- Football (Boys)
- Wrestling (Boys)
- Basketball (Boys and Girls)
- Club Tennis (Boys and Girls)
- Baseball (Boys)
- Softball (Girls)

**\* 2006 Division I Boys' Soccer State Champions**

# Parent/Guardian Engagement and Involvement

Hope High School offers a variety of opportunities to involve parents and families in the school community. From participation in Parent Nights to membership in the School Improvement Team, Hope High School recognizes that partnering with families is critical to our success

## Parent Teacher Organization (PTO)

The mission of the PTO at Hope High School is to bring parents/guardians and teachers together as equal partners in the education and support of every student. The PTO has several sub-committees that assist with communication, volunteering and community building; parenting skills, adult ESL and GED education programs, and student learning and advisory partnerships. The PTO meets the second Tuesday of every month and babysitting services are provided. The locations are either at Hope High School, The John Hope Settlement House or another community location. By rotating location, the PTO wants to it easier for parents to attend the monthly meetings. The email address is [hopepto@cox.net](mailto:hopepto@cox.net) and the website [www.hopepto.org](http://www.hopepto.org). All parents are encouraged to participate.

## School Improvement Team (SIT)

The purpose of SIT is to make policy recommendations to the Administration regarding curriculum-related aspects of the school's operation within the framework of existing federal and state law and/or regulations, The Commissioner's Order, Providence School Board policies, administrative regulations, and the collective bargaining agreement between the Providence School Board and the Providence Teachers Union. There is a SIT team for each of the three small learning communities and they convene on a monthly basis. Please call the main number 456-9161 to get involved in your son/daughter's small learning community's SIT team.

# Community Engagement and Involvement

Hope High School strives to develop and sustain an authentic connection with the larger community in which it is situated. The school recognizes the value of investing time and energy outside of its four walls. Applied learning opportunities, for example, provide transformative educational experiences for students and enhance the culture of the school and its connection to the surrounding community.

## School Based Coordinators

Hope has three School Based Coordinators (SBC). They are funded through Perkins III and are a vital link to businesses, industry, and community resources. These SBCs provide opportunities to support and enhance classroom learning. They coordinate and supervise internships and externships and career and other employment opportunities for the students.

## Community Partnerships

Hope High School has proactively reached out to the greater Rhode Island community and established collaborative, reciprocal and sustainable partnerships that will support Hope in reaching many of its academic goals. Several of these collegiate partnerships provide after-school college level courses to our students for free. Current partners include: Rhode Island College, Rhode Island School of Design, Johnson & Wales University, Brown University, Roger Williams University, New England Institute of Technology, the Providence Educational Excellence Coalition, Volunteers in Providence, the Dunkin' Donuts Center, Junior Achievement, Trinity Repertory Theatre, and Rhode Island PBS.

# Hope High School Block Schedule

Monday, Tuesday, Thursday, Friday: 8:20am-2:50pm

Wednesday: Early Dismissal: 8:20 - 1:25 pm

<b>M, T, Th, F</b>	<b>W</b>
<b>Period 1</b> 8:20-9:47	<b>Period 1</b> 8:20-9:05
<b>Period 2</b> 9:51-11:18	<b>Period 2</b> 9:09-9:54
<b>Period 3</b> 11:22-1:19 Lunch A: 11:22-11:48 Lunch B: 12:00-12:26 Lunch C: 12:49-1:19	<b>Period 3</b> 9:58-10:43
<b>Period 4</b> 1:23-2:50	<b>Period 4</b> 10:47-11:32
	<b>Advisory</b> 11:36-1:24 Lunch A (9 <sup>th</sup> Grade) 11:36-12:02 Lunch B (10 <sup>th</sup> Grade) 12:10-12:36 Lunch C (11 <sup>th</sup> -12 <sup>th</sup> ) 12:44-1:24
<b>AFTER SCHOOL</b> <b>2:50-5:30</b>	<b>AFTER SCHOOL</b> <b>1:30-5:30</b>

## *How the Block Works*

The Hope High School schedule consists of four 87 minute blocks that meet Monday, Tuesday, Thursday, and Friday. Wednesday has four 45 minute blocks and an 84 minute “Advisory Period”. Regardless of the day of week, each day is designated on an alternating basis between “M” and/or “T” days. Most classes only meet on the “M” or “T” day, not both days. Most classes are two semesters in length, but some electives courses are one semester in length. Students will have one 30 minute lunch period. Students have lunch A, B, or C depending on where they are located during period 3.

## *Benefits of the 4x4 Block*

There are many benefits that result from the 4x4 schedule. These benefits include:

- More time for instruction and less for passing between classes.
- Students have the opportunity to take additional courses. A regular high school schedule offers six classes per year but with a block schedule, students are scheduled for 8 classes per year.
- Students and teachers have a longer lunch and more time to get to their classes.
- Teachers teach fewer students at one time (most classes have 22 or fewer students).

# COURSE OFFERINGS

## Arts

Visual Arts, Dance, Music, and Theatre

### Visual Arts

*The Art Department offers a variety of comprehensive and specialized courses in studio art (drawing-design-painting), sculpture, mixed media, ceramics, and photography in which students use the materials and design concepts appropriate to each discipline.*

#### **7111 Art Introduction (Visual Arts Experience)**

**1 credit/1 year**

**Prerequisite: None**

Visual Arts Experience is a yearlong course designed to introduce students to a wide range of media and techniques relating to the creation and appreciation of works of art. Students will explore basic drawing, painting, and sculpture processes. Additionally, they will discuss, read, and write about significant themes expressed in the works of art from various cultures and time periods. Students will also be expected to reflect on the level of their personal involvement in creating artwork. The course requires students to develop an individual proficiency portfolio of finished artworks, a process sketchbook, and document responses to their own and exemplar works of art. This course satisfies the g

*School Wide Expectations (1-1;1-2; 2-2; 2-3; 3-0; 4-0; 4-1; 4-2; 5-1; 7-1)*

#### **7171 Advanced Art 2**

**1 credit/1 year**

**Prerequisite: 7112 7111 (elective) or portfolio review by teacher before acceptance**

This course builds on the foundation of knowledge and technical skill developed 7112. The approach to art making experiences in this course is based on informed choices. Various art processes, procedures, and ideas about art are presented in a problem-solving manner. A more flexible and fluent set of the elements of art and principles of design are stressed. Second year art students will develop the ability to describe, interpret, and document their responses to works of art through journals and reflective writing. The student's portfolio will provide evidence of sustained development and a growing sense of commitment to her/his work.

*School Wide Expectations (1-1;1-2; 2-2; 2-3; 3-0; 4-0; 4-1; 4-2; 5-1; 7-1)*

#### **7173 Advanced Art 3**

**1 credit/1 year**

**Prerequisite: 7171; portfolio review by teacher before acceptance.**

Third year art students will explore a studio concentration (example: painting, printmaking, sculpture, or digital art) to develop an awareness of how choices of media contribute to personal visual expression. This year art students will be challenged by studio assignments that support the exploration of creative artistic solutions to compelling ideas. Students at this level develop the ability to identify and articulate progress, strengths, and weaknesses in their own artwork. In this course, exercises in discussing, reading and writing about works of art sharpen the artist's ability to identify a work of art and to make informed interpretations based on visual evidence. Opportunities will be provided for the student's ability to identify a work of art and make informed interpretations based on visual evidence. Opportunities will be provided for art students to engage with artists, museums, arts organizations, and special events in the community in which they live. The student portfolio will provide evidence of technical quality, personal style, thoughtful engagement, and direction.

*School Wide Expectations (1-0;1-1; 1-2; 2-2; 2-3; 3-0; 4-0; 4-1; 4-2; 5-1; 5-2)*

#### **7174 Advanced Art 4**

**1 credit/1 year**

**Prerequisite: 7173; portfolio review by teacher before acceptance**

In this course, the student will further expand their expertise in a studio concentration (example: painting, printmaking, sculpture, or digital art) resulting in the production of a body of work that provides evidence of a command of technique, skillful use of media, and a high degree of personal expression. This course advances the artist's ability to describe, analyze, interpret, and make informed judgments about art and its function in society. An exceptional level of motivation and commitment to her/his studies in art are expectations of the graduating art student. Students will have opportunities to enhance class work through a continuing engagement with artists, museums, colleges of art, and arts organizations. Art students refine and strengthen their portfolio to create successful pathways for their graduation portfolio.

*School Wide Expectations (1-0;1-1; 1-2; 2-0; 2-3; 3-0;3-2; 4-0; 4-1; 4-2;5-0; 5-1; 5-2)*

**7194 Arts and the Community****1 credit/1 year****Prerequisite: 10<sup>th</sup> grade or higher, open to all students**

In this year-long course, students have the opportunity to use the Rhode Island School of Design (RISD) Museum as an extension of the Hope classroom. Objects that form RISD's permanent and temporary collections will be at the center of student learning. Weekly visits to the museum will provide students with the opportunity to encounter examples of a range of works of art and design both historic and contemporary. Students in this class will benefit from learning about art and the ideas it expresses from curators, docents, educators, and artists. During this class students will engage in varied studio assignments that include creating their own artwork inspired by an examination of a specific museum object (collection of objects) or the theme of an exhibition. The ideas and issues surrounding works of art in the Museum's collection will also be the focus of discussion, writing, and debate. The portfolio for this course will include examples of the student's artwork together with examples of their writing about art.

*School Wide Expectations (1-0;1-1; 1-2; 2-0; 2-2; 2-3; 3-0; 4-0; 4-1; 4-2;5-0; 5-1; 5-2; 7-2)*

**7144 Graphic Design and Photo (Digital Media)****1 credit/1 year****Prerequisite: 7171 or 7111 or CIS 8601**

Digital media is a yearlong specialty studio course for the art student interested in expanding their personal portfolio to include digitally based work. Students will be introduced to computer hardware and a variety of software programs as tools with which he/she can creatively communicate their ideas. Students' studio work may involve experiments in digital photography, drawing, design, mixed media, and basic film. A student's experience of digital media will be enhanced through encounters with professional artists and designers and visits to studios, galleries, and museums. In this course students will also engage in regular classroom discussion, formal critiques, and individual research to produce a variety of oral and written responses relating to the role of digital technology in art and society. The art student's portfolio will provide evidence of confidence in the use of the technology, a willingness to explore, and the ability to present creative solutions to problems.

*School Wide Expectations (1-0;1-1; 1-2; 2-2; 2-3; 3-0; 4-0; 4-1; 4-2; 5-0; 5-1; 5-2;6-0; 6-1)*

**7178 Intro to Sculpture****1 credit/1 year****Prerequisite: 7171 or 7111**

This year-long specialty studio course is for the art student who wishes to develop competence in the creation of three-dimensional art work. Studio assignments will deal with procedures, techniques, and processes in a range of materials including clay, plaster, and mixed media constructions. The student's experiences will be enhanced through encounters with public art, artists, galleries, museums, arts organizations, and special events in the city of Providence. Critique, journal entries, and reflective writing are required elements of this course. The portfolio will provide evidence of a student's competent handling of several materials and the ability to creatively solve problems in three-dimensions. Additionally, written work will reveal the quality of a student's critical thinking and her/his level of engagement.

*School Wide Expectations (1-0;1-1; 1-2; 2-0; 2-2; 2-3; 3-0; 4-0; 4-1; 4-2;5-0; 5-1; 5-2)*

**7123 Drawing and Painting (printmaking)****1 credit/ 1 year****Prerequisite: 7173, or enrolled in 7174**

This is a specialty studio course for the serious art major to explore the world of print. Through experience with and demonstrations of the processes and techniques of monotype, relief, intaglio, and collagraphy, and intaglio, students will develop a portfolio of worthy work. A student's studio experience will be rounded out with vocabulary enrichment, historical perspectives, and written documentation that provides evidence of the quality of student understanding and reflection.

