

**Cranston Public Schools**  
**High School Program of Studies**  
**2010 - 2011**

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**CRANSTON PUBLIC SCHOOLS**  
**"The Student We Want to Graduate"**

**The mission of Cranston Public Schools: The student completing an education program in Cranston Public Schools is an inquisitive, literate, culturally aware, life long learner, with positive self-esteem, who is able to think creatively and analyze information critically. The student is a resourceful technologically proficient worker, who contributes to team efforts. As a responsible citizen, the student is an ethical, self-reliant, and socially responsible member of the global community.**

**Academic Expectations**

**1. The Cranston High School graduate exhibits proficient communication skills.**

- A. Interactive Listening
- B. Oral Presentations
- C. Report Writing
- D. Procedural Writing
- E. Persuasive Essay
- F. Text-based Writing
- G. Reflective Writing
- H. Narrative Writing
- I. Poetry Writing
- J. Reading and Responding to an Informational Text
- K. Reading and Responding to Literary Text

**2. The Cranston High School graduate exhibits proficient problem solving, research, and critical thinking skills.**

- A. Problem Solving
- B. Number and Operations
- C. Geometry and Measurement
- D. Functions and Algebra
- E. Data, Statistics and Probability
- F. Think Sequentially
- G. Investigate, Analyze, and Interpret Information Resources: when applicable – to form and support opinions
- H. Investigate through Inquiry
- I. Research
- J. Understand Systems and Energy
- K. Relate Form to Function
- L. Apply Scientific Principles to Real-World Situations
- M. Patterns of Change

**3. The Cranston High School graduate will engage in and will be culturally aware of a wide variety of visual or performing art through response, creation, and performance.**

- Performance of Art Forms
- Creation of Art Forms
- Response to Art Forms

**4. The Cranston High School graduate exhibits proficiency in reflection, evaluation, and technology.**

- Annually collect and maintain proficient artifacts in a “working” portfolio
- Create and present a graduation portfolio

**\*Social Expectation**

The Cranston High School graduate is a respectful, ethical, responsible, and a courteous individual, who can work both independently and cooperatively by following the rules outlined in the Cranston Public Schools Student Handbook.

- Annually collect student information related to citizenship, effort, attendance, and discipline

**\*Civic Expectation**

The Cranston High School graduate is a contributing member of his/her community, and as such functions as an informed, involved citizen who advocates for positive changes in surrounding environment.

- Annually collect student information related to participation in various school activities and community service

\* Under review/revision

**PHILOSOPHY OF CRANSTON HIGH SCHOOL EAST**

Cranston High School East is a comprehensive high school whose major function is to accept each student as he/she is and to afford him/her an appropriate learning situation with maximum opportunity for self-improvement. Cranston High School East provides for individual differences in the curriculum in order to enable students to prepare themselves to seek their varied roles in society. Cranston East provides the essentials of a traditional education steeped in the basic verbal and quantitative disciplines, supplemented by the new dynamics required for a rapidly changing social, economic, and scientific environment. To encourage students towards positive direction to their lives, guidance and personal services promote intellectual, physical, social, and emotional well-being. A

further aim of Cranston High School East is to foster good citizenship by combining the knowledge of the American political processes with the opportunity to participate in democratic activities. In pursuing these goals, Cranston High School East maintains a tradition of learning based on mutual respect and rapport which promotes a strong school community.

## **OBJECTIVES**

- To challenge the students academically at a level commensurate with their aptitude and goals
- To develop skills for all students based upon individual educational and career goals
- To provide a comprehensive range of diagnostic services and programs to assess and meet the specific needs of students who require special services
- To provide students with programs and facilities that will prepare them to meet the challenges of technological changes
- To develop the necessary skills within appropriate environments to foster creative expression
- To enable students and parents to meet with counselors for guidance, program selection, referral coordination, counseling, pupil record services, and future educational placement
- To provide opportunities to develop physical well-being through compulsory physical education courses, health programs, and interscholastic and intramural sports
- To provide opportunities for understanding man and his society through the study of our social, political, economic, and artistic heritage
- To develop a sense of civic consciousness through participation in organizations and in student government
- To encourage a sense of community through student-faculty interaction involving academics, athletics, and student activities

## **Mission Statement**

The mission of CHSE, a partnership consisting of students, teachers, parents, and community members, is to educate all students in a safe, challenging, and mutually respectful environment, which will enable them to develop and demonstrate proficiency in critical thinking problem solving, and communication skills. The CHSE student and subsequent graduate will utilize these skills to become a respectful and productive contributor to both the school and community.

*Adopted 6/1997, Adopted 3/4/02, Revised 11/17/03, Revised 12/10/03, Revised 2/2/04, Adopted 3/4/04, Adopted 1/3/05*

It is the aim and objective of Cranston High School East to provide and arrange programs of study to meet the general and specific needs of individual students. This Program of Studies has been prepared to assist and guide the student and parent in selecting those subjects which best meet individual needs, abilities, and interests.

## **PHILOSOPHY OF CRANSTON HIGH SCHOOL WEST**

Cranston High School West, a comprehensive high school, shall extend to all students the opportunity to develop to their fullest capacity. The school is committed to working with students to assist them in their personal growth and in achieving their potential in the area of academics, vocational preparation, social awareness, emotional maturity, personal responsibility, and physical development. The school operates on the belief that these ends are best met when community leaders, parents, faculty, and students work together to facilitate on-going processes and to plan for the future. An earnest endeavor shall be made to help all individuals become responsible citizens able to participate effectively in a democratic society.

## **GRADUATION REQUIREMENTS**

For those students entering grade 9 in 2004 and thereafter, units of credits to meet state graduation requirements will be granted for courses taken in grades 9-12 only. This action does not preclude students taking certain courses prior to grade 9. Students should be encouraged to pursue as rigorous a course of study as possible. This action is taken to place Cranston in compliance with the Rhode Island Department of Education's High School Reform mandates.

Below is a chart that reflects the current course work and high school reform requirements to earn a high school diploma from the Cranston Public Schools. Credits must be earned in grades 9-12 inclusive - generally over a minimum period of four years or its equivalent in academic time. A Credit is earned passing a course that meets a minimum of 200 minutes/week for 36 weeks. At a minimum to earn a high school diploma from the Cranston Public Schools, students must earn the below noted credits:

## **PROFICIENCY-BASED GRADUATION REQUIREMENTS (PBGR)**

ALL students must accomplish the following at the proficient level to be eligible to receive a Cranston Public Schools high school diploma:

- Earn minimum number of Credits in specified content areas (See chart below)

- Participation in and completion of end-of-course assessments
- Participation in and completion of the RI Department of Education’s Assessment Program
- Completion of the Proficiency Portfolio Requirements

All students must participate in physical education unless specifically excused annually by a physician. All students are annually scheduled for health education.

Students can earn graduation credit only once per course except as specifically noted otherwise in the course description. Courses taken at other schools or colleges, while a registered high school student, must first be approved in writing by the Principal or AP for Academic Affairs if being taken for graduation credit. Without such written approval, courses taken by our students elsewhere while enrolled in high school are treated as “enrichment courses” and do not award graduation credit. This policy also pertains to summer school make-up courses not taken in the Cranston Summer School.

### Course Credit Requirements

CONTENT AREA	24 Credits
English	4 Credits
Mathematics	4 Credits (3 Credits in mathematics classes; 1 Credit in a math related content course)
Science	3 Credits
Social Studies	3 Credits-(One Credit must be in US History)
Physical Education	1 Credit Total: .25 Credit each year in Physical Education.
Health	1 Credit Total: .25 Credit each year in Health. * Students excused from physical education due to medical reasons must complete the health component of the curriculum
Fine Arts	.5 Credit
Computer Technology	.5 Credit
Electives	<b>The remaining 7 Credits</b> should be selected in conjunction with the student’s school counselor and parent/guardian, while considering the student’s goals and personal objectives to meet graduation requirements.
Total Credits Minimum	<b>24</b>

**\*Cranston Public Schools will publish a list of acceptable courses from which students may select to meet the 4th Credit in mathematics. This Credit will count towards mathematics and cannot be used to meet the minimum graduation requirement in any other content area.**

### CHOICE OF PROGRAM

In keeping with the philosophy of the Cranston School Department, you are strongly encouraged to pursue a challenging and meaningful program of studies. This is viewed as the best way to take advantage of the available opportunities at school and to best attain your future goals. This Program of Studies has been developed over a number of years in an attempt to meet students’ needs. All students are required to be enrolled in a full program with a maximum of three courses in any one department. Seniors must pass three major courses, regardless of the number of previous credits.

*NOTE: Students with college aspirations should check with their guidance counselors for appropriate course selection.*

### CHANGES OF PROGRAM

After students complete selecting their courses in January for the following year, a tally is completed to determine which classes will need to be dropped and to determine how many sections of other classes will be needed. This information is then used to develop what is called the Master Schedule. The Master Schedule is designed to have the minimum number of conflicts possible based on total student course selection.

It is important that you carefully select those subjects necessary for the accomplishment of your desired educational and vocational goals since program changes might prove to be impossible after the Master Schedule has been designed. Every effort should be made to select the most appropriate program of studies right from the start. Although every effort is made to accommodate student course selections, the master schedule may not be able to accommodate all choices, therefore changes may need to be made.

### Summer:

Program changes necessitated by final failure or summer study are the responsibility of the student and should be requested during the summer.

### School Year:

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

time of class. You will not be allowed to withdraw from a class for which specific permission was required for enrollment without the approval of the Principal. Senior students who have previously submitted transcripts to colleges will not be permitted to make program reductions or modification without first receiving the endorsement of the college.

If a course is dropped during the last three weeks of the marking period, the student generally will receive a grade in that subject for the marking period. Exceptions are considered with the approval of the Assistant Principal for Academic Affairs and approval of the Principal. Courses dropped after the issuance of first quarter grades will result in a WF or WP for the final grade which becomes a permanent part of the student's record. A WF is a withdrawal due to failure and a WP is a withdrawal while passing. If a course is dropped after the December recess, the student will receive a first semester grade that becomes a permanent part of the student's record. Thereafter the student will receive a grade of WP or WF. College preparatory students should be aware that colleges do not look favorably upon withdrawal grades unless there is a truly unique and compelling reason.

## ATTENDANCE

Students are expected to be in attendance daily and prepared for full participation in the educational process. A school day missed is a school day lost and no amount of make-up can reverse that loss. Unauthorized absences will impact on the grade, the grade point average, the class rank, and even eligibility for some activities. Unauthorized absence, chronic tardiness, and failure to report to assigned classes/study are violations of school regulations and will be dealt with in accordance with the disciplinary handbook.

***Be sure to review the Cranston Public Schools Attendance Policy No. 5113.***

## GRADE PLACEMENT

Grade placement is a reflection of credits earned at the end of a school year. It has nothing to do with classes being taken. For example, you may be considered a tenth grade student if you have seven (7) credits but you might well be taking English 11.

Grade 9 Passing three core subjects offered in Grade 8 - English, Math, Social Studies and Science

Grade 10 6 Credits by the end of August following grade 9

Grade 11 12 Credits by the end of August following grade 10

Grade 12 18 Credits by the end of August following grade 11

## ACCELERATED GRADUATION

Sometimes it is in the best interest of the student to finish high school in less than four years or to combine high school and college during what would be the senior year. If you wish to explore this possibility, make an appointment with the Principal or Assistant Principal for Academic Affairs, preferably very early in semester 5 (That is the start of the junior year).

## INDEPENDENT STUDY

Directed independent study may be arranged for qualified students if there is a staff member willing to serve as a mentor at no cost to the school system. If you are interested in such an opportunity, contact the Principal or Assistant Principal for Academic Affairs.

## MARKING SYSTEM

### REPORT CARDS

Report cards are issued four times a year. The first three report cards must be acknowledged by the parent/guardian of all minor students. Report cards and transcripts may be withheld until the student has fulfilled all school obligations. A cumulative marking system of letter grades is used for the determination of final credit and rank.

ACADEMIC AVERAGE	REPORTED GRADE	DESCRIPTION
97-100	A+	Superior
93-96	A	Excellent
90-92	A-	Outstanding
87-89	B+	Very good
83-86	B	Good
80-82	B-	Above average
77-79	C+	High average
73-76	C	Average
70-72	C-	Low average
65-69	D	Poor
50-64	F	Failure (Eligible for Summer School)
00-49	F-	Low failure (NOT eligible for Summer School)
	WP	Withdrew Passing
	WF	Withdrew Failing
	WM or M	Withdrew Medical

## ACADEMIC PROGRESS REPORTS

The Academic Progress Report is issued at the midpoint of each marking period to reflect your child's academic progress in his/her class. The primary purpose of the Academic Progress Report is to indicate failure, a cumulative drop of two or more grades, or other problems that may have an impact on your child's education. This is viewed as a warning - it is not a mini report card. Failure to receive an Academic Progress Report does not assure a passing grade.

The secondary purpose of the Academic Progress Report is to allow teachers the opportunity to make commendable comments on your child's academic progress.

## GRADE POINT AVERAGE

Grade Point Average (GPA) is calculated on the quality points for the grade earned for each course awarding .50 credit or more. Quality points are totaled and then divided by the number of credits attempted. Note that honor grades below C- do not provide any weight.

*NOTE: Courses taken in summer school, other schools, or colleges while a registered student will not be included in the calculation of the grade point average. Courses being audited or repeated for a better grade will not be included in the calculation of grade point average.*

## HONOR ROLL

The GPA as calculated above is used to determine the quarterly honor roll. There are three honor lists.

- Highest Honors are awarded to those students who have a marking period GPA of 4.0 or higher and no grade below A-
- High Honors are awarded to those students who have a marking period GPA of 4.00 or higher and no grade below C-.
- Honors are awarded to those students who have a marking period GPA of at least 3.00 and no grade below C-.

## CLASS RANK

The cumulative GPA is first used at the end of the junior year, re-calculated after semester one of the senior year, and finally following graduation. After each calculation the student is assigned a class rank; the student with the highest GPA is the number one student. Students with identical GPA's have identical class ranks. Once the class rank is determined, it is used on all transcripts until a new rank is determined.

## PARENT-SCHOOL CONFERENCES

Parents may request teacher conferences. It is only when there is close cooperation between the home and the school that the educational process can develop smoothly and harmoniously. Conferences can be arranged by calling the Guidance Office several days in advance because teachers are available only at certain times. Students and counselors are not requested to sit in on all parent-teacher conferences, but are certainly available to do so if requested by the teacher, student, or parent. Parents are also invited to arrange for phone conferences with a teacher if a personal conference is not possible.

## GUIDANCE SERVICES

Guidance services are provided by experienced certified school counselors. School counselors provide continuous educational assistance to each student to deal with normal educational, personal, social, or vocational concerns. School counselors are responsible for the preparation of all college and employment transcripts. Course selection, program modification, assistance with post-secondary planning, and assistance with referrals to meet special needs are functions best accomplished with the student's school counselor. The counselor sits as an ad hoc member representing his students at all meetings of the Team of Qualified Professionals, and IEP conferences.

