

Warwick Public Schools  
**Senior High School**  
**Program of Studies**

2009-2010



*"LIGHTING THE WAY TO THE FUTURE"*

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The handbook is designed to assist parents in understanding the Senior high school program of study. For more information about a specific course, parents should contact the department head concerned.

### **POLICY OF NON-DISCRIMINATION**

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

Inquiries regarding compliance with laws related to sex discrimination may be directed to the Director of Human Resources and Compliance, Warwick School Administration Building, 34 Warwick Lake Avenue, Warwick, RI 02889, telephone 734-3000.

Inquiries related to handicapped accessibility may be directed to the Office of Student Services, Warwick School Administration Building, 34 Warwick Lake Avenue, Warwick, RI 02889, telephone 734-3050. Any questions related to equal educational and employment opportunity may also be directed to the Director of the Office of Equity & Access, Rhode Island Department of Education, 255 Westminster Street, Shepherd Building, Providence, RI 02903, telephone 277-4600 or to the United States Office of Civil Rights, Post Office Square, Boston, MA 02107, telephone (617) 223-4405.

### **STUDENT SEXUAL HARASSMENT**

Unwelcome sexual advances, requests for sexual favors and other verbal and physical conduct of a sexual nature constitute sexual harassment when such conduct unreasonably interferes with school performance or creates an intimidating, hostile or offensive school environment.

Students are protected from sexual harassment under the provisions of Title IX, since courts have found sexual harassment to be a form of sex discrimination. If sexual harassment involves a minor student in a school setting, it can also be considered a criminal offense under laws relating to child abuse.

What one person may consider acceptable behavior may be viewed as sexual harassment by another person. Therefore, in order to protect the rights of both parties it is important that the victim make it clear to the harasser that the behavior is bothering him or her.

Any student who believes he/she has been the subject of sexual harassment is strongly encouraged to report the offensive behavior to his/her teacher, the principal or the assistant principal. If a complaint involves a staff member, it will be reported by the principal to the Grievance Committee Chair.

Reports of sexual harassment will be kept confidential except to the extent necessary to conduct a review of the facts involving as few people as possible with the goal of protecting both parties and stopping the behavior.

Upon receiving a complaint of information of possible student sexual harassment the principal or assistant principal in charge will fully investigate the matter. The student involved will be given an opportunity to fully explain his/her side of the story. If there is evidence that a student has committed an act of sexual harassment, appropriate disciplinary action will be taken.

## **GRADUATION BY PROFICIENCY**

### **DIPLOMA SYSTEM**

#### **MISSION STATEMENT**

The mission of Graduation by Proficiency is to enable students to possess the competence and personal character to compete in a global economy by providing equitable opportunities and offering a rigorous curriculum incorporating applied learning skills.

#### **Performance-Based Graduation Academic Expectations**

- 1. Communicate effectively via reading, listening, speaking, writing, visual, and technological means by:**
  - 1.1** Listening actively and critically for comprehension
  - 1.2** Speaking articulately and coherently for a variety of purposes and audiences
  - 1.3** Reading widely and critically for comprehension
  - 1.4** Using contemporary technologies to explore and enhance communication skills
  - 1.5** Writing clearly and concisely for a variety of purposes and audiences
  - 1.6** Receiving and processing information to express oneself creatively using a variety of visual forms
  
- 2. Solve problems effectively by:**
  - 2.1** Identifying and describing the problem
  - 2.2** Accessing, interpreting, organizing and analyzing information related to the problem
  - 2.3** Utilizing data and creative/ critical thinking to demonstrate an effective solution
  
- 3. Possess a broad perception of the world with an appreciation of diverse cultures, environments and the arts by:**
  - 3.1** Explaining democratic and social principles and practices and steps necessary to take action within a political system
  - 3.2** Utilizing historical and contemporary evidence to formulate positions and demonstrate an understanding of current issues
  - 3.3** Analyzing basic economic issues confronting individuals, nations and the world
  - 3.4** Demonstrating an awareness of cultural diversity and its impact on society
  - 3.5** Demonstrating a thorough understanding of various concepts, skills and creative expressions related to the fine and applied arts

- 4. Reach logical and reasoned conclusions by utilizing scientific, mathematical and technological skills by:**
  - 4.1 Identifying and describing the problem
  - 4.2 Collecting, interpreting, organizing, analyzing, and utilizing data to arrive at effective solutions applicable to the real world
  - 4.3 Communicating ideas and information of a scientific nature
  - 4.4 Utilizing technology to locate, organize and communicate information
  
- 5. Demonstrate positive health habits, including physical exercise, in order to enhance physical and emotional well being by:**
  - 5.1 Understanding and practicing the concepts related to health promotion and disease prevention as a foundation of healthy life
  - 5.2 Demonstrating an understanding of the influences of culture, media, technology and other factors on health
  - 5.3 Demonstrating and understanding ways to enhance and maintain one's own health and well being.

## Course of Study

All students will be offered opportunities to learn rigorous and relevant coursework that provides them with the knowledge and skills to be successful in school, life, and work thereby educating them for secondary and post-secondary transition. **All courses have been aligned to the performance based graduation academic expectations and are identified below each course description.**

### Promotional Regulations

**Point requirements for promotion to grades 10, 11, 12 and graduation are as follows:**

**Promotion to:**

Grade 10	4.75
Grade 11	9.50
Grade 12*	15.25
Graduation	22.00

*\*No more than two failure units are allowed in non-required subjects in the senior year in order to participate in graduation ceremonies*

*Note:*

1. One point of credit is accrued for a subject which meets at least six times during a seven-day cycle for a year.
2. One-half point of credit is accrued for Physical Education in grades 9, 10, 11, and 12 (for a total of two credits). One-quarter point of credit is accrued for health and family life in grades 9, 10, 11 and 12 (for a total of one credit).

In order to graduate, a student must not only attain the minimum number of points above, but must also complete all requirements of the diploma system

4. If a failure in Physical Education or Health & Family Life occurs, the student shall make up the failure in summer school or in an approved tutoring program of not less than ten (10) hours of instruction for physical education, nor less than eight (8) for Health & Family Life.
5. Required subjects which have been failed may be made up through satisfactory achievement at summer school (or through approved tutoring) and a passing mark on a qualifying examination. Summer school attendance is subject to school approval.

**SUBJECTS REQUIRED FOR GRADUATION**

*Subject and Credit Requirements for All Students: Any student who does not have the required number of credits needed to graduate will not receive their Warwick high school diploma.*

Subject	Credits
English	4
Mathematics	3 + 1
Science	3
Social Studies	3
Physical Educ./ Health & Fam. Life	3
Technology/Computer	1
Fine Arts	1

**STANDARD program**: Required courses, electives, and credits

Required Subject	Credits
English	4
Mathematics	3 +1
Science	3
Social Studies	3
Phys. Ed./Health	3
Technology /Computer	1
Fine Arts	1
Electives	9

**Grade 9:**

English I  
Mathematics  
Physical Science  
World History  
Phys. Ed./HFL  
Elective (1)  
Fine Arts\*

**Grade 10:**

English II  
Mathematics  
Biology/life Science  
US History  
Phys. Ed./HFL  
Electives (2)  
Fine Arts

**Grade 11:**

English III  
Mathematics  
Chemical /Chem Science  
Social Studies  
Phys. Ed./HFL  
Electives (2)

**Grade 12:**

English IV  
Math/Math Rel.  
Phys. Ed./HFL  
Electives (4)

\*Fine Arts (Art, Music, Dance, Theater)

**CAREER and TECHNICAL Program: Required courses and credits**

English (4)	Social Studies (3)	Career Program (9)
Mathematics (3 or 4)*	Computer Studies (0.5)	Integration Program (0.75)
Science (2 or 3)	Phys. Ed. /HFL (3.0)	Electives (1.5)

\*minimum of 6 total required

<b>Grade 9:</b>	<b>Grade 10:</b>	<b>Grade 11:</b>	<b>Grade 12:</b>
English I	English II	English III	English IV
Mathematics	Mathematics	Mathematics	Mathematics or Science
World History	US History	Science	Social Studies
Science	Phys. Ed./Integration	Phys. Ed./Integration	Phys. Ed./Integration
Physical Education	Career Program	Career Program	Career Program
Fine Arts*	Career Program	Career Program	Career Program
Elective	Career Program	Career Program	Career Program

\*See Fine Arts explained in General Program.

A student with an Individualized Education Program (IEP) or a Section 504 plan may earn the equivalent of the credits required above by completing the goals and objectives of the plan as established by the IEP team or Section 504 team.

File: IKFA

## Warwick Diploma System

The Warwick School Committee recognizes that the Rhode Island High School Diploma system requires students to demonstrate proficiency in order to receive a state sanctioned high school diploma.

The Warwick diploma system shall use multiple criteria to determine student proficiency. The components of the Warwick diploma system shall consist of the following:

1. Carnegie unit course work with embedded course proficiencies
2. State Assessment
3. Electronic Portfolio
4. Senior Exhibition Project

Students must complete and demonstrate proficiency in Carnegie units, electronic portfolio, and senior exhibition project. Students must participate in all state subject area assessments.

The following descriptions detail the requirements in each of the four components:

### **CARNEGIE PROMOTIONAL REQUIREMENTS**

22 Carnegie Units

Demonstrate proficiency in six core areas (\*)

- o English (4)\*
- o Mathematics (3+1) \* – *fourth year can be an approved mathematical related course*
- o Science (3)\*
- o Social Studies (3)\*
- o Fine Arts (1)\* – dance, music, theater, visual arts
- o Technology (1)\*

o Physical Education/Health (3) State Requirement

Proficiency-based assessments shall be administered in courses that contain applicable state mandated Grade Span Expectations (GSE's).

**STATE ASSESSMENTS**

State assessments are administered annually in the areas of English Language Arts, Mathematics, and Science beginning in 2008. Students are required to participate in all state subject-area assessments.

**ELECTRONIC PORTFOLIO**

The portfolio is a compilation of student work collected over time (grades 9 through 11) that demonstrates proficiency. It requires formative and summative reflection and a final evaluation by a review team. Students may add student-initiated and student independent tasks to their portfolio. The portfolio does not mean proficiency in coursework; it is a sampling of best work and demonstrates growth over time.

**SENIOR EXHIBITION PROJECT**

The year-long work will begin in September of senior year and culminate in an exhibition. An introduction to Senior Exhibition Project will be given in junior year for parents and students.

**Purpose**

The purpose of the Senior Exhibition Project is to encourage students to demonstrate their talents and abilities while examining an issue or topic of deep personal interest that sustains student interest for the entire year. By creating an original exhibition relevant to that interest, students will take appropriate risks and stretch their learning so as to grow intellectually, socially, and emotionally. In order to meet proficiency, a senior exhibition must be connected to all five applied learning standards. The following are the required components of Senior Exhibition:

- Proposal Form
- Mentor/Fieldwork
- Research Paper
- Product
- Portfolio
- Presentation

**APPEALS**

A student may appeal a decision related to any component of Graduation by Proficiency. Appeals are made first to the school-based Advisory committee. Students must submit a written request for appeal within five (5) school days following initial notification of deficiency. The School-based advisory committee must convene a hearing within ten (10) school days upon receipt of request for appeal. The School-based Advisory committee shall notify the appellant of its decision no later than five (5) days after convening on the appellant's request. If the student is dissatisfied with the School-Based Advisory Committee's decision, he/she may appeal to the District-based Appeals committee within five (5) school days after receiving the school-based committee's decision. The committee shall notify the appellant of its final decision in writing no later than five (5) days following the hearing. All decisions of the District-based Appeals committee are final at the district level. The student retains any and all rights that he or

she may have to appeal the district's decision to the Rhode Island Commissioner of Elementary and Secondary Education.

The committee's composition is as follows:

**School-Based Advisory Committee:**

5-7 participants including:

- Principal or Designee
- School Graduation By Proficiency (GBP) Coordinator
- Department Representative with a background related to the content area (e.g. science based topics will need a science teacher)
- Teacher
- Guidance Counselor
- Community Member (not a parent of the student appellant)

**District-Based Appeals Committee:**

7-9 participants including:

- High School Principals/CTC Director
- Secondary Director
- Content Area Supervisors
- School Committee Member
- School-based GBP Coordinator
- Technology Applications, Assessment Coordinator
- Parent

Any student who does not successfully complete the four (4) required components of the diploma system shall not receive a Warwick high school diploma. A student may appeal the denial of a Warwick Public Schools diploma by submitting a written request to the District-based Appeals committee within five (5) school days. The District-based committee shall convene within ten (10) days of this request. The committee shall notify the appellant of its final decision in writing no later than five (5) days following the hearing. All decisions of the District-based Appeals committee are final at the district level. The student retains any and all rights that he or she may have to appeal the district's decision to the Rhode Island Commissioner of Elementary and Secondary Education.

**ACCOMMODATIONS**

All students with Individualized Education Plans (IEP's), 504 Accommodation Plans, and Personal Literacy Plans (PLP's) shall be provided accommodations as directed by his/her plan. The school-based IEP team or 504 team will convene as necessary to review a student with disabilities progress/achievement on any component of the diploma system.

**TRANSFER STUDENTS**

All high school students who transfer into a Warwick public high school must meet the Warwick Schools diploma system requirements. The School-based advisory committee shall convene within ten (10) school days of a student's enrollment to review and make a determination of which components shall be accepted for use towards a Warwick diploma. Credit may be issued

for work completed at the previous high school. Where the School-based committee deems appropriate, individualized yet similar requirements, not to exceed the existing components of the Warwick Schools diploma system, may be assigned to the student. Where the School-based committee deems appropriate, it may also grant waivers of components of the Warwick Schools diploma system. A transfer student may appeal the decision of the School-based committee and shall follow the same guidelines set forth in the appeals process previously detailed. All decisions of the District-based Appeals committee are final at the district level. The student retains any and all rights that he or she may have to appeal the district's decision to the Rhode Island Commissioner of Elementary and Secondary Education.

Adopted: 03/13/07

## REPORT CARDS

Student report cards shall be distributed at the end of each quarter. The report card will include *both* the **quarterly grade** and the **current cumulative grade**.

Letter grades shall be used to designate a student's academic progress. Comments relating to conduct, attitude, work habits and skills shall also be printed on the report card for each subject area. Grades shall be cumulative from the beginning of the academic year to its end.

Interim Reports are completed by teachers midway through each quarter

## GRADING SYSTEM

Letter grades shall be used to designate a student's academic progress. Grades shall be cumulative from the beginning of the academic year.

A+	97-100	B+	87-89	C+	77-79	D	65-69	I	Incomplete
A	93-96	B	83-86	C	73-76	D-	Capacity Grade	N	No Mark
A-	90-92	B-	80-82	C-	70-72	E	Failing	W	Withdrawn
						F	Failing with below 50		

## CALCULATION OF CUMULATIVE GRADE IN SENIOR HIGH

The cumulative grade shall be determined by the classroom teacher in the following manner:

1<sup>st</sup> Quarter Cumulative Grade:                      1<sup>st</sup> Quarter Average

2<sup>nd</sup> Quarter (Midyear) Cumulative Grade:     $\frac{2(1^{\text{st}} \text{ Quarter Avg.}) + 2(2^{\text{nd}} \text{ Quarter Avg.}) + \text{Exam}}{5}$

3<sup>rd</sup> Quarter Cumulative Grade:                       $\frac{2(\text{Midyear Cumulative Grade}) + 3^{\text{rd}} \text{ Quarter Avg.}}{3}$

4<sup>th</sup> Quarter (Final) Cumulative Grade:         $\frac{3(3^{\text{rd}} \text{ Quarter Cumulative Grade}) + 4^{\text{th}} \text{ Quarter Avg.} + \text{Exam}}{5}$

## Report Card Comments

A minimum of one comment and a maximum of three comments shall be reported for each subject:

Outstanding student	Class work is incomplete	Does not apply language skills
Good student	Class work is poor	Difficulty organizing ideas
Conscientious student	Does not follow directions	Written expression poor
Cooperative, hard worker	Rarely takes notes	Demonstrates poor keyboarding
A pleasure to have in class	Inadequate notebook	Keys with speed and accuracy
Mature and responsible	Well prepared for class	Poor knowledge of fundamentals
Frequently absent from class	Not prepared for class	Weak in computational skills
Frequently tardy to class	Frequently lacks gym uniform	Good problem solving skills
Inattentive in class	Frequently lacks sneakers	Poor problem solving skills
Wastes time in class	Excessive health excuses	Good algebraic skills
Talks too much in class	Good class participation	Poor algebraic skills
Easily distracted by others	Does not participate in class	Good lab work/skills
Lacks self-discipline	Works well with others	Poor lab work/skills
Behavior falling off	Works well independently	Careless use of equipment
Behavior unsatisfactory	Creative and original	Does not complete reading
Behavior improving	Homework late	Private lessons recommended
Excellent attitude	Homework poor or incomplete	Missed rehearsals/performances
Enthusiastic and interested	Homework not turned in	On task during state assessment
Shows initiative	Fails to submit written work	Good pronunciation
Highly self-motivated	Fails to make up work	Difficulty with pronunciation
Attitude needs improvement	Test grades inconsistent	Not on task during state assessment
Poor attitude	Poor test grades	Achieved state assessment standard
Work is satisfactory	Fails to make up tests	Deficiency report not returned
Work is inconsistent	Fails to report for help	More home practice needed
Work is incomplete	Does not attend department night	Does not participate in vocals
Work is improving	Did poorly on midyear exam	Good portfolio
Work is falling off	Failed midyear exam*	Poor portfolio
Works to best of ability	Did poorly on final exam	Good mastery of shop concepts
Capable of doing better	Failed final exam	Exceeded state assessment standard
Not working to ability	Please call for conference	Workmanship is excellent
More study needed	Grasps grammatical concepts	Workmanship is poor
Class work is good	Poor grasp of concepts	Effort roll
Class work is satisfactory	Poor sentence structure	Medically excused from Physical Ed.

## HONOR ROLL

A student shall be placed on the Honor Roll if he or she earns a grade point average of 3.45. A "C" is allowed if the student earns an "A" to balance the "C" grade; no "D", "E", or "F" marks are permitted.

High Honor students are those who have achieved a grade point average of 4.25 with at least three "A" grades and no "C" grades.

Health and Family Life and Physical Education are *not* included in calculating Honor Roll status. Placement on the Honor Roll shall be determined at the end of each quarter.

<u>Grade</u>	<u>Regular Subjects</u>	<u>Honor Subjects</u>	<u>AP Honors**</u>
A+	4.7	5.7	5.9
A	4.5	5.5	5.7
A-	4.3	5.3	5.5
B+	3.7	4.7	4.9
B	3.5	4.5	4.7
B-	3.3	4.3	4.5
C+	2.7	2.7	2.7
C	2.5	2.5	2.5
C-	2.3	2.3	2.3
D	1.5	1.5	1.5
D-	1.0	1.0	1.0
E	0	0	0
F	0	0	0

\*\* Note: Points awarded for AP Honors only if student takes AP examination

## HONORS PROGRAM

Honors courses are advanced, rigorous courses designed for students who possess scholarly ability and excellent study skills. Placement in honors classes is determined by placement testing, stanine, and teacher recommendation. The Warwick Public Schools offer senior high honors courses in all subjects.

\*NOTE: Premium points for Honors Subjects apply to grades 7-12. No senior high school student shall receive premium points for more than twenty (20) subjects in grades 9-12. Class standing in the senior year will be calculated using the highest twenty (20) Honor grades.

Advanced placement courses shall carry the same premium points as honors subjects.

In order for a student to receive premium points for an Advanced Placement (AP) subject, he/she must take the Advanced Placement exam for that subject.

## **ADVANCED PLACEMENT/EARLY ENROLLMENT PROGRAM**

Advanced placement (AP) and Early enrollment program (EEP) courses are advanced, rigorous courses designed for high school students who possess scholarly ability and excellent study skills. Advanced Placement and Early enrollment program teachers are required to be trained in the appropriate curriculum in order to teach these courses, and have little flexibility regarding topics taught. The Warwick Public Schools offers advanced placement and Early enrollment program courses in the following subjects: ART, ENGLISH, MATHEMATICS, SCIENCE, SOCIAL STUDIES, FRENCH, SPANISH, and ITALIAN.

Students enrolled in the set courses are expected to take the annual Advanced Placement Examination administered by the College Board each May. A score of 3, 4 or 5 implies the student may be eligible to receive college credit by those colleges and universities participating in the advanced placement program. A fee is required for all AP and EEP courses and must be paid to the school by the end of the first quarter of the school year. Waiver opportunities are available.

## **SPECIAL REPORTS**

Students and parents of students who wish to have weekly summations of student progress in any given subject or subjects may request "Weekly Progress Reports." These are obtained from the counseling department. After the student's progress has been noted by each teacher concerned and the report has been signed by the parents and returned, it is usually discussed by the student and counselor and filed in the folder for that student by the counselor.

## **SPECIAL HELP AND MAKEUP OF WORK MISSED**

Students are entitled to special help in all subjects. Teachers schedule one afternoon a week on which they hold a department night to give additional help to students who need it. If a student is out ill, parents can call and homework will be gathered from the teachers to be given to the student. If a student has been hospitalized for any reason and requires special help, parent(s) or guardian(s) should notify the student's school nurse to make arrangements to review the need for special assistance with the appropriate faculty members.

## SUMMER SCHOOL

### General Information:

The general objective of the summer school shall be to provide students with opportunities for advanced work, enrichment, make-up and review. The program is sponsored by the school department and shall be controlled and administered in the same general fashion as other parts of the educational program. The extent of the program shall be determined by a balance between registration fees and operating expenses. The program shall be self-supporting.

No continuing curriculum shall be fixed, but courses shall be offered to meet the needs and wishes of individual registrants.

A course may be given only when the number of interested students is sufficient to form a class of proper size and when a qualified teacher, adequate facilities and appropriate supervision can be made available.

Policies for the program shall be developed by the school committee with the advice of the superintendent, the principal of the summer school and such other professional personnel as the superintendent may designate.

The program shall be administered by the principal of the summer school acting as an agent of the superintendent.

Summer school courses will consist of thirty (30) hours of instruction with the following exceptions: the elementary enrichment program will consist of twenty (20) hours, physical education will be twenty (20) hours and health will be fifteen (15) hours.

When students are taking courses for make-up, they must meet all eligibility criteria.

\*Student eligibility for summer makeup will be dependent on:

- 1) Satisfactory attendance as outlined in the School Attendance policy, JE;
- 2) Minimum average of 50 during the school year in the course being made up in order to be eligible to make up class without also taking a studies skills course. Students with minimum average of less than 50 must also take as part of a summer school enrollment an appropriate studies skills course as determined by the superintendent;
- 3) Approval by the student's principal from the regular school year signifying that the student has met criteria 1 and 2 as well as any other criteria the principal deems appropriate.

Course credit for make-up work will be awarded if the student has successfully met all the requirements of the course, and fulfilled all other obligations established by the classroom instructor and the Summer School principal. Students making up work may receive a maximum grade of C. Students making up honors level courses will receive credit only for the regular level course. The student's transcript shall reflect the fact that the grade was received in Summer School.

**\*Additional requirements may have to be met per directive of the superintendent, the principal of summer school, and such other professional personnel as the superintendent may designate.**

### **Registration and Fees:**

Any student (grades 1-12) may register for summer school provided the student has the recommendation of his/her principal for makeup work or parental approval for advanced enrichment or review classes. Residents of Warwick shall have priority in those courses limited as to the number permitted to register. Priority shall be in the following order: (1) Warwick Public school students; (2) Warwick residents who attend private school in or outside of Warwick; (3) students from outside of Warwick.

Registration fees shall be established for all courses. Registration fees and minimum class sizes for those courses as a group shall be set at levels necessary in order to meet all salary, service, supply and equipment costs.

Registration fees for any course shall be refunded at any time before the first class meeting of that course. No other refunds shall be made except those cases resulting from circumstances which are beyond control of the registrant and in which a refund appears to be clearly equitable.

## **COUNSELING SERVICES**

Students are assigned a counselor by grade level and remain with this counselor for their high school career. Counselor assignments may be adjusted to better meet student needs. Each year the relationship between the student and counselor as well as the parent and counselor is significant in the success of the learning process.

If a student wishes to confer with his or her guidance counselor, the student completes an appointment slip in the counseling office. Parents may call the counseling secretary who will make the necessary arrangements for a conference with either counselor, teacher, or both.

