

LINCOLN HIGH SCHOOL

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Science

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Policy of Non-Discrimination

The Lincoln School Department does not discriminate on the basis of age, gender, race, religion, national origin, color, or handicap in accordance with applicable laws and regulations. Any questions or concerns relevant to affirmative action or civil rights issues should be referred to the Affirmative Action Officer, at 721-3300.



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CORE VALUES

Respect, Integrity, Safety, Engagement, Unity and Pride

Belief Statements

We believe:

- All students deserve a safe, nurturing and respectful environment in which to learn
- All students are empowered to become lifelong learners and productive citizens in a global society
- All students should graduate career and/or college ready through multiple pathways of learning
- Meaningful and varied assessments inform high quality instruction
- Positive peer and adult relationships foster student success
- Resiliency and perseverance in the face of obstacles are keys to student success

Academic Expectations

- Students will be thoughtful communicators who read, write, listen and speak effectively in preparation for careers and/or post-secondary education
- Students will be creative and practical problem solvers
- Students will be responsible users of technology and media
- Students will demonstrate continuous effort towards proficiency in all requirements for graduation

Social Expectations

- Students will assume responsibility for their actions
- Students will demonstrate the ability to resolve conflicts responsibly
- Students will demonstrate respect and responsibility for the well-being and welfare of others within a diverse school community

Civic Expectations

- Students will contribute to the well-being of the wider community through service
 - Students will recognize their importance as participating members of American society within a global context
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LINCOLN HIGH SCHOOL COUNSELING PROGRAM

Philosophy

- The counseling program is based in the belief that each student possesses intrinsic worth, specific rights, and a unique personality, capable of growth and self-direction.
- The counseling program will serve all students.
- The counseling program is based on stated goals and delineated student competencies.
- The counseling program is consistent with expected developmental stages of development.
- The counseling program is planned, coordinated and implemented by the counseling staff in collaboration with school personnel and community members.
- The counseling program is facilitated and managed by state certified school counselors.
- The counseling program will be evaluated on stated goals and competencies.
- The counseling program is effective as a result of a mutual effort and responsibility on the part of the student, school, family and the community at large.
- Ongoing professional development is necessary to maintain a quality counseling program.
- The professional mandates and ethical guidelines promoted by the Rhode Island School Counselor Association and the American School Counselor Association will be followed.

Goals

The primary goal of the LHS Counseling Program is to promote and enhance student learning through the three broad and interrelated areas of student development. The desired student learning competencies are based on the American School Counselor Association National Standards for School Counseling Programs. As a result of participating in the LHS counseling program, students will establish competencies in the following areas of student development:

Academic Development

Students will acquire the skills, attitudes, and knowledge to learn effectively; employ strategies to achieve success in school; and understand the relationship of academics to the world of work, and to life at home and in the community.

Career Development

Students will acquire strategies to achieve future career success and job satisfaction; understand the relationship between personal qualities, education and training, and the world of work; and develop career goals as a result of career awareness and experiential activities.

Personal/Social Development

Students will acquire the skills, attitudes, and knowledge to respect self and others; be able to work well in groups, resolve conflicts, set goals and develop consensus-building and decision-making skills; and negotiate successfully and safely in the increasingly complex and diverse world of the 21st century.

LHS COUNSELING PROGRAM COMPONENTS

The LHS comprehensive developmental school counseling program includes four major components:

The School Counseling Curriculum Component consists of structured developmental experiences presented systematically to all students through classroom and group activities that address the three primary domains of human development: academic, career and personal/social. The curriculum lessons focus on understanding the school environment and becoming familiar with facilities, procedures and programs, self-awareness, goal setting, decision making, peer relationships, career awareness, the world of work, labor market information and educational and career planning. The counselor's responsibilities include the organization and implementation of classroom and small group guidance activities and lessons.

The Individual Planning Component consists of activities that focus on assisting each student to develop, analyze, and evaluate his/her education, career and personal goals and plans. Individual planning activities address the same objectives for all students in a given grade. Functions of the counselor in this component include individual advisement, placement and appraisal.

The Responsive Services Component are reactions to the immediate needs and concerns of individual students whether these concerns involve individual or group counseling, information dissemination, crisis intervention, consultation or referral.

The System Support Component activities are twofold. The first include those that establish, maintain and enhance the preceding three components. Activities in this component include program development, program evaluation and assessment, parent education, materials development, testing and community relations. The second aspect of systems support includes activities that support other programs in the school: testing, helping administrators and teachers identify student needs, serving on school committees and curriculum needs, etc.

Grade Level Focus

Each year the counseling activities revolve around a particular grade level focus.

- Grade 9 - Transitioning to high school
 - Grade 10 - Interest exploration and goal setting
 - Grade 11 - Post-secondary planning
 - Grade 12 - Transitioning beyond high school
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GRADUATION REQUIREMENTS

To receive the Lincoln High School diploma and participate in graduation exercises, a student must fulfill all components of the requirements: 22 credits of coursework/23 credits of classwork for Class 2021 and beyond (distributed as follows), a portfolio that meets or exceeds standards, and an exhibition that meets or exceeds standards. For the Class of 2021 and beyond, portfolio does not apply, however exhibition needs to be completed as meeting or exceeding standard.

The course credit requirements are:

English.....	4 *
Mathematics	4 **
Physical Education/Health.....	2
Science.....	3
Social Studies.....	2
United States History.....	1
Fine Arts Elective	1/2
Civic Responsibility	1/2
Electives.....	5 ***

*The 2 credit English 9 course counts as one English credit. The second credit is counted as an elective.

**The 2 credit Math course counts as one Math credit. The second credit is counted as an elective. The fourth credit of mathematics may be a math-related course from the following: College Accounting, Physics, AP Physics, or AP Chemistry.

***6 electives for the Class of 2021 and beyond

1. **Course Work**—The 22 credits listed above that provide the opportunities for students to acquire knowledge and skills to learn and be assessed against commonly held expectations so that they can successfully complete the items below. (see next page for breakdown of Class of 2021 and beyond for requirements)
 2. **Graduation Exhibition** —An approved extended project that meets or exceeds standards and that requires a student to simultaneously demonstrate mastery of knowledge and skill in a particular area. The exhibition draws on a personal academic focus of the student, explores a topic through in-depth research, represents the acquisition and use of knowledge in new ways, is completed individually, demonstrates one or more of the school's Proficiency Based Graduation Requirements, is presented to an external audience, has opportunities for revision, documents the process, and offers opportunities for reflection. In order to graduate and receive the LHS diploma, a student must successfully complete the Graduation Exhibition. More detailed information is provided in the LHS Guide to the Exhibition.
 3. **Graduation Portfolio**—An approved collection of student work that provides convincing evidence that a student has acquired the knowledge and skills expected of any graduate from Lincoln High School. It is composed of a specific sub-set of accumulated student work (significant papers, research projects, lab reports, Common Tasks, etc.) that clearly shows evidence of his or her mastery of the school's Expectations for Student Learning and the Proficiency-Based Graduation Requirements. In order to graduate and receive the LHS diploma, a student must successfully complete the Graduation Portfolio. More detailed information is provided in the LHS Guide to the Portfolio. (Does not apply for Class of 2021 and beyond)
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CLASS OF 2021 AND BEYOND GRADUATION REQUIREMENTS

Students must earn 23 credits (up from 22) as delineated in the Program of Studies and complete an Exhibition project (completion of a portfolio is no longer required)

23 credits required for graduation:

English	4 credits
Mathematics	4 credits
Social Studies (includes US)	3 credits
Civic Responsibility	1/2 credits
Science	3 credits
Physical Education	2 credits
Fine Art	1/2 credits
Choice of Electives	6 credits
<i>(including ½ credit Fine Arts)</i>	
Total minimum credits	23 credits

RECOMMENDED COLLEGE COURSE DISTRIBUTION

Many colleges require that a student follow certain recommended or prescribed courses of study in high school in preparation for entrance into college. Students should consult college catalogues and their counselor regarding the specific requirements of the colleges to which the students intends on applying. Lincoln High School recommends the following as the best preparation for college entrance:

English	4 credits
Mathematics	4 credits
Social Studies	4 credits
Laboratory Sciences	4 credits
World Language	4 credits
Physical Education	2 credits
Choice of Electives	6 credits
<i>(including ½ credit Fine Arts)</i>	
Total credits	28 credits

COURSE SELECTION

Course selection is one of the most important commitments that take place each year. Discuss your choices with your counselor, teachers, and parents. Once you choose your program, we strive to tailor our resources to meet your needs. Teaching personnel, rooms, textbooks, and materials are all planned with your selections in mind. Based on the courses that students have requested, we build a master class schedule that attempts to accommodate the requested course selections. In some cases, students may have scheduling conflicts that will have to be resolved with the counselor through the selection of alternate courses. Since courses will be offered pending sufficient enrollment and availability of staff, students who have selected a course that is cancelled will be asked to make an alternative selection. Once enrollment has been determined and teachers and rooms have been assigned based upon course selections and the number of students taking these courses, out of fairness to all we must assume that your schedule for the upcoming year has been finalized.

COURSE CHANGES

Careful thought must be given to each course selection. Do not register for classes with the idea that changes will be made if things do not work out. A decision to elect a course is much like a contract. The following policy will govern requests for schedule changes:

Prior to and during the first 15 days of a semester, schedule changes may be made for reasons including:

- Correcting an error in your schedule
- Changing a class as a result of summer school
- Dropping and adding a course (students are responsible for all work covered during their absence)
- Changing a curriculum level following a counselor/teacher/parent conference

It is not school policy to permit a student to drop or change a course for reasons of homework, teacher, location of the classroom, or time of the class.

After the first 15 days of the semester, schedule changes will be made *only* when the student is misplaced in a course. Misplacement means:

- The student, in the opinion of the teacher, is putting forth maximum effort, which includes meeting with the teacher for extra help, and still cannot achieve a passing grade; or
- The student is achieving above the level of the course.

Requests for course changes must be made by the parent, in writing, to the appropriate guidance counselor. The counselor will first contact the Director of Guidance. The guidance counselor will arrange an appointment for a meeting with the following participants: the student's teacher; the student; the parent; the guidance counselor; and the Director of Guidance.

PUPIL PLACEMENT

The course offerings presented in this booklet are listed within departments. In the four major academic areas, English, Mathematics, Science, and Social Studies, there are course offerings designed to meet the needs of all students and to challenge them to achieve to their fullest potential.

Students are recommended by their teachers for course placement based on a combination of factors including the student's ability, achievement, motivation and program direction. Guidance counselors, department heads, students, and parents also play a key role in this pupil placement process.

PROMOTION

Students are promoted, not by years, but by units of credits accumulated from year to year. To progress into the next grade, a student must attain a minimum number of credits in accordance with the following:

To be promoted into	Minimum credits	Minimum credits
	Class of 2020	Class of 2021 and beyond
Grade 10	4	5
Grade 11	10	11
Grade 12	15	16

POST SECONDARY EDUCATION

What do admissions officers consider in choosing applicants for college and technical training schools? Most of them will be impressed by your scholastic record, your class rank, recommendations, your co-curricular activities, and your standardized test scores, such as the College Board SATs and SAT IIs. These help the colleges or schools to get a better understanding of you as a person. Admission requirements to colleges and schools vary greatly. Some colleges seek students in the upper five percent of their class, a few cater to students in the lower half of their class, while most colleges look for students between these extremes.

In the library, there are reference materials and catalogs from many of the colleges and technical schools in the United States. You will be wise to discuss your vocational goals and the selection of colleges or schools with your counselor as you progress through high school. Study the catalogs to see the requirements for admission. Then, see your counselor.

HONORS/ADVANCED PLACEMENT

Lincoln recognizes that there are students who quickly grasp concrete and abstract concepts. Therefore a program characterized by accelerated courses which are noted for their rigor and high academic expectations is offered. Students in this program require little structure and discipline. Students in this program are proficient in basic skills and are expected to work more independently on reading, writing, research and problem solving assignments. These courses are designed for students who...

- analyze and synthesize knowledge
- convey ideas effectively
- show skill in abstract thinking
- use a wide variety of resources
- have creative and inventive power
- exhibit power to work independently
- understand & assume responsibility
- appreciate and integrate social values

Nationwide, AP courses are currently undergoing an audit by the College Board. Only courses that receive approval will continue to carry the AP designation.

STARTING IN 2019-2020, THERE WILL BE CHANGES TO THE AP PROGRAM

All AP students and a guardian will need to sign an agreement acknowledging that:

- AP coursework is college level coursework which requires significant time and effort.
 - Taking the AP exam in May is required for a course to be labeled as AP on the transcript.
 - Exam fees for 2019-2020 will be \$94 per exam.
 - In order to request a fee waiver, a signed consent form must be submitted by the end of September to allow staff to verify eligibility based on information submitted as part of the school lunch program.
 - Students will be required to "add themselves" to each course online using specific "join codes" by the end of September to comply with new AP procedures; not doing so may result in a \$40 late ordering fee in addition to the standard \$94 exam fee.
 - There will be an additional \$40 unused test fee if you drop the AP course after AP Exams are ordered.
 - Students will be dropped from the AP course if they have not submitted the appropriate fee, formally established a payment plan, or been granted a fee waiver by the new priority ordering deadline of October 4th.
 - Colleges & universities have their own policies regarding acceptance of AP credits.
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EARLY ENROLLMENT PROGRAM

A joint venture of Rhode Island College and Lincoln High School, the Early Enrollment Program enables seniors to earn simultaneously college credit and high school credit for a course taken as part of their regular senior year program. The course is taught by a Lincoln High School faculty member following curriculum prescribed by Rhode Island College. Upon successful completion of the course, the credits earned will be kept on file in the Rhode Island College records office to be applied toward a degree at Rhode Island College or possibly transferred to some other college. Payment must be made to Rhode Island College to receive credit.

CLASS OF 2021 & BEYOND

Commissioner's Seal

Awarded to students with qualifying scores on the SAT. A student must achieve the qualifying score in Reading and Writing as well as Mathematics. Currently, PSAT Reading and Writing score is 430 with Math at 480. The SAT Reading and Writing score is 480 while Math requires 530.

Seal of Bi-Literacy

Awarded to students based on qualifying scores on RIDE approved exams. For those interested in earning the RIDE Commissioner's Seal of Bi-literacy Council Designation on their diploma, students will be offered the ACTFL Assessment of Performance towards Proficiency in Languages exam.

PATHWAY ENDORSEMENT

Earning a Pathway Endorsement at Lincoln High School, students must:

1. **Complete the courses associated with the Pathway**
2. **Demonstrate Career Interest and Engagement** (e.g. internships, work-study programs, employment learning labs, summer jobs, and long-term volunteer experiences.) Students must successfully complete a career and interest engagement experience, characterized by acquisition of knowledge and skills related to the pathway, meaningful contact with the opportunities to work alongside with professional practitioners and responsibilities to practice in the area of interest or career field that deepens learning of the content area. At least 15 hours must be completed prior to second semester of senior year.
3. **Align the Exhibition Project to the relevant knowledge and skills of the Pathway**
4. **Below is a chart of the Endorsement Areas** determined by the Rhode Island Department of Education and the associated Lincoln High School Pathways at this time:

Business and Industry	International Business
Business and Industry	Automotive
Business and Industry	Finance
Business and Industry	Culinary
Public Service	Law
Arts	Visual Arts
Arts	Music (Performance and Production)
STEM	Mathematics
STEM	Biomedical Science
STEM	Design and Engineering
Humanities and World Language	Creative Expression
Humanities and World Language	World Culture
Humanities and World Language	Journalism and Broadcasting
Humanities and World Language	Advanced Composition
Humanities and World Language	Philosophy and Ethics
Teaching	Early Childhood

5. **Prior to the second semester of senior year a student must indicate their intent to complete a pathway via the ILP.** NOTE: Pathway endorsements cannot be made wholly retroactive.
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STEM ACADEMY

Lincoln High School's Science, Technology, Engineering, and Mathematics (STEM) Academy is a community of learners who share a passion for STEM topics and are interested in pursuing STEM-based careers. Students focus their high school education on STEM, and participate in career exploration and enrichment activities. Students may enroll in the STEM Academy at the beginning of their 9th, 10th, or 11th grade year.

Students in the STEM Academy are required to fulfill the following requirements in order to receive recognition at graduation:

1. Completion of eleven (11) STEM courses in Science, Math, or computer-based Technology Department courses
2. Participation in eleven (11) STEM after-school activities, such as Science Fair, Math Team, Robotics Team, etc.
3. Completion of a STEM-based Exhibition
4. Attendance at monthly after-school STEM Academy meetings

Students who fulfill the STEM Academy requirements will receive recognition at Senior Class Awards Night and a colored cord to wear at graduation.

JOURNALISM AND BROADCAST ACADEMY

The Lincoln High School Journalism and Broadcast Academy (JBA) provides students with a strong foundation for those who wish to pursue careers in journalism, including broadcast journalism, or communications. The JBA curriculum includes all aspects of career components in journalism, such as journalism ethics, news writing and reporting, interview and research skills, layout and design, set and lighting design, and broadcasting technology.

Students who complete the JBA graduate with strong written and oral communication skills in addition to technical skills in publishing and video production. Thanks to strong partnerships with local colleges/universities and media professionals, students are mentored and guided by journalists in various stages of professional development. Before completing academy requirements, they are also offered the opportunity to take Adobe Certification Exams in programs including, but not limited to, InDesign, Premiere Pro and PhotoShop. These professional certifications demonstrate proficiency in technical knowledge and skills.

Students enrolled in the JBA must earn a minimum of three and a half (3.5) course credits in order to complete the JBA successfully. At least three (3) of those credits must be from among the Journalism courses listed below:

- Introduction to Journalism, 1 credit
- Advanced Journalism, 1 credit
- Topics in Journalism, 1 credit
- Broadcast Journalism, 1 credit

At least one half credit must come from among the journalism courses above, or from the following semester-long options:

- Graphic Design, ½ credit
- Public Speaking, ½ credit
- Multi-genre Writing, ½ credit
- Film Studies, ½ credit
- Film Production, ½ credit
- Drama Workshop, ½ credit
- Current Events, ½ credit
- Multimedia Productions, ½ credit

Students who fulfill the requirements of the JBA receive recognition at Senior Class Awards Night and at a ceremony in May of their senior year and a colored graduation cord that signifies their completion of the academy.

INTERNATIONAL BUSINESS ACADEMY

The Lincoln High School International Business Academy prepares its students with an opportunity to access an industry that employs over 10.5 million people each year. The program is designed to introduce students to the Global Business world by providing rigorous curriculum combined with real world experience through the use of guest speakers, job shadow and internship opportunities from the industry and relevant field experiences including an opportunity to participate in the Model UN conference held at the United Nations in NYC. Successful completion of International Business courses I & II, plus any two of the additional courses listed below is required to receive the International Business certification. (total of 3.5 credits)

The following are the required business classes that must be successfully completed during the four years at Lincoln High School in order to receive the International Business Academy certificate:

- International Business I & II (Required—plus any 2 of the following business courses found below:
- Financial & Managerial Accounting (*Articulation Agreement with Rhode Island College & CCRI)
- Leadership & Management in Business
- Marketing
- Computers in Management
- Two years of the same World Language Recommended

***Rhode Island College Articulation**—Students can receive 3 credit hours for the successful completion of Financial & Managerial Accounting course; these credits are fully transferable to other universities provided they maintain a B+ or above for each academic quarter.

Students who fulfill the International Business Academy requirements will receive recognition at Senior Class Awards Night and a colored cord to wear at graduation.