*School Wide Expectations (1-0;1-1; 1-2; 2-3; 3-0; 4-0; 4-1; 4-2)*

## Dance

**7312 Dance 1 (Introduction to Dance)****1 credit/1 year**

This course designed for the serious dance major, will introduce basic concepts and fundamental knowledge in the dance discipline. Three dance techniques will be explored – jazz, modern, and ballet, to provide the student with opportunities to solve movement problems and communicate self-knowledge of skills practices. The value of dance as communication, the importance and influence of dance in society and the ability to use dance as a means of self expression will be the core of this

first year. By creating original movement pieces, performing in front of an audience and responding to dance as an art form, the student will begin to build a performance portfolio indicative of the first year dance major.

*School Wide Expectations (1-1; 1-2; 2-2; 2-3; 3-0; 3-1; 4-0; 4-1; 4-2;5-0; 5-1; 5-2)*

**7371 Dance 2 1 credit/1 year**

**Prerequisite: 7312 with a grade of “C” or better, or audition/equivalent experience**

This course is designed to provide the dance major with further experiences in dance, as an art form, while developing a sustained awareness of basic methods of choreography. Students in the second year of the dance major will be expected to solve movement problems in response to a prompt, provide evidence of a serious attempt to include elements and form in original pieces of work, and being to develop a quality of personal style. As part of the performance requirement, second year majors will be provided opportunities to demonstrate their increased strength, flexibility and coordination. Understanding of rhythmic patterns and tempo will be integrated into the performances pieces. Attending performances in the dance community will support the students’ developing ability to respond to dance and write a dance review that shows insight into the professional world of dance.

*School Wide Expectations (1-1; 1-2; 2-2; 2-3; 3-0; 3-1; 4-0; 4-1; 4-2;5-0; 5-1; 5-2)*

**7373 Dance 3 1 credit/1 year**

**7374 Dance 4 1 credit/1 year**

**Prerequisite: 7371, grade of “C” or better, or audition/equivalent experience**

The third and fourth year of the dance major, as a combination class, finds the dance student involved in an array of ensemble performances. The use of choreographic forms and elements will be used in an original way that demonstrates the dances’ understanding of dance terminology. Students will create original choreography that expresses an inherent quality, style and emotion. At this level it is expected that students will demonstrate a high level of consistency and reliability in performing technical skills with strength, agility, and coordinator. Performance that presents a dynamic range of movement with clear, strong intention is the goal of the 3<sup>rd</sup> and 4<sup>th</sup> year dance major. With continued exposure to the professional dance community, dance artist and performances, the student will be able to provide a significant, informed response to their developed sense of dance as an art form.

*School Wide Expectations (1-1; 1-2; 2-2; 2-3; 3-0; 3-1; 4-0; 4-1; 4-2;5-0; 5-1; 5-2)*

## Music

**7532 Music Theory Introduction (Band/Voice) 1 credit/1 year**

**Prerequisite: None**

This course is designed for incoming Arts music students who have selected instrument or voice as a focus. While preference will be given to students with previous experience, this course is designed for beginners. Previous music training is not required.

Instrumental students may choose from trumpet, alto saxophone, tenor saxophone, baritone saxophone, clarinet, flute, trombone, guitar, bass guitar, piano/keyboard and drums (kit). Voice students will be required to study guitar or piano/keyboard. Students will be introduced to basic music theory, rhythm training, performance skills (solo and ensemble) sight reading, ear training, arranging and composition.

*School Wide Expectations (1-0; 1-1; 1-2; 2-2; 2-3; 3-0; 3-2; 4-0; 4-1; 4-2;5-0; 5-1; 5-2; 7-2)*

**7522 Voice Introduction 1 credit/1 year**

This is an introductory singing course. This course will cover performance (solo and ensemble), music theory, rhythm training, sight reading, sight signing, music history and literature, score study, arranging and composition.

*School Wide Expectations (1-0; 1-2; 2-2; 2-3; 3-0; 4-0; 4-1; 4-2;5-0; 5-1; 5-2; 7-2)*

**7534 Instrument 1 1 credit/1 year**

**Prerequisite: none**

This course is designed for all students who show a desire to play an instrument. This course will cover performance skills (solo and ensemble), rhythm training, sight reading, music history, literature and composition. Instruments offered are:

trumpet, alto saxophone, tenor saxophone, baritone saxophone, clarinet, flute, trombone, guitar, bass guitar, piano/keyboard and drums (kit).

*School Wide Expectations (1-0; 1-2; 2-2; 2-3; 3-0; 4-0; 4-1; 4-2;5-0; 5-1; 5-2; 7-2)*

- 7574 Instrument 2** **1 credit/1 year**  
**7578 Instrument 3** **1 credit/1 year**  
**7576 Instrument 4** **1 credit/1 year**

**Prerequisite: 7534 or by Audition**

This course is designed for selected instrumental students with previous music experience. This course will cover performance (solo and ensemble), music theory, rhythm training, sight reading, sight singing, music history and literature study, arranging, composition and improvisation. This course is designed for 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year instrument students. Seats in the class may be filled by students from other communities by audition only.

*School Wide Expectations (1-0; 1-2; 2-0; 2-2; 3-0; 4-0; 4-1; 4-2;5-0; 5-1; 5-2)*

## Theatre

- 7711 Theatre Introduction** **1 credit/ 1 year**

This course introduces theatre students to the basic skills in acting and theatre production. Students study improvisation, movement and voice for the actor, script and character analysis, active listening and speaking on stage and develop the use of imagination. Ensemble work and communication are explored. Students also learn the basics of mime, story telling and choral speaking. They learn to operate lighting and sound as well as choose costumes and props for productions. They attend and respond to professional and amateur productions and write and perform story scenes.

*School Wide Expectations (1-0; 2-3; 3-0; 4-0; 4-1; 4-2; 5-0; 7-2)*

- 7771 Theatre 2** **1 credit/ 1 year**

**Prerequisite: 7711 or by audition**

In the second year, theatre major students learn to create believable characters while performing scenes and monologues. They perform a monologue from classic and one from modern theatre. Students create environments and costumes for their scenes. Character and script analysis is applied to performing scenes and monologues. They continue to develop ensemble, movement, concentration and vocal work. They attend performances by professional companies and write responses to their own work and the work of others. Students continue to develop their acting skills and study the history of theatre.

*School Wide Expectations (1-0; 2-3; 3-0; 4-0; 4-1; 4-2; 5-0; 7-2)*

- 7773 Theatre 3** **1 credit/1 year**

**Prerequisite: 7771 or audition**

Third year theatre major students, study all facets of theatre production. They explore theatre careers and may visit theatre spaces including backstage tours, publicity/box offices and film studios. They participate in workshops with various guest artists. They prepare two contrasting college audition monologues and participate in the RI State Drama Festival and the ESU Shakespeare Competition. They will perform or tech, at least one publicly presented show. They attend professional and amateur productions and critique the work.

*School Wide Expectations (1-0; 2-3; 3-0; 4-0; 4-1; 4-2; 5-0; 7-2)*

- 7774 Theatre 4** **1 credit/1 year**

**Prerequisite: 7773**

In their final year as theatre majors, students perform two contrasting monologues. They analyze and direct a scene. Students may design and create the sets, costumes or lighting for productions. They are given opportunities to intern in the theatre field and may mentor younger actors. They create an acting resume or a technical theatre portfolio to use for college auditions and interviews. Students attend performances and write formal critiques about the work. They participate as performers, assistant directors and designers. They write a proposal for a project of their own design for their senior exit exhibition and participate in the ESU Shakespeare Competition and the RI State Drama Festival.

*School Wide Expectations (1-0; 2-3; 3-0; 4-0; 4-1; 4-2; 5-0; 7-2)*

# Computer Information Technology

## 8601 Computer Information Systems (CIS) 1

1 credit/1 year

### Introduction to Computing and Microsoft Office

#### Prerequisite: None

This introductory course teaches students the fundamentals of basic computer information. Students will learn a range of tools used in both college and industry. Through of case-based practice, students will produce straightforward word processing documents, spreadsheets and PowerPoint presentations. In addition, they will understand elements of digital citizenship and keyboarding. They will be immersed in the basics of Microsoft Office to work towards **Microsoft Office Specialist (MOS) certification**. MOS certification provides a valid and reliable measure of technical proficiency and expertise by evaluating overall comprehension of Office, the ability to use advanced features, and the ability to integrate the Office programs with other software programs.

*School Wide Expectations (1-0; 1-1; 1-2; 2-1; 2-3; 3-0; 4-2; 6-1; 6-2; 7-1; 7-2)*

## 8602 Computer Information Systems (CIS) 2

1 credit/1 year

### Advanced Microsoft Office

#### Prerequisite: CIS I

This course focuses on intermediate and advanced instruction in computer information systems with lessons in word processing, spreadsheets, database management, electronic mail, and internet networking applications. This extension of CIS I allows students the opportunity to learn the skills that will enable them to sit for MOS certification exams. **Microsoft Office Specialist certification (MOS)** certification provides a valid and reliable measure of technical proficiency and expertise by evaluating overall comprehension of Office, the ability to use the advanced features, and the ability to integrate the Office programs with other software programs.

*School Wide Expectations (1-0; 1-1; 1-2; 2-3; 3-0; 4-0; 6-0; 6-1; 6-2)*

## 8603 Computer Information Systems (CIS) 3

1 credit/1 year

### Principles of Design, Publication and Photo Editing

#### Prerequisite: CIS II

This course introduces students to the fundamental principles of desktop publishing. Using current industry standard software, students learn the essential design concepts and work flow practices used in desktop publishing. Students will be introduced to story boarding concepts for desktop publishing problem solving. In addition, students will be introduced to Photoshop, the industry favored image manipulation and editing tool. Classes will support the school's desktop publishing needs. Finally, students will gain experience in effective business presentation techniques.

*School Wide Expectations (1-0; 1-1; 1-2; 2-3; 3-0; 4-0; 4-1; 4-2; 6-0; 6-1; 6-2)*

## 8604 Computer Information Systems (CIS) 4

1 credit/1 year

### Problem Solving & Programming Concepts

#### Prerequisite: CIS II

This course teaches students the fundamentals of problem solving in computer programming. In hands-on exercises, students work from problem statements, conduct task analysis to solve problems, decide what data is needed to solve the problems, create visual representations of solutions, and then convert the visual representations to textual step-by-step statements of their solutions. Student employ a range of tools currently used in industry, including functional diagrams, flow charts, use cases and data flow diagrams.

In addition, students will gain practical experience using Visual Basic to build solutions to a common problem. Once students gain a solid foundation in Visual Basic, they will use that language to develop their own web pages.

This course also includes a senior internship. Students will be placed in the surrounding community in positions that will allow them to grow technically as well as personally.

*School Wide Expectations (1-0; 1-1; 1-2; 2-3; 3-0; 4-0; 4-1; 4-2; 6-0; 6-1; 6-2; 7-0)*

**8605 Computer Application**

**1 credit/1 year**

**Helpdesk Concepts**

**Prerequisite: CIS II**

This elective course provides students with an overview of the topics relevant to working at a helpdesk or customer support center. Taken in the junior or senior year, students learn the four major components of helpdesk or customer support centers: people, processes, technology and information. Emphasis is placed on the design and management of each component as an integral and mandatory part of the support function. Students enrolled in this class will provide technical support for the Hope IT Community.