## **PARENT-TEACHER CONFERENCES**

Parent-teacher conferences are arranged through the individual counselor or through the clerk in the counseling office. All school personnel may be contacted through email.

## **WORKING PAPERS**

An application for working papers may be obtained at the guidance office and in the school administration building. Proof of age must be presented when the working papers are received.

## **SCHOLARSHIPS AND AWARDS**

Many sources are available to students interested in obtaining financial assistance. Information and applications for many local and national sources can be obtained by seeking counselor assistance and using resource materials available in the counseling office. An annual Financial Aid Night is conducted by the Counseling Department.

# BUSINESS EDUCATION

The mission of the Business Education curriculum in the Warwick Public Schools is *to prepare all learners for success in life, post secondary education, and careers.*

1. to provide students with challenging learning opportunities;
2. to prepare students for a rapidly changing workplace and global economy;
3. to prepare students for the role of responsible citizens, workers, and consumers;
4. to prepare students to use technology to enhance personal and business decisions;
5. to offer the necessary tools for addressing economic issues, both personal and societal; and
6. to prepare students to become effective writers, listeners, and speakers in diverse social and business settings

The 9-12 Business Education Curriculum is designed to accomplish the following academic expectations:

1. **Communicate effectively via reading, listening, speaking, writing, visual, and technological means.**
2. **Solve problems effectively.**
3. **Possess a broad perception of the world with an appreciation of diverse cultures, environments and the arts.**
4. **Reach logical and reasoned conclusions by utilizing scientific, mathematical and technological skills.**

## Consumer Economics

(Bu30)  
1/2 Credit

### Consumer Economics

A one-semester course that provides students with valuable skills and knowledge that connects to their lives outside of school. Activities will provide opportunities for students to connect other curricular areas with consumer issues and assist them in becoming “super-informed” consumers. *1.1-1.6, 2.1-2.3*

## Fundamentals of Business

(Bu31)  
1/2 Credit

### Fundamentals of Business

A one-semester course that helps students prepare for future business roles of consumer, worker, and citizen, by offering them exposure to economic systems, financial institutions and banking services, credit, and insurance. *1.1-1.6, 2.1-2.3, 3.2-3.5, 4.1 4.2, & 4.4*

## **Digital Tools**

This half credit course develops fundamental skills crucial to being successful in high school and beyond. This course provides the necessary technology and software skills encompassing, but not limited to, school-based email system, digital portfolio, and PowerPoint presentations. Students in this course are required to develop an Individualized Learning Plan (ILP). Communication skills and study skills are taught as well as conducting effective online research and properly formatting MLA style research papers.  
*1.1, 1.2, 1.4, 1.6, 4.4*

## **Keyboarding**

A one-semester course that instructs students to use the touch method of keyboarding. *1.1, 1.4, 1.5, 2.1-2.3, 4.4, 5.1 & 5.3*

## **Intro To Business**

The goal of this one semester course is to improve economic insight through the study of the business and the global economic environment in which they live. Opportunity for college credit may be available. *1.1-1.6, 2.1-2.3, 3.1-3.5, 4.1, & 4.4*

# **Digital Tools**

**(BU33)**

**1/2 Credit**

**1/2 Credit Computer**

# **Keyboarding**

**(BU52)**

**1/2 Credit**

**1/2 Credit Computer**

# **Intro To Business**

**(BU 32)**

**1/2 Credit**

# Business Education

## Accounting I

(BU41)

1/2 Credit

1/2 Credit +1 Math

### Accounting I

A one-semester study of the basic principles of double entry accounting including the procedures involved in recording, bank reconciliation, summarizing, and interpreting the financial data of a business. Upon completion of the course, students will understand the principles involved in keeping a simple set of financial records for a business. *1.1-1.6, 2.1-2.3, 3.3, 4.1, & 4.2*

## Accounting II

(BU42)

1/2 Credit

1/2 Credit +1 Math

### Accounting II

#### Prerequisite: Accounting I

A one-semester study of additional accounting principles. At the completion of this course, students will have learned the equivalent of a basic one-year high school accounting course.)*1.1-1.6, 2.1-2.3, 3.3, 4.1, & 4.2*

## Accounting III

(BU94)

1/2 Credit

### Accounting III

#### Prerequisite: Accounting II

This course is a continuation of Accounting I and II and will cover such topics as recording purchases and sales transactions, uncorrectable accounts, depreciation, inventory, transactions related to notes payable and receivable, and interest computation. Students will utilize the computer to perform all accounting functions. *1.1-1.6, 2.1-2.3, 3.3, 4.1, 4.2, & 4.4*

## Accounting

## IV

(BU95)

1/2 Credit

### Accounting IV

#### Prerequisite: Accounting III

This course is a continuation of Accounting III and will cover the entire accounting cycle for a corporation. Students will utilize the computer to perform all accounting functions. *1.1-1.6, 2.1-2.3, 3.3, 4.1, 4.2, & 4.4*

# Business Education

## Personal Finance I

This is a full-year course designed to introduce the student to contemporary finance issues as they relate to personal financial management. Major topics covered include financial planning, maintaining a check register, reconciling accounts, preparing financial reports, setting goals and objectives, preparing a budget, processing credit transactions, preparing for major consumer purchases, income taxation, investments and risks, and insurance. Computer financial software will be introduced. *1.1-1.6, 2.1-2.3, 3.3, 4.1, 4.2, & 4.4*

## Personal Finance I

(BU45)

1 Credit

1 Credit +1 Math

## Personal Finance II

### Prerequisite: Personal Finance I

This is a full-year course designed to introduce the student to contemporary finance issues as they relate to personal financial management and investing. Major topics include establishing a career plan, the power of investing, understanding the corporate structure, investment alternatives, buying and selling stock, stock market fundamentals, choosing mutual funds, impact of inflation, taxes and commission fees, risks and insurance, and buying a car and a house. The use of financial software will continue. *1.1-1.6, 2.1-2.3, 3.3, 4.1, 4.2, & 4.4*

## Personal Finance II

(BU46)

1 Credit

1 Credit +1 Math

## Career Exploration I

A full-year interdisciplinary program involving career exploration and research coupled with oral presentations and other projects. *1.1-1.6, 2.1-2.3, 3.4 & 4.4*

## Career Exploration I

(BU48)

1 Credit

# Business Education

**Personal  
Keyboarding**  
(BU51)  
1/2 Credit

## **Personal Keyboarding**

A one-semester course offered to provide students the opportunity to reinforce touch-typing skills and to learn basic formatting techniques. Previous keyboarding experience is recommended but not required. *1. 1, 1.4, 1.5, 2.1-2.3, & 4.4*

**Advanced  
Publishing**  
(BU97)  
1/2 Credit  
1/2 Computer Credit

## **Advanced Publishing**

### **Prerequisites: Computer Applications I**

A one-semester course introducing students to the publishing arena as they work on an authentic project, such as the school's yearbook. From the initial concept to the finished product, students will be exposed to all publishing aspects, such as general diagram, page layout, candid captioning, advertisement procurement, etc. Students will conceive, plan, and produce an authentic publication, such as a yearbook or newsletter, using advanced technology. *1.1-1.6, 2.1-2.3, 3.5, & 4.4*

**Independent  
Study**  
(BU98)  
1/2 or 1 Credit

## **Independent Study**

This option is available to students who want to pursue a course but are unable to because of scheduling conflicts. Acceptance is at the discretion of the classroom teacher and the Business Education Department Chairperson. *1.1-1.6, 2.1-2.3, 3.5, & 4.4*

# Business Education

## **Computerized Business Projects**

A one-semester computer lab course offered to all students who have successfully completed Keyboarding BU51 or BU52 and who have a strong interest in working on computer projects for the business community. Students will learn a variety of software applications including MS Word, Excel, PowerPoint and basic web page design concepts such as HTML coding. Computer Applications I and an ability to work independently and in small groups on multi-layered lab projects is recommended. *1.1-1.6, 2.1-2.3, 4.1- 4.4*

## **Computerized Business Projects**

**(BU66)**

**1/2 Credit**

## **Introduction To Financial Management**

A one-semester course offered to all students. It is designed to improve the student's understanding of money and banking as applied to personal finance and the American economy. Investments, the stock market, personal tax return preparation, and insurance may also be covered. *1.1-1.6, 2.1-2.3, 3.3, 4.1, 4.2, & 4.4*

## **Introduction to Financial Management**

**(BU61)**

**1/2 Credit**

## **International Business**

A one-semester course offered for students who want to explore topics in the political, legal and economic arenas. Business is explored as students evaluate global business strategies across national boundaries. Individual and group projects tied in with local business connections will further enhance the students' understanding of business activities among nations. The opportunity for college credit may be available. *1.1-1.6, 2.1-2.3, 3.1-3.5, & 4.4*

## **International Business**

**(BU93)**

**1/2 Credit**

# Business Education

## Introduction to Tourism Marketing

(BU73)

1/2 Credit

### Introduction To Tourism Marketing

A one-semester course offered to introduce students to the basics of the travel and tourism industry. Interdisciplinary projects are included. Industries covered include hotels, tours, airlines, and ground transportation. *1.1-1.6, 2.1-2.3, 3.4, 3.5, & 4.4*

## Business Law

(BU74)

1/2 Credit

### Business Law

A one-semester course that provides students with an opportunity to investigate the law as it relates to the protection of personal, civic, and business affairs. Students gain knowledge of legal principles, rules, technical terminology, and the complexity of law through analysis of legal problems and case studies. The law of contracts is stressed in the latter part of the course. *1.1-1.6, 2.1-2.3, 3.1, 3.2, 4.1, 4.2, & 4.4*

## Entrepreneurship

(BU76)

1/2 Credit

### Entrepreneurship

A one-semester course enabling students to explore and experience the fundamentals of opening and operating a business. Opportunity for college credit may be available. *1.1-1.6, 2.1-2.3, 3.3-3.5, 4.1-4.2, & 4.4*

## Introduction To Career Development

(BU78)

1/2 Credit

### Introduction To Career Development

A one-semester exploratory course offered to students with an emphasis on researching and planning a career path as well as developing workforce readiness skills. Goal setting and identifying aptitudes and personality traits as they relate to a wide range of career clusters will be undertaken. *1.1-1.6, 2.1-2.3, 3.4, 4.1-4.2, & 4.4*

# Business Education

## Introduction To Marketing

Students are introduced to the marketing functions and practices followed by businesses that engage in marketing. The concepts of marketing segmentation, promotion, and merchandising are covered. Opportunity for college credit may be available. *1.1-1.6, 2.1-2.3, 3.5, & 4.4*

## Introduction To Marketing

**(BU80)**  
**1/2 Credit**

## Marketing I

A full-year course offered to introduce students to careers in marketing, channels of distribution, basic selling, and operation of the school store. Distributive Education Clubs of America (DECA) activities and other phases of career development are included. *1.1-1.6, 2.1-2.3, 3.5, & 4.4*

## Marketing I

**(BU81)**  
**1 Credit**

## Marketing II

### Prerequisite: Marketing I

A full-year course which emphasizes the free enterprise system, marketing research, marketing management and DECA activities. *1.1-1.6, 2.1-2.3, 3.5, & 4.4*

## Marketing II

**(BU82)**  
**1 Credit**

## Advertising

A one-semester course offered to students, which focuses on the fundamental principles and practices of the advertising industry. *1.1-1.6, 2.1-2.3, 3.5, & 4.4*

## Advertising

**(BU84)**  
**1/2 Credit**

# Business Education

## Computer Maintenance

(BU85)

1/2 Credit

### Computer Maintenance

A one semester course offered to introduce students to computer hardware repair/replacement, software installation, and maintenance. Students will do hands-on work in the business lab and other locations. Opportunities for certification may be available. *1.1, 1.4, 2.1-2.3, 3.5, 4.1-4.2, & 4.4*

## Intro To Sports & Entertainment Marketing

(BU87)

1/2 Credit

### Intro to Sports & Entertainment Marketing

A one-semester, project-based course offered to introduce the student to the growing career field of sports and entertainment marketing and management. Students will participate in research and development of a fantasy sports team. They will create and draft a team, design a stadium, design team logos, merchandise, advertise, promote the team, and more. Also covered: music industry and event planning. *1.1-1.6, 2.1-2.3, 3.5, & 4.4*

## College/Career Planning

(BU89)

1/2 Credit

### College/Career Planning

A one-semester course designed for students who are unsure about a career goal. The focus will be on determining strengths and abilities as they relate to careers requiring education beyond high school. Students will assemble and present a career portfolio. Students will learn about the college application/selection process and the financial aid process. *1.1-1.6, 2.1-2.3, 3.4 & 4.4*

## Modified Computer Applications

(BU90)

1 Credit

### Modified Computer Applications

A full-year course to teach students who are interested in learning more about computer applications. A hands-on approach is used with emphasis on personal and business applications such as word processing and spreadsheets. *1.1-1.6 & 2.1-2.3.*

# Business Education

## **Computer Applications**

A one-semester course designed to give students a working knowledge of personal computers. Students are introduced to word processing, spreadsheets, and database management. *1.1, 1.4-1.6, 2.1-2.3, 4.1-4.2, 4.4, 5.1 & 5.3*

## **Computer Applications I**

**(BU91)**

**1/2 Credit**

**1/2 Credit Computer**

## **Computer Applications II**

### **Prerequisite: Computer Applications I**

A one semester course designed to improve the student's knowledge of software applications. Topics include applications in advanced word processing, database management, and spreadsheets. In addition, students will be introduced to desktop publishing applications and multimedia presentation software. *1.1, 1.4, 1.5, 2.1-2.3, 4.1, 4.2, & 4.4*

## **Computer Applications II**

**(BU92)**

**1/2 Credit**

**1/2 Credit Computer**

## **Multimedia And The Internet**

### **Prerequisite: Computer Applications I, Computer Applications II Recommended**

A one-semester advanced level computer technology course offered to provide students with opportunities to learn and apply research skills using the Internet. In addition, students will enhance their communication skills through multimedia applications as they plan, develop, and implement presentations via PowerPoint and web page designs. *1.1-1.6, 2.1-2.3, 3.5,4.1-4.2, & 4.4*

## **Multimedia And The Internet**

**(BU96)**

**1/2 Credit**

**1/2 Credit Computer**

# English/Language Arts

The goals of the English/Language Arts Program are to develop precision, fluency and creativity in the fundamental communication areas; to understand the nature, history, structure, varieties and power of the English language; to develop discriminating judgments about the role and power of current and emerging technologies in today's society; to experience, appreciate and enjoy the significant literary texts and the values inherent in these works, both traditional and contemporary.

The 9-12 English/Language Arts Education Curriculum is designed to accomplish the following academic expectations:

1. **Communicate effectively via reading, listening, speaking, writing, visual, and technological means.**
2. **Solve problems effectively.**
3. **Possess a broad perception of the world with an appreciation of diverse cultures, environments and the arts.**
4. **Reach logical and reasoned conclusions by utilizing scientific, mathematical and technological skills.**

## English I

(EN33)  
1 Credit

### English I

This course of study for freshmen provides the students with opportunities to establish a firm foundation in the basic skills of communication; reading, writing, speaking, viewing and listening.

In addition, the literature program enables them to learn and use fundamental literary skills and concepts through a study of various literary genres—short story, novel, poetry, drama, and non-fiction.

*1.1-1.6, 2.1-2.3, 3.1, 3.2, 3.4, 3.5, & 4.4*

## English II

(EN43)  
1 Credit

### English II

The course of study for sophomores provides an intensive study of communication skills and an opportunity for students to develop and use techniques in reading, writing, and language. The literature program enables students to experience various types of writing, primarily those of traditional and modern American authors.

*1.1-1.6, 2.1-2.3, 3.1, 3.2, 3.4, 3.5, & 4.4*

## English III

(EN53)  
1 Credit

### English III

The course of study for juniors reinforces and provides for further development of the communication skills, with particular emphasis on effective writing and speaking styles. The literature program consists of a study of British literature—both traditional and modern.

*1.1-1.6, 2.1-2.3, 3.1, 3.2, 3.4, 3.5, & 4.4*

## English IV

(EN63)  
1 Credit

### English IV

The course of study for seniors reinforces and provides for further development of the communication skills, with particular emphasis on effective writing and speaking styles. The literature program consists of a study of world literature - both traditional and modern.

*1.1-1.6, 2.1-2.3, 3.1, 3.2, 3.4, 3.5, & 4.4*

# English/Language Arts

## **English I, II, III, IV, Honors**

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

Participants in honors courses, because of previous acceleration, enrichment, or demonstration of advanced understanding, are required to study material in great depth. All honors classes are writing intensive. *1.1-1.6, 2.1-2.3, 3.1, 3.2, 3.4, 3.5, 4.2, & 4.4*

## **English I, II, III, IV, Honors**

**(EN 35, 45, 55, 65)**

**1 Credit**

## **English IV Honors—E.E.P**

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

The Rhode Island College Early Enrollment Program allows students to earn college credit for work completed in high school. The course is designed to offer preparation in writing, language development, and literary criticism. The fee for receiving the appropriate college credit is established by the college. *1.1-1.6, 2.1-2.3, 3.1, 3.2, 3.4, 3.5, 4.2, & 4.4*

## **English IV Honors—E.E.P.**

**(EN66)**

**1 Credit**

## **English IV Honors—A.P.**

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

The Advanced Placement English course emphasizes both effective writing and critical reading. In this program, students learn to employ a variety of rhetorical structures, identify the purpose and modes of discourse, and recognize the conventions of different genres. A registration fee is required for the AP exam. *1.1-1.6, 2.1-2.3, 3.1, 3.2, 3.4, 3.5, 4.2, & 4.4*

## **English IV Honors—A.P.**

**(EN69)**

**1 Credit**

# English/Language Arts

## English 4/URI Writing Program (EN68) 1 Credit

### English 4/URI Writing Program

The program consists of a one-semester URI composition course (WRT 104) combined with one semester of grade 12 literature. The University of Rhode Island bulletin describes the course as one that “introduces students to personal writing, to different varieties of exposition, and to argument. It also provides experience with research and documentation.” Students who successfully complete the course can earn three college credits and a grade which reflects their performance. There is an attendance requirement mandated by the university, and a registration fee. *1.1-1.6, 2.1-2.3, 3.2, 3.4, & 4.4*

## URI Writing Program (EN70) 1/2 Credit

### URI Writing Program

This elective is the University of Rhode Island’s WRT 104 for Grade 12 students which enables seniors to accrue three college credits in writing. This course is the same as EN68 (above). There is an attendance requirement mandated by the university, and a registration fee. *1.1-1.6, 2.1-2.3, 3.2, 3.4, & 4.4*

## Public Speaking (EN46) 1/2 Credit

### Public Speaking

The general objectives of this course are to enable students to develop good speaking techniques and to provide opportunities for them to employ these skills in delivering various types of speeches. Specifically, they are instructed to think in an organized, logical manner by participating in speech experiences that will train them to express themselves effectively with poise and confidence. *1.1-1.6, 2.1-2.3, 3.2, 3.4, & 4.4*

# English/Language Arts

## **Theater Workshop**

Theater Workshop offers students background in drama, theater history, and play production. Through discussion, presentations, and extensive practice in acting and directing, students study drama as a creative art form and learn to appreciate the theater as a source of information and entertainment. *1.1-1.6, 2.1-2.3, 3.2, 3.4, 3.5, & 4.4*

**Theater  
Workshop**  
(EN47)  
1/2 Credit

## **Writing Workshop**

This course is designed for those who enjoy writing and would like to enhance their writing skills.. Students work individually at times and participate in group sessions on other occasions. The course encourages students to become comfortable as writers. Content includes instruction in complexity, correctness, and clarity in expressing ideas. Students also will have ample opportunity to practice the imaginative use of language. An individualized approach permits the teacher to assist the student in learning to write more effectively. *1.1-1.6, 2.1-2.3, 3.2, 3.4, & 4.4*

**Writing  
Workshop**  
(EN48)  
1/2 Credit

## **Writing Workshop II**

This sequel to Writing Workshop I (EN 48) is open to students who have taken EN 48 or strong writers who submit a writing sample to the English department head for approval. Students who are already familiar with the steps in the writing process and have identified their own strengths and challenges as writers will continue to attain greater fluency and self-sufficiency, carry out various revision and editing practices, give and obtain criticism, and practice sophisticated forms and styles of writing. Students will read examples of good writing as models and inspiration. At the end of the course, they will choose a genre in which to specialize and will present the semester's work in a portfolio. *1.1-1.6, 2.1-2.3, 3.2, 3.4, & 4.4*

**Writing  
Workshop II**  
(EN82).  
1/2 Credit

# English/Language Arts

## High School Literacy

(EN132)

1/2 Credit

### High School Literacy

This **one semester** program has been designed for 9<sup>th</sup> grade students who are experiencing difficulties in reading and writing.

Reading comprehension strategy instruction and a “balanced literacy” approach will be embedded in this curriculum. Students will receive instruction in decoding, fluency, vocabulary and comprehension to assist in raising their reading levels.

Students that are recommended for this program will meet the selection criteria as guided by the RIDE literacy initiatives. *1.1-1.6, 2.1-2.3, 3.2, 3.4, & 4.4.*

*1.6, 2.1-2.3, 3.2, 3.4, & 4.4.*

## High School Literacy

(EN133)

1 Credit

### High School Literacy

This **full-year** program has been designed for 9<sup>th</sup> grade students who are experiencing difficulties in reading and writing. Reading comprehension strategy instruction and a “balanced literacy”

approach will be embedded in this curriculum. Students will receive instruction in decoding, fluency, vocabulary and comprehension to assist in raising their reading levels. Students that are recommended for this program will meet the selection

criteria as guided by the RIDE literacy initiatives. *1.1-1.6, 2.1-2.3, 3.2, 3.4, & 4.4*

*2.3, 3.2, 3.4, & 4.4*

## High School Literacy

(EN142)

1/2 Credit

### High School Literacy

This **one semester** program has been designed for 10<sup>th</sup> grade students who are experiencing difficulties in reading and writing.

Reading comprehension strategy instruction and a “balanced literacy” approach will be embedded in this curriculum. Students will receive instruction in decoding, fluency, vocabulary and comprehension to assist in raising their reading levels.