LAW ACADEMY

The Lincoln High School Law Academy prepares its students for a career in the Criminal Justice field by providing them with an opportunity to access an industry that employs over 2.9 million people each year. The academy offers our students internships with our local police department and the opportunity to take the National Law Core Assessment Certification Exam (offered with the Law and Order class only, at no cost to the student). The program is designed to introduce students to the Criminal Justice world by providing rigorous curriculum combined with real world experience through the use of guest speakers from the industry and relevant field trips. To complete the academy each student must complete the following:

- Criminal Justice (Required—Plus any 2 of the following courses below)
- Forensic Science
- Legal Studies
- Law and Order

Roger Williams University Articulation

Eleventh and twelfth grade students can receive 3 credit hours for the successful completion of the Criminal Justice or Legal Studies courses; these credits are fully transferable to other universities, provided they meet the following requirements. Additionally, Forensic Science offers 4 credit hours from Roger Williams University but is not transferable.

- Obtain a B+ for each academic quarter in the course.
- Compile a portfolio made up of academic work from the course
- Present the compiled portfolio to a panel of professors from Roger Williams University

Students who fulfill the Law Academy requirements will receive recognition at Senior Class Awards Night and a colored cord to wear at graduation.

SPORTS MARKETING ACADEMY

The Sports Marketing Academy is a dynamic program which will prepare students with the hands on experiences and education necessary for the many fast paced and ever changing careers in Sports Marketing. This program is designed to enhance the written and oral presentation skills as well as incorporate technology.

The students will be introduced to the world of Sports Marketing by combining real world experience through the use of guest speakers and relevant field trips.

Following are the required courses that must be successfully completed during the four years at Lincoln High School in order to receive the Sports Marketing Academy certification.

- Business computer class – MOS recommended
- Marketing
- Sports Marketing
- Entrepreneurship
- Public Speaking

Students who fulfill the Sports Marketing Academy requirements will receive recognition at Senior Class Awards Night and a colored cord to wear at graduation.

DESIGN AND ENGINEERING ACADEMY

The Lincoln High School Design and Engineering Academy is a specialized multi-year learning program that provides students with the foundational knowledge needed to succeed in a post-secondary engineering program and also develop a clearly defined career objective. While all students will obtain strong written and oral communication skills, the curriculum is project-based with hands-on activities that combine math and science skills with real-world problem solving skills. Academy students participate in field experiences as part of the program which partners the school with both industry and post-secondary institution professionals for mentorships, internships, and articulations. Though our engineering classes are open electives, our academy students earn priority into these classes and their career-based opportunities, as well as earn an engineering academy certificate at graduation. Students who fulfill the requirements of the academy receive recognition at senior class awards night, and a colored cord which will signify their completion of the academy to be worn at graduation.

Upon completion of certain academy requirements, students are afforded the opportunity to earn valuable industry certifications. They may become SolidWorks CSWA certified, with successful passage of both the Design II course and the CSWA exam. Students will also be given the opportunity to become IC3 certified after successful completion of the computer engineering course.

Students enrolled in the academy must earn a minimum of four course credits in order to satisfy Academy requirements. Design Tech I must be taken as basis for any academy credit! After that, at least three credits must come from any of the following focus areas:

<u>Design & Engineering</u>	<u>Animation</u>	<u>Computer Science</u>
Design I	Animation I	Computer Engineering
Design II	Animation II	AP Comp Science Principles
Structure Design	Design Lab(.5cr)	AP Computer Science A
Woodturning Geometry(.5cr)		Robotics (.5cr)

DUAL ENROLLMENT PROTOCOL

I. Definitions (as provided by the Rhode Island Department of Education (RIDE))

Concurrent Enrollment – is a type of dual enrollment when a student takes a college level course receiving both high school and college credit on his/her high school campus. This course is taught by a high school teacher who has been approved by the respective college or university.

Dual Enrollment – is when a high school student enrolls as a non-matriculating student in a college course receiving both high school and college credit on the campus of a college or university while remaining enrolled in his/her high school. These courses are taught by college instructors on a college campus.

II. Concurrent Enrollment

Lincoln High School has several agreements which allow its students to earn college credit for high school coursework. This information is published annually in the *Program of Studies*. They are as follows

Rhode Island College – Early Enrollment Program

Rhode Island College – Early Enrollment Program A joint venture of Rhode Island College and Lincoln High School, the Early Enrollment Program enables seniors to earn simultaneously 3 college credits and a high school math credit for **Financial & Managerial Accounting** a course taken as part of their regular senior year program. This course is taught by a Lincoln High School faculty member following curriculum prescribed by Rhode Island College. Upon successful completion of the course, the credits earned will be kept on file in the Rhode Island College records office to be applied toward a degree at Rhode Island college or possibly transferred to some other college. Payment must be made by the student to Rhode Island College to receive credit.

Roger Williams University – Law Academy

Eleventh and Twelfth grade students can receive 3 credit hours for the successful completion of Criminal Justice, Forensic Science or Legal Studies courses; these credits are fully transferable to other universities provided the students meet the following requirements:

- Obtain a B+ or better for each academic quarter in the course
- Compile a portfolio made up of academic work from the course
- Present the compiled portfolio to a panel of professors from Roger Williams University

Community College of Rhode Island Articulation Agreements

Students can receive college credits from the Community College of Rhode Island (CCRI) for taking *Financial & Managerial Accounting and Introduction to Business* and *College Accounting* in high school providing they complete and pass these classes, graduate from high school, attend the Community College of Rhode Island, and major in a related program of study. Students must complete and pass twelve credit hours or more at CCRI; six of these credits must be in a related program of study, and the second level of accounting must be taken before receiving credit for College Accounting.

Students are also eligible for challenge exams at CCRI in Computer Toolbox, and Computers in Management for up to *nine additional credits*. Payment must be made by the student to the Community College Of Rhode Island to receive credit.

New England Institute of Technology Articulation Agreements

Students can receive college credits from the New England Institute of Technology (NEIT) providing they complete and pass these classes, graduate from high school, and enroll; at NEIT and major in a related program of study. Students must begin classes at NEIT within one year of graduating from Lincoln High School and complete one quarter at NEIT. Students must maintain a B or better in all technical courses taken at LHS.

These courses include:

- Broadcasting Journalism Academy Courses – 5 credits in Video Techniques/Studio I (must maintain a B+ or better and submit a portfolio for review)
- Computer Toolbox – 3 credits in Word Processing I (must maintain a B or better)
- College Accounting EEP – 4 credits in Accounting I (must maintain a B or better)
- Leadership and Management in Business – 4 credits in Introduction to Business (must maintain a B or better)
- Marketing – 3 credits in Marketing (must maintain a B or better)
- Law, Safety and Public Safety Academy Courses – 4 credits in Criminal Justice (must maintain a B or better)
- Design Technology II – 5 credits in Computer Aided Design I
- Medical Careers and Personal Wellness – 1 credit in Medical Language I (must maintain a B+ or better)

III. Dual Enrollment

Running Start at Community College of Rhode Island

Running Start is a program offered at the Community College of Rhode Island for high school students who have demonstrated academic achievement and maturity needed to enroll in college courses during his/her senior year. Seniors who wish to study at CCRI on a full-time basis during the day may be eligible to earn college credit and credit for high school graduation simultaneously. For more information go to <http://www.ccri.edu/oes.admissions/partnerships/runningstart>

Criteria for Running Start admission:

- a cumulative 3.0 (B) high school grade point average
- permission of parent or guardian
- recommendation signature from a guidance counselor or principal with a list of courses that would include requirements for graduation from high school and other recommended college courses
- the student agrees to enroll in and maintain a minimum of 12 credit hours per Fall and Spring Semesters
- the student must meet exhibition and portfolio requirements for graduation

Full time dual enrollment

To qualify for full time dual enrollment at the post-secondary institution a student must:

- complete all course requirements as published in the *Program of Studies* with the exception of twelfth grade English, the fourth math course requirement and Physical Education
 - have earned a minimum of 20.5 credits
 - enroll in a minimum of 12 credit hours per Fall and Spring semesters (Must include: 6 credits in English; 6 credits in math and 3 credits in Physical Education)
 - complete all graduation requirements including Civic Responsibility and Exhibition
 - continue to compile items towards successful completion of portfolio
 - have earned a 2.75 GPA through the first semester of his/her junior year
 - have the approvals of his/her parent/guardian, his/her school counselor, guidance department chairperson and principal
 - complete the full time dual enrollment form
 - attendance, conduct history, and post-secondary institution requirements will be considered when determining eligibility for full-time enrollment
-

IV. Part-time dual enrollment

For part-time dual enrollment, the student may take any course which the post-secondary institution offers as part of the dual enrollment catalog.

To qualify for part time dual enrollment at the post-secondary institution at student must:

- maintain a full course load at Lincoln High School
- complete all graduation requirements including Civic Responsibility and Exhibition
- continue to compile items towards successful completion of portfolio
- have the approvals of his/her parent/guardian, his/her school counselor, guidance department chairperson and principal

Attendance, conduct history, and post-secondary institution requirements will be considered when determining eligibility for part-time dual enrollment.

Transcripts and grade reporting

Lincoln High School will accept the grade given by the instructor at the post-secondary institution. Lincoln High School will award college preparatory weight to the post-secondary courses when determining weighted GPA. Courses taken at the post-secondary level will appear on the student's high school and college transcripts.

Students must provide transcripts to the guidance office within five (5) days of receiving grades from the post-secondary institution each semester. Failing or not completing a dual enrollment course required by Lincoln High School course credit requirements will put the student in danger of not meeting graduation requirements.

It is the responsibility of the student to keep up with course deadlines. It is vital that students pay attention to withdrawal and add/drop deadlines from the institution that is offering the course. A student's grade will appear on an official college transcript as well as the high school transcript. If the student drops the course after the deadlines or receives a failing grade, financial aid and/or GPA during college in the future may be impacted.

V. Recruiting of Students

Guidance counselors will, from time to time, review a student's goals and discuss dual enrollment options. Annually, Lincoln High School will communicate with families about dual enrollment opportunities for students.

NON- DEPARTMENTAL COURSES

EXHIBITION

5503

½ Credit

Prerequisite: None

This is a one semester course designed to assist students in completing the exhibition component for graduation by proficiency. Exhibition is a formal presentation (orally and in writing) of a comprehensive research project centered on a student's personal interest. The culminating event of exhibition will be an oral presentation of the students' findings to a panel of judges made up of LHS faculty and community members. The judging panel will assess whether the oral presentation meets the standard of proficiency that LHS and the Rhode Island Department of Education requires for successful graduation.

The teacher for the exhibition class will assign a grade of up to 65 points for work completed within the class (written components of the exhibition). The remaining 35 points of the class grade will come from the oral presentation to the panel of judges. If the student meets standard on the oral presentation they will be awarded all of the remaining 35 points towards their class grade. If the student does not meet standard on the oral presentation, no points will be added to the class grade and the student will have to repeat the oral presentation part of the exhibition.

To meet the requirement for "graduation by proficiency" the student must meet standard on the oral presentation part of the exhibition. To pass the exhibition class the student must accumulate a total of at least 70 points. LHS strongly emphasizes that taking the exhibition class DOES NOT guarantee that the student will meet the standard of proficiency on their oral presentation that is required for graduation.

VIRTUAL HIGH SCHOOL

½ to 1 Credit

Prerequisite: Successful application and permission of the VHS Site Coordinator

Courses offered through The VHS Collaborative allow students to expand their educational experiences by taking elective courses which are not currently offered at Lincoln High School. Participants must be motivated and independent students with strong computer and time management skills. Space is limited. Once selected for the program, a student may take a single semester or full-year class during the year. Any student who fails a class offered through The VHS Collaborative is ineligible to take additional VHS classes at Lincoln High School.

Participation in virtual classes through The VHS Collaborative offer students the opportunity to gain skills that are essential in our 21st century global society, such as multimedia presentation skills, online collaboration and communication, and assessment of online resources. Students from Lincoln High School will be working in classes with students and teachers from all over the world at VHS member schools. Classes follow a semester schedule and may not coincide with the Lincoln School Department calendar.

Over 200 Advanced Placement, Honors, and College Preparatory level electives are offered in a totally asynchronous online environment through The VHS Collaborative. Applications and more information on this program are available with Lincoln High School's VHS Site Coordinator, Mr. Lahoud, in the LHS Library Media Center or at The VHS Collaborative web site at <http://thevhscollaborative.org/>.

BUSINESS EDUCATION

NATIONAL BUSINESS HONOR SOCIETY

To qualify for active membership, a student must be a high school junior or senior. The student must have completed at least three business education courses having a minimum of a 3.0 GPA in these courses. In addition, the student must have a minimum weighted average of 3.00 or a minimum unweighted average of 3.50.

COMMUNITY PARTNERSHIP

The Lincoln High School Business Department and Navigant Credit Union have established a community partnership whereby Navigant Credit Union will promote financial literacy by offering an incentive to students that enroll in Personal Finance. In addition, Navigant Credit Union will assist with organizing and funding field trips, guest speakers, FBLA Competitions, opportunities for job shadowing/mentoring, and notification of part-time/summer employment opportunities.

PERSONAL FINANCE

5273

1 Credit

Prerequisite: None

Potential Credits at New England Institute of Technology

Millennials will likely need between \$1.8 and \$2.5 million dollars to retire. Additionally, 34% of millennials live with their parents, 70% of millennials are anxious and stressed about saving for retirement and 76% of millennials lack "basic" financial knowledge according to the US Census Bureau's current data. Don't let this be you!

This course is recommended for students in their senior year and will help students to become financially literate before heading into the world. Topics of study include but are not limited to managing careers and money, managing credit and resources, and providing financial security. Students will create a personal financial planning guide where they create a budget based on a current industry salary, pay taxes, buy a home, a car, manage student loan debt, credit cards, monthly living expenses, and how to save for retirement.

COMPUTER TOOLBOX

5033

½ Credit

Prerequisite: None

3 Potential New England Institute of Technology credits

Fulfills computer requirement for International Business Academy and Sports Marketing Academy

Do you want to save time from completing schoolwork and enjoy more time with friends? In this course, students will learn and/or enhance proper keyboarding techniques to be able to type faster and more efficiently. Students will leave with important tools for exhibition, a required course for graduation. Students will also develop a manual "toolbox" with notes and samples for formatting documents in Word such as memos, personal business letters, business letters, and MLA-style research papers. The skills and knowledge gained will help students save time and be prepared for a successful high school and college experience.

COMPUTERS IN MANAGEMENT

5483

½ Credit

Prerequisite: None

Fulfills computer requirement for International Business Academy and Sports Marketing Academy

Did you know that many companies require Excel proficiency for employment? Enhance your resume with this class as it will introduce students to various technologies and will also provide students with the skills necessary to meet 21st Century Technology Standards. Students will develop and/or enhance their Microsoft Office computer skills by completing step-by-step exercises that teach them necessary Word, Excel, PowerPoint, and Desktop Publishing skills. Progressive activities and projects help beginning and advanced students to practice and reinforce skills in both real-world business situations and cross-curricular academics with the goal of using each technology effectively and efficiently in order to save time—a hot commodity in today's fast-paced world! Students will use Office Core Certification Guides to help prepare them for MOS Core Certification in Word, Excel and PPT.

COLLEGE/CAREER PLANNING FOR UNDERGRADS

5053

½ Credit

Prerequisite: None

On average, 70% of students switch their major up to three times in college. Avoid this extra cost and time and plan your future now! Everyone wants to have a financially stable and happy future so if you are nervous about your future after high school or want to get a jump start on which career or college you might want to pursue, this class is for you! This course consists of self-assessment activities which help students identify their aptitudes, abilities, skills, and interests and then matches them to potential careers. Students will explore their potential careers by listening to representatives from 16 career clusters, and then researching related careers, majors and colleges. A variety of college representatives will regularly visit the class and present students with necessary information to inform them of a variety of majors and assist them to make wise college choices. Finally, students will practice employability skills for a global economy, learn sources of job leads, and become skilled at completing job applications.

COLLEGE/CAREER PLANNING FOR JUNIORS

5093 **½ Credit**
Prerequisite: None

Juniors, would you like to get a jump start on the college application and financial aid process? This course will provide you (and your parents) all the tools necessary to apply for and begin your college career. You will learn the ins and outs of the college admissions process, learn how to properly and accurately complete college applications, as well as research the best colleges for you. You will be given class time to complete teacher packets for the letters of recommendation, college essays, applications and guidance paperwork. Some time will be devoted to exploring careers and the various majors available at colleges. Since financial aid forms are available October 1st of your senior year, this course will also familiarize you financing for college—the FAFSA, CSS Profile, loans, grants, and scholarships. This last part of the class will prepare you for college life through hands-on activities as well as listening to guest speakers.

COLLEGE/CAREER PLANNING FOR SENIORS

5083 **½ Credit**
Prerequisite: None

The pressure is on! This course is a must for seniors who plan to apply for postsecondary education. It will also prove helpful for the parents. During phase one of this course, students will learn the ins and outs about the college admissions process and the steps and timelines to apply to college—student/parent/guidance responsibilities, how to request a transcript, how to secure letters of recommendation, and how to send standardized test scores. During phase two, students will explore various majors and careers and then research which colleges will be the best fit for them. Phase three will teach students how to properly and accurately fill out the various pieces of the college application and students will be given class time to complete their applications and essays. Phase four will familiarize students with college financing—the FAFSA, CSS Profile, loans and grants available as well as require students to research potential scholarships. The last phase will prepare students for college and work life. Students will create a resume and guest speakers will be invited to discuss the importance of credit, campus security and how to be a successful freshman student.

INTRODUCTION TO BUSINESS

5063 **I Credit**
Prerequisite: None

3 Potential New England Institute of Technology credits

Enjoy the world of business in a relaxing and stimulating environment as students learn and apply what they learn to real -life situations. It provides students with a basic understanding of our economic system, banking, investing, marketing, entrepreneurship, career exploration, and budgeting.

BUSINESS MANAGEMENT AND LEADERSHIP

5283 **I Credit**
Prerequisite: None

This course offers students a comprehensive, relevant perspective on leadership and management. While the course provides grounding in important concepts, it also stresses application to professional and community settings. Students analyze concepts such as leading as an interactive process (involving the leader, the “followers”, and the situation), managing with innovation and creativity, escaping from embedded practices, and embracing new managerial principles. Successful completion of this course fulfills a requirement in the International Business Academy.

FINANCIAL AND MANAGERIAL ACCOUNTING

5153 **I Credit**
Prerequisite: None

Fourth Mathematics credit & EEP @ Rhode Island College Potential Credits at CCRI and New England Institute of Technology

Pop culture tends to portray an unsavory picture of accountants, like in “Parks and Recreation”, but accountants have a lot of job security according to The Bureau of Labor Statistics; over 140,000 new accounting and auditing jobs will open up by 2026.

This rigorous college-level course introduces business decision making accounting information systems. Emphasis is on analyzing, summarizing, reporting, interpreting financial information and managerial and cost accounting. Upon completion, students should be able to prepare financial statements, understand the role of financial information on decision-making, analyze and interpret transactions relating to managerial concepts and address ethical considerations.

Rhode Island College Articulation

Students can receive 3 credit hours for the successful completion of Financial and Managerial Accounting course; these credits are fully transferable to other universities, provided they meet the following requirement:

Obtain a B+ for each academic quarter in the course.

Marketing

5213

I Credit

Prerequisite: None

Required for the Sports Marketing Academy

This course studies the interacting business activities designed to plan, price, promote and distribute want-satisfying products and services to acquaint students with the present-day challenges of marketing activities that include customer value and satisfaction, branding and positioning, marketing research, and consumer behavior.

SPORTS MARKETING

5043

½ Credit

Prerequisite: None

Required for the Sports Marketing Academy

Explore the intriguing world of sports and entertainment from the perspective of marketing. This course covers such topics as college and amateur sports, professional sports, public images, marketing entertainment, marketing plans, and legal issues. Emphasis will be placed on the following principles as they apply to the industry: branding, licensing, and naming rights, business foundations, concessions and on-site merchandising, economic foundations, promotion, and sports law. Work-based learning strategies appropriate for this course include school based enterprises, marketing simulations, projects, FBLA integration, meetings, conferences, and field trips will be utilized.

