



Classical High School

Be Kind | Be Together | Go Purple

Program of Studies

2023-2024



BlueRIBBON
Schools of Excellence

2017

"Classical High School does not discriminate on the basis of race, color, national origin, disability, gender, age, religion or sexual orientation in admission to, access to, treatment in, or employment in its services, programs, and activities."

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Principal's Message

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Welcome!

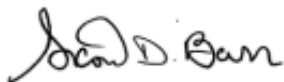
Thank you for visiting our Course of Studies page on the school website. The purpose of the study guide is to provide you with a comprehensive look at our course offerings here at Classical.

Classical High School is a college preparatory high school founded in 1843. Rooted in the liberal arts education tradition, we believe in teaching students to think and learn for themselves by imparting to them the tools of learning. The goal is to promote the type of inquiry that ultimately allows students to discover for themselves that which is beautiful and true. It is our mission to offer our students a content-rich classical liberal arts education through a curriculum in literature, math, history, civics, the sciences, physical education, world languages, and the Arts. Our aim is to provide students with a variety of courses to help them build a foundation to assist their future endeavors including college, post-secondary careers, graduate schools, and life-long learning as Classical alumni in the community and across the globe.

We at Classical are equally invested in developing the whole student-heart, mind, body, and soul. This focus is evidenced in our robust student support program including guidance and mental health counseling, an incredible competitive sports program, emphasis on student-as-researcher during Junior year, and many community service projects throughout a student's four years here at Classical HS.

Please browse our offerings; we have many, with a particular emphasis on Advanced Placement classes in each content. The Classical Course of Studies page will be updated yearly in an effort to keep our community informed as to changes or additions to our course selections. We are proud of our course offerings and the legacy of fine academic achievement that has become a hallmark of excellent education in the city of Providence and the State of Rhode Island.

Sincerely,



Scott D. Barr
Principal

One of the Top High Schools in the Country

Classical High School integrates a rich and challenging program of study in the arts, science, languages and humanities. In addition, Classical incorporates a wide variety of extracurricular activities that include academic competitions, content-specific field trip experiences, athletic programs and sports events, art presentations, theatre productions, music groups/shows and many diverse student clubs and organizations. Classical's faculty and administration are committed to a continuous effort to improve and enhance academic programs and to promote and support high academic expectations for each student. As a result, Classical High School continues to rank as one of the highest performing public high schools nationwide and its graduates go on to attend many of the top and most prestigious colleges and universities in the country.

Mission Statement

Classical High School, a demanding college preparatory examination school, serves a diverse community and provides its students with the means to achieve high standards in a rigorous learning environment. Classical encourages its students to pursue academic, athletic, artistic and personal growth so that they will experience success in colleges and universities, and will demonstrate excellence and leadership within the global and local community.

Core Beliefs and Values

We believe that our school honors the dignity of all through high expectations, humility and grace. Further, we believe that:

- rigorous standards and expectations are necessary to create the ideal learning environment.
- all students must have equal access to all educational opportunities and that with the right support, all students can achieve at high levels.
- students must learn in a safe and nurturing educational community reflecting the involvement of students, parents, stakeholders and staff.
- education in a culturally, socially, and economically diverse environment enriches learning, builds community and opens the minds and hearts of people.
- in order to achieve their full potential, all members of our community must be valued as unique individuals with cognitive, physical, social, emotional, and spiritual needs.
- learning is an active, collaborative and, evolving process where personal responsibility is essential to ongoing growth and development.
- our school must be flexible and accountable to its learning community and committed to a process of self-evaluation, reflection and change.

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Vision of the Classical High School Graduate

Academic Attributes

- Demonstrate effective communication practices.
 - Read widely and critically; understanding a variety of texts.
 - Use valid evidence to support and substantiate claims.
 - Write and speak effectively with clarity and purpose in English and other languages.
- Demonstrate an ability to think critically and solve problems.
 - Utilize a variety of methods and resources to reason and think critically.
 - Creatively solve problems by acquiring and applying new knowledge and skills.
- Demonstrate technological proficiency and responsibility.
 - Apply a variety of technological skills and tools to access information, analyze data, and communicate ideas and information.
 - Demonstrate awareness of legal and ethical issues regarding the use and access of intellectual property.
- Arts and Culture
 - Demonstrate an awareness of how elements of the arts and culture communicate values and perspectives of various social, political and economic systems.
 - Value and appreciate the contributions of diverse peoples and cultures.

Social and Civic Attributes

- Responsibility
 - Utilize effective personal management, decision-making and social skills.
 - Develop and maintain personal learning goals and hold themselves accountable for their progress towards meeting them.
 - Possess a growth mindset and adopt the philosophy of being a life-long learner.
- Community
 - Collaborative learners able to work in and appreciate diverse groups, environments and situations.
 - Engage in and make positive contributions to their school, local, national and/or global community by being well-informed empathetic citizens.
 - Demonstrate awareness of environmental issues and know their role in environmental preservation.

<h3>The 4 Cs</h3> <p>Classicalites Are:</p> <ul style="list-style-type: none">• Critical Thinkers• Conscientious Communicators• Cultural Ambassadors• Community of Learners  <p><small>(preliminary graphics based on our students' ideas)</small></p>	<h3>Classical's Comprehensive School Improvement Plan CSIP</h3> <p>Establishes 4 Goals for School Improvement:</p> <ol style="list-style-type: none">1. ELA Outcomes2. Math Outcomes3. Student Attendance4. Family Engagement
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CLASS OF 2024

CLASSICAL HIGH SCHOOL
770 WESTMINSTER STREET PROVIDENCE, RI 02903-4093
CEEB CODE: 400150
SCHOOL PROFILE 2022-2023

MR. SCOTT D. BARR
PRINCIPAL

DR. NICOLE MATHIS
ASSISTANT PRINCIPAL

MR. MICHAEL MARINO
ASSISTANT PRINCIPAL

MR. BRIAN R. BALDIZAR
ASSISTANT PRINCIPAL

SCHOOL BACKGROUND

Classical High School, founded on March 20, 1843, is a coeducational college preparatory school in the Providence School District. The student body is selected on the basis of a rigorous entrance examination (High School Placement Test and Naglieri Non-Verbal Test) as well as superior academic achievement.

CUM LAUDE SOCIETY

Classical High School has been a Charter member since 1921 of the Cum Laude Society, which recognizes superior scholarship.

ENROLLMENT

Total enrollment in grades 9-12 is 1,125 of which 271 are seniors. The student body is made up of a wide range of ethnically diverse students.

CURRICULUM

Students at Classical follow a college preparatory curriculum. Honors, as well as twenty four Advanced Placement courses are offered. A variety of varsity sports, clubs, and orchestra serve many talented students.

GRADUATION REQUIREMENTS

4 units of College English, 3 units of Social Studies, 3 units of Laboratory Science, 4 units of Math, Level 3 of Foreign Language, 3 electives and Junice Year Research Project.

We are members of the Early Enrollment Program at Rhode Island College, which offers students college credit for specific courses taken at Classical.

GRADING SYSTEM

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	94-96	B	84-86	C	74-76	D	64-66
A-	90-93	B-	80-83	C-	70-73	D-	60-63
F	0-59.99						

ACCREDITATION

New England Association of Schools and Colleges.

CLASS OF 2023

The Class of 2023 is attending over 40 Colleges and Universities throughout the U.S. and Canada. 99% applied to college, 98% accepted to college, 66.1% enrolled in a 4 year college, 18.1% enrolled in a 2 year program.

SPECIAL FEATURES

Classical offers a complete coeducational, interscholastic and intramural sports program. Extra-curricular activities encompass over 40 clubs, including our nationally acclaimed Science Olympiad, Math Team, Dramatics, Literary Magazine

CLASS RANK

Class rank is cumulative from the ninth grade through the twelfth. Rank is calculated at the end of the sixth and seventh semesters. All courses at Classical are considered advanced, consequently, Honors and regular courses are not weighted, but AP classes are raised one letter grade for the purpose of rank only. Grade point averages of more than 100 are possible, but infrequent. Rank is determined by Classical grades only.

COLLEGE TEST RESULTS-CLASS OF 2023

Mean SAT Classical 2023 – 270 test takers

ERW	570
Math	547

ADVANCED PLACEMENT COURSES (APPROVED BY COLLEGE BOARD)

English 3 Language, English 4 Literature, Calculus AB, Calculus BC, Statistics, Biology, Chemistry, Physics B, Physics C, Physics C Elec/Magnetism, Environmental Science, Psychology, Spanish 5 Literature, Spanish 4 Language and Culture, French 4 Language and Culture, Latin 4, Japanese 4, Italian 4 Language and Culture, European History, U. S. History, U.S. Government., World History, Studio Art, Computer Science Principles

AP SCORES 2023

566 Candidates wrote 1,114 AP Exams in May 2023
% of total AP students with scores 3 and above: 62.90

HONORS COURSES

Honors English (grade 10)
Honors Spanish 3

NATIONAL MERIT

Semifinalists: Class of 2023 : 2

Administration

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Administration

- Mr. Scott Barr, Principal
- Mr. Brian Baldizar, Assistant Principal
- Mr. Michael Marino, Assistant Principal
- Dr. Nicole Mathis, Assistant Principal

Email

scott.barr@ppsd.org
brian.baldizar@ppsd.org
michael.marino@ppsd.org
nicole.mathis@ppsd.org

Office Staff

- Ms. Alice Cafaro, Administrative Assistant
- Ms. Marlo Excellent, Administrative Assistant
- Ms. Alzira Pereira, Administrative Assistant
- Ms. Rebecca Tetreault, Administrative Assistant

alice.cafaro@ppsd.org
marlo.excellent@ppsd.org
alzira.pereira@ppsd.org
rebecca.tetreault@ppsd.org

Support Services

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Hearing Specialist

Ms. Alicia Aceto, Teacher of the Deaf/Hard of Hearing	alicia.aceto@ppsd.org
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A teacher of the deaf or hard of hearing is a teaching professional who facilitates the personal, social, and intellectual development of students who have hearing loss, by providing instruction and consultation for students who are deaf and hard-of-hearing. The teacher of the deaf and hard-of-hearing has training and expertise which ranges from audiological implications, academic support, and language acquisition to social and emotional development.