Students that are recommended for this program will meet the selection criteria as guided by the RIDE literacy initiatives. *1.1-1.6, 2.1-2.3, 3.2, 3.4, & 4.4*

*1.6, 2.1-2.3, 3.2, 3.4, & 4.4*

## High School Literacy

(EN143)

1 Credit

### High School Literacy

This **full-year** program has been designed for 10<sup>th</sup> grade students who are experiencing difficulties in reading and writing. Reading comprehension strategy instruction and a “balanced literacy”

approach will be embedded in this curriculum. Students will receive instruction in decoding, fluency, vocabulary and comprehension to assist in raising their reading levels. Students that are recommended for this program will meet the selection

criteria as guided by the RIDE literacy initiatives. *1.1-1.6, 2.1-2.3, 3.2, 3.4, & 4.4*

*2.3, 3.2, 3.4, & 4.4*

# English/Language Arts

## High School Literacy

This **one semester** program has been designed for 11<sup>th</sup> grade students who are experiencing difficulties in reading and writing. Reading comprehension strategy instruction and a “balanced literacy” approach will be embedded in this curriculum. Students will receive instruction in decoding, fluency, vocabulary and comprehension to assist in raising their reading levels. Students that are recommended for this program will meet the selection criteria as guided by the RIDE literacy initiatives. *1.1-1.6, 2.1-2.3, 3.2, 3.4, & 4.4.*

## High School Literacy

This **full year** program has been designed for 11<sup>th</sup> grade students who are experiencing difficulties in reading and writing. Reading comprehension strategy instruction and a “balanced literacy” approach will be embedded in this curriculum. Students will receive instruction in decoding, fluency, vocabulary and comprehension to assist in raising their reading levels. Students that are recommended for this program will meet the selection criteria as guided by the RIDE literacy initiatives. *1.1-1.6, 2.1-2.3, 3.2, 3.4, & 4.4*

## High School Literacy

This **one semester** program has been designed for 12<sup>th</sup> grade students who are experiencing difficulties in reading and writing. Reading comprehension strategy instruction and a “balanced literacy” approach will be embedded in this curriculum. Students will receive instruction in decoding, fluency, vocabulary and comprehension to assist in raising their reading levels. Students that are recommended for this program will meet the selection criteria as guided by the RIDE literacy initiatives. *1.1-1.6, 2.1-2.3, 3.2, 3.4, & 4.4*

## High School Literacy

This **full year** program has been designed for 12<sup>th</sup> grade students who are experiencing difficulties in reading and writing. Reading comprehension strategy instruction and a “balanced literacy” approach will be embedded in this curriculum. Students will receive instruction in decoding, fluency, vocabulary and comprehension to assist in raising their reading levels. Students that are recommended for this program will meet the selection criteria as guided by the RIDE literacy initiatives. *1.1-1.6, 2.1-2.3, 3.2, 3.4, & 4.4*

## High School Literacy

(EN 152)  
1/2 Credit

## High School Literacy

(EN 153)  
1 Credit

## High School Literacy

(EN 162)  
1/2 Credit

## High School Literacy

(EN 163)  
1 Credit

# English/Language Arts

## SAT Prep English/Math

(EN57—Seniors)  
(EN60—Juniors)  
1/2 Credit

### SAT Prep English/Math 1st Semester for Seniors 2nd Semester for Juniors

This course is designed for seniors and juniors in order to prepare them for the SAT. Help in filling out college applications and strategies for effective test-taking skills that will assist the students in improving their scores in both English and math will be offered. Seniors electing this course will take it first semester and juniors will take it second semester. *1.1-1.6, 2.1-2.3, 3.2, 3.4, & 4.4*

## Creative Writing I

(EN71)  
1/2 Credit

### Creative Writing I

Creative Writing emphasizes writing as a process, including sharing one's work with others. Students learn to identify an audience that must be either addressed or considered as part of the context of writing. Through discussion of a variety of readings and greater sensitivity to their own writing, students develop skills emphasizing rhetorical strategies and literary techniques. Opportunities for publication are explored, and publication of student work is encouraged. *1.1-1.6, 2.1-2.3, 3.2, 3.4, & 4.4*

## Creative Writing II

(EN72)  
1/2 Credit

### Creative Writing II

#### Prerequisite: Creative Writing I

Creative Writing II will offer the opportunity to hone skills learned and developed in Creative Writing I. The program is writing intensive and will include exploration, experimentation, and presentation of rhetorical strategies which are designed to promote and enhance written expression. *1.1-1.6, 2.1-2.3, 3.2, 3.4, & 4.4*

## Shakespeare I

(EN73)

## Shakespeare II

(EN74)

1/2 Credit

### Shakespeare I and II

#### Prerequisite: English I and II or Dept. Head/Administrator Approval

**Overview of both courses:** Students will read and interpret five or six of Shakespeare's plays: two comedies, two tragedies, and one history (two if time permits). Some background material on Shakespeare's life and Elizabethan theatre may be part of the course of study but only in relation to the selected plays. The focus of the course is two-fold: to come to an understanding of why Shakespeare "lives" after 400 years and to learn how to better understand the plays. Thus, the student who completes the course should develop higher level reading skills as well as a more extensive vocabulary. *1.1-1.6, 2.1-2.3, 3.2, 3.4, 3.5, & 4.4*

# English/Language Arts

## Mass Media

Mass media will be examined as a source of information and entertainment. Students will discuss the significance of mass media as a method of slanting, propagandizing and influencing thought. *1.1-1.6, 2.1-2.3, 3.2, 3.4, & 4.4*

## Journalism I

This course examines the nature of the modern newspaper and the responsibility of the medium to disseminate information honestly, objectively, and accurately. Through close examination, students will explore various types of newspapers and learn the principles of make-up, format, stylistic devices, and sections of each paper. Participants will collaborate in the writing, layout, and publication of the school newspaper on a quarterly basis. *1.1-1.6, 2.1-2.3, 3.2, 3.4, & 4.4*

## Journalism II

### Prerequisite: Journalism I

Students who have taken Journalism I and who wish to continue working with the newspaper may continue in the program for an additional semester. Emphasis is placed on individual projects, advanced journalistic writing and newspaper layout, and opportunities to tutor less experienced journalists. *1.1-1.6, 2.1-2.3, 3.2, 3.4, & 4.4*

## Children's Literature

Children's Literature is designed to offer students the opportunity to explore the historical and cultural value of children's and adolescent literature. Students will consider the purpose of illustrations, the impact of censorship, as well as the structure of the work, significant parallels with other literary selections, and the author's use of language. *1.1-1.6, 2.1-2.3, 3.2, 3.4, & 4.4*

## Film and Literature

In this course students will learn how to "read" a film. The course encompasses a survey of the various theories that have informed the study and analysis of film throughout its history. Additionally, through the study and analysis of films representing the various genres and important directors in film history, students will develop both an understanding of how films construct meaning and an appreciation for films as works of literature. Students will apply their understanding of film through various writing assignments and through the production of an original film. *1.1-1.6, 2.1-2.3, 3.2, 3.4, 3.5, & 4.4*

## Mass Media

(EN75)  
1/2 Credit

## Journalism I

(EN76)  
1/2 Credit

## Journalism II

(EN77)  
1/2 Credit

## Children's Literature

(EN80)  
1/2 Credit

## Film and Literature

(EN81)  
1/2 Credit

# English/Language Arts

## **Cultural Literacy I** (EN83) 1/2 Credit

### **Cultural Literacy I Revolution and Rebellion**

Students will experience a variety of texts, forms of music, and works of art that revolve around and reflect revolutions and rebellions. They will begin to see how the “artistic” world reacts to shifts in political and social movements. This class will be writing intensive and students will develop the ability to critically analyze trends in art, music, and text. *1.1-1.6, 2.1-2.3, 3.2, 3.4, 3.5, & 4.4*

## **Cultural Literacy II** (EN84) 1/2 Credit

### **Cultural Literacy II Through The Looking Glass**

Students will analyze the impact of mass media on one’s culture. Television, film, music essays, and poetry will be examined so that students can become interpreters of social and cultural history. This class will be writing intensive as students develop the necessary skills to analyze culture as a whole through video, audio, and textual media. *1.1-1.6, 2.1-2.3, 3.2, 3.4, 3.5, & 4.4*

# Family and Consumer Sciences

The Family and Consumer Sciences Program in Warwick provides opportunities for *all* students and all grade levels. The courses offered are varied, timely and geared to meet the needs of our changing society. The main emphasis is on preparing students for their future roles as parents, family members, productive workers and members of the community. Career opportunities are explored in each area; however, the topics studied in Family and Consumer Sciences would be beneficial to every student regardless of career goals.

The 9-12 Family and Consumer Sciences Education Curriculum is designed to accomplish the following academic expectations:

1. **Communicate effectively via reading, listening, speaking, writing, visual, and technological means.**
2. **Solve problems effectively.**
3. **Possess a broad perception of the world with an appreciation of diverse cultures, environments and the arts.**
4. **Reach logical and reasoned conclusions by utilizing scientific, mathematical and technological skills.**
5. **Demonstrate positive health habits, including physical exercise, in order to enhance physical and emotional well being.**

## **Preliminary Family & Consumer Science A&B**

This course provides the opportunity for a 2-year study to help students become more independent in caring for themselves. *1.1-1.6 2.1-2.3, 3.4, 4.1-4.4, 5.1-5.3*

## **Preliminary Family & Consumer Science A&B** (FS30) 1 Credit

## **Food Sense**

This is a basic full-year course in foods, nutrition and wellness. This course follows the Foods I and II curriculum with modifications. The focus will be on skills necessary for continuation in Foods, Nutrition and Wellness I & II the following year. *1.1-1.6, 2.1-2.3, 3.4, 4.1-4.4, 5.1-5.3*

## **Food Sense** (FS63) 1 Credit

# Family and Consumer Sciences

## Foods, Nutrition & Wellness I & II

(FS61 & 62)

½ Credit Each

### Foods, Nutrition, & Wellness I & II

This Level I course will promote the wellness and good health for self and others, including psychological and social needs. It will focus on selecting, preparing, serving, and storing of food for self and family, as well as equipment selection for preparation and storage of food.

There will be additional focus on community and global food issues and identification of career options in fields of food, nutrition and wellness. Level II examines the role of food in personal and family living. Included are meal planning, preparing and serving of nutritious, appetizing meals using basic concepts concerning food preparation as well as the management of time, skill, money, and equipment resources. *1.1-1.6, 2.1-2.3, 3.4, 4.1-4.4, 5.1-5.3*

## Foods: Regional/ International

(FS53 & 54)

½ Credit Each

### Foods: Regional/International

This course offers the student an opportunity to explore both Regional and International foods and to do advanced study beyond the regular laboratory experience. A student who has taken Foods, Nutrition and Wellness I & II and who has shown promise in the area of foods may elect this course. *1.1-1.6, 2.1-2.3, 3.3, 3.4, 4.1-4.4, 5.1-5.3*

## Foods: Career Orientation Level I

(FS55 – 56)

½ Credit Each

### Foods: Career Orientation

This course offers the student an opportunity to explore careers in food service. A student who has taken Foods, Nutrition and Wellness I & II may elect this course. The program features a student-managed restaurant and encompasses many of the operational procedures involved in the running of a small food service operation. *1.1-1.6, 2.1-2.3, 3.3, 3.4, 4.1-4.4, 5.1-5.3*

# Family and Consumer Sciences

## Food Service/Institutional Management

This course offers an opportunity to explore career options in the foods area and to do advanced study beyond the regular classroom. A student who has taken Foods, Nutrition and Wellness I & II may elect this course. It is suggested students take Foods: Career Orientation if possible prior to electing this course. *1.1-1.6, 2.1-2.3, 3.3, & 3.4, 4.1-4.4, 5.1-5.3*

## Food Service/ Institutional Management Level 2

(FS88, FS89)  
½ Credit Each

## Child Development & Psychology College I & II

Child Development & Psychology College Prep is designed for students who wish to pursue a career in any field related to children and their families. The curriculum is followed with more time and emphasis spent on experiences with children, theme, and lesson plan development. Students participate in an in-house preschool in Level I and receive an experience in local elementary schools in Level II. Students can earn six credits from URI for taking the two semester program in the same year. The fee for receiving the appropriate college credit is established by the college. FCS39 is a prerequisite to FCS40. *1.1-1.6, 2.1-2.3, 3.1-3.5, 4.1-4.4, 5.1-5.3*

## Child Development & Psychology College Prep

(FS39 & 40)  
½ Credit Each

## Child Development: The Early Years I & II

The study of child development leads to better understanding of the self and others, the basic needs of children and the responsibilities of parenthood. Emphasis is placed on the family as the first unit of socialization. Influence of heredity and environment, biological factors of human reproduction, pregnancy, prenatal development of the child, childbirth and care of the infant are discussed. Students learn the principles of growth and development, health and safety and child rearing techniques of the child from one to three. Students may participate in the preschool.

Level II covers the physical, emotional, social, intellectual, and psychological growth and development of the child from ages four to six. It also includes in-depth study of special areas and problem situations pertaining to children. Students will also participate in the in-house preschool. It is recommended that Child Development: The Early Years I and II should be taken sequentially in the same school year. *1.1-1.6, 2.1-2.3, 3.1-3.5, 4.1-4.4, 5.1-5.3*

## Child Development The Early Years I & II

(FS41 & 42)  
½ Credit Each

# Family and Consumer Sciences

## Teacher Assistant Program

(FS75 & 76)

½ Credit Each

### Teacher Assistant Certification Program

This year-long program is designed to prepare students for employment as Certified Teacher Assistants. In this course, students will examine the rules and responsibilities of para educators and will participate in observing, shadowing and working with teacher assistants at the high school and elementary school levels. *1.1-1.6, 2.1-2.3, 3.4-3.5, 4.1-4.4, 5.1-5.3*

## Human Relations I & II

(FS71 & 72)

½ Credit Each

### Human Relations I & II

This course of Human Relations helps the students to apply basic psychological concepts to better understand themselves and others. It includes the study of the individual, basic human needs, emotions and feelings, defense and escape mechanisms. It includes the process of decision making, values, relationships, communication and conflict resolution. *1.1-1.6, 2.1-2.3, & 3.4, 4.1, 4.3, 5.1-5.3*

### Level II

### Prerequisite Level I

This course focuses on a continuation of the psychology of interpersonal relations.

## Fashion, Textiles & Construction I & II

(FS51 & 52)

½ Credit Each

### Fashion, Textiles & Construction I & II

This course introduces students to the field of fashion, textiles, basic clothing construction, maintenance and wearable art techniques. The economic and aesthetic advantages of apparel are presented. Students are introduced to the various career opportunities in related fields with special emphasis on dressing for success. Students must supply all necessary materials.

### Level II

### Prerequisite: Level I

Level II expands the knowledge taught in Fashion, Textiles and Construction I. Students will study wardrobe planning and increase their skills in construction, wearable arts and work with specialized fabrics. Career opportunities and dressing for success will be further explored. *1-1.6, 2.1-2.3, 3.4, & 3.5, 4.1-4.4, 5.1-5.3*

# Family and Consumer Sciences

## Textile Arts I & II

This course provides the opportunity to develop art principles and creativity in the textile arts. Students will learn basic skills and techniques in three or more crafts and will be encouraged to use individual creativity in completing their projects. They will be required to furnish all necessary materials.

**Level II** introduces students to a variety of Textile Arts using art elements and principles. Students are encouraged to use individuality while producing textile arts projects. All design ideas are strictly creative or of historical significance and are executed according to student potential. Students must supply all necessary materials. Creative recycling and redesigning of textiles is emphasized. *1.1-1.6, 2.1-2.3, 3.4 & 3.5, 4.1-4.4*

## Textile Arts

### I & II

(FS81 & 82)

½ Credit Each

## Interior & Architectural Design I & II

This course provides opportunities to use art principles and elements as guides to the designing of attractive rooms. It offers experiences in the development of color schemes using fabrics, swatches, floor coverings, wall coverings and wallpaper. Students apply the principles of good furniture arrangement by working with scale drawings. Other areas of study include background areas, furniture styles, buying furniture and other home furnishings, windows and window treatments, lighting, accessories, and careers.

### Level II

**Prerequisite:** Level I

Level II will increase the skills taught in Interior and Architectural Design I. Students will study and apply art principles in more depth and develop more advanced techniques in the creation of floor plans and color schemes. They will also learn about different architectural styles, selection of a building site, types of construction and landscaping. *1.1-1.6, 2.1-2.3, 3.1-3.5, 4.1-4.4*

## Interior & Architectural Design I & II

(FS84 & 85)

½ Credit Each

# Family and Consumer Sciences

## Service Learning I & II

(FS91 & 92)

½ Credit each

### Service Learning I & II

Service Learning is a strategy for teaching and learning which engages students in active learning, utilizes critical thinking skills and emphasizes the ethic of citizenship and active civic participation. The overall goal of this course is to blend community interaction with education through the use of educational partnerships with businesses and community agencies. Successful completion of this course awards students advanced standing in the Human Sciences and Services Program at CCRI and 3 HMNS Elective Credits. *1.1-1.6, 2.1-2.3, 3.1-3.5, 4.1-4.4*

## Career Oriented Independent Study

½ Credit each

### Career Oriented Independent Study

Child Development (FS45 & 46)

Interior/Architectural Design (FS86 & 87)

Service Learning (FS93 & 94)

Textile Arts (FS81 & 82)

**Prerequisite: Approval of the department head**

This course offers an opportunity to explore career options in any area of the Family and Consumer Sciences program and to do advanced study beyond the regular classroom. A student who has taken area courses and has received at least a "B" average may elect this course and will be assigned to a department teacher who will develop with the student a program to meet individual, scholastic, and career goals. This program may include field trips, field work, observation, interview, and selected projects involving research. Independent skills and a high level of performance will be required of students electing this course. *1.1-1.6, 2.1-2.3, 3.1-3.5, 4.1-4.4, 5.1-5.3*

# Modern World Language

Modern World Language study at the high school level is a continuing process of developing communication accuracy in understanding, speaking, reading, and writing.

Courses in French, Italian, and Spanish are offered from levels 1 to 5 and level 2 Honors to 5 Honors. German is also offered. Levels 1, 2, 3, and 2 Honors are beginning courses. The goal of these courses is to acquire and practice basic language skills, gradually increasing the students' proficiency. Levels 4, 5, and 3 Honors are intermediate courses; 4 Honors and 5 Honors are advanced courses. At these levels, the language becomes the means for individual experiences in better understanding of self and of others, of experiences of thinking, feeling, and creating as related to other cultures.

The study of a modern world language is part of an academic preparation for college involving a minimum of two or three to five years of study. It is a college entrance requirement for many colleges and universities.

**By studying a modern world language the student will develop practical communicative skills for use within the United States and in other countries. This study may lead to career-related skills in business, industry, service occupations, and the professions.**

## HONORS RELATING TO MODERN WORLD LANGUAGE

Superior achievement (B- or better) and proficiency in reading, writing, speaking and listening in the target language is the objective of an honors-designated course.

The topics for study and areas of interest will reflect the preferences of the teachers with input from the students of each particular course.

The 9-12 Modern World Language Education Curriculum is designed to accomplish the following academic expectations:

- 1. Communicate effectively via reading, listening, speaking, writing, visual, and technological means.**
- 2. Solve problems effectively.**
- 3. Possess a broad perception of the world with an appreciation of diverse cultures, environments and the arts.**
- 4. Reach logical and reasoned conclusions by utilizing scientific, mathematical and technological skills:**

### French

Level I introduces the student to basic pronunciation, intonation, and grammatical structures of the language. It promotes communicative ability in speaking and writing while developing the basic skills of listening and reading. It promotes an awareness of the French-speaking world. Regular practice in the language laboratory to develop listening and speaking proficiency is an integral part of the course. *1.1-1.6, 2.1-2.3, 3.4, & 4.4*

### French I

(LA31)  
1 Credit

### French I & II Accelerated

This level is designed for students who have successfully completed at least two years of another modern world language and are highly motivated to study French. Two years of French are completed in one year. (See course descriptions for French I and French II). It requires the student to work well independently. *1.1-1.6, 2.1-2.3, 3.4, & 4.4*.

### French I & II Accelerated

(LA43)  
1 Credit

# Modern World Language

## French II

(LA32)  
1 Credit

### French II

This course concentrates on expansion of vocabulary and grammatical structure while continuing to promote communicative abilities and the development of the four skills. Regular practice in the language laboratory to develop listening and speaking proficiency is an integral part of the course. *1.1-1.6, 2.1-2.3, 3.4, & 4.4*

## French II Honors

(LA34)  
1 Credit

### French II Honors

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

Level 2 Honors follows the description of French II, but is more intensive in its approach. *1.1-1.6, 2.1-2.3, 3.4, & 4.4*

## French III

(LA35)  
1 Credit

### French III

Level 3 highlights important grammatical points and introduces more complex structure while placing an emphasis on the four skills. Level 3 expands the ability to converse more freely, to write directed and free compositions, and to demonstrate an understanding of cultural differences and similarities through various classroom and cultural activities. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

## French III Honors

(LA37)  
(1 Credit)

### French III Honors

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

Level 3 Honors follows the description of Level 3, but is more intensive in its approach. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

## French IV

(LA38)  
1 Credit

### French IV

Level 4 strives for proficiency through continued reinforcement of the four skills. It promotes an appreciation of other cultures through limited exposure to major historical, literary, artistic, and social trends. Grammar, conversation, reading, and writing are stressed. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

# Modern World Language

## **French IV Honors**

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

French IV Honors brings all four language skills to a higher level of proficiency. Students write essays and converse freely. Reading skills are increased through the use of a variety of printed materials. Listening skills increase by the use of taped materials in the language laboratory. The target language itself is used in the class as the medium for communication when possible. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

## **French IV Honors E.E.P.**

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

This course is taught in conjunction with the Modern Language Department of Rhode Island College. The curriculum is the same as French IV Honors. The fee for receiving the appropriate college credit is established by the college. The target language itself is used in the class as the medium for communication when possible. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

## **French V**

French V continues to reinforce the four basic skills and continues to promote an appreciation of other cultures and exposure to major historical, literary, artistic, and social trends. Grammar, conversation, reading, and writing are stressed. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

## **French V Honors**

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

French V Honors widens the student’s cultural perspectives through more advanced reading and listening activities. It continues to refine sophisticated grammatical structure. Reading, writing, and conversation are stressed. The target language itself is used in the class as the medium for communication when possible. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

## **French IV Honors**

**(LA39)  
1 Credit**

## **French IV Honors E.E.P.**

**(LA29)  
1 Credit**

## **French V**

**(LA40)  
1 Credit**

## **French V Honors**

**(LA41)  
1 Credit**

# Modern World Language

**French V  
Honors  
E.E.P.**  
(LA30)  
1 Credit

**French V Honors E. E. P.**  
**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

This course is taught in conjunction with the Modern Language Department of Rhode Island College. The curriculum is the same as French V Honors. The fee for receiving the appropriate college credit is established by the college. The target language itself is used in the class as the medium for communication when possible. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

**French V  
Honors  
A.P.**  
(LA42)  
1 Credit

**French V Honors—A.P.**  
**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

The course framework is similar to that of French V Honors. Students who complete this course are eligible to take the Advanced Placement Exam for college. The target language itself is used in the class as the medium for communication when possible. A registration fee is required for the AP exam. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

**German I**  
(LA71)  
1 Credit

## German I

The objective is to control basic pronunciation and intonation of German. Exercises of structural patterns of every-day communications are used. An accumulation of basic vocabulary and idiomatic expressions are also an aim of the course.

Introduction is given to the historical background of Germany supported by audio-visual reference materials. *1.1-1.6, 2.1-2.3, 3.4, & 4.4*

**German II**  
(LA72)  
1 Credit

## German II

This course begins with a review of basic structural patterns, pronunciation, and intonation acquired in German I and then introduces new structures and vocabulary. Class conversations in the target language, readings on a variety of cultural topics, and guided writings amplify the curriculum. Audio-visual materials supplement the cultural and historical topics. *1.1-1.6, 2.1-2.3, 3.4, & 4.4*

**German II  
Honors**  
(LA73)  
1 Credit

**German II Honors**  
**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

The German II Honors course follows the description of German II but the work is done at a faster pace and more material may be covered. *1.1-1.6, 2.1-2.3, 3.4, & 4.4*

# Modern World Language

## German III

This course aims to strengthen the control of the language structures and to increase vocabulary acquisition. Several short stories and other shorter readings of interest to the class increase reading proficiency and cultural understanding. Listening and speaking skills are increased through conversations. The target language itself is used in the class as the medium for communication when possible. Emphasis is given to current events. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4.*

## German III

(LA74)  
1 Credit

## German III Honors

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

The German III Honors course follows the description of German III but with the additional ramifications of an Honors course as previously described. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

## German III Honors

(LA75)  
1 Credit

## German IV Honors

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

This course begins with a general review of German structure and vocabulary as geared to the individual needs of each student. Outside of class readings (drama, contemporary novel, and short story) are also selected. The target language itself is used predominantly in all class sessions. *1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

## German IV Honors

(LA76)  
1 Credit

## Italian I

This beginning course introduces the student to the Italian language and culture. The four basic skills, listening, speaking, reading, and writing, are developed. Listening and speaking skills used for basic communication are enhanced by the use of the language laboratory. Cultural similarities and differences are discussed on topics of interest. Students are introduced to the geography of Italy, its regions, and major cities. *1.1-1.6, 2.1-2.3, 3.4, & 4.4*

## Italian I

(LA45)  
1 Credit

# Modern World Language

## Italian I & II Accelerated

(LA44)  
1 Credit

### Italian I & II Accelerated

This level is designed for students who have successfully completed at least two years of another modern world language and are highly motivated to study Italian. Two years of Italian are completed in one year. (See course descriptions for Italian I and Italian II). It requires the student to work well independently. *1.1-1.6, 2.1-2.3, 3.4, & 4.4*.