School Wide Expectations (1-0; 1-1; 1-2; 2-0; 2-1; 2-2; 2-3; 3-0; 3-2; 4-0; 4-1; 4-2; 6-0; 6-1; 6-2; 7-0; 7-1; 7-2)

**8894 Computer Science 1**

**1 credit/1 year**

**Advanced Database Concepts**

**Prerequisite: CIS II**

This elective course expands on the knowledge gained in CIS II. Students will understand the importance of databases in relation to modern systems development. Data structures and models are examined as they relate to user needs. Relational data models are emphasized along with queries and user-friendly packages. The various data structures and file storage techniques used with hierarchical, network and relational data management issues are developed.

School Wide Expectations (1-0; 1-1; 1-2; 2-0; 2-1; 2-2; 2-3; 3-0; 3-2; 4-0; 4-1; 4-2; 6-0; 6-1; 6-2)

# English Language Arts

- 115 English 1** **1 credit/1 year**  
**Prerequisites: None**  
English I is a standards based introduction to literary genres that covers themes ranging from aspirations and identity to gender roles and relationships. Students will read *House on Mango Street*, *Of Mice and Men* and *Romeo and Juliet*, along with selected stories and poems. Through a series of reading, writing and performance projects students will develop skills such as editing/revising, interacting with text, discussion, group work, mock trial, grammar use and citation. Writing projects for the year include creating a memoir, a scene, poetry and a critical analysis essay. This course is designed to provide students with tools they will be using and improving on throughout high school.  
*School Wide Expectations (1-0; 2-3; 3-0; 4-0; 4-1; 4-2; 7-2)*
- 5109 Literacy Strategies (READ 180)** **1 credit/1 year**  
**Prerequisites: Concurrently enrolled in English 1**  
In this differentiated "intervention" course for students three or more grades below reading level, students will develop an appreciation for reading and acquire fundamental interdisciplinary reading skills that will help them interact with a number of texts. Teachers will implement literacy strategies based on the students' *Personal Literacy Plans* (PLPs). Through text-based discussions, students will engage in academic discourse that will prepare them to socialize their learning. Each class will begin with a focus lesson and students will break into a series of three rotations: teacher-directed small group instruction, computer software, and independent self-selected reading.  
*School Wide Expectations (1-0; 2-3; 3-0; 4-0; 4-1; 4-2; 7-2)*
- 154 Writing Developmental** **1 credit/1 year**  
**Prerequisites: Concurrently enrolled in English 1**  
This full-year course expands upon the writing components of 115 English I to provide a detailed and rigorous focus on the writing process. Teachers will employ the workshop model in order to "meet students where they are" and to develop their strengths and address their weaknesses.  
*School Wide Expectations (1-0; 2-3; 3-0; 4-0; 4-1; 4-2; 5-0; 7-2)*
- 125 English 2** **1 credit/1 year**  
**Prerequisites: English 1**  
Choice is the overarching theme of English II. The course continue the exploration of literary genres begun in English 1 including coming of age; allegory; memoir; drama; and epic poetry, as well as literary devices such as imagery, simile and metaphor. Texts include *Bless Me*, *Ultima*, *Night*, *Julius Caesar*, and *The Odyssey* along with selected short stories, non-fiction prose, poetry and films. Students keep a reader/writer response journal and respond critically to diverse texts in writing and discussion. Written products such as persuasive and reflective essays, memoirs, allegories and Shakespearean eulogies grow out of a wide spectrum of pre-reading activities including debates, mock trials, and dramatizations. Students take several pieces of writing through the writing process, applying lessons in grammar, punctuation and sentence structure to their final drafts.  
*School Wide Expectations (1-0; 2-3; 3-0; 4-0; 4-1; 4-2; 5-0; 7-2)*
- 199 Writing** **1 credit/1 year**  
**Prerequisites: Concurrently enrolled in English 2**  
This full year course expands upon the writing components of 125 English to provide a detailed and rigorous focus on the writing process. Teachers will use the workshop model in order to "meet students where they are" and to develop their strengths and address their weaknesses. While teachers will lead students through a range of writing, there will be some extra attention around both academic writing and writing evaluated in the state writing assessment (NECAP).  
*School Wide Expectations (1-0; 2-3; 3-0; 4-0; 4-1; 4-2; 5-0; 7-2)*
- 135 English 3** **1 credit/1 year**  
**Prerequisites: English 2**  
Junior English students will read texts including *The Great Gatsby*, *The Crucible* and *I Know Why the Caged Bird Sings*. Genre study will include poetry, essays and other non-fiction. Students' reading will be guided by essential questions such as: What is the influence of society on the individual? How does peer pressure change an individual? Do the ends justify the

means? How do people become role models for others? Writing projects will emphasize research skills, organization and preparation for oral presentations.

*School Wide Expectations (1-0; 2-3; 3-0; 4-0; 4-1; 4-2 5-0; 7-2)*

### 136 English 3 Advanced

1 credit/1 year

**Prerequisites: English 2; Students gain admission to the class through, a minimum, a combination of tenth grade teacher recommendation and an expression of student interest. The department might, also require a writing sample and guidance counselor recommendation.**

In this advanced version of 135, students will, quite simply, read more, write more and discuss more. Students writing essays will be pushed for more evidence, more precision in argument. Readings will come from Scope and Sequence (district curriculum) as well as from other commonly taught high school texts. Discussions will run with college seminar formats which require students to take great responsibility for asking questions and suggesting theories.

*School Wide Expectations (1-0; 2-3; 3-0; 4-0; 4-1; 4-2; 5-0; 6-0; 7-2)*

### 145 English 4

1 credit/1 year

**Prerequisites: English 3**

Senior English students will read texts including *Oedipus*, *Antigone*, *Macbeth* and *Their Eyes Were Watching God*. Their reading will be guided by essential questions such as: Am I the master of my own fate? What happens when man-made law/government conflicts with morality/conscience? Is ambition a positive motivation? What makes a successful relationship? While reading these texts students will work with their teacher to develop skills such as supporting arguments with textual evidence, recognizing literary devices and making text to self, text to text and text to world connections. Student assessment will include participating in: Socratic seminar, writing in a genre, maintaining reader response journals and creating a college admissions essay. As students read, explore questions and work on projects, the focus will be to advance students' ability to master the analysis and interpretation of multiple forms of text, accelerate their reading pace and prepare them for excellence in college classrooms.

*School Wide Expectations (1-0; 2-3; 3-0; 4-0; 4-1; 4-2; 5-0; 6-0; 7-2)*

### 146 EEP English Literature and Composition

1 credit/1 year

**Prerequisite: Advanced English 3, or English 3 & permission of instructor. Students gain admission to the class through, at a minimum, a combination of eleventh grade teacher recommendation and an expression of student interest. The department might, also, require a writing sample and guidance counselor recommendation.**

This course is aligned with Rhode Island College's English 117. This introductory course develops a critical understanding of literature as an art form and as the expression of diverse cultural voices. Not intended as a historical survey, the course will include writings by women, minority, and non-Western authors as well as essays of literary criticism. The course is writing intensive and seeks to develop students' mastery of prose style and form. Students respond to the readings in class discussions and in short analytical essays. Emphasis is placed on improving analytical skills with particular attention to written critical analysis. The seminar format is utilized. Students at Hope who enroll in this course and pass with an 80 (B minus) or better will earn credit for one college freshman English class as well as earning credit for senior English at Hope.

*School Wide Expectations (1-0; 2-3; 3-0; 4-0; 4-1; 4-2; 5-0; 6-0; 7-2)*

### 160 Journalism

½ credit = ½ year

**Prerequisite: Completed English 1 and 2, Developmental Writing 154 and/or Writing 199**

**Opposite semester enrollment in 256 Math of Finance**

Students in this course will explore the variety in modern journalism, examining the forms, advantages and biases in each. The course will be held together by a consistent focus on print journalism. Students will publish at least an article, editorial, poem, or feature story in the school newspaper, a document which might be expanded with the support of this course.

*School Wide Expectations (1-0; 2-3; 3-0; 4-0; 4-1; 4-2; 5-0; 6-0; 6-2; 7-2)*

### 175 Contemporary American Literature

½ credit = ½ year

**Prerequisite: Completed English 1 and 2, Developmental Writing 154 and/or Writing 199**

**Opposite semester enrollment in 258 Statistics**

This twentieth century literature course aims to include a diverse range of authors, including those grounded solidly in the canon and those who write as part of emerging, expanding canon. While the focus is on reading, the class will develop literacy skills through student led discussion and through a variety of writing assignments, including stories, poems, journals and academic essays.

*School Wide Expectations (1-0; 2-3; 3-0; 4-0; 4-1; 4-2; 5-0; 7-2)*

**4902 Portfolio Seminar – Juniors (11<sup>th</sup> grade)**

**½ credit = ½ year**

**Prerequisite: Completed English , Developmental Writing 154 and/or Writing199**

**Opposite semester enrollment in Public Speaking**

This course is designed to assist all 11<sup>th</sup> grade students in preparing their mandatory graduation portfolio. These students will evaluate their own learning activity through reflection pieces that demonstrate their proficient skills and knowledge that they have acquired in six core content areas during their four years of high school. Students will also participate in portfolio peer evaluations to assist each other in critiquing their collection of evidence and to ensure that their pieces are formative and have clear summative student reflections. This peer review process will help prepare the students for their final evaluation that will be conducted by a panel of trained reviewers.

*School Wide Expectations (1-0; 1-1; 2-2; 3-0; 4-1; 7-2)*

**169 Public Speaking –Juniors (11<sup>th</sup> grade)**

**½ credit = ½ year**

**Prerequisite: Completed English, Developmental Writing 154 and/or Writing 199**

**Opposite semester enrollment in 4902 Portfolio Seminar**

This course introduces the student to the basic skills of public speaking. Including how to connect as both the speaker and listener to the speech so that the student will be prepared to present his/her graduation portfolio to the review panel. Research will be required to support speeches that will be presented in the form of classroom and graduation portfolio presentations. Students will learn how to organize, outline, write, and deliver each of the following purpose driven speeches: informative, persuasive, argumentative, and special occasion speeches that include the eulogy, the acceptance speech, and the introduction of other speakers.

*School Wide Expectations (1-0; 1-1;1-2; 2-2; 3-0; 4-1;7-1; 7-2)*

# English as a Second Language (ESL)

Placement of a limited English proficient student will be in an appropriate program designed to provide all English Language Learners (ELL) with ELL instruction in English and ELL instruction in the basic subject areas of mathematics, science, and social studies.

## 192 Beginning ESL

1 year/3 credits

### Prerequisite: none or placement test results

Beginning ESL students are new to the language and are scheduled for **three blocks** with an ESL teacher. The course goal is to introduce students to the English language and to develop communication competencies in English listening, speaking, reading and writing. Students will read a variety of beginner level texts such as short stories, narratives, non-fiction, dialogues and poems. Through a variety of reading, writing, listening and speaking activities, students will develop skills such as recognizing sound, grammar and semantic systems; asking and answering simple questions; following directions spontaneously; reading, writing and speaking short simple sentences; understanding and applying grammar and conjugation rules; and classifying objects, events and ideas. Students will also be able to access a variety of English language resources, comprehend environmental print and being to self-monitor their academic progress as well as their involvement as a member of various communities and cultures.