Multilingual Learners (MLL)

Currently we have several teachers with MLL/ESL certification, and all Classical Teachers are receiving training hours by Engage2Learn to enhance their use of language strategies within their curriculum. The training modules are required by the Department of Justice.

School Nurse Teacher

Ms. Sarah Larson, School Nurse Teacher	sarah.larson@ppsd.org
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School nursing, a specialized practice of nursing, protects and promotes student health, facilitates optimal development, and advaSCED academic success. School nurses, grounded in ethical and evidence-based practice, are the leaders who bridge health care and education, provide care coordination, advocate for quality student-centered care, and collaborate to design systems that allow individuals and communities to develop their full potential. Adopted by the NASN Board of Directors February 2017.

At Classical, our nurse provides a number of services including:

- Immunization Monitoring, Blood Pressure Screenings, General Health Surveys, and Management of Chronic Conditions
- Conduct a Preliminary Assessment of Injuries or Illnesses in Order to Determine the Urgency of Their Need for Treatment and The Nature of Treatment Required. Then Referrals for Proper Follow Up from a Health Care Provider. (For Example Sprains, Burns, Lacerations, Cold/Flu, Pain)
- Management of Chronic Conditions
- “Daily” Medication Administration as well as “PRN” (as needed) medications
- Referrals to Family Counseling for Indicated Conditions, if Needed to Support a Student’s Needs

School Social Workers

Ms. Andrea Nadra, LICSW	andrea.nadra@ppsd.org
Ms. Fatima Melo, LICSW	fatima.melo@ppsd.org

The School Social Worker works directly with students, teachers, and families to provide individual and group counseling, as well as link families to long-term solutions and external support organizations. Social Workers are members of school-based teams and committees (ex. Attendance, PBIS, Target, and Crisis) and coordinate with community partners within our city. Social Workers work with individuals and small groups throughout the year on a variety of topics including skills based and social groups and to support Social Emotional Learning (SEL), Emotional Support, and Mental Health.

Special Education Services

Ms. Vanessa Montgomery, Resource Teacher

vanessa.montgomery@ppsd.org

Special education services are provided to students with disabilities who require specially designed instruction and/or related services in order to make educational progress and access the general curriculum. Special education determinations are made by the Special Education Team in accordance with federal and state law. For additional information about special education programs and services go to:

<http://providenceschools.org>

Intervention Specialist

Myia Shaw-Almagno

myia.shawalmagno@ppsd.org

Behavior interventionists play a critical role in helping individuals with challenging behaviors lead more productive and fulfilling lives. Their work often requires patience, empathy, and a strong commitment to the well-being of the individuals they serve. I specialize in the following areas

Crisis Management:

- Be prepared to handle and de-escalate crisis situations if challenging behaviors escalate.
- Implement crisis intervention techniques as required to ensure safety.

Communication:

- Maintain open and effective communication with the individual's family, caregivers, and other team members to ensure a coordinated approach to behavior intervention.

Evaluations:

- Conduct functional behavior assessments to determine the underlying causes of problematic behaviors.
- Collect data and observations to identify patterns and triggers for challenging behaviors.
- Assess the individual's strengths, weaknesses, and skill deficits.

Outcomes:

- Develop individualized behavior intervention plans (BIPs) based on the assessment findings.
- Collaborate with a team of professionals, including psychologists, teachers, and caregivers, to create comprehensive intervention strategies

Vision Specialists

Ms. Danielle Petsch, Teacher of Visually Impaired

danielle.petsch@ppsd.org

Ms. Maritza Mayo Castro

maritza.mayocastro@ppsd.org

The role of the Teacher of Students with Visual Impairments (TVI) is to provide direct and/or consultative special education services specific to vision loss. The TVI provides support to students, teachers, and parents and acts as a liaison with community services.

Ms. Maura Keating, Media Specialist
Ms. Jannean Norman, Library Assistant

maura.keating@ppsd.org
jannean.norman@ppsd.org

The Classical High School Library is staffed with one full-time M.L.I.S. school library media certified Library Media Specialist and one full-time Library Clerk. The Library Media Specialist supports student learning in a variety of ways:

- Regularly attends all school meetings and district Librarian meetings
- Member of School Librarians of RI (SLRI) Group, RI Library Association (RILA), Rhode Island Teen Book Award Nomination Committee, & Reading Across Rhode Island Education Committee
- Presents library resources to department meetings
- Hosts classes in the Library for independent book selection and to support student research and information literacy needs
- Class reservation system for information literacy and library instruction
- Library Orientation class to introduce students to physical and virtual library spaces using Escape room model
- Library Instagram account @classicalhslibrary
- Library Student Book Subscription funded by Alumni Grant
- Teaches two sections of the Research and Technology Seminar course

The mission of the Classical High School Library is to provide information, assistance, teaching, materials, technology, and space to support and supplement the curriculum of Classical High School and to serve the individual educational, social, emotional, and recreational needs of the Classical High School community. The Library supports the school's curriculum with a wide variety of resources. Classical High School boasts a collection of over 19,000 fiction and non-fiction print books. The Library includes a classroom with desktop computers and a SmartBoard. There are 4 additional desktop computers available in the main Library space. Students enjoy free access to a Printer/Scanner/Copier for printing and duplication. The Library provides open access to materials to support student projects, including school supplies such as calculators and rulers, as well as crafting supplies, including markers, crayons, and glue.

In addition to the physical Library, the Classical High School Library features a robust [web site](#) that provides online access to a Library Catalog, databases, recommended resources, Frequently Asked Questions, Help videos, and important information about the library, including library hours and policies. The Library provides access to the New York Times, ComicsPlus, and 4 Infobase databases, including Bloom's Literature, Credo Reference, Issues and Controversies, and Infobase Ebooks. The [Library Database](#) page also links to AskRI.org databases and resources available to all RI residents that are relevant to the Classical community, including a variety of Ebsco databases (also available as a widget on our databases page), Mango Languages, Tutor.com, Udemy, and more. The Library offers access to a mobile Makerspace/Innovation tools and materials such as Apple MacBook laptops, microphones, Webcam, and a 3D printer that are available for checkout for use throughout the school.

The Classical High School Library is a space where our community gathers for learning, teambuilding, communication, socializing, and more. The Library is open before and after school every day -- from 7:30 am - 3:15 pm. Students are welcome to use the Library during class time with a pass and can visit the Library during their lunch period. Student council and a variety of clubs hold weekly meetings in the Library space. The Library also offers open access to a growing game collection. Students use games during their free time and staff borrow games as materials to support classroom based lessons and to build communication and teamwork skills.

Community connections enable the Library to extend learning outside of school. A recent partnership with Providence Public Library enables students to apply for a public Library in school and provides access to more materials and resources and after school classes and programs. Providence high school libraries are partnering with the RI Center for the Book to bring authors and poets to Providence to provide workshops to students with free books for participating students.

For more information about the Library, please contact Library Media Specialist Maura Keating at maura.keating@ppsd.org.

After School Programs/Clubs/Activities 2023-2024

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Classical High School offers 42 After School Programs & Activities providing valuable enrichment and social experience for all of our students outside the school day. Our current offerings are listed below.