Guidance services have been expanded to include the services of professionally trained and experienced support staff—social worker, substance abuse counselor, psychologist, reading specialist, speech and language therapist, school nurse, and other services upon request or deemed necessary to support student success.

A full time social worker is available in the Guidance Office to address emotional, psychological, social, and environmental issues which may impact learning. Services to selected students and their families include individual and group counseling, special education evaluations, crisis intervention, liaison with the home, knowledge about and referral to appropriate social agencies, consultation and support for staff as needed.

Parents wishing to meet with the counselor should also call for an appointment as counselors usually plan their conferences several days in advance and spontaneous parent meeting might be interrupting time designated for a student. This also provides time for the counselor to obtain teacher reports, particularly if the student is experiencing difficulty.

It is the intent that the student-counselor will remain with the student for the full high school experience. Individual conferences are held periodically during the year but you are encouraged to request an appointment whenever the need arises, whenever there is a question, or just to make yourself known. Since all counselors have a significant caseload, all students cannot be seen immediately and priority does go to the student obviously needing assistance or seeking a meeting. Request forms for this purpose are available in all homerooms and in the Guidance Office. You may also request an appointment with the Assistant Principal for Academic Affairs at any time including the summer. Parents are likewise urged to maintain a close working relationship with the school counselor.

## SPECIAL EDUCATION

## CRANSTON HIGH SCHOOL EAST

The Cranston High School East Special Education Department offers a complete continuum of service for students with special needs. Within the continuum are several programs:

Resource Assistance

Self-Contained Classes

School-To-Work Transition Program

The model consists of three components:

- Individual classroom instruction
- On-campus vocational training options
- Community placements

Community-Referenced Curriculum for Students with Moderate Disabilities

This community-referenced curriculum is based on the premise that every student, no matter how severe his or her disabilities, is capable of living, working, and recreating in the community. The program includes the following:

- Structured learning in a variety of settings
- Direct preparation for the activities of daily life
- Social integration
- Home-school collaboration

## CRANSTON HIGH SCHOOL WEST

The Special Education Department at Cranston High School West offers a variety of services and courses designed for students diagnosed with special needs. The program services a wide variety of students with academic, social, emotional, and behavioral needs. The program continuum consists of resource support services for mainstreamed academic and vocational courses, and self-contained courses in the four major academic areas - English, Math, Science, and Social Studies for grades 9, 10, 11, and 12. Supportive services are also available in the area of speech and language therapy through a speech/language pathologist and Adaptive Physical Education taught by the APR instructor. Group and individual counseling and special supportive homerooms staffed by a school psychologist, school social worker and special education teachers are also available.

## **EXAMINATION OF RECORDS**

The official school record, the Permanent Record Card (PRC), is available for parent or student review upon request. This should be done by appointment with the counselor. This PRC contains demographic information, courses and grades, grade point averages, some test scores. It is the only thing that remains in the school after you graduate or leave school. Obviously it is in your best interest that it be totally accurate.

If a student had special testing by the school department, the results are maintained in a confidential file. Requests to examine these types of records should be made to the Assistant Principal for Special and Related Services who will make arrangements for a person to be available to explain the records. Such records never become a part of the student's school permanent record.

*NOTE: Information gathered by non-school agencies cannot be released by the Cranston School Department.*

## **COLLEGE SELECTION**

An important function of the counselor is to assist with college planning. While planning should actually start in grade 8 at the time of course selection for grade 9, serious college selection should start by the middle of the junior year. This is particularly important if you are planning on an "early decision" program which will require college entrance exams to be taken during the spring of the junior year. It is important that you assume the initiative of staying in close contact with the counselor regarding this area of concern.

Assistance in this process is available from several sources but all do require you, as the consumer, to assume responsibility and initiative. After all, college itself requires those traits so the best way to show your readiness for college is to do this in high school. Computer programs that can suggest some possible colleges are available for your use. Handbooks and catalogues are available for your use and many colleges send representatives to the high school to acquaint students with their schools. Access to all these opportunities is available by signing up in Guidance. Participation in the Student Search Service of the several college exams also can be a way of receiving literature from colleges.

Colleges are also anxious that students visit on campus, attend class, and possibly spend a night in a dorm. Students wishing to do this should obtain a "Request to be Absent" form from the office at least one week in advance of the planned visit. Of course, such college visits must be arranged by appointment with the Admissions Office. College bound students should seriously consider attending the college fair held at the Warwick campus of CCRI, usually held in October. This should be done in both the junior and senior year.

## **FINANCIAL AID/SCHOLARSHIPS**

College is clearly expensive and the reality is that sometimes students must compromise their goals because of the cost factor. However, it is also a fact that financial aid is often more available to the student with an outstanding high school record and to the student who has assumed a leadership role in the school and community. Financial aid is not a birthright and financial aid will not



clearly registered in another secondary school. Such authorization shall clearly identify the recipient, the types of information being released, the length of time for which the release is valid, and the general purpose to which the records will be put. In the event that such records are sent out without specific authorization (for example, by court order), the parent or adult student will be so informed. Records to other educational institutions may be released upon request if evidence shows that the student has registered there (unless specifically prevented by the parent); however, every effort will first be made to have parental authorization. Records are not released if there are outstanding financial obligations. Students sending college applications before mid-year grades are available, must submit a stamped addressed envelope for each mid-year report needed at least 10 days prior to the end of the first semester. Students must submit a stamped addressed envelope for final grades to be sent to the college or colleges desired.

Students seeking issuance of transcripts to colleges should be aware of additional requirements in addition to that of written authorization. There is a special form available in the Guidance Office that should be submitted to the guidance secretary at least ten school days in advance of the due date together with a stamped addressed 9" x 12" envelope or envelope provided by the college.

Undergraduate students will be issued transcripts at no cost to the student. Graduate transcript fees are \$3.00 per transcript. Requests for fee waivers may be made to the Assistant Principal for Academic Affairs.

## **MEDICAL ISSUES**

### **MEDICAL PROBLEMS**

It is in the student's best interest if the school counselor and school nurse are kept informed of any medical problems. Information concerning students that require any special consideration, extra passing time, use of the elevator, early dismissal for special transportation, need to take medication before/during school, need for preferential seating, or have the potential for an allergic reaction or seizures is shared as needed with teachers.

### **IMMUNIZATIONS**

It is city and state law that all students must show evidence of having received all required immunizations. Students lacking such evidence will be excluded from school until such validation can be provided.

### **HOME INSTRUCTION**

Students who will be absent from school in excess of thirty (30) continuous school days may be eligible for home instruction for up to five subjects. Parents should contact the counselor upon first becoming aware of the medical problems to permit time for making the necessary referral, contacting the doctor, and obtaining teachers. Unfortunately it is not always possible to find tutors who must be certified teachers.

### **PREGNANT STUDENTS**

Pregnant students may attend school until directed otherwise by the doctor or clinic. Home instruction will then be authorized until the baby is six weeks old; longer if there is a documented medical problem.

### **ELEVATOR USE**

The school elevator is not for student use unless there is a validated mobility concern. In such instances students should see the school nurse for an elevator key.

## **VOCATIONAL ASSISTANCE**

Many students find career possibilities through courses taken in high school. Other students are still seeking a career direction in the senior year. Such students might wish to take a career interest inventory, the ASVAB (Armed Services Vocational Aptitude Battery — available at no cost or military obligation), or arrange to take the General Aptitude Test Battery (GATB) through the RI Department of Employment Security. Students seeking vocational assistance should meet with their school counselor.

## **MILITARY SERVICE**

As students complete the junior year and enter the senior year, they may be approached by military recruiters. If you are not interested, say so. If you continue to be bothered, let your counselor know. The high school provides you, the student, with ample opportunity to obtain military opportunity information but we do not support recruiters calling you at home. We do not release lists of names and addresses, but the military does seem to have a way of getting names. Bottom line, if you are not interested in the military, just say so; if you are interested, get as much information and take as much time as you need before making any written commitment. Above all, do not agree to any military service commitment without a written "contract" from the recruiter as to what you will get if you enlist. Contact your Principal if you have any questions.

## **SELECTIVE SERVICE REGISTRATION**

All males, within 30 days of their 18th birthday, must register with the selective service. This may be done by obtaining a form at any post office or the Guidance Office at your high school. Failure to do so can deprive you of any scholarship aid provided by colleges in addition to other penalties.

## **ELIGIBILITY**

Students must be cumulatively passing a minimum of 60 percent of their subjects to participate in all elected positions, athletics, cheerleading, and majorettes. Students who are on an early release program for employment purposes must be passing a minimum of 60 percent of their courses and be in no danger of not graduating because of failing required courses or being short of credits.

## **TRANSFER CREDITS**

Students entering Cranston East or Cranston West for the first time should have an academic record. This record is used for class

placement and for determining the student's credits earned to-date. If the official record from the sending school does not clearly show course credit, the credit awarded will be awarded in accordance with the receiving high school's schedule. For example, physical education would award .25 credit, one semester courses would award .50 credit, etc. The same procedure will be followed for the determination of the grade point average.

In the absence of records, the student who has documented proof of having completed grade 8 will be considered as having no credits and will be placed in grade 9.

Often students entering from schools in foreign lands have records that do not convert to a Carnegie credit system. When conversion is not possible, credit will be awarded based upon a formula awarding up to 8 credits/year for a perfect record (all courses passed) with no previous GPA reported.

Students transferring from accredited schools using a non-Carnegie system will have the credits converted to the Carnegie system and the GPA calculated accordingly. Students transferring from non-accredited schools may not receive graduation credit unless the curriculum content clearly aligns with that at this high school. This would be determined by either an examination of the curriculum and texts by the department chairs or by the student showing content mastery on a department made examination. For purpose of transfer, an accredited school is one that has been approved by the state department of education in which the school is located to award the high school diploma.

Non-secular religion courses and driver education courses are not accepted as credits towards a Cranston Public Schools High School diploma although they will be reported as a part of the student's record.

## **HONOR SOCIETIES**

Membership in the National Honor Society is first determined following semester one of the junior year. Students must have a minimum cumulative GPA of 3.50 and have the endorsement of a screening committee that will take into account such factors as character, leadership, and service. In other words, scholarship alone is not the determining factor. Membership is reviewed again following semester one of the senior year.

- Membership in other honor societies is determined by the code of the group. Membership in the:
- Rhode Island Honor Society is determined following semester one of the senior year. Senior students must have a minimum cumulative GPA of 3.30 and have the endorsement of a screening committee.
- The Presidential Academic Excellence Award is determined following semester one of the senior year. Senior students must have a minimum GPA of 3.50, with no failing grades, and have the endorsement of a screening committee.
- The Presidential Academic Effort Award is a special award recognizing outstanding effort by students who did not qualify for the above awards.

## **COURSE DESCRIPTIONS AND NOTES**

- Course descriptions on the following pages arranged in numerical order and organized by department.
- All courses are open to all students except as limited by logical prerequisites or noted as a part of the course description.
- Unless otherwise noted, all courses grant one Unit (PBGR Cr.), meet for the full year, and assume out-of-class preparation (homework).
- Failure in a sequential course and not made up by August will prevent continuation in that area. Exceptions are health and physical education.
- Students enrolling in courses in opposition to the recorded recommendation of the teacher and/or counselor may not be dropped from that course after October 1 without the specific permission of the Assistant Principal for Academic Affairs or the Principal.
- Students withdrawn from courses for reasons of behavior, with permission from the Principal, after being given the opportunity for a hearing, will receive a Withdrawal.
- The secondary English program uses an integrated approach to the teaching of English language arts skills. Students are instructed in the areas of reading, writing, speaking and listening. Instruction is geared to student proficiency and stresses creativity and individual initiative.

## **GRADE SPAN EXPECTATIONS**

Rhode Island has developed frameworks and guides that identify grade span expectation upon which districts develop curricula for their schools. The content standards define what students need to know and be able to do. Learning consists of developing foundation skills upon which students continue to build. Acquiring some of these skills may require more than one year.

The state assessment program, closely linked to the state frameworks, requires state testing of all public school students in designated grades in English language arts, mathematics, science and health. School districts use the results of these tests to see how their students are performing according to the state performance standards and to assist schools develop strategies to close low performance gaps. All three of these deeply interconnected foundations of education reform -- standards, instruction, and student assessment -- are essential to meet our state and national goals. For additional information you may access <http://www.ride.ri.gov>.

## ENGLISH DEPARTMENT

### **001 ENGLISH 9 HONORS**

**Term: FY**

**Grade: 9**

**PBGR: 1.0 English**

Prerequisite: Teacher recommendation based on student's demonstration of exemplary performance in all aspects of the eighth grade English curriculum.

This course is designed for motivated students who have demonstrated exceptional ability in English. It carries extra quality points in the computation of class rank, and work requirements exceed other grade nine English classes. Requirements include assignments based on a summer reading list and extensive quarterly independent readings. Literary genres including poetry, non-fiction, fiction and drama will be explored extensively in class. The literature will be analyzed for its relevance to life today, and discussions will focus on the connection between the past and the present. An intensive writing program geared towards literary analysis in preparation for the research paper required in 10 honors will be undertaken. Grammar and mechanics will be reviewed as necessary, and vocabulary-building units will be included.

### **002 ENGLISH 9**

**Term: FY**

**Grade: 9**

**PBGR: 1.0 English**

Prerequisite: Teacher recommendation based on student's demonstration of both exemplary and proficient performance in varied aspects of the eighth grade English curriculum

This course is designed for motivated students who enjoy reading and analyzing texts. Students are exposed to world literature including fiction, non-fiction, poetry and drama. In addition to in-depth literary discussions conducted in class, independent quarterly reading assignments are required.

Students are involved in an intensive writing program that includes all forms of essay writing including the analytical literary response which helps develop students' higher order thinking skills and also fosters discovery of connections between students' lives and the literature. Vocabulary building continues, and grammar and mechanics are reviewed as necessary.

### **003 ENGLISH 9**

**Term: FY**

**Grade: 9**

**PBGR: 1.0 English**

Prerequisite: Teacher recommendation based on student's demonstration of both emerging and beginning performance in all aspects of the eighth grade English curriculum.

This course is designed to help students improve their reading, writing, speaking and listening skills. Instruction focuses upon reading comprehension and analysis of a variety of genres including fiction, non-fiction, poetry and drama, and selections are geared toward student interest. Independent readings are required on a quarterly basis. The writing process is stressed to improve both clarity of writing and proficiency with writing mechanics. Individual and group presentations are included to help students with their speaking and listening skills.

### **010 ENGLISH 10 HONORS**

**Term: FY**

**Grade: 10**

**PBGR: 1.0 English**

Prerequisite: English 9 Honors or English 9 with a teacher's recommendation.

This course has been designed for extremely motivated English students who have demonstrated exemplary performance in English 9. It carries extra quality points in the computation of class rank, and work requirements exceed other grade 10 English classes. Students at this level should enjoy challenging reading and writing assignments and should be adept at critically analyzing literature. This course is reading intensive with a stress on poetry, fiction, non-fiction and drama. In addition to an in-depth summer reading project, extensive independent readings are required. Furthermore, the intensive writing program includes a required persuasive literary research paper. The student's mastery of grammar and mechanics is expected at this level. Vocabulary building will be stressed in preparation for the PSAT's.