*School Wide Expectations (1-0; 2-3; 3-0; 4-0; 4-1; 4-2; 5-0; 7-2)*

## 194 Intermediate ESL

1 year/ 2 credits

### Prerequisites: Beginning ESL, teacher recommendation, placement test results

Students in Intermediate ESL are scheduled for **two blocks** with an ESL teacher. The course goal is to further develop students' basic communication and cognitive academic English skills. Students will read a variety of intermediate level texts such as original and condensed novels, short stories and poems. Through a variety of reading, writing, listening and speaking activities, students will develop such skills as comprehending and participating in unprompted informal and formal conversations; applying conventions of the English language; recognizing and understanding idiomatic language; interacting with text; writing in a variety of genres; monitoring their English language progress as well as their overall academic progress in order to plan for their future; and understanding their rights and responsibilities as a citizen.

*School Wide Expectations (1-0; 2-3; 3-0; 4-0; 4-1; 4-2; 5-0; 7-2)*

## 196 Advanced ESL

1 year/1 credit

### Prerequisites: Intermediate ESL, teacher recommendation, placement test results

Students in Advanced ESL are scheduled for one block with an ESL teacher. This course follows the ninth grade English Language Arts Scope and Sequence, providing a standards-based introduction to literary genres that covers themes ranging from aspirations and identity to gender roles and relationships. Students will read *Romeo and Juliet*, *House on Mango Street*, *Of Mice and Men*, and selected short stories and poems. Students will work to develop skills such as editing, revising and interacting with text, discussion, group work, mock trial, grammar use and citation. This course serves to provide students with a strong focus on literary skills, specifically English communication competencies such as listening, speaking, reading and writing idiomatic and academic languages. At the end of this course, students will be prepared to transition into mainstream English Language Arts courses.

*School Wide Expectations (1-0; 2-3; 3-0; 4-0; 4-1; 4-2; 5-0; 7-2)*

### ELL Promotion/Exiting Requirements:

The School Placement Committee is composed of the principal or designee, an ELL teacher, the guidance counselor, and the ELL supervisor who is responsible for the instruction of limited English proficient students. The committee will meet jointly to review and make placement recommendations for ELL students who have not met district promotion criteria due to their limited English proficiency. Criteria to be utilized in making appropriate placement decisions include:

1. Academic performance and progress of the student based on formal and/or alternative assessments in English and/or the student's native language
2. Progress, attendance and retention reports
3. Number of years the student has been enrolled in the ELL program and
4. Student's English proficiency level.

**Graduation: All ELL students must complete a course of study for a diploma.** In extenuating circumstances, the principal may waive the course of study requirements as long as the student meets state requirements for graduation.

# History & Social Studies

- 405 World History** **1 credit/1 year**  
**Prerequisites: None**  
World History presents a thematic narrative of the civilizations of Asia, Africa, Europe, and the Americas from earliest recorded times to the Late Middle Ages. This overview course will comprise study of the beginnings of human society, early civilizations and the emergence of pastoral peoples, classical traditions, major religions and giant empires and the expanding zones of exchange and encounter between the four continents.  
*School Wide Expectations (1-0; 1-1; 1-2; 2-1; 2-2; 2-3; 3-0; 4-0; 4-2; 5-0)*
- 409 World History LEP (Limited English Proficiency)** **1 credit/1 year**  
Same as 405 World History with supports for English Language Learners who are currently enrolled in either beginner or intermediate ELL English classes.  
*School Wide Expectations (1-0; 1-1; 1-2; 2-1; 2-2; 2-3; 3-0; 4-0; 4-2; 5-0)*
- 421 United States History LEP (Limited English Proficiency)** **1 credit/1 year**  
**Prerequisites: None**  
Same as 422 US History with supports for English Language Learners that who currently enrolled in either beginner or intermediate ELL English classes.  
*School Wide Expectations (1-0; 1-1; 1-2; 2-1; 2-2; 2-3; 3-0; 4-0; 4-2; 5-0)*
- 422 United States History** **1 credit/1 year**  
**Prerequisites: World History**  
This course will give the student an overview of the events and people in American History from Early American Government, The Constitution of the United States of America, Immigration, The Labor Movement, The New Deal, and Hiroshima. The approach will include an examination of the economic, geographic, political and social development of the United States. The students will learn the discipline of history as historians practice it, with an emphasis on primary source document analysis and on helping students connect historical events to their own lives in a meaningful way.  
*School Wide Expectations (1-0; 1-1; 1-2; 2-1; 2-2; 2-3; 3-0; 4-0; 4-2; 5-0)*
- 434 Modern United States History** **1 credit/1 year**  
**Prerequisites: World History and U.S. History**  
This course will give students an overview of the events and people in American History in the modern era. The approach will include an examination of the economic, geographic, political and social development of the United States of America from 1945 to the present. The course of study will comprise units on WWII, The Cold War, the Civil Rights Movement, The Vietnam Era, modern human rights and reform movements and U.S. relations with the Middle East.  
*School Wide Expectations (1-0; 1-1; 1-2; 2-1; 2-2; 2-3; 3-0; 4-0; 4-2; 5-0)*
- 461 Urban Sociology** **1 credit/1 year**  
**Prerequisites: None**  
The student will comprehend well defined areas of sociological study through the process of research and experimentation in the areas of Population and Urbanization, Cultural Diversity, Deviance and Social Diversity, Class Systems, Global Wealth and Poverty, Sexism and Gender and Aging and the Elderly.  
*School Wide Expectations (1-0; 1-1; 1-2; 2-1; 2-2; 2-3; 3-0; 4-0; 4-2; 5-0)*
- 471 Current Events** **1 credit/1 year**  
**Prerequisites: None**  
Current Events provides an overview of recent news events of geopolitical, economic and social significance. Students will review and analyze journalistic forms and styles with a significant focus of the course on writing style.  
*School Wide Expectations (1-0; 1-1; 1-2; 2-1; 2-2; 2-3; 3-0; 4-0; 4-2; 5-0)*

**700 Debate**

**1 credit/1 year**

**Prerequisites: None**

This course introduces the student to the basic skills and format of debating a topic by discussing and arguing in a structured environment in accordance with the rules and conduct of parliamentary procedure. Students will learn how to discuss, support and challenge a debatable question by considering the opposing arguments. Debate will assist students in how to connect as both the speaker and listener to the argument being presented. Research will be required to support each side of the argument. Students will learn how to organize, outline, write and deliver their side of the debatable questions.

*School Wide Expectations (1-0; 1-1; 1-2; 2-1; 2-2; 2-3; 3-0; 4-0; 4-2; 7-0; 7-1; 7-2)*

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# LEADERSHIP

Business, Law and JROTC

## Business

### 8455 Introduction to Finance

1 credit/1 year

**Prerequisite: None**

In this course, students will learn good money management and how to obtain financial security. This course will also focus on the individual's role and financial responsibilities as a student, citizen, and employee, as well as help the student develop an appreciation of the importance of personal finance. Students will study current research, laws, technology, investment strategies, and stock market transactions. Additional emphasis will be placed on learning problem solving skills, how to work in a team environment and how to communicate effectively.

*School Wide Expectations (1-0; 1-2; 2-1; 2-2; 4-2; 6-2; 7-1; 7-2)*

### 8677 Entrepreneurship

1 credit/1 year

**Prerequisite: Introduction to Finance**

In this course, students will learn the decision-making skills necessary to start a small business and market it effectively. Student will be able to develop a customized business plan for an entrepreneurial venture of their own choosing including the company description, mission and vision statements, industry overview, market analysis, marketing plan, organizational and operational plan. Students will be able to acquire the knowledge and develop the necessary skills to effectively organize, develop, create and manage their own business. This course will explore the nature of sole proprietorships, specifically researching a business venture, managing marketing strategies, managing the business process, and the civic and government role of small businesses.

*School Wide Expectations (1-0; 1-2; 2-1; 2-3; 3-0; 3-2; 4-2; 6-2; 7-0; 7-2)*

### 8629 Consumer Economics

1 credit/ 1 year

**Prerequisites: Introduction to Finance and Entrepreneurship**

This Financial Literacy course builds upon the foundational understanding of business and management. The focus of consumer economics will be applied business concepts to real-world business-leadership settings, including advanced marketing, finance and banking, office management, and business ethics and law.

*School Wide Expectations (1-0; 1-1; 1-2; 2-2; 2-3; 3-2; 4-2; 6-2; 7-2)*

### 497 Internship/Public Service

1 credit/1 year

**Prerequisite: permission of instructor**

In this course, students will participate in outside public and community service internships. Students will have the opportunity to work as a page in the State House, in law firms, and in small and large corporations. In addition, students can explore other career interests via this internship class. Students will participate in an on the job internship with the assistance and supervision of the School Based Coordinator. The culminating project will be for students to create and present a PowerPoint presentation on their internship experience

*School Wide Expectations (1-0; 1-1; 1-2; 2-2; 2-3; 3-2; 4-2; 6-2; 7-0; 7-2)*

## Law

### 456 Governing of the People

1 credit/1 year

**Prerequisite: None**

This course will introduce students to the study of political science. Students will learn about different types of government currently used in the world today. This course will also focus on state and local government in the United States. A particular emphasis will be placed upon how government can affect the lives of young people.

*School Wide Expectations (1-0; 1-1; 1-2; 2-1; 2-2; 2-3; 3-0; 4-0; 4-2; 7-0; 7-2)*

**481 Law and Society 1 credit/1 year**

**Prerequisites: None**

This introductory course prepares students to better understand the legal environment and impact on society. "Law and Society" connects the government, the American legal system and the society in which the student lives.

*School Wide Expectations (1-0; 1-1; 1-2; 2-1; 2-2; 2-3; 3-0; 4-0; 4-2; 7-1; 7-2)*

**487 Introduction to Criminal Justice (Justice and Administration) 1 credit/1 year**

**Prerequisites: Early Enrollment with RWU**

This course introduces the many concepts unique to our criminal justice system, specifically relating to the courts, corrections and policing areas. Students taking this course will receive a general introduction appropriate as a foundation for future study in the areas of law, public safety and security.

*School Wide Expectations (1-0; 1-1; 1-2; 2-1; 2-2; 2-3; 3-0; 4-0; 4-2; 7-1; 7-2)*

**489 Law in Contemporary Society 1 credit/1 year**

**Prerequisites: Early Enrollment with RWU**

This course introduces and prepares students for possible career pathways in law, public safety and security. This course is dedicated to the students' understanding of the historical and social foundation of law, legal ethics and the social responsibility of law.

*School Wide Expectations (1-0; 1-1; 1-2; 2-1; 2-2; 2-3; 3-0; 4-0; 4-2; 7-1; 7-2)*

## JROTC

### U.S. Army Junior Reserve Office Training Corps

**7201 JROTC – year 1 1 credit/1 year**

**7202 JROTC – year 2 1 credit/1 year**

**7203 JROTC – year 3 1 credit/1 year**

**7204 JROTC – year 4 1 credit/1 year**

This series of four courses comprise the JROTC Program. The program is elective and progressive, i.e. student must choose to participate, and each year of instruction builds on the previous year's course work. The ideal enrollment point is the 9<sup>th</sup> or 10<sup>th</sup> grade (7201; 7202). Initial enrollment during the 11<sup>th</sup> or 12<sup>th</sup> grade (7203; 7204) is not recommended, but will be considered on a case-by-case basis.

Students are required to wear an issued uniform once per week during the school year. Participation in the Army JROTC incurs no military obligation. The program builds character, confidence, and teaches citizenship and leadership skills. JROTC helps cadets discover the quiet confidence and inner strength that makes goals reality.