For complete descriptions click [HERE](#) for our complete Program Guide

1. ACADEMIC DECATHLON - MR. CERULLO
2. ASTRONOMY CLUB – MS. BURKE
3. BAND – MR. BROWN
4. BOOK CLUB & REVIEW CLUB – MS. KEATING
5. BROWN PROGRAMMING CLUB – MS. DUNBAR & MR. ARRAZOLA
6. CERAMICS CLUB – MS. GOMES
7. CHESS CLUB / TEAM – MR. DELBONIS
8. CHORUS – MR. BROWN
9. CLASSICAL NEWSPAPER – MS. CEDERGREN
10. CLASSICAL SCHOLARS (PEER TUTORING) – MS. DUNBAR
11. COSTUME MAKING – MS. KEATING
12. CROCHET CLUB(A) – MS. DOW
13. CROCHET CLUB(B) – MR. KITE
14. DEBATE TEAM – MR. DEBOO
15. ECONOMICS CLUB – MS. DUNBAR
16. FRENCH CLUB – MR. HEBERT
17. GARDEN CLUB – MS. CATALAN
18. GENDER EQUALITY CLUB - COTTA
19. GENDER AND SEXUALITY ALLIANCE (GSA) – MS. MAZCKA
20. HELPING HAND – MR. TORO
21. HISTORY CLUB – MR. SACKETT & MR. BOISCLAIR
22. ITALIAN CLUB – MS. MARZANO
23. JAPANESE CLUB, CULTURE AND FESTIVAL – MS. MACZKA
24. JAZZ CLUB – MR. BROWN
25. LAUREATE – MR. KITE
26. MAHJONG – MS. MCCABE
27. MATH TEAM – MS. DUNBAR
28. MATH TUTORING – MR. SILVERIO
29. MOCK TRIAL – MR. GOLDE
30. MODEL UNITED NATIONS – MR. CERULLO
31. PUZZLE – MS. DOW
32. RACIAL EQUITY COMMITTEE (REC) – C. TORO
33. ROBOTICS – MS. DUNBAR & MS. JOSIE
34. SCIENCE OLYMPIAD- MS. FALAYE
35. eSPORTS (Season 1) “SMASH BROTHERS” – RICARDO GONZALEZ
36. eSPORTS (Season 2) “MARIO KART” – RICARDO GONZALEZ
37. SPANISH CLUB – MS. MENDIBURU (STARTS AFTER TENNIS SEASON)
38. SPANISH TUTORING – MS. POPA
39. STRING ENSEMBLE – MR. BROWN
40. THEATER COMPANY - MS. LECLERC
41. YOGA – DR. MATHIS
42. YEARBOOK – MR. MACBETH

Classical High School Parent & Alumni Associations

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[CHSCA](#)

The **Classical High School Community Association (CHSCA)** is a parent, teacher, community group that meets monthly. We discuss school issues, organize events, and bring in speakers to address topics of interest. A monthly e-mail goes out to announce events and to keep parents informed about happenings at Classical. To get on the e-mail list, send a request to classicalparents@gmail.com and also look for our Facebook Group CHSCA or Classical High School Community Association. Meetings are held monthly and are listed at: www.providenceschools.org/Page/1641

[Alumni Association](#)

The Classical High School Alumni Association is committed to turning loyalty into action. Our gratitude motivates us to give back to our community and strive to **Keep Classical Strong**.

We are a group of Alumni who highly esteem our Classical education and we desire to “**Keep Classical Strong**.” We “**Keep Classical Strong**” through ideas, collaborations, volunteers and financial support of faculty & students. Our events are designed to keep our Alumni connected and also supports our mission to “**Keep Classical Strong**.”

Our Mission

The mission of the Association is to provide support to Classical High School (the “School”) in Providence, Rhode Island. The Association shall achieve its mission by: a) enhancing the educational experience of current students at the School; b) building and maintaining relationships among the School’s alumni and friends; c) raising funds for activities of both the School and the Association; and d) preserving and supporting the tradition of excellence of the School.

For more information go to <http://classicalalumni.org>

Guidance Department

• Mr. Scott Harding, Teacher Leader	scott.harding@ppsd.org
• Mr. Peter Verrecchia, Counselor	peter.verrecchia@ppsd.org
• Ms. Giulia Simeone, Counselor	giulia.simeone@ppsd.org
• Mr. Louis Toro, Counselor	louis.toro@ppsd.org
• Ms. Samboeun Gee, Counselor	samboeun.gee@ppsd.org
• Ricardo Gonzalez, Administrative Assistant	ricardo.gonzalez@ppsd.org

Guidance and Counseling

At Classical, the guidance department is organized to give continuous assistance to each student in knowing himself/herself as an individual and as a member of society. Each counselor attempts to assist the student in making the most of his strengths and in correcting or compensating for his limitations.

Each student is assigned a counselor who counsels him/her while matriculating. With the advice of the counselor, the student establishes an appropriate program to fulfill the student's educational goals to be commensurate with the interest, aptitudes, abilities, and achievements of the student.

Individual conference between counselors and students are called periodically during the school year by the counselor. Students however, are encouraged to request a counseling appointment at any time.

Parents are also encourage to contact the counselor if they are concerned about their child's progress, social adjustment, selection of courses, or if the home environment has changed so as to affect his/her progress in school.

Naviance

Naviance, a College and Career Readiness **Curriculum** is a blended learning solution for students in grades 6-12 that helps them develop critical non-cognitive skills and college knowledge, and instills confidence so that they'll persevere to reach their long-term college and career goals.

Naviance is an online platform where students become involved in the planning and advising process by:

- Building a resume, complete online surveys, and manage timelines and deadlines for making decisions about colleges and careers.
- Researching colleges
- Compare GPA, standardized test scores, and other statistics to actual historical data from our school for students who have applied and been admitted in the past.
- Research careers – Research hundreds of careers and career clusters, and take career assessment.
- Create future plans – Create goals and to-dos, and complete tasks assigned by the school to better prepare your student for future college and career goals.
- Naviance Student also lets us share information with you and your student about upcoming meetings and events, local scholarship opportunities, and other resources for college and career information.
- Students can directly access Naviance from their Providence Schools Google Accounts.

Graduation Requirements

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In order to graduate from Classical, a student is required to have a minimum of 22 ½ credits (breakdown below) including passing a ½ year Junior Research Technology Seminar and meeting or exceeding expectations for the graduation exhibition. The Classical course diploma also requires Physical Education & Health for a semester each year and ½ year of a Fine Arts elective.

- 4 credits in English
- 4 credits in Math
- 3 credits in Lab Science
- 3 levels of Foreign Language
- 3 credits in History
- ½ credit in Fine Arts
- 2 credits in Physical Education & Health
- ½ credit in Research & Technology (in Gr. 11)
- ½ credit of Personal Finance
- 2 credits in General Electives

Sample Course Sequence

<u>Grade 9</u>	
	<u>Cr.</u>
• English I	1
• Math	1
• Pre-AP Biology	1
• World History I	1
• World Language I	1
• Physical Education & Health	1/2
• Fine Arts Elective	1/2

<u>Grade 10</u>	
	<u>Cr.</u>
• English 2 or Honors English	1
• Math	1
• Chemistry	1
• Modern Contemporary World History or AP European History	1
• World Language II	1
• Physical Education & Health	1/2
• Fine Arts Elective or Computer Science	1/2

<u>Grade 11</u>	
	<u>Cr.</u>
• English 3 or AP English Language	1
• Math	1
• Physics, AP Physics C, or AP Physics Part 1	1
• Modern Contemp. History or AP US History	1
• World Language III	1
• Physical Education & Health	1/2
• Jr. Research & Technology Seminar	1/2

<u>Grade 12</u>	
	<u>Cr.</u>
• English 4 or AP English Literature	1
• Math	1
• Personal Finance	1/2
• Science Elective	1
• World Language Elective	1
• Physical Education & Health	1/2
• General Electives	1 1/2

Additional Information

- Classical Offers 23 Advanced Placement Courses.
- Students are required to complete a ½ year fine arts course.
- ½ Technology credit is embedded in Junior Research & Technology course.
- Students who wish to apply to specific colleges/programs must check the college catalogue for requirements (e.g. Engineering, Pre-Med, Physical Therapy).
- Students have use of resources in the College Room for this purpose.
- As always, your counselor is available to answer your questions.

NOTE: Monitoring course and credit requirements for graduation is a shared responsibility between home and school

Course Selection Process

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Classical Course selection is a 1-2-3 step process with the final step online.

- 1) In early November, students are called to assemblies by grade. As they enter they are all given a “Course Request Sheet” as shown below. During the assembly the process and their choices are explained and questions answered. The sheets are grade specific and display only the courses available to them in the following year.
- 2) Students then complete the worksheet at the bottom (BOX D) adding up to 6 credits. *See “Arrow” below.*
- 3) Lastly, they scan the QR Code (circled) which takes them to an online form where they enter their choices from the worksheet. As soon as they submit the form, they receive an email with their choices and the counselors receive the information for each of their students.



24-25 Courses Request Sheet for 12th grade students

Read instructions carefully:

1. ~~Read through~~ the course list below. Then view the Course Requests Worksheet at the bottom left of the page (BOX D). Beginning at BOX A, choose and write in the courses you want to take in the available spaces on the worksheet. **Some of your required courses are auto filled on the worksheet.*
2. Choose a Math Course, ~~then~~ choose any other elective courses to fill the worksheet so you will have 6 credits.
3. Now scan the code or use the link to request your courses using the Google Form to add your courses from the worksheet (BOX F). www.classicalhighschool.org > Guidance



BOX A		
Course #	Course Name	Credit
12th Grade Requirements (2.0 credits)		
145	English 4	1
146	AP English Literature	1
OR		
6513	PE 3	0.5
1920	Personal Finance	0.5
BOX B		
12th Grade Math – Choose one.		
235	Financial Algebra	1
238	Algebra 2	1
258	Statistics	1
259	Pre-Calculus	1
260	AP Calculus (AB)	1
261	AP Calculus (BC)	1
266	AP Statistics	1
8651	AP Computer Science Principles	1
BOX C		
12th Grade Elective Courses		
316	AP Biology	1
326	AP Chemistry	1
339	AP Physics C	1
339 EM	AP Physics E/M	1
900331	AP Physics Part 1	1
346	AP Environmental Science	1
348	Anatomy/Physiology	1
362	Forensic Science	1