## Italian II

(LA46)  
1 Credit

### Italian II

This course concentrates on expansion of vocabulary and grammatical structure while continuing to promote communicative abilities and the development of the four skills. Regular practice in the language laboratory to develop listening and speaking proficiency is an integral part of the course. *1.1-1.6, 2.1-2.3, 3.4, & 4.4*

## Italian II Honors

(LA48)  
1 Credit

### Italian II Honors

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

Level 2 Honors follows the description of Italian II, but is more intensive in its approach. *1.1-1.6, 2.1-2.3, 3.4, & 4.4*

## Italian III

(LA49)  
1 Credit

### Italian III

This course is a continuation of the first two beginning levels with an increased emphasis on developing the four basic skills including reading, speaking, and writing. While the emphasis is on contemporary Italy, the cultural heritage of Italy is also discussed. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

## Italian III Honors

(LA51)  
1 Credit

### Italian III Honors

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

Level 3 Honors follows the description of Level 3, but is more intensive in its approach. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

# Modern World Language

## Italian IV

This intermediate level course continues to develop the four skills while introducing the student to contemporary Italian literature in the form of short stories, a play, or a novel *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

## Italian IV

(LA52)  
1 Credit

## Italian IV Honors

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

Italian IV Honors brings all four language skills to a higher level of proficiency. Students write essays and converse freely. Reading skills are increased through the use of a variety of printed materials. Listening skills increase by the use of taped materials in the language laboratory. The target language itself is used in the class as the medium for communication when possible. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

## Italian IV Honors

(LA53)  
1 Credit

## Italian IV Honors E. E. P.

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

This course follows the description of Italian IV Honors, but it is coordinated with Italian 113 at Rhode Island College as part of the Early Enrollment Program. The fee for receiving the appropriate college credit is established by the college. The target language itself is used in the class as the medium for communication when possible. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

## Italian IV Honors E. E. P.

(LA56)  
1 Credit

## Italian V

Italian V continues to reinforce the four skills and continues to promote an appreciation of culture and exposure to major historical, literary, artistic and social trends. Grammar, conversation, and writing are stressed. The target language itself is used in the class as the medium for communication when possible. *1.1-1.6, 2.1-2.3, 3.1-3.4, 4.4*

## Italian V

(LA54)  
1 Credit

# Modern World Language

## Italian V Honors

(LA55)

1 Credit

### Italian V Honors

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

Italian V Honors widens the student’s cultural perspectives through more advanced reading and listening activities. It continues to refine sophisticated grammatical structure. Reading, writing, and conversation are stressed. The target language itself is used in the class as the medium for communication when possible. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

## Italian V Honors E. E. P. Rhode Island College

(LA57)

1 Credit

### Italian V Honors E. E. P.

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

This course is taught in conjunction with the Modern Language Department of Rhode Island College. The curriculum is the same as Italian V Honors. The fee for receiving the appropriate college credit is established by the college. The target language itself is used in the class as the medium for communication when possible. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

## Spanish I

(LA58)

1 Credit

### Spanish I

This beginning course introduces pronunciation and the basic skills of listening, speaking, reading, and writing. The course presents vocabulary dealing with description of the home, school, and teenage activities. Grammatical structure and basic vocabulary for communication are introduced. Study skills and personal responsibility are developed. Regular practice in the language laboratory for developing listening and speaking skills is an integral part of the course. *1.1-1.6, 2.1-2.3, 3.4, & 4.4*

## Spanish I, II Accelerated

(LA60)

1 Credit

### Spanish I, II Accelerated

This beginning course for students who have successfully completed at least two years of another modern world language, presents the concepts of Spanish I and Spanish II in one academic year. It requires the student to be able to work well independently. (See the descriptions for Spanish I and Spanish II) *1.1-1.6, 2.1-2.3, 3.4, & 4.4*

# Modern World Language

## Spanish II

This course continues the emphasis on developing the four basic language skills. More complete language structures for communication needs compose the core of the grammar studies. Regular practice in the language laboratory to increase listening and speaking proficiency is an integral part of the course. *1.1-1.6, 2.1-2.3, 3.4, & 4.4*

## Spanish II

(LA59)  
1 Credit

## Spanish II Honors

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

Level 2 Honors follows the description of Italian II, but is more intensive in its approach. *1.1-1.6, 2.1-2.3, 3.4, & 4.4*

## Spanish II Honors

(LA61)  
1 Credit

## Spanish III

The level 3 course continues to develop the basic skills with emphasis on reading and writing skills. It completes the basic grammatical structures presented in previous levels. The target language is actively used for many class activities which may include small group work, individual study, and class projects. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

## Spanish III

(LA62)  
1 Credit

## Spanish III Honors

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

Level 3 Honors follows the description of Level 3, but is more intensive in its approach. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

## Spanish III Honors

(LA64)  
1 Credit

## Spanish IV

This intermediate course reinforces the basic skills of listening, speaking, reading, and writing for use in active communication. The course reviews the grammatical structures previously presented. Vocabulary for specific situations is expanded. The course continues to present aspects of the Spanish-speaking world in regard to lifestyles. Readings from magazines, newspapers, literature, and authentic cultural sources are employed. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

## Spanish IV

(LA65)  
1 Credit

# Modern World Language

## Spanish IV Honors

(LA66)

1 Credit

### Spanish IV Honors

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

Spanish IV Honors brings all four language skills to a higher level of proficiency. Students write essays and converse freely. Reading skills are increased through the use of a variety of printed materials. Listening skills increase by the use of taped materials in the language laboratory.

The target language itself is used in the class as the medium for communication when possible. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

## Spanish IV Honors E. E. P.

(LA63)

1 Credit

### Spanish IV Honors E. E. P.

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

This course coordinates the Spanish IV Honors course with Spanish 113, offered at Rhode Island College. The curriculum and objectives are planned by the Modern World Language Department and approved by a Rhode Island College instructor. The fee for receiving the appropriate college credit is established by the college. The target language itself is used in the class as the medium for communication

when possible. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

## Spanish V

(LA67)

1 Credit

### Spanish V

Spanish V continues to reinforce the four basic skills and continues to promote an appreciation of Hispanic culture and exposure to major historical, literary, artistic, and social trends. Emphasis is given to reading and writing skills. The target language itself is used in the class as the medium for communication when possible. *1.1-1.6, 2.1-2.3, 3.1-*

*3.4, & 4.4*

## Spanish V Honors

(LA68)

1 Credit

### Spanish V Honors

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

In Spanish V Honors the development of the four basic language skills continues. The target language becomes the means of the language study and not the objective per se. All activities of the class are conducted in the target language. Readings of various genres of literature, oral and written studies, individual practice in the language laboratory, and audio-visual presentations enrich the course. The purpose is to increase language proficiency while developing a deeper insight into Hispanic culture. The medium of instruction and student participation is the target language itself, to the extent possible and

practical. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

# Modern World Language

## **Spanish V Honors E. E. P.**

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

This course is taught in conjunction with the Modern Language Department of Rhode Island College. The curriculum is the same as Spanish V Honors. The fee for receiving the appropriate college credit is established by the college. The target language itself is used in the class as the medium for communication when possible. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

## **Spanish V Honors E. E. P.**

**(LA69)**

**1 Credit**

## **Spanish V Honors—A.P.**

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

The course framework is similar to that of Spanish V Honors. Students who complete this course are eligible to take the Advanced Placement Exam for college. The target language itself is used in the class as the medium for communication when possible. A registration fee is required for the AP exam. *1.1-1.6, 2.1-2.3, 3.1-3.4, & 4.4*

## **Spanish V Honors—A.P.**

**(LA70)**

**1 Credit**

# Mathematics

Mathematics is the development of patterns and a way of thinking. It is essential that all students acquire a strong background in mathematics in order for them to become productive citizens in a changing and technological world. Mathematics is a powerful and creative way of organizing quantitative ideas and experiences by empowering students to excel in problem solving, connecting to other disciplines, communication, and reasoning skills.

The 9-12 Mathematics Education Curriculum is designed to accomplish the following academic expectations:

1. **Communicate effectively via reading, listening, speaking, writing, visual, and technological means.**
2. **Solve problems effectively.**
3. **Possess a broad perception of the world with an appreciation of diverse cultures, environments and the arts.**
4. **Reach logical and reasoned conclusions by utilizing scientific, mathematical and technological skills.**

## Introductory Algebra I

(MA31)

1 Credit

### Introductory Algebra I

This course is the first in the Introductory Math series. It helps prepare students for the concepts of algebra with a steady progression of lessons that deliver content in a manageable way. Students learn the key elements of algebra in a step-by-step approach. Students enrolled in this course will develop basic understandings and skills necessary to meet state minimum requirements. *1.1, 1.3-1.5, 2.1-2.3, & 4.1-4.4*

## Introductory Geometry

(MA32)

1 Credit

### Introductory Geometry

**Prerequisite: Introductory Algebra I or permission of the department chair/administrator**

This course is the second course in the Introductory Math series. It should be completed by students who have successfully completed Introductory Algebra I. This course helps prepare students for the concepts of geometry with a steady progression of lessons that deliver content in a manageable way. Students learn the key elements of geometry in a step-by-step approach. Students enrolled in this course will develop basic understandings and skills necessary to meet state minimum requirements. *1.1, 1.3-1.5, 2.1-2.3, & 4.1-4.4*

## Introductory Algebra 2 – Part I

(MA33)

1 Credit

### Introductory Algebra 2 – Part I

**Prerequisite: Introductory Geometry or permission of the department chair/administrator**

This course is the third course in the Introductory Math series. It should be completed by students who have successfully completed Introductory Geometry. This course helps prepare students for the concepts of Algebra 2. Students enrolled in this course will develop basic understandings and skills necessary to meet state minimum requirements. *1.1, 1.3-1.5, 2.1-2.3, & 4.1-4.4*

# Mathematics

## **Introductory Algebra 2 – Part 2**

**Prerequisite: Introductory Algebra 2 or permission of the department chair/administrator**

This course is the fourth course in the Introductory Math series and is a continuation of Introductory Algebra 2. Topics include solving quadratic equations, functions and relations along with concepts in trigonometry and geometry. Students enrolled in this course will develop basic understandings and skills necessary to meet state minimum requirements. *1.1, 1.3-1.5, 2.1-2.3, & 4.1-4.4*

## **Introductory Algebra 2 Part 2**

**(MA34)**

**1 Credit**

## **Foundations Of Algebra & Geometry**

**Prerequisite: Algebra I and Geometry**

This is a one year fully integrated mathematics course. There is a strong intuitive development of many of the topics that are covered in an Algebra or Geometry course. *1.1-1.5, 2.1-2.3, & 4.1-4.3*

## **Foundations Of Algebra & Geometry**

**(MA45)**

**1 Credit**

## **Analysis Connections**

**Prerequisite: Algebra 2 Connections or permission of the department chair/administrator**

This course is the fourth in the Math Connections program. Students who complete this four year standards based program will receive credit for the traditional Algebra 1, Geometry and Algebra 2. The major focus of year four is functions as they relate to their graphs which are taught by studying the subject in a real world integrated manner. *1.1-1.5, 2.1-2.3, & 4.1-4.4*

## **Analysis Connections**

**(MA47)**

**1 Credit**

# Mathematics

## Algebra 2 Connections

(MA51)

1 Credit

### Algebra 2 Connections

**Prerequisite: Geometry Connections or permission of the department chair/administrator**

This course is the third in the Math Connections series. Students will explore topics in Algebra and Geometry with the primary focus on Algebra 2 topics. *1.1-1.5, 2.1-2.3, & 4.1-4.4*

## Algebra I

(MA54)

1 Credit

### Algebra I

This is a course designed to provide the foundations in algebraic thinking and the skills necessary for further study of mathematics. Topics include solving various types of mathematical sentences, relations, functions, graphing, algebraic fractions, polynomials, systems of mathematical sentences, quadratic equations and extensions to integral and fractional exponents. *1.1-1.5, 2.1-2.3, & 4.1-4.3*

## Algebra 2

(MA55)

1 Credit

### Algebra 2

**Prerequisite: Algebra I (recommended successful completion of Geometry)**

This is the third course in the Algebra 1, Geometry and Algebra 2 sequence. Topics include systems of mathematical sentences, roots, radicals, complex numbers, quadratic equations and functions, exponential and logarithmic functions, polynomial functions, and matrices. *1.1-1.5, 2.1-2.3, & 4.1-4.3*

## Algebra 2 Honors

(MA57)

1 Credit

### Algebra 2 Honors

**Course Prerequisite: Algebra I Honors Previous "Honors" standing or students who meet honors criteria**

This course covers all of the topics in Algebra 2 but with greater emphasis on functions, relations, non-linear graphs, sequences and series and the conics sections. *1.1-1.5, 2.1-2.3, & 4.1-4.3*

## Algebra 3

(MA58)

1 Credit

### Algebra 3

**Prerequisite: Algebra 2**

This course includes a more rigorous study of topics listed in Algebra 2 above. Other topics include mathematical induction, polynomial equations, higher degree equations, the binomial theorem, matrices, and data analysis. *1.1-1.5, 2.1-2.3, & 4.1-4.3*

# Mathematics

## Geometry

### Prerequisite: Algebra I

This course is the second in the Algebra 1, Geometry and Algebra 2 series. It emphasizes the development and understanding of an axiomatic system. It involves investigations and constructions as well as formal proof. Topics include properties, relationships and transformations of two and three dimensional figures, and models. *1.1-1.5, 2.1-2.3, & 4.1-4.3*

## Geometry Honors

### Course Prerequisite: Algebra 2 Honors

### Prerequisite: Previous "Honors" standing or students who meet honors criteria

This course explores the same topics as Geometry but in greater depth and understanding. It also includes development of deductive and inductive reasoning as well as exposure to Non-Euclidean Geometries and additional work in three-dimensional space. *1.1-1.5, 2.1-2.3, & 4.1-4.3*

## Trigonometry/Analytic Geometry

### Course Prerequisite: Algebra 2

This course is a combination of Trigonometry and Analytic Geometry and develops and extends relationships among algebra, geometry and trigonometry with an emphasis on functions as they relate to their graphs. These include polynomial, rational, trigonometric, periodic, logarithmic, and exponential functions. *1.1-1.5, 2.1-2.3, & 4.1-4.4*

## Trigonometry/Analytic Geometry

### Honors

### Course Prerequisite: Algebra 2 Honors, Geometry Honors

### Prerequisite: Previous "Honors" standing or students who meet honors criteria

This course explores the same topics of Elementary Functions but in more depth and with more rigor. It is designed to provide the foundation for more advanced work in mathematics leading to the study of calculus. *1.1-1.5, 2.1-2.3, & 4.1-4.4*

## Geometry

(MA63)

1 Credit

## Geometry Honors

(MA64)

1 Credit

## Trigonometry/ Analytic Geometry

(MA75)

1 Credit

## Trigonometry/ Analytic Geometry Honors

(MA76)

1 Credit

# Mathematics

**Statistics and  
Probability  
Honors  
E. E. P.**  
(MA80)  
1 Credit

**Statistics and Probability Honors—E. E. P.  
Course Prerequisite: Elementary Functions  
Honors or permission of the department  
chair/administrator**

This course is offered in collaboration with Rhode Island College. Students may receive undergraduate credit upon successful completion of this course. The fee for receiving the appropriate college credit is established by the college. It follows the syllabus of the College Board's Advanced Placement Statistics course. (Note: Only grade 11 and 12 students can receive EEP credit) *1.1-1.6, 2.1-2.3, & 4.1-4.4*

**Statistics and  
Probability**  
(MA88)  
1 Credit

**Statistics and Probability  
Course Prerequisite: Algebra 2 or  
Permission of department head/administrator**

This course introduces measures of central tendency and variability, estimation and tests of significance, regression and correlation. Examples from a wide variety of disciplines are examined. The course covers methods used in collection, presentation, analysis and interpretation of data. Topics include frequency distributions, measures of dispersion and sampling, with an emphasis on hypothesis testing. The course includes basic designs of experiments as well as extensive computer/technology use. *1.1-1.5, 2.1-2.3, & 4.1-4.4*

**Statistics  
Honors A. P.**  
(MA90)  
1 Credit

**Statistics Honors A. P.  
Prerequisite: Elementary Functions  
Honors or Permission of department  
head/administrator**

This course involves the in-depth exploratory analysis of data using graphical and numerical techniques such as planning a study for data collection, analysis, conjecture and inference, probability theory, and statistical inference. Upon successful completion of the AP exam, the student may be eligible for credit at colleges and universities participating in the AP program. A registration fee is required for the AP exam. *1.1-1.6, 2.1-2.3, & 4.1-4.4*

# Mathematics

## Topics of Mathematics

**Prerequisite: Completion of 3 years of mathematics or permission of department head/administrator**

This is a one year course requiring some knowledge of algebra and geometry. Students will explore topics such as sets, logic, cryptology, networks, color graphing and other discrete topics.

*1.1-1.5, 2.1-2.3, & 4.1-4.3*

## Pre-calculus

**Prerequisite: Elementary Functions**

This course introduces and reinforces basic concepts and techniques of algebra and trigonometry which are essential in the study and application of calculus. It includes equations, inequalities and linear, quadratic exponential, logarithmic and trigonometric functions. Also included are graphing, complex numbers and theory of polynomials, determinants, matrices and possibly linear programming, limits and the derivative. *1.1-1.5, 2.1-2.3, & 4.1-4.4*

## Calculus I Honors

**Course Prerequisite: Elementary Functions  
Honors Prerequisite: Previous "Honors" standing or students who meet honors criteria**

This course involves an in-depth, theoretical and formal study of concepts and understanding of the limit, derivative, differential, differentiation, the integral and integration and their application to advanced mathematical problems. The theory of calculus is applied extensively to problems arising in the sciences, engineering and business. This course can be used to prepare the student for EEP or AP credit; therefore it follows the syllabus of the College Board's Advanced Placement Calculus AB course.

*1.1-1.5, 2.1-2.3, & 4.1-4.4*

# Topics Of Mathematics

**(MA87)**

**1 Credit**

# Pre-calculus

**(MA91)**

**1 Credit**

# Calculus I Honors

**(MA94)**

**1 Credit**

# Mathematics

## Calculus I Honors E. E. P.

(MA96)

1 Credit

**Calculus I Honors E. E. P.**  
**Course Prerequisite: Elementary Functions**

**Honors**  
**Prerequisite: Previous “Honors” standing or**  
**students who meet honors criteria**

This course is offered in collaboration with Rhode Island College.

Students may receive undergraduate credit upon successful completion of this course. The fee for receiving the appropriate college credit is established by the college. It follows the syllabus of the College Board’s Advanced Placement Calculus AB course. (Note: Only grade 11 and 12 students can receive EEP credit) *1.1-1.5, 2.1-2.3, & 4.1-4.4*

## Calculus I Honors A. P.

(MA97) (AB Version)

1 Credit

**Calculus I Honors A. P.**  
**Course Prerequisite: Elementary Functions**  
**Honors**

**Prerequisite: Previous “Honors” standing or**  
**students who meet honors criteria**

This course follows the syllabus of the College Board’s Advanced Placement Calculus AB course. Upon successfully completing the

AP exam, the student may be eligible for credit at colleges and universities participating in the AP Program. A registration fee is required for the AP exam. *1.1-1.5, 2.1-2.3, & 4.1-4.4*

**Calculus II Honors and Statistics & Probability Honors**

**Course Prerequisite: Calculus 1 Honors**

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

The first semester of this course deals with topics chosen from statistics and probability. The second semester prepares the student for the AP Calculus BC examination. *1.1-1.5, 2.1-2.3, & 4.1-4.4*

**Calculus II Honors AP and Statistics & Probability Honors**

**Course Prerequisite: Calculus 1 Honors**

**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

The first semester prepares the student for the AP Calculus BC examination. The second semester of this course deals with topics chosen from statistics and probability. A registration fee is required for the AP exam. *1.1-1.5, 2.1-2.3, & 4.1-4.4*

**Calculus 2  
Honors  
And  
Statistics &  
Probability  
Honors**

**(MA98)**

**1 Credit**

**Calculus 2  
Honors A.P.  
And  
Statistics &  
Probability  
Honors**

**(MA972)**

**1 Credit**

# Computer Science

The 9-12 Computer Science Education Curriculum is designed to accomplish the following academic expectations:

1. **Communicate effectively via reading, listening, speaking, writing, visual, and technological means.**
2. **Solve problems effectively.**
3. **Possess a broad perception of the world with an appreciation of diverse cultures, environments and the arts.**
4. **Reach logical and reasoned conclusions by utilizing scientific, mathematical and technological skills:**

## Computer Science I

(MA85)

1/2 Credit

1/2 Computer Credit

### Computer Science I

**Prerequisite: Algebra 2 or department head/administrator approval**

This is a one semester computer programming course that teaches programming concepts in a mathematical setting. Students will use an introductory computer language (i.e. BASIC, VISUAL BASIC, C++, and JAVA). Topics include input/output commands, loops, strings, and arrays.

*1.1-1.6, 2.1-2.3, & 4.1-4.4*

## Computer Science 2

(MA86)

1/2 Credit

1/2 Computer Credit

### Computer Science 2

**Prerequisite: Computer Science I or department head/administrator approval**

This is a one semester course that is a continuation of MA85. Topics covered are multi-dimensional arrays, sub-routines, and accessing files. Mathematical concepts from probability and statistics are investigated.

*1.1-1.6, 2.1-2.3, & 4.1-4.4*

# Computer Science

## Computer Science 1 & 2

**Prerequisite: Algebra 2 or department head/administrator approval**

This is a full year computer programming course that teaches programming concepts in a mathematical setting. It covers the topics outlined in MA84 and MA85.

## Computer Science 1 & 2

(MA84)

1 Credit

1 Computer Credit

## Computer Science Honors A. P.

**Prerequisite: Computer Science 2 and Elementary Functions Honors, previous "Honors" standing or students who meet honors criteria**

This is a one year course designed to prepare the student to take the AP Computer Science examination. Students will learn to program using JAVA as the language. A registration fee is required for the AP exam. *1.1-1.6, 2.1-2.3, & 4.1-4.4*

## Computer Science Honors

**A.P.**

(MA92)

1 Credit

1 Computer Credit

## Computer Science Honors

**Course Prerequisite: Computer Science 2 and Elementary Functions Honors, previous "Honors" standing or students who meet honors criteria**

This is a one-year course that includes object-oriented programming using the JAVA programming language. Techniques of modern programming, data structures, and algorithm analysis are also included. *1.1-1.6, 2.1-2.3, & 4.1-4.4*

## Computer Science Honors

(MA93)

1 Credit

1 Computer Credit

# Science

The following course descriptions are intended to provide the students with an insight into the various courses of science education available to them.

The science department is dedicated to fostering learning, which enables students to become aware of their everyday environment. Teaching methods are focused on learning levels which develop critical and evaluative thought processes, as well as basic skill development in the natural sciences. Scientific concepts are stressed to allow a student to prepare for situations which will require application of self-judgment and evaluation of alternatives to problems. Use of computer technology and multimedia is encouraged in all courses.

The Science Education Curriculum is designed to accomplish the following academic expectations:

1. **Communicate effectively via reading, listening, speaking, writing, visual, and technological means.**
2. **Solve problems effectively.**
3. **Possess a broad perception of the world with an appreciation of diverse cultures, environments and the arts.**
4. **Reach logical and reasoned conclusions by utilizing scientific, mathematical and technological skills.**
5. **Demonstrate positive health habits, including physical exercise, in order to enhance physical and emotional well being.**

## Intro Physical Science Earth and Space

(SC32)

1/2 Credit

## Intro Physical Science Physics

(SC31)

1/2 Credit

## Life Science

(SC43)

1 Credit

### Intro Physical Science (SC32 Earth & Space Science Strand Half Year+ SC31 Physics Strand Half Year)

This practical course is designed as a half-year survey course for physical science as well as earth and space science. General science students enrolled in this course will complete a half-year of basic physical science and a half-year of earth and chemical science. The course will break during the half year, and students will receive a half credit for the strand completed. During the second half of the year, students will be enrolled in the other strand and will receive a half credit for that strand, thus earning a full credit by the years end.