### **011 ENGLISH 10**

**Term: FY**

**Grade: 10**

**PBGR: 1.0 English**

Prerequisite: English 9 (002) or English 9 (003) with a teacher's recommendation.

World literature including fiction, non-fiction, poetry and drama continue as the major focus of the course. To prepare for the research paper required in eleventh grade college preparatory English, research skills are refined. In addition to in-depth literary discussions conducted in class, quarterly independent reading assignments are required. The intensive writing program begun in ninth grade continues as the analytical literary response is stressed in order to develop students' higher order thinking skills. Grammar and mechanics are taught in the context of the students' writing, and vocabulary building continues.

### **012 WORLD LITERATURE**

**Term: FY**

**Grade: 10**

**PBGR: 1.0 English**

Prerequisite: English 9

This course has been designed for students who enjoy a challenging learning experience but who would like to strengthen their reading and writing skills. While it will include a strong emphasis on world literature, technical reading and writing geared toward a topic of student's interest will also be stressed. Computer literacy will be emphasized as well. A review of writing mechanics will be included, and the editing and revising process will be used extensively. An in-depth research project will be required.

### **013 ENGLISH 10**

**Term: FY**

**Grade: 10**

**PBGR: 1.0 English**

Prerequisite: English 9

Communication skills and analytical thinking are stressed in this course. The reading program employs strategies designed to enhance comprehension needed for success in both English classes and other school subjects. Quarterly independent readings will be required. The writing component focuses upon organization of ideas to help with clarity in both writing and speaking. Competency with grammar, mechanics, and vocabulary will also be stressed.

To reinforce student motivation, the reading materials will be geared toward students' interests and include fiction, non-fiction, drama, and poetry.

**020 ENGLISH 11 HONORS Term: FY Grade: 11 PBGR: 1.0 English**

Prerequisite: English 10 Honors or English 10 with a teacher's recommendation.

This American literature survey course targets extremely motivated students. It carries extra quality points in the computation of class rank, and work requirements exceed other grade 11 English classes. Students must enjoy challenging reading and writing assignments and feel comfortable working independently. In addition to an in-depth summer reading assignment, extensive independent readings are required.

The 11 Honors student must be adept at critically analyzing both fiction and non-fiction materials dating from the colonial period of American history to the present. It is expected that students at this level must be able to complete both informational and analytical research papers. Mastery of grammar and mechanics is expected. In addition, vocabulary building will be stressed.

**021 ENGLISH 11 Term: FY Grade: 11 PBGR: 1.0 English**

Prerequisite: English 10 (011) or English 10 (012, 013) with a teacher's recommendation.

American literature is the basis of this survey course. Various genres are studied to enhance students' understanding and appreciation of the ways in which the American literary experience was influenced by American history. The readings are grade 11 in ability and in scope and sequence and are directed towards the enhancement of critical thinking skills. At this level, students are expected to be competent writers who can produce clear, high-level responses to the various texts read and analyzed over the course of the year. A literary research paper in which students demonstrate their ability to analyze literature and synthesize information is required. Grammar and mechanics will be reviewed as needed, and vocabulary building will continue.

**022 AMERICAN LITERATURE Term: FY Grade: 11 PBGR: 1.0 English**

Prerequisite: World Literature or English 10 with a teacher's recommendation.

This is the second year of a course designed to build strong reading and writing skills for those students who enjoy the study of literature. Both American literature and technical documents will be used to develop critical reading and writing ability. Development of computer literacy will continue, and interpersonal skills and workplace readiness will be addressed. Vocabulary building will be included as well as a review of writing mechanics as needed. The editing and revising of written work will be stressed. An informational research paper focuses around a topic of student interest will be required.

**023 ENGLISH 11 Term: FY Grade: 11 PBGR: 1.0 English**

Prerequisite: English 10

Students will study American literature with specific attention to a survey of fiction, non-fiction, poetry and drama. An emphasis will be placed on critical reading and writing development. Reading strategies will be employed, and high-interest reading material will also be included. Quarterly independent readings will be required. The writing component will continue to focus upon organization of ideas, and grammar, mechanics, and vocabulary will continue to be stressed.

**030 ENGLISH 12 AP Term: FY Grade: 12 PBGR: 1.0 English**

Prerequisite: English 11 Honors or teacher recommendation.

This course focuses upon preparing students for the AP English Literature and Composition Exam. It is designed for the truly motivated student of proven performance and ability and carries extra quality points in the computation of class rank. The teacher serves as discussion leader, questioner, and critic who will help the student assume responsibility for his/her own learning. The student must be self-motivated since many of the readings are done independently.

The content is based upon a survey of British literature including drama, poetry, fiction and non-fiction. An intensive summer reading project is required, and coursework includes both in-depth research papers and projects. At this level, it is assumed that students are both accomplished readers and writers who enjoy and excel at literary analysis.

**031 ENGLISH 12 HONORS Term: FY Grade: 12 PBGR: 1.0 English**

Prerequisite: English 11 Honors or teacher recommendation.

This final year of honors English will focus upon British literature from the Anglo-Saxon period to the present. It carries extra quality points in the computation of class rank, and work requirements exceed other grade 12 English classes including an in-depth summer reading assignment. By this time in their academic careers, students should be expert at analyzing both fiction and non-fiction works and responding to both in high-level critical papers. Short research papers will be an integral part of the curriculum. It will also be expected that students work independently in pursuit of their English education and be prepared to lead class discussions that revolve around their discoveries.

**032 ENGLISH 12 Term: FY Grade: 12 PBGR: 1.0 English**

Prerequisite: English 10 (012) or English 10 (013) with a teacher's recommendation.

British Literature from the Anglo-Saxon period through the present time is the basis of this survey course that includes fiction, non-fiction, poetry and drama. Students at this level are expected to have the skill to comprehend high level reading materials and to be competent writers who can produce clear, high-level critical responses to the texts studied throughout the year. Students will be required to produce an in-depth literary research paper that demonstrates their mastery of the research skills taught during the previous year as well as their ability to analyze literature and synthesize information. Independent readings will be assigned quarterly. Vocabulary building will continue, and grammar and mechanics will be reviewed as needed.

**033 BRITISH LITERATURE** Term: FY Grade: 12 PBGR: 1.0 English

Prerequisite: American Literature or English 11 with a teacher's recommendation.

This is the third year of a sequential course. Critical reading and responses will focus around British literature including poetry and nonfiction, and the writing process will be stressed. Technical and functional reading and writing will continue. These will include units on both report writing and memo writing. The use of the Internet as an informational tool will be emphasized and will culminate in a required research project that will include both an informational research paper and a classroom presentation. Students will also practice proper interviewing techniques.

**034 ENGLISH 12** Term: FY Grade: 12 PBGR: 1.0 English

Prerequisite: English 11

Students will study literature with specific attention to the development of English literature from the Anglo-Saxon period to the present including fiction, non-fiction, poetry and drama. High-interest contemporary British works will also be included, and quarterly independent readings will be required. Development of both critical thinking and writing will be stressed. Units on job readiness and problem solving will be included.

### ENGLISH DEPARTMENT ELECTIVES

**041 MEDIA STUDIES I** Term: FY Grade: 9-12 PBGR: 1.0 Technology

Prerequisite: teacher recommendation

This course explores the effect of the mass media on society and the individual and traces the development and impact of emergent technologies, foundation theories, and traditional concepts. The Media Studies course surveys the history and possible future of mass media, including newspaper, magazines, television, radio, film, advertising, the recording industry, and the Internet. Students will learn how advertising dollars are crucial for the survival of mass media entities, and as part of this lesson, they will be required to sell ads and design/create advertising units. This course encourages students to expand their repertoire of language skills and strategies with the goal of teaching students how to become critical listeners, readers and viewers, as well as effective users of the media available to them.

**042 MEDIA STUDIES II** Term: FY Grade: 10-12 PBGR: 1.0 Technology

Prerequisite: Media Studies I or teacher recommendation

Media Studies II focuses on application of theory and skills learned in Media Studies I, and includes guest speakers in the media profession, honing of career skills, and mastery of theory as it applies to practice. Students will collaborate to create both short and long-term projects that afford them the opportunity to explore all the elements that comprise the modern media.

**043 MEDIA STUDIES III** Term: FY Grade: 11-12 PBGR: 1.0 Technology

Prerequisite: Media Studies II or teacher recommendation

This is the last in the Media Studies Course series. It is geared towards those students whose performance in both Media Studies I and II was exceptional and who may wish to pursue a career in the media. Students will be asked to produce in-depth projects that demonstrate their mastery, and they will work with mentors in either public relations/advertising, broadcast or journalism.

**045S WRITING TO INFORM AND EXPLAIN** Term: S Grade: 12 PBGR: 0.5 Elective

**046S CREATIVE WRITING HONORS** Term: S Grade: 12 PBGR: 0.5 Elective

Prerequisite: English 11 H or teacher recommendation

English 12 Writing to Inform and Explain (URI Writing 104) is an elective writing course that offers students the opportunity to earn simultaneously one semester of college preparatory credit and three hours of college credit from the University of Rhode Island. This college freshman course focuses upon writing emphasizing the sharing of information and the varieties and strategies of expository writing for differing audiences and situations. The three college credits are often, but not guaranteed, transferable to other colleges and universities. A small fee is charged to cover the cost of URI registration and the textbook. Second semester is an in-depth, intensified creative writing component.

**047M IMAGINATIVE/CREATIVE WRITING** Term: FY Grade: 9-12 PBGR: 0.5 Elective

**047S IMAGINATIVE/CREATIVE WRITING** Term: S Grade: 9-12 PBGR: 0.5 Elective

Prerequisite: None

Students interested in creative writing will practice composing a variety of genres including short poems and short stories. The use of journal writing to reflect on their work and the improvement they see in their writing skills will become an integral part of the course. Peer editing will also be included. Students will have the opportunity to read their original stories/poetry to the large group; thus, their presentation skills will be sharpened.

**048M PUBLIC SPEAKING** Term: FY Grade: 9-12 PBGR: 0.5 Elective

**048S PUBLIC SPEAKING** Term: S Grade: 9-12 PBGR: 0.5 Elective

Prerequisite: None

This course provides a practical, non-threatening atmosphere for the student to develop speech writing and delivery using informative and persuasive formats. Extemporaneous, impromptu, and manuscript modes are utilized. Proper use of visual aids is stressed and developed. Emphasis is placed on individual style and includes much "hands-on" individualized student-teacher work.

**049 TIMELY JOURNEYS** Term: FY Grade: 11-12 PBGR: 1.0 Elective

Prerequisite: English 10 (011) or teacher recommendation.

Students will utilize both literature and film to examine the concept of time including the possibility of time travel and the question of whether time is unchangeable and irreversible. The course is geared towards the student who enjoys reading and writing and who is interested in exploring both the internal and external dimensions of time. A summative journal (musings on time) is assigned as well as several short creative papers and projects.

**050 INTRODUCTION TO THEATER** Term: FY Grade: 9-11 PBGR: 1.0 Fine Arts

Prerequisite: None

Introduction to Theater provides students with a wide range of experiences leading to a better understanding of drama from the perspective of both the spectator and the artist. Students will study famous plays exemplifying several types of drama and special production techniques. Members of the class will practice dramatic reading, basic blocking and staging techniques, and discuss scenery, make-up, and costuming. Students will also be expected to attend live theater performances as field trips or weekend activities.

**051 ADVANCED THEATER HONORS** Term: FY Grade: 10-12 PBGR: 1.0 Fine Arts

**052 ADVANCED THEATER** Term: FY Grade: 10-12 PBGR: 1.0 Fine Arts

Prerequisite: Introduction to Theater and teacher recommendation

This course is designed for students who are considering more specialized study in some particular area of theater. Students will participate in projects, research discussions and special activities. Theater history will be included. A considerable amount of reading and writing will be required.

Students who demonstrated exemplary performance in all aspects of Introduction to Theater, may choose to enroll in 051. Extra, in-depth work is required including attendance at out-of-school theater productions and critiques of those productions.

**053 ACTING-DIRECTING I** Term: FY Grade: 10-12 PBGR: 1.0 Fine Arts

Prerequisite: Introduction to Theater

This course provides students with a continuation of the introductory course with a particular focus on performing and directing. Intensified training in physical movement, vocal expression, and basic acting techniques are stressed. Students will practice a variety of theatrical styles and ensemble theater work.

**054 ACTING-DIRECTING II** Term: FY Grade: 11-12 PBGR: 1.0 Fine Art

Prerequisite: Acting-Directing I

This course offers second year study for additional credit at the discretion of the teacher.

**055S THEATER PRODUCTION I SET DEVELOPMENT AND PRODUCTION** Term: S Grade: 10-12 PBGR: 0.5 Fine Arts

Prerequisite: Introduction to Theater and/or Introduction to Woodworking

This course focuses upon the development and construction of theater sets. However, it will not be limited exclusively to building. Rather, students will read and study the work being produced during the semester under the direction of the theater instructor. The industrial technology instructor will then guide them in the development and construction of sets needed for the production. The work students produce both individually and in groups will be the basis for their final evaluation.

**056S THEATER PRODUCTION II SET DEVELOPMENT AND PRODUCTION** Term: S Grade: 11-12 PBGR: 0.5 Fine Arts

Prerequisite: Theater Production I

Students demonstrating an exemplary performance in 055S Theater Production 1 will be assigned to work with both Theater Production 055S students and elementary school students who are in the process of producing plays. They will instruct the students in the ways theater sets are developed and produced. This real world experience will particularly benefit those individuals planning to work in either theater or construction after their education is complete.

**057 THEATER DESIGN AND PRODUCTION** Term: FY Grade: 10 -12 PBGR: 1.0 Fine Arts

**057M THEATER DESIGN AND PRODUCTION** Term: FY Grade: 10 -12 PBGR: 0.5 Fine Arts

Prerequisite: Introduction to Theater and/or Introduction to Woodworking

This course focuses upon the development and construction of theater sets and the textile aspects of theater production including the elements of costume design and creation. Students will read and study the work being produced under the direction of the theater instructor. Under the direction of the theater director, costumes will be designed for productions and the industrial technology instructor will guide students in the development and construction of sets needed for the production. The work students produce both individually and in groups will be the basis for their final evaluation.

**060S THEATER - COSTUME DESIGN** Term: S Grade: 11-12 PBGR: 0.5 Fine Arts

**061S THEATER – COSTUME DESIGN II** Term: S Grade: 12 PBGR: 0.5 Fine Arts

Prerequisite: Intro to Theater and/or Intro to Family and Consumer Science

This course focuses upon the textile aspects of theater production including the elements of costume design and creation. Students will study the work being produced during the semester under the direction of the theater instructor. The family and consumer science instructor will then guide them in the creation of costumes needed for the production. The work students produce both individually and in groups will be the basis for their final evaluation.

**062S THEATER – SET DESIGN** Term: S Grade: 11-12 PBGR: 0.5 Fine Arts

**063S THEATER – SET DESIGN II** Term: S Grade: 12 PBGR: 0.5 Fine Arts

Prerequisite: Introduction to Theater and/or Basic Art and Design

This course focuses upon the artistic aspects of theater production. Elements of scenic design will be explored and applied to the



usage and mechanics in writing.