Dean College Articulation

Students who successfully complete the Sports Marketing Academy certification program are eligible for up to three (3) credits to apply towards Dean College's Introduction to Sports Management class upon successful application to, and acceptance to Dean College.

PUBLIC SPEAKING

5103

½ Credit

Prerequisite: None—*Computer Toolbox strongly recommended*

Fulfills the fourth credit requirement for Journalism and Broadcast Academy

Whether you like speaking or fear speaking, you will benefit from this class. This activity-based course provides students with the skills to speak comfortably and effectively in a variety of settings. It is especially helpful as students prepare for Exhibition, a graduation requirement. Students will gain confidence to present powerful presentations as they learn the theories and techniques of effective oral communication in a variety of speaking situations. This course stresses planning and preparation as well as delivery, and it will develop listening skills as students will self-evaluate and peer-evaluate organized presentations. This course also enforces the need to communicate clearly and concisely in the fast pace of today's highly competitive technology-driven global economy.

CRIMINAL JUSTICE

5253

I Credit

Prerequisite: None

Potential Credits at Roger Williams University and New England Institute of Technology
Required for Law Academy

Love those crime shows on TV? Interested in a career in Law Enforcement, Courts or Corrections? This course will introduce students to the exciting world of criminal justice. With the opportunity to earn a law academy accreditation on the diploma, students will have the advantage to enter an industry that employs over 2.5 million people. This course will take students on a tour from law enforcement to corrections and beyond. Students will hear from guest speakers working in the industry and will take an exciting field trip to the ACI (Rhode Island Prison). Students also have the opportunity to get a head start on their college education for free, by earning credit from Roger Williams University that will transfer to any college they choose to attend.

LAW AND ORDER

5353

I Credit

Prerequisite: *Criminal Justice*

This course gives you credit toward the Law Academy.

Take a look at the dark side of the criminal mind. You will investigate theories that explain why serial killers and gang members do what they do. Put yourself in the shoes of law enforcement officials who have to investigate and apprehend those criminals. You will learn what it takes to be a law enforcement official, and to communicate and work with citizens in a community. You will also have the opportunity to take a state level examination to earn a nationally recognized certification that will give you an advantage over other Law officers applicants. This course will be supported by guest speakers from the industry and field trips to the ACI and Police Academy.

INTERNATIONAL BUSINESS I

5133

½ Credit

Prerequisite: None

Required for International Business Academy

With globalization of the world economy, there has been a rise in the number of companies that operate internationally and this introductory course will provide students with insights into the global economic and business climates that currently exist. Topics of study include the implications of globalization and cultural differences, understand the implications of operating across national borders, learn how firms operate in different markets and analyze different international strategies and organizational structures.

INTERNATIONAL BUSINESS II

5643

I Credit

Prerequisite: *International Business I*

Required for International Business Academy

This course provides an overview of the unique problems faced by firms engaging in international activities; the importance of understanding the foreign economic, social, political, cultural, and legal environment; the mechanics of importing and exporting; joint venture, franchising, and subsidiaries, international dimensions of management, marketing and accounting, international financial management; the special problems of multinational corporations and recent problems of the international economic system.

ENTREPRENEURSHIP

5203

I Credit

Prerequisite: *None*

Required for the Sports Marketing Academy

Be your own boss and learn to start and operate your own business. In this course, students develop the kinds of interests, attitudes, skills, and characteristics that are essential to be a successful entrepreneur.

REAL ESTATE, HOMES, & LOANS

5073

½ Credit

Prerequisite: *None*

This course will cover the day-to-day operations from the viewpoint of the real estate salesperson. The topics covered include: listing, prospecting, advertising, financing, sales techniques, escrow, ethics and will touch upon some Rhode Island Real Estate law. This class introduces some of the material that will be covered in the Rhode Island Sales Pre-license course, a mandatory course for anyone wishing to get their Rhode Island Real Estate license. Additional topics will include property ownership rights and responsibilities, financing options and appraisals.

ENGLISH

GRADE 9 ENGLISH

The ninth-grade English curriculum has been designed to provide a comprehensive background in grammar, composition, and vocabulary development. The focus is on literary genres, including, but not limited to, myth, novel, short story, drama, and poetry via thematic units. In addition, students will be required to do a research project, focus writings, and short reports, periodic outside readings, and work towards proficiency in the Grade 9 Common Core State Standards. All 9th Grade students are required to complete common 9th grade performance-based tasks.

0074

1 Credit

Prerequisite: Teacher recommendation

This honors course provides an enriched approach to the study of literary genres, including early literature, myths, and drama. Additionally, this course includes a rigorous grammar review, which is geared toward proficiency in composition skills, vocabulary development, and mastery of literacy skills, as defined in the Common Core State Standards for Grade 9. This course is designed for those students who show evidence of a high degree of skill in reading, writing, and literary interpretation.

0063

1 Credit

Prerequisite: None

This course includes an introduction to and study of a variety of literary genres, including short stories, novel study, poetry, drama, and myth. Instruction focuses on improvement in the literacy skills of reading, writing, speaking, viewing and listening in relation to the study of literature, including literary nonfiction. A thorough review of grammar, conventions, vocabulary development, composition skills, and reading skills, as defined in the Grade 9 Common Core State Standards, is also a focus of this course.

0052

1 Credit

Prerequisite: None

This course provides an introduction to and study of several literary genres, including short stories, novel study, poetry, drama, and myth. Instruction focuses on improvement in the literacy skills of reading, writing, speaking, viewing and listening in relation to the study of literature, including literary nonfiction. A review of grammar, conventions, vocabulary development, composition skills, and reading skills as defined in the Grade 9 Common Core State Standards, is also a focus of this course.

0042

2 Credits

Prerequisite: Reading Teacher/Specialist recommendation

This course is designed to meet the needs of students who are reading three or more years below grade level. Instruction focuses on developing the awareness of proficient reading habits, so that students may employ them in all content areas as well as recreational reading. The class contains four major components: Reading Workshop, Writing Workshop, Word Work, and Independent Reading. Students work toward proficiency in the Grade 9 Common Core State Standards.

GRADE 10 ENGLISH HUMANITIES

This course explores the relationship between the cultural and historical development of the world's major cultures throughout history. This approach is intended to provide a deeper understanding of the relationship between human experience and artistic expression as an understanding and reflection of that experience. Significant writing and research assignments are incorporated into this program, as well as opportunities for formal speaking and listening experiences. Students will continue to refine reading, writing, grammar skills, and process writing, as defined in the Common Core State Standards for 10th grade. All 10th Grade students are required to complete the common 10th grade performance-based tasks.

0114

1 Credit

Prerequisite: Grade 9 English and teacher recommendation

This honors course provides an enriched approach through reading and writing assignments on the integrated study of literature and history from a variety of time periods and cultures. Several outside reading and writing assignments are required. Use of Socratic seminars involving critical and analytical thinking are an essential part of the program. This course is designed for those students who show evidence of a high degree of skill in reading, writing, and literary interpretation and refinement of higher order abstract thinking skills is an important goal of this program as students work toward mastery of the Grade 10 Common Core State Standards via the common 10th grade performance based tasks.

0123

1 Credit

Prerequisite: Grade 9 English

This course provides a rigorous approach to the study of literature from a variety of time periods and cultures. Reading and writing skills in relation to the literature and historical connections are required. Critical thinking in verbal and written activities is emphasized in this program. Students will work toward meeting proficiency of the Grade 10 Common Core State Standards as they complete the common 10th grade performance based tasks.

0092

1 Credit

Prerequisite: Grade 9 English

This course provides a rigorous approach to the study of literature from a variety of time periods and cultures. Instruction focuses on improvement in the literacy skills of

reading, writing, speaking, viewing and listening in relation to the study of literature. Students will work toward meeting proficiency of the Common Core State Standards for Grade 10 as they complete the common 10th grade performance based tasks.

GRADE 11 AMERICAN LITERATURE

American Literature is the focus of the eleventh grade course of study. Although it is a survey course, beginning with the Puritan era, the majority of authors and literary trends included are from the nineteenth and twentieth centuries. Grammar, vocabulary, and composition skills are taught in conjunction with the literature units as needed. Students work toward proficiency in the 11th grade Common Core State Standards. All 11th grade students are required to complete the common 11th grade performance-based tasks.

0175

I Credit

AP English Language and Composition

Prerequisite: B or better in Honors English 10

This course is tantamount to an introductory college-level course in rhetoric and composition. The course follows the College Board curriculum for AP Language and Composition, but the primary focus is on works from American Literature. Students will analyze a variety of literary forms (with an emphasis on literary nonfiction) for the use of rhetorical strategies and techniques as applied to a variety of writing forms and styles. Additionally, students will apply their study of literary analysis, rhetoric, and argument to their own evidence-based analytic and argumentative compositions for a variety of purposes and audiences. Students in this course will be required to take the AP English Language and Composition exam, in addition to a midterm and final exam. Please visit <https://apstudent.collegeboard.org/apcourse/ap-english-language-and-composition> for more information on this course. This class is part of the Advanced Composition pathway as noted in the Program of Studies.

0174

I Credit

Prerequisite: Grade 10 English and teacher recommendation

This Honors course is sequentially designed for those students who show evidence of a high degree of skill in reading, writing, and literary interpretation. Students' studies follow a chronological overview of American Literature from the Puritan era to the modern period. Particular emphasis is placed on the nineteenth and twentieth centuries, with in-depth study of major writers and major literary trends of these two periods. A major research paper, brief reports, research assignments, and independent study activities will be assigned. Students will work toward mastery of the 11th Grade Common Core State Standards as they complete the 11th grade performance-based tasks.

0163

I Credit

Prerequisite: Grade 10 English

This course, which is an integration of grammar, composition,

and literature, is offered to students as a survey of the major trends and writers in American Literature. The course is presented chronologically, beginning with the Puritan era and ending with modern American writers. Grammar review and reinforcement will be taught along with composition skills and literature interpretation skills. Particular emphasis will be placed on the nineteenth and twentieth centuries. Students will work toward proficiency of the 11th Grade Common Core State Standards as they complete the 11th grade performance-based tasks.

0142

I Credit

Prerequisite: Grade 10 English

This course, which is an integration of grammar, composition, and literature, is offered as a survey of the major trends and writers in American Literature. The course is presented chronologically, beginning with the Puritan era and ending with modern American writers. Particular emphasis will be placed on grammar, composition, and vocabulary skills. Grammar review and reinforcement will be taught along with composition skills and literature interpretation skills. Students will work toward proficiency of the 11th Grade Common Core State Standards as they complete the 11th grade performance-based tasks.

GRADE 12 BRITISH LITERATURE

The overall objective of grade 12 English is to prepare students in the areas of composition, vocabulary development, research and critical thinking skills while focusing on British literature. The students will develop an understanding and appreciation of the broad scope of British literature from the Anglo-Saxon period to the present. In addition, the students will study the origins and the development of the English language. Students will work toward proficiency of the 12 Grade Common Core State Standards. All students in 12th Grade English classes are required to complete the course's common performance-based tasks.

Concurrent Enrollment Option for the Grade 12 English Requirement:

Beginning in the 2019-2020 school year, grade 12 students will have the unique option to satisfy their grade 12 English requirement by enrolling in both ENG 110 and WRT 104. See below for the individual course descriptions. Successful completion of these courses will yield students a total of six (6) URI credits (three per course). Because these courses are dictated by URI's syllabi, students have the opportunity to experience college-level courses before graduating from LHS. The fees for these courses are paid for through the Prepare Rhode Island initiative. As such students will receive grade reports directly from URI and these grades will be part of students' official URI transcripts. These credits may be transferable to other institutions as well. This class is part of the Advanced Composition pathway as noted in the Program of Studies. Don't miss this excellent opportunity to start working towards your college graduation while still here at LHS!

0215 **I Credit**
AP English Literature and Composition

Prerequisite: *B or better in Honors English I / AP English Language and Composition, and teacher recommendation*

This course is for students electing to pursue Advanced Placement English. Students must possess a high degree of ability in Language Arts, particularly in the areas of literary analysis and oral and written interpretation. In essence, a student who completes this course has the equivalent knowledge of a student who has completed a year of college-level English. The course follows the College Board curriculum for "AP Literature & Composition." Students in this course will be required to take the AP Exam in Literature and Composition, in addition to the midterm and final exam. All students are required to complete a literary senior thesis and presentation on a chosen author. For more information, please visit <https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition?course=ap-english-literature-and-composition>.

URI WRT 104: WRITING TO INFORM AND EXPLAIN

0374 **½ Credit**
Prerequisite: *Grade 12 students only*

WRT 104 is a core composition course required of most students at URI and many other colleges. This course follows URI's course syllabus with a focus on composition for a variety of rhetorical situations, purposes, audiences, and modes. Examples of compositions include a variety of traditional and non-traditional modes of communication such as adventure writing, rhetorical analysis, research writing, video essays, etc. Students are expected to use a variety of digital composition tools and information technologies as part of the writing process. Students utilize reflective practices throughout the course as they collaborate with others as part of the writing process. Students will also work with a URI writing professor and visit the URI library.

URI ENG 110: INTRODUCTION TO LITERATURE

0474 **½ Credit**
Prerequisite: *Grade 12 students only*

According to URI's course description, the Introduction to Literature (ENG 110) course is an "analysis of literature through reading and discussion of a number of genres derived from a variety of literary cultures." The course provides students with a college-level experience as it relates to the study of literature. Readings will represent various genres, including prose, poetry, drama, and modern/mixed media. Students will demonstrate their knowledge through the following assessment types: at least one major analytical essay, individual and group demonstrations of close reading, an active reading journal, shorter written and oral demonstrations of literary analysis, and tests/quizzes.

0214 **I Credit**
Prerequisite: *B or better in Honors English I I*

This Honors course is sequentially designed for those students who show evidence of a high degree of skill in reading, writing, and literary interpretation. The student will study a chronological overview of British Literature from the Anglo-Saxon to the modern era. Particular emphasis will be placed on the Renaissance, with an in-depth study of the era's major writers and literary trends. Throughout the course, diverse literary genres will be studied along with the origins and development of the English language. A major research paper, brief reports, research assignments, and independent study activities will be assigned. Students will work toward mastery of the 12th Grade Common Core State Standards as they complete the 12th grade performance-based tasks.

0203 **I Credit**
Prerequisite: *Grade 11 English*

This course is designed to prepare students for advanced study in the area of English. It is a chronological approach to British Literature and focuses on the Anglo-Saxon, Medieval, Renaissance, Seventeenth and Eighteenth Centuries, the Romantic, Victorian and Modern Age periods of British Literature. Diverse literary genres are studied along with the origins and development of the English language. Vocabulary development, reinforcement of process writing skills and an introduction to literary criticism are integrated into literary study. A major research paper, brief reports, research assignments, and independent study activities will be assigned. Students will work toward proficiency of 12th grade Common Core State Standards as they complete the 12th grade performance-based tasks.

0192 **I Credit**
Prerequisite: *Grade 11 English*

This course is designed as an overview of British Literature. The goal is to instill in students an appreciation of quality literature as well as develop literary preferences which will carry over after formal education is completed. In addition, students will build vocabulary, review the mechanics of English, learn basic research skills and continue to develop their process writing skills in order to be effective communicators in the world of work. Students will work toward proficiency of 12th grade Common Core State Standards as they complete the 12th grade performance-based tasks.

ELECTIVES

AP SEMINAR

0275

1 Credit

In this class, students will explore a variety of complex academic and real-world topics from a variety of perspectives as they “learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team” (The College Board). Students will conduct team and individual research projects on self-selected topics, and the final products will be submitted to the College Board for assessment. Students will also take an on-demand AP exam in May. (See <https://apstudent.collegeboard.org/apcourse/ap-seminar/course-details> for more information.) Please note that this AP class is offered for students who are interested in completing the AP Capstone program; students should plan to enroll in the AP Research class in the subsequent school year following their completion of AP Seminar. Successful completion of the AP Capstone program will satisfy LHS’ proficiency-based graduation requirement.

DRAMA WORKSHOP

0022

½ Credit

Prerequisite: None

Drama Workshop is a course designed to expose students to the inner workings of the legitimate theater. With its workshop format, the course will provide students a theatrical experience in such areas as creative dramatics, improvisation, acting, scene study, and vocal work and directing. A “round-robin” approach to the workshop will ensure maximum exposure of theater experiences to all participating students. In addition, the class may attend at least one performance at Trinity Square and/or local college theater or an in-class field trip performance. This course is also part of the Journalism & Broadcast Academy as noted in the Program of Studies.

FILM STUDIES

0043

½ Credit

Prerequisite: None

This course offers students a visual approach to the study of text and narrative through the analysis and critical application of the reading and interpretation of the language of film. Students hone and sharpen critical analysis skills formed in their English courses as they investigate the filmic narrative conventions and the use of various visual and literary elements within these conventions. As a course in the study of film and media, students will approach a variety of film genres (e.g., film noir, the Western, dystopia/utopia, animation, etc...) through critical lens. Additionally, students will study the progression of film from its origins to the increasing digitization of the form. This course is part of the Journalism pathway and the Journalism & Broadcast Academy as noted earlier in the Program of Studies.

FILM PRODUCTION

0053

½ Credit

Prerequisite: Film Studies

Film Production provides students the opportunity to expand their study of the film genre with a focus on a practical application of the concepts of the Film Studies course. Students will translate original scripts into student-produced films based on a variety of film genres and styles. Students will learn how to create and edit film footage via the use of relevant software programs. This course is part of the Journalism pathway and the Journalism & Broadcast Academy as noted in the Program of Studies.

LITERATURE AND PHILOSOPHY

0023

½ Credit

Prerequisite: None

Literature often serves as a pathway to philosophical reflection as applied to the nature of knowledge, truth, existence, ethics, etc. In this course, students read texts that address “Big Picture” questions such as the following: How do we “know” anything?; Is there such a thing as an objective right and wrong, or is morality just a matter of personal or cultural preferences? What does it mean to be free? Students will enhance their critical thinking skills as they participate in Socratic discussions and written reflections of the philosophical concepts and texts studied in class. Readings will include a variety of texts including those by Plato, Aristotle, Shakespeare, Fromm, and others. This class is also part of the Philosophy and Ethics Pathway as noted in the Program of Studies.

MULTIGENRE WRITING

0013

½ Credit

Prerequisite: None

Multigenre writing is a creative writing course that requires writing in different forms, such as poetry, narrative, and dialogue. This writing elective allows students to select a topic of interest and create a story written in different genres as the culminating assessment for the semester. Students read multigenre texts, research a topic of their choice, and write in a variety of genres, allowing for a complex literacy experience. The course requires regular writing outside of class and in-class workshops. If you love to write, and if you are willing to have a cutting-edge writing experience, sign up for this elective. You’ll be immersed in multigenre writing and a topic you are passionate about! Take advantage of this creative writing elective! This course is part of several graduation pathways and the Journalism & Broadcast Academy as noted in the Program of Studies.

SCIENCE FICTION & FANTASY AS LITERATURE

0383

½ Credit

Prerequisite: None

This semester course introduces students to the literary study of science fiction and fantasy. Students who take this exciting course will study classic and modern works of science fiction and fantasy in a variety of forms, including print and film. This class promises to be an exciting look into the world of speculative fiction as students study how these works provide a mirror for the modern world. Students explore how texts reflect their authors' visions and fears of the future based on an increasingly developing world. Authors to be studied may include Asimov, Bradbury, Shelley, Vonnegut, Card, Gaiman, Wells, and other prominent authors of speculative fiction.