*2.1-2.3 & 4.1-4.4*

### Life Science Prerequisite: SC 31 & 32

Life Science is a Lab course that is designed to offer the student a practical understanding of major biological topics with a reduced emphasis on mathematics and chemistry. Students obtain the background information needed to analyze scientific information about the natural world. Topics include ecology, classification, evolution, basic microbiology and genetics. This course has a regularly scheduled laboratory component. *2.1-2.3 & 4.1-4.4*

# Science

## Biology I

### Laboratory Program

**Prerequisite: SC31 & SC32**

This course is a study of life which looks at molecules, cells, and organisms and their relationship to each other and the world they inhabit. It builds on the understanding of cells and moves through reproduction and genetics, as students learn how organisms have evolved from simple to complex life forms. Students will apply the principles of the scientific method, both in their thinking and in their laboratory work. A few topics studied are cell parts, microscopes, inheritance and genetics, evolution, ecology, human biology, and a brief survey of the kingdoms.  
*2.1-2.3 & 4.1-4.4*

## Biology I Honors

### Laboratory Program

**Prerequisite: Previous Science “Honors” standing or students who meet honors criteria.**

Biology I Honors includes the same topics as the Biology I course. Participants in honors courses, because of previous acceleration or enrichment, are required to study material in greater depth than students in regular courses. More difficult material is often included and more application is demanded of participants. *2.1-2.3 & 4.1-4.4*

## Biology II

### Laboratory Program

**Prerequisite: SC43 or SC51 or SC52**

This is a biology course designed for students interested in science and wish to continue their study of biology to include more topics like anatomy and classification of the plant kingdom, microbiology and the environment. The course will include lectures, discussions, laboratory work and independent studies. Teachers are permitted some freedom in topic selection based upon input of students and new scientific developments. Quarterly projects are required. *2.1-2.3 & 4.1-4.4*

## Biology II Medical Honors

### Laboratory Program

**Prerequisite: SC52 or students who meet honors criteria.**

This course is an introduction to the study of the human body for students considering pursuit of a career field related to the medical profession. It examines the anatomy and physiology of several human body systems such as the skeletal, muscular, and nervous systems. Dissection of a mammal (e.g. cat or mink) is an integral aspect of this course. Students are expected to work independently and in small groups. Quarterly projects are required. (Some part of the year may be determined by the teacher and/or students.) *2.1-2.3, 4.1-4.4, & 5.1-5.3*

## Biology I

(SC51)

1 Credit

## Biology I Honors

(SC52)

1 Credit

## Biology II

(SC58)

1 Credit

1 credit +1 Math

## Biology II Medical Honors

(SC54)

1 Credit

# Science

## **Biology II Medical (SC55) 1 Credit**

### **Biology II Medical Laboratory Program**

**Prerequisite: SC51 or SC52**

This course is an introduction to the study of the human body for students considering pursuit of a career field related to the medical profession. It examines the anatomy and physiology of several human body systems such as the skeletal, muscular, and nervous systems. Dissection of a mammal (e.g. cat or mink) is an integral aspect of this course. Students are expected to work independently and in small groups. *2.1-2.3 & 4.1-4.4 & 5.1-5.3*

## **Biology II Honors A.P. (SC85) 1 Credit 1 credit +1 Math**

### **Biology II Honors A. P.**

**Prerequisite: SC52 & SC63 or students who meet honors criteria.**

The AP Biology course is designed to be the equivalent of a college introductory Biology course. A broad range of topics will be covered including cells, biochemistry, genetics, evolution, organism diversity, structure and function of organisms, and ecology. Students will be expected to work and learn independently at times, as well as perform and analyze college-level labs. This course has a strong lab component. At the completion of the course, students are expected to take the AP exam. Success on the exam fulfills the basic requirement for a science course or in certain cases allows students to bypass introductory biology courses in college. A registration fee is required for the AP test. *2.1-2.3 & 4.1-4.4*

## **Environmental Science I (SC57) 1/2 Credit**

### **Environmental Science I Prerequisite: 2 Years of Science**

Environmental Science is a course that enables students to develop an understanding of the natural environment and the environmental problems the world faces. Students will investigate fundamental ecological principles, human population dynamics, natural resources, energy sources and their use, human interaction with the environment, and personal and civic responsibility. It is the expectation that students will explore the content of Environmental Science through inquiry. This science course will utilize group lab and field experiences to meet these expectations. Particular emphasis will be placed on local environments. Students will develop a basic understanding of ecology as a basis for making ethical decisions and career choices. *2.1-2.3 & 4.1-4.4*

# Science

## **Environmental Science II**

**Prerequisite: 2 years of Science**

This course focuses on additional topics in environmental science like human population dynamics and the effect of human population on food, land and biological resources. It also looks at environmental issues, policies and laws at the state and national levels. *2.1-2.3 & 4.1-4.4*

## **Environmental Science II**

**(SC60)**

**1/2 Credit**

## **Marine Environmental Studies**

**Prerequisite: SC62 OR SC63**

This course meets once per 7 day schedule cycle for two and a half hours, during regular school time. Students taking Marine Environmental Studies are taken out of their regular classes and are required to make up any missed work. This course offers the student the opportunity to study the many aspects (scientific, economic and political) of the state's greatest natural resource, Narragansett Bay. A major goal of the program is to stimulate an awareness of the value of our oceans. The course is primarily laboratory oriented, utilizing the hands-on approach to education. Great emphasis is placed on scientific tools, methods and techniques, as well as the major concepts of marine science. *2.1-2.3 & 4.1-4.4*

## **Marine Environmental Studies**

**(SC59)**

**1 Credit**

## **Chemical Science**

**Prerequisite: SC31 & SC32**

Chemical Science is an introduction to the basic principles of chemistry, de-emphasizing the use of mathematics. It is designed to give students an understanding of our world through chemistry. Topics include extensive use of the periodic table, formation of compounds, chemical bonding and reactions, chemical reactions with equations, behavior of gasses, and nuclear chemistry. *2.1-2.3 & 4.1-4.4*

## **Chemical Science**

**(SC61)**

**1 Credit**

## **Chemistry I**

**Laboratory Program**

**Prerequisite: SC31 & SC32 and Algebra I**

This is a mathematical and problem-solving based course designed to introduce students to the basic principles and laboratory techniques of general chemistry. Topics covered include atomic structure, bonding, basic reactions, states of matter, stoichiometry, gasses, energy, and dimensional analysis. *2.1-2.3 & 4.1-4.4*

## **Chemistry I**

**(SC62)**

**1 Credit**

# Science

## Chemistry I Honors

(SC63)

1 Credit

**Chemistry I Honors Laboratory Program**  
**Prerequisite: Previous “Honors” standing or students who meet honors criteria**

This course includes the same topics as the Chemistry I course. Participants in honor courses, because of previous acceleration or enrichment, are required to study material in greater depth than students in regular courses. More difficult material is often included, and more application is demanded of participants. Quarterly projects are required. *2.1-2.3 & 4.1-4.4*

## Chemistry II Honors

(SC64)

1 Credit

1 credit +1 Math

**Chemistry II Honors Laboratory Program**  
**Prerequisite: Previous “Honors” standing or students who meet honors criteria**  
**Course Prerequisites: Chemistry I and Algebra 2**

Topics discussed in Chemistry I Honors and the skills acquired will be extended and expanded. More difficult material is often included and more application is demanded of participants. This course is designed for students who are interested in pursuing a career in chemistry or medicine. Topics include: quantum mechanics, thermodynamics, chemical kinetics and equilibria, electro chemistry, and selected topics. Quarterly projects are required. *2.1-2.3 & 4.1-4.4*

## Chemistry II Honors A. P.

(SC68)

1 Credit

1 credit +1 Math

**Chemistry II Honors A.P. Laboratory Program**  
**Prerequisite: Previous “Honors” standing or students who meet honors criteria**  
**Course Prerequisites: Chemistry I and Algebra 2**

Topics discussed in Chemistry I Honors and the skills acquired will be extended and expanded. More difficult material is often included and more application is demanded of participants. This course is designed for students who are interested in pursuing a career in chemistry or medicine. Topics include: quantum mechanics, thermodynamics, chemical kinetics and equilibria, electro chemistry, and selected topics. Quarterly projects are required. Students are required to pass the AP exam in order to receive AP credit. A registration fee is required for the AP exam. *2.1-2.3 & 4.1-4.4*

# Science

## **Forensic Science**

### **Prerequisite: 2 years of Science**

In this course, we will focus our discussion primarily on those areas of chemistry, biology, physics, and geology that are useful for determining the evidential value of a crime-scene and relating evidence. Topics include but are not limited to the history of forensic science, fingerprints, blood spatter evidence, the use of DNA evidence in forensics, and hair and fiber evidence. We will attempt to focus on the services of what has popularly become known as the crime laboratory. It is here that the principles and techniques of the physical and natural sciences are practiced and applied to the analysis of crime-scene evidence. As we learn how to evaluate the importance of physical evidence we will study some of the more famous crime cases and show how the physical evidence was used to solve these cases. This course has a strong laboratory component. *2.1-2.3 & 4.1-4.4*

## **Forensic Science II**

### **Prerequisite: SC65**

This course is for students who wish to continue their studies in the area of forensic science. It will tackle topics such as instruments used in toxicology and arson investigations, the job of the medical examiner and coroner, forensic anthropology, poisons, arson, ballistics, explosives and acts of terror, chromatography, chemical analysis, toxicology, arson, document analysis, and the technology necessary in these disciplines. *2.1-2.3 & 4.1-4.4*

## **Astronomy**

### **Prerequisite: 2 years Science**

As the oldest science known to man, astronomy can play an important role in understanding the evolution of man's thoughts about the universe. Our main concentration will be on the development and implications of the Standard Model of Cosmology, a.k.a. Big Bang Theory. New and old discoveries regarding the planets, stars, supernovas, telescopes, and spacecraft are a few topics covered in this course. *2.1-2.3 & 4.1-4.4*

## **Physical Science**

### **Prerequisite: SC31 & SC32**

This practical physics is not intended to give the student a rigorous preparation necessary for science majors but rather to turn the student on to a more perceptive view of his physical environment by introducing him to central ideas, principles, and relationships of physics relating to his every day environment. This course is intended to enable the student to discover that all the diverse phenomena of nature are related by surprisingly few concepts. *2.1-2.3 & 4.1-4.4*

## **Forensic Science I**

**(SC65)**

**1/2 Credit**

**1/2 Credit +1 Math**

## **Forensic Science II**

**(SC67)**

**1/2 Credit**

**1/2 Credit +1 Math**

## **Astronomy**

**(SC71)**

**1/2 Credit**

**1/2 Credit +1 Math**

## **Physical Science**

**(SC72)**

**1 Credit**

**1 Credit +1 Math**

# Science

## Physics I

(SC73)

1 Credit

1 Credit +1 Math

### Physics I Laboratory Program

**Prerequisite: SC30 and Algebra 2**

The primary objective of this first course in physics is to provide the student with a better understanding of his physical environment. Classical mechanics is investigated by studying such topics as statics (forces acting on bodies at rest), dynamics (forces acting on bodies in motion), measurement, momentum, work and power, energy, electrostatics and direct current electricity. Laboratory work is an important part of this course. *2.1-2.3 & 4.1-4.4*

## Physics I Honors

(SC74)

1 Credit

1 Credit +1 Math

### Physics I Honors Laboratory Program

**Prerequisite: Previous "Honors" standing or students who meet honors criteria**

**Course Prerequisite: Algebra 2**

The primary objective of this first course in physics is to provide the student with a better understanding of his physical environment. Classical mechanics is investigated by studying such topics as statics (forces acting on bodies at rest), dynamics (forces acting on bodies in motion), measurement, momentum, work and power, energy, electrostatics and direct current electricity. Laboratory work is an important part of this course. Participants in the honors course, due to previous acceleration or enrichment, are required to study material in greater depth than students in regular courses. More difficult material is included and more application is demanded of participants. Quarterly projects are required. *2.1-2.3 & 4.1-4.4*

## Physics II Honors/AP

(SC75)

1 Credit

1 Credit +1 Math

### Physics II Honors Laboratory Program

**Prerequisite: Previous "Honors" standing or students who meet honors criteria**

**Course Prerequisite: Physics I**

Physics II is a course designed for those students who have done well in Physics I and are interested in careers in science and technology. It consists of advanced topics or modern scientific developments and their application to living in this technologically oriented society. Some areas covered are heat, direct and alternating current electricity, magnetism, atomic and nuclear physics, thermodynamics, electronics, optics and relativity. Quarterly projects are required. A fee is required for the AP exam. *2.1-2.3 & 4.1-4.4*

# Science

## **Science Through Technology**

**Prerequisite: SC41 or SC30**

Science Through Technology is an integrated basic physical science and technology course. Through the use of lectures, demonstrations, hands-on activities and a multimedia approach, students will apply math and science skills to solve technological design problems. Students will experience and understand the link between technology and science and recognize real world applications of both science and technology. *2.1-2.3 & 4.1-4.4*

**Science  
Through  
Technology**  
(SC76)  
1 Credit

## **Geology**

**Prerequisite: 2 years of Science**

This course will focus on the processes that occur on an active planet, our earth. Attention will be directed toward how these processes affect our lives. Topics will include: Ground water resource and pollution, land forms and erosion, volcanism and earthquakes, earth materials and their uses, earth history and continental drift. *2.1-2.3 & 4.1-4.4*

**Geology**  
(SC83)  
1/2 Credit

## **Contemporary Issues In Science**

**Prerequisite: 2 years of Science**

This course is designed to analyze and relate contemporary issues and recent developments in Biology, Chemistry, and Physics. The emphasis of this course will be on the awareness of recent discoveries and their implications on our lives. The moral and ethical issues of these developments will be examined and discussed. This course will provide students an opportunity to utilize multimedia and computer technology so that they can become better informed. *1.3, 2.1, 3.2, & 5.1 - 5.3*

**Contemporary  
Issues In  
Science**  
(SC80)  
1/2 Credit

## **Marine Science**

**Prerequisite: 2 years of Science**

Marine Science focuses on marine and estuary fauna and ecology. The course will utilize wet and dry labs including a year long aquarium set-up. Topics include: general oceanography introduction, water chemistry studies and problem solving. Field studies of local environments, taxonomy and species identification will be the laboratory work as weather permits in fall and spring. *2.1-2.3 & 4.1-4.4*

**Marine  
Science**  
(SC91)  
1 Credit

# Social Studies

In a democratic society, it is absolutely essential that all people are not only informed but also have sufficient, substantive and accurate information to make reasonable, rational choices and decisions. Our philosophy obligates teachers to assist all students to function intelligently and have an equal responsibility to master a certain core of knowledge and skills in the social sciences. It seems wise and proper that all students approach their study of humanity through an analysis and interpretation of subject matter within a thinking, standards-based curriculum.

We believe that our social studies program should develop active, patriotic citizens, appreciative of the privileges and cognizant of their responsibilities and rights. We also believe that our program should utilize performance-based assessments, and incorporate literacy skills within the social studies curriculum.

The 9-12 Social Studies Education Curriculum is designed to accomplish the following academic expectations:

1. **Communicate effectively via reading, listening, speaking, writing, visual, and technological means.**
2. **Solve problems effectively.**
3. **Possess a broad perception of the world with an appreciation of diverse cultures, environments and the arts.**
4. **Reach logical and reasoned conclusions by utilizing scientific, mathematical and technological skills.**
5. **Demonstrate positive health habits, including physical exercise, in order to enhance physical and emotional well being:**

**United States  
History  
Careers**  
(SS40)  
1 Credit

## **United States History Careers**

This course is similar to the description of United States History. There is collaboration between the History, Business, and English Language Arts departments. There is an interdisciplinary approach with the emphasis on skills development and project based learning. Career exploration is a major component.  
*1.1-1.6, 2.1-2.3, 3.1-3.4, 4.2, & 4.4*

**World  
History**  
(SS41)  
1 Credit

## **World History**

This is a required course for all 9th grade students. It is a study of Classical Civilizations to the Age of Revolution. Although European developments predominate, ample attention is paid to the non-European aspects of world history. *1.1-1.6, 2.1-2.3, 3.1- 3.4, 4.2, & 4.4*

**United States  
History**  
(SS42)  
1 Credit

## **United States History**

This course is required of all 10th grade students. It is a study of the historical periods from Reconstruction to the present. Emphasis is placed on the development of inquiry skills and the acquisition of knowledge in order to increase student understanding of our cultural heritage. *1.1-1.6, 2.1-2.3, 3.1- 3.4, 4.2, & 4.4.*

# Social Studies

## **World History Honors**

**Prerequisite: Previous “Honors” standing or students who meet honors criteria with department head/administrator approval**

Similar in content to the description of World History, this more rigorous and in-depth approach to the subject requires reading, writing, and research skills. *1.1-1.6, 2.1-2.3, 3.1- 3.4, 4.2, & 4.4*

## **World History Honors**

**(SS43)**

**1 Credit**

## **United States History Honors**

**Prerequisite: Previous “Honors” standing or students who meet honors criteria with department head/administrator approval**

The course framework is similar to the description of United States History. This more rigorous and in-depth approach to the subject requires reading, writing, and research skills. *1.1-1.6, 2.1-2.3, 3.1-3.4, 4.2, & 4.4*

## **United States History Honors**

**(SS44)**

**1 Credit**

## **United States History A. P.**

**Prerequisite: Previous “Honors” standing or students who meet honors criteria with department head/administrator approval**

This course framework involves the study of American political, social and economic history from the period of colonization to the present. Students will be introduced to a variety of primary sources/documents to use in their interpretation of historical events. This course requires extensive reading and completion of various forms of assessments, including essays, papers, projects and oral presentations. A fee is required for the AP exam. *1.1-1.6, 2.1-2.3, 3.1- 3.4, 4.2, & 4.4*

## **United States History**

**A. P.**

**(SS47)**

**1 Credit**

## **Modern World History**

Emphasis is placed on modern global issues in terms of a historical perspective. Special attention is focused on major events and/or issues which impact the contemporary world. The course structure provides opportunities for students to familiarize themselves with the geographical, economic, and political issues which confront them daily. One major goal of the program is to help students develop “global awareness” and an understanding of current world problems. *1.1-1.6, 2.1-2.3, 3.1- 3.4,4.2, & 4.4*

## **Modern World History**

**(SS48)**

**1 Credit**

# Social Studies

**Western Civilization**  
(SS52)  
1 Credit

## **Western Civilization**

This course, a study in European history, humanities, art appreciation and philosophy, focuses on concepts and topics dealing with Classical, Christian and Jewish heritage, the Renaissance, the French Revolution, and Eighteenth and Nineteenth century reform movements. Twentieth Century issues are also addressed. *1.1-1.6, 2.1-2.3, 3.1- 3.4, 4.2, & 4.4*

**Western Civilization Honors**  
(SS53)  
1 Credit

## **Western Civilization Honors**

**Prerequisite: Previous “Honors” standing or students who meet honors criteria with department head/administrator approval**

This course framework will be similar to that of Western Civilization. This more rigorous and in-depth approach to the subject requires reading, writing, and research skills. *1.1-1.6, 2.1-2.3, 3.1- 3.4, 4.2, & 4.4*

**Eastern Civilization**  
(SS54)  
1 Credit

## **Eastern Civilization**

This one-year course will require that the student study cultural units of Eastern Asia including China, Japan, and India. Other culture areas that may be studied at the option of the particular class will include The Middle East, Japan, and Southeast Asia.

*1.1-1.6, 2.1-2.3, 3.1- 3.4, 4.2, & 4.4*

**Eastern Civilization Honors**  
(SS55)  
1 Credit

## **Eastern Civilization Honors**

**Prerequisite: Previous “Honors” standing or students who meet honors criteria with department head/administrator approval**

The course framework of the one-year course will be similar to that of Eastern Civilization. *1.1-1.6, 2.1-2.3, 3.1- 3.4, 4.2, & 4.4*

# Social Studies

## Studies of War

This one semester course attempts to show the interrelation of war and society. Topics include what war is, why wars occur, what has been the nature of war in the past, what it will be like in the future, and how war can be avoided. *1.1-1.6, 2.1-2.3, 3.1- 3.4, 4.2, & 4.4*

## Western Civilization Connections Honors A.T.

**Prerequisite: Previous “Honors” standing or students who meet honors criteria with department head/administrator approval**

This course framework is similar to Western Civilization Honors, but it will also attempt to integrate Western Civilization literature and Western Civilization fine arts into the content to be taught. There is collaboration between the English and social studies teachers. This more rigorous and in-depth approach to the subject requires reading, writing, and research skills. *1.1-1.6, 2.1-2.3, 3.1- 3.4, 4.2, & 4.4*

## European History Honors A. P. (Formally Western Civilization Honors A. P.)

**Prerequisite: Previous “Honors” standing or students who meet honors criteria with department head/administrator approval**

The course framework runs from early classic civilizations through modern times. Students who complete this course are expected to take the Advanced Placement exam. A registration fee is required for the AP exam. *1.1-1.6, 2.1-2.3, 3.1- 3.4,4.2, & 4.4*

## United States History Connections Honors A. T.

**Prerequisite: Previous “Honors” standing or students who meet honors criteria with department head/administrator approval**

This course framework is similar to United States History Honors, but it will also attempt to integrate American literature and American fine arts into the content to be taught. There is collaboration between the English and Social Studies teachers. *1.1-1.6, 2.1-2.3, 3.1- 3.4, 4.2, & 4.4*

## Studies Of War

(SS59)

1/2 Credit

## Western Civilization Connections Honors A.T.

(SS62)

1 Credit

## European History Honors A. P.

(SS63)

1 Credit

## United States History Connections Honors A.T.

(SS65)

1 Credit

# Social Studies

## American Presidency

(SS71)

1/2 Credit

### American Presidency

This one semester course covers the elections of the United States Presidents from 1789 to the present. It highlights specific elections because of their uniqueness and attempts to show all the factors which are involved in the electoral process. Students will also be presented with a behind-the-scenes look at personalities, issues and campaign techniques which contribute to the excitement of presidential elections. *1.1-1.6, 2.1-2.3, 3.1- 3.4, 4.2, & 4.4*

## American Legal System

(SS72)

1/2 Credit

### American Legal System

This one semester course is designed for students interested in learning about the law and the legal profession. The primary aim of the course is to explain legal principles in non-legal language. The topics covered include what law is, different types of law, marriage laws, parent-child laws, divorce laws, contracts, wills, civil law and criminal law. *1.1-1.6, 2.1-2.3, 3.1- 3.4, 4.2, & 4.4*

## Rhode Island History

(SS74)

1/2 Credit

### Rhode Island History

The one semester course focuses on the geography and the historical development of the state from 1636 to the present. Particular emphasis will be placed on the following areas: geography, settlement, The American Revolution, Industrialization, immigration and the Twentieth Century. *1.1-1.6, 2.1-2.3, 3.1- 3.4, 4.2, & 4.4*

## Contemporary Issues

(SS76)

1/2 Credit

### Contemporary Issues

This one semester course provides the format for an investigation of pressing social, political, economic, military, and religious issues. Students are encouraged to develop a mature level of awareness of local, national and international affairs through multiple sources of information such as newspapers, magazines, and videos. *1.1-1.6, 2.1-2.3, 3.1- 3.4, 4.2, & 4.4*

# Social Studies

## **Geography**

Beginning with a brief study of the physical components of geography, the one semester course ultimately aims to emphasize human interaction with the land. The course seeks to develop map skills along with the ability to interpret information that will illustrate humankind's use of the physical earth and resulting cultural development.

*1.1-1.6, 2.1-2.3, 3.1- 3.4, 4.2, & 4.4*

## **Geography**

**(SS80)**

**1/2 Credit**

## **Economics**

Economics is the study of the production, exchange, distribution and consumption of goods and services. Once the basic terminology has been mastered, the one semester course will deal with the particular aspects of our economy (microeconomics) and the study of the economy as a whole (macroeconomics). A unit on consumerism is an integral part of this course. *1.1-1.6, 2.1-2.3, 3.1- 3.4,4.2, & 4.4*

## **Economics**

**(SS81)**

**1/2 Credit**

## **Political Science**

This one semester course is designed to give the student a working knowledge of the American political system on all three levels. It will deal with the philosophical and legal basis, as well as the practical operations of the system. It may be of particular interest to students who are considering further study in history, politics, or law. *1.1-1.6, 2.1-2.3, 3.1- 3.4, 4.2, & 4.4*

## **Political Science**

**(SS82)**

**1/2 Credit**

## **Anthropology**

This course is a one semester study of mankind's characteristics and customs. It will highlight human interactions with nature, culture, and language. The techniques and resources of modern science will be utilized. *1.1-1.6, 2.1-2.3, 3.4, 4.2, 4.2, & 4.4*

## **Anthropology**

**(SS83)**

**1/2 Credit**

# Social Studies

## Introduction To Sociology

(SS85)  
1/2 Credit

### Introduction To Sociology

Introduction to Sociology is an introductory one semester course in the scientific examination of social relationships. A systematic and rational approach is taken to such topics as social values, social control, social institutions, social inequality and various universal social processes. *1.1-1.6, 2.1-2.3, 3.1- 3.4, 4.2, 4.4, & 5.2*

## Human Geography A. P.

(SS86)  
1 Credit

### Human Geography A. P.

**Prerequisite: Previous “Honors” standing or students who meet honors criteria with department head/administrator approval**

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth’s surfaces. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They will also learn about the methods and tools that geographers use in their science and practice. This course combines historic, sociological, cultural, and geographic concepts. A registration fee is required and students take the AP exam. *1.1-1.6, 2.1-2.3, 3.1- 3.4, & 4.2, 4.4*

## Global Studies Honors

(SS92)  
1 Credit

### Global Studies Honors

**Prerequisite: Previous “Honors” standing or students who meet honors criteria with department head/administrator approval**

This full year course examines the geographical, economic, political, historical and cultural issues which have impacted societies around the globe. *1.1-1.6, 2.1-2.3, 3.1- 3.4, 4.2, & 4.4*

# Social Studies

## **Introduction To Psychology**

This program explores and examines human personality with an emphasis on understanding certain behaviors.