**097 ADVANCED ENGLISH ESL LEVEL 4 Term: FY Grade: 9-12 PBGR: 1.0 English**

This is a transitional English course for the bridging limited English proficient student. This course is meant to serve as a prerequisite to the mainstream English classes. The students will expand and enrich their vocabularies and review standard English grammar. Through the use of the short story genre, the students will study, in depth, selected works by American authors so the students may gain an appreciation for American literature. In addition, assignments will be designed so students will exhibit their critical and analytical thinking skills.

**098M ESL SKILLS Term: FY Grade: 9-12 PBGR: 0.5 Elective**

This course offers additional support for ELL students in listening, speaking, reading, and writing in the content areas.

**SOCIAL STUDIES DEPARTMENT**

**101 WORLD HISTORY I HONORS Term: FY Grade: 9 PBGR: 1.0 Social Studies**

Prerequisite: Teacher recommendation based on student's demonstration of exemplary performance in all aspects of the eighth grade Social Studies curriculum.

This course examines the historical and cultural developments of both Western and Eastern societies from the first river valley civilizations through the Classical Period and the Middle Ages up to the Renaissance. The course will help students to understand the chronological flow of events, the dynamics of change, and the critical links between past and present in the formation of the contemporary world. Emphasis is placed on the special significance of the role of Western civilization. The course will continue in grade 10 beginning with the reformation period in European history.

**102 WORLD HISTORY I ANCIENT WORLD TO THE RENASSIANCE Term: FY Grade: 9 PBGR: 1.0 Social Studies**

Prerequisite: Teacher recommendation based on student's demonstration of both exemplary and proficient performance in varied aspects of the eighth grade Social Studies curriculum

This course examines the historical and cultural developments of both Western and Eastern societies from the first river valley civilizations through the Classical Period and the Middle Ages up to the Renaissance. The course will help students to understand the chronological flow of events, the dynamics of change, and the critical links between past and present in the formation of the contemporary world. Emphasis is placed on the special significance of the role of Western civilization. The course will continue in grade 10 beginning with the Reformation period in European history. By emphasizing study skills, students will learn communications skills and develop higher level thinking skills.

**103 DEMOCRACY IN ACTION Term: FY Grade: 9 PBGR: 1.0 Social Studies**

Prerequisite: Teacher recommendation based on student's demonstration of both exemplary and proficient performance in varied aspects of the eighth grade Social Studies curriculum

Students in grade 9 will be introduced to the concept of citizenship in a democratic society. "Democracy in Action" is designed to give students the tools to become active and effective participants in the world around them. Students will learn the knowledge, skills and values necessary to become a responsible citizen and will have the opportunity to apply these skills in real life situations. They will develop an appreciation for the democratic ideals embodied in the founding documents and develop a clear understanding of their rights and responsibilities as a participating member of our American democratic society. In this class students will improve communications skills, writing skills and develop higher level thinking skills.

**104 DEMOCRACY IN ACTION Term: FY Grade: 9 PBGR: 1.0 Social Studies**

Prerequisite: Teacher recommendation based on student's demonstration of both emerging and beginning performance in all aspects of the eighth grade English curriculum.

Students in grade 9 will be introduced to the concept of citizenship in a democratic society. "Democracy in Action" is designed to give students the tools to become active and effective participants in the world around them. Students will learn the knowledge, skills and values necessary to become a responsible citizen and will have the opportunity to apply these skills in real life situations. They will develop an appreciation for the democratic ideals embodied in the founding documents and develop a clear understanding of their rights and responsibilities as a participating member of our American democratic society. Students will improve their study skills through the content area

**110 EUROPEAN HISTORY AP Term: FY Grade: 10 PBGR: 1.0 Social Studies**

Prerequisite: World History I Honors or Teacher Recommendation

This course provides the student with a college level presentation of European History from the Reformation (about 1500) to an analysis of contemporary European society. The themes of nationalism, revolution, totalitarianism and industrialization are used throughout this survey. Emphasis will be placed on research, writing, and analytical skills as a college course would. Students are prepared for and strongly encouraged to take the Advanced Placement Examination from the College Board for college placement or credit.

**111 WORLD HISTORY II AP A GLOBAL PERSPECTIVE Term: FY Grade: 10 PBGR: 1.0 Social Studies**

Prerequisite: World History I Honors or Teacher Recommendation

This course provides the student with a college level presentation of the years 1000 CE (Common Era) to the present. It includes a

foundations unit to review prior developments in World History. There are two purposes of the course. One is for students to develop a greater understanding of the evolution of global contacts. The second is to build an understanding of cultural, institutional and technological forces that affect changes in international patterns of human existence. Students will be introduced to current historical methods of study, will be exposed to different types of historical evidence and current interpretive issues, and will practice appropriate analytical skills. Students are prepared for and strongly encouraged to take the Advanced Placement Examination from the College Board for college placement or credit.

**113 WORLD HISTORY II Term: FY Grade: 10 PBGR: 1.0 Social Studies**  
**RENAISSANCE TO THE PRESENT**

Prerequisite: World History I or Teacher Recommendation

This course examines the historical and cultural developments of both Western and Eastern civilizations from the period of the Reformation in the West to the present. The course will help Students to understand the chronological flow of events, the dynamics of change, and the critical links between past and present in the formation of the contemporary world. Contemporary global interdependence and the relationships among cultures of the world are highlighted; emphasis is placed on the special significance of the role of Western civilization.

**115 WORLD HISTORY II Term: FY Grade: 10 PBGR: 1.0 Social Studies**  
**RENAISSANCE TO PRESENT**

Prerequisite: Democracy in Action

This course examines the historical and cultural developments of both Western and Eastern civilizations from the period of the Reformation in the West to the present. The course will help students to understand the chronological flow of events, the dynamics of change, and the critical links between past and present in the formation of the contemporary world. Contemporary global interdependence and the relationships among cultures of the world are highlighted; emphasis is placed on the special significance of the role of Western civilization. Reinforcement of basic skills is stressed in the course.

**121 UNITED STATES HISTORY AP Term: FY Grade: 11 PBGR: 1.0 US History**

**\*\* This course satisfies the required US History Social Studies credit**

Prerequisite: AP European History, AP World History II or Teacher Recommendation

This course is designed to offer students the opportunity to study United States history at the college level of instruction. It surveys topics in intellectual, social, economic, and political history from the period of the American Revolution to the present. In addition, it treats questions of causation from a historiographical point of view in order to familiarize students with the techniques of advanced historical study. Students have the option of taking the C.E.E.B. Advanced Placement Examination for college credit or placement.

**122 UNITED STATES HISTORY Term: FY Grade: 11 PBGR: 1.0 US History**

**\*\* This course satisfies the required US History Social Studies credit**

Prerequisite: World History II (115) or Teacher Recommendation

This course is a survey of the development of the United States from 1877 to the present. Geographical, social, political, and economic themes are examined in a chronological approach as the United States moved from the problems created by the Civil War into a modern super power. Emphasis is placed on historical analysis, analytical writing, and research skills.

**124 UNITED STATES HISTORY Term: FY Grade: 11 PBGR: 1.0 US History**

**\*\* This course satisfies the required US History Social Studies credit**

Prerequisite: World History II

This course is a survey of the development of the United States from 1877 to the present. It follows a thematic approach that is arranged in a chronological order. Emphasis is placed on the reinforcement of basic skills and historical literacy.

**125 U.S. HISTORY ON-LINE Term: FY Grade: 11 PBGR: 1.0 US History**

**\*\* This course satisfies the required US History Social Studies credit**

Prerequisite: Teacher Recommendation

This course is designed to enable the student of American history to gain a comprehensive understanding of the world of telecommunications by using the personal computer on a local area network to connect to the Internet. Students will combine American history instruction with the computer as tools for conducting research and communicating in an educational environment. In addition to the content of American history, students will become familiar with reading, understanding, and navigating their way through the Internet.

**131 CONTEMPORARY ISSUES HONORS Term: FY Grade: 12 PBGR: 1.0 Social Studies**

**132 CONTEMPORARY ISSUES Term: FY Grade: 12 PBGR: 1.0 Social Studies**

Prerequisite: US History H (for 126), US History or Teacher Recommendation

Contemporary Issues will examine United States domestic, economic, and foreign policy through a close study of current events. In Cranston High Schools' attempt to create a partnership between parents, students, and faculty, the Contemporary Issues course should stimulate these three groups and broaden the student's understanding of the world around them. Contemporary Issues will include: a brief examination of the Constitution, the goals of its framers and its distribution of power, an examination of the Supreme Court and some of its important decisions, and the United States' free market economy and a review of its current fiscal decisions. Finally, the course will focus on international relations. Because the United States has become the world's policeman, it is critical for its citizens to understand how this role both has been adopted and its relation to domestic affairs.

**133 US GOVERNMENT & POLITICS Term: FY Grade: 12 PBGR: 1.0 Social Studies**

Prerequisite: Teacher Recommendation, Senior Status

United States Government and Politics is an intensive study of the national level of government, our civil rights and liberties. The goals of this course are to increase understanding of the American political system, its framework, traditions, and values. This course is concerned with the nature of the American political systems, its development over the past 200 years, and how it continues to function. The principal processes and institutions, through which the political system operates, as well as some of the public policies that these institutions implement are studied in detail.

**135 AFRICAN-AMERICAN STUDIES Term: FY Grade: 9-12 PBGR: 0.5 Social Studies**

Prerequisite: None

This course is designed to offer students the opportunity to study the history of African Americans who were brought to the United States as bonded servants. Students will examine the ways that both free and un-free African Americans were instrumental in the development and growth of the United States. Students will examine the bonds of slavery, their freedom during Reconstruction, racism during the Jim Crow era and finally the state of African-Americans in the US today.

**141M CONTEMPORARY AFFAIRS Term: FY Grade: 9-10 PBGR: 0.5 Social Studies**

**141S CONTEMPORARY AFFAIRS Term: S Grade: 9-10 PBGR: 0.5 Social Studies**

Prerequisite: May take concurrently with World History I, designed for 9-10th grade students

This course will allow students to become knowledgeable about the affairs of their state, country, and world in the present time. This awareness of current affairs will be gained through the reading of the newspaper every day. The students will discuss events that have local, state, national, and world significance and prepare reports about them. By emphasizing study skills, students will learn communications skills and develop higher level thinking skills.

**142M CONTEMPORARY AFFAIRS Term: FY Grade: 9-10 PBGR: 0.5 Social Studies**

**142S CONTEMPORARY AFFAIRS Term: S Grade: 9-10 PBGR: 0.5 Social Studies**

Prerequisite: May take concurrently with Democracy in Action, designed for 9-10th grade students

This course will stress the importance of staying abreast of current affairs. Students will utilize weekly news magazines for further in-depth analysis of important issues. Students will also be required to complete specific research projects about current concerns and interests.

**143M PROBLEMS OF DEMOCRACY Term: FY Grade: 9 PBGR: 0.5 Social Studies**

**143S PROBLEMS OF DEMOCRACY Term: S Grade: 9 PBGR: 0.5 Social Studies**

Prerequisite: May take concurrently with Democracy in Action, designed for 9-10th grade students

This course is designed to acquaint students with the role of citizenship that will be required after graduation. Selected contemporary political and governmental topics are analyzed to generate informed opinions and encourage an active participating citizenry. Basic study skills will be emphasized in the class.

**144M CRIMES AGAINST HUMANITY Term: FY Grade: 9-12 PBGR: 0.5 Social Studies**

**144S CRIMES AGAINST HUMANITY Term: S Grade: 9-12 PBGR: 0.5 Social Studies**

Prerequisite: None

This semester course will cover past and current events that deal with inhumane actions that have occurred throughout time. Topics that will be discussed will include, but not be limited to, the Armenian Genocide, American Indians, Holocaust, Apartheid, Rwanda and Cambodian atrocities. Students will explore the causes and effects of past and present pamphlets, videos, Internet, media and textbooks. Assessments that will be used will include projects, essay writing, large and small group discussions, videos, media interpretations, position paper, etc. Resources will include newspapers, magazines, videos, the news and textbooks.

**145M SOCIOLOGY Term: FY Grade: 11-12 PBGR: 0.5 Social Studies**

**145S SOCIOLOGY Term: S Grade: 11-12 PBGR: 0.5 Social Studies**

Prerequisite: Teacher Recommendation

This course will explore and analyze the “why” of society. In sociology students will examine the cultural and social influences on behavior, the importance of social institutions, such social problems as crime, poverty and the homeless, family dysfunction, aging, and the effect of socialization on the individual.

**146S ARGUMENTATION AND DEBATE Term: S Grade: 9-12 PBGR: 0.5 Social Studies**

**146M ARGUMENTATION AND DEBATE Term: FY Grade: 9-12 PBGR: 0.5 Social Studies**

Prerequisite: None

This course will offer students a forum to learn ways to effectively research information, to discuss varied topics, and to debate a variety of historical topics. We will examine American involvement in foreign affairs using printed and technological resources as a way to uncover history’s truths. Students will examine the science of argumentation and its various forms of debate such as parliamentary, Lincoln-Douglas and policy. This course will also allow students to examine and debate topics which are historically significant and have dominated many headlines throughout our world. Students will understand the need to not only be informed of important events, but the need to be able to intelligently discuss them.

**147S DIPLOMACY & CONFLICT RESOLUTION Term: S Grade: 9-12 PBGR: 0.5 Social Studies**

**147M DIPLOMACY & CONFLICT RESOLUTION Term: FY Grade: 9-12 PBGR: 0.5 Social Studies**

Prerequisite: None

Current events will direct some of the topics of discussion for this course. Students will examine a variety of sources from areas such as newspapers, magazines, and valid Internet sites. Through directed readings, students will be involved in discussions that focus on the skills of active listening, negotiations, mediation, conflict resolution and diplomacy. They will use experiences from their personal lives as tools for civic participation. Students will be involved in simulations of national and/or international crisis as the semester progresses. The skills learned will enhance a student's ability to communicate, problem solve and take responsibility for their choices.

<b>148S GEOPOLITICS</b>	<b>Term: S</b>	<b>Grade: 9-12</b>	<b>PBGR: 0.5 Social Studies</b>
<b>148M GEOPOLITICS</b>	<b>Term: FY</b>	<b>Grade: 9-12</b>	<b>PBGR: 0.5 Social Studies</b>

Prerequisite: None

The concept of geopolitics and its affect on global issues will be studied in this course. Students will examine pertinent international law, and economic principles and institutions by analyzing current world dilemmas. They will study the reasons why global awareness and global citizenship have become increasingly important in the 21st century. This course will enable students to acquire an understanding of the connection between themselves and the world. American national and economic security concerns will be addressed by examining multiple perspectives of cultures in other nations. Students will improve problem solving skills and gain a deeper sense of responsibility for cultural diversity.