JOURNALISM COURSES

INTRODUCTION TO JOURNALISM

0033

I Credit

Prerequisite: None

This introductory journalism course will introduce students to news writing of all types, with emphasis on print media. Students will study journalism's roots in American culture and history, ethics in journalism, basic news writing, and reporting. Students will be expected to read newspapers and other periodicals, and occasionally monitor news broadcasts via a variety of media formats. Interviewing, research, and photography will also be introduced. Students will write and revise daily. Some of participants' work may appear on the pages of the school newspaper, *The Lion's Roar*. This course prepares students for the rigor of advanced journalism. This course is a prerequisite for other journalism courses, the Journalism pathway, and/or the Journalism & Broadcast Academy.

ADVANCED JOURNALISM

0133

I Credit

Prerequisite: Introduction to Journalism or permission of Journalism instructor

Advanced Journalism allows students to produce news, editorials, photography and arts reviews worthy of publication. The course will not only support the school's national award winning newspaper, *The Lion's Roar*, but it also makes strong connections to the community. Thanks to partnerships with area newspapers, students have the opportunity to freelance as reporters for local dailies and weeklies. Writing for broadcasting, newspaper management, editorial cartooning, photography, layout, investigative research, ethics, the law and journalism – all will be covered in this advanced workshop. This course is part of the Advanced Composition pathway, the Journalism pathway, and the Journalism & Broadcast Academy

as noted earlier in the Program of Studies.

TOPICS IN JOURNALISM

0333

I Credit

Prerequisite: Introduction to Journalism

Topics in Journalism invites scholastic journalists to an intense study in content relating to all media and communications while contributing to the school's print, online, and broadcast outlets. Reporting, editing and writing all media is at the core of the program, and grammar/conventions will follow the rules of the Associated Press Style Book. But the perfection of skills relating to layout and design, film editing, special effects, studio lighting and on-location photography will also be

pursued, and other content will be driven in part by student-identified scholastic goals. Students may complete a number of community service projects that benefit the school and community and that may result in the sharing of their work with other school systems and libraries. Additional applications may include the assumption of roles as editors, directors, producers, and online journalists. This course is part of the Journalism pathway and the Journalism & Broadcast Academy as noted earlier in the Program of Studies.

BROADCAST JOURNALISM

0233

I Credit

Prerequisite: Introduction to Journalism

Ideal candidates for Broadcast Journalism are competent writers and oral communicators who share a keen interest in media and mass communications. Broadcast Journalism will address all areas of news reporting, sports commentary, news anchoring, video production and editing. Media professionals and news reporters will visit the class regularly as guest speakers and workshop leaders. Using Adobe Premiere Pro software, students will produce a weekly news magazine ultimately used for broadcast on a closed-circuit system. Additional applications may include assisting Lincoln High School in producing educational videos relating to topics like student safety, proper hall behavior, dress codes, graduation requirements, etc. A minimum requirement of hourly work outside of the school day will be established by the instructor, so that students may cover critical events for the school and the community. Students will also learn to make good ethical and legal decisions as journalists and producers. This course is part of the Journalism pathway and the Journalism & Broadcast Academy as noted earlier in the Program of Studies.

FAMILY AND CONSUMER SCIENCES

The Family and Consumer Sciences program is designed to prepare students to function independently and interdependently in individual, family, community and work roles.

FOODS

GOOD FOOD I

6142 **½ Credit**
Prerequisite: None

This course is an introductory foods course concentrating on making safe and healthful food decisions. Students will learn how to prepare healthy breakfasts, lunches and snacks. Students will become aware of the benefits of preparing healthy food without sacrificing taste. Nutrition basics and food preparation techniques will be learned in this lab- and project-based course.

GOOD FOOD II

6152 **½ Credit**
Prerequisite: Good Food I

This course is an extension of Good Food I. Students will continue to explore nutrition as it relates to food preparations and increase their skills in preparing more challenging recipes. Students will learn to prepare safe, healthy meals by making modifications to recipes with an appreciation for food diversity. Multi-cultural food will be discussed.

CULINARY ARTS

6172 **I Credit**
Prerequisite: Good Food II/Baking & Pastry

This course will introduce students to the food-service industry practices and opportunities. Culinary arts is designed for the student who is considering a career in the food-service industry. The curriculum will focus on basic skills, including cooking methods and techniques, dining room service, and kitchen and food safety; as they relate to the food-service industry. Students will complete laboratory assignments in food preparation throughout the food service menu, to include; appetizers, breads, soups, salads, entrees and desserts. Labs will include international and regional foods preparation.

BAKING AND PASTRY ARTS

6192 **½ Credit**
Prerequisite: Good Food I

Students will build upon the beginner baking skills they learned in Good Food I and learn to prepare a variety of baked goods. Students will learn how to prepare puff pastry, meringue, and other items. Students will learn to create specialty desserts as well as the art of yeast bread creation. Students will also learn how to decorate with icings, spun sugar, and various paste and fondant decorating techniques.

TEXTILE CONSTRUCTION

TEXTILE ARTS

6092 **½ Credit**
Prerequisite: None

Explore the art of textile design. Students will use their creativity to make unique and useful items using fabrics and fibers. Hand and machine sewing skills will be developed while working on a variety of projects. The sewing machine and hand sewing techniques will be taught along with embellishing techniques. Three projects will be completed along with a community service project. Projects may include weaving, knitting, quilting, embroidery, tie dye, community service, and recycling. Although it is not a prerequisite, this course provides an excellent background for Fashion Construction I.

FASHION CONSTRUCTION I

6062 **½ Credit**
Prerequisite: None

What influences clothing design and how can you create your own unique fashions? Students who take Fashion Construction I will learn basic hand and machine sewing techniques. Construction of three sewing projects of varying difficulties based on student ability will be required. Students will learn how to develop their own unique style and how to recognize quality construction when shopping for clothing. Choose this class to see how the evolution of fashion impacts today's trends.

FASHION CONSTRUCTION II

6162

½ Credit

Prerequisite: *Fashion Construction I*

Who is your favorite designer? This course provides a comprehensive study of fashion from designer to consumer and the construction of selected projects requiring advanced sewing techniques. Students will consider the factors influencing fashion, including the sociological and psychological aspects of clothing, the history of costume, and wardrobe analysis. Additional topics to be covered include the dynamics of fashion, consumer buying, fashion designers and retailers.

PERSONAL & FAMILY DEVELOPMENT

CHILD DEVELOPMENT I

6103

½ Credit

Prerequisite: *None*

This course is an in-depth exploration of child development from conception to 2 years of age. It is designed for students to learn about the importance of family and parenting roles in society. Topics include pregnancy, labor and delivery, and the importance of good prenatal care. Students will have the opportunity to simulate and practice they have learned by using "Real Care Baby" overnight for 2 days. Students will learn about the growth and development patterns of a child's most important first years of life.

CHILD DEVELOPMENT II

6123

½ Credit

Prerequisite: *None*

The focus of this course is the growth and development of children ages 2 to 6. This is an excellent choice for students preparing to work with children in the future. Students will study and observe the social, emotional, physical, and intellectual development of young children by visiting the Lincoln Child Development Center at MacColl YMCA in Lincoln. This hands on experience will be beneficial for career exploration in the area of Child Development.

EARLY CHILDHOOD TEACHING AND LEARNING

6133

I Credit

Prerequisite: *Child Development I and II or teacher recommendation. Seniors only*

This course prepares students who are interested in pursuing a career working with young children. The developmental stages of children ages 0-6 is the focus of this class. Students will get hands-on experience working with children in the community. Completion of all class work will result in a **Rhode Island Early Learning and Development Standards Certificate** from the Rhode Island Department of Education. This certificate will give the student an advantage within this career pathway. Students provide their own transportation to and from the Lincoln Child Development Center in Lincoln 2-3 times a month during school hours.

FINE ARTS

VISUAL ARTS

The Visual Arts courses have a spiraling curriculum based on the National Art Education Standards. The fundamentals of Visual Arts develop in depth and complexity as students proceed through the courses. All students are expected to create artwork and respond to artwork. Reading, writing, and homework are important elements of all Visual Arts course work.

ART FOUNDATIONS

6323

½ Credit

Prerequisite: None

In this semester-long course students will explore the essential concepts of visual art utilizing a variety of media and two-dimensional techniques and learn the elements and principles of design. Study will include the work of Mondrian, Escher, Matisse, Children's book illustration, VanGogh, and Impressionist artists. This course is intended for students who are unsure of their choice of Fine Arts proficiency or students who wish to explore the visual arts.

ART I

6333

1 Credit

Prerequisite: None

This year-long introductory art course explores the essential concepts of visual art. Students explore a variety of media and two/three dimensional techniques and processes including: drawing, painting, printmaking, sculpture, graphic design and digital sculpting. The elements and principles of design will be studied in depth. Study includes the analysis of the work of exemplar artists: Franz Marc, Janet Fish, Impressionist painters, Durer, Picasso, O'Keefe, and Warhol as well as graphic design artists.

DRAWING & PAINTING

6343

1 Credit

Prerequisite: Foundations in Art or Art I

This class is for motivated students who have successfully completed Art Foundations or Art I and wish to further develop their technical skills and expressive abilities in a variety of media. Instruction will focus on conceptually based assignments and in-class discussions and critique. Students will refine their personal style while investigating historic and contemporary artists and their works. Students will be required to keep a sketchbook. Visual Arts careers will be introduced and explored.

ADVANCED ART

6353

1 Credit

Prerequisite: Drawing & Painting

In this advanced visual art course, students will be expected to synthesize all fundamental elements of visual art in the development of a portfolio that includes drawing, painting, printmaking, sculpture, graphic design, and digital sculpting. Students are expected to do in-depth analysis and evaluation of their work and the work of others. Significant art and artists including DaVinci, Rembrandt, Kandinski, Pop Art Movement artists, Magritte, and Gehry will be explored.

AP STUDIO ART/PORTFOLIO

6355

1 Credit

Prerequisite: Advanced Art and portfolio assessment

The Advanced Placement course is part of the College Board Advanced Placement Program and is offered to all students wishing to submit a portfolio of work to the College Board for possible college credit. This is a fast-paced track where students will complete a portfolio consisting of two parts; concentration, and quality in Drawing, 2-D design, or Photography. Complete portfolios, as determined by the qualified teacher, will be submitted to the College Board in May. Most colleges require course work/ electives in the fine arts regardless of major so all qualified students are encouraged to enroll.

STUDIO ART

6354

1 Credit

Prerequisite: Advanced Art and portfolio assessment

Studio Art is for the serious and focused art student wishing to continue their art explorations from Art I, Drawing and Painting 2, and Advanced Art (or as permitted by the qualified teacher). This course is open to Seniors that would like to explore more in depth specific materials. In this course students will complete a portfolio that shows synthesized comprehension of the visual arts concepts and problem solving skills. All students are expected to do in-depth analysis and evaluation of their work and the work of others.

CERAMICS I

6273

½ Credit

Prerequisite: None

This semester-long course introduces clay hand-building techniques (modeling, pinch, coil and slab) and a wide variety of glazing and surface treatments. All students will spend a minimum of 3 weeks using the potter's wheel learning to center, pull walls, and trim a foot on their creations. Students create functional and sculptural pieces. Ceramic history, including Levine, Arneson, and Native American pottery is introduced.

CERAMICS II**6283****½ Credit****Prerequisite:** *Ceramics I*

During this advanced level ceramics course, students will develop their use of the potter's wheel as a tool and refine hand building techniques learned in Ceramics I. Many of the pieces created will be functional in nature however sculpture techniques will also be introduced. Students may opt to focus their work on the potter's wheel. Glazing, alternate atmosphere firings, and surface design techniques will be explored in order to enhance pottery forms. The aesthetics of traditional and untraditional pottery are explored and reflected upon. Students will also be introduced to ceramic artists including Woodman, Ohr, Stephen Hill, and Tim See.

CERAMICS II**6373****I Credit****Prerequisite:** *Ceramics I*

During this full year advanced level ceramics course, students will develop their use of the potter's wheel as a tool and refine hand building techniques learned in Ceramics I. Many of the pieces created will be functional in nature however sculpture techniques will also be introduced. Students may opt to focus their work on the potter's wheel. Glazing, alternate atmosphere firings, and surface design techniques will be explored in order to enhance pottery forms. The aesthetics of traditional and untraditional pottery are explored and reflected upon. Students will also be introduced to ceramic artists including Woodman, Ohr, Stephen Hill, and Tim See.

ASIAN ART**6293****½ Credit****Prerequisite:** *None*

Students will be introduced to the art and architecture of China during this semester long class. The concepts and media of the ancient art of calligraphy, printing, ceramics, brush and scroll painting are among the techniques that will be implemented. Both two- and three-dimensional artwork will be created. Study will include the significance of symbolism and subject matter to the Chinese culture.

IDEA LAB**(INVENTION/DESIGN/ENGINEERING/ART)****6363****½ Credit****Prerequisite:** *None*

Have you ever wanted to make a plaster mask? This course will be designed to bring students together as a community of critical and creative exploration. Students will work in a wide variety of materials such as found objects, clay, plaster, paint, silk screen printing on t-shirts and hot glass while learning techniques in drawing, painting, mold making, and sculpting. The classroom will be transformed into a visual arts lab where students will be encouraged to experiment, ask questions, and be curious. We will not just be "thinking outside the box" but closely examining "The box" and finding other ways to use it.

VISUAL JOURNALING**6463****½ Credit****Prerequisite:** *None*

This visual journaling course is ideal for the student that thinks they can't draw and for the student that wants to take their creative skills to another level. Visual Journaling takes students on a journey that expands the mind, creative thinking and problem-solving. With a focus on personal expression and media exploration, art techniques explored include collage, drawing, painting, and printmaking. A variety of written pieces including short stories, poetry, quotes, and song lyrics as well as contemporary world issues will serve as inspiration for art journaling, melody, rhythm, harmony, tone color, form, texture, and expressive qualities; and how these elements are expressed in each time period.

GRAPHIC DESIGN**6413****½ Credit****Prerequisite:** *None*

Graphic Design is a class that teaches art and technology. In this class students will use design as a creative process in communication. Students will also explore various methods used to create and combine words, symbols, and images to create a visual representation of ideas and messages. Students will use traditional art materials along with the basic elements and principles of art and also learn how to use the Adobe Creative Cloud programs (Photoshop & Adobe.) This class teaches the basics of Graphic Design through an illustrative and corporate view.

MUSIC

The Music courses at Lincoln High School are based on the National Art Education Standards. All students that partake in ensemble classes are expected to perform multiple times per year with ensemble. Students that maintain a 3.0 GPA or higher in all their music related classes will be eligible for TRI-M: The National Music Honors Society. Extra-curricular ensembles Jazz Band and Select Chorus are offered through auditions and rehearse outside school hours. Please see instructors of each ensemble for more details.

BAND

6203

I Credit

Prerequisite: Permission of the Instructor

Only students with some musical training or experience will be eligible. All band members will be required to participate in the marching band as well as the concert band programs. Students' grades will reflect their classroom work, attendance at performances, after school and/or weekend rehearsals.

CHORUS

6193

I Credit

Prerequisite: Permission of the Instructor

This is open to all students who would like to perform in concerts and school assemblies. Only students who qualify (see prerequisite) will be allowed to become a member of Chorus. Studies will improve musicality, breathing, diction, tone quality, balance, and expressive interpretation. Students will also sing a varied repertoire that may include other languages. Students' grades will reflect their classroom participation, classroom behavior, concert attendance, and performance analysis/reflections. Every student is expected to perform at all concerts.

MUSIC APPRECIATION

6253

½ Credit

Prerequisite: None

Music Appreciation is designed for students to develop an appreciation and awareness of all styles of music in the world around them. This course involves an overview of the historical periods of history and the great composers of each period from the Middle Ages through the 20th Century. Music Appreciation also includes a concentrated study of: listening and analyzing music examples from each period, the elements of music—melody rhythm, harmony, tone color, form, texture, and expressive qualities, and how these elements are expressed through each time period.

INSTRUMENTAL METHODS

6153

½ Credit

Prerequisite: Permission of Instructor

This course is designed for those students who play or wish to learn how to play a woodwind or brass instrument. Woodwind instruments include but are not limited to flute, clarinet, saxophone. Brass instruments include but are not limited to trumpet, trombone, tuba, etc. Ensemble playing and individual instruction will be available. Students must provide their own instrument.

MUSIC THEORY

6223

I Credit

Prerequisite: Permission of the Instructor

Only students with some musical training or experience will be eligible. This is a course of basic music theory, key signatures, harmony, modulation, transposition, dictation, and basic keyboard. Students will also experience opportunities to compose traditionally, score analysis, as well as conducting opportunities.

MUSIC PRODUCTION/TECHNOLOGY

6493

½ Credit

Prerequisite: Music Appreciation/Band/Chorus or Permission of the Instructor

This course is designed to provide any student with opportunities to explore making music in the 21st century with a "hands on" approach. Students will learn the basic fundamentals of music, how to make music, how to maintain creativity, utilizing proper analog/digital equipment to record, how to produce music using Digital Audio Workstations (DAWs), and will culminate in a final exam of creating an "artist/musician/composer portfolio". Students will be expected to create frequently by themselves or with their peers, and openly express musical opinions/critiques of their own work, as well as their peers. In the 21st Century it has become more prevalent for musicians to create in the comfort of their home and using personal technological devices. Because of this, any student can learn to create music without having to play a "traditional instrument". Many popular musicians and producers use computers, apps, and MIDI controllers to manipulate sounds. The class will analyze various techniques to create music through simple notation, MIDI scoring, instruments/effects, and mixing and mastering. Students will also analyze professional work and techniques as well as peer critique student work.

MATHEMATICS

Mathematics Department Curriculum

It is the intent of the Mathematics Department of Lincoln Senior High School to provide a guaranteed and viable curriculum for all students. Mathematics has been described as the "critical filter" in determining a student's career options. The strong connection between the number of high school mathematics courses completed and a student's lifetime economic success has been well-documented. No student will be denied the opportunity to learn the skills that a technological society demands for survival. Our curriculum provides instruction for topics in number and operations, algebra, geometry and measurement as well as functions and statistics. All courses incorporate the use of technology, real-world applications and problem solving. Students are required to complete four years of mathematics while at Lincoln High School.

Typical Course Offerings

GRADE 9	GRADE 10	GRADE 11	GRADE 12	
-Honors Geometry	-Honors Algebra II	-Honors Pre-Calculus	-AP Calculus AB	-Accuplacer
-CP Geometry	-CP Algebra II	-CP Pre-Calculus	-AP Calculus BC	-Intro to Java
-CP Algebra I	-CP Geometry	-CP Algebra II	-Honors Calculus	-Statistics
-Foundations of Algebra	-Foundations of Geometry	-Foundations of Algebra II	-CP Calculus	-AP Statistics
		-AP Statistics	-CP Pre-Calculus	
		-AP Computer Science A	- Survey of College Math	
		-CP Statistics	-AP Computer Science A	

Students who have completed

May enroll in

2023	Foundations of Algebra I	2053, 2113
2093	Algebra I	2113
2053	Foundations of Geometry	2123, 2143
2113	Geometry	2143
2084	Honors Geometry	2124, 2143
2123	Foundations of Algebra 2	2183, 2043, 2033, 2213
2143	Algebra 2	2183, 2043, 2033, 2213
2124	Honors Algebra 2	2154, 2215, 2183, 2043
2183	Pre-Calculus	2193, 2215, 2204, 2205, 2043, 2033, 2213
2154	Honors Pre-Calculus	2204, 2193, 2215, 2204, 2205, 2043, 2033, 2213
2205	AP Calculus AB	*AP Calculus BC

FOUNDATIONS OF ALGEBRA I

2023 **2 Credits**
Prerequisite: Recommendation of the 8th grade math teacher or department chair

Counts as 1 math credit & 1 elective credit

This two-period course helps bridge the gap between arithmetic and simple algebraic concepts. Emphasis is placed on developing skills necessary to be successful in problem solving. This course is intended for those students who would have significant difficulty completing Algebra I at a standard college preparatory pace (1 period). Students are instructed at a pace that allows for more time to be devoted to doing more examples and developing understanding. The second period of instruction gives the teacher the flexibility to provide support to students and address any gaps in their prior knowledge to achieve success with the Common Core State Standards associated with Algebra I. The course has the same assessment expectations as Algebra I.