BOX E		
Course #	12 th Grade Elective Courses (cont.)	Credit
511	French 1	1
513	French 2	1
515	French 3	1
518	French 4 - AP Language	1
531	Italian 1	1
533	Italian 2	1
535	Italian 3	1
539	Italian 4 - AP Language and Culture	1
590	Japanese 1	1
591	Japanese 2	1
592	Japanese 3	1
593	Japanese 4 - AP	1
541	Latin 1	1
543	Latin 2	1
544	Latin 3	1
546	Latin 4 - AP	1
561	Spanish 1	1
563	Spanish 2	1
565	Spanish 3	1
566	Spanish 3 Honors	1
564	Spanish 4 – AP Language	1
569	Spanish 5 - AP Literature	1
156, 160	Creative Writing, Journalism	1
7883	Film Studies	0.5
454	Ethnic Studies	0.5
439	AP U.S. Government/Politics	1
465	Psychology	1
466	AP Psychology	1
481	Law & Government	1
7123	Drawing 1	1
7151	Ceramics 1	1
7175	AP Studio Art	1
108225	Photography	0.5
7111	Introduction to Art	0.5
7171	Jewelry and Design	0.5
7542	General Band	0.5
7551	Instrument	0.5
6218	First Aid Certification	0.5

BOX D		
12 th Grade Course Selection Worksheet		
Write the Course Names/Numbers here before you complete the Google Form. *Fill all spaces to add up to 6.5 credits.		
Subject	Semester 1	Semester 2
English		
Math		
PE	6513 PE	
Required	1920 - Personal Finance	
Elective		
Elective		
Elective		

Pre-AP and Dual Enrollment (EEP) Courses

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Pre – AP

Pre-AP (Advanced Placement) Courses Pre-AP (Advanced Placement) courses allow students to take rigorous high school courses to prepare them for AP (Advanced Placement) courses. Pre-AP High School credit is earned and higher GPA points are awarded when the students pass the Pre-AP course with a grade of C or higher. The grade earned will be recorded on high school transcript. Taught by high school teachers trained by The College Board. Earned Pre- AP credits are accepted throughout the nation; however, students should check individual colleges and universities for the policies. Open to any academically ready student.

Dual Enrollment

Dual Enrollment courses allow high school students to simultaneously earn high school and college credit while still in high school. High School and college credit is earned when the students pass the Dual Credit course with a grade of C or higher. The grade earned will be recorded on college transcript. Taught by college instructors or high school teachers who serve as adjunct professors. Dual Credit courses are accepted at most colleges and universities in and around Texas. Students should check with individual colleges for their academic requirements/policies. Open to any academically ready student.

[Computer Science](#)

Course Credit Recovery

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Students who fail a required course for graduation should talk to their school counselor for prior approval for any of the options listed below. A student must have passed two marking periods in a full-credit course or one marking period in a half-credit course in order to be eligible for any of the following:

- A summer school program from an approved location or public school
- Coursework from an accredited public or private secondary school
- A 30-hour tutorial from a subject certified teacher (documentation required) with a final evaluation and summary of course content submitted to the department chair
- An approved online educational program



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Grading System

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Letter	Percentage
A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	0 - 59.99

Class rank is not reported. Students are allotted credit for courses they pass on the basis of the semester average. Each marking period grade is worth 40% of the semester grade and the semester examination is worth 20% of that grade. The first marking period grade, the second marking period grade and the first semester examination are averaged to obtain the first semester average. The third marking period grade, the fourth marking period grade and the second semester examination are averaged to obtain the second semester grade.

NOTE: *Monitoring course and credit requirements for graduation is a shared responsibility between home and school.*

Personal Finance – NEW Rhode Island Graduation Requirement

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Classical has chosen Money\$kill, The American Financial Services Association developed MoneySKILL in 2002 as one of the first personal finance courses available online. MoneySKILL has evolved with the times and currently provides educators of all kinds (including parents) with a resource to create high quality, custom, web-based personal finance courses. The curriculum is geared toward middle school, high school, and college students and focuses on a broad range of money management fundamentals.



The MoneySKILL logo features a blue circle with a white dollar sign inside, followed by the word "moneyskill" in a bold, blue, sans-serif font. Below the logo, the text "FREE ONLINE PERSONAL FINANCE COURSE" is written in a smaller, blue, sans-serif font. Underneath that, the text "middle school • high school • college • moneyskill.org" is displayed in a blue, sans-serif font. The background of the top section shows a group of diverse students sitting at a computer workstation, smiling and looking at the screen.

1.4 million enrolled users.

37 modules.

65% average improvement in financial knowledge for students completing the course.*

What Teachers are Saying



"Teaching middle school students about money is always challenging! When I found the MoneySKILL program, it simplified EVERYTHING! My students love it and I love the ease of the grading and lessons. Thank you!"

Meg Stewart, M.Ed.
Instructor, Purvis Middle School
Purvis, Mississippi

"I like MoneySKILL because it prepares students to make adult decisions, using materials that treat them as adults, not to mention that it's free. Much of the curriculum in high school personal finance tends to provide materials that seem more appropriate for middle school. Those materials will quickly lose the interest of a high school senior."

Linda Smith, Economics Teacher
Rockwall High School
Rockwall, Texas

DESIGNED BY EXPERTS, ENDORSED BY TEACHERS

Developed as one of the first personal finance courses available online, MoneySKILL can be used as a standalone course or can be included as part of any class where personal finance is taught. Join the thousands of teachers across the U.S. and worldwide who trust the MoneySKILL curriculum to improve their students' financial knowledge.

Why Teachers Love MoneySKILL

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- Reality Check simulation activity
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- Supplemental video and digital resources
- Available in English and Spanish

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AFSA EDUCATION
FOUNDATION

Brightening Your Financial Horizon

Advanced Placement (AP) Courses

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AP (Advanced Placement) courses allow students to take college-level courses and exams, and to earn college credit while still in high school. Students can receive college credit upon passing with a score of 3, 4, or 5 on AP exams based on individual college requirements. Taught by high school teachers trained by The College Board. Earned AP credits are accepted throughout the nation; however, students should check individual colleges and universities for their policies (some accept different passing scores). Open to any academically ready students.

Classical High School participates in the College Entrance Examination Board's Advanced Placement (AP) Program. Qualified students may enroll in the following courses:

**Click course name below to view description*

AP Biology
AP Calculus (AB Level)
AP Calculus (BC Level)
AP Chemistry
AP Computer Science Principles
AP English Language
AP English Literature
AP Environmental Science
AP European History
AP French Language
AP Italian Language and Culture
AP Japanese
AP Latin
AP Physics C
AP Physics Part 1
AP Psychology
AP Spanish Language
AP Spanish Literature
AP Statistics
AP Studio Art
AP US Government/Politics
AP US History

Academic Departments

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Go To: [English](#) • [Fine Arts](#) • [Math](#) • [Physical Education](#) • [Science](#) • [Social Studies](#) • [World Language](#)

English Department

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115 English I SCED # 01001 1 Credit - Full Year - Grade 9

Description: English/Language Arts I (9th grade) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections.

125 English II SCED # 01002 1 Credit - Full Year - Grade 10

Description: English/Language Arts II (10th grade) courses usually offer a balanced focus on composition and literature. Typically, students learn about the alternate aims and audience of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message.

900126 Honors English II SCED # 01061 1 Credit - Full Year - Grade 10

Description: PPSD: These courses have the same aim as general literature courses (to improve students' language arts and critical-thinking skills), focusing on one or several genres, such as poetry, essay, biography, short story, drama, film, and so on. Students determine the underlying assumptions and values within the selected works and also examine the structure, techniques, and intentions of the genre being studied. Oral discussion is an integral part of these genre-oriented courses, and written compositions are often required.

# 135	English III	SCED # 01003	1 Credit - Full Year - Grade 11
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Description: English/Language Arts III (11th grade) courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.

# 130	*AP English Language*	Back	SCED # 01005	1 Credit - Full Year - Grade 11
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Description: Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Language and Composition courses expose students to prose written in a variety of periods, disciplines, and rhetorical contexts. These courses emphasize the interaction of authorial purpose, intended audience, and the subject at hand, and through them, students learn to develop stylistic flexibility as they write compositions covering a variety of subjects that are intended for various purposes.

# 145	English IV	SCED #	1 Credit - Full Year - Grade 12
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Description: English/Language Arts IV (12th grade) courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.

# 146	*AP English Literature*	Back	SCED # 01006	1 Credit - Full Year - Grade 12
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Description: Following the College Board's suggested curriculum designed to parallel college-level English courses, AP English Literature and Composition courses enable students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing).

Required Junior Research & Technology Seminar

# 8580	Research & Technology (<i>Required Grade 11</i>)	SCED # 01105	1/2 Credit - Semester - Grade 11
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Description: This course is a required course for all 11th grade students. Students will have two outcomes, a research paper and a graduation exhibition explained below. Research & Technology classes prepare students to write research papers and/or technical reports. These classes emphasize researching (primary and secondary sources), organizing (material, thoughts, and arguments), and writing in a persuasive or technical style.

#1 Each junior will be required to research a topic of personal interest in order to produce a research paper that addresses a core question or solves a problem relative to a chosen topic. As part of the Seminar class, students will apply their new knowledge in a real world situation.

#2 Students will demonstrate learning from the research findings through a final exhibition of their work to a panel of judges comprised of teachers, parents, and community members.

English Electives

156, 160 Creative Writing / Journalism (Electives) SCED # 01104/11101 1 Credit - Full Year - Grade 12

Creative Writing Description: courses offer students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the courses is on writing; however, students may study exemplary representations and authors to obtain a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others concentrate exclusively on one particular form (such as poetry or playwriting).