<b>149S ELEMENTS OF COMMUNICATION*</b>	<b>Term: S</b>	<b>Grade: 9-12</b>	<b>PBGR: 0.5 Social Studies</b>
<b>149M ELEMENTS OF COMMUNICATION*</b>	<b>Term: FY</b>	<b>Grade: 9-12</b>	<b>PBGR: 0.5 Social Studies</b>

(Formerly titled Rhetoric)

Prerequisite: None

In this course students will use primary sources to examine various important speeches that have been delivered throughout history. It will introduce students to techniques that promote ways to successfully communicate with others regardless of personal feelings. Students will be better prepared to cope with the fear of talking in group situations, as they study the art of public speaking. Using historical speeches as a springboard, students will learn the important elements involved in being good communicators. This course will also give students an opportunity to successfully study and deliver many types of speeches such as informative, persuasive, and extemporaneous.

<b>151S ARCHAEOLOGY HONORS</b>	<b>Term: S</b>	<b>Grade: 10-12</b>	<b>PBGR: 0.5 Social Studies</b>
<b>152S ARCHAEOLOGY</b>	<b>Term: S</b>	<b>Grade: 11-12</b>	<b>PBGR: 0.5 Social Studies</b>

Prerequisite: (151S)World History I H, (152S)World History I or Teacher Recommendation

This course will survey in detail some of the salient features of archaeology and concentrate on the cultures-in-conflict aspect of the developments of ancient civilizations. Based upon availability, students will study on site as they are actively involved in the fundamentals of an archaeological dig.

<b>153S ANTHROPOLOGY HONORS</b>	<b>Term: S</b>	<b>Grade: 11-12</b>	<b>PBGR: 0.5 Social Studies</b>
<b>154S ANTHROPOLOGY</b>	<b>Term: S</b>	<b>Grade: 11-12</b>	<b>PBGR: 0.5 Social Studies</b>

Prerequisite: (153S)World History II H, (154S)World History II, or Teacher Recommendation

This course will survey some of the salient features of physical anthropology in detail and concentrate on the more relevant aspects of human cultural development. The student will gain important insight into the concept that humans, in all of their diverse behaviors and drives, are alike in more ways than they are different.

<b>155 ARCHAEOLOGY/ANTHROPOLOGY (H) *</b>	<b>Term: FY</b>	<b>Grade: 11-12</b>	<b>PBGR: 1.0 Social Studies</b>
<b>156 ARCHAEOLOGY/ANTHROPOLOGY *</b>	<b>Term: FY</b>	<b>Grade: 11-12</b>	<b>PBGR: 1.0 Social Studies</b>

Prerequisite: (155)World History I H, (156) World History I or Teacher Recommendation

This course will survey in detail some of the salient features of archaeology and physical anthropology. It will concentrate on the cultures-in-conflict aspect of the developments of ancient civilizations and on the more relevant aspects of human cultural development. The student will gain important insight into the concept that humans, in all of their diverse behaviors and drives, are alike in more ways than they are different. Based upon availability, students will study on site as they are actively involved in the fundamentals of an archaeological dig.

<b>161S AMERICAN CIVIL LAW</b>	<b>Term: S</b>	<b>Grade: 11-12</b>	<b>PBGR: 0.5 Social Studies</b>
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Prerequisite: World History I

This survey course is designed to acquaint students with their rights and responsibilities as citizens as they reach 18, the age of majority. This course examines the interaction of legality, morality and ethics through the nature of law, the court system, tort law, consumer law, and landlord-tenant law. With a focus on study skills, students learn communications skills and develop higher level thinking skills in working with case law analysis, role plays and mock trials.

<b>162S AMERICAN CIVIL LAW</b>	<b>Term: S</b>	<b>Grade: 11-12</b>	<b>PBGR: 0.5 Social Studies</b>
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Prerequisite: Democracy in Action

This survey course is designed to acquaint students with their rights and responsibilities as citizens as they reach 18, the age of

majority. This course examines the interaction of legality, morality and ethics through the nature of law, the court system, tort law, consumer law, and landlord-tenant law. Students improve communications skills, higher level thinking skills as they engage in the analysis of case law, role-playing and mock trials.

**162W AMERICAN CIVIL LAW Term: W Grade: 11-12 PBGR: 0.5 Social Studies**

Co-enrollment: CACTC Construction Program

Prerequisite: Democracy in Action

This survey course is designed to acquaint students with their rights and responsibilities as citizens as they reach 18, the age of majority. This course examines the interaction of legality, morality and ethics through the nature of law, the court system, tort law, consumer law, and landlord-tenant law. Students improve communications skills, higher level thinking skills as they engage in the analysis of case law, role-playing and mock trials.

**163S AMERICAN CRIMINAL LAW Term: S Grade: 11-12 PBGR: 0.5 Social Studies**

Prerequisite: World History I

This survey course is designed to acquaint students with the rights and responsibilities of citizens under the criminal justice system. The course examines our Constitutional rights, the criminal court system, juvenile justice, crime and corrections. Students will improve study skills, communications skills and develop higher level thinking skills in working with case law, role-playing and mock trials.

**164S AMERICAN CRIMINAL LAW Term: S Grade: 11-12 PBGR: 0.5 Social Studies**

Prerequisite: Democracy in Action

This survey course is designed to acquaint students with the rights and responsibilities of citizens under the criminal justice system. The course examines our Constitutional rights, the criminal court system, juvenile justice, crime, and corrections. Students learn communications skills and improve thinking skills as they examine case law, are participants in role-plays and conduct mock trials.

**164W AMERICAN CRIMINAL LAW Term: W Grade: 11-12 PBGR: 0.5 Social Studies**

Co-enrollment: CACTC Construction Program

This survey course is designed to acquaint students with the rights and responsibilities of citizens under the criminal justice system. The course examines our Constitutional rights, the criminal court system, juvenile justice, crime, and corrections. Students learn communications skills and improve thinking skills as they examine case law, are participants in role-plays and conduct mock trials.

**165 AMERICAN LAW\* Term: FY Grade: 11-12 PBGR: 1.0 Social Studies**

**166 AMERICAN LAW \* Term: FY Grade: 11-12 PBGR: 1.0 Social Studies**

This survey course is designed to acquaint students with their rights and responsibilities as citizens as they reach 18, the age of majority and with the rights and responsibilities of citizens under the criminal justice system. This course examines the interaction of legality, morality and ethics through the nature of law, the court system, tort law, consumer law, and landlord-tenant law. In addition, this course examines our Constitutional rights, the criminal court system, juvenile justice, crime and corrections. Students improve communications skills, higher level thinking skills as they engage in the analysis of case law, role-playing and mock trials.

**167S INTRODUCTORY PSYCHOLOGY Term: S Grade: 11-12 PBGR: 0.5 Social Studies**

Prerequisite: Teacher Recommendation

This course will examine the major principles and aspects of human behavior. Topics will include learning, motivation, neural and sensory functioning, normal and pathological development and social behavior.

**168S DEVELOPMENTAL PSYCHOLOGY Term: S Grade: 11-12 PBGR: 0.5 Social Studies**

Prerequisite: Introductory Psychology

This course will examine and assess the biological and social forces that impact on human development from infancy to old age. Biological, environmental and heredity influences on behavior, personality, learning, and thinking will be studied.

**169 PSYCHOLOGY \* Term: FY Grade: 11-12 PBGR: 1.0 Social Studies**

Prerequisite: Teacher Recommendation

This course will examine the major principles and aspects of human behavior. Topics will include learning, motivation, neural and sensory functioning, normal and pathological development and social behavior. It will assess the biological and social forces that impact on human development from infancy to old age. Biological, environmental and heredity influences on behavior, personality, learning, and thinking will be studied.

**171S AMERICAN GOVERNMENT H/EE Term: S Grade: 12 PBGR: 0.5 Social Studies**

Prerequisite: US History AP or Teacher Recommendation

This course analyzes the major institutions of American society, how they operate independently and interdependently and the effect they have on American society. Development of writing and research skills is an integral component of the course because it is presented at a college level of instruction. Students have the option of receiving three undergraduate credits from Rhode Island College through the Early Enrollment Program. These credits will transfer to any college that accepts credits from Rhode Island College.

**172S AMERICAN GOVERNMENT** Term: S Grade: 12 PBGR: 0.5 Social Studies

Prerequisite: US History or Teacher Recommendation

Students will explore and analyze the major political institutions of American society. Students will examine the foundations of American government, political behavior, mass media and public opinion, interest groups, civil liberties, and civil rights. Students will learn communication skills as well as other higher level thinking skills.

**175S ECONOMICS H/EE** Term: S Grade: 12 PBGR: 0.5 Social Studies  
**176S ECONOMICS** Term: S Grade: 12 OR PBGR: 0.5 Math Related

Prerequisite: US History and Teacher Recommendation

This course will provide the students with an analysis of the major principles of modern economics with a particular emphasis on macroeconomics topics. The course highlights the major debates over economic systems, resource allocation and utilization and government stabilization policies. Students in the Honors section will have the option of receiving three undergraduate credits from Rhode Island College through the Early Enrollment Program and these credits will transfer to any other college that accepts credits from Rhode Island College.

**177M BASIC ECONOMICS** Term: FY Grade: 12 PBGR: 0.5 Social Studies  
OR PBGR: 0.5 Math Related

Prerequisite: Teacher Recommendation

This course provides students with user-friendly understanding of the basic principles and issues of economics. Participating in this class will empower students with skills to help them make intelligent decisions in their public and private lives. Issues such as supply, demand, scarcity, opportunity costs, markets, unemployment and inflation will be discussed.

### ENGLISH AS A SECOND LANGUAGE (ESL) COURSES IN SOCIAL STUDIES

**191 ESL WORLD HISTORY** Term: FY Grade: 9-12 PBGR: 1.0 Social Studies

Prerequisite: ESL Placement, transitional student

This course will provide English as a Second Language students with a basic introduction to the historical and cultural developments of both Western and Eastern civilizations from the period of the Reformation in the West to the information about contemporary global interdependence and the relationships among cultures of the world. The approach used in this course is basically topical with emphasis on political, economical and social developments.

**192 ESL DEMOCRACY IN ACTION** Term: FY Grade: 9-12 PBGR: 1.0 US History

Prerequisite: ESL Placement, transitional student

This course will provide English as a Second Language students an introduced to the concept of citizenship in a democratic society. "Democracy in Action" is designed to give students the tools to become active and effective participants in the world around them. Students will learn the knowledge, skills and values necessary to become a responsible citizen and will have the opportunity to apply these skills in real life situations. They will develop an appreciation for the democratic ideals embodied in the founding documents and develop a clear understanding of their rights and responsibilities as a participating member of our American democratic society. Students will improve their study skills through the content area

**193 ESL U.S. HISTORY** Term: FY Grade: 9-12 PBGR: 1.0 US History

Prerequisite: ESL Placement, transitional student

This course will provide English as a Second Language students with a basic Americanization course prior to their mainstreaming into a regular program. It will develop English reading and writing skills as well as provide as much information on American history and culture as possible. The approach used in this course is basically topical with emphasis on political, economical and social developments.

## **WORLD LANGUAGES DEPARTMENT**

**201 FRENCH I HONORS** Term: FY Grade: 9-12 PBGR: 1.0 Elective

Prerequisite: Teacher recommendation based on student's demonstration of exemplary performance in all aspects of the eighth grade French curriculum.

This course is designed for motivated students who have demonstrated exceptional ability in French at the eighth grade level. It carries extra quality points in the computation of class rank, and the work requirements exceed other level I courses. Students will be exposed to practice in the four language skills of listening, speaking, reading, and writing.

Students are involved in a writing program that includes a direct link to the student's life as well as other disciplines. Students will be involved in developing and improving their writing style in French by means of journals, essays, letters, etc. Grammar and mechanics will be reviewed as necessary and there will be extensive vocabulary building activities.

An introduction to the culture and contemporary life of French-speaking people will be explored.

**202 FRENCH I** Term: FY Grade: 9-12 PBGR: 1.0 Elective

Prerequisite: Teacher recommendation based on student's demonstration of both exemplary and proficient performance in varied aspects of the grade eight French curriculum.

This course is an introductory course designed for motivated students who wish to begin their experience in a second language. Students will be exposed to practice in the four language skills of listening, speaking, reading and writing.

Students are involved in a writing program that includes a direct link to the student's life as well as other disciplines. Vocabulary building, grammar and mechanics will be highlighted.



Students are involved in a writing program that includes a direct link to the student's life as well as other disciplines. Students will be involved in developing and improving their writing style in Italian by means of journals, essays, letters, etc. Grammar and mechanics will be reviewed as necessary and there will be extensive vocabulary building activities. An introduction to the culture and contemporary life of Italian-speaking people will be explored.

**222 ITALIAN I** **Term: FY** **Grade: 9-12** **PBGR: 1.0 Elective**

Prerequisite: Teacher recommendation based on student's demonstration of both exemplary and proficient performance in varied aspects of the grade eight Italian curriculum.

This course is an introductory course designed for motivated students who wish to begin their experience in a second language. Students will be exposed to practice in the four language skills of listening, speaking, reading and writing.

Students are involved in a writing program that includes a direct link to the student's life as well as other disciplines. Vocabulary building, grammar and mechanics will be highlighted. An introduction to the culture and contemporary life of Italian-speaking people will be explored.

**223 ITALIAN II HONORS** **Term: FY** **Grade: 9-12** **PBGR: 1.0 Elective**

Prerequisite: Italian I Honors or teacher recommendation

This course is designed for extremely motivated students who have demonstrated exemplary performance in Italian I. It carries extra quality points in the computation of class rank, and work requirements exceed other grade 10 Italian classes. Students at this level should enjoy speaking daily in Italian as well as enjoying challenging reading and writing assignments.

Students will continue to develop and improve their four basic skills - listening, speaking, reading and writing with greater emphasis on speaking and functioning in the language. Greater discussion of fine points of grammar and vocabulary usage will be stressed. The culture of the Italian-speaking world will continue to be deeply explored so that students will be able to better understand their own culture.

**224 ITALIAN II** **Term: FY** **Grade: 10-12** **PBGR: 1.0 Elective**

Prerequisite: Italian I or teacher recommendation

As a continuation of Italian 1, this course is will continue to develop further the four basic skills—listening, speaking, reading and writing with greater emphasis on oral communication and functioning in the language on a daily basis.

The writing program begun in grade nine will continue to be used and expanded. Again, grammar and mechanics are reviewed in the context of the students' writing. Vocabulary building also continues. The culture of the Italian-speaking world will continue to be deeply explored so that students will be able to better understand their own culture.

**225 ITALIAN III HONORS** **Term: FY** **Grade: 10-12** **PBGR: 1.0 Elective**

Prerequisite: Italian II Honors or teacher recommendation

This advanced course is a continuation of Italian 2H and is intended to increase facility in the four skills. It carries extra quality points in the computation of class rank, and the work requirements exceed other level 3 courses. Special attention is given to oral communication pertaining to survival skills. The development of reading and writing skills assumes even greater emphasis than in previous levels. Students will continue to be involved in a writing program to further enhance their ability to use Italian as well as broaden their understanding of their own language. This class is conducted in Italian as much as possible

**226 ITALIAN III** **Term: FY** **Grade: 11-12** **PBGR: 1.0 Elective**

Prerequisite: Italian II

This is a continuation of Italian 2 and emphasizes increased facility in the four basic skills. Use of the target language in speaking and writing is a priority. Attention is given to new vocabulary, especially idiomatic expressions. Students will continue to be involved in a writing program to further enhance their ability to use Italian as well as broaden their understanding of their own language. An understanding of Italian heritage and culture will be afforded through reading.