The program teaches cadets to: (1) maximize potential for success through learning and self-management (2) Develop leadership skills (3) incorporate principles of mental and physical wellness into behaviors and decisions (4) Build effective relationships with peers, co-workers, and the community (5) Apply physical and political geography to building global awareness (6) Correlate the rights and responsibilities of citizenship to the purposes of U.S. Government (7) Relate events in U.S. history to choices and responsibilities Americans have today (8) Characterize the role of the military and other national service organizations in building a democracy and maintaining peace in a democratic society.

All lessons within the program correlate to one or more core abilities that describe the broad life-long skills that every cadet needs for success in all career and life roles.

The Core Abilities are: (1) Build your capacity for life-long learning (2) Communicate using verbal, non-verbal, visual, and written techniques (3) Take responsibility for your actions and your choices (4) Do your share as a good citizen in your school, community, country and the world (5) Treat self and others with respect, and (6) Apply critical thinking techniques.

*School Wide Expectations (1-0; 1-1; 1-2; 2-1; 2-2; 2-3; 3-0; 4-0; 4-2; 7-0; 7-1; 7-2)*

# Mathematics

A strong emphasis will be on mathematical communication, having students listen to, write about, and orally explain their reasoning in support of their results. A daily portfolio binder is a requirement for all mathematics courses.

- 241 Pre-Algebra & Math Lab (2 blocks)** **1 credit/1 year & 1 cr. – math elect**  
**Prerequisites: NECAP Grade 8 Placement**  
This is a rigorous and mathematically significant Introduction to Algebra Topics and Numeracy/Computational Fluency Ramp-up support course designed for the student who has been left behind in mathematics in prior years. A NECAP Grade 8 score of “Novice” indicates that this student needs a smoother transition into the high school mathematics college preparatory environment to be followed-up with Algebra I, Geometry, and Algebra II. The Pre-Algebra course will provide additional opportunities for the student who is below grade level to study algebraic concepts and methods as well as develop computational fluency with Grade 1 through Grade 8 numeracy skills. The student completing their work in this course will be fully prepared to enter the standards-based Algebra I course and be on track for high school graduation and college entrance requirements.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2; 7-0; 7-1; 7-2; 6-1)*
- 232 Algebra I & Math Lab (2 blocks)** **1 credit/1 year & 1 cr. – math elect**  
**Prerequisites: NECAP Grade 8 Placement**  
The Algebra I course will provide additional opportunities for the student who is below grade level (“Partially Proficient” on the NECAP Grade 8 assessment) to study algebraic concepts and methods. The course includes the following topics: operation with numbers, modeling, pattern recognition, data analysis, multiple representation of information (tables, equations, and graphs), and solving equations, study of linear, quadratic and exponential functions. Real world and non-routine problems are constantly presented for analysis. Appropriate technology such as graphing calculators, as available, will be an integral part of the course.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2; 6-0; 6-1; 6-2; 7-0; 7-1; 7-2)*
- 231 Algebra I LEP (Limited English Proficiency) & Math Lab (2 Blocks)** **1 credit/1 year 1 cr. – math elect**  
**Prerequisites: NECAP Grade 8 Placement or Native Country Transcripts**  
This Algebra I course has the same curriculum as 232 except it provides additional support for English Language Learners.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2; 6-0; 6-1; 6-2; 7-0; 7-1; 7-2)*
- 232 Algebra I / 282 Geometry Success (2 Blocks)** **2 credits/1 year**  
**Prerequisite: NECAP Grade 8 Placement**  
This course sequence will provide students who are on or above grade level (“Proficient” or “Advanced” on the NECAP Grade 8 assessment) the opportunity to study algebraic and geometric applications, concepts and methods on an accelerated pace leading directly to Algebra II.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2; 5-0; 6-0; 6-1; 6-2; 6-0; 7-1; 7-2)*
- 235 Algebra I X/ 236 Geometry (2 Blocks)** **2 credits/1 year**  
**Prerequisites: Algebra 1 (repeat)**  
This course sequence will provide students who failed Algebra 1 during the 9<sup>th</sup> grade an opportunity to recapture this Algebra 1 credit during the first semester and to advance into Geometry in the second semester. This course combination is designed to encourage students to stay on schedule for graduation. Students will study algebraic and geometric applications, concepts and methods leading directly to Algebra II.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2; 5-0; 6-0; 6-1; 6-2; 6-0; 7-1; 7-2)*
- 248 Geometry LEP (Limited English Proficiency)** **1 credit/1 year**  
**Prerequisites: Algebra 1**  
This Geometry course has the same curriculum as 236 except it provides additional support for English Language Learners.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2; 5-0; 6-0; 6-1; 6-2; 7-0; 7-1; 7-2)*

- 236 Geometry** **1 credit/1 year**  
**Prerequisites: Algebra 1**  
 The Geometry course will provide opportunities for the student to analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric shapes. Students will specify locations and describe spatial relationships using coordinate geometry and other representational systems. They will apply transformations and use symmetry to analyze mathematical situations and use visualization, spatial reasoning, and geometric modeling to solve problems. Students will use a graphing calculator. Appropriate technology, such as CAD software, Sketchpad programs, as available, will be an integral part of the course.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2; 5-0; 6-0; 6-1; 6-2; 7-0; 7-1; 7-2)*
- 238 Algebra 2** **1 credit/1 year**  
**Prerequisite: Algebra 1 and Geometry**  
 The Algebra II course will provide opportunities for the student to study different forms of representation, various forms of functions, including linear, quadratic, polynomial, rational, exponential and logarithmic, trigonometric, and power functions, conditional and binomial probability, probability distributions, sampling, and correlation and regression. Graph analysis is stressed throughout the course. All concepts are examined as tools for modeling real-world situations. An abundance of contextual and non-routine situations are explored throughout this course. Graphing calculators will be utilized as a tool for enhancing and understanding the concepts presented in Algebra II. It is suggested that each student have a scientific calculator. Appropriate technology, as available, will be an integral part of the course.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2; 5-2; 6-0; 6-1; 6-2; 7-0; 7-1; 7-2)*
- 256 Math of Finance** **½ credit = ½ year**  
**Prerequisites: Algebra I and Geometry & opposite semester class is #160 Journalism**  
 The primary focus is to start with fundamental arithmetic and algebra and apply the learned techniques to common problem solving. In tandem, students will learn several business mathematics techniques and their applications.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2; 6-0; 6-1; 6-2; 7-0; 7-1; 7-2)*
- 258 Statistics** **½ credit = ½ year**  
**Prerequisites: Algebra I and Geometry & opposite semester class is #175 Literature**  
 This is a semester course. Topics include exploring and understanding data, exploring relationships between variables, gathering data, rules of probability, distributions, measures of central tendency and variability.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2; 6-0; 6-1; 6-2; 7-0; 7-1; 7-2)*
- 259 Pre-Calculus** **1 credit/1 year**  
**Prerequisite: Dept. Exam in Algebra II**  
 The Pre-Calculus course will provide emphasis on mathematical modeling, data analysis, prediction, and optimization. The course will employ students' previous knowledge of algebra, geometry and elementary probability and statistics. Technology is employed as a tool for bringing about a deeper understanding of mathematical structure and relationships. The unifying substantive focus of the course is the concept of function. Topics studied include analysis of functions and their graphs, logarithm and natural log, analytic trigonometry and trigonometric functions, applications of trigonometric functions, analytic geometry, sequences, induction, counting and probability.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2; 6-0; 6-1; 6-2; 7-0; 7-1; 7-2)*
- 263 Calculus \*** **1 credit/1 year**  
**\*EEP Opportunity for 4 RIC credits (RIC #212-Calculus I)**  
**Prerequisites: Dept. Exam and Algebra II (Pre-Calculus recommended.)**  
 This course is a college level course jointly offered through Rhode Island College. This program will cover fundamental topics in Differential and Integral Calculus, "the study of continuous change." The student will pursue these topics through guided instruction, self study, computer/calculator labs, and group study in the high school setting. Heavy use will be made of technology such as the Texas Instruments TI-83+ or TI-89 Titanium Graphing Calculators and Computer Software as well as traditional pencil and paper.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2; 6-0; 6-1; 6-2; 7-0; 7-1; 7-2)*

**258 Statistics \***

**½ credit = ½ year**

**\*EEP Opportunity for 3 RIC credits (RIC #240-Statistical Methods I)**

**Prerequisites: Algebra I and Geometry (open to 11<sup>th</sup> graders as an elective)**

This course is a college level course on probability and statistics jointly offered through Rhode Island College. Topics include exploring and understanding data, exploring relationships between variables, gathering data, rules of probability, distributions, measures of central tendency and variability, sampling techniques, confidence intervals, hypothesis testing, correlation, regression analysis, and inference for regression.

*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2; 6-0; 6-1; 6-2; 7-0; 7-1; 7-2)*

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# Physical and Health Education

*Physical Education is an activity based course. All students are required to wear attire conducive to safety and physical performance, and participate to the best of their abilities. Individual, team-oriented, and dual activities include soccer, team handball, flag football, basketball, floor hockey, volleyball, Frisbee, lacrosse, softball, track and field, line and ballroom dancing, tennis, kickball, and weight training. These co-educational activities have some element of competition, but the main emphasis is to instill the principles of lifelong physical fitness. Health instruction will build and expand on student knowledge of physical, emotional, and mental health issues. Topics such as family life; nutrition; substance abuse; consumer education; diseases and disorders are studied. The curriculum addresses knowledge, attitude, and skill development and provides opportunities for students to practice skills that promote lifelong health and well-being.*

## **6501 PE/Health 1 1 credit/1 year**

### **Prerequisite: None**

This is a standards based course focused on decision making, healthy choices and cardiovascular endurance. Standards will be introduced to team and individual activities. PE course offerings may include: flag football, team handball, exercise and fitness. Health course topics may include: tobacco, alcohol, nutrition and HIV/AIDS.

*School Wide Expectations (1-0;1-1; 1-2; 2-2; 2-3; 3-0; 3-1; 4-0; 4-2; 7-0; 7-1; 7-2)*

## **6502 PE/Health 2 1 credit/1 year**

### **Prerequisites: Completion of 6501**

This is a standards based- course that will incorporate increased physical activity, social and cultural awareness and influence on technological and environmental issues. Additional team and individual activities will be introduced. PE course offerings may include: soccer, basketball, step aerobics, softball. Health course topics may include: illegal drugs, teen pregnancy, HIV/AIDS, and consumer health.

*School Wide Expectations (1-0;1-1; 1-2; 2-2; 2-3; 3-0; 3-1; 4-0; 4-2; 7-0; 7-1; 7-2)*

## **6503 PE/Health 3 1 credit/1 year**

### **Prerequisites: Completion of 6502**

This is a standards based-course that will continue to improve upon student physical fitness. It will also incorporate goal setting and decision making skills to enhance students' personal health. Students will be able to elect more individual activities aimed at increasing life long activity. PE course topics may include: tennis, weight training, golf, track and field. Health offerings may include: stress, STIs, HIV/AIDS, mental and emotional health.

*School Wide Expectations (1-0;1-1; 1-2; 2-2; 2-3; 3-0; 3-1; 4-0; 4-2; 7-0; 7-1; 7-2)*

## **6504 PE/Health 4 1 credit/1 year**

### **Prerequisite: Completion of 6503**

This is a standards based-course that improves knowledge of lifetime activities. Students will also become aware of community involvement, environmental issues and personal and family health. PE course offerings may include: volleyball, floor hockey, cooperative learning activities. Health course topics may include: healthy adult relationships, addiction and environmental health.