Journalism Description: courses (typically associated with the production of a school newspaper, yearbook, or literary magazine) emphasize writing style and technique as well as production values and organization. Journalism courses introduce students to the concepts of newsworthiness and press responsibility; develop students' skills in writing and editing stories, headlines, and captions; and teach students the principles of production design, layout, and printing. Photography, photojournalism, and digital technology skills may be included.

7883 Film Studies (Elective) SCED # 05203 1/2 Credit - Semester - Grade 12

Description: help students understand the critical historical and stylistic elements of cinema. These courses help students form an aesthetic framework to examine social, political, and historical events in the world and to understand how moving images express the ideas of individuals and society. Course content may include analysis, discussion, and evaluation of multiple film styles including, but not limited to, documentary, short film, drama, horror, and comedy.

Fine Arts Department

Fine Arts Department Faculty

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| • Mr. Christopher Seminara, Visual Arts | christopher.seminara@ppsd.org |

Visual Arts

# 7100	Calligraphy	SCED # 05176	1/2 Credit - Semester - Grades 9, 10
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Description: Calligraphy/Lettering courses teach various styles of inscribing letters, design developments by means of lettering, the romance of lettering through the ages, and modern use of lettering in advertising and art. These courses present historical and contemporary examples of calligraphy, typography, and lettering. Students engage in critiques and analysis of artists who practice these art forms, including professional calligraphers and typographers, and the relationship to the context in which they were created.

# 7111	Introduction to Art	SCED # 05199	1/2 Credit - Semester - Grade 12
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Description: PPSD - Visual Arts Experience is a semester course designed to introduce students to a wide range of media and techniques relating to the creation and appreciation of works of art. Students will explore basic drawing, painting, and sculpture processes. Additionally, they will discuss, read, and write about significant themes expressed in the works of art from various cultures and time periods. Students will also be expected to reflect on the level of their personal involvement in creating artwork. The course requires students to develop an individual proficiency portfolio of finished artworks, a process sketchbook, and document responses to their own and exemplar works of art.

# 7112	Intro. To Art Magnet	SCED # 55000	1/2 Credit - Semester - Grades 9, 10
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Description: PPSD - This Visual Arts Experience is a half credit course where students learn and practice certain drawing, painting and printmaking techniques while under the influence of great American art movements of the 20th Century.

# 7123	Drawing 1	SCED # 05155	1 Credit - Full Year - Grade 12
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Description: This is a specialty studio course for the serious art major to explore the world of print. Through experience with and demonstrations of the processes and techniques of monotype, relief, intaglio, and calligraphy, and intaglio, students will develop a portfolio of worthy work. A student's studio experience will be rounded out with vocabulary enrichment, historical perspectives, and written documentation that provides evidence of the quality of student understanding and reflection.

# 7151	Ceramics 1	SCED # 05159	1 Credit - Full Year - Grade 12
Description: PPSD - This course focuses on three-dimensional work by using clay. Particular attention is paid to the characteristics of the raw materials, their transformation under heat, and the various methods used to create and finish objects.			

# 7161	History of Art	SCED # 05152	1/2 Credit - Semester - Grades 9, 10
Description: PPSD - Art History courses introduce students to significant works of art, artists, and artistic movements that have shaped the art world and have influenced or reflected various periods of history. These courses may emphasize the sequential evolution of art forms, techniques, symbols, and themes. Art History courses also cover the relationship of art to social, political, and historical events throughout the world, while covering multiple artists, aesthetic issues, and the evolution of art.			

# 7171	Jewelry & Design	SCED # 05166	1/2 Credit - Semester - Grades 9, 10, 12
Description: help students apply fundamental processes of artistic expression to the fabrication of small-scale objects and pieces of jewelry, and include the study of ornamental design, its media, techniques, and processes. These courses typically help students develop expressive and technical skills in creating jewelry, using art metals, and exploring design concepts in form and surface decoration. Courses present a historical and contemporary view of using art metals and other elements in jewelry design and provide instruction in the critique process. Students participate in critiques of their jewelry and metal works, the jewelry and metal works of others, and those by professional jewelers and gemologists for the purpose of reflecting on and refining work for presentation.			

# 108225	Photography	SCED # 05167	1/2 Credit - Semester - Grade 12
Description: PPSD - This is a semester studio course offered to students who have a desire to learn about photography as a fine art and design/commercial medium using DSLR cameras and equipment. The course will focus on fundamental photography skills, manual camera operation and technique, composition, and art history/cultural context. Elements of art and principles of design as they relate to composition, shutter speed, aperture, focus, and lighting are the major technical areas that will be built upon in this sequential course of study. The course will focus on building skills both in camera and editing through focused projects in the first semester, and bridge to conceptual development and skill application as students develop their artistic voice in the second semester. While the course will focus on digital processing and editing, we will also partner with New Urban Arts to understand the basics of darkroom photography and how chemistry and light have informed the development of photography in the digital realm. Art History and art criticism are incorporated with studio production, and students will also maintain a personal online portfolio of their work and artist statements.			

# 7175	*AP Studio Art*	Back	SCED # 05172	1 Credit – Full Year - Grade 12
Description: PPSD - The AP Studio Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The 3-D Design portfolio involves decision making about how to use the elements and principles of art as they relate to the integration of depth, space, volume, and surface, either actual or virtual. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. The AP examination is required at the conclusion of the course.				

Music

# 7511	Introduction to Music	SCED # 05113	1/2 Credit - Semester – Grades 9, 10
Description: Introduction to Music is a hands-on approach to music appreciation. Students will play keyboards, hand percussion instruments, and guitars, learning about the elements of music along the way. Students will also develop music literacy skills through reading and writing music notation. Other focuses for the course include listening to and analyzing music, composition, and music production.			
# 7542	General Band	SCED # 05101	1/2 Credit - Semester - Grade 9, 10, 12
Description: General Band is for students who play wind and percussion instruments. Students learn how to care for and maintain their instruments. Students will develop musicianship and technique on their instruments by playing a varied repertoire of music. Students will learn effective practice strategies to prepare music and perform at school events.			
# 7548	Instrument - 9, 10	SCED # 05106	1/2 Credit - Semester – Grades 9, 10
Description: Instrument is recommended for students who can already read music. This course is much like Music Introduction, but with more of an emphasis on ensemble performances. Students may also have the opportunity to learn a wind instrument as well as the keyboard, guitar, and percussion. Other focuses for the course include composition, improvisation, and music theory.			
# 7551	Instrument - 12	SCED # 05106	1/2 Credit - Semester - Grade 12
Description: Recommended for students who can already read music. This course is much like Music Introduction, but with more of an emphasis on ensemble performances. Students may also have the opportunity to learn a wind instrument as well as the keyboard, guitar, and percussion. Other focuses for the course include composition, improvisation, and music theory.			
# 7556	Chorus – 9, 10, 12	SCED # 05110	1/2 Credit - Semester – Grades 9,10, 12
Description: Chorus is for students interested in singing in the school choir. Students will develop proper singing technique. Students will learn more about their vocal range (head and chest voice) and effective practice strategies. Students will sing a varied repertoire of songs and perform at school events.			

Math Department

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# 232	Algebra I	SCED # 02052	1 Credit – Full Year – Grades 9, 10
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Description: Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first-degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; solving quadratic equations; and modeling linear data. Specific content depends upon state standards.

# 236	Geometry	SCED # 02072	1 Credit – Full Year – Grades 9, 10
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Description: Geometry courses, emphasizing an abstract, formal approach to the study of geometry, typically include topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles, quadrilaterals, vertical angles, lines intersected by a transversal, etc.

# 238	Algebra II	SCED # 02052	1 Credit – Full Year – Grades 9, 10, 11, 12
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Description: Algebra II is the third year in a three-year sequence of high school mathematics. This course will cover advanced functions, sequences and series, polynomial functions, exponential and logarithmic functions, conic sections and trigonometry. The real number system is extended to include complex numbers. All topics are studied from an algebraic, graphical, numerical and exploratory approach. An emphasis on applications and appropriate calculator use is integrated throughout the year.