**227 ITALIAN IV HONORS / EE** **Term: FY** **Grade: 11-12** **PBGR: 1.0 Elective**

Prerequisite: Italian III Honors or teacher recommendation

This course emphasizes the acquisition of more advanced reading, writing, and oral skills, with attention paid to the finer points of grammar. It carries extra quality points in the computation of class rank and the work requirements exceed other level 4 courses. This course includes more exposure to culture and an introduction to selected literary readings. This class is conducted in Italian as much as possible. Vocabulary enrichment, study of idiomatic expressions, grammar review and class discussion in Italian offer the opportunity to advance every phase in the study of Italian. The course is conducted mainly in Italian. Students have the opportunity to apply for early enrollment credit (EE) through Rhode Island College.

**228 ITALIAN IV** **Term: FY** **Grade: 12** **PBGR: 1.0 Elective**

Prerequisite: Italian III

This course is designed for those students who have successfully completed level 3 and would like to expand their opportunities to use the language acquired. Emphasis is placed on the acquisition of advanced speaking, reading and writing skills. Vocabulary enrichment, study of idiomatic expressions, grammar review and class discussion in Italian offer the opportunity to advance every phase in the study of Italian. Students will continue to be involved in the writing program begun in level 1.

**230M CONVERSATIONAL ITALIAN** **Term:M** **Grade: 10-12** **PBGR: 0.5 Elective**

Prerequisite: Italian I

This course is designed for those students who have successfully completed level 1 and would like to expand their opportunities to

use the language skills acquired in an informal setting. Students will be exposed to print materials relating to current events, recent historical events, music, film, television, contemporary Italian culture and other cultural topics. There will be direct connections made to the student's everyday life and their place in the global community. Students will not only reinforce their speaking skills but also their reading, listening, and writing skills.

**251 SPANISH I HONORS** **Term: FY** **Grade: 9-12** **PBGR: 1.0 Elective**

Prerequisite: Teacher recommendation based on student's demonstration of exemplary performance in all aspects of the eighth grade Spanish curriculum.

This course is designed for motivated students who have demonstrated exceptional ability in Spanish at the eighth grade level. It carries extra quality points in the computation of class rank, and the work requirements exceed other level I courses. Students will be exposed to practice in the four language skills of listening, speaking, reading, and writing.

Students are involved in a writing program that includes a direct link to the student's life as well as other disciplines. Students will be involved in developing and improving their writing style in Spanish by means of journals, essays, letters, etc. Grammar and mechanics will be reviewed as necessary and there will be extensive vocabulary building activities.

An introduction to the culture and contemporary life of Spanish-speaking people will be explored.

**252 SPANISH I** **Term: FY** **Grade: 9-12** **PBGR: 1.0 Elective**

Prerequisite: Teacher recommendation based on student's demonstration of both exemplary and proficient performance in varied aspects of the grade eight Spanish curriculum.

This course is an introductory course designed for motivated students who wish to begin their experience in a second language. Students will be exposed to practice in the four language skills of listening, speaking, reading and writing.

Students are involved in a writing program that includes a direct link to the student's life as well as other disciplines. Vocabulary building, grammar and mechanics will be highlighted. An introduction to the culture and contemporary life of Spanish-speaking people will be explored

**253 SPANISH II HONORS** **Term: FY** **Grade: 9-12** **PBGR: 1.0 Elective**

Prerequisite: Spanish I Honors or teacher recommendation

This course is designed for extremely motivated students who have demonstrated exemplary performance in Spanish I. It carries extra quality points in the computation of class rank, and work requirements exceed other grade 10 Spanish classes. Students at this level should enjoy speaking daily in Spanish as well as enjoying challenging reading and writing assignments.

Students will continue to develop and improve their four basic skills - listening, speaking, reading and writing with greater emphasis on speaking and functioning in the language. Greater discussion of fine points of grammar and vocabulary usage will be stressed. The culture of the Spanish-speaking world will continue to be deeply explored so that students will be able to better understand their own culture.

**254 SPANISH II** **Term: FY** **Grade: 10-12** **PBGR: 1.0 Elective**

Prerequisite: Spanish I or teacher recommendation

As a continuation of Spanish I, this course is will continue to develop further the four basic skills—listening, speaking, reading and writing with greater emphasis on oral communication and functioning in the language on a daily basis.

The writing program begun in grade nine will continue to be used and expanded. Again, grammar and mechanics are reviewed in the context of the students' writing. Vocabulary building also continues. The culture of the Spanish-speaking world will continue to be deeply explored so that students will be able to better understand their own culture.

**255 SPANISH III HONORS** **Term: FY** **Grade: 10-12** **PBGR: 1.0 Elective**

Prerequisite: Spanish II Honors or teacher recommendation

This advanced course is a continuation of Spanish 2H and is intended to increase facility in the four skills. It carries extra quality points in the computation of class rank, and the work requirements exceed other level 3 courses. Special attention is given to oral communication pertaining to survival skills. The development of reading and writing skills assumes even greater emphasis than in previous levels. Students will continue to be involved in a writing program to further enhance their ability to use Spanish as well as broaden their understanding of their own language. This class is conducted in Spanish as much as possible.

**256 SPANISH III** **Term: FY** **Grade: 11-12** **PBGR: 1.0 Elective**

Prerequisite: Spanish II

This is a continuation of Spanish 2 and emphasizes increased facility in the four basic skills. Use of the target language in speaking and writing is a priority. Attention is given to new vocabulary, especially idiomatic expressions. Students will continue to be involved in a writing program to further enhance their ability to use Spanish as well as broaden their understanding of their own language. An understanding of Spanish heritage and culture will be afforded through reading.

**257 SPANISH IV HONORS / EE** **Term: FY** **Grade: 11-12** **PBGR: 1.0 Elective**

Prerequisite: Spanish III H or teacher recommendation

This course emphasizes the acquisition of more advanced reading, writing, and oral skills, with attention paid to the finer points of grammar. It carries extra quality points in the computation of class rank and the work requirements exceed other level 4 courses. This course includes more exposure to culture and an introduction to selected literary readings. This class is conducted in Spanish as much as possible. Vocabulary enrichment, study of idiomatic expressions, grammar review and class discussion in Spanish offer the opportunity to advance every phase in the study of Spanish. The course is conducted mainly in Spanish. Students have the

opportunity to apply for early enrollment credit (EE) through Rhode Island College.

**258 SPANISH IV** Term: FY Grade: 12 PBGR: 1.0 Elective

Prerequisite: Spanish III

This course is designed for those students who have successfully completed level 3 and would like to expand their opportunities to use the language acquired. Emphasis is placed on the acquisition of advanced speaking, reading and writing skills. Vocabulary enrichment, study of idiomatic expressions, grammar review and class discussion in Spanish offer the opportunity to advance every phase in the study of Spanish. Students will continue to be involved in the writing program begun in level 1.

**260M CONVERSATIONAL SPANISH** Term: M Grade: 10-12 PBGR: 0.5 Elective

Prerequisite: Spanish I

This course is designed for those students who have successfully completed level 1 and would like to expand their opportunities to use the language skills acquired in an informal setting. Students will be exposed to print materials relating to current events, recent historical events, music, film, television, contemporary Hispanic culture and other cultural topics. There will be direct connections made to the student's everyday life and their place in the global community. Students will not only reinforce their speaking skills but also their reading, listening, and writing skills.

**271 SPANISH FOR HERITAGE LEARNERS H** Term: FY Grade: 9-12 PBGR: 1.0 Elective

Prerequisite: Teacher recommendation based on student's demonstration of both exemplary and proficient performance in varied aspects of the grade eight Spanish curriculum.

This course is designed for motivated students who are native or bilingual speakers of Spanish who have demonstrated exceptional ability in Spanish at the eighth grade level. It carries extra quality points in the computation of class rank, and the work requirements exceed other level I courses. Students will be exposed to practice in the four language skills of listening, speaking, reading, and writing.

Students are involved in a writing program that includes a direct link to the student's life as well as other disciplines. Students will be involved in developing and improving their writing style in Spanish by means of journals, essays, letters, etc. Grammar and mechanics will be reviewed as necessary and there will be extensive vocabulary building activities. An introduction to the culture and contemporary life of Spanish-speaking people and their influence in the modern world will be explored.

**272 SPANISH FOR HERITAGE LEARNERS II H** Term: FY Grade: 10-12 PBGR: 1.0 Elective

Prerequisite: Spanish for Heritage Learners I

This course is designed for motivated students who are native or bilingual speakers of Spanish who have demonstrated exceptional ability in Spanish for Heritage Learners I curriculum. It carries extra quality points in the computation of class rank, and the work requirements exceed other level I courses. Students will be exposed to practice in the four language skills of listening, speaking, reading, and writing.

Students are involved in a writing program that includes a direct link to the student's life as well as other disciplines. Students will be involved in developing and improving their writing style in Spanish by means of journals, essays, letters, etc. Grammar and mechanics will be reviewed as necessary and there will be extensive vocabulary building activities. An introduction to the culture and contemporary life of Spanish-speaking people and their influence in the modern world will be explored.

**273 SPANISH FOR HERITAGE LEARNERS III H** Term: FY Grade: 11-12 PBGR: 1.0 Elective

Prerequisite: Spanish for Heritage Learners II

This advanced course is a continuation of Spanish for Heritage Learners II and is intended to increase facility in the four skills. It carries extra quality points in the computation of class rank, and the work requirements exceed other level 3 courses. Special attention is given to oral communication pertaining to survival skills. The development of reading and writing skills assumes even greater emphasis than in previous levels. Students will continue to be involved in a writing program to further enhance their ability to use Spanish as well as broaden their understanding of their own language. This class is conducted in Spanish as much as possible.

**274 SPANISH HERITAGE LEARNERS IV H** Term: FY Grade: 12 PBGR: 1.0 Elective

Prerequisite: Spanish for Heritage Learners III

This course emphasizes the acquisition of more advanced reading, writing, and oral skills, with attention paid to the finer points of grammar. It carries extra quality points in the computation of class rank and the work requirements exceed other level 4 courses. This course includes more exposure to culture and an introduction to selected literary readings. This class is conducted in Spanish. Vocabulary enrichment, study of idiomatic expressions, grammar review and class discussion in Spanish offer the opportunity to advance every phase in the study of Spanish and their own culture.

## MATHEMATICS DEPARTMENT

**300 ALGEBRA I** Term: FY Grade: 9-12 PBGR: 1.0 Mathematics

Prerequisite: Teacher recommendation

This challenging course integrates the more "modern topics" with the usual algebra content and emphasizes understanding fundamental ideas together with the development of skills. Among other activities, the student will recognize and use basic terms and symbols of algebra; recognize and apply the basic algebraic operations and simplifications including factoring; solve systems of linear sentences and apply them to the solution of real world problems; and solve quadratic equations by factoring, completing the square,

and by quadratic formula. Students will apply their knowledge through course assignments that include writing, demonstrating and projects.

**301 ALGEBRA 1** Term: FY Grade: 9-12 PBGR: 1.0 Mathematics  
PBGR: 1.0 Math Related

Prerequisite: Teacher recommendation

This challenging course integrates the more “modern topics” with the usual algebra content and emphasizes understanding fundamental ideas together with the development of skills. Among other activities, the student will recognize and use basic terms and symbols of algebra; recognize and apply the basic algebraic operations and simplifications including factoring; solve systems of linear sentences and apply them to the solution of real world problems; and solve quadratic equations by factoring, completing the square, and by quadratic formula. Students will apply their knowledge through course assignments that include writing, demonstrating and projects. This is a double-block course that provides additional math support for students.

**302 ALGEBRA 1 PART 1** Term: FY Grade: 9-11 PBGR: 1.0 Mathematics

Prerequisite: Teacher recommendation

The emphasis of this course is that of a first semester Algebra 1 course: properties of real numbers, basic operations with rational numbers, linear equations, graphing relations and functions, ratios and proportions, directly and inverse variation, matrices, and polynomials. Elements of statistics and probability are integrated throughout the course. Real-world situations will be modeled using a variety of patterns, relations, and functions. Students will apply their knowledge through course assignments that include writing, demonstrating and projects.

**303 ALGEBRA 1 PART 2** Term: FY Grade: 9-11 PBGR: 1.0 Mathematics

Prerequisite: Algebra I Part 1 or teacher recommendation

This course is a continuation of the Algebra 1 Part 1 course. The areas of emphasis are those in a second semester Algebra 1 course: the properties of real numbers, equations and inequalities (linear, quadratic, exponential, absolute value), systems of equations and inequalities, graphing relations and functions, rational expressions, matrices, and polynomials. Elements of statistics and probability are integrated throughout the course. Real-world situations will be modeled using a variety of patterns, relations, and functions. Students will apply their knowledge through course assignments that include writing, demonstrating and projects.

**311 GEOMETRY HONORS** Term: FY Grade: 9-10 PBGR: 1.0 Mathematics

Prerequisite: Teacher recommendation

Honors Geometry is designed for the mathematically capable student who has successfully completed Algebra 1 in grade 8. Students are introduced to the formal structure of geometry, and will integrate geometry with arithmetic, algebra, and numerical trigonometry. Emphasis is placed on the use of precise language in the statements of definitions, postulates, and theorems. This is a rigorous course which is part of the honors math program. Students will apply their knowledge through course assignments that include writing, demonstrating and projects.

**312 GEOMETRY** Term: FY Grade: 9-12 PBGR: 1.0 Mathematics

Prerequisite: Algebra I or teacher recommendation

This challenging course provides an NCTM approach to the study of properties of elementary proof, logic, angle relationships, perpendicular and parallel lines and planes, congruence, similarity, constructions, circles, areas, and coordinate geometry. Students will apply their knowledge through course assignments that include writing, demonstrating and projects.

**313 GEOMETRY** Term: FY Grade: 10-12 PBGR: 1.0 Mathematics

Prerequisite: Algebra I Part 2 or teacher recommendation

The sequence of topics is essentially the same as Geometry 332 with deductive arguments expressed orally and in sentence or paragraph form. Physical models and other real world objects will be used to provide a strong base for the development of students’ geometric intuition so that they can draw on these experiences in their work with abstract ideas. Students will apply their knowledge through course assignments that include writing, demonstrating and projects.

**321 ALGEBRA II HONORS** Term: FY Grade: 10-11 PBGR: 1.0 Mathematics

Prerequisite: Honors Geometry or teacher recommendation

This course is a continuation of the honors program. The approach in this course is rigorous with topics being treated in depth. The area of emphasis are: the structure of number systems using group and field properties, polynomials, equations and inequalities (linear, quadratics, absolute value), systems of equations and inequalities, algebra of functions, special functions (signum, absolute value, quadratic, exponential, and logarithmic), rational expressions, real and complex number systems, matrices and determinants, the Binomial Theorem, arithmetic and geometric sequences and series, and conics using translation of axes. The relationship among functions and their properties are integrated throughout. Emphasis is placed on the development of the individual’s ability to reason in order to understand theoretical concepts as well as real-world problems. Students will apply their knowledge through course assignments that include writing, demonstrating and projects.