*School Wide Expectations (1-0;1-1; 1-2; 2-2; 2-3; 3-0; 3-1; 4-0; 4-2; 7-0; 7-1; 7-2)*

## **6505 PE/Health 4 1 credit/1 year** **(12<sup>th</sup> Grade Only)**

This course provides additional practice and opportunity in PE to acquire additional physical education credit to satisfy graduation requirement.

*School Wide Expectations (1-0;1-1; 1-2; 2-2; 2-3; 3-0; 3-1; 4-0; 4-2; 7-0; 7-1; 7-2)*

## **6506 PE/Adaptive 1 credit/1 year** **(Offered Grades 9-12)**

### **Prerequisite: IEP**

Fine and gross motor skills are a strong point of emphasis in this course. There will be a variety of individual and team activities covered throughout the year. Students will be interacting in a social environment where cooperation, social skills and proper behavior will be promoted when participating in class.

Physical Education is an activity-based course.

*School Wide Expectations (1-0; 2-2; 2-3; 3-1; 4-0; 4-2; 7-0; 7-1; 7-2)*

# Science

A strong emphasis for assessment will be placed on communication in addition to problem-solving and critical thinking as school-wide expectations. Evidence of this will be demonstrated in labs, project-based learning and portfolios for each subject in science.

- 330 Physical Science (with a focus on Physics) 1 credit/1 year**  
**Prerequisites: Concurrent enrollment in Algebra I**  
Physical science is an introductory course in conceptual physics in which students will review measurement and the metric system, types of motion and forces, momentum, work and energy, circular motion, the Law of Universal Gravitation and planetary interactions, Newton's Laws, vibrations and waves. The subjects of electricity and magnetism to include electromagnetism will also be included and if time permits, atomic and nuclear physics will be introduced.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2)*
- XXX Physical Science LEP (with a focus on Physics-Limited English Proficiency) 1 credit/1 year**  
**Prerequisites: Concurrent enrollment in Algebra I LEP (Limited English Proficiency)**  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2)*  
This Physical Science course has the same curriculum as 304 except it provides additional support for English Language Learners.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2)*
- 312 Biology 1 credit/1 year**  
**Prerequisites: None**  
Biology is a course that will provide instruction in the fundamental principles and concepts of biology with emphasis on the understanding of the scientific method. Topics include cell theory, life processes, biochemistry and energy transfer, molecular biology, biological diversity, heredity and genetics. Embedded skills will include observation, analysis and interpretation of data and problem solving through lab experiences and research.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2)*
- 313 Biology LEP (Limited English Proficiency) 1 credit/1 year**  
**Prerequisites: None**  
This Biology course has the same curriculum as 312 except it provides additional support for English Language Learners.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2)*
- 322 Chemistry 1 1 credit/1 year**  
**Prerequisites: Algebra 1, Concurrent enrollment in Geometry or Algebra 2**  
Chemistry 1 is an introductory course in which students will study the tools of measurement, the structure of matter and the physical and chemical changes it may undergo. Topics included in this course will be atomic theory, gas laws, chemical bonding, states of matter, reaction types, acids and bases and an introduction to organic chemistry. Laboratory experiences are an integral component of the course. The primary purpose is to develop a comprehensive understanding of the fundamental concepts of chemistry.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2)*
- 327 Chemistry 1 LEP (Limited English Proficiency) 1 credit/1 year**  
**Prerequisites: Algebra 1, Concurrent enrollment in Geometry or Algebra 2**  
This Chemistry course has the same curriculum as 322 except it provides additional support for English Language Learners.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2)*

- 325 Chemistry II** **1 credit/ 1 year**  
**Prerequisites: Physical Science and Biology and Chemistry 1**  
**\*Early Enrollment Course: 4 Credits RIC**  
 Chemistry II is a laboratory-oriented, problem solving approach to investigating topics in chemistry. Students will be taught problem solving skills, graphing techniques, and how to collect, organize and interpret data along with computerized collection and analysis of data. Students will be expected to submit typed lab reports which explain the chemical concepts involved illustrated by diagrams, chemical formulas and chemical equations. Students will participate in a special project in polymers which will require students to submit a research paper, technological summary, a formal written lab report and develop a PowerPoint presentation. Study groups are encouraged, but make certain that all work submitted is “your own” work. Science fair projects are mandatory for all.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2)*
- 332 Physics I** **1 credit/1 year**  
**Prerequisites: Physical Science, Algebra I, Concurrent Enrollment in Algebra II**  
 Physics I is a continuation course in physics with a quantitative approach. In this case, a strong mathematical background is necessary in order use the tools of measurement to further examine such concepts as the types of motion and forces using Newton’s Laws, vector analysis, momentum, work and energy, circular motion, the Universal Law of Gravitation and electromagnetic spectral analysis. If time permits, other subjects include an in depth look at electricity and magnetism, electromagnetism, and atomic and nuclear physics and quantum mechanics.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2)*
- 348 Anatomy & Physiology** **1 credit/ 1 year**  
**Prerequisites: Physical Science and Biology and Chemistry 1**  
 Human Anatomy & Physiology covers the structure and function of the human body. The course begins with an introduction to the human body and the key chemistry concepts needed to understand its processes. Each of the twelve systems of the body is covered in detail. Both dissection and laboratory experiences are provided related to the body system being studied.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2)*
- 362 Forensic Science** **1 credit/1 year**  
**Prerequisites: Physical Science and Biology and Chemistry 1**  
 Forensic Science is a course that focuses on the study of evidence discovered at a crime scene and used in a court of law. Various topics will be covered including analysis of DNA, fingerprinting, ballistics, forensic anthropology, photographic criminal analysis, and the chemical analysis of evidence.  
*School Wide Expectations (1-0; 1-1; 1-2; 4-0; 4-1; 4-2)*
- 361 Science Research** **1 credit/1 year**  
**Prerequisites: Physical Science and Biology and Chemistry I**  
 Science Research is a course that allows students to be exposed to the real world field of research and development. Students who take this course will be working one on one with professors, scientists or health care professionals from such environments as Brown University and Rhode Island Hospital. Students will be required to analyze a research topic and then present their research findings.  
*School Wide Expectations (1-0; 1-1; 1-2; 2-0; 3-0; 4-0; 4-1; 4-2)*

# Special Population Programs

The Special Education model at Hope High school is designed to offer a wide range of programs from least restrictive to most restrictive settings and is consistent with the Providence School District Special Education model. Our program meets federal guidelines for the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), including the most recent provisions of the act effective July 1, 2005.

## **Inclusion model – Offered in Arts, Leadership and Information Technology**

The Inclusion Program at Hope High School provides opportunities for Special Education students to become fully included and immersed in the general education setting. Students are provided academic support from their inclusion teachers who collaborate with the classroom teacher. Each classroom teacher is provided with pertinent pages from a student's IEP (Individual Education Plan). Accommodations and modifications outlined in a student's IEP are made within the general education classroom to support the student's disability. The overarching academic goal of the inclusion model is to help the student move toward becoming a proficient, independent learner. An inclusion teacher has a 20:1 ratio.

*School Wide Expectations - See individual course descriptions*

## **Intensive Resource – Offered in Arts, Leadership and Information Technology**

The Intensive Resource program is partially inclusion-based and partially self-contained. The intensive resource teacher is responsible for teaching the general education curriculum to the students on his/her caseload for the subjects of English and Math. The remaining courses are taken within the general education setting. As with the inclusion model, each classroom teacher is provided with pertinent pages from a student's IEP (Individual Education Plan). Accommodations and modifications outlined in a student's IEP are made within the general education classroom to support the student's disability. An intensive resource teacher may have a 20:1 ratio.

*School Wide Expectations - See individual course descriptions*

## **Departmental/Self-Contained – Offered in Leadership and Information Technology**

The Departmental/Self-Contained program is made up of a team of teachers. Each Special Education teacher is responsible for one core subject (English, Math, Social Studies or Science) along with one secondary subject (Reading, Career or Computer Literacy). The Special Education teacher is responsible for following the general education curriculum making accommodations and modifications to meet individual needs as well as providing a differentiated classroom structure to help the student succeed socially, emotionally and academically. These students attend elective courses with the general education population. Elective teachers are provided with pertinent pages from a student's IEP (Individual Education Plan). Accommodations and modifications outlined in a student's IEP are made within the elective course to support the student's disability. The student to teacher ratio in this program is 10:1 with one teacher assistant.

*School Wide Expectations (1-0; 1-1; 2-0; 2-2; 2-3; 3-0; 3-2; 4-0; 4-1; 4-2; 6-0; 6-2; 7-0; 7-2)*

## **Self-Contained 180-day program – Offered in the Arts Community only**

The Self-Contained 180-day program is taught by one Special Education teacher. The teacher is responsible for teaching all core academic subjects (English, Math, Social Studies, Science) as well as up to two secondary subjects (Reading and/or Social Skills). The teacher is responsible for following the general education curriculum making accommodations and modifications to meet individual needs as well as providing a differentiated classroom structure to help the student succeed socially, emotionally and academically. These students attend elective courses with the general education population. Elective teachers are provided with pertinent pages from a student's IEP (Individual Education Plan). Accommodations and modifications outlined in a student's IEP are made within the elective course to support the student's disability. The student to teacher ratio in this program is 10:1 with one teacher assistant.

*School Wide Expectations (1-0; 1-1; 2-0; 2-2; 2-3; 3-0; 3-2; 4-0; 4-1; 4-2; 5-0; 5-2)*

## **Self-Contained 230-day program – Offered in the Arts Community only**

The Self-Contained 230-day program is taught by one Special Education teacher. Access to the general education curriculum is determined by the student's IEP (Individual Education Plan). In a few cases students receive instruction in the core subjects (English, Math, Social Studies or Science) but in most cases the transition process from school to life beyond high school drive this program. Students are taught their academics imbedded within four domains which are the overarching goals of this program. The domains include: functional academics, vocational/work study, daily living skills and social skills/community involvement. The student to teacher ratio is 6:1. The number of teacher assistants varies according to IEP needs.

### **Autism & Autism Spectrum Disorder (ASD) program – Offered in the Arts Community only**

The Autism classroom at Hope High is a self-contained environment taught by one teacher. The program model used currently is the TEACCH model or Treatment and Education of Autistic and related Communication of Handicapped Children. The goals of this program are to provide strategies that support students throughout their life, facilitate autonomy at all levels of functioning and accommodate the individual needs of the student. Implementation of the program includes providing an organized structured environment, emphasizing visual learning modalities, and the curriculum is individualized based on results of student assessments and the IEP (Individualized Education Plan) goals. In some cases a student may attend a general education or another special education core content classroom with appropriate accommodations or modifications. The student ratio is not to exceed 10 students in the classroom. The number of teacher assistants varies according to IEP needs.

*School Wide Expectations (1-1; 1-2; 2-2; 2-3; 3-1; 3-2; 4-2)*

### **Bilingual Special Education – Offered in the Arts Community only**

The Special Education Bilingual classroom is a “stand-alone” program with its own specially trained teachers. The teachers are responsible for teaching all core academic subjects (English, Math, Social Studies and Science) along with secondary subjects (Communications, Career, Reading). English materials are adapted to the student’s proficiency levels and accommodations and modifications for the bilingual student’s disability are made based on the IEP (Individualized Education Plan). A special focus is placed on helping the student integrate into American culture while supporting the student’s home/heritage culture. The bilingual Special Education student attends all electives with the general education students. The student’s academic and language needs are provided for the elective teachers with pertinent pages from the IEP. The student to teacher ratio in this program is 10:1 with support from a bilingual teacher assistant.