# 235	Financial Algebra	SCED # 02155	1 Credit – Full Year – Grades. 11, 12
<p>Description: Business Mathematics with Algebra courses teach and have students apply algebra concepts to a variety of business and financial situations. Applications usually include income, insurance, credit, banking, taxation, stocks and bonds, and finance.</p>			

# 258	Statistics	SCED # 02205	1 Credit – Full Year – Grades 10, 11, 12
<p>Description: Probability and Statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data. Course topics generally include basic probability and statistics: discrete probability theory, odds and probabilities, probability trees, populations and samples, frequency tables, measures of central tendency and variation, and presentation of data (including graphs). Course topics may also include normal distribution and measures of variability.</p>			

# 259	Pre-Calculus	SCED # 02110	1 Credit – Full Year – Grades 10, 11, 12
<p>Description: Pre-Calculus courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Mathematic Analysis topics as preparation for calculus. Pre-Calculus provides a structured entry to advanced studies while building on concepts learned in previous high school math courses. Designed to be taken after Algebra II, pre-calculus builds upon students’ understanding of various aspects of functions and expands their knowledge of trigonometric functions, all while helping them make connections between geometry and algebra.</p>			

# 260	*AP Calculus AB*	Back SCED # 02124	1 Credit – Full Year – Grades 10, 11, 12
<p>Description: Following the College Board’s suggested curriculum designed to parallel college-level calculus courses, AP Calculus AB provides students with an understanding of the concepts of calculus and experience with its methods and applications. These courses introduce calculus and include the following topics: functions, graphs, limits, and continuity; differential calculus (including definition, application, and computation of the derivative; derivative at a point; derivative as a function; and second derivatives); and integral calculus (including definite integrals and anti-differentiation).</p>			

# 261	*AP Calculus BC*	Back SCED # 02125	1 Credit – Full Year – Grades 10, 11, 12
<p>Description: Following the College Board’s suggested curriculum designed to parallel college-level calculus courses, AP Calculus BC courses provide students with an understanding of the concepts of calculus and experience with its methods and applications. These courses cover all of the calculus topics in AP Calculus AB as well as the following topics: parametric, polar, and vector functions; applications of integrals; and polynomial approximations and series, including series of constants and Taylor series. See SCED Code 02124 for more details.</p>			

# 266	*AP Statistics*	Back SCED # 02203	1 Credit – Full Year – Grades 10, 11, 12
<p>Description: Following the College Board's suggested curriculum designed to parallel college-level statistics courses, AP Statistics courses introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference.</p>			

# 8894	<i>Computer Science (Dual Enrollment, URI)</i>	SCED # 10012	1/2 Credit – Semester – Grade 10
<p>Description: This course follows the Intro To Computing and Data Science course syllabus offered by URI as a one semester curriculum for 10th grade students. This course is offered to all students with varying backgrounds and experience in computer science education. All students, including those who are not interested in computer science as a career, can participate in this course.</p> <p>The course introduces computer programming in an engaging, fun and creative way through simulation and web programming. It also provides the computational thinking skills of programming, algorithm development, and data analysis that can be utilized in other classes such as Next Generation Science Standards science classes. If the student chooses he/she can enroll in the AP Computer Science Principles course in 12th grade.</p> <p>PPSD: The Intro to Computing and Data Science course is offered as a one semester curriculum for 10 grade students. This course is offered to all students with varying backgrounds and experience in computer science education. All students, including those who are not interested in computer science as a career, can participate in this course. The Intro to Computing and Data Science course introduces computer programming in an engaging, fun and creative way through simulation programming. It also provides the computational thinking skills of programming, algorithm development, and data analysis that can be utilized in other classes such as Next Generation Science Standards science classes.</p>			

# 8651	*AP Computer Science Principles*	<u>Back</u>	SCED # 10019	1 Credit – Full Year – Grade 12
<p>Description: Following the College Board’s suggested curriculum designed to parallel college-level computer science principles courses, AP Computer Science Principles courses introduce students to the fundamental ideas of computer science, and application of computational thinking across multiple disciplines. These courses teach students to apply creative designs and innovative solutions when developing computational artifacts. These courses cover such topics as creative development, data, algorithms and programming, computer systems and networks, and the impact of computing.</p>				

Physical Education Department

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6515 Physical Education & Health SCED # 08001 1/2 Credit - Semester - Grades 9, 10

Description: (PPSD) Physical and Health Education 3 builds off of PHE 2. The focus of this course includes the principles of exercise, muscle strength, cardio respiratory endurance, and flexibility. In this course students will analyze factors that affect physical activity and apply activity specific knowledge to develop movement proficiency. Students will begin to set personal fitness goals through participation in cooperative games, leisure activities, and individual and team sports. This course meets the district graduation requirements for physical education.

Health is a continued focus on the mandated content areas with particular emphasis on topics such as birth, reproduction, contraception, and STD's including a specific study on HIV/AIDS, and teenage parenting issues. Students will be required to do a major teenage parenting project as part of their health grade.

6513 Physical Education & Health SCED # 08001 1/2 Credit - Semester - Grades 11, 12

Description: (PPSD) This course provides additional practice and opportunity in PE to acquire additional physical education credit to satisfy graduation requirements.

6218 First Aid Certification (Elective) SCED # 08099 1/2 Credit - Semester - Grade 12

Description: Students will learn about the American Red Cross and the foundation of how to handle an emergency. Hands-on class were the students will learn why and how we perform and CPR and use an AED on an adult, child and infant manikin. Other topics learned will be how to assist a person that is choking; understand how to recognize and treat sudden illness and learn basic first aid skills. The class consists of practical experiences, presentations, skits, games, and class work to make learning enjoyable. Each student has the opportunity to earn a Red Cross Certification in CPR, AED and First Aid valid for 2 years.

Science Department

Science Department Faculty

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|----------------------------------|--|
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313 **Pre-AP Biology** **SCED # 03099** **1 Credit – Full Year – Grade 9**

Description: emphasizes the integration of content with science practices—powerful reasoning tools that support students in analyzing the natural world around them. Having this ability is one of the hallmarks of scientific literacy and is critical for numerous college and career endeavors in science and the social science. Rather than seeking to cover all topics traditionally included in a standard biology textbook, this course focuses on the foundational biology knowledge and skills that matter most for college and career readiness. The components of this course have been crafted to prepare not only the next generation of biologists but also a broader base of biology-informed citizens who are well equipped to respond to the array of science-related issues that impact our lives at the personal, local, and global levels.

316 ***AP Biology*** **Back** **SCED # 03056** **1 – Credit – Full Year - Grade 11, 12**

Description: This inquiry lab science expands the NGSS and is meant to be comparable to a first semester college Biology course. Students expand on the NGSS. Students who successfully complete this course will have a deeper understanding of molecules, heredity and evolution, organisms and populations. The major theme covered include: science as a process, evolution, energy and transfer, continuity and change, relationship to structure and function, regulation, interdependence, and science, technology, and society as required by the College Board. Student proficiency will be measured by a variety of assessments including, but not limited to, unit tests, lab reports, and projects requiring students to demonstrate their full understanding of the concepts under study. The AP Exam is required at the conclusion of the course.

# 322	Chemistry	SCED # 03101	1 Credit – Full Year - Grade 10
<p>Description: This inquiry lab science is part of the Providence schools’ core college preparatory sequence of study. This course is aligned to the Next Generation Science Standards. Students who successfully complete this course will have a broad understanding of concepts related to the chemical and physical properties of matter, the structure of matter, chemical reactions, and chemistry of the earth, which they will learn about by using inquiry-based (hands-on) science. Student proficiency is measured by a variety of assessments including, but not limited to unit tests, lab reports, and projects requiring students to demonstrate their full understanding of the concepts studied. This course is highly recommended for High School students and successful completion of this course will serve as a prerequisite for AP Chemistry in the 11th/12th grade.</p>			

# 326	*AP Chemistry*	Back SCED # 03106	1 Credit – Full Year - Grade 12
<p>Description: Following the curricula recommended by the College Board, AP Chemistry courses usually follow high school chemistry and second-year algebra. Concepts covered may include the structure of matter; bonding of intermolecular forces; chemical reactions; kinetics; thermodynamics; and chemical equilibrium. For each concept, these courses emphasize the development of scientific inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. AP Chemistry courses include college-level laboratory investigations.</p>			

# 332	Physics	SCED # 03151	1 Credit – Full Year - Grade 11
<p>Description: involves the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.</p>			

# 339	*AP Physics C*	Back SCED # 03156	1 Credit – Full Year - Grade 11,12
<p>Description: AP Physics C courses prepare students for the College Board’s examinations in Physics C: Electricity and Magnetism and Physics C: Mechanics. These courses parallel college-level physics courses that serve as a partial foundation for science or engineering majors and primarily focus on mechanics and electricity and magnetism, with approximately equal emphasis placed on these two areas. See SCED Codes 03163 and 03164 for detailed content descriptions.</p>			

# 339 EM	*AP Physics EM*	Back SCED # 03163	1 Credit – Full Year - Grade 11, 12
<p>Description: Designed by the College Board to parallel college-level physics courses that serve as a partial foundation for science or engineering majors, AP Physics C: Electricity and Magnetism courses focus on electricity and magnetism, including topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. AP Physics C courses require the use of calculus to solve the problems posed.</p>			

900331 *AP Physics Part 1* [Back](#) SCED # 03165 1 Credit – Full Year - Grade 11, 12

Description: Designed by the College Board to parallel first-semester college-level courses in algebra-based physics, AP Physics 1 courses focus on Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory circuits. These courses may also include college-level laboratory investigations.

346 *AP Environmental Science* [Back](#) SCED # 03207 1 Credit – Full Year - Grade 11, 12

Description: AP Environmental Science courses are designed by the College Board to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems (both natural and human made), evaluate the relative risks associated with the problems, and examine alternative solutions for resolving and/or preventing them. Topics covered include science as a process, ecological processes and energy conversions, earth as an interconnected system, the impact of humans on natural systems, cultural and societal contexts of environmental problems, and the development of practices that will ensure sustainable systems.

348 **Anatomy and Physiology** SCED # 03053 1 Credit – Full Year - Grade 11, 12

Description: taken after a comprehensive initial study of biology, Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals.

362 **Forensic Science** SCED # 15055 1 Credit – Full Year - Grade 12

Description: designed to challenge students with topics such as fingerprinting, DNA analysis, blood typing and spattering, trajectories (for ballistics as well as blood spattering) comparative anatomy, and chemical analysis of drugs, poisons, and trace evidence, and the dynamics of Physics. Students will learn about the careers involved with Forensic Science and will play mock roles as experts in the field to solve crimes. They will learn team work in solving the mock crimes and have a chance to change their roles as the year progresses. The students will all be given the tools to interpret data and techniques involved for both chemical and biological analysis of evidence.