ALGEBRA I

2093 **1 Credit**
Prerequisite: Successful completion of Grade 8 Math

This course provides a year-long study of the fundamentals of Algebra. Topics included are aligned to the Common Core State Standards for Algebra I. Students will develop confidence in applying algebraic methods to solve a variety of real-life mathematical problems. Extensive use of the scientific calculator will be made.

FOUNDATIONS OF GEOMETRY

2053 **2 Credits**
Prerequisite: Recommendation of the Algebra I teacher or department chair

Counts as 1 math credit & 1 elective credit

This two-period course helps Geometry students who need additional time to master skills which will be taught in CP Geometry. Students will be recommended for this class by their Algebra I teacher or the department chair. Recommendations will be based on Algebra I cumulative average, and individual student needs. The focus of the class will be to assist students in mastering the Geometry CCSS while providing remedial support and re-teaching of material as needed.

GEOMETRY

2113 **1 Credit**
Prerequisite: Successful completion of Algebra I, or teacher recommendation

This is an integrated approach to the study of Euclidean plane geometry. Extensive use is made of the techniques of analytic geometry in solving problems. Students continue to work on their algebra skills during this year. The course is aligned to the Common Core State Standards for Geometry. The scientific calculator will be used as a tool throughout the year.

HONORS GEOMETRY

2084 **1 Credit**
Prerequisite: A grade of A- or better in Honors Algebra I and teacher recommendation

This is an integrated approach to the study of geometry, preparing for the study of Advanced Placement Calculus in grade 12, and requiring excellent mastery of the skills and concepts of Algebra I. Students will extend these skills in algebra and analytic geometry during this year. Students enrolled in this course will work through the year to study mathematics on a more abstract level by applying concepts in new situations to develop a greater learning stretch. Assessments have both calculator and non calculator sections, are timed, and require students to apply the concepts in new situations. The scientific calculator will be used as a tool throughout the year. It is strongly recommended students in the Honors Program have their own TI83+ calculator.

FOUNDATIONS OF ALGEBRA II

2123 **2 Credits**
Prerequisite: Recommendation of the Geometry teacher or department chair

Counts as 1 math credit & 1 elective credit

This two-period course helps Algebra 2 students who need additional time to master skills which will be taught in CP Algebra 2. Students will be recommended for this class by their Geometry teacher or the department chair. Recommendations will be based on success in CP Algebra I, Geometry, and individual student needs. The focus of the class will be to assist students in mastering the Algebra II CCSS, while providing remedial support and re-teaching of material as needed.

ALGEBRA 2

2143 **I Credit**
Prerequisite: Successful completion of Algebra 1 and Geometry

This course emphasizes facility with algebraic expressions and functions. The course is aligned to the Common Core State Standards for Algebra II. Concepts are examined as tools for modeling real-world situations. Graphing is emphasized and geometrical ideas learned in previous courses are applied to problem-solving. It is recommended that students have their own TI-83 calculator.

HONORS ALGEBRA 2

2124 **I Credit**
Prerequisite: A grade of B+ or better in Honors Geometry and teacher recommendation

This course emphasizes the function concept. It is part of the program preparing students for the study of Advanced Placement Calculus (college-level calculus) in grade 12. The course is aligned to the Common Core State Standards for Algebra II. Students enrolled in this course will work through the year to study mathematics on a more abstract level by applying concepts in new situations to develop a greater learning stretch. Assessments have both calculator and non calculator sections, are timed, and require students to apply the concepts in new situations. It is strongly recommended students in the Honors Program have their own TI83+ calculator.

PRE-CALCULUS

2183 **I Credit**
Prerequisite: Successful Completion of Algebra 2

This course emphasizes the function concept. This course prepares students to take calculus and is align to the Common Core State Standards for Pre-Calculus. The TI-83 programmable graphics calculator will be used extensively in this course. It is recommended that students have their own TI83+ calculator for this course.

HONORS PRE-CALCULUS

2154 **I Credit**
Prerequisite: A grade of B+ or better in Honors Algebra 2 and teacher recommendation

This is a highly rigorous study of functions to prepare students for Advanced Placement Calculus, or for any college-level calculus course. The course is aligned to the Common Core State standards for Pre-Calculus as well as addressing concepts needed for success in the AP Calculus. Students enrolled in this course will work through the year to study mathematics on a more abstract level by applying concepts in new situations to develop a greater learning stretch. Assessments have both calculator and non calculator sections, are timed, and require students to apply the concepts in new situations. It is strongly recommended students in the Honors Program have their own TI83+ calculator.

CALCULUS

2193 **I Credit**
Prerequisite: Successful completion of Pre-Calculus

This course allows students to investigate the fundamental ideas usually introduced at the beginning of a college-level calculus course. This is not a rigorous treatment of the subject, or a full semester of college-level calculus. Topics include: functions and graphs, limits and continuity, the derivative and its applications, the definite integral and some of its applications. It is strongly recommended students have their own TI83+ calculator.

HONORS CALCULUS

2204 **I Credit**
Prerequisite: A grade of B- or better in Honors Pre-Calculus and teacher recommendation

Students will study differential and integral calculus and complete the topics usually studied in a one semester college calculus course. Topics to be treated in depth include limits and continuity, the derivative, differentiation techniques and applications, indefinite and definite integrals, techniques of integration and applications of the definite integral, and solutions to differential equations. Problems will be approached numerically, graphically, and analytically. Students enrolled in this course will work through the year to study mathematics on a more abstract level by applying concepts in new situations to develop a greater learning stretch. Assessments have both calculator and non calculator sections, are timed, and require students to apply the concepts in new situations.

AP CALCULUS AB**2205****1 Credit**

Prerequisite: *A grade of B+ or better in Honors Pre-Calculus and teacher recommendation*

This course is part of the College Board AP Calculus program and follows its syllabus. Students will study differential and integral calculus and complete the topics usually studied in a one semester college calculus course. Topics to be treated in depth include limits and continuity, the derivative, differentiation techniques and applications, indefinite and definite integrals, techniques of integration and applications of the definite integral, and solutions to differential equations. Problems will be approached numerically, graphically, and analytically. Emphasis will be placed on the use of the graphics calculator. Students will need a programmable graphing calculator for this course. AP Calculus students are required to take the College Board Advanced Placement Examination in May. Students enrolled in this course will work through the year to study mathematics on a more abstract level by applying concepts in new situations to develop a greater learning stretch. Assessments have both calculator and non calculator sections, are timed, and require students to apply the concepts in new situations.

AP CALCULUS BC**2305****1 Credit**

Prerequisite: *AP Calculus AB*

This course includes the calculus and analytical geometry content of the BC Calculus examination of the College Entrance Examination Board's Advanced Placement Program. Calculus AB plus additional topics including parametric, polar, and vector functions, application of integrals, improper integrals, infinite sequences and series, Euler's method, Improper Integrals, Logistic differential equations, Taylor Polynomials, Taylor Series, Maclaurin Series, Geometric Series, and Lagrange Error Bound. Students are required to take the AP exam in May. Assessments have both calculator and non-calculator sections, are timed, and require students to apply the concepts in new situations.

ELECTIVES**STATISTICS****2213****1 Credit**

Prerequisite: *11th or 12th grade only*

The purpose of the course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data – Describing patterns and departures from patterns, (2) Sampling and Experimentation – Planning and conducting a study, (3) Anticipating Patterns, Exploring random phenomena using probability and simulation, and 4) Statistical Inference – Estimating population parameters and testing hypotheses. Students who successfully complete the course will have a good background for most freshman year statistics courses at four year colleges.

AP STATISTICS**2215****1 Credit**

Prerequisite: *Successful completion of Honors Algebra 2 or the recommendation of the Mathematics Department Chairperson*

This course is part of the College Board Advanced Placement Program. It will follow the AP Statistics curriculum and syllabus and prepare students to receive college credit and/or placement in mathematics. AP Statistics is equivalent to a one-semester, introductory, non-calculus based, college course in statistics. (At least one statistics course is typically required for majors such as engineering, psychology, sociology, health sciences, and business.) Students considering this course should have a strong background in Algebra 2 (or Advanced Algebra). The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four conceptual themes: exploring data; planning a study; producing models using probability and statistics; and statistical inference. Because the computer is essential to what statisticians do, students will investigate, model, and problem-solve using a computerized statistical package. Students will need a programmable graphing calculator for this course. AP Statistics students are required to take the College Board Advanced Placement Examination in May.

INTRO TO JAVA

2033

1 Credit

Prerequisite: Algebra 2 or the recommendation of the Mathematics Department Chairperson

The purpose of the course is to be introduced to JAVA programming language. Students will be given the chance to learn and apply their skills in a variety of scenarios by writing code.

ACCUPLACER

2043

1 Credit

Prerequisite: 12th grade only AND recommendation of 11th grade teacher.

This course is designed around assisting students in the content specifically covered in the Accuplacer given at local 2 and 4 year colleges. If students do not score high enough on the Accuplacer test, they are placed in a non-credit bearing remedial courses. The purpose of this course is to assist in the students' initial placement in a credit bearing math course. The course is broken up into three sections: Arithmetic, Elementary Algebra, and College Level math.

SURVEY OF COLLEGE MATH

2063

1 Credit

Prerequisite: 12th grade only

The purpose of the course in College Math is to introduce students to a variety of topics in mathematics. The course will follow Johnson and Wales scope and sequence for their MTH 1002 course. This course is designed to teach students the basic mathematical concepts and methods that will assist them in using mathematics in both their personal and professional lives. Topics include problem solving, sets, probability, statistics, consumer mathematics and the rudiments of college algebra.

AP COMPUTER SCIENCE A

2405

1 Credit

Prerequisite: successful completion of Algebra 2

The AP Computer Science A course is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes object-oriented and imperative problem solving and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CSI courses in colleges and universities.

PHYSICAL EDUCATION & HEALTH

PHYSICAL EDUCATION & HEALTH EDUCATION GRADE 9-12

8051 ½ Credit

The Health and Physical Education Department offers students the opportunity to grow athletically, intellectually, emotionally, and socially. The required physical education curriculum is standards based and within the framework of the state and national standards. In physical education classes, students will participate in a variety of fitness, team and individual sport activities which require discipline, cooperation, and teamwork. Skills will be practiced and students will be participating in warm-up stations daily. Students will be graded according to effort, sportsmanship, attitude, cooperation, skill development and the ability to follow class rules and procedures. Competition within a controlled environment is encouraged. Students will also pursue lifetime leisure physical activities that will prepare them for an active lifestyle after high school. Appropriate language and behavior is required from the locker room to the athletic field. Students will be assigned a locker and a lock. It is highly recommended that all personal items are locked daily. Students who exceed four excused absences will be given an alternative class assignment to make up class time. Students in grades 9-12 will take a semester of a combination of physical education and health each year.

The following is a sample of physical education activities offered during the four year program

Fall and Spring

Archery	Soccer
Flag Football	Softball
Tennis/Pickleball	Golf
Fitness training	Ultimate Frisbee

Winter

Aerobics/Dance	Team Handball
Basketball	Volleyball
Floor Hockey	Weight Training
Indoor Soccer	Badminton

The required health education curriculum is taught in Grades 9-12. Students will have health classes each year. Students will be active learners using a variety of learning activities, including discussions, goal setting, research projects, reflective essays, and decision making. Students will study concepts within the framework of the seven Rhode Island Health Standards ranging from understanding information to demonstrating communication skills to advocating for personal and community health. Health content will be based on a four year cycle that includes a theme based approach. Issues that are addressed are nutrition, substance abuse prevention, mental health, disease prevention, sexuality and family life, bullying and teen dating violence.

Students will also be given common tasks that can be completed and put into their graduation portfolios.

ELECTIVES

MEDICAL CAREERS AND PERSONAL WELLNESS

8503 ½ Credit *Prerequisite: None*

Are you considering a career in the medical or health care field? This course will introduce you to the various career options in this field and describe how and where to locate them, how to train for each position and how to succeed in finding employment. Students will explore the career pathway for these careers and learn the different levels of education requirements needed. This course will introduce you to basic human anatomy, medical technology and medical procedures and how they are used in the work setting. Health care of the past, present and future will be explored and students will understand how to use medical terms and abbreviations as they relate to specific topics. Students will study a variety of wellness concepts as well as sport safety, injury prevention and fitness training.

CPR, AED, COMMUNITY FIRST AID AND SAFETY

8513 ½ Credit *Prerequisite: None*

Students in this comprehensive course will learn life-saving skills according to the American Red Cross. An emphasis will be placed on learning first aid skills. Students will be given the training to become Red Cross Certified in CPR (infant, toddler and adult), AED and first aid. Students must pass written and skill tests to become certified in each area. Skills include CPR, defibrillation, rescue breathing, first aid for choking, carries, and bandaging/splinting. In addition, students will study personal/ community safety issues including fire safety, water safety and accident prevention. Students will complete safety-related projects. Students considering work as EMTs, lifeguards, child care providers, camp counselors and water safety instructors are encouraged to register.

FIRST RESPONDER FITNESS

8523 ½ Credit *Prerequisite: Grades 11 and 12 only, Teacher Recommendation and Alignment to Individual Learning Plan*

Students who are interested in pursuing a career as a first responder, serving in the armed forces, or preparing for a fitness-related field. Students will learn how to prepare for and administer a variety of fitness based tests. Student will learn the basic concepts of athletic training, physical fitness, planning for fitness and health related wellness. Students will participate in a variety of labs that are designed to develop skills and information needed to pursue related careers. Students will take mock physical exam tests as appropriate for the various service branches/academies. Students need clothing conducive to working out. Cardiovascular fitness will be focal point of many workouts. These workouts will be student led after researching assessment criteria. In addition, students will be challenged to understand and apply fitness training principles. The students will train individually, with a partner or in a team setting.

SCIENCE

GRADE 9

This course will introduce students to a sequence of science instruction. Students will progress through a sequence of Physical/Earth and Space Science, Chemistry, and Biology, followed by the opportunity to take advance science electives in their Sophomore, Junior, and Senior Years.

3014 Honors Physical Science and Earth and Space Science I Credit

Prerequisite: Completion of Algebra I from Lincoln MS and teacher recommendation

This intensive first course will introduce students to important physical concepts of kinetics, energy, heat, light, sound, electricity, magnetism, and related topics in Earth and Space science. Focus will be placed on the integration of conceptual and laboratory approaches to basic physics, carefully incorporating mathematics and advanced topics. Students can expect to perform frequently both in groups and independently, in the classroom and at home. Critical thinking, problem solving and reasoning skills are emphasized. Students in grade 9 honors Physical Science are required to begin work for their 10th grade science fair project. In 9th grade, students will begin the process of choosing topics for science fair, and once their topic is approved, completing the background research for their science fair project.

3013 CP Physical Science and Earth and Space Science I Credit

Prerequisite: completion of, or enrollment in, CP Algebra I

This first course will introduce students to important physical concepts of energy, heat, light, sound, electricity, magnetism, and related topics in Earth Science. Materials learned in algebra classes will be integrated into class work and problem solving. This course will also focus on conceptual and laboratory approaches to basic physical and Earth sciences.

3012 Physical Science and Earth and Space Science I Credit

Prerequisite: Concurrent enrollment in Algebra I
Enrichment

This first course will introduce students to important physical concepts of energy, heat, light, sound, electricity, magnetism, and related topics in Earth Science. Although links to materials learned in mathematics classes will be partially integrated into class work, this course will focus mainly on conceptual understanding and laboratory experience in basic physical and Earth and space sciences.

GRADE 10

The object of the science of chemistry is to understand the composition of matter and the changes in composition matter will undergo. The goal of this course structure is to meet the needs of our students in two broad areas. These areas are: 1) Preparing students to interpret everyday events in terms of chemical concepts and principles; and 2) Teaching students intellectual skills needed to address the problems that they will encounter as adults, particularly problems related to the prudent management of natural resources, protection of environmental quality, and providing inexpensive sources of energy. Mathematical applications are necessary to the understanding of many chemical concepts and thus students have to be familiar with basic algebraic manipulations in order to meet with success in these courses.

3124 Honors Chemistry I Credit

Prerequisite: Physical Science 3014, CP Physical Science 3013 and teacher recommendation, and Honors Geometry.

Critical thinking and the application of mathematical models to physical and chemical reality are the hallmark of this honors course. This course takes an approach to chemistry that is designed for college-bound science majors. It is designed for students who quickly grasp the concrete and challenge themselves to understand more abstract concepts. It is characterized by an accelerated program noted for its vigor and high expectations. Students are expected to display critical thinking in the exploration of problems relating to the chemical world. All students in this course are required to complete a science research project. Students in grade 10 honors Chemistry are required to complete a science fair project.

3113 CP Chemistry I Credit

Prerequisite: Physical Science 3013, Physical Science 3012 and teacher recommendation and Algebra I

This course is designed for the college-bound student. Students in this course are prepared to interpret everyday events in terms of chemical concepts and principles. Students will be called on to gain experience and practice in the mathematical interpretation of chemical principles as well as the interpretation of empirical and graphical data. Emphasis is placed on the preparation needed for these students to meet the rigors of a freshman level college chemistry program.

3112 Chemistry I Credit

Prerequisite: Physical Science 3012

This course is designed to provide an alternative approach to chemistry, particular for students with difficulties in mathematics. This chemistry course will focus more on organic chemistry, biochemistry, and industrial and environmental chemistry using real life problems from the community and solving them in the classroom. Some of the topics that will be covered are supplying our water needs and conserving chemical resources. The mathematics in this course will be introduced as it is needed.

GRADE II

Eleventh grade biological science is an inquiry into life. Students will learn the characteristics which unify all living things as well as those that account for their diversity. They will also investigate the mechanisms that ensure that life continues. This year-long course provides students with experiences that allow them to make observations, analyze information, draw conclusions and practice other skills used by scientists. Critical thinking and reasoning skills are emphasized. Students are encouraged to apply their scientific knowledge in order to understand everyday events and observations.

3185 AP BIOLOGY

I CREDIT

Prerequisites: Honors Chemistry, Honors Mathematics, CP Chemistry and teacher recommendation

This course is part of the College Board Advanced Placement Program. It is designed to be the equivalent of a college introductory biology course with laboratory, intended for science majors. The course aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. Students will gain an understanding of molecules and cells, heredity and evolution, and organisms and populations, as well as complete standard AP laboratory investigations. Only those students with a profound interest in biology and in pursuing further science education should choose to take this course. As per the AP board, this course is designed to be a second year high school biology course, students enrolled in AP biology must have completed one year of biology. Students are required to take the College Board Advanced Placement examination.

3084 Honors Biology

I Credit

Prerequisite: Honors Chemistry 3124 or Chemistry 3113 and teacher recommendation, Honors Mathematics

Critical thinking and the application of biological concepts and the application of mathematical models to understand the biological phenomena are the hallmark of this honors course. This course takes an approach to biology that is designed for college-bound science majors. It is designed for students who quickly grasp the concrete and challenge themselves to understand more abstract concepts. It is characterized by an accelerated program noted for its vigor and high expectations. Students are expected to display critical thinking in the exploration of problems relating to the biological world. All students in this course are required to complete a science research project.

3073 CP Biology

I Credit

Prerequisite: Chemistry 3113 or Chemistry 2112 and teacher recommendation

This course is designed specifically for college-bound, eleventh

grade students. The basic text for this course has three main themes-unity, diversity and continuity of life. The student is introduced to biology at the molecular level itself. Class material will be supplemented by laboratory exercises, which may include dissection, and visual aids.