*School Wide Expectations (1-0; 1-1; 2-0; 2-2; 2-3; 3-0; 3-2; 4-0; 4-1; 4-2; 6-0; 6-2; 5-2)*

### **Footnote:**

1. Other services that may be provided within or outside of the classroom setting when written in a student’s IEP may include one or more of the following: Counseling, (carried out by the school psychologist, social worker or school counselor), Physical Therapy, Adaptive Physical Education, Occupational Therapy, Speech Therapy, Visual supportive counseling and services.
2. Placement in both regular core curriculum, as well as elective classes, is based on student need and not limited to identified disability. Individual needs and interests are discussed with the student during planning meetings, as well as IEP reviews or a result of an evaluation.

# World Languages

- 511 French 1** **1 credit/1 year**  
**Prerequisite: None**  
Students are introduced to basic vocabulary and begin to gain insight into the French-speaking world. Basic grammatical and conversational skills are reinforced through role-playing and interactive projects. Reading and writing are also introduced through culture.  
*School Wide Expectations (1-0; 1-1; 2-2; 2-3)*
- 513 French 2** **1 credit/1 year**  
**Prerequisite: French 1**  
Students will continue to develop and reinforce language skills and broaden their understanding of culture. Oral and written expression is further enhanced by new vocabulary and readings.  
*School Wide Expectations (1-0; 1-1; 1-2; 2-2; 2-3)*
- 515 French 3** **1 credit/1 year**  
**Prerequisite: French 2 and/or grade C+ or better, permission of teacher**  
A continuation of the study of French through more advanced grammatical and conversational skills and the continued development of writing skills through readings, short stories and essays.  
*School Wide Expectations (1-0; 1-1; 1-2; 2-2; 2-3; 4-1; 4-2)*
- 517 French 4** **1 credit/1 year**  
**Prerequisite: French 3 and/or grade C+ or better, permission of teacher**  
A continuation of the study of French through more advanced grammatical and conversational skills and the continued development of writing skills through readings, short stories and essays.  
*School Wide Expectations (1-0; 1-1; 1-2; 2-2; 2-3; 3-0; 4-1; 4-2)*
- 531 Italian 1** **1 credit/1 year**  
**Prerequisite: none**  
Students are introduced to basic vocabulary and begin to gain insight into the Italian-speaking world. Basic grammatical and conversational skills are reinforced through role-playing and interactive projects. Reading and writing are also introduced through culture.  
*School Wide Expectations (1-0; 1-1; 2-2; 2-3)*
- 533 Italian 2** **1 credit/1 year**  
**Prerequisite: Italian 1**  
Students will continue to develop and reinforce language skills and broaden their understanding of culture. Oral and written expression is further enhanced by new vocabulary and readings.  
*School Wide Expectations (1-0; 1-1; 1-2; 2-2; 2-3)*
- 535 Italian 3** **1 credit/1 year**  
**Prerequisite: Italian 2 and/or grade C+ or better, permission of teacher**  
A continuation of the study of Italian through more advanced grammatical and conversational skills and the continued development of writing skills through readings, short stories and essays.  
*School Wide Expectations (1-0; 1-1; 1-2; 2-2; 2-3; 4-1; 4-2)*
- 537 Italian 4** **1 credit/1 year**  
**Prerequisite: Italian 3 and/or grade C+ or better, permission of teacher**  
A continuation of the study of Italian through more advanced grammatical and conversational skills and the continued development of writing skills through readings, short stories and essays.  
*School Wide Expectations (1-0; 1-1; 1-2; 2-2; 2-3; 3-0; 4-1; 4-2)*

- 541 Latin 1** **1 credit/1 year**  
**Prerequisite: none**  
 Fundamental principles of Latin grammar and Latin are used as tool for learning the basic language: parts of speech, sentence structure, and the terminology of language. This fundamental course is invaluable and necessary in studying any other language, particularly English.  
*School Wide Expectations (1-0; 1-1; 2-2; 2-3)*
- 543 Latin 2** **1 credit/1 year**  
**Prerequisite: Latin 1**  
 A continuation of basic purposes of Latin 1 with emphasis on reading connected narration, work derivation and comparative grammar, showing the contributions of Latin to Romance languages and to English.  
*School Wide Expectations (1-0; 1-1; 1-2; 2-2; 2-3)*
- 545 AP Latin 3** **1 credit/1 year**  
**Prerequisite: Latin 2 and teacher recommendation**  
 Students follow the Catulus, Ovid Syllabus. Students will learn to read, translate, understand, analyze, and interpret the required poetry.  
*School Wide Expectations (1-0; 1-1; 1-2; 2-2; 2-3; 4-1; 4-2)*
- 547 AP Latin 4 Virgile** **1 credit/1 year**  
**Prerequisite: Latin 3 and teacher recommendation**  
 Interpretation of the *Aeneid*: appreciation of the beauty and excellence of the poem. Development of the ability to read Latin poetry; increasing knowledge of syntax and vocabulary; study of the mythology connected with the Aeneid. (Students may take Advanced Placement examination after completion of this course).  
*School Wide Expectations (1-0; 1-1; 1-2; 2-2; 2-3; 3-0; 4-1; 4-2)*
- 561 Spanish 1** **1 credit/1 year**  
**Prerequisite: None**  
 Students are introduced to basic vocabulary and begin to gain insight into the Spanish-speaking world. Basic grammatical and conversational skills are reinforced through role-playing and interactive projects. Reading and writing are also introduced through culture.  
*School Wide Expectations (1-0; 1-1; 2-2; 2-3)*
- 563 Spanish 2** **1 credit/1 year**  
**Prerequisite: Spanish 1**  
 Students will continue to develop and reinforce language skills and broaden their understanding of culture. Oral and written expression is further enhanced by new vocabulary and readings.  
*School Wide Expectations (1-0; 1-1; 1-2; 2-2; 2-3)*
- 565 Spanish 3** **1 credit/1 year**  
**Prerequisite: Spanish 2 and/or grade C+ or better, permission of teacher**  
 A continuation of the study of Spanish through more advanced grammatical and conversational skills and the continuation of the development of writing skills through readings, short stories and essays.  
*School Wide Expectations (1-0; 1-1; 1-2; 2-2; 2-3; 4-1; 4-2)*
- 567 Spanish 4** **1 credit/1 year**  
**Prerequisite: Spanish 3 and/or grade C+ or better, permission of teacher**  
 A continuation of the study of Spanish through more advanced grammatical and conversational skills and the continuation of the development of writing skills through readings, short stories and essays.  
*School Wide Expectations (1-0; 1-1; 1-2; 2-2; 2-3; 3-0; 4-1; 4-2)*

# District Wide Code of Conduct

## Grades PK-12

### Community Expectations & Responsibilities

*All members of the Providence Public Schools community have the right to be treated respectfully by one another and have the right to a safe, orderly environment in which to learn, work, or entrust their children.*

#### A Community of Learners

A positive school environment is safe and encourages student engagement in learning, family and community engagement in school and supports a professional work environment. Based on the four Providence Schools expectations of *Preparation, Respect, Future Planning, and Asking for Help*, healthy school communities focus on student learning, value the contributions of each member, and support student access to an appropriate education. Schools will purposefully foster the development of relationships between students, faculty, administration and support staff around the common mission of becoming a *Community of Learners*.

#### Expectations of Students

*Students have the responsibility to:*

- Come to school on time prepared and ready to learn
- Respect self, others and property
- Plan for the future
- Ask for help when needed

#### Student Rights

*Students have the right to:*

- A free and appropriate education
- Examine their school records and participate in developing their academic program
- Be free from discrimination and harassment in school
- Freedom of speech unless such expression imposes on the rights of others
- Be free from unreasonable searches and seizures
- Be informed of, respond to, and appeal any disciplinary action taken against them

#### Expectations of Families

*Families have the responsibility to:*

- Ensure their child arrives at school on time prepared to learn
- Respect their child's education and school professionals
- Help their child plan for each day, week and year in school
- Ask for help when unable to meet the educational needs of their child
- Reinforce Providence Schools conduct expectations

#### Family Rights

*Families have the right to:*

- Participate in planning their child's academic program and examine school records
- The confidential maintenance of their child's records
- Be informed of their child's academic progress and behavior
- Visit their child's school according to school-based protocol
- Be informed of, respond to, and appeal any disciplinary action taken

#### Expectations of Teachers

*Teachers have the responsibility to:*

- Come to school on time prepared and ready to teach
- Behave professionally and treat all members of the school community with respect
- Model and teach Providence Schools' conduct expectations

- Create a positive learning environment
- Evaluate the progress of students
- Communicate with parents/guardians, staff, and administrators regarding student learning and support needs

### **Teacher Rights**

*Teachers have the right to:*

- be treated as professionals
- be provided with equipment, tools, and/or support necessary to perform their responsibilities
- collaborate with parents/guardians, administrators and support staff regarding the needs of individual students
- be informed by administrators regarding student discipline outcomes
- be free from discrimination and harassment

### **Administrator and Support Staff Expectations**

*Administrators and Support Staff have the responsibility to:*

- Come to school on time prepared to work
- Behave professionally and treat all members of the school community with respect
- Model and teach Providence Schools conduct expectations
- Create a positive learning environment
- Support effective and efficient school operations
- Act as ambassador for school to students, families, faculty, and community partners

### **Administrator and Support Staff Rights**

*Administrators and Support Staff have the right to:*

- Be treated as professionals
- Be provided with equipment, tools, and/or resources that will enable them to perform their responsibilities
- Be free from discrimination and harassment

### **Expectations of Community Partners**

*Community Partners have the responsibility to:*

- Register with the Office of Parent and Community Engagement before working directly with students in our schools
- Model and teach Providence Schools' conduct expectations to students and collaborate with school personnel to create a positive learning environment
- Communicate any and all concerns to school personnel and/or district staff

### **Community Partner Rights**

*Community Partners have the right to:*

- Be treated as professionals
- Be members of the school community
- Be free from discrimination and harassment

## **Student Attendance**

Daily school attendance is a critical factor in student academic and social success.

Students who attend school regularly are more successful academically, socially, and emotionally and are less likely to drop out of school and more likely to continue their education beyond high school.

According to RI State law, *students are required to regularly attend school* until their 18th birthday. After a student's 16<sup>th</sup> birthday, a parent or legal guardian has the right to sign appropriate documentation releasing their child from the legal obligation to attend school.

The Providence School Board requires that any student who has more than ten (10) unexcused absences during a semester or twenty (20) during the entire school year shall be *denied course or grade level credit* unless s/he is able to demonstrate course or grade level proficiency consistent with the Providence Schools Scope & Sequence framework document as determined by the class teacher.

*Regardless of a student's attendance record, no member of the school community should ever advise a student to stop coming to school.*

### **Types of Absences**

**Excused:** any absence verified by written note due to illness; medical, counseling or court appointment; family emergency or death; religious holidays; school sponsored conferences and events; and school issued suspensions

**Unexcused:** any absence due to family vacation, employment, poor planning or cutting class.

- *Five (5) unexcused late arrivals equal 1 unexcused absence*

### **Intervention**

Communication with families regarding any unexcused absence is the most important intervention by schools, but ensuring regular and timely attendance requires school and family collaboration. Families have a responsibility to work with the school or ask for help from the school to develop a support plan. Students identified as having habitual attendance problems may be referred to the Student Affairs Office, Truancy Court, RI Family Court, and/or the Office of Student Opportunities.