Social Studies Department

Social Studies Department Faculty

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# 405	World History 1	SCED # 04051	1 Credit – Full Year - Grade 9
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Description: World History—Overview courses provide students with an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. World History—Overview courses may include geographical studies, but often these components are not as explicitly taught as geography.

# 425	*AP US History*	Back SCED # 04104	1 Credit – Full Year - Grade 11
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Description: Following the College Board’s suggested curriculum designed to parallel college-level U.S. History courses, AP U.S. History courses provide students with the analytical skills and factual knowledge necessary to address critically problems and materials in U.S. history. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course examines the discovery and settlement of the New World through the recent past.

# 435	*AP European History*	Back SCED # 04056	1 Credit – Full Year - Grade 10
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Description: Following the College Board’s suggested curriculum designed to parallel college-level European History courses, AP European History courses examine European civilization in four chronological periods, from 1450 to the present, and also expose students to the factual narrative. In addition, these courses help students develop an understanding of some of the principal themes in modern European history and the abilities to analyze historical evidence and to express that understanding and analysis in writing.

# 439	*AP US Government & Politics*	Back SCED # 04157	1 Credit – Full Year - Grade 12
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Description: Following the College Board’s suggested curriculum designed to parallel college-level U.S. Government and Politics courses, these courses provide students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies and foundational documents. The courses generally cover foundations of American democracy, interaction among branches of government, political beliefs and behaviors, political participation, and civil rights and liberties.

454

Ethnic Studies

SCED # 04107

1/2 Credit – Semester - Grade 12

Description: This course is an introduction to how culture affects communication between individuals with varying cultural backgrounds and strategies for successful intercultural communication. It addresses the challenge of adaptation to new cultural contexts, and builds competencies necessary to successful intercultural and international interactions. Students will develop critical thinking skills to address challenges inherent in culturally diverse groups, analyze written and oral intercultural communication, and apply then apply their learning to authentic intercultural interactions. Through a variety of readings, authentic interactions, and writing exercises, students will examine how culture affects forms, conventions, and styles of communicating ideas and information to different audiences for different purposes.

U.S. Ethnic Studies courses examine the history, politics, economics, society, and/or culture of one or more of the racial/ethnic groups in the United States. These courses may focus primarily on the history of an individual racial/ethnic group or may take a more comprehensive approach to studying the contemporary issues affecting racial/ethnic groups overall.

Students will gain the foundation necessary to effective intercultural communication that will be a core competence developed through their high school career, including analysis of cultural impacts on written and oral communication, history, and expressive arts, as well as on transactional communication that affects problem solving in the realms of math and science. They will apply graphic organizers to record and analyze cultural traits and intercultural dynamics. Through personal writing, students will draw upon their life experiences, and apply intercultural communication concepts and techniques to consideration of their experience. They will conduct, record, and write a synopsis of an oral history project examining the cultural background of their family. Students will also examine how intercultural communication affects transactive writing, and apply their learning to authentic interactions with individuals from a variety of cultural contexts. Through reflective writing, students will examine their development and growth as intercultural communicators. Additionally, students will examine how culture is expressed through various literary forms and express their own perspectives on their intercultural interactions and the culturally diverse community in which they live through a variety of literary activities.

465

Psychology

SCED # 04254

1 Credit – Full Year - Grades 11, 12

Description: Psychology courses introduce students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.

466 ***AP Psychology*** Back SCED # 04256 1 Credit – Full Year - Grade 12

Description: Following the College Board’s suggested curriculum designed to parallel a college-level introductory psychology course, AP Psychology courses introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, expose students to each major subfield within psychology, and enable students to examine the methods and ethics that psychologists use in their science and practice.

481 **Law & Government (Society)** SCED # 04162 1 Credit – Full Year - Grade 12

Description: Law Studies courses examine the history and philosophy of law as part of U.S. society and include the study of the major substantive areas of both criminal and civil law, such as constitutional rights, torts, contracts, property, criminal law, family law, and equity. Although these courses emphasize the study of law, they may also cover the workings of the legal system.

601 **Modern Contemporary World History** SCED # 04053 1 Credit – Full Year - Grade 10

Description: Modern World History courses provide an overview of the history of human society in the past few centuries—from the Renaissance period, or later, to the contemporary period—exploring political, economic, social, religious, military, scientific, and cultural developments.

602 **Modern Contemporary U.S. History** SCED # 04103 1 Credit – Full Year - Grade 11

Description: Modern U.S. History courses examine the history of the United States from the Civil War or Reconstruction era (some courses begin at a later period) through the present time. These courses typically include a historical review of political, military, scientific, and social developments.

World Language Department

World Language Faculty

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# 511	French I	SCED # 24102	1 Credit – Full Year - Grades 9, 10, 11, 12
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Description: Introduces students to the language and the cultures of the French-speaking world. Students will have the opportunity to develop language acquisition skills (reading, writing, listening, and speaking) through the study of fundamental vocabulary and grammar as well as examine the multicultural aspects of the French-speaking world.

# 513	French II	SCED # 24103	1 Credit – Full Year - Grades 9, 10, 11, 12
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Description French II continues students' study from French I. Students will have the opportunity to develop and apply new grammatical concepts and vocabulary in an attempt to increase oral and written proficiency of French as well as broaden their knowledge of the French-speaking world and cultures.

# 515	French III	SCED # 24104	1 Credit – Full Year - Grades 9, 10, 11, 12
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Description: French III continues students' study from the first two (2) levels of French. Students will have the opportunity to develop further their oral and written proficiency of French through the study of intermediate level grammar and vocabulary as well as the introduction of long-form readings related to the contemporary Francophone world and its cultures.

518

French IV AP Language[Back](#) SCED # 24114

1 Credit – Full Year - Grades 9, 10, 11, 12

Description: AP French Language and Culture course represents the fourth (4th) year of study of high school French. Taught almost exclusively in French and requiring that students take the College Board AP Exam in May, students will have the opportunity to develop awareness and appreciation of the cultural products, practices, and perspectives of the French-speaking world as well as to study advanced grammar and vocabulary concepts with the goal of achieving an intermediate level of oral and written proficiency. Emphasis is on communication and allows students to continue to develop the three (3) modes of communication (Interpersonal, Interpretive, and Presentational). The course uses authentic sources from literature, readings, recordings, news media, short films, and internet sources to reflect the language and culture of the francophone world in both contemporary and historical contexts. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication and has the goal to help students develop language skills that can be applied beyond the French course, in further French study and in everyday life.

531

Italian I

SCED # 24152

1 Credit – Full Year - Grades 9, 10, 11, 12

Description: In this course students will establish a solid base in the Italian language in the five areas of language learning: listening comprehension, speaking, reading, writing, and cultural competency. At the successful completion of this course students will be able to demonstrate proficiency in everyday spoken Italian, read simple essays in Italian, and write short essays on familiar topics. Students will be able to: greet people and make introductions, describe campus life, describe people and clothing, talk about their favorite activities, describe their everyday activities, talk about food, express time and weather. Students will also have gained specific knowledge about contemporary Italy, including daily life, Italian fashion and design and regional differences.

533

Italian II

SCED # 24153

1 Credit – Full Year - Grades 9, 10, 11, 12

Description: In this course students will continue to develop a solid base in the Italian language in the five areas of language learning: listening comprehension, speaking, reading, writing, and cultural competency. At the successful completion of this course students will be able to demonstrate proficiency in everyday spoken Italian, read simple essays in Italian, and write short essays on familiar topics. Students will be able to: talk about their family and relatives, describe family holidays, parties, and daily life at home; describe where they live and their daily routine in their home; discuss sports, parties, and the ways they and their friends spend their free time. Students will be able to: make plans for weekends and other occasions; talk about their childhood, and discuss past experiences in school. Students will also have gained specific knowledge about contemporary Italy, including daily life, Italian art and design, sports, and regional differences.

535

Italian III

SCED # 24154

1 Credit – Full Year - Grades 9, 10, 11, 12

Description: In this course students will refine and expand their abilities in the Italian language in the five areas of language learning: listening comprehension, speaking, reading, writing, and cultural competency. At the successful completion of this course students will be able to demonstrate proficiency in everyday spoken Italian, read simple essays in Italian, and write short essays on familiar topics. Students will be able to: describe themselves and their everyday life in detail, write a formal and an informal letter or note, describe events in the past using details and description, talk about their future plans, discuss hypothetical situations, compare and contrast cultural ideas and elements, give their opinion about political and social issues, have a conversation about traveling and shopping in Italy. Students will also have gained specific knowledge about contemporary Italy, including daily life, traveling, school life, shopping, and regional differences.

539 ***Italian IV AP Language & Culture*** [Back](#) SCED # 24164 1 Credit – Full Year - Grades 9, 10, 11, 12

Description: In this course, students learn about Italian cultural trends and numerous aspects of Italian society while continuing to develop and refine their ability to speak, read, listen, and write in Italian. Conducted completely in Italian, this course includes a broad selection of materials from various written and visual resources.