3062 Biology

I Credit

Prerequisite: Chemistry 3112

This course applies biological concepts to everyday living. Topics discussed will be cells, bacteria, viruses, fungi, plants, animals, genetics, ecology, conservation, and disease. Class material will be supplemented by laboratory exercises, which may include dissection, and visual aids.

ELECTIVES

Science electives are courses for students who are interested in expanding their knowledge of the natural world. These courses elaborate on concepts learned in the science core courses to provide a richer, more thorough understanding. Many of these electives have important prerequisites that students must observe in order to be successful in class.

Note: These electives are not intended to replace the core science curriculum; students must follow the core sequence for graduation, and use these electives only as additional course work.

PHYSICS

Because most colleges consider physics to be "the" senior science class, some level of advanced physics is strongly recommended for any students who intend to major in life science, physical science, engineering, pre-medicine, physical therapy, nursing, or computer-related fields.

3174 Honors Physics

I Credit

Prerequisite: Completion of both Geometry and Algebra II or completion of Geometry and current enrollment in Algebra II

Physics explores the fundamental rules that model the physical world, emphasizing both a conceptual and mathematical understanding of motion, energy, and electricity. Through frequent lab work, mathematical analysis, hands-on projects, and computer simulations, students explore classical and modern concepts, and concentrate heavily on real-world applications. This course requires daily math problems, including systems of equations, word problems, trigonometry and some statistical analysis.

3163 CP PHYSICS

I Credit

Prerequisite: Completion of both Geometry and Algebra II or completion of Geometry and current enrollment in Algebra II

Physics explores the fundamental rules of the physical world, emphasizing both a conceptual and mathematical understanding of motion, energy, and electricity. Through frequent lab work, mathematical analysis, hands-on projects, and computer

simulations, students explore classical and modern concepts, and concentrate heavily on real-world applications. Although this course focuses on a more conceptual understanding of physics, it still requires daily math problems utilizing Geometry and Algebra concepts.

3175 AP PHYSICS I I CREDIT

Prerequisite: Completion of both Geometry and Algebra II, completion of or concurrent enrollment in Pre-Calculus

This class is the equivalent to a first-semester college course in algebra-based physics, but is designed to be taught over a full academic year, allowing time for AP teachers and students to develop deep understanding of the content and to apply that knowledge through inquiry-based labs. The full year also allows time for inclusion of physics content specified by state standards. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. Students are required to take the College Board Advanced Placement examination in May.

3195 AP PHYSICS 2 I CREDIT

Prerequisite: Completion of Geometry and concurrent enrollment in Algebra 2 AND successful completion of a prior physics course, or the instructor's approval.

This class is equivalent to a second semester college course in algebra-based physics that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Students are required to take the College Board Advanced Placement examination in May.

3135 AP Chemistry I Credit

Prerequisite: Honors Chemistry, CP Chemistry and teacher recommendation, Algebra II and completion of, or enrollment in Biology

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Throughout the course considerable emphasis is placed upon the development of mathematical models and empirical observations as a means by which students master the curriculum prescribed by the College Board. **This course offers the potential to earn up to eight early enrollment credits (EEP Credits) from Rhode Island College.**

LABORATORY REQUIREMENT This course requires that

25 percent of the instructional time provides students with opportunities to engage in laboratory investigations. This includes a minimum of 16 hands-on labs, at least six of which are inquiry based. Students are required to take the College Board Advanced Placement Examination in May.

3203 CP FORENSIC SCIENCE I CREDIT

Prerequisite: 11th or 12th grade, or 10th grade with teacher recommendation

3 Potential Credits at Roger Williams University

This is an applied science course, studying the application of biology, chemistry, and physics in the world of criminal justice. High interest investigations include forensic anthropology, glass and soil analysis, fiber and hair inquiries, toxicology and chemical testing, blood typing and splatter indicators, fingerprinting and DNA electrophoresis. The study of practical forensic work as it relates to law enforcement is a major focus. Historically significant case studies and forensic files are consistently integrated throughout the course.

3243 CP BIOETHICS ½ CREDIT

Prerequisite: Chemistry, and completion of or enrollment in Biology.

Bioethics will explore the values associated with current medical advancements and research in biology and call into question if or when limitations are warranted. Topics will include the use of medicine to extend or end life, the use of artificial reproduction, cloning, stem cell research, and current advancements in genetic screening. This will be a dynamic course based in discussions and the creation of arguments the attempt to clarify the implications of these biological advancements and the boundaries that might be established. A ten page research paper is due at the completion of this course.

3253 CP BIOTECHNOLOGY ½ CREDIT

Prerequisite: Chemistry, and completion of or enrollment in Biology.

This is a one semester course designed to assist students in the exploration of Biotechnology. This course is designed as a lab based approach to the study of science who are interested in practical applications of biology and chemistry. Emphasis is placed on the scientific reasoning process. Topics will include; History of Biotechnology, microbiology, immunology, gel electrophoresis, biochemistry, and lab techniques. Laboratory work and skills in technical writing are a major component of the course.

3213 CP ZOOLOGY ½ CREDIT

Prerequisite: must be in 11th or 12th grade

This course in Zoology focuses on the large scale life of animals. Students will conduct an in-depth analysis of animals, their classification, and their major systems. This course is excellent for students interested in life, medical, or veterinary sciences.

3212 Zoology $\frac{1}{2}$ Credit**Prerequisite: Chemistry, and completion of or enrollment in Biology**

This course in Zoology focuses on the large scale life of animals. Students will conduct an in-depth analysis of animals, their classification, and their major systems. This course provides a more casual look at animals; for students, with a more general interest but are not pursuing animal or health-related fields in college.

3265 AP ENVIRONMENTAL SCIENCE 1 CREDIT**Prerequisite: Chemistry, and completion of or enrollment in Biology**

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. This course is for students who excelled in both biology and chemistry, and are looking for a serious, high-level look at the environment. Students are required to take the AP Environmental Science exam in May.

3263 CP ENVIRONMENTAL SCIENCE $\frac{1}{2}$ CREDIT**Prerequisite: Chemistry, and completion of or enrollment in Biology**

The interrelationships of plants, animals, and natural resources are of growing importance in modern society. In this course we will study the flow of matter and energy through ecosystems, the many environmental problems that affect humankind, and other complex interrelationships between the earth, biology, and chemistry. This course will conclude with insights into scientific, ethical, and political solutions to these problems. Many field labs and projects will give students a hands-on approach to studying problems in our environment.

3262 Environmental Science $\frac{1}{2}$ Credit**Prerequisite: Chemistry, and completion of or enrollment in Biology**

We are all part of our environment. Problems and pollution in our environment affect our health and quality of life. Information is necessary in order to understand and act upon problems associated with overpopulation, resource depletion, air and water pollution, acid rain, ozone depletion, desertification or nuclear wastes. In this course we will study the flow of matter and energy through ecosystems, as well as, the many environmental problems that affect humankind. The course will conclude with insights into scientific, ethical, and political solutions to these problems. Many field labs and projects will give students a hands-on approach to studying problems in our environment.

3273 CP ASTRONOMY $\frac{1}{2}$ CREDIT

This is a one semester course designed to assist students in the exploration of astronomy. This course is open to students that have successfully completed Foundations of Science. This course will present astronomy from the early ideas of the cosmos to modern observational techniques. The origin and the evolution of the solar system will be studied.

3223 CP Marine Biology $\frac{1}{2}$ Credit**Prerequisite: Chemistry, and completion of or enrollment in Biology**

This course studies animal and plant life in the world's oceans and salt water ponds. Additional focus is on the relationship between nature and humanity, with environmental and commercial applications in mind. This half-year course is designed for students with a more serious interest in ocean life and how it interacts with its environment.

3222 Marine Biology $\frac{1}{2}$ Credit**Prerequisite: Chemistry, and completion of or enrollment in Biology**

This course studies animal and plant life in the world's oceans and salt water ponds. Additional focus is on the relationship between nature and humanity, with environmental and commercial applications in mind. This half-year course is designed for students with a casual interest in ocean life, but may not be pursuing plant or animal sciences in college.

3184 HONORS HUMAN ANATOMY & PHYSIOLOGY

1 CREDIT

Prerequisite: Chemistry, and completion of or enrollment in Biology

Human physiology is the biological science concerned with all of the chemical and physical processes that occur within the human body. This course is taught with a two-fold objective. The first is to give the students an understanding and an appreciation for the complex organism that we call the human body. The second objective is to give the student, who is interested in the medical sciences, a sound foundation for future study in that field. The subject matter is explored by means of lecture, demonstration, laboratory (including dissection), visual aids and field trips.

3153 CP Human Anatomy & Physiology I Credit

Prerequisite: Chemistry, and completion of or enrollment in Biology

This course is designed to introduce the student to their most remarkable possession, the human body. The course is also of interest to students who might be pursuing a career in an allied health field such as X-Ray Technician, Medical Secretary, or Respiratory Therapist. Using laboratory exercises and visual aids, the student will examine the normal structure and function of each system.

Animal Dissection Policy: *This policy is to affirm the right of students who conscientiously object to participating in the dissection of animals. Students in science courses may request alternatives to dissection if they are opposed to dissection because of religious and ethical reasons. Students requesting an alternative lesson plan to dissection will be granted their request without any pressure to do otherwise. Student grades will not be affected by the choice of an alternative lesson plan and a student will not be discriminated against based upon their decision to exercise the right of choice. Teacher guidance and assistance will be available for those who choose alternatives.*

3233 CP BOTANY & HORTICULTURE ½ CREDIT

Prerequisite: Chemistry, and completion of or enrollment in Biology

Modern biological science focuses on cellular structure, energy, and the basic nature of life. This course in Botany & Horticulture will be an in-depth study of plant structures and their types, with a focus on practical agriculture, horticulture, and gardening.

3232 BOTANY & HORTICULTURE ½ CREDIT

Prerequisite: Chemistry, and completion of or enrollment in Biology

Modern biological science focuses on cellular structure, energy, and the basic nature of life. This course in Botany & Horticulture provides a more casual study of plant structures and their types for students not pursuing life science in college.

SOCIAL STUDIES

GRADE 9 WORLD HISTORY I

This course, the first year of a one and one half year world history program, is required of all students at Lincoln High School, presents a survey approach to understanding the historical experience of the Western and non-Western world. Ninth graders will be gradually introduced to the World History through the study of literature, philosophy, religion, and art from a study of world religions to the Enlightenment Era. Students will make connections between ideas, see relationships between disciplines, compare ethical values, and develop a sensitivity for other cultural expressions while refining their critical and historical thinking skills in a global context.

AP HUMAN GEOGRAPHY

1255

I Credit

Prerequisite: Teacher Recommendation

Fulfills 9th grade Social Studies Requirement

AP Human Geography is a high school course equivalent to a one-semester introductory college course in Human Geography. This course introduces students to the systematic study of patterns and processes that have shaped the human understanding, use and alteration of the Earth's surface. Students will learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. On successful completion of the course, students will have developed skills that enable them to interpret maps and analyze geospatial data; understand and interpret relationships among the different perspectives of geography, population, cultural geography, industrialization and economic geography, agriculture and rural land use, urban and political geography. Students taking the AP Human Geography class are required to take the Human Geography Advanced Placement Examination.

1254

I Credit

Prerequisite: Teacher Recommendation

This honors course provides an opportunity for students to develop and demonstrate critical thinking skills, historical analysis, literary interpretation skills, and proficient writing and research skills in the study of World History. Students will be expected to read independently with comprehension, and to complete projects both independently and in groups, using primary as well as secondary sources.

1243

I Credit

Prerequisite: None

This course provides students who are intending to apply to college the opportunity to develop the necessary analytical and thinking skills in the areas of World History. Students will be expected to read independently and complete historical essays. Students will learn to compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.

1232

I Credit

Prerequisite: None

This course will focus on acquiring a basic knowledge and understanding of World History. It will stress basic subject skills including reading comprehension, chronological thinking, map skills, speaking and writing skills. Students will read historical narratives and learn to differentiate between historical fact and historical interpretation.

GRADE 10 WORLD I & UNITED STATES HISTORY II

This course commences with a semester of World History begun in the ninth grade and transitions to a semester of U.S. History which will culminate in the eleventh grade. The World History semester begins with the French Revolution and continues to modern times. Students will be exposed to both a World History course of study that emphasizes a cultural approach to the study of humanities, including history, literature, philosophy, religion, and art followed by a semester study of U.S. History from the colonial period until the Civil War.

AP WORLD HISTORY

1085

I Credit

Prerequisite: Teacher Recommendation

Fulfills 10th Social Studies Requirement

A.P. World History is a high school course equivalent to a one semester introductory college course in World History. This college-level course is designed to explore human history from 8000 B.C. to the present. The course emphasizes the development of analytical and writing skills necessary for success on the collegiate level. To this end, the course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography and inquiry into global connections that have shaped our present world. The AP World History course focuses on the following themes: Interaction Between Humans and the Environment, Development and Interaction of Cultures, State-Building, Expansion, and Conflict, Creation, Expansion, and Interaction of Economic Systems and the Development and Transformation of Social Structures. Students taking the AP World History class are required to take the World History Advanced Placement Examination in May.

WORLD I & US HISTORY II

1084 **I Credit**
Prerequisite: Successful completion of World History and Teacher recommendation

This Honors course allows students to truly appreciate the interconnected nature of the humanities. Students will be expected to make connections between disciplines and to make comparisons between various civilizations and eras in World History and U.S. History. This rigorous course requires a high degree of abstract and critical thinking, good literary interpretation skills, and proficient writing skills. Students will be expected to complete a major research paper, as well as interpretive essays based on primary and secondary sources.

1073 **I Credit**
Prerequisite: Successful completion of World History

This course provides students who are intending to apply to college the opportunity to develop the necessary analytical and thinking skills in the area of the humanities. Offered as a combined and coordinated effort of the Social Studies and English departments, this challenging course will require students to read with comprehension and to develop proficient writing skills. Several document based question essays will be required.

1072 **I Credit**
Prerequisite: Successful completion of World History

This course will focus on acquiring a basic knowledge and understanding of Modern World History. It will stress basic subject skills including reading comprehension, chronological thinking, map skills, speaking and writing skills. Students will read historical narratives and learn to differentiate between historical fact and historical interpretation.

GRADE II UNITED STATES HISTORY II

This course in United States History is a required course for all eleventh grade students. Exploring the question of what it means to be an American, the course will begin with a thematic review of the major themes of the early American experience. The broad overview will explore the theme of colonization and the clash of cultures, the development of the traditions of participatory government, the early republic and the related themes of nationalism, sectionalism, and the influence of expansion and the frontier on the development of the American character. The major focus of the course, however, will be the shaping of the American experience from 1850 to the present. Through both a chronological and thematic approach, the course will focus on the impact various groups of people, individuals, and ideas had and continue to have on the nation. Students will develop critical thinking skills necessary for them to make political, social, economic, geographic, and cultural connections. As a consequence, students will develop an appreciation for as well as a clear understanding of the elements of our American heritage and current experience. This course is a requirement for graduation.

AP US HISTORY

1125 **I Credit**
Prerequisite: Teacher Recommendation
Fulfills 11th grade Social Studies Requirement

The Advanced Placement course in United States History is designed to provide students with the historical thinking skills and factual knowledge necessary to deal with historical primary sources and other documents and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students learn to evaluate historical materials and assess their relevance to a given interpretive problem to weigh the evidence and interpretations presented in historical scholarship. Students taking the AP United States History class are required to take the United States History Advanced Placement Examination in May.

1124 **I Credit**
Prerequisite: Teacher Recommendation

This Honors course in United States History provides students who are preparing for college level study the analytical skills to deal with chronological themes and problems in United States history. The Honors program prepares students for a survey course in U.S. History at the college level. Student are given the opportunity to learn to analyze primary sources, evaluate their significance, compare and contrast historical interpretations and prepare a research paper with primary and secondary sources. Students are expected to engage in complex historical thinking, analysis and discussion. Students will be expected to complete several historical essays as well as a major research paper.

1113 **I Credit**
Prerequisite: None

This course provides students who are intending to apply to college the opportunity to develop the necessary skills and to obtain the necessary background knowledge in United States History. Students will be expected to read historical narratives with understanding, to reconstruct patterns of historical succession, and to engage in problem-solving skills using complex historical thinking and analysis.

1102 **I Credit**
Prerequisite: None

This course will focus on acquiring a basic knowledge and understanding of United States History. It will stress basic subject skills including reading comprehension, chronological thinking, map skills, speaking, and writing skills. Students will read historical narratives and learn to differentiate between historical fact and historical interpretation.

CIVIC RESPONSIBILITY

1013

½ Credit

Prerequisite: Recommended for Grades 11 & 12

The most fundamental need in our democracy is an enlightened and responsible citizenry. Students in the Civic Responsibility course will learn how to be those types of citizens. By studying the ideas of American Government and their modern applications, students will learn about their rights and responsibilities as citizens in American society. Students will be required to complete a 15 hour community service project while taking this course. This course is a graduation requirement.

ELECTIVES

AP UNITED STATES GOVERNMENT AND POLITICS

1165

1 Credit

Prerequisite: Grades 11 & 12 only

The aim of the Advanced Placement American Government program is to provide students who are interested in post secondary social sciences the opportunity to study political theory and political institutions in depth. This course focuses on such concepts as political socialization, the influence of political parties, and the role of the United States in the international community. Students who elect this course perform at college level competencies and are required to take the Advanced Placement American Government and Politics Examination. Because the course will also focus on the modern applications of government and citizenship, students who choose to complete the required hours of community service within this course will be allowed to complete the requirements for Civic Responsibility through the successful completion of the Advanced Placement American Government course.

AP COMPARATIVE GOVERNMENT AND POLITICS

1175

1 Credit

Prerequisite: Grades 11 & 12 only

AP Comparative Government and Politics introduces students to the rich diversity of political life outside of the United States. The course uses a comparative approach to examine the political structures, policies and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. By the conclusion of the course students will be able to: compare and contrast political concepts, themes, and

generalizations; Describe and explain typical patterns of political processes and behaviors and their consequences; Compare and contrast political institutions and processes across countries and to derive generalizations; and Analyze and interpret basic data relevant to comparative government and politics. Students who elect this course perform at college level competencies and are required to take the Advanced Placement Comparative Government and Politics Examination in May.

AP EUROPEAN HISTORY

1095

1 Credit

Prerequisite: Grades 11 & 12 only

AP European History focuses on student understanding of European History spanning from the Renaissance to the present day. During this course students will investigate significant events, individuals and processes through the analysis of primary and secondary sources, historical comparison, argumentation and chronological reasoning. This course offers a thematic approach to how the second smallest continent in the world came to shape world history, including a historiography of European History. From the Renaissance, to Imperialism, two World Wars, the Cold War and the development of the European Union, students will look how the interaction of Europe with the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, individuals and societies have shaped European history. Students taking the AP European History course are required to take the European History Advanced Placement Examination in May.

AP PSYCHOLOGY

1225

1 Credit

Prerequisite: Grades 11 & 12 only

The primary goal of the Advanced Placement Psychology course is to provide students an opportunity to experience rigorous Psychology coursework in a high school setting. AP Psychology presents instruction of empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments. Students taking the AP Psychology class are required to take the Advanced Placement Psychology exam in May.

CURRENT EVENTS

1033

½ Credit

Prerequisite: None

This course is designed to familiarize students with the world around them. Discussion of current events at the international, national and local level is the main focus of the course. Students will also be expected to read a national news magazine with comprehension and to participate in both group and individual projects.

ECONOMICS**1143****½ Credit****Prerequisite: None**

Economics is always in the news. If you read a newspaper or go online, you are bombarded with economic information. Economic issues are reported because they are important in people's lives. People want to know about jobs, housing, prices, taxes, and other matters that affect their income, spending, and wealth. This elective is designed to make students aware of how they can influence decisions through economic means. The course also includes a mixture of economic theory and consumer economics.