**322 ALGEBRA II** Term: FY Grade: 10-12 PBGR: 1.0 Mathematics

Prerequisite: Geometry or teacher recommendation

This challenging course is a continuation of Algebra 1 for students desiring or needing further understanding and skill in algebraic computation. Topics included in this course are postulates of real numbers, extension of the law of exponents, factoring polynomials, solving linear and quadratic equations and systems in two and three unknowns, inequalities, simplification of rational expressions, functions — linear, quadratic, exponential, logarithmic, conics at origin, and sequences. Depending on placement more emphasis

could be placed on logic and structure. Students will apply their knowledge through course assignments that include writing, demonstrating and projects.

**323 ALGEBRA II** Term: FY Grade: 11-12 PBGR: 1.0 Mathematics

Prerequisite: Geometry or teacher recommendation

This course, which moves at a slower pace than Algebra II, is a continuation of Algebra I for students desiring or needing further understanding and skill in algebraic computation. Topics included in this course are postulates of real numbers, extension of the law of exponents, factoring polynomials, solving linear and quadratic equations and systems in two and three unknowns, inequalities, simplification of rational expressions, functions — linear, quadratic, exponential, logarithmic, conics at origin, and sequences. Students will apply their knowledge through course assignments that include writing, demonstrating and projects.

**331 PRE-CALCULUS HONORS** Term: FY Grade: 11-12 PBGR: 1.0 Mathematics

Prerequisite: Algebra II Honors or teacher recommendation

This challenging course is for the serious math/science students who will take Calculus in their senior year in high school or freshman year in college. Areas of emphasis are: mathematical induction, extension of the qualitative ideas of function by the study of special functions (greatest integer, circular and trigonometric, polynomial, rational), analytic geometry (rectangular and polar coordinate system), conics, parametric curves, and DeMoivre's theorem. Structure and method of proof are emphasized. Topics are covered in a rigorous manner and in great depth.

**332 PRE-CALCULUS** Term: FY Grade: 11-12 PBGR: 1.0 Mathematics

Prerequisite: Algebra II or teacher recommendation

This rigorous course is for the serious math/science students who will take Calculus in their senior year in high school or freshman year in college. Areas of emphasis are: mathematical induction, extension of the qualitative ideas of function by the study of special functions (greatest integer, circular and trigonometric, polynomial, rational), analytic geometry (rectangular and polar coordinate system), conics, parametric curves, and DeMoivre's theorem. Structure and method of proof are emphasized.

**333 ADVANCED ALGEBRA & TRIGONOMETRY** Term: FY Grade: 11-12 PBGR: 1.0 Mathematics

Prerequisite: Algebra II or teacher recommendation

This rigorous course is designed to develop more efficiency and facility in the fundamental algebraic process with greater emphasis given to methods of proof and mathematical structure. The treatment of trigonometry considers the concepts and properties of the circular functions, inverses, and trigonometric functions. Areas of emphasis are: group and field theory, algebra of functions, symmetries, polynomial, exponential, logarithmic, circular and trigonometric functions, sequences, mathematical induction and binomial theorem. Optional topics are: matrices, limits of sequence, permutations and combinations.

**334 SELECTED TOPICS** Term: FY Grade: 11-12 PBGR: 1.0 Mathematics

Prerequisite: Algebra II or teacher recommendation

The Selected Topics curriculum is designed to prepare the student to successfully meet the demands of a college program of study. The traditional topics of study, algebra, geometry and functions, are balanced with topics from set theory, data analysis, statistics, SAT review, financial management, probability, logic, and discrete mathematics. The curriculum was designed so that the teacher has the flexibility to select both the topics and the sequence to meet the needs of the class.

**341 CALCULUS AP** Term: FY Grade: 12 PBGR: 1.0 Mathematics

Prerequisite: Pre-Calculus Honors or teacher recommendation

The goal of this challenging course is to provide students with a clear understanding of the ideas of calculus as a solid foundation for subsequent courses in mathematics and other disciplines. The areas of emphasis in this course are properties of limits and continuous functions, derivatives of elementary functions, applications of derivatives, indefinite and definite integrals with applications, techniques of integration, differential equations and tests for convergence and divergence of infinite series. The course contains an extensive review of all topics covered on the AP Calculus AB exam and students will be encouraged to take the exam.

**342 CALCULUS** Term: FY Grade: 12 PBGR: 1.0 Mathematics

Prerequisite: Pre-Calculus or teacher recommendation

The goal of this course is to provide students with a clear understanding of the basic ideas of calculus as a solid foundation for subsequent courses in mathematics and other disciplines. The areas of emphasis in this course are properties of limits and continuous functions, derivatives of elementary functions, applications of derivatives, indefinite and definite integrals with applications, techniques of integration and differential equations.

**343 CONTINUOUS & DISCRETE FUNCTIONS** Term: FY Grade: 12 PBGR: 1.0 Mathematics

Prerequisite: Pre-Calculus, Advanced Algebra/Trig or teacher recommendation

This course provides students the opportunity to study combinatorics, recursion, math induction, graph theory, polar coordinate systems, parametric equations and matrices. Optional topics are: vectors in plane and space and an informal introduction to calculus.

**344 STATISTICS** Term: FY Grade: 11-12 PBGR: 1.0 Mathematics

**344S STATISTICS** Term: S Grade: 11-12 PBGR: 0.5 Mathematics

Prerequisite: Algebra II or Teacher Recommendation

The goal of this course is to provide students mathematical options for continuing their mathematical sequence. It is offered as a pilot to support the SpringBoard mathematics program. Problem solving and critical thinking experience will be provided to students

through SpringBoard lessons derived from statistical samples from SpringBoard Geometry, Algebra II and Pre-Calculus with Data Analysis.

**345M INTRODUCTORY STATISTICS** Term: FY Grade: 9-11 PBGR: 0.5 Mathematics

Prerequisite: Algebra I (co-requisite) or Teacher Recommendation

This course will introduce students to basic concepts of Statistics and Probability such as measures of central tendency, dispersion, quartiles, regression lines, experimental and theoretical probability, and counting methods. Students will apply and reinforce the concepts of the course with technology i.e. spreadsheet software and graphing calculators. Students will engage in data collection for the purpose of statistical study and experimentation to verify probability theory.

**351 PRE-ALGEBRA** Term: FY Grade: 9-12 PBGR: 1.0 Mathematics

Prerequisite: Teacher recommendation

This comprehensive program serves to prepare students who need additional work in the fundamentals of arithmetic. It involves computational practice, applications, and some basic algebra and geometry concepts. Students in this course are expected to take Algebra I in the following grade. Students will apply their knowledge through course assignments that include writing, demonstrating and projects.

**353 INTEGRATED MATHEMATICS** Term: FY Grade: 9-12 PBGR: 1.0 Mathematics

Prerequisite: Teacher recommendation

In Basic Integrated Math I, students will build on their knowledge of the real number system and will expand their knowledge into more mathematically sophisticated and abstract areas. They will have the opportunity to explore and create algebraic and geometric patterns and use mathematical modeling as a problem-solving tool. Students will be encouraged to reason and communicate about skills and ideas in mathematics that lead to conceptual and computational development. They will begin to have a solid foundation for understanding and exploring Algebra and Geometry concepts. Students will apply their knowledge through course assignments that include writing, demonstrating and projects.

**360W APPLIED MATHEMATICS** Term: W Grade: 11 PBGR: 0.5 Math Related

**361W APPLIED MATHEMATICS** Term: W Grade: 12 PBGR: 0.5 Math Related

Co-enrollment: CACTC Construction Program

This course is designed for students enrolled in the Vocational-Technical Program. It will concentrate on the mathematical skills needed in the construction field. It will include applied problems in the areas of building maintenance and construction and will strengthen the students' understanding of carpentry principles through an understanding of the mathematical principles involved.

#### **MATHEMATICS DEPARTMENT ELECTIVES IN COMPUTER SCIENCE**

**371 PROGRAMMING/VISUAL BASIC HONORS** Term: FY Grade: 9-12 PBGR: 1.0 Math Related  
OR PBGR: 1.0 Technology

Prerequisite: Algebra I or teacher recommendation

This honors level course is a rigorous introduction to good programming style and problem solving strategies. The areas of emphasis are the components of the computer, computer logic, flow charting, writing programs in the BASIC language, and writing BASIC programs and VISUAL BASIC programs. Mathematical, scientific, and additional applications will be assigned as programs. Lab time will be available for projects.

**372 PROGRAMMING/VISUAL BASIC** Term: FY Grade: 10-12 PBGR: 1.0 Math Related  
OR PBGR: 1.0 Technology

Prerequisite: Algebra I or teacher recommendation

The areas of emphasis are the components of the computer, computer logic, flow charting, writing programs in the BASIC language, and writing BASIC programs and VISUAL BASIC programs. Mathematical, scientific, and additional applications will be assigned as programs. Emphasis will be placed on good programming style and on problem solving strategies. Lab time will be available for projects. The Windows 95 operating system will be used.

**375 PROGRAMMING JAVA AP** Term: FY Grade: 11-12 PBGR: 1.0 Math Related

**376 PROGRAMMING JAVA HONORS** Term: FY Grade: 11-12 OR PBGR: 1.0 Technology

Prerequisite: Programming Visual Basic Honors or teacher recommendation

This is an in-depth, rigorous course in programming in JAVA. It will include topics such as types, operators, expressions, control flow, functions, arrays, pointers, structures, file handling and the JAVA implementation of stacks, queues, and linked lists. Additionally, general background and concepts about computers will be emphasized. Projects, papers, and completion of specific programming outside of the classroom are required. Selected students will be encouraged to take the CEEB Advanced Placement Computer Science Exam.

**377 PROGRAMMING JAVA** Term: FY Grade: 11-12 PBGR: 1.0 Math Related  
OR PBGR: 1.0 Technology

Prerequisite: Programming Visual Basic or teacher recommendation

This course, comparable to a first semester university course in JAVA, will focus on programming using the JAVA computer language. Equal emphasis will be placed on learning and using elementary JAVA language structures and on developing and employing structured programming techniques for program design and problem solving.

### MATHEMATICS DEPARTMENT ENHANCEMENT PROGRAMS

#### **380M MATH STUDY SKILLS**

**Term: FY**

**Grade: 10**

**PBGR: 0.5 Elective**

Prerequisite: None

This course will assist all sophomores in developing the skills necessary to complete a math performance task to standard. Students will be asked to think creatively, to analyze information critically, to solve mathematical problems, to work together collaboratively, and to communicate mathematical ideas effectively. The areas of emphasis will vary depending upon the needs of the students. Included in the topics will be performance assessment, graphs, probability, odds and statistics, ratio and proportion, percent, formulas, counting problems, number concepts, sequences, patterns, geometry, and logic.

#### **381M MATH WORKSHOP**

**Term: FY**

**Grade: 9-12**

**PBGR: 0.5 Elective**

Prerequisite: None

This course will assist students in developing the skills necessary to complete a math performance task to standard. Students will be asked to think creatively, to analyze information critically, to solve mathematical problems, to work together collaboratively, and to communicate mathematical ideas effectively. The areas of emphasis will vary depending upon the needs of the students. Included in the topics will be performance assessment, graphs, probability, odds and statistics, ratio and proportion, percent, formulas, counting problems, number concepts, sequences, patterns, geometry, and logic. Skills for NECAP will be emphasized.

### ENGLISH AS A SECOND LANGUAGE (ESL) COURSES IN MATHEMATICS

#### **391 ESL INTEGRATED MATHEMATICS**

**Term: FY**

**Grade: 9-12**

**PBGR: 1.0 Mathematics**

Prerequisite: None

This course will provide mathematics instruction including topics in Algebra and Geometry for the entering, beginning and developing English language learners. With a differentiated approach, students will be provided the opportunity to demonstrate proficiency in the 9-10 Grade Span Expectations in mathematics with English language support.

### **SCIENCE DEPARTMENT**

#### **Science Sequence : Foundations for Physics (9), Chemistry (10), Biology (11)**

#### **401 FOUNDATIONS FOR PHYSICS HONORS**

**Term: FY**

**Grade: 9**

**PBGR: 1.0 Science**

Prerequisite: Algebra I and teacher recommendation, taken concurrently with Geometry Honors **OR PBGR: 1.0 Math Related**

This rigorous honors course will follow the general description and topic list outlined above, but will emphasize the strong connection between mathematics and science by providing students with frequent opportunities to apply basic mathematics and algebra concepts to science processes such as problem solving, collection and analysis of data, and evaluation of hypotheses. Use of algebra will increase as the year progresses. Students will design and conduct experiments, write lab reports, and conduct independent research on a variety of physics and technology topics using Internet and text sources. Successful completion of this course will provide students with a solid foundation for further honors coursework in science.

#### **402 FOUNDATIONS FOR PHYSICS**

**Term: FY**

**Grade: 9**

**PBGR: 1.0 Science**

Prerequisite: Pre-Algebra and teacher recommendation

This challenging course will follow the general description and topic list outlined above, utilizing primarily a conceptual approach but with increasing levels of math integration as the year progresses. Students will be given opportunities to apply pre-algebra concepts learned in their mathematics class to the study of physics principles and then study the relationships between these principles and the design of technology that improves their lives. Instruction in design of experiments, collection, analysis and interpretation of data and preparation of lab reports will be stressed.

#### **403 FOUNDATIONS FOR PHYSICS**

**Term: FY**

**Grade: 9**

**PBGR: 1.0 Science**

Prerequisite: Teacher recommendation

This conceptual physical science class will follow the general course description and topic list outlined above but will be designed for students in the process of achieving mastery of basic mathematics skills. Extensive use of hands-on activities and laboratory studies will provide students with concrete examples of physics concepts and principles that they experience in their daily lives. Post-activity instruction will provide students with opportunities to apply new knowledge to hypothetical situations as a way of developing abstract thought processes and problem-solving skills. Use of basic mathematics will be incorporated into the collection and analysis of data as the year progresses.

#### **405 PHYSICAL SCIENCE**

**Term: FY**

**Grade: 9**

**PBGR: 1.0 Science**

Prerequisite: None

**OR PBGR: 1.0 Math Related**

This course will introduce the student to the study of matter and energy. Topics will include: energy, forces, and motion; electricity and magnetism; and an introduction to chemical interactions. The science principles that apply to the study of weather and climate will also be introduced. Laboratory investigations and the development of the skills of scientific inquiry will be an important part of this course.

#### **406 PRINCIPLES OF SCIENCE I**

**Term: FY**

**Grade: 9**

**PBGR: 1.0 Science**

Prerequisite: None

**OR PBGR: 1.0 Math Related**

This introductory course is the first of a series of courses that will provide the student with an overview of the principles of science. Topics will include: energy, forces, motion; and an introduction to chemical interactions. The science principles that apply to the study of weather and climate will also be introduced. Emphasis will be on the development of the skills of scientific inquiry and therefore laboratory investigations will be an important part of the course.