### **Absences Up to 5 days per Semester**

- It is the responsibility of a parent/guardian to call the school when they know their child will be absent, and follow up with a verified letter in the case of an excused absence.
- If they do not do so, it is the principal's or designated staff's responsibility to notify the parent/guardian of the consecutive absences by telephone and/or letter.

### **Absences of 6 or more cumulative days or patterns of chronic unexcused absences**

- The principal or designated staff will attempt to determine the cause of the prolonged absences and help prevent more absences. Strategies may include home visits, daily calls, letters or referral to the Student Affairs Office and/or Rhode Island Family Court.
- Any information necessary to the determination of appropriate action will be viewed by the principal, parent/guardian, and necessary staff.
- A parent/guardian conference will be scheduled.
- At the discretion of the teacher, make up assignments can be assigned.

## **Discipline in Providence Schools**

*The right of each student to learn will not be compromised. Every school must ensure the safety of all members of its community. Maintaining school connectedness is the driving value for all disciplinary action.*

### **Providence Schools Discipline Strategy:**

- Maintain Clear Expectations
- Teach Expectations & Related Skills
- Model Expectations
- Provide Positive Recognition
- Consistently Deliver Consequences and Interventions

Effective discipline will be implemented through effective partnerships with students, families, and the community.

Expectations and consequences for student conduct will reflect a balance between the responsibilities and rights of the individual and the responsibilities and rights of the school community.

Providence Schools will maintain positive school environments that are conducive to effective and efficient learning and value the need of students, families, and staff members to feel proud of, connected to, and safe in their school.

### **Scope of Discipline**

It is the responsibility of all school personnel to maintain student discipline before, during, and after the school day in school buildings, on school premises, at other locations while attending school-sponsored activities, and while in transit to or from school.

### **School-based Decisions**

Each school in the Providence Public School District has its own unique culture and community of individuals. It is essential to the success of all of our students that the individuality of each school be nurtured and celebrated. At the same time, Providence Schools understands that students move from elementary school to middle then high and families have multiple children in multiple schools. In order to support the successful engagement of families and community partners with the Providence Schools, district wide expectations are necessary. Therefore, every school will follow the District Wide Code of Conduct. Schools may add additional expectations when those expectations meet the following criteria, are submitted to the District, and pass legal review:

- are enforceable
- aid teaching and learning
- can be modeled by adults
- are agreed to by the school community.

As part of each school's school improvement plan, school-based initiatives will be designed to increase attendance and decrease disruptions to teaching and learning by building positive school cultures and maintaining school connectedness.

## **Behaviors and Consequences**

### **A Community of Learners**

The mission of public schools is to provide every student with a free and appropriate education. In order for schools to maximize the engagement of students in their education, schools must purposefully foster the development of relationships between students, faculty, administration, and support staff around the common mission of becoming a Community of Learners. This prevents disruptions to teaching and learning by creating a positive learning environment ensuring the safety of all members.

### **Language of Learners**

It is the expectation of Providence Schools that all members of the school community refrain from swearing, or using language that stereotypes, generalizes or violates the confidential rights of others. Individual student needs should be discussed between school professionals only when discussion is intended to improve the educational outcomes of those students. It is expected that all members of the school community use language that promotes human dignity and respects individuality.

### **Delivery of Consequences**

All members of the school community need to teach, reinforce, and model expectations as well as respond swiftly and with authority while delivering consequences to unacceptable behaviors in order for schools to facilitate the development of self-discipline in students. Systematic recognition of students' social and academic improvement and successes will limit incidents of misbehavior. Clear and concise expectations are essential for the understanding and support of an orderly school environment by students, families, school personnel and community partners. Consequences should match the severity of the behavior as defined in the Code of Conduct.

### **ZERO Tolerance for Weapons and Violence**

Any students found to be in possession of a weapon, or involved in an aggravated assault will immediately be referred to the Student Affairs Office for a hearing which may result in exclusion from school for anywhere from 60 days to 180 days or for a duration in accordance with Rhode Island State Law. If the weapon involved is a gun or look-alike gun or falls into a category covered by the federal Gun-Free Schools Act of 1994, a mandatory one-year exclusion for a period of one hundred eight days (180) (calendar days) will be in effect after due process requirements are met. In all cases involving weapons or aggravated assault in school or on school grounds, the local police will be called. School grounds include, but are not limited to, actual property owned by the school, areas around the schools, parking lots, school-sponsored events (whether on or off school grounds), school buses, and school bus stops.

### **Students with Disabilities**

- Students with disabilities are subject to the same rules governing student behavior and discipline as their non-disabled peers, although they are entitled to additional due process protections as outlined in Providence Schools Manual of Special Education Procedures and Services, September 2004.
- In compliance with federal and state regulations, no student with a disability or suspected disability shall be excluded, suspended, or withdrawn from any school based education program for more than ten (10) cumulative days within one school year for behavior that is a manifestation of the student's disabling condition.

### **Bullying and Harassment**

To protect the right of all students to learn, bullying and/or harassment of any individual or individuals will not be tolerated. An effective learning environment is one in which all members feel safe.

### **Definition of Bullying and Harassment**

- Any actions marked by aggressive behavior to belittle, harm, and/or overpower another individual or group of individuals.
- Any action of hate against the appearance, intellectual capacity, ability, opinion, race, religion, gender, country of origin, age, sexual orientation, gender identity or disability of another individual or group of individuals.
- Tormenting and repetitive, it includes, but is not limited to, destruction of property, verbal harassment including name calling, graffiti, stalking, intimidation, threatening and/or humiliation. Chronic bullying can lead to stealing, physical assault, sexual assault and/or violence. No member of the school community has the right to bully or harass another member of the school community. Students are not allowed to bully and/or harass others in the Scope of Discipline and/or affect the safety of the learning environment through phone calls, the internet or writing.

### **Dress Code**

All members of the school community must come prepared to learn, teach and work in appropriate attire.

- Clothing must cover from shoulders to above the knees
- No undergarments should be visible
- Words or images on clothing may not be vulgar, advertise alcohol, drugs or gang affiliation.

### **Use of Personal Electronics**

Providence Schools acknowledges the right of all members of the school community to possess personal electronics **to accommodate learning** and/or **improve home/school safety**. It is the expectation of all members of the school community that personal electronics be kept hidden from view of others. It is advised that when at all possible, students leave their personal electronics and other valuable belongings at home as the Providence Schools are not responsible for the loss or theft of such items.

### **Cell Phones**

Students may use cell phones before and after school to communicate with families. Cell phones must be turned off by all members of the school community during the school day.

### **Personal Music Devices**

Students may use CD or mp3 players with headphones when listening to music facilitates focus during independent learning and does not disrupt the learning of others. ***The use of personal music devices is never allowed during instruction, project based activities, or cooperative learning experiences.***

## **Inappropriate Behavior Consequence Map**

Every member of the Providence School Department is responsible for addressing student behaviors observed in the Scope of Discipline which compromise any student's right to learn or threaten the safety of the school community.

### **Level 1:**

Student behaviors *addressed by the observing adult* that do not meet Providence Schools' expectation of **Respect** and compromise the **Community of Learners**.

- Out of seat • Pushing, shoving
- Talking back • Minor property theft
- Disrespectful gestures • Throwing small items
- Refusal to follow directions • Minor graffiti
- Teasing, name-calling • Late arrival to class/no pass
- Calling out, yelling • Leaving class without permission
- Inappropriate dress • Inappropriate use of personal electronics

#### **Level 2:**

Student behaviors *requiring interaction with teachers, students, family and/or support staff* that do not meet Providence Schools expectation of **Respect** and compromise the **Community of Learners**.

- Chronic Level 1 behavior • Throwing objects
- Verbal Arguments • Bullying
- Sexual harassment • Racial harassment

#### **Level 3:**

Student behaviors *requiring interaction with administration* that do not meet Providence Schools expectation of **Respect** and compromise the **Community of Learners**. All criminal behaviors will automatically result in referral to the Providence Police and the Office of Student Affairs.

- Chronic level 2 behavior • Possession of weapon
- Fighting • Immediate threat of harm to self
- Sexual assault • Threats of violence
- Physical assault • Leaving school building or grounds without permission
- Major property theft
- Major graffiti • Gang harassment or recruitment
- Destruction of property • Extortion

#### **Level 4:**

Student behaviors *requiring interaction with administration and automatically resulting in a referral to the Providence Police and the Office of Student Affairs* that do not meet Providence Schools expectation of **Respect** and compromise the **Community of Learners**.

- Possession of a gun
- Possession of controlled substances

## **Definitions**

**Accommodations:** Adjustments made in the classroom or learning environment of a school that provide appropriate supports for students struggling with teaching and learning by creating conditions for success.

**Appeal:** An opportunity to formally challenge any disciplinary action

**Assault:** A physical act of aggression on another that is not precipitated by any physical aggression of the victim

**Chronic:** Three (3) or more instances of a similar behavior defined in Levels 1, 2 and 3 for which interventions are not having observable impact.

**Community Service:** Organized and structured opportunities for students to contribute to the betterment of the school community.

**Conference:** A non-public one-on-one conversation between a school professional and a student and/or family member regarding observed behavior that is disrupting the learning environment. A conference should include both members describing their concerns, with the responsible adult specifically describing how the observed behavior is a barrier to

learning or is disrupting the learning of others. Each conference should be resolved with an agreed upon plan for improvement. Conferences should never involve public humiliation of a student.

**Disability:** Evaluated determination of mental retardation, hearing impairment including deafness, speech or language impairment, visual impairment including blindness, emotional disturbance, orthopedic impairment, autism spectrum disorder, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, or requires special education and related services.

**Fighting:** A mutually agreed to or mutually spontaneous eruption of physical aggression between two or more individuals.

**Intervention:** Any attempt to involve the student, family, teachers, school-based support staff, community providers and/or agencies to help support improvement in behavior, teach new behaviors, motivate, and/or hold students accountable who are not upholding the expectations defined in the Code of Conduct.

**Learning Support Team:** A team of school-based support professionals, teachers, administrators and community partners who develop appropriate interventions and/or make referrals to services to address the barriers to learning a student faces.

**Major Graffiti:** Writing, painting or carving on property other than one's own that is permanent

**Minor Graffiti:** Writing or painting on property other than one's own that cleans up easily

**Major Theft:** Any theft of valuable items or school equipment involving destruction of school property, physical harassment and/or malicious intent.

**Minor Theft:** Any theft of small items such as school supplies.

**Non-Academic School Privileges:** Any student privilege that is not an element of the fundamental education program. *This does not include food, physical education class, art class, music class or field trips.*

**Referral for Learning Supports:** A referral to the Learning Support Team in the school for interventions to address emotional, social, academic, career or basic needs barriers to learning.

**Restitution:** Describes a type of consequence that is developmentally appropriate, directly related to the misbehavior and intends to recover any emotional, social or physical harm inflicted.

**Verified Letter:** Any written note on professional letterhead and/or with a parent's signature which includes an explanation for absence that falls under the definition of Excused Absences

**Weapon:** A loaded or unloaded firearm or look-alike firearm or pistol, knife, razor, martial arts device, gas repellent, mace, stun gun, and/or any tool or instrument which school administrative staff could reasonably conclude as being capable of inflicting bodily harm.

***It is required that parents return the Student & Parent Acknowledgment of Receipt and Understanding of Code of Conduct form to their child's school. The form can be found at the end of the English version of this book.***