GLOBAL ISSUES**1233****½ Credit****Prerequisite: Grades 10-12 only**

Global Issues is a semester course devoted to the study of contemporary political and social problems confronting humanity. Topics such as economics, energy, national security, world poverty and sustainability will serve as the foundations of the course. Additional specific topics to explore will be developed in conjunction with timely world events. Students will be able to evaluate major threats to peace and stability and will be able to deliberate the underlying reasons while developing resolutions.

LEGAL STUDIES**1153****1 Credit****Prerequisite: None****3 Potential Credits from Roger Williams University**

Legal Studies is a college-level foundation course that will provide a history of law and the evolution of legal principles. Course content will focus on the basic principles of constitutional, tort, business, family, and employment law. The course will also help students to apply these principles to their own lives and to understand the importance of ethics within our legal system. Students will also explore career pathways in government, public administration, law, public safety and security.

PSYCHOLOGY**1223****½ Credit****Prerequisite: Grades 11 & 12 only**

This course is offered to juniors and seniors who are interested in learning more about themselves as human beings. Psychology is the study of human behavior and its applications gained from that knowledge. The course will require critical thinking, cultural analysis, and proficient writing and research skills. Students will gain a greater understanding of and appreciation for themselves and the world in which they live.

THE PSYCHOLOGY OF GOOD AND EVIL**1163****½ Credit****Prerequisite: Grades 11 & 12 only**

This course is based on the work of famous Stanford psychologist Philip Zimbardo and his theory on the "Lucifer Effect." It will review scientific writings on evil, analyze case studies to apply what is learned by preparing written arguments supported by evidence. Students will be able to understand the forces and social influences that allow people to subvert individual morality. The course will focus primarily on the psychological and social dynamics for behavior and the power of these dynamics to cause actions. It will differentiate between the purely evil versus those who commit evil in particular situations. Emphasis will be placed on the psychological motivations of particular evil acts as it applies to certain events in history. In addition, the course will look at examples of altruism to try to understand whether it is possible to reduce evil in the world.

SOCIOLOGY**1123****½ Credit****Prerequisite: Grades 11 & 12 only**

Sociology, which is offered to juniors and seniors. The focus of the course will be the study of social institutions such as the family, education, religion, and the workplace, and the causes and effects of social inequality and social change.

WARMONGERS & PEACEMAKERS**1133****½ Credit****Prerequisite: None**

The course is divided into three sections: war, genocide, and peace. The students will explore many topics related to war, including the history and evolution of warfare, justifications for war, and universally accepted rules of engagement. In addition, the students will investigate one of the darker sides of war – genocide. We will look specifically at the Armenian genocide, the Holocaust, the Cambodian, Bosnian, and Rwandan genocides. Finally we will consider efforts to create a lasting peace in the world and consider its possibility. The course will require critical thinking, cultural analysis, and proficient writing skills. There are several extensive excerpts for the students to read. Students will gain a greater understanding of and appreciation for one of humanity's most intriguing topics.

SPECIAL EDUCATION

DAILY LIVING SKILLS

9S4I **I Credit**
Prerequisite: For selected students only

This course is designed to increase students' competence in life skills of home management, personal daily living skills, finances, social interaction and management of leisure time, through experiential learning.

FUNDAMENTALS IN ENGLISH

8S10 **I Credit**
Prerequisite: For selected students only

This course integrates: grammar, composition and literature, while giving students continued practice in both their reading and written language skills. Its main focus is on the exploration of major genres of Literature: drama, short story, novel, non-fiction and poetry. Students will work towards proficiency in developing critical reading and writing skills. This course is aligned with the Common Core State Standards.

FUNDAMENTALS IN MATH

8S0I **I Credit**
Prerequisite: For selected students only

This course is aligned with the Common Core State Standards to provide repeated, regular exposure to and practice opportunities for the full range of mathematical concepts. Content is delivered and assessed to meet the needs of a wide range of students.

FUNDAMENTALS IN SCIENCE

8S1I **I Credit**
Prerequisite: For selected students only

This course designed to increase a student's understanding of science that is relevant to their daily lives. One of three topics will rotate in this course yearly. Through the use of Common Core State Standards, the students will be exposed to Physics, Chemistry and Biology. Class materials will be used along with Laboratory activities. Students will learn through reading, research and exploring relevant data, how their daily choices and actions are important in helping to become a responsible steward of our planet.

FUNDAMENTALS IN CIVIC RESPONSIBILITY

8S7I **1/2 Credit**
Prerequisite: this course is for selected students only

This semester long course will explore our nation and the development of our democracy. Students will learn what their rights and responsibilities are as an American citizen. Students will participate in 2 community service projects as a class. These 2 half day projects will be determined yearly by the instructor and will satisfy their community service time requirements.

FUNDAMENTALS OF HISTORY

8S2I **I Credit**
Prerequisite: For selected students only

History is divided into 3 individual year long courses. One course will be offered yearly on a rotating basis. These 3 courses are aligned with the Common Core State Standards using school-wide rubrics. They are as follows:

World History

This course will expose students to the non-Western vs. Western way of life. It will include literature, philosophy, religion and art from the beginning of civilization to The Cold War. Students will learn how to distinguish between what is actually fact and what is historical interpretation. Connections will be made from past to present.

World History I and U.S. History II

This course is a continuation of Early World History beginning with the French Revolution and continues to modern times. Both Western and Non-Western cultures will be studied. Modern literature will be incorporated when appropriate.

U.S. History II

This course will begin with a review of major themes of the early American experience. Some areas covered are nationalism, sectionalism expansion and our involvement in wars. Students will work on projects that include the interpretation of historical documents, data, and maps.

FOUNDATIONS IN EXHIBITION

5503A **½ Credit**
Prerequisite: For selected students only

This semester long course is designed to assist students in completing the exhibition component for graduation by proficiency requirements. The curriculum is provided by the instructor with additional support to include accommodations and modifications to meet the students' individual needs. Exhibition includes a formal presentation both, orally and written, of a comprehensive research project centered on a student's personal interest. The culminating event of exhibition will be an oral presentation of the students' findings to a panel of judges made up of LHS faculty. The judging panel will assess whether the oral presentation meets the standard of proficiency that LHS and the Rhode Island Department of Education requires for successful graduation.

To meet the requirement for "graduation by proficiency" the student must meet standard on the oral presentation part of the exhibition. LHS strongly emphasizes that taking the exhibition class, **DOES NOT** guarantee that the student will meet the standard of proficiency on their oral presentation that is required for graduation.

TRANSITION (CROSSOVER PROGRAM)

9S3I **1 Credit**
Prerequisite: this course is for selected students 18-21 years of age who have completed their graduation requirements

The main focus of the **Transition Program** is to help students to select and prepare for realistic life goals, for work and leisure time activities in the community. To help ensure a smooth transition into the work place; *personal, career and life* management skills will be reinforced as students go through the work experiences and classroom instruction.

During this process, students and their families are guided toward agencies and services available to them to meet their child's transition needs.

Students go into the community for internships, work experiences and explorations into career paths that they can benefit from. They have numerous opportunities to participate in school and community businesses. The areas of post-secondary education, independent living, employment and community participation are explored in detail. Students produce individually designed portfolios of their work experiences, social activities, families, pets, interests, accomplishments along with a resume which will be used in their job search. The goal is to prepare these students to become lifelong learners and productive citizens.

LIFE SKILLS MATH

9S0I **1 Credit**
Prerequisite: this course is for selected students only

This course is designed to provide students with a thorough review of the fundamentals of mathematics. Also included are fractions in real life, money management, banking, and consumer math.

LIFE SKILLS ENGLISH

9S10 **1 Credit**
Prerequisite: this course is for selected students only

This course is designed to provide students with reinforcement of written communication skills for daily life. Topics include traffic signs, message taking, directions, and directory and map reading.

LIFE SKILLS SCIENCE

9S1I **1 Credit**
Prerequisite: this course is for selected students only

This course is designed to increase students' understanding of their environment and the practical application of science in their lives. Included is work experience in the LHS Greenhouse.

LIFE SKILLS SOCIAL STUDIES

9S2I **1 Credit**
Prerequisite: this course is for selected students only

This course is designed to provide students with a basic understanding of local, state, and national levels of government and how they function. Various models of government leadership, including democratic presidencies, are explored. The study of oceans and continents is also included.

TECHNOLOGY EDUCATION

AUTOMOTIVE TECHNOLOGY I

7053

I Credit

Prerequisite: None

This course is designed to provide an introduction to the automotive vehicle. It covers the theory of operation, and the construction, maintenance, minor repairs, and adjustments of automotive components. The student who selects this course will be provided with an opportunity for a hands-on experience. This course utilizes the CDX Automotive curriculum which is the flagship in automotive training programs. Within this curriculum the following areas will be explored:

1. Shop practice and safety, including hand tools, equipment, their use and care.
2. The body, the lighting system, heater and power assist units that contribute to the comfort and convenience of the individual.
3. The framework for the engine, wheels, suspension, steering and brake system.
4. The engine and its relation to the fuel, ignition, lubrication and cooling systems.
5. The power train, including clutch, transmission, and rear differential.

AUTOMOTIVE TECHNOLOGY II

7063

I Credit

Prerequisite: Automotive Technology I

This program is designed to provide an in -depth study of the automotive vehicle. The curriculum will provide classroom instruction and shop activities on "how-to-approaches" for the hobbyists, and the student who desires preparation for pre-apprenticeship training. This course utilizes the CDX Automotive curriculum which is the flagship in automotive training programs. The student who selects this course will explore the following areas :

1. Steering, suspension, and brake service, including the use of equipment to diagnose and correct front end geometry and brake malfunctions.
2. An exposure to the operation and components of automatic transmissions.
3. Automotive engine service; the diagnosis, repair, replacement, and adjustment of various engine components.
4. Final drive mechanisms, including propeller shaft, differential and axles.
5. The use of technical service literature issued to assure proper servicing techniques and specifications.

AUTOMOTIVE TECHNOLOGY III

7083

I Credit

Prerequisite: Automotive Technology II

Students enrolled in this course will build upon the concepts from Auto I and Auto II. The course focuses on a fully in-depth and complex study of systems within the automobile. The course takes a workshop approach where students will utilize problem-solving skills to troubleshoot and identify automobile malfunctions/issues. Once the issue is identified, students will plan the most efficient method for addressing the problem, then they will implement those plans of action. This course will provide students with practical experience that will prepare them for post-secondary technology education and/or the work force. For those students interested in pursuing employment and/or further education in the Automotive field, the student version of the ASE certification test will be offered. This course also utilizes the CDX Automotive curriculum which is the flagship in automotive training programs.

AUTOMOTIVE TECHNOLOGY APPRENTICESHIP

7283

I Credit

Prerequisite: Approved by instructor and administrator

This one credit apprenticeship provides an individualized experience for students pursuing employment in the automotive industry. Through student-teacher collaboration, specific projects will be selected throughout the year, geared for the higher level automotive student. The prerequisites for this apprenticeship are successful completion of Automotive Technology courses 1, 2, and 3, or teacher permission based on the student's skill level. Any applicant will fulfill the requirements of their project during regularly scheduled Automotive Technology classes. CDX curriculum and other pertinent resources will be available to the student for research needed to complete the project-based learning assessments. Both instructor and administrative approval are required to take this course.

SMALL ENGINES TECHNOLOGY

7023

½ Credit

Prerequisite: None

The course is designed to give the student a comprehensive working knowledge of the two stroke and four stroke cycle engine. Engine overhaul, repair and tune-up will be the main thrust. The course will also encompass routine maintenance, the do-it-yourself jobs, operating tips and minor tune-up procedures. A study of the ancillary equipment used with the small engines will also be covered. Lawn mowers, small garden tractors, chipper/shredders, snowmobiles, outboard engines and chain saws etc. are examples of some of the types of engines that might be covered during the course of study. The various engine systems such as carburetion/fuel injections, fuel, cooling, ignition, and lubrication, etc, will be covered in depth. Through laboratory demonstrations the student will be able to troubleshoot problems that arise during maintenance. The student will then provide a solution to correct those problems.

COMPUTER ENGINEERING

7103

1 Credit

Prerequisite: *Teacher recommendation or Geometry*

This course will provide the student with a good understanding of the inner architecture of a personal computer and how its' components work hand in hand with operating software. Participants will become well versed in not only identifying the working parts, but diagnosing issues and determining solutions for these systems. Some topics of study include the science behind computer maintenance, installation, upgrade & repair, networking, and security. This course also covers to a necessary depth, computer hardware, software, operating systems, networking & security; learners can also expect to master some necessary customer service skills. All course topics are geared toward preparedness for IC3 Digital Literacy.

AP COMPUTER SCIENCE PRINCIPLES

7405

1 Credit

Prerequisite: *Teacher recommendation or Algebra I*

Students AP Computer Science Principles (CSP) is a full-year course that introduces students to the foundations of current computing. The course introduces students to the preliminary concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the basic ideas of computing so all students understand how these concepts are transforming the world we live in. The course covers a broad range of foundational topics such as computing innovations, systems, big data, programming and algorithms, the Internet, digital privacy and security, and the societal impacts of computing. There are no formal prerequisites for this course, though the recommendation is that students have taken at least Algebra I.

TECHNOLOGY INTRODUCTION

7043

½ Credit

Prerequisite: *None*

This semester, area course is designed for those students who are undecided about which area of technology they would like to explore. This course will give the student a brief exposure to the three technology area offerings of Lincoln High.

DESIGN TECHNOLOGY / COMPUTER ANIMATION INTRODUCTION will explore the area of computer applications that use extremely high quality computer graphics as an avenue of communicating information. This will expose the student to 3d solid modeling and high tech computer animation through the use of SolidWorks and Light-Wave software.

DIY MECHANIC is a brief encounter with the day-to-day operation and maintenance of the family car. This will include system and parts identification, changing a flat tire, jump starting a dead battery, and various simple maintenance's that can be done at home.

HOME IMPROVEMENT A SHORT COURSE is designed to allow the student to get the feel of working with wood and the tools that are used in woodworking. This course will have the student make a simple wood working project and gather skills that are used in the woodworking trade.

DESIGN TECHNOLOGY/COMPUTER AIDED DRAFTING & DESIGN I

7013

1 Credit

Prerequisite: *None*

This course is offered to the student with an interest in the engineering & design field. Much of the focus will be on the study of computer aided design and drafting as it applies to the mechanical, furniture, interior, and architecture designs. Topics include engineering and architectural drafting, proper notation, spatial designing, drawing proposals, & rendering of perspective and orthographic plans.

Note: For students interested in advanced college placement credit you may participate in the following program options:

Under an agreement between New England Institute of Technology and Lincoln High School, students participating in this program will earn Advanced Tech transfer credit.

DESIGN TECHNOLOGY/COMPUTER AIDED DRAFTING & DESIGN II

7113

1 Credit

Prerequisite: *7013 Design Technology*

This course has been designed to provide the student with a thorough understanding of the many aspects of the engineering profession. Students will learn: what the many fields of engineering involve; how the design process works; what steps are involved in getting a product to market; how materials and fabrication processes are specified; how prototypes are created. Students will also acquire professional -level design skills with *SolidWorks3D* parametric design software which is the industry standard for design engineers.

Note: For students interested in advanced college placement credit you may participate in the following program options:

Under an agreement between New England Institute of Technology and Lincoln High School, students participating in this program will earn Advanced Tech transfer credit.

For advanced placement in Technical Graphics at the Community College of Rhode Island, a portfolio of work should be kept and presented to the appropriate official(s) at CCRI.

COMPUTER ANIMATION I**7213****1 Credit****Prerequisite: None**

Almost all of today's movies, video games, and television series use some form of computer animation technology in their production. However, computer animation is not just limited to those fields. Advertisers use computer animation for the development of commercials, scientists may use this technology to model types of cell division or weather patterns. In this course, students will learn the skills needed to create their own animated clips using the state *LightWave3D* software package. *LightWave* is industry-leading software that has been used in the development of movies such as *Ironman* and *Star Wars*, and in highly successful video games like the *Doom* and *Halo* series of games. Students will be introduced to concepts such as storyboarding, rendering, lighting, surfacing, and motion effects. This course will challenge the problem solving abilities and creative minds of students as they develop realistic animated characters, digital effects, and environments.

COMPUTER ANIMATION 2**7223****1 Credit****Prerequisite: Computer Animation I**

This class will build on the students' capability from Computer Animation I, and focus on a visual effect called Compositing. Students will use a new software package in combination with *LightWave* to combine digital objects and live video to create stunning movie quality cinematic visual effects and motion graphics. Students will learn video techniques, how to set up various shots, workflow from filming to post production, and the Production Pipeline in the visual effects and animation industries. Through the course of this class student teams will use multiple software packages in combination to create commercials, PSAs and VFX projects on various topics. One possible culminating project for this class would be the creation of a short film of the student's choice. If you were ever curious about the visual effects or animation industries, or just wanted to explore film making and special effects....then this is the class for you!

STRUCTURE DESIGN**7243****1 Credit****Prerequisite: None**

This course has been designed for students that want to explore the field of Architecture. Structure Design will provide fundamental knowledge of principles and techniques of architectural drawing procedures. This class will familiarize students with the design process and provide a better understanding of the relation between architectural design and structural systems. Students will solve various architectural challenges through the design and digital construction of 3-dimensional digital model homes in Chief Architect software. As a culminating project for this class, students will construct a scale model of a home of their own design for presentation purposes at local architecture firms. Structure Design will take students from architectural concept to computer model, to physical prototype, and everything in between.

BASIC HOUSE WIRING**7033****½ Credit****Prerequisite: None**

This course is designed as training for the student who intends to one day own their own home. It will explore basic house electrical wiring, electrical component replacement, fixtures, receptacles, switches and fusing. The course is a mixture of hands-on, practical and current code book regulations. Its purpose is to serve as a one time elective for students not enrolled in the 3 year electrical program.

HOUSE WIRING 2**7123****½ Credit****Prerequisite: Basic House Wiring**

This course is designed to integrate electrical theory and practical application to give students not only the manual skills to wire and install electrical systems and apparatus, but also the mathematical and practical knowledge to support, explain and troubleshoot a wide variety of electrical projects. Of equal importance is the thorough study of the safety rules, protocols, and procedures laid out in the National and Rhode Island Electrical Codes as well as the OSHA standards for the construction and general industries. Students will develop skills in problem-solving, critical thinking, and appropriate use of construction tools through practical experience in the wiring and troubleshooting of a wide variety of electrical projects. Students will also explore sustainable renewable energy fields such as solar photovoltaic arrays, wind generation (turbine), tidal generation and fuel cell technologies.

HOME IMPROVEMENT ½

7073

½ Credit

Prerequisite: None

This program is designed for the student who wishes to gain basic experience in carpentry and explore careers in the building trade. This program focuses on proper use of hand tools, power hand tools, and pneumatic power hand tools used in the construction trade. NCCER (National Center of Curriculum Research) based instruction will be given in Carpentry and Construction. The theoretical knowledge and skills mastered in the first half of the course is applied to a design project completed in the second half. Hands-on experience provide a student with the opportunity to construct projects such as Lanterns, Clocks, and Chessboards.

Career awareness is explored through the visitation of the Department of Transportation Facility in Coventry, RI. This field trip gives students hands-on experience in operation and participation of careers found within the building and construction field. Examples of this would be running a backhoe, paver, crane, welding equipment, etc.