More specifically, students learn to comprehend, and discuss authentic Italian texts(written, audio, audio visual and visual) of greater length, variety, and difficulty; write with better style, greater ease, and more grammatical accuracy; describe and critique important characteristics of Italian culture such as family, education, holidays, cinema, health care, music, crime, social media, and immigration; compare these aspects of Italian culture and society with their own; and communicate with greater fluency, broader vocabulary, better pronunciation, and more grammatical precision in cultural discussions, function-based or role-play activities, formal oral presentations, argumentative essays and interpersonal emails.

The AP Italian Language course is designed for highly motivated and qualified students who are interested in completing studies equivalent to that of a third-year college course, therefore, students are expected to speak only in Italian in the classroom, engage in all classroom activities, take and keep class notes, complete all assignments both in and outside the classroom, make up missed work, study notes and texts outside of class and conduct themselves as upstanding citizens. Students are expected to take the AP Language Exam in May with the goal of achieving highly.

590 **Japanese I** SCED # 24452 1 Credit – Full Year - Grades 9, 10, 11, 12

Description: Students will be introduced to speaking, listening, writing and reading. Basic greetings, vocabulary, and grammatical structure are studied as well as cultural contexts which help students develop a basic understanding of Japan and its language.

591 **Japanese II** SCED # 24453 1 Credit – Full Year - Grades 9, 10, 11, 12

Description: Students will continue to explore Japanese through communication activities and grammatical instruction. Reading and writing are strengthened through additional kanji studies, and students will expand their communication skills with frequent pair work.

592 **Japanese III** SCED # 24454 1 Credit – Full Year - Grades 9, 10, 11, 12

Description: This course deepens students 4 skills in reading, writing, listening and speaking through intermediate grammatical studies and exposure to authentic sources. Kanji characters continue to be introduced and students will work to become independent users of the language.

593 ***Japanese IV AP*** [Back](#) SCED # 24464 1 Credit – Full Year - Grades 9, 10, 11, 12

Description: In this course, students will leverage and expand their knowledge of the four language skills (speaking, listening, reading, and writing) to work towards taking the AP test in May. Students will also study the language as a whole through content-based themes such as Japanese art, food, tradition, contemporary culture, and social issues. These activities will help students to deepen their understanding of the language and Japanese perspective towards social issues and values. Students will also compare Japanese language and culture with their own. The course curriculum is based on the National Standards for Japanese Language Learning. Students must take the AP Examination in May to receive AP credit for the course.

# 541	Latin I	SCED # 24342	1 Credit – Full Year - Grades 9, 10, 11, 12
<p>Description: The Latin 1 course follows the Ecce Romani Volume 1 textbook. Classroom procedure consists of vocal reading of the Latin texts, English translation, discussion, and periodic quizzes and tests. Grading consists of one or two Tests per quarter (35%), 2 Quizzes per week (30%), almost daily Homework assignments (25%), and daily Class Participation (10%). Students are expected to arrive promptly to class, have all relevant course materials in their possession, show completed work when requested, and participate in classroom procedure.</p>			

# 543	Latin II	SCED # 24343	1 Credit – Full Year - Grades 9, 10, 11, 12
<p>Description: The Latin 2 course follows the Ecce Romani Volume 2 textbook. Classroom procedure consists of vocal reading of the Latin texts, English translation, discussion, and periodic quizzes and tests. Grading consists of one or two Tests per quarter (35%), 2 Quizzes per week (30%), almost daily Homework assignments (25%), and daily Class Participation (10%). Students are expected to arrive promptly to class, have all relevant course materials in their possession, show completed work when requested, and participate in classroom procedure.</p>			

# 543	Latin III	SCED # 24344	1 Credit – Full Year - Grades 9, 10, 11, 12
<p>Description: The Latin 3 course covers selections from the poetry of Catullus and Ovid. Classroom procedure consists of vocal reading of the Latin texts, English translation, discussion, and periodic quizzes and tests. Grading consists of one or two Tests per quarter (35%), 1 or 2 Quizzes per week (30%), almost daily Homework assignments (25%), and daily Class Participation (10%). Students are expected to arrive promptly to class, have all relevant course materials in their possession, show completed work when requested, and participate in classroom procedure.</p>			

# 546	*Latin IV AP*	Back SCED # 24355	1 Credit – Full Year - Grades 9, 10, 11, 12
<p>Description: The Advanced Placement Latin 4 course covers the curriculum designated by the College Board: selections from Julius Caesar’s De Bello Gallico and selections from Vergil’s Aeneid. Classroom procedure consists of vocal reading of the Latin texts, English translation, discussion, and periodic quizzes and tests. Grading consists of one or two Tests per quarter (35%), 1 or 2 Quizzes per week (30%), almost daily Homework assignments (25%), and daily Class Participation (10%). Students are expected to arrive promptly to class, have all relevant course materials in their possession, show completed work when requested, and participate in classroom procedure.</p>			

# 561	Spanish I	SCED # 24052	1 Credit – Full Year - Grades 9, 10, 11, 12
<p>Description: Spanish 1: Introduces students to the language and the cultures of the Spanish-speaking world. Students will have the opportunity to develop language acquisition skills (reading, writing, listening, and speaking) through the study of fundamental vocabulary and grammar. They will also examine the multicultural aspects of the Spanish-speaking world.</p>			

563 Spanish II SCED # 24053 1 Credit – Full Year - Grades 9, 10, 11, 12

Description: This course focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It is assumed that the students have completed a Level I course or are at a Novice-Mid to Intermediate-Low level of proficiency. In addition, this course is rich in new vocabulary and more in-depth opportunities to strengthen reading, writing, speaking and listening skills on a variety of everyday topics. Culture will be integrated throughout the course to develop communication skills.

565 Spanish III SCED # 24054 1 Credit – Full Year - Grades 9, 10, 11, 12

Description: This course focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It is assumed that the students have completed a Level II course or are at a Novice-High to Intermediate-Mid level of proficiency. In addition, this course is rich in new vocabulary and more in-depth opportunities to strengthen reading, writing, speaking and listening skills on a variety of everyday topics. Culture will be integrated throughout the course to develop communicational skills.

566 Spanish III Honors SCED # 24000 1 Credit – Full Year - Grades 9, 10, 11, 12

Description: This class is designed for motivated students who are recommended by their Spanish Level II teachers. Each unit begins with a classic contemporary piece of literature or a fragment from a larger work. These carefully chosen texts help students discover that this new world of Spanish and Latin American Literature is both wondrous and familiar at the same time. The readings serve as instrument to present vocabulary and diverse and advanced grammatical structures in meaningful contexts. This course is a perfect preparation for AP Spanish Language and Culture.

564 [*Spanish IV AP Language*](#) [Back](#) SCED # 24064 1 Credit – Full Year - Grades 9, 10, 11, 12

Description: This Advanced Placement Spanish Language and Culture course provides students the opportunity to learn Spanish at a college level while still in high school. In this course students develop a strong command of the Spanish Language with proficiency in integrating language skills, focusing on listening, speaking, reading and writing. One of the primary goals is to refine their communicative abilities in the target language. A variety of authentic written and audiovisual and level appropriate materials are used to enhance the students' abilities to express themselves accurately. They are also further exposed to the world of literature and current events of Spanish speaking countries with the use of newspapers, magazine articles, films, illustrations, and non-technical writings. Class is conducted in Spanish. All these experiences allow students to make connections, broaden their understanding, improve their interpersonal skills, broaden their comprehension of the language, and express their ideas in a wide variety of spoken and written ways. Through these authentic texts, students gain meaningful linguistic and cultural growth and insight, leading to greater communication and inter culturalism, using rich, advanced vocabulary and language structures as they build proficiency in all modes. The AP examination will not seek to evaluate specific course content, but rather levels of performance. Students must take the AP Examination in May to receive AP credit for the course.

Description: The Spanish Literature and Culture course is equivalent to that of an introductory college course in literature written in Spanish. The course is designed to introduce students to a formal and rigorous learning experience of literature, written in Spanish by authors from Spain, Latin America, and The United States of America. The course is conducted mostly in Spanish, and it covers works from the medieval period to the present time. The works are presented in a chronological fashion with the purpose of integrating the historical themes and literary movements of the different time periods and paying close attention to the study of the schools of literature to which each piece belongs as well as the author's style and the characteristics of each selection. This yearlong course and its activities are aimed to teach and enhance a student's ability to acquire, identify, understand, discuss, interpret and analyze the form and content of works of prose, poetry and drama along with the literary terms and conceptual aspects of art and history of the period. The lessons are designed to help students interpret the figures of speech, tone, genre, style, characters, themes, and literary symbols to develop their analytical and interpretive skills.



Classical High School



www.classicalathletics.org

Mr. Robert Palazzo, Athletic Director

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Fall Sports

Winter Sports

Spring Sports

Varsity

- Cheerleading
- Cross Country – Boys
- Cross Country – Girls
- Field Hockey
- Football
- Soccer – Boys
- Soccer – Girls
- Tennis – Girls
- Volleyball – Girls

- Basketball – Boys
- Basketball – Girls
- Indoor Track & Field – Boys
- Indoor Track & Field – Girls
- Swimming – Boys
- Swimming – Girls
- Wrestling

- Baseball – Boys
- Golf
- Lacrosse – Boys
- Lacrosse – Girls
- Softball – Girls
- Tennis – Boys
- Volleyball – Boys

Junior Varsity

- Soccer - Girls
- Volleyball – Girls

- Basketball – Boys
- Basketball – Girls

Freshman

- Basketball – Boys

To Register for all Classical Athletics, please click [HERE](#) .