Course topics include personality development from infancy to adulthood; personality disorders; intelligence and learning; and, psychological evaluation. Basic philosophies in psychology are also examined. *1.1-1.6, 2.1-2.3, 3.4, 4.2, 4.4, & 5.1-5.3*

## **Introduction To Psychology**

**(SS93)**

**1/2 Credit**

## **Basic Urban sociology**

This two semester course starts with a systematic exploration of the origins of modern urban life. Once this groundwork has been established, a detailed examination of contemporary urban life is begun. The topics covered include: race relations, poverty, old age, crime and population control. During the second semester students must meet a 30 hour community service requirement. *1.1-1.6, 2.1-2.3, 3.1-3.4, 4.2, & 4.4*

## **Basic Urban Sociology**

**(SS95)**

**1 Credit**

# Technology Education

Technology Education is an integral part of general education for all students. Technology Education courses are designed to help prepare students for more effective living in our ever-increasing technological society. Tech. Ed. promotes teamwork, consumer awareness, computer literacy, and exposure to present and future career opportunities. The Technology Education classes instill critical thinking skills that are transferable to a variety of situations. Students are taught to investigate and suggest possible solutions to various problems resulting from the technological nature of a society. The technology education laboratories present an area of unique hands on learning experiences that are not found in any other place in the school.

Through Technology Education, the student develops the ability to plan, design, create, and develop solutions to problems while proceeding at his/her own level. Technology Education supports and fosters the student's academic classes by reinforcing core curriculum objectives. Math, Science, and English concepts are constantly reinforced through practical real life applications. Tech. Ed. Courses provide students with the opportunity to solve problems through hand on activities. This allows the students to better understand theoretical concepts learned in other areas. Students also learn how to use and process materials while communicating in the technical language of industry. Each of our classes offers many opportunities for the student to get involved with hands-on activities while using critical thinking skills. Through the use of Flex-Labs, students are challenged with group projects, research and experimentation, problem solving, and individual activities designed to stimulate them.

The 9-12 Technology Education curriculum is designed to accomplish the following academic expectations:

- 1. Communicate effectively via reading, listening, speaking, writing, visual, and technological means.**
- 2. Solve problems effectively.**
- 3. Possess a broad perception of the world with an appreciation of diverse cultures, environments and the arts.**
- 4. Reach logical and reasoned conclusions by utilizing scientific, mathematical and technological skills:**

## **Computer Graphics I** **(TE144)** **1/2 Credit** **1/2 Credit Computer**

### **Computer Graphics I**

Graphics is a course designed to introduce the student to computer-generated communication systems primarily in "print" format. Areas such as desktop publishing and digital photography will be stressed throughout the course.

Students will learn about the importance of good graphic design while learning about different software programs to produce a quality "message". Individual expression through various multi-media projects will be encouraged. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

# Technology Education

## Computer Graphics II

**Prerequisite: TE144; Computer Graphics I**

This is a continuation of the Computer Graphics I course (TE144) already in place. It will enable students to learn, in greater depth, the relationship of graphic design to the communication process. Computer generated work with higher level programs will be emphasized. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

## Computer Graphics II

(TE145)

1/2 Credit

1/2 Credit Computer

## Digital & Video Communications I

The purpose of the course is to familiarize students with the “non-print” communication systems and devices used in our highly technological world. Students will experiment in video production and editing techniques. Areas such as television/radio production and “web page design” will be introduced. Computer graphics and telecommunications using new technologies will also be studied. This is a challenging course recommended for students that have a background in computers. Extensive problem solving and higher level thinking skills are required for this class. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

## Digital & Video Communications I

(TE147)

1/2 Credit

1/2 Credit Computer

## Digital & Video Communications II

**Prerequisite: TE 147; Digital & Video Communication I**

This course will enable students to continue to study in greater depth, the areas of video and TV production. Special video effects and digital dubbing would be included in this course. Individual expression through high-level multi-media projects will be encouraged. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

## Digital & Video Communications II

(TE148)

1/2 Credit

1/2 Credit Computer

# Technology Education

## Exploring Computer Aided Drafting & Design

(TE150)

1/2 Credit

1/2 Credit Computer

### Exploring Computer Aided Drafting & Design

The purpose of this half-year course is to introduce the student to the computer and how it is used to produce basic technical drawings. The student will learn how to convert a three-dimensional object into a standardized two-dimensional technical drawing. Students learn visualization skills as well as gaining experience in various computer operations. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

*Note:* The department head, on a case-by-case basis, may permit exceptional students who received an “A” in this class to waive TE 151 and take the second level class TE 152.

## Technical Computer Aided Drafting & Design I

(TE151)

1Credit

1Credit +1 Math

1 Credit Computer

### Technical Computer Aided Drafting & Design I

This course is a full year introduction to the computer and how it is used to produce technical drawings. Students gain an in-depth experience in using the computer to convert various three-dimensional objects into a standardized two-dimensional technical drawing. This class offers students a chance to explore many more topics and promotes the expertise needed to produce advanced drawings. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

## Technical Computer Aided Drafting & Design II

(TE152)

1Credit

1Credit +1 Math

1 Credit Computer

### Technical Computer Aided Drafting & Design II

**Prerequisite: Department Head Permission**

The student continues where he/she left off in the previous CADD course, progressing at his/her own pace, acquiring increased knowledge and skill using the computer for drafting.

Abilities in spatial visualizations and 3-D modeling are reinforced. Engineering and architectural problems and the methods used in dealing with them are covered. Technical and occupational information is also presented. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

# Technology Education

## **Technical Computer Aided Drafting & Design III\***

**Prerequisite: TE 152 Gr. 11-12**

This is a full year advanced class in CADD. Students learn how to produce highly technical drawings in various areas. 3D modeling is used extensively in the production of drawings. Students must research occupational information and visit companies involved with CADD. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

*Note:* CADD classes marked with an asterisk (\*) may be offered as college level classes and therefore be eligible for college credit through Rhode Island College. Students must meet all the requirements established by RIC and pay a reduced tuition fee for the class. Check with the department head for more details.

## **Pre-Engineering Computer Aided Drafting\***

This course is designed for that student who may be planning to pursue a technical or engineering career. The basic and more sophisticated areas of drafting are surveyed through problem solving techniques, giving the student a sound base in engineering drafting. This challenging course recommended for students that have a background in computer operation. Extensive problem solving and higher level thinking skills are required for this class. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

## **CADD Early Enrollment Program\***

This course is a full year class designed for the student that needs a background in computer drafting to pursue engineering or other technical programs upon graduation. The student learns the basic use of the computer to produce technical drawings to technical standards and specifications. Students continue into highly technical drawings by utilizing advanced techniques. Students are presented with an assortment of engineering problems that prepare them for their chosen field. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4.*

*\*Student must be in College Preparatory Program and planning a career in engineering or a technical field.*

## **Technical Computer Aided Drafting & Design III**

**(TE153)**

**1Credit**

**1 Credit +1 Math**

## **Pre-Engineering Computer Aided Drafting**

**(TE154)**

**1Credit**

**1 Credit +1 Math**

**1 Credit Computer**

## **CADD Early Enrollment Program**

**(TE155)**

**1 Credit**

**1 Credit Computer**

# Technology Education

## Architectural Computer Aided Drafting & Design I

(TE156)

1Credit

1Credit +1 Math

1 Credit Computer

### Architectural Computer Aided Drafting & Design I

This is a basic architectural course dealing with the designing, drawing and construction practices involved in building a residence. Through CADD drawings, the student will come to understand the various aspects of home design, and will develop those necessary technical skills that enable him/her to communicate and express his architectural ideas in a comprehensive, efficient, and creative manner. *1.1-*

*1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

## Architectural Computer Aided Drafting & Design II

(TE157)

1Credit

1Credit +1 Math

1 Credit Computer

### Architectural Computer Aided Drafting & Design I

**Prerequisite: TE 156**

This advanced course follows Architectural CADD I with more in-depth information being presented. The class also includes study and drawing plans for commercial structures.

Students must research occupational information and visit companies involved with architecture and building trades.

Students may wish to enter design contests. *1.1-1.6, 2.1-2.3,*

*3.2, 3.5, & 4.1-4.4*

## Independent Study In Communication Technology

(TE159)

1 Credit

### Independent Study In Communication Technology

**Prerequisite: Minimum of 2 credits in related courses Approval of Department Head/teacher/administrator**

This course is designed for the exceptional student that has already completed course work in this area and has exhausted the traditional course offerings. The student will choose an area of concentration in Communication Technology to perform advanced work. The student will be expected to research and experiment this area fully in order

to understand the technologies being used as well as its applications. The instructor will directly oversee the student's work, to ensure that the student is performing at the expected

level. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

# Technology Education

## **Exploring Materials Processing Technology**

The purpose of this half-year course is to introduce the student to Technology activities that relate primarily to the processing of wood and related materials. The safe use of tools and machinery is stressed throughout the course. Hands-on activities are used to teach the student problem solving skills through experimentation in this area. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

**Exploring  
Materials  
Processing  
Technology**  
(TE160)  
1/2 Credit

## **Materials Processing Technology I**

This full year course introduces the student to the processing of wood and related materials. Students use problem-solving skills to design and fabricate various items. They will learn about accurate measurements, craftsmanship and how to become a wise consumer. A combination of group and individual activities, including a study of mass production is introduced. Related areas and career opportunities are also explored. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

**Materials  
Processing  
Technology I**  
(TE 161)  
1 Credit

## **Materials Processing Technology II**

### **Prerequisite: TE 161**

This course begins with a review of the design process as well as the use of tools and machines. The student will study various methods of producing products using wood and/or related materials. Mass production activities will be used to demonstrate concepts used in the real world. Self-directed activities, jigs and fixtures will be introduced. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

**Materials  
Processing  
Technology II**  
(TE 162)  
1 Credit

## **Materials Processing Technology III**

### **Prerequisite: TE 162**

This is a full year advanced class in woods. Students learn how to produce highly sophisticated objects using various advanced procedures. Students must research occupational information and visit companies involved with various stages of materials fabrication. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

**Materials  
Processing  
Technology III**  
(TE 163)  
1 Credit

# Technology Education

## Exploring Integrated Materials Processing

(TE165)

1/2 Credit

### Exploring Integrated Materials Processing

This program allows the student to experience the manufacturing processes that are common to metals, wood, plastics and various other materials. Fundamental operations and processes are introduced through various technology learning activities.

Advanced work including computer-based operations will be introduced. Students are encouraged to do research and solve various problems presented to them. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

## Exploring Structures

(TE166)

1/2 Credit

### Exploring Structures

This half year exploratory course introduces the student to the basic elements of constructing structures. Activities include research into various types of structures as well as designing and building of scale models. These models are tested under various loads for strength and integrity. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-*

*4.4*

## Independent Study Construction Manufacturing Technology

(TE169)

1 Credit

### Independent Study Construction Manufacturing Technology

**Prerequisite: Minimum of 2 credits in related courses Approval of Department Head/Teacher/administrator**

This course is designed for the exceptional student that has already completed course work in this area and has exhausted the traditional course offerings. The student will choose an area of concentration in Construction and Manufacturing Technology to perform advanced work. The student will be expected to research and experiment this area fully in order to understand the technologies being used as well as its applications. The instructor will directly oversee the student's work, to ensure that the student is performing at the expected level. *1.1-1.6, 2.1-2.3, 3.2, 3.5, &*

*4.1-4.4*

# Technology Education

## Exploring Technology

The purpose of this half-year course is to introduce the student to the major areas of Technology. This class will foster career awareness, which helps the student to decide which area of technology best suits his/her needs. The areas of study will include communication, construction & manufacturing, power & energy and transportation. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

**Exploring  
Technology**  
(TE170)  
1/2 Credit

## Exploring Engineering & Technology I

This course will provide students with the opportunity to learn about major engineering concepts as well as work related areas. The areas of study will include: communication, construction & manufacturing, power & energy and transportation. The course will involve activities that use science, math and other related areas to solve practical problems. Students will be evaluated according to research, design, construction and presentation of assigned activities. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

**Exploring  
Engineering &  
Technology I**  
(TE174)  
1/2 Credit  
1/2 Credit +1 Math

## Exploring Engineering & Technology II

This is a continuation of the Exploring Engineering and Technology course (TE174) already in place. The student will learn, in greater depth, the relationship of math and science to technology. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

**Exploring  
Engineering &  
Technology II**  
(TE175)  
1/2 Credit  
1/2 Credit +1 Math

## Exploring Engineering & Technology I&II

This is a full year course of the courses described above. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

**Exploring  
Engineering &  
Technology  
I&II**  
(TE171)  
1 Credit +1 Math

# Technology Education

## Home & Auto Ownership

(TE178)

1/2 Credit

### Home & Auto Ownership

This course is designed to expose the student to a wide variety of common problems related to effectively obtaining and maintaining a home and auto. A wide range of topics will include: basic plumbing, basic carpentry, basic electricity, and financing, basic auto maintenance and safety concerns. The student will be able to identify problems and intelligently discuss the problem with professionals in order to determine the best course of action to resolve the problem. The student will become an educated consumer that is able to identify quality versus inferior products. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

## Independent Study Current Issues In Technology

(TE179)

1/2 Credit

### Independent Study Current Issues In Technology Prerequisite: Minimum of 2 credits in related courses. Approval of Department Head/Teacher/administrator

This course is designed for the exceptional student that has already completed course work in this area. This class has a teacher directed curriculum that covers some of the many topics in technology today. Students are presented with current problems related to technology. The student attempts to resolve this problem by doing research and experimentation. Topics may include: environmental issues, social impact of technology, and innovative designs to solve current problems.

*1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

## Power & Energy

(TE180)

1/2 Credit

### Power & Energy

This course presents an opportunity for students to become aware of the various energy sources and the applications of these sources in the technological world in which we live. Students will study various sources of power. Transmission systems, such as mechanical, fluid, and electrical, will be studied in relation to transportation, communication and production. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

## Electricity & House Wiring

(TE185)

1/2 Credit

### Electricity & House Wiring

This course includes the study of electrical theory including simple electrical circuits, (voltage, current, and resistance) series and parallel circuits, conductors and electric motors. Students will also be introduced to the principles and techniques of good house wiring. Safe wiring practices will be stressed throughout the course. The student will learn how to safely wire the basic circuits found in the home. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

# Technology Education

## **Independent Study In Power/Energy Technology**

**Prerequisite: Minimum of 2 credits in related courses Approval of Department Head/Teacher/administrator**

This course is designed for the exceptional student that has already completed course work in this area and has exhausted the traditional course offerings. The student will choose an area of concentration in Power and Energy Technology to perform advanced work. The student will be expected to research and experiment this area fully in order to understand the technologies being used as well as its applications. The instructor will directly oversee the student's work, to ensure that the student is performing at the expected level. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

## **Transportation Systems**

This course provides students with a chance to investigate various traditional and innovative transportation systems. Students will build and test models of their own designs. Students will enter their designs into "race" competitions with other students. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

## **Independent Study In Transportation Technology**

**Prerequisite: Minimum of 2 credits in related courses Approval of Department Head/Teacher/administrator**

This course is designed for the exceptional student that has already completed course work in this area and has exhausted the traditional course offerings. The student will choose an area of concentration in Automotive Technology to perform advanced work. The student will be expected to research and experiment this area fully in order to understand the technologies being used as well as its applications. The instructor will directly oversee the student's work, to ensure that the student is performing at the expected level. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4.*

## **Independent Study In Power/Energy Technology**

**(TE189)**

**1 Credit**

## **Transportation Systems**

**(TE195)**

**1/2 Credit**

## **Independent Study In Transportation Technology**

**(TE199)**

**1 Credit**

# Technology Education

## Automotive Technology I (TE191) 1 Credit

### Automotive Technology

This course provides an introduction to auto mechanics. Areas of concentration include: engines, transmissions, chassis, troubleshooting, safety information, fundamental principles of operation, and basic service procedures. Content is described in simple, non-technical language. Instruction is provided as to how cars are constructed, how the parts work, causes of malfunctions, and what is required to achieve top performance. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

## Automotive Technology II (TE192) 1 Credit

### Automotive Technology II Prerequisite: TE 191

This course is a continuation of Auto I. The students gain in depth experience working with various automobile sub systems. The student will have hands-on automotive experiences in problem solving diagnosis and maintenance procedures. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

## Automotive Technology III (TE193) 1 Credit

### Automotive Technology III Prerequisite: TE 192

This is a full year advanced class in Automotive for students who are planning a career in the transportation industry. This course is an in depth study of major aspects to the auto industry. *1.1-1.6, 2.1-2.3, 3.2, 3.5, & 4.1-4.4*

# Music-Fine Arts

**Any music course will fulfill the one-half fine arts credit requirement for college-bound students.**

The music curriculum is designed to provide opportunities for participation by student performers and non-performers alike. The performing musical organizations, which include orchestra, choruses, and bands, provide the opportunity for student musicians to develop talents begun in the earlier levels of their school education. These performance-oriented groups not only provide this development, but foster school and community spirit as well. Music Theory, Harmony, and Music Appreciation are offered to the entire school population as electives in the fine arts.

Regardless of previous musical training, students may broaden their education through participating in, or study of, some form of music. **All music courses count toward the one credit fine arts requirement for all students.**

The 9-12 Music-Fine Arts Education Curriculum is designed to accomplish the following academic Expectations:

- 1. Communicate effectively via reading, listening, speaking, writing, visual, and technological means.**
- 2. Solve problems effectively.**
- 3. Possess a broad perception of the world with an appreciation of diverse cultures, environments and the arts.**

## Introduction To Chorus

**Prerequisite: Permission of the instructor or choral director at the junior high school level.**

This course is designed for students who like to sing, and will focus on the basic skills necessary for concert chorus. The class will address basic vocal production, pitch matching, unison and part-singing. Also, basic skills required for performance situations will be addressed. *1.1, 1.2, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## Freshman Chorus

This course is only offered to freshmen during first semester. A second 1/2 credit may be obtained during the second semester of that year with the approval of the instructor (MU35). This course is designed to integrate the students into the High School Chorus. After school rehearsals and public performances will count as a graded exercise toward the final mark. See **MU33** for a further description. *1.1, 1.2, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## Introduction To Chorus

**(MU31)**

**1/2 Credit**

## Freshman Chorus

**(MU32)**

**1/2 Credit**

**(MU35)**

**1/2 Credit**

# Music-Fine Arts

## Concert Chorus

(MU33)

(MU68, 69, 70)

1 Credit

### Concert Chorus

**Prerequisite: Recommendation from a music instructor.**

Music up to and including four-part singing will be prepared for public performances. A study of the role of the conductor, leading to student conducting, will be included. Music in Latin, French, Italian, German, and Hebrew may also be included. Introduction of music with solos and the use of choral music with instrumental accompaniment will be explored in this class. This course is offered in Grades 9-12 and may be repeated for credit since there are several degrees of difficulty encountered in the program. After school rehearsals and public performances will count as graded exercises toward the final mark. *1.1, 1.2, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## Chorus Honors

(MU92)

### Chorus Honors

**Prerequisite: Recommendation from a music instructor.**

The course framework of the one-year course will be similar to that of Chorus. *1.1, 1.2, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## Freshman Orchestra

(MU39)

1/2 Credit

(MU38)

1/2 Credit

### Freshman Orchestra

This course is only offered to freshmen during first semester. A second 1/2 credit may be obtained during the second semester of that year with the approval of the instructor (MU38). This course is designed to integrate the students into the High School Orchestra. Full ensemble rehearsals are essential and will take place periodically after school. Concerts and dress rehearsals are mandatory. See MU43 for a further description. *1.1, 1.2, 1.4, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

# Music-Fine Arts

## **Freshman Band**

This course is only offered to freshmen during first semester. A second 1/2 credit may be obtained during the second semester of that year with the approval of the instructor (MU42). This course is designed to integrate the students into the High School Concert Band. After school rehearsals and public performances will count as a graded exercise toward the final mark. See **MU41** for a further description. *1.1, 1.2, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## **Concert Band**

**Prerequisite: The recommendation of a music instructor in the Warwick School System. One credit is granted for each successful year of participation.**

The Concert Band is available to students who read music and have at least one year's experience in playing a wind or percussion instrument. The development of music reading ability, tone, technique, phrasing and sight-reading will be stressed. This class is aimed at developing an overall ensemble sound under the direction of a conductor in a large group situation. All students are urged to take private lessons in order to develop the technique necessary to perform music presented in class. Most music explored in this class will be presented in public performances. This course may be taken each year the student is enrolled in the school since there are numerous levels of achievement possible. After-school rehearsals and public performances will count as a graded exercise toward the final mark. *1.1, 1.2, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## **Concert Band Honors**

**Prerequisite: The recommendation of a music instructor in the Warwick School System. One credit is granted for each successful year of participation.**

The course framework of the one-year course will be similar to that of Band. *1.1, 1.2, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## **Freshman Band**

**(MU40)  
1/2 Credit  
(MU42)  
1/2 Credit**

## **Concert Band**

**(MU41)  
(MU 61, 62, 63)  
1 Credit each**

## **Concert Band Honors**

**(MU82)  
1 Credit**

# Music-Fine Arts

## Orchestra

(MU43)  
1 Credit

## Orchestra

**Prerequisite: One or more years of experience playing a musical instrument.**

This course is for students who play any musical instrument.