HOME IMPROVEMENT I

7003

I Credit

Prerequisite: None

This program is designed to give students knowledge and experience in construction and building trades that will be useful in NCCER Certification. A review of safety with tools and machinery is covered within a short period of time. Specific topics related to the construction trade include: Construction equipment, Site conditions, Safety on the job, Building design, Blueprint reading, Operation of leveling instruments, and understanding the parts of a structure for developing a quote. Additional topics covered in the building trades include Carpentry, Cabinet-making, Masonry, Plumbing, Electrical wiring, Painting, Wallpapering, Flooring, Plastering, and Roofing. Students will be encouraged to work toward NCCER certification in Carpentry and Electricity. It is also the intent of this course to promote internships and job shadowing where possible. Hands-on experience in this class will include a mass production of Adirondack chairs and various home repair projects relating to the above-mentioned building trades subjects areas. Career awareness is explored through the visitation of the Department of Transportation Facility in Coventry, RI. This field trip gives students hands-on experience in operation and participation of careers found within the building and construction field. Examples of this would be running a backhoe, paver, crane, welding equipment, etc.

HOME IMPROVEMENT II

7133

½ Credit

Prerequisite: Home Improvement

7143

I Credit

Prerequisite: Home Improvement I

This program can be taken as a half credit or full credit course. This program provides students with a thorough understanding of how residential houses are constructed. In addition this program focuses on home repairs, new installation, and career paths found within the building trades. Topics covered consist of Design and Blueprint reading, Operation of leveling instruments, Foundation construction, Outdoor slab construction, Floor Wall and Ceiling Frame construction, Roof framing, Energy conservation, Exterior finish, Interior finish, and Stairway construction. Students are encouraged to work toward NCCER certification, which will be stored on a national database that can be reviewed by prospective employers and schools for further education. Hands-on experiences consist of preparation for building, and building of a shed to specification based on principles related to house construction.

Career awareness is explored through the visitation of Department of Transportation Facility in Coventry, RI. This field trip gives students hands-on experience in operation and participation of careers found within the building and construction field. Examples of this would be running a backhoe, paver, crane, welding equipment etc.

BUILDING TECHNOLOGIES

7163

I Credit

Prerequisite: None

The Building Technologies curriculum is sponsored by the National Center for Construction Education and Research (NCEER). In an effort to address the workforce shortage facing industry and construction, NCEER was created to develop standardized construction, maintenance and pipeline curricula, skills assessments, safety programs, and management education. The Building Technologies curriculum records assessments based on Contren Learning Series Modules that are verified by craft instructors and recorded on a national registry accessible for review at any time. *This course is designed for the students who have a serious interest in construction-related fields.* Some of the career paths that are available through this course will engage the student in activities as carpenters, electricians, plumbers, construction managers, electronics systems technicians, estimators, foreman superintendents, heavy equipment operators, HVAC technicians, ironworkers, masons, sheet metal workers, welders, project supervisors, project managers, and safety management supervisors. *Serious efforts will be made to place students in working environments through work release programs or assignments to job-shadow outside projects.*

MULTIMEDIA PRODUCTIONS

7193**½ Credit****Prerequisite: Microsoft Office Specialist strongly recommended**

This course will introduce students to multimedia production and professional presentation concepts for the business world. Students will become well versed in areas that include Movie Maker, Publisher, photo editing, scanners, digital video cameras, and the internet. Students will utilize these technologies to create professional quality, energetic, action-filled multimedia projects. Guest speakers will be invited to address the class on various career opportunities.

ROBOTICS

7093**½ Credit****Prerequisite: None**

This course will be offered as a 1/2 credit semester course giving students the opportunity to build robots using *Lego Dacta* and *Mind Storm* parts. Students write programs to power each robot they build. The use of visual basic will be applied to robotic devices constructed by the student. This is an excellent beginning for students interested in programming with a practical application. In addition, further instruction will be given in the use of sensors, pulleys, and gears. This course will bring artificial intelligence to life.

WOODTURNING

7153**½ Credit****Prerequisite: Prerequisite Home Improvement 1 or 1/2**

In this class, students will use woodworking tools and techniques in conjunction with wood lathes to turn a block of wood into beautiful pieces including bowls, goblets, toys, and more. Students will use various turning techniques such as spindle turning, face plate turning, oval/offset turning, and duplicate turning. Students will start with pieces of three limbs and trunks, make them round, and take off from there. They will begin by learning the basic wood lathe tools and techniques and gradually move to more advanced techniques and projects.

WOODWORK GEOMETRY

7183**1 Credit****Prerequisite: To be taken concurrently with Geometry**

This course focuses on Geometry and is designed to bridge the gap between abstract concepts and the real world. Throughout this course, students will be exposed to the related CCSS in Geometry in a hands on, project based environment. Instruction will include the investigation of Geometric concepts through the use of modeling, hands on activities, and projects. It is considered an elective credit. The course should be taken in the same year the student is taking Geometry.

WORLD LANGUAGES

Lincoln High School offers World Language courses in French, Portuguese, Spanish, and Mandarin. Today's global economy requires young people to engage in a world that speaks many languages. Students will be instructed in these languages by means of the five Cs of the American Council on the Teaching of Foreign Languages World-Readiness Standards for Learning Language: Communication, Culture, Connections, Comparisons, and Communities. Students will also have access to a state of the art language laboratory for practice with pronunciation, listening comprehension, and simulated conversation scenarios. Students who excel in languages will have opportunities to demonstrate their skill on exams such as the Le Grand Concours, National Portuguese Exam and National Spanish Exam. For those interested in earning the RIDE Commissioner's Seal of Bi-literacy Council Designation on their diploma, students will be offered the ACTFL Assessment of Performance towards Proficiency in Languages exam.

A course on Italian, Portuguese or Spanish shall be offered whenever twenty high school students shall request such a course (16-22-8 General Laws of R.I.).

FRENCH

FRENCH I

4013

I Credit

Prerequisite: None

A successful experience in this course is facilitated by students' working knowledge of vocabulary and grammar application in English.

Students are introduced to French in the four skills of speaking, listening comprehension, reading, and writing so as to be able to understand elementary French. Students will also be exposed to French culture, making them more sensitive to cultural differences. Students wishing to be recommended for 4044 French 2 must excel in French I and show intellectual curiosity, maturity, and motivation needed to handle the honors program.

FRENCH 2

The second year of French focuses on developing oral skills in conjunction with an expansion of grammar and vocabulary needed to continue this sequential course. Students are expected to constantly review the vocabulary and grammar covered during the first year to be able to gain confidence in applying it orally and in writing. Various aspects of Francophone culture will be covered throughout the year.

4044

I Credit

Prerequisite: A grade of A- or higher in 4013 French I and teacher recommendation

This sequential Honors course is designed for students who see

the intrinsic value of learning other languages and cultures. It requires students to have a working knowledge of previously learned materials. Students will understand and correctly apply grammatical structures while retaining new vocabulary. Francophone culture will continue to be expanded. This course will be increasingly conducted in French.

4033

I Credit

Prerequisite: 4013 French I

After a review of French I material, students are taught new expressions and vocabulary along with more difficult grammatical structures. This course strengthens the four skills. Study of Francophone culture will be expanded.

FRENCH 3

In the third year of the language, students are expected to be well prepared in all of the grammar and vocabulary covered during the first two years of the language. This is essential to be able to properly apply the new grammar and vocabulary in a higher level of oral and written expression.

4064

I Credit

Prerequisite: A grade of B+ or higher in 4044 French 2 and/or teacher recommendation

In this Honors course students will use the knowledge gained in previous courses in speaking, reading, writing, and listening comprehension. Concepts of grammar and structure will be further expanded, refined and reinforced through a variety of media, helping the student to attain greater ease in French. Students will be able to express themselves clearly in a variety of verb tenses. The essential grammar will be covered and/or reviewed this year. Students will expand their writing skills by appropriately applying the vocabulary and grammar that they have learned. Students must display self-reliance, flexibility, and adaptability to be able to handle the more complex aspects of language learning. Cultural study and appreciation will be further expanded. This course will be conducted increasingly in French and students are required to be actively involved in oral work.

4053

I Credit

Prerequisite: 4033 French 2

The practical everyday use of speaking and listening comprehension in French will be emphasized in this course. A review of previously studied grammar and vocabulary will be followed by new material. Students will be able to describe events in the present, past, and future tenses and will be encouraged to express themselves in French. The student's ability in reading and writing will be enhanced through the use of a variety of media. Cultural awareness is further expanded. This course will be increasingly taught in French.

FRENCH 4

The fourth year of the language requires a good vocabulary and grammar foundation to be able to successfully handle the oral and written work throughout the year. Students will be involved with various types of readings which will enable them to further expand their understanding of the language and culture through various media.

4074 **I Credit**
Prerequisite: A grade of B+ or higher in 4064 French 3 and/or teacher recommendation

Readings and discussions in Honors French 4 will include the use of works by French writers as well as current events. Through these readings and discussions, as well as the text, students will further expand their ability to express themselves orally and in writing. A variety of media will also help to expand their listening comprehension skills. Advanced grammar and vocabulary will also help prepare those students who will take the SAT II Test in French. There continues to be a focus on cultural awareness. The course is conducted primarily in French.

4073 **I Credit**
Prerequisite: 4053 French 3

Students who wish to continue their study of the French language for personal growth will have the opportunity in French 4. Stories and text based discussions will allow students to increase and solidify their knowledge of French vocabulary as well as develop greater ease in communication, both in writing and orally. Students are expected to actively participate in oral work. There continues to be a focus on cultural awareness. This class is predominantly conducted in French.

FRENCH 5

This course is geared to the student who wants to improve all aspects of the language. It focuses on oral expression and students are expected to fully participate in conversation. Particular emphasis will also be placed on composition. All aspects of grammar will be applied both orally and in writing. Cultural expansion will continue, through the use of various media.

4094 **I Credit**
Prerequisite: A grade of B+ or higher in 4074 French 4 and/or teacher recommendation

This course is an expansion of Honors French 4. Students will be exposed to literary works as well as contemporary writings from various sources as a means of expanding the student's level of proficiency in French. Students must display a desire to be challenged and the necessary perseverance to handle this level of language study. This course will be conducted in French and students are required to be actively involved. Cultural awareness is further expanded through use of various media.

4083 **I Credit**
Prerequisite: 4073 French 4

Students will continue reading stories and articles in French, allowing them to develop a greater understanding of the written language. Through these readings students will further develop greater ease in listening, comprehension and speaking. Cultural awareness is further expanded mostly through the use of various media.

MANDARIN

MANDARIN CHINESE I

4413 **I Credit**
Prerequisite: None

This course provides students with an introduction to the Chinese language and culture. Students will develop basic proficiency in all four language skills: listening, speaking, reading and writing. Vocabulary acquisition will be stressed. Using spoken language in everyday situations will be emphasized through pronunciation drills and listening/speaking activities. Basic grammar will also be introduced through practice exercises. Students will begin to recognize and write Chinese characters.

MANDARIN CHINESE 2

4423 **I Credit**
Prerequisite: 4413 Mandarin Chinese I

This course is a continuation of Chinese I; the main focus is still Chinese language and culture. Students will continue to develop basic proficiency in all four language skills: listening, speaking, reading, and writing. Vocabulary acquisition will be stressed. Using spoken language in everyday situations will be emphasized through pronunciation drills and listening/speaking activities. Basic grammar will also be expanded through practice exercises. Students will recognize and write Chinese characters.

PORTUGUESE

Portuguese I

4513 **I Credit**

As an introductory course, Portuguese I is designed for students with little or no previous study of the language. This course teaches basic language patterns and vocabulary. It progressively enables the student to: (1) comprehend the language at a conversational speed; (2) read material involving vocabulary and construction studies; (3) write in idiomatic style (everyday expressions about ordinary activities); (4) speak and interact with proper pronunciation, intonation and inflection; (5) understand cultural perspectives, customs, art and music of the countries where the language is spoken. All of the above will be accomplished using subjects within the students' vocabulary range. Active participation is required.

Portuguese 2

4523 **I Credit**

The second year of Portuguese focuses on developing oral skills in conjunction with an expansion of grammar and vocabulary needed to continue this sequential course. Students will be expected to constantly review the vocabulary and grammar covered during the first year to be able to gain confidence in applying it orally and in writing. Various aspects of Lusophone culture will be covered throughout the year. This course

expands upon and reinforces objectives and skills presented in Portuguese I. Emphasis is placed on comprehension (listening and reading), writing and speaking practice in the language using a variety of activities incorporating familiar and new vocabulary and structures. Continuous effort to use the target language is essential. Active participation is a required.

Portuguese 3

4533

I Credit

Prerequisite: Portuguese 2

Student enrolled in this course will build upon the concepts established in Portuguese I and II. The course will be conducted 90% of the time in the target language with emphasis on communicative proficiency. Speaking and writing will be emphasized throughout the course, utilizing more complex grammar structures and vocabulary. Listening and reading of authentic resources will be incorporated as well. Both Brazilian and Portuguese language structure and culture will be incorporated.

Portuguese 4

4543

I Credit

Prerequisite: Portuguese 3

Students enrolled in this course will build upon the concepts established in Portuguese I, II, and III. The course will be conducted 100% of the time in the target language with emphasis on communicative proficiency. Speaking and writing will be emphasized throughout the course, utilizing more complex grammar structures and vocabulary. Listening and reading of authentic resources will be incorporated as well. Use of advanced, authentic texts will be incorporated into the class. Both Brazilian and Portuguese language structure and culture will be incorporated.

SPANISH

HONORS SPANISH I

4174

I Credit

Prerequisite: A grade of A- or higher and teacher recommendation

This honors course is designed for students who see the intrinsic value of learning languages and cultures. It requires the student to develop facility in conversation, listening comprehension and to understand and apply grammatical structures correctly. The study of other cultures and traditions is also explored as part of the course. Teachers will gradually increase the amount of instruction delivered in Spanish as the year progresses. Students will be expected to work on the following skills: listening, speaking, reading and writing on a consistent basis.

SPANISH I

4163

I Credit

Prerequisite: None

A successful experience in this course is facilitated by

students' working knowledge of vocabulary and grammar application in English.

Students are introduced to Spanish in the four skills of speaking, listening comprehension, reading, and writing so as to be able to understand elementary Spanish. Students will also be exposed to Spanish culture, making them more sensitive to cultural differences. Students wishing to be recommended for 4194 Spanish 2 must excel in Spanish I and show intellectual curiosity, maturity, and motivation needed to handle the honors program.

SPANISH 2

The second year of Spanish focuses on developing oral skills in conjunction with an expansion of grammar and vocabulary needed to continue this sequential course. Students will be expected to constantly review the vocabulary and grammar covered during the first year to be able to gain confidence in applying it orally and in writing. Various aspects of Hispanic culture will be covered throughout the year.

4194

I Credit

Prerequisite: A grade of A- or higher in 4163 Spanish I and teacher recommendation

This Honors course is designed for students who see the intrinsic value of learning other languages and cultures. This course places special emphasis on oral Spanish. It requires the student to develop facility in conversation and listening comprehension and to understand and correctly apply grammatical structures. The course demands a knowledge of the most common idioms, good Spanish pronunciation, and an extensive Spanish vocabulary. Cultural study and appreciation are expanded. This course will be increasingly conducted in Spanish.

4183

I Credit

Prerequisite: 4163 Spanish I

After a review of Spanish I material, students are taught new expressions and vocabulary along with more difficult grammatical structures. This course strengthens the four skills with greater emphasis in speaking and listening comprehension. Study of Hispanic culture will be expanded.

SPANISH 3

The third year of the language focuses on completing all of the most essential points of grammar. Spanish 3 is a sequential course, and as a result, students are expected to be well prepared in all of the grammar and vocabulary covered during the first two years of the language. This is essential to be able to properly apply the new grammar and vocabulary in a higher level of oral and written expression. Cultural awareness becomes more specific, requiring students to get involved in researching various cultural aspects to be presented in class.

4214

I Credit

Prerequisite: A grade of B+ or higher in 4194 Spanish 2 and/or teacher recommendation

In this Honors course students will use the knowledge gained in previous courses in speaking, reading, writing, and listening comprehension. Concepts of grammar and structure will be further expanded, refined and reinforced, helping the student to attain greater ease in Spanish. Students will be able to express themselves clearly in a variety of verb tenses. The essential grammar will be covered and/or reviewed this year. Students will greatly expand their writing skills by

appropriately applying the vocabulary and grammar that they have learned. Students must display self-reliance, flexibility, and adaptability to be able to handle the more complex aspects of language learning. Cultural study and appreciation will be further expanded. This course will be primarily conducted in Spanish and students are required to be actively involved in oral work.

4203**I Credit****Prerequisite: 4183 Spanish 2**

The practical everyday use of speaking and listening comprehension in Spanish will be emphasized in this course. A review of previously studied grammar and vocabulary will be stressed. Students will be able to describe events in the present, past and future tenses, and will be encouraged to express themselves in Spanish. The student's ability to read and write in Spanish will be helped by use of various texts and media.

SPANISH 4

The fourth year of the language requires a strong foundation of vocabulary and grammar to be able to successfully handle the oral and written work throughout the year. Students will be involved with various types of readings which will enable them to further expand their understanding of the language and culture.

4184**I Credit****Prerequisite: Honors Spanish 3 B+ or by teacher recommendation**

This course will survey cultural and historical works from around the Spanish-speaking world. Short stories, poetry, music, film, current events and popular culture will dominate class discussion in the target language. Students will utilize speaking, listening, reading and writing skills throughout the year with emphasis on conversational Spanish in a variety of settings. The class will be facilitated by the use of various texts and media.

4223**I Credit****Prerequisite: 4203 Spanish 3**

This college preparatory course expands upon previously acquired speaking, reading, and writing skills. Students will be responsible for reading short pieces of fiction and analyzing them in order to be able to participate in classroom discussions. A continued study of grammar and its applications will be an element of several oral presentations that will allow students to increase and solidify their knowledge of Spanish vocabulary as well as develop a greater ease in both oral and written communication. The class will also touch upon contemporary cultural issues that impact the Latino community on an ongoing basis. Each semester students are encouraged to participate in community events that reflect Rhode Island's rich Latino influences. This course is largely conducted in Spanish and students are expected to actively participate orally in class.

AP SPANISH LANGUAGE AND CULTURE

4185**I Credit****Prerequisite: teacher recommendation and a grade of B+ or higher in Spanish 4214 or 4184**

AP Spanish is intended for students who wish to further develop their language skills, using authentic materials and resources. Students wishing to take the course should already have a basic knowledge of the language and cultures of Spanish-speaking peoples and should have attained a reasonable proficiency in using the language. This course will help prepare students to demonstrate their level of proficiency in the following three communicative modes: interpersonal, interpretive, and presentational. This course will also address the 5C's of the Foreign Language National Standards: communication, connections, comparisons, communities, and cultures. The overall goal of this course is to use the language at an advanced level both in speaking and writing. Students will be required to take the AP Spanish exam in May.

SPANISH FOR BUSINESS

4123**½ Credit****Prerequisite: None**

This course will offer students the opportunity to acquire specific Spanish language skills used in real business situations. Students will be presented with key vocabulary in a comprehensive-input format, focusing on easily mastered core expressions. Art, photographs, and dialogues, supported by grammar instruction, reinforce the specific real-world language that makes up the course. This course will also have a cultural component that is directly tied to working in the business world. Students will be required to work on the following skills: listening, speaking, reading and writing on a consistent basis.

SPANISH FOR HEALTH CARE

4133**½ Credit****Prerequisite: None**

This course will offer students the opportunity to acquire specific Spanish language used in a variety of medical or health settings. Students will be presented with key vocabulary in a comprehensive-input format, focusing on easily mastered core expressions. Art, photographs, and dialogues, supported by grammar instruction, reinforce the specific real-world language that makes up the course. This course will also have a cultural component that is directly tied to working in any medical or health field. Students will be required to work on the following skills: listening, speaking, reading and writing on a consistent basis.

Please Note:

Elective courses with insufficient enrollment may not be offered during the 2019-2020 school year.