The focus of this course will be on music reading, sight reading, tone, technique and phrasing to develop an overall ensemble sound under the direction of a conductor in a large group setting. These factors, as well as, attendance, active participation and preparedness, will be assessed. This course may be taken each year the student is enrolled in the school, since there are numerous levels of achievement possible. Full ensemble rehearsals are essential and will take place periodically after school. Concerts and dress rehearsals are mandatory. A full letter grade reduction may occur if any of these are missed. *1.1, 1.2, 1.4, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## Orchestra Honors

(MU47)  
1 Credit

The course framework of the one-year course will be similar to that of Orchestra. *1.1, 1.2, 1.4, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## Jazz/Show Choir/Chorale

(MU34) (MU37)  
1 Credit

## Jazz/Show Choir/Chorale

**Prerequisite: Permission of the instructor**

This is a select group of experienced singers who will sing more difficult music in a show/jazz choir/chorale performance setting. Development of solo voice, individual solos, sight-reading, and sight singing will be included. Public performances will count as graded exercises toward the final mark. Show Choir/Chorale may be taken each year the student is enrolled in the school. This course **may be** offered on an extended day basis only. All instructional time is programmed beyond the parameters of the school day. Students enrolled will be expected to attend all classes and rehearsals just as they would for classes scheduled within the school day. Only students enrolled in MU32 or MU33 are eligible for this course. *1.1, 1.2, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

# Music-Fine Arts

## Chamber Ensemble

**Prerequisite: The recommendation of the instructor.**

This course is for students, with experience playing any musical instrument, who wish to develop and expand on their performance skills. Students will perform in small ensembles that include, but are not limited to, octets, quartets, trios, and chamber orchestra of like or mixed instruments depending on enrollment and experience. Development of solo and group performance technique, sight-reading, and advanced musical repertoire of a variety of styles will be the main focus of the course, with attendance, preparedness, and active participation also being assessed. This course may be taken each year the student is enrolled in the school, since there are numerous ensemble possibilities and possible levels of achievement. Concerts and dress rehearsals are mandatory. Missing one of these may result in the lowering of up to a full letter grade. All instructional time is programmed beyond the parameters of the school day. Students enrolled will be expected to attend all classes and rehearsals just as they would for classes scheduled within the school day. *Only students who audition or have the recommendation of the instructor are eligible for this course.*  
*1.1, 1.2, 1.4, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## Jazz Band

**Prerequisite: The recommendation of the instructor. One credit is granted for each successful year of participation.**

The Jazz Band is available to students who have at least one year of experience in playing an instrument that will complement the orchestration of a standard jazz ensemble. The development of music reading ability, tone, technique, phrasing, and improvisation in the material explored in the small ensemble medium will be stressed. Most music explored in this class will be presented in public performances. Public performances will count as a graded exercise toward the final mark. All instructional time is programmed beyond the parameters of the school day. Students enrolled will be expected to attend all classes and rehearsals just as they would for classes scheduled within the school day. This course may be taken each year the student is enrolled in the school since there are numerous levels of achievement possible. *1.1, 1.2, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## Chamber Ensemble

(MU90)

1 Credit

## Jazz Band

(MU46)

1 Credit

# Music-Fine Arts

## Music Appreciation Honors E.E.P. (College Prep) (MU50) 1 Credit

### Music Appreciation—Honors E.E.P. No previous music training is required for this non-performance class.

The history of music from the medieval period to the present will be studied. Emphasis will be placed on listening to music from all historical periods covering all genres and styles. This course is taught in conjunction with the Music Department of Rhode Island College. Students may receive undergraduate credit upon successful completion of this course. The course is designed as an introductory music appreciation course for the non-music major. Students will “experience” a wide variety of music styles representative of all historical periods (Medieval times to present.) The course contains components for multi-sensory exposure to all aspects of music as a non-threatening participatory experience for which no previous musical training is necessary. Music as it relates to all aspects of culture (social, political, religious, artistic, and historical) will be explored. The fee for receiving the appropriate college credit is established by R.I. College. *1.1, 1.2, 1.3, 1.5, 1.6, 2.1-2.3, 3.4, 3.5.*

## Exploring Music (MU51) 1/2 Credit

### Exploring Music Prerequisite: Recommendation of the Instructor

This course will address most if not all the questions a beginning student might have about music. It is organized in five parts. Part I deals with music as a sound and begins the teaching of acoustics. Part II introduces the basics of musical notation and describes how music is built from its components of melody, rhythm, harmony, and counterpoint. Part III deals with music as an art. Students will learn how to listen with greater enjoyment, and trace the history of music from the earliest primitive cultures of man to the present day. Part IV provides an opportunity to make music. It introduces the five instrumental families - string, wind, percussion, keyboard, voice - and then gives the basics of performance. Finally, Part V discusses the uses of music in modern society. It describes the many careers which requires knowledge of music and the many ways music interacts with contemporary life. *1.1, 1.2, 1.3, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

# Music-Fine Arts

## Music Theory

**Prerequisite - None. It is recommended that a student have some instrument playing or singing experience before taking this course.**

This course is aimed at developing a better understanding and appreciation of how music is written. It will proceed from the most fundamental techniques of music writing to a level appropriate to the particular class. It will acquaint the student with written harmony, keyboard harmony, ear training, sight singing, and opportunities will be given for creative writing. *1.1, 1.2, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## Music Theory

(MU52)

1/2 Credit

## Music Harmony

**Prerequisite - The completion of Music Theory.**

Music harmony is a course of study designed as a continuation of Music Theory. Along with an intensive study of chords and progressions, it also deals with the areas of orchestration, arranging and transcription. *1.1, 1.2, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## Music Harmony

(MU53)

1/2 Credit

## Class Piano

This course will teach basic piano and music reading skills. Students will receive both group and individual instruction. Each student must demonstrate specific skills by playing on the keyboard such things as scales, chord patterns, and songs. Minimal written work will be included concerning the elements of music and notation. However, the majority of this course will be “hands on” skills. *1.1, 1.2, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

**Note:** This course will be offered 1<sup>st</sup> semester only.

## Class Piano

(MU54)

1/2 Credit

# Music-Fine Arts

## Class Piano II

(MU64)  
1/2 Credit

### Class Piano II

#### Prerequisite – Class Piano I

This course is designed as a continuation of Class Piano I and is designed for students who demonstrate a high level of proficiency at the piano and a keen understanding of music reading skills. A more advanced repertoire will be explored. *1.1, 1.2, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## Piano Independent Study

(MU65)  
1/2 Credit

### Piano Independent Study

#### Prerequisite – Class Piano I & II

This course affords the advanced piano student an opportunity to fine tune skills at the keyboard as well as advance music reading skills. An advanced solo performance repertoire will be explored. *1.1, 1.2, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## History Of JAZZ

(MU56)  
1/2 Credit

### History Of Jazz

This course will examine the creation and development of one of the first uniquely “American” art forms, Jazz.. Some social and political issues and events in 20<sup>th</sup> Century America will be explored through the study of both vocal and instrumental jazz. Activities will include listening, analyzing, reading, discussion, projects, videos and improvisation. (Strongly recommended for members of Jazz Band and Jazz Chorus.) *1.1, 1.2, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

**Note:** This course will be offered 2<sup>nd</sup> semester only.

## Music Theory A.P. Honors

(MU86)  
1 Credit

### Music Theory A.P. Honors

#### Prerequisite – Permission of the instructor.

The ultimate goal of this course is to develop a student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a musical score. The achievement of this goal will be promoted by integrated approaches to the student’s development of aural, sight-signing, written, compositional, and analytical skills through listening, performance, written, creative, and analytical exercises. This course will instill mastery of the rudiments and terminology of music, including notation, intervals, scales and keys, chords, metric organization, and rhythmic patterns. A fee is required for the AP exam. *1.1, 1.2, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

# Visual Arts - Fine Arts

**The Warwick Public Schools Visual Arts Program incorporates National, State and local Visual Arts Standards in all of our courses. We also provide all basic art supplies (with the exception of photographic film) for all of our courses.**

Visual Arts education benefits the student because it cultivates the whole individual, gradually building many kinds of literacy while developing intuition, reasoning, imagination, problem solving, creative and critical thinking, and dexterity into unique forms of expression and communication. This process requires not merely an active mind but a trained one. A visual arts education benefits society because students in the visual arts gain powerful tools for understanding human experiences, both past and present. Students learn to respect the very different ways others have of thinking, perceiving, forming, and expressing themselves. They learn to make decisions in situations where there are no standard answers. By studying visual arts, students stimulate their natural creativity and learn to develop it to meet the needs of a complex and competitive society. That is why, in any civilization, ours included, the arts are inseparable from the very meaning of the term “education.” We know from long experience that no one can claim to be truly educated who lacks basic knowledge and skills in the Visual Arts Education.

The following course descriptions are designed to provide students with insights into the various opportunities of Visual Arts education courses available to them. The National, Rhode Island, and Warwick Visual Arts standards will be followed to guide the content of all the Visual Arts courses. All visual arts courses count toward the one credit fine arts requirement for all students.

The 9-12 Visual Arts—Fine Arts Education Curriculum is designed to accomplish the following academic expectations:

- 1. Communicate effectively via reading, listening, speaking, writing, visual, and technological means.**
- 2. Solve problems effectively.**
- 3. Possess a broad perception of the world with an appreciation of diverse cultures, environments and the arts.**

## Exploring Art

Exploring Art is an introduction to fundamental visual art concepts, skills, and techniques, which have been demonstrated by master visual artists of the past and present. Students will be introduced to and explore a variety of art mediums such as drawing, painting, sculpture, graphic design, printmaking, collage, and fibers. Students are given specific projects or visual art problem solving assignments. Included is the requirement that students organize art tools and working procedures efficiently and that they are responsible for management and clean up of individual working spaces. This is an introductory one-half year course. *1.1, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## Exploring Art

**(VA9)  
1/2 Credit**

# Visual Arts - Fine Arts

## Studio Art I

(VA10)  
1 Credit

### Studio Art I

This course introduces the high school student to the studio art production and thinking processes that are used by visual artists. Developing skills in drawing media (pencil, charcoal, pen & ink, pastels, and markers), painting media (watercolor, ink and acrylic), sculpture media (ceramics/clay, 3-D design, and constructions/assemblages), graphic design media (calligraphy, illustration/poster design, cartooning, and computer graphics), printmaking media (monoprint, lino/woodcut block printing, etching and serigraphy), fiber/textile design, interior and exterior design and other studio mediums and tools, each student is expected to plan and use step-by-step procedures to complete assigned projects on time. Studio projects include problems with careful observation of various structures and imaginative use of materials to demonstrate learned observations, visual compositions, and inventive solutions to given visual art problems. Each student is expected to develop skills in both 2-D and 3-D structure, imaginative problem solving, critical thinking and visual transformation abilities.

This is an introductory one year course. *1.1, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## Introduction To Two & Three Dimensional Design

(VA11)  
1/2 Credit

### Introduction To Two & Three Dimensional Design

Design is a process common to all works of art. In this introductory design course the student will incorporate a basic problem-solving approach to learning about the principles of design and the elements of art with various mediums that are conducive to two-dimensional and three-dimensional forms. The applied design may be achieved by materials such as clay, fibers, wood, cardboard, paper, metals, etc. This intro design class will be a collaborative effort of creating unique forms as well as investigating the cultural and historical aspects of visual design.

This is an introductory one-half year course. *1.1, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

# Visual Arts - Fine Arts

## **Advanced Two & Three Dimensional Design**

**Prerequisite: VA11 or recommendation from teacher/administrator**

This course is a continuation of the Intro to Two and Three-Dimensional Design course. In this design course the student will incorporate a more advanced problem-solving approach to learning about the principles of design and the elements of art. Students will explore various mediums that are conducive to two-dimensional, three-dimensional, and spatial design forms. The applied design may be achieved by using art materials such as clay, fibers (textile design), wood, cardboard, paper, metals, etc. This advanced level design class will be a collaborative effort of creating unique design forms and solutions, as well as investigating the cultural and historical aspects of visual design. *1.1, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## **Studio Art II**

**Prerequisite: Studio Art I (VA10) or recommendation from teacher/administrator**

The Studio Art II student will be able to apply knowledge and skills acquired in introductory Visual Arts courses to a series of intermediate Visual Art problems. *1.1, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## **Studio Art III**

**Prerequisite: VA 12 or recommendation from teacher/administrator**

The Studio Art III student will be able to apply knowledge and skills acquired in Studio Art II to a series of advanced visual art problems. *1.1, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## **Visual Arts Independent Study**

**Prerequisite: Minimum of two years of fine art courses, an independent study contract and recommendation from teacher/administrator**

Independent study is designed for the qualified high school student who can define an individual art study project and is prepared to follow an individualized problem solving process developed by the student and a visual arts teacher. The study project is concluded by the student's presentation of results based upon the agreed objectives and procedures set forth in advance by contract. *1.1, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## **Advanced Two & Three Dimensional Design**

**(VA18)**

**1/2 Credit**

## **Studio Art II**

**(VA12)**

**1 Credit**

## **Studio Art III**

**(VA13)**

**1 Credit**

## **Visual Arts Independent Study**

**(VA14)**

**1/2 Credit**

# Visual Arts - Fine Arts

## Fine Arts/Visual Arts

(College Prep)

(VA15)

1/2 Credit

### Fine Arts/Visual Arts

The student will investigate the arts of world cultures, past and present, in a variety of ways, including the use of studio media, reference materials, discussions, slide presentations, and art exhibits. Each student is expected to demonstrate the use of both imaginative problem solving abilities and critical thinking skills. *1.1, 1.3, 1.5, 1.6, 2.1-2.3*

## Advanced Art Prep-Honors

(VA16)

1 Credit

### Advanced Art Prep-Honors

**Prerequisite: Recommendation of Visual Arts Teacher/administrator** Students must meet "Honors" criteria.

The Advanced Art Prep Honors course is designed for highly motivated students who are interested in the study of visual arts. The content of this course will focus on the drawing portfolio and/or the 2-D design portfolio. The course provides a special opportunity to begin to prepare a portfolio for admission to art school and to acquire knowledge of the professional art world and career in visual arts. Students in this course are required to work outside the classroom, to maintain an art idea sketchbook, and to complete weekly homework assignments.

VA 16 and VA17 will run concurrently with junior and senior high students in the same class, unless enrollments warrant separate classes. *1.1, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## Advanced Studio Art A. P. Honors

(VA17) (Drawing)

1 Credit

(VA30) (2-D Design)

1 Credit

### Advanced Studio Art A. P. Honors

**Prerequisite: Recommendation of Visual Arts Teacher/administrator.** Students must meet "Honors" criteria

The content of this course will focus on the drawing portfolio and/or the 2-D design portfolio. The scope of work for this course is equivalent to that of an introductory college course in studio art. The course provides a special opportunity to prepare a portfolio for admission to art school and to acquire knowledge of the professional art world and careers in the visual arts. Students in this course are required to work outside of the classroom, to maintain an art idea sketchbook, and to complete weekly homework assignments. Seniors may elect this course without having completed the junior Advanced Studio Art Prep course. However, students should be aware that this Advanced Placement Studio course involves significantly more time and effort than a typical high school studio art course and is not for the casually interested.

Advanced placement students are asked to present examples of their work that demonstrates their proficiency to the College Board for evaluation. A registration fee is required. VA 16 and VA17 will run concurrently with junior and senior high students in the same class, unless enrollments warrant separate classes. A fee is required for the AP exam. *1.1, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

# Visual Arts - Fine Arts

## **Studio Art Portfolio Honors**

**Prerequisite: Recommendation of the Visual Arts Teacher/administrator**

Studio Art Portfolio is designed for the serious art student. Students who take this course have the option of submitting an AP portfolio to the college board or take the course for Honors credit. The course work is the same whether taking the course for A.P. credit or Honors credit. *1.1, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## **Studio Art Portfolio Honors**

**(VA20)**

**1 Credit**

## **Digital Imagery & Photography**

**Prerequisite: Exploring Art (VA9) or Studio Art 1 (VA10) or Intro to 2 and 3D Design (VA 11)**

Discover the basics of shooting photos, manipulating and printing digital images. Students will learn about the settings and functions of digital cameras as well as the basic techniques of making photographs. During the course students will photograph various subjects and review and critique each other's images. Using scanners and Adobe Photoshop, students will import images into the computer and learn how to manipulate various elements before printing, offering endless possibilities for special effects. Ultimately, students print their images in black and white and color using ink-jet or laser printers. *1.1, 1.5, 1.6, 2.1-2.3, 3.4, 3.5*

## **Digital Imagery & Photography**

**(VA25)**

**1/2 Credit**

# Physical Education

The function of the elementary and secondary schools is to provide experiences that will lead to the fullest development of students, both in their adolescent years and in adult life. Physical Education in Warwick serves part of the total education that contributes to the development of the individual through the medium of physical activity. Physical Education provides experiences needed by students that cannot be offered in any other part of the curriculum. Hence, the unique contributions of Physical Education lie in the realm of physical fitness and are derived through participation in several varying activities.

The 9-12 Physical Education Curriculum is designed to accomplish the following academic expectations:

- 1. Communicate effectively via reading, listening, speaking, writing, visual, and technological means.**
- 5. Demonstrate positive health habits, including physical exercise, in order to enhance physical and emotional well being.**

To be consistent with RI Standards in Physical Education, the secondary schools will provide:

An opportunity to develop gross motor skills.

A setting in which experiences will help each student enjoy physical activity.

A variety of opportunities to develop self confidence, individual initiative, leadership and responsibility to self and society.

Experiences which recognize a diverse range of human talents and interests.

An understanding and awareness of weight control and body composition.

An environment that supports the rules necessary for the concept of fair play and for the safety of the participants.

An opportunity to develop cooperation, teamwork, and good sportsmanship skills.

Knowledge and experience in activities that will encourage and assist the individual to maintain physical fitness and healthy behavior habits throughout life.

The senior high school physical education program articulates with the curriculum provided in junior high. Students should be offered the opportunity to further develop the skills of various activities to which they have been exposed in junior high school. As students approach adulthood, they desire and should be offered the opportunity to take part in decision making and evaluation. The senior high school curriculum offers an elective approach within the required physical education program.

In the elective program students select courses which are of interest to them and are also included in the evaluation of activities which they can enjoy in adult life. The elective program should be organized in such a way as to ensure that students will be exposed to a proper balance of activities from each category. Students are required to pass four (4) years of physical education to graduate.

Electives for 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades:

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Soccer	Fitness/Aerobics	Archery
Flag Football	Badminton/Pickleball	Fitness Walking
Softball	Basketball	Softball
Fitness Walking	Volleyball	Speedball
Tennis	Table Tennis	Senior Activities
Speedball	Weight training	Weight training
Weight training	Plyometrics	Tennis
Baby Sitting (Red Cross Cert.)	CPR/AED and First Aid (Red Cross Cert.)	

# Health and Family Life

The 9-12 Health and Family Life Curriculum is designed to accomplish the following academic expectation:

**5. Demonstrate positive health habits, including physical exercise, in order to enhance physical and emotional well being.**

The comprehensive health education program in the Warwick Public Schools provides students with a wide variety of topics concerning standards of behavior indicative of society. The purpose of health education is to promote an awareness of the potential for self-actualization and to enable students to learn the necessary skill for the development of a safe and healthy life style.

Content area topics include: Personal health, mental and emotional health, injury prevention and safety, nutrition, sexuality and family life, environmental health, disease control and prevention, substance use and abuse, consumer health and community health.

Through the weaving of content topics and health education standards, students will be able to accomplish the following:

1. Develop health promotion and disease prevention concepts.
2. Valid health information, products and services
3. Health-enhancing and health risk-reducing behaviors.
4. Influence of culture, media, and technology
5. Interpersonal communication skills.
6. Goal setting and decision making.
7. Personal, family,

Students must pass health education each year of high school in order to graduate. 5.1, 5.2, 5.3

# Warwick Area Career and Technical Center

Career preparation programs are available to West Warwick, East Greenwich and Warwick high school students beginning in grade 10. The employer influenced programs fulfill the District's mission by preparing students for further education and/or employment upon graduation. Most programs are located at the Center with satellite programs offered in each of the region's high schools.

The Center's programs are competency based with contextual learning developed through hands-on application of theory. Students are scheduled for a half day at the Center for career training and scheduled the other half day at their home high schools for academics. Students at the Center develop portfolios of their work and, whenever available, test for industry recognized certifications. Seniors spend their second semester in internships which frequently lead to full time employment.

Programs use industry based curricula to assure students are learning the most current skills required. Every program has an advisory committee with membership from business, industry, government and post-secondary education as appropriate.

Since programs adhere to current industry standards, most programs have articulation agreements with colleges which provide successful graduates with college credits for their high school work.

## **SKILLS/USA & DECA**

Skills/USA and DECA are student organizations for career preparation students. All Career Center students are enrolled in Skills/USA. DECA serves the needs of the Fashion Merchandising students.

Both organizations provide students with opportunities to develop leadership skills, to become involved in community service, to enhance their employability skills, and to compete in their technical skill areas. Students campaign for offices in the two organizations and the elected officers work within the Center and with other leaders at the state and national levels. A key component of Skills/USA and DECA is community service. Students fulfill this component through food drives and fund raising for charitable purposes.

Employability skills are enhanced through programs developed by the student organizations which address résumé writing, interviews, teamwork, appropriate on-the-job behaviors, and other skills required for success in the workplace.

The highest visibility element of Skills/USA and DECA is the student competitions. Students compete in their technical specialties at the school level. School level winners then enter statewide competitions where they face students from many other Career Centers and high schools. State level gold medalists earn the right to attend and compete at the national level where they meet and compete against the best students from across the country. The Warwick Career Center is proud to report having won two Skills/USA gold medals and one bronze medal over the last few years in competitions that began with thousands of students and with Warwick Center students finishing as the best of the best.

# CAREER CENTER

## WARWICK ACADEMIC REQUIREMENTS

All Career Center students, in addition to successfully completing their career preparation program, must satisfy the Warwick Public Schools academic credit requirements as well as the Graduation by Proficiency requirements. It is anticipated students will have completed the standard ninth grade program prior to entry to the Career Center.

During each of the three years at the Center, students will be completing their academic requirements at their home schools. Each year, students must earn a full credit in English and a half credit in the Physical Education/Integration Program. In addition, students must earn two credits in Math, Science, and/or Social Studies each year. Students must closely monitor the credits they earn to insure fulfilling the District's academic requirements.

So as to allow appropriate time for a comprehensive career preparation curriculum, students participating in Career Center programs do not have much flexibility or latitude in their schedules. Students are cautioned to achieve passing grades in all of their academic courses or, if failing a course, to make up the credit during summer school. This is suggested since students who need to make up courses to fulfill graduation requirements may not have sufficient time in their schedules to participate in Career Center programs in subsequent years.

Students in Drafting Technology (CAD), Graphic Design, Cisco Technology, and Fashion Merchandizing through their participation in these programs fulfill the Computer Literacy requirement for graduation.

## CAREER CENTER REQUIREMENTS

Students failing a Career Center program will not be allowed to return to the program which they failed. They may be considered for other programs based on the recommendation of the teacher of the program the student failed. The procedure for students receiving a grade of "D" is as follows. Certain students who earn a grade of "D" in a Career Center program will be allowed to return to the program if, in the judgment of the program teacher, the student has the potential and willingness to improve and the capacity to improve the grade to at least a "C" prior to graduation. The second group of students are those who are given a grade of "D" even though their performance may not warrant such. This "capacity" grade is provided so that their graduation is not imperiled due to the loss of three credits. This latter group will not be allowed to return to the program in which they received the "D" grade but may be considered for other programs based on the recommendation of the teacher of the program the student failed.

# CAREER CENTER

## **AVIATION ACADEMY (offered at East Greenwich High School)**

The Aviation Academy is a satellite technical program sponsored by the WACTC and housed at East Greenwich High School. More than ever before, the field of aviation is increasing in size due to the advancements in aviation technology, national security, and a large number of retirements. Education is an integral part of the Federal Aviation Administration's mission. It is mandated by Congress that the FAA carry out the responsibility of promoting an awareness of aviation. Instilling interest in aviation at an early age will ensure the continued growth of the aviation field. For the well trained, jobs are available with major air carriers as well as a large number of smaller providers of services supporting the aviation industry.

**Curriculum:** The Aviation Academy's curriculum adheres to strict Federal Aviation Administration guidelines. The course uses two FAA approved manuals. The first year centers on the Private Pilot Land Ground Instruction text with the second year using the Airframe and Powerplant text. The third year will use a combination of both texts and practical experience.

**Year One:** Examination of the principles of aerodynamics, analyze weather formation and hazards to aircraft operations, examine the various types of navigation, and log time in a dual seat flight simulator. Upon completion of Ground Flight Instruction, students may sit for the FAA written exam. Successful completion of the FAA written exam satisfies the theory portion of the Private Pilot License. Flight Maneuver lessons may begin at anytime during this process through an FAA approved flight school at the discretion and obligation of the student's parents or guardians.

**Year Two:** Provides a deeper understanding of aircraft systems. Students analyze aircraft materials, ground operations procedures, and safely evaluate basic avionics circuits. Students apply math and basic physics skills to aviation maintenance technology. Other areas within the aviation field are examined including Air Traffic Control, Airport Security, Airport Management, and Airline Operations.

**Year Three:** The students have the option of either completing an internship in their area of interest or further exploring any content area previously covered. Some cooperating site options are TF Green Airport Management Group, Southwest Airlines, United Airlines, Delta Airlines, and Horizon Aviation.

**Certifications:** Year One: FAA theory portion of Private Pilot License  
Year Two: FAA theory portion of Airframe and Powerplant

**Articulation agreements:** College credits may be attained through Embry Riddle Aeronautical University and UVSC Aviation through enrollment in the Aviation Academy.

**After graduation:** While many aviation jobs require additional post-secondary training, the Aviation Academy will provide the student with the skills necessary for entry level positions. The Aviation Academy can provide contacts for scholarships, grants, and financial aid.

**Aviation  
Academy  
I, II, III  
(CT101, Ct102,  
CT103)  
3 Credits Each  
Course  
(9 total)**

# CAREER CENTER

## Automotive Technology

### I, II III

(CT51, CT52, CT53)

3 Credits Each

Course

(9 Total)

### AUTOMOTIVE TECHNOLOGY

It was once called Auto Mechanics. Now it's called Automotive Technology because technology plays such a large role in keeping a car on the road. Sophisticated diagnostic equipment and microcomputer systems exist beside the engines, anti-lock brakes, and fuel injection systems. As the technology increased, so has the salaries. Auto dealerships want certified technicians. The Career Center can provide the education you need in preparation for becoming an ASE certified technician.

#### Curriculum:

The curriculum is sponsored and supported by the National Automotive Technology Education Foundation (NATEF). The program is a certified NATEF Auto Service Excellence (ASE) program. Eligible students are enrolled in the AYES program. In this program, students are paired with mentors in local dealerships and work in paid internships.

#### Year One:

The program begins with an introduction to safety, tools, equipment, and the auto industry. This is followed by Suspension and Steering Systems, Engine Systems, and Braking Systems.

#### Year Two:

This year continues learning from the first year curriculum and adds Basic and Advanced Electrical Systems and the various facets of Engine Performance including diagnostics, fuels, ignitions, sensors, actuators, etc. At the end of year two, qualified students participate in AYES internships at auto dealerships during the summer.

#### Year Three:

In preparation for second semester internships students learn Driveability Diagnostics; Manual Drive Trains; Automatic Transmissions; and Heating, Ventilation and Air Conditioning (HVAC) systems.

#### Certifications:

Students fulfill the education requirements for four of the eight NATEF auto technician certificates by graduation. Upon completing the Auto program, students are eligible to be ASE certified after serving the mandatory one year on-the-job experience.

#### Articulation agreements:

Northwestern College, Universal Technical Institute and New England Institute of Technology offer up to thirty credits for graduates of the Warwick program.

#### After graduation:

Program graduates are sought after by area auto dealers and other auto repair facilities. Graduates can either pursue advanced training while on the job (being paid to learn) or can go on to a number of technical degree programs at the college level.

# CAREER CENTER

## **BUSINESS INFORMATION PROCESSING (offered at West Warwick High School and open to high school juniors)**

Information is second only to money in creating successful organizations. Specialists with the skills to gather, process and distribute information play a key role. Workers in this field who can combine computer, communications and math skills are being sought for a wide array of interesting and well paying positions in business, finance, industry and government.

**Curriculum:** The guiding curriculum is the National Standards for Business Education.

**Year One:** First year students are immersed in business skills in math, computer application, communications, record keeping, and spreadsheets.

**Year Two:** Year two continues the ever important communications skills, advanced Microsoft Word, PowerPoint and Desktop Publishing, transcription, and advanced Excel.

**Year Three:** The final year first semester focuses on job seeking and retention skills and includes an automated office simulation project. Second semester students participate in internships in local banks, credit unions, insurance companies, and related businesses.

**Articulation agreements:** Qualified students receive thirteen credits at the Community College of Rhode Island, almost one full semester of work, for successfully completing the Business Information Processing program.

**After graduation:** Many students, some of whom never thought of going to college, see many opportunities for themselves by earning degrees. Other students take advantage of the job opportunities available right out of high school in a field in which job openings are growing at over 6% per year. Often students use the skills gained in high school to enter the job market and to then, at the same time, pursue further education.

## **Business Information Processing I, 2 (CT88, CT89) 3 Credits Each Course (6 Total)**

# CAREER CENTER

## Carpentry/ Cabinetmaking I, II, III (CT41, CT42, CT43) 3 Credits Each Course (9 Total)

### Carpentry/Cabinetmaking

The building boom continues both regionally and nationally. New home construction is only being exceeded by the work being generated by those who want to renovate or expand their existing homes. The industry provides a wide variety of career options for those who have the vision and skills to create a finished product from a set of plans. Join a program endorsed by the Association of Building Contractors, RI Builders Association, and EnergyStar.

#### **Curriculum:**

The curriculum is developed, maintained, and provided by the National Center for Construction Education and Research (NCCER). The Carpentry program is certified by the Association of General Contractors of America and the instructors are certified by NCCER.

#### **Year One:**

Workplace safety, including the OSHA safety training and certification required for those on worksites, begins the program. Students then progress to the safe and proper use of hand and power tools. Correct practice and application of construction techniques including residential layout, house locations, framing, sheathing, roofing, interior and exterior trim, remodeling and renovation, cabinet installation, stair construction and new techniques in house building – particularly energy efficiency – are all introduced. In addition, students are introduced to joinery and millwork fabrication techniques for architectural mill work, casework, cabinetry, and furniture; design; material estimation; layout; and finishes.

#### **Year Two and Year Three:**

The studies introduced in Year One are continued and expanded during the next two years of the program. House building skills are enhanced through the construction of one or more homes and other significant home related building projects. Joinery and millwork projects are completed in the well equipped Carpentry shop with students being challenged with progressively more complex woodworking projects.

#### **Certifications:**

Successful program graduates are awarded National Center for Construction Education and Research (NCCER) carpentry certificates.

#### **Articulation agreements:**

New England Institute of Technology will provide up to twenty four (24) credits to qualified students. Negotiations are underway to determine how many credits students will be awarded by the Community College of Rhode Island.

# CAREER CENTER

## **CHILD AND ELDER CARE (Offered at Pilgrim High School)**

If you find joy in the excitement of early childhood or the smile of a senior citizen who is dependent upon you for his or her care, this may be where you want to spend your life's work. Helping others provides so many rewards you may forget it's payday. But, it is important to note, to be truly helpful you must have mastered many skills to be a professional in this growing field.

**Curriculum:** The curriculum was developed from National Association for the Education of Young Children standards.

**Year One:** Learning of the social, emotional, physical and intellectual development of young children comes first. Pre-school operations precedes the hands-on experiences of the on-site pre-school. Students also study the normal aging process and its effects and do field work at the Pilgrim Senior Center.

**Year Two:** During the second year, the characteristics of school age children and special education regulations are studied. Management skills for pre-school operations are integrated into the hands-on on-site pre-school. The focus changes during the second semester to assisting the elderly with study into age related issues and the medically fragile.

**Year Three:** The first semester is devoted to field work with Alzheimer patients and in preparation for taking the certification examination. For the second semester, students are placed in internships related to their primary career interests – some aspect of child or elder care.

**Articulation agreements:** Qualified graduates receive college credit for successfully completing the program.

**After graduation:** Successful program completers have a wide array of opportunities available to them upon graduation. Many students have found their interests sparked and decide to pursue further education so as to become elementary school teachers or administrators in child and elder care facilities. Oftentimes, the internships served by students turn into full time positions.

## **Child and Elder Care I, II, III (CT55, CT56, CT57) 3 Credits Each Course (9 Total)**

# CAREER CENTER

## Cisco Networking Academy I, II, III (CT74, CT75, CT79) 3 Credits Each Course (9 Total)

Ever wonder how computers are able to talk back and forth between themselves, printers or other devices connected by different types of media such as copper wire, fiber or without connections at all? If you would like to know how to connect two computers to a printer or to connect thousands of computers together, this is your program. As the global economy expands, the number of IT related jobs increase. Companies worldwide need employees with Information Technology (IT) skills. In five years, IT spending will increase by 35.2% worldwide so employers will be looking for candidates skilled in the latest technologies.

### **Curriculum:**

The Cisco Networking Academy is an alliance of Cisco Systems, education, business, and government organizations around the world. It centers on teaching students how to design, build, troubleshoot and maintain computer networks. The Cisco program prepares students for the 21<sup>st</sup> century workplace while serving as a valuable model for successful e-learning. Students earn industry standard career certifications and learn life-long skills. The most important opportunity the Cisco Academy provides is the chance to learn Internet technology skills essential in a global economy.

### **Year One:**

Networking basics including Ethernet technologies, cabling of LANs and WANs, network media, TCP/IP and IP addressing, and routing fundamentals. Students learn to design, build and maintain LANs and WANs.

### **Year Two:**

Expands on Year One and adds initial router configuration, Cisco IOS Software management, routing protocol configuration, TCP/IP, access control lists (ACLs) and network troubleshooting. Students develop the skills to configure a router, manage Cisco IOS Software, configure routing protocols, create access lists and troubleshoot networks.

### **Year Three:**

In preparation for the CCNA exam and an internship, year three focuses on advanced IP addressing techniques (VLSM, NAT, PAT and DHCP), intermediate routing protocols (RIP v2, single-area OSPF, EIGRP) command-line interface configuration of switches, Ethernet Switching, Virtual LANs (VLANs), Spanning Tree Protocol (STP), VLAN Trunking Protocol (VTP), WAN technology and terminology, (PPP, ISDN, DDR, Frame Relay), network management and introduction to optical networking. Students develop the skills of switching basics, intermediate routing and WAN technologies.

### **Articulation Agreements:**

Upon completion of the three-year program students can graduate with up to 17 college credits. CCRI also provides a continuation opportunity for those students who graduate before they finish the four semesters and for those who want to go on to more advanced Cisco Certification.

### **After Graduation:**

Graduates of the Career Center with a Cisco Certified Networking Associate (CCNA) certification can expect beginning salaries in the \$30,000+ range. Students can also pursue certifications such as Cisco Certified Networking Professional (CCNP) and Cisco Certified Security Professional (CCSP) at two-year colleges or Cisco Certified Internetworking Expert (CCIE) at four-year colleges.

# CAREER CENTER

## CULINARY & BAKING ARTS

Like to cook? Like to bake? This could be just the program for you. Rhode Island is renowned for its fine eating establishments and is becoming more and more of a destination site for vacationers. Everyone wants good food so there are plenty of jobs. Those who make good food also make good money. The food service industry abounds in jobs some of which are in kitchens, bakeries and dining rooms while others are in related services and management.

### Curriculum:

The program is one of fewer than three hundred high schools nationwide certified by the American Culinary Federation (ACF).

### Year One:

Identification of products and equipment, sanitation, knife skills and care, table service, weights and measures, volume production of pastries and breads. Throughout the three-year program students operate the Career Center Café which is a full service dining room where students prepare and serve food to the general public.

### Year Two:

Extensive training in the three primary areas of food service: the kitchen, bakery and dining room. Classic techniques and current industry trends are covered.

### Year Three:

Preparation and testing for Sanitation License, menu planning, purchasing, quality control, catering, dietary and health considerations, and management are stressed during this year. Students meeting the criteria are placed in internships in local restaurants and bakeries.

**Certifications:** Sanitation License (State of RI), American Culinary Federation Certified Cook certificate

**Articulation agreements:** Graduates entering Johnson & Wales receive nine credits for work at the Center and are evaluated for credits from Bristol Community College.

**After graduation:** Some of the graduates take advantage of the advanced placement credits they receive from J&W and Bristol CC (and other colleges who recognize the ACF Certified Cook certificate). Other students take advantage of the many employment opportunities available in the food service industry (food service is second only to government in the number of jobs available).

**Culinary  
Arts  
I, II, III  
(CT91, CT92, CT93)  
3 Credits Each  
Course  
(9 Total)**

# CAREER CENTER

## Drafting Technology (CAD) I, II, III (Ct46, CT47, CT48) 3 Credits Each Course (9 Total)

### DRAFTING TECHNOLOGY (COMPUTER AIDED DESIGN)

Dream it, design it. Imagine being that person who makes imagination come alive. In this class, you learn how to take an idea and convert it into reality. Whether you envision yourself designing houses, complex machinery, or the products of tomorrow, the skills you need to achieve your goals are learned in the Drafting Technology program.

**Curriculum:** The curriculum was designed through a collaboration of local employers and educators with expertise in architectural and machine drafting and is aligned with the American Institute of Architects and American National Standards Institute standards.

**Year One:** The foundation of technical drafting including terminology, measurements, and familiarization with computer aided design software. As students progress, they are provided the option of pursuing either architectural design or mechanical engineering design.

**Year Two:** Mechanical students study advanced design concepts, manufacturing technology, geometric dimensioning and tolerancing. They continue with the study of applied mechanics as it relates to gears, cams, chain drives and linkages. Students produce accurate working drawings in accordance with ANSI and industry standards. Architecture students study advanced concepts of residential construction with an emphasis on applying the concepts to original designs. Students produce professional working drawing sets in accordance with AIA graphical standards, Rhode Island building codes, and architectural office practices.

**Year Three:** All students learn three dimensional modeling, rendering and animation as well as the principals of photo-realism used in design presentations. Students work on advanced, independent assignments and, with instructor approval, participate in internships with local manufacturing or architectural firms. The internships provide complementary and supplementary skills training.

**Articulation agreements:** College credits are awarded upon successful completion of the program by New England Institute of Technology and Johnson & Wales University.

**After graduation:** Graduates have sufficient entry level jobs skills to gain employment and sufficient competencies to receive advanced placement in a number of college programs. Oftentimes, students will pursue a career and advanced education simultaneously.

# CAREER CENTER

## ELECTRICITY

Interested in building things, working with your hands, working hard? Electricians have the power – or, more accurately, they have the power to control their future. Electricians have become more and more vital to residential and commercial building and renovations because the Technology Age runs on electricity. Where homes once had a couple of wall outlets per room and one phone jack for the entire house, modern homes and businesses require access to numerous wall outlets for their connection needs. Add home fire alarm and security systems and it's easy to see why electricians are in such great demand.

**Curriculum:** The National Center for Construction Education and Research (NCCER) provide the nationally validated curriculum. NCCER is the curriculum used and supported by the Rhode Island Chapter of the Associated Builders and Contractors. The International Brotherhood of Electrical Workers and National Joint Apprenticeship Committee curriculum are also used.

**Year One:** The focus in year one is residential wiring. Covered are electrical theory, AC and DC circuits, series and parallel circuitry, load calculations, material identification, technical reporting. In our mock house, students build a complete 100 amp service.

**Year Two:** The year two focus is commercial wiring. Students learn the skills needed for major electrical installations such as installing raceways, coupling, connecting, clipping. Fire alarm and security systems as well as troubleshooting are included. Students move into cutting edge technology when they learn how to install and maintain photovoltaic (solar) energy systems.

**Year Three:** Electric motors and motor controls; motor theory; troubleshooting; electrical generation, transmission and distribution; transformers are major topics. In preparation for internships, employability skills are developed.

**Certifications:** Students earn their OSHA safety card which is required for work on any construction site.

**Articulation agreements:** Through a combined project including the Career Center, New England Institute of Technology (NEIT), and the National Center for Construction Education and Research, negotiations are underway to determine how many credits students will be awarded by NEIT and the Community College of Rhode Island for successful completion of the NCCER Electricity program. Also, under recently passed legislation, students receive credit

**Electricity**  
**I, II, III**  
**(CT71, CT72, CT73)**  
**3 Credits Each**  
**Course**  
**(9 Total)**

# CAREER CENTER

## Electronics/ Computer Repair I, II, III (CT76, CT77, CT78) 3 Credits Each Course (9 Total)

### ELECTRONICS

In the Technology Age, technicians rule. With computers in every facet of our lives, those with the ability to build and maintain such equipment are in high demand. Add to this the opportunities provided by fiber optics and wireless communications and one has a broad range of career options from which to choose. If you like math, repairing intricate circuits and electromechanical systems and problem solving, this is your program.

**Curriculum:** Elements of both the Electronic Industry Association and the Electronic Technicians Association sponsored curricula are incorporated into the program. Students will prepare for A+ Computer Repair certificates in Hardware and Software.

**Year One:** The field of Electronics is introduced beginning with terminology, the laws and measurement of electricity, and a number of hands-on laboratory exercises to develop skills. Students are introduced to digital circuits, Boolean algebra, core hardware and operating system technology as well as installation, configuration, diagnostics, and preventative maintenance.

**Year Two:** Students progress to advanced applications of the above in preparation for the A+ Hardware Certification exam. Content includes security, safety, and environmental issues, communication skills, and professional etiquette.

**Year Three:** Advanced operating system theory and computer networking are studied in preparation for the A+ Software Certification exam. Qualified seniors will be provided internships in computer related positions in business, industry and government.

**Certifications:** A+ Computer Repair – Hardware and A+ Computer Repair – Software

**Articulation agreements:** Articulation agreements are in place with New England Institute of Technology and are being negotiated with the Community College of Rhode Island.

**After graduation:** The majority of program graduates have sought more advanced training at regional colleges, universities, technical institutes and in the military. However, there is a large labor market for skilled A+ certified technicians in the computer industry available immediately after high school. Many students will work full time while pursuing advanced education – oftentimes paid for by employers.

# CAREER CENTER

## FASHION MERCHANDISING

Behind the sale of every dress and shirt is a vast industry that is one of the nation's largest employers. From the pages of magazines to the racks of upscale fashion specialties stores lies an industry in need of professionals who are able to meet customers' demands before the customers even know they exist. Fashion merchandising careers can provide exciting and challenging steady employment and upward mobility for those willing to learn skills on-the-job to enhance their school learned skills.

**Curriculum:** The National Retail Federation has designed a curriculum which satisfies the employment requirements of the industry nationwide.

**Year One:** An immersion into the fashion industry including terminology; fashion movement and history; color, line and design; economic and marketing principles; textiles; men's, women's and children's wear; and accessories.

**Year Two:** Students advance to window displays, retail institutions, selling and customer service, store safety and security, advertising and promotion, buying, and the math related to the fashion industry.

**Year Three:** The first semester addresses visual merchandising, store management and small business operations, distribution, human relations, and communications. In preparation for the second semester internships, student study job search techniques, interviewing, and résumé writing.

**Articulation agreements:** Upon completion of the three year program, Johnson and Wales University provides program students 13.5 credits towards a degree program – 4.5 in Retailing, 4.5 in Textiles, and 4.5 in Business of Fashion

**After graduation:** The job market in fashion merchandising is huge and worldwide. Many students strive to get ahead by working in the field to gain experience while at the same time pursuing further education. Four year degrees and programs are available for those who aspire to the top positions in the industry.

## Fashion Merchandising & Management I, II, III (CT32, CT33, CT34) 3 Credits Each Course (9 Total)

# CAREER CENTER

## Academy of Finance I, II (CT61, CT62) 3 Credits Each Course (6 Total)

### ACADEMY OF FINANCE (offered at West Warwick High School beginning in junior year.)

What do Fidelity, Met Life, Amica, and Centreville and Citizens Banks have in common? They all hire employees with the skills developed in the Academy of Finance. Rhode Island's initiative to create 20,000 new jobs is focusing on the finance industry. Look to these jobs if you enjoy working with numbers and people.

**Curriculum:** The curriculum was developed under the auspices of the National Academy Foundation (NAF). NAF has an advisory board whose members represent industry giants such as American Express. The program is also affiliated with the Career Academy Support Network.

**Year One:** The initial year of the program includes Computer Applications (word processing, spread sheets, data bases, etc.), College Accounting I, and College Economics. During the summer between the first and second years, students participate in a paid internship designed to complement and supplement the skills developed in the classroom.

**Year Two:** During the senior year, students continue into College Accounting II and add Banking and Credit, Financial Planning, International Finance, and Securities.

**Certifications:** Upon graduation, Academy of Finance students receive a National Academy Foundation certificate along with their diploma.

**Articulation agreements:** Johnson & Wales University will provide 13.5 quarter credits to successful Academy graduates. Students may also enroll in the Rhode Island College Early Enrollment Program and receive 12 semester credits. An articulation agreement is being negotiated with Bryant College. NAF is also working with a number of colleges and universities around the country to provide college credits for NAF sponsored programs.

**After graduation:** Since job growth is projected to be very favorable in finance related industries and since Rhode Island is so aggressively pursuing finance related companies to move into or to expand within the State, the job outlook for those trained for finance related jobs is very promising. The State is also a great place to be for those who want to pursue more education with excellent programs at CCRI, RIC, Johnson & Wales, URI, and Bryant.

# CAREER CENTER

## GRAPHIC DESIGN

Ubiquitous means “everywhere.” Every book cover, magazine ad, soda can, web page, computer game, poster, calendar, cereal box, CD cover, newspaper ad, and logo plus much more are the work of graphic designers. The work of graphic designers is truly ubiquitous –it is everywhere. To enter this exciting field, you need to be creative, well disciplined (you will be creating designs for others), and have exceptional computer skills (most of today’s artwork is created on computers).

**Curriculum:** The curriculum is provided by PrintED, the education arm of the national printing industry.

**Year One:** Students begin with studio skills which include the creative process, terminology, colors, tones, shading, materials and tools. Students create artwork according to teacher requirements and industry standards. Students learn to judge and assess their own work and the work of others. Students are introduced to type selection and usage both by hand and computer.

**Year Two:** The needs of various print media – newspaper, posters, web pages, CD covers, billboards, brochures, television and more – are analyzed. Students begin using various software packages such as Dreamweaver, Flash, Illustrator, Painter, Photoshop, etc. for painting, drawing, photo enhancement and design.

**Year Three:** Students move to advanced study of color laser printers, color scanners, large format printers, digital and video cameras, and the flexi-sign plotter/cutter.

Qualified students participate in internships at graphics companies and within the graphics divisions of large businesses.

**Certifications:** Students can achieve PrintED certifications in Graphic Communications, and both Basic and Advanced Digital Image Preparation. The certificates are recognized within the graphics industry throughout the U.S.

**After graduation:** There are numbers of opportunities for entry level employees in the graphics industry. Historically, most of the Center’s Graphics graduates have sought to improve their skills and their professional growth by attending colleges and universities with graphics majors.

**Graphic  
Design  
I, II, III  
(CT96, CT97, CT98)  
3 Credits Each course  
(9 Total)**

# CAREER CENTER

## Health Occupations I, II, III (CT64, CT65, CT66) 3 Credits Each Course (9 Total)

### HEALTH OCCUPATIONS

One of the fastest growing occupational areas in the country is looking for caring, responsible professionals to serve the ever growing medical needs of a growing and aging population.

Successful candidates for medical careers combine the skills of working with people and the scientific skills of the medical field.

The Health Care field is one in which employees can move up a career ladder to better paying and more responsible jobs as they gain more education and skills. The shortage of workers means salaries are rising.

**Curriculum:** The curriculum is aligned with the National Health Care Skill Standards.

**Year One:** First year builds foundation skills in communications, medical terminology, systems, employability skills, ethics, safety, teamwork, information technology, health maintenance, anatomy, physiology, diseases and basic health care skills.

**Year Two:** Advanced anatomy and physiology, understanding and caring for human disease, advanced medical terminology, beginning pharmacology, advanced technical skills, employability skills, nurse assistant training to prepare for the Certified Nursing Assistant (CNA) licensing exam and research in specific medical careers

**Year Three:** A full year internship in the health care profession of the student's choice. Sample internship sites include Kent County Hospital, Hasbro Children's Hospital, Health South Sports Rehabilitation Center, Kent County YMCA, and the Warwick Fire Department (EMT). To prepare for college, students continue medical terminology and dosage calculations as well as preparing a self-study book.

**Certifications:** Certified Nursing Assistant license, Health Care Provider CPR/AED & First Aid certificates earned and renewed annually, Certificate of Health Occupations Competencies

**Articulation agreements:** New England Institute of Technology offers eight credits, negotiations are underway with the Community College of Rhode Island.

**After graduation:** The majority of students seek more advanced training at the post-secondary level. Many students combine work in a health care job with the post-secondary training thereby gaining experience to go along with the advanced training.

# Career Center

## **MARINE TECHNOLOGY (Offered at Veterans Memorial High School)**

Like boats and the water? This is your program. With the thousands of boats populating Narragansett Bay, employment opportunities are plentiful for those well trained in boat building and repair and in marina operations. The program develops skills in working with wood, fiberglass, inboard and outboard motors, electronics, and the like that are readily transferable to a number of related occupations.

**Curriculum:** The curriculum was developed by the Rhode Island Career Center Marine Technology teachers in cooperation with the American Boat and Yacht Council (ABYC). The ABYC has adopted the curriculum for use by schools across the country.

**Year One:** Boating safety and handling, marlinspike seamanship, boat design and construction, boat repair, fiberglass construction and repair, outboard and inboard engine mechanics, marine electrical systems, wood joinery and finishes, vessel transportation

**Year Two:** Application of the year one, hands-on competencies plus structural repairs of boat floors, decks and transoms, rigging and rerigging, engine diagnostics, marina metal construction techniques

**Year Three:** Additional hands-on activities involving more complex problems and, during the second semester, opportunities for internships

**Certifications:** Students who meet all requirements will earn a ABYC Journeyman Certificate which is a document recognized by marine facilities coast to coast, on the Gulf, and around the Great Lakes.

**Articulation agreements:** New England Institute of Technology provides seven credits at this time. The articulation agreement is being renegotiated with the adoption of the Rhode Island/American Boat and Yacht Council curriculum.

**After graduation:** About half of the graduates enroll in post-secondary programs (programs are available at NEIT and many maritime colleges). The other half directly enter the job market and have recently been hired by Electric Boat, Goetz Custom Boats, CL Marine and Boat World

## **Marine Technology I, II, III (CT38, CT39, CT40) 3 Credits Each Course (9 Total)**