**411 CHEMISTRY I HONORS** Term: FY Grade: 10-12 PBGR: 1.0 Science  
Prerequisite: Algebra II (may be taken concurrently) and teacher recommendation OR PBGR: 1.0 Math Related  
Topics presented in this course include measuring and classifying matter, chemical composition of matter, qualitative and quantitative aspects of chemical reactions, theory of atomic and molecular structure, the kinetic theory of matter and gas law calculations, acid-base chemistry, the nature of solutions, and chemical equilibrium. Emphasis is placed on the development of problem solving skills and the collection and organization of quantitative laboratory data.

**412 CHEMISTRY I** Term: FY Grade: 10-12 PBGR: 1.0 Science  
Prerequisite: ALGEBRA II recommended (may be taken concurrently) OR PBGR: 1.0 Math Related  
This college preparatory level chemistry course includes the topics of measuring and classifying matter, chemical composition of matter, qualitative and quantitative aspects of chemical reactions, theory of atomic and molecular structure, the kinetic theory of matter and gas law calculations, acid-base chemistry, the nature of solutions, and chemical equilibrium. Emphasis is placed on developing skills in handling laboratory equipment, collecting and analyzing data, and solving problems.

**413 CHEMISTRY 1** Term: FY Grade: 10-12 PBGR: 1.0 Science  
Prerequisite: Teacher Recommendation OR PBGR: 1.0 Math Related  
A survey of the basic concepts of chemistry will be presented in this course. Application of basic concepts will be made to the student's daily life.

**421 BIOLOGY I HONORS** Term: FY Grade: 11-12 PBGR: 1.0 Science  
Prerequisite: Teacher recommendation OR PBGR: 1.0 Math Related  
In this honors level course, emphasis will be placed on an understanding of the scientific method, the formation and testing of a hypothesis, and the collection and evaluation of data. Topics of study include theories on the origin of life and the theory of evolution, cellular structure and function, production and use of energy in living things, life functions of major animal and plant groups, genetics. This course provides the student with knowledge of molecular biology and the rapidly changing advances in biotechnology. Laboratory investigations are an important part of the presentation of this course. Emphasis is placed on problem solving techniques, experimentation, interpretation of experimental data, and writing of laboratory reports.

**422 BIOLOGY I** Term: FY Grade: 11-12 PBGR: 1.0 Science  
Prerequisite: Teacher recommendation OR PBGR: 1.0 Math Related  
In this course, the student will study the unifying concepts found in living systems. Topics of study include an understanding of the scientific method, theories on the origin of life, cellular structure and function and its molecular basis, production and use of energy in living things, major life functions of animal and plant groups and genetics. Laboratory investigations are an important part of the presentation of this course.

**423 BIOLOGY 1** Term: FY Grade: 11-12 PBGR: 1.0 Science  
Prerequisite: Teacher Recommendation OR PBGR: 1.0 Math Related  
A survey of the basic concepts of biology will be presented in this course. Application of basic concepts will be made to the student's daily life.

**430 CHEMISTRY II AP** Term: FY Grade: 11-12 PBGR: 1.0 Science  
Prerequisite: Chemistry I, Adv Algebra/Trig (may be concurrent) and teacher recommendation OR PBGR: 1.0 Math Related  
This course is designed for those students who have successfully completed one year of chemistry and are planning a career in the biological or physical sciences. In addition to a review of basic chemical concepts, the student will be introduced to such topics as chemical kinetics, chemical equilibrium, electrochemistry, biochemistry, and nuclear reactions. Students have the option of taking the AP chemistry examination and may also elect the Early Enrollment option, earning college credit from Rhode Island College.

**431 CHEMISTRY II HONORS / EE** Term: FY Grade: 11-12 PBGR: 1.0 Science  
Prerequisite: Chemistry I, Adv Algebra/Trig (may be concurrent) and teacher recommendation OR PBGR: 1.0 Math Related  
This course is designed for those students who have successfully completed one year of chemistry and are planning a career in the biological or physical sciences. In addition to a review of basic chemical concepts, the student will be introduced to such topics as chemical kinetics, chemical equilibrium, electrochemistry, biochemistry, and nuclear reactions. It may be possible for a student to have the option of earning college credit in chemistry through the early enrollment program of Rhode Island College.

**432 BIOLOGY II AP** Term: FY Grade: 11-12 PBGR: 1.0 Science  
Prerequisite: Biology I Honors, Chemistry I and teacher recommendation OR PBGR: 1.0 Math Related  
This is an advanced course for those students who have successfully completed one year of biology and are considering a career in the biological/environmental/medical sciences. Students will design and conduct laboratory activities to investigate the biochemistry of cell respiration, photosynthesis, digestion, and muscle physiology. Topics in microbiology, inheritance and bioenergetics of

ecosystems will also be studied. Special independent projects will be required of students taking this course for Honors credit.

**433 BIOLOGY II HONORS** **Term: FY** **Grade: 11-12** **PBGR: 1.0 Science**  
**OR PBGR: 1.0 Math Related**

Prerequisite: Biology I Honors, Chemistry I and teacher recommendation

This is an advanced course for those students who have successfully completed one year of biology and are considering a career in the biological/environmental/medical sciences. Students will design and conduct laboratory activities to investigate the biochemistry of cell respiration, photosynthesis, digestion, and muscle physiology. Topics in microbiology, inheritance and bioenergetics of ecosystems will also be studied. Special independent projects will be required of students taking this course for Honors credit.

**434 BIOLOGY II** **Term: FY** **Grade: 11-12** **PBGR: 1.0 Science**  
**OR PBGR: 1.0 Math Related**

Prerequisite: Biology I, Chemistry I (may be taken concurrently) or teacher recommendation

This is an advanced course for those students who have successfully completed one year of biology at the CP or Honors level and are considering a career in the biological/environmental/medical sciences. Students will design and conduct laboratory activities to investigate the biochemistry of cell respiration, photosynthesis, digestion, and muscle physiology. Topics in microbiology, inheritance and bioenergetics of ecosystems will also be studied.

**435 PHYSICS I AP** **Term: FY** **Grade: 11-12** **PBGR: 1.0 Science**  
**OR PBGR: 1.0 Math Related**

Prerequisite: Chemistry I Honors, Pre-Calculus or teacher recommendation

This Advanced Placement physics course is specifically designed for those students who are considering college majors in science, engineering, mathematics and computer programming. A calculus-based, lab-centered approach will be used in the study of motion, force, energy, momentum, oscillations, waves, gravitation, electricity and magnetism. Use of calculus will increase as the course progresses. Problem solving, experimental design and interpretation of laboratory data will be emphasized. Students have the option of taking the AP physics examination and may also elect the Early Enrollment option, earning college credit from Rhode Island College.

**436 PHYSICS I H/EE** **Term: FY** **Grade: 11-12** **PBGR: 1.0 Science**  
**OR PBGR: 1.0 Math Related**

Prerequisite: Chemistry I, Algebra II or teacher recommendation

In this honors course, the student will concentrate on topics of "classical physics", which include kinematics, dynamics, statics, work, energy, power and simple machines. Also covered will be the topics of "modern physics", including relativity and nuclear physics. [Emphasis is placed on problem solving techniques, experimentation, the interpretation of experimental data, and the writing of laboratory reports.] This course is designed to meet the needs of students planning to major in the fields of medicine, science, or engineering. It may be possible for a student to have the option of earning college credit in physics through the early enrollment program of Rhode Island College.

**437 PHYSICS I** **Term: FY** **Grade: 11-12** **PBGR: 1.0 Science**  
**OR PBGR: 1.0 Math Related**

Prerequisite: Chemistry I, Algebra II (may be taken concurrently)

This physics course is the same as the honors course with respect to the topics covered. Topics emphasize practical applications of the principles of physics. The concepts studied are reinforced with demonstrations and laboratory experiments. This course is designed to meet the needs of students contemplating college majors in liberal arts, education, business, nursing, physical therapy, and laboratory technology.

**438 PHYSICS II AP** **Term: FY** **Grade: 12** **PBGR: 1.0 Science**  
**OR PBGR: 1.0 Math Related**

Prerequisite: Physics I, Pre-Calculus (may be taken concurrently)

In this honors course, the student will study topics of "classical physics", which include thermal energy, electricity and magnetism, wave mechanics, sound and light. Emphasis is placed on problem solving techniques, experimentation and the interpretation of experimental data, and the writing of laboratory reports. This course is designed to meet the needs of students planning to major in the fields of medicine, science, or engineering. It may be possible for a student to have the option of earning college credit in physics through the early enrollment program of Rhode Island College.

**439 PHYSICS II HONORS/EE** **Term: FY** **Grade: 12** **PBGR: 1.0 Science**  
**OR PBGR: 1.0 Math Related**

Prerequisite: Physics I, Pre-Calculus (may be taken concurrently)

In this honors course, the student will study topics of "classical physics", which include thermal energy, electricity and magnetism, wave mechanics, sound and light. Emphasis is placed on problem solving techniques, experimentation and the interpretation of experimental data, and the writing of laboratory reports. This course is designed to meet the needs of students planning to major in the fields of medicine, science, or engineering. It may be possible for a student to have the option of earning college credit in physics through the early enrollment program of Rhode Island College.

**441 ADVANCED SCIENCE I HONORS** **Term: FY** **Grade: 10-12** **PBGR: 1.0 Science**

Prerequisite: Teacher Recommendation

This course provides the student with an opportunity to pursue independent study of selected topics in the biological and physical sciences. Study and research outside of the school community may be possible. Students will be encouraged to develop science projects that are worthy of recognition in local, regional, and national competition. This course is designed for students who are seriously interested in science or who may be preparing for a career in science.

**442 ADVANCED SCIENCE II HONORS** **Term: FY** **Grade: 11-12** **PBGR: 1.0 Science**

Prerequisite: Teacher Recommendation

This course allows the student to continue with a second year of independent study of selected science topics. Study and research outside of the school community may be possible. Students will be encouraged to develop science projects that are worthy of recognition in local, regional, and national competition. This course is designed for students who are seriously interested in science or who may be preparing for a career in medicine, science, or science education.

**443 ADVANCED SCIENCE III HONORS Term:FY Grade: 12 PBGR: 1.0 Science**

Prerequisite: Teacher Recommendation

This course allows the student to continue with a third year of independent study of selected science topics. Students will be expected to develop high quality science projects that are worthy of recognition in local, regional, and national competition.

**445 ENVIRONMENTAL STUDIES Term:FY Grade: 10-12 PBGR: 1.0 Science**

Prerequisite: Biology

This course is designed to help students come to a better understanding of their environment and the ecological problems faced by the world population. Topics considered include: individuals and populations; communities and ecosystems; patterns of life in the microscopic world; the nature of land and water environments; and man in the web of life. These topics are studied both in the classroom and in outdoor laboratory activities. Application of some basic concepts of chemistry and physics are reviewed in this course.

**446 ENVIRONMENTAL STUDIES Term:FY Grade: 10-12 PBGR: 1.0 Science**

Prerequisite: Biology or Principles of Science II

This course is designed to help students come to a basic understanding of their environment and the ecological problems faced by the world population. Topics considered include: individuals and populations; communities and ecosystems; patterns of life in the microscopic world; the nature of land and water environments; and man in the web of life. These topics are studied both in the classroom and in outdoor laboratory activities.

**451 HUMAN ANATOMY & PHYSIOLOGY Term: FY Grade: 10-12 PBGR: 1.0 Science**

Prerequisite: Biology or teacher recommendation

This course is designed for those students who desire additional knowledge about the human body beyond that provided in biology. The interrelationship of the various structures of the body and the functions of its organs and organ systems is studied. This course is recommended for students who may be considering careers in human services, health sciences, nursing, or nutrition.

**452 HUMAN ANATOMY & PHYSIOLOGY Term: FY Grade: 10-12 PBGR: 1.0 Science**

Prerequisite: Biology or Principles of Science II

This human anatomy and physiology course provides the student with an opportunity to learn basic concepts of the structure of the human body and the functions of its organs and organ systems. Students preparing for careers in such fields as medical secretary, laboratory technician, medical assistant, or practical nursing may find this course useful.

**453 OCEAN SCIENCE HONORS Term: FY Grade: 10-12 PBGR: 1.0 Science**

**454 OCEAN SCIENCE Term: FY Grade: 10-12 PBGR: 1.0 Science**

Prerequisite: Physics First honors/ Physics First

This ocean science course will integrate life science concepts with chemistry in a study of the chemical nature of the oceans, the living things found there and the technology by which the oceans are explored. A systematic survey of ocean life (marine algae, invertebrates, fish, birds, and mammals) will be followed by a study of factors that influence productivity of the oceans and those that cause exploitation of living marine resources. The chemical nature of seawater, the role of seawater chemistry in biological processes and the contribution of the oceans to weather and climate will also be considered. The course will also integrate physical and geological nature of the oceans. These processes include the dynamics of waves and ocean currents as well as changes in seawater density and pressure. The study of the geology of the ocean floor will include plate tectonics, volcanism, structure of the earth's interior, and the mineral resources of the seabed. Students enrolled in the Honors level course will be required to complete an independent study project in addition to completing other course requirements.

**457 AQUACULTURE I Term: FY Grade: 11-12 PBGR: 1.0**

Prerequisite: Biology or teacher recommendation

The study of aquaculture will be used to teach basic science concepts from biology, physical science, chemistry, and land and water use planning. There will be a strong emphasis on concepts related to the metabolism, growth, and reproduction of cultured plants and aquatic organisms. Issues related to the use, treatment, and disposal of water will also be considered. Limited attention will be given to aquaculture facilities design and management practices. Students will gain experience in problem solving, and application of the scientific method to experimental design and independent research projects.

**458 AQUACULTURE I Term: FY Grade: 11-12 PBGR: 1.0**

Prerequisite: Biology or teacher recommendation

The study of aquaculture will be used to teach basic science concepts from biology, physical science, chemistry, and land and water use planning. There will be a strong emphasis on concepts related to the metabolism, growth, and reproduction of cultured plants and aquatic organisms. Issues related to the use, treatment, and disposal of water will also be considered. Limited attention will be given to aquaculture facilities design and management practices. Students will gain experience in problem solving, and application of the

scientific method to experimental design and independent research projects.

**460M FORENSICS – BIOLOGICAL** Term: **FY** Grade **11-12** PBGR: **0.5 Science**

Prerequisite: Biology, co-enrolled in Biology, or teacher recommendation

This course will focus on the biological and biotechnical aspects of forensic science

**463M EARTH SYSTEMS** Term: **FY** Grade **9-11** PBGR: **0.5 Science**

Prerequisite: none

This course will use a conceptual, interdisciplinary approach to the study of earth systems and processes. Inquiry-based activities will be conducted to allow students to explore geologic processes.

**466M ASTRONOMY** Term: **FY** Grade **9-11** PBGR: **0.5 Science**

Prerequisite: none

This course will focus on the earth's role in our solar system and the skills needed to make astronomical observations. Students will also study the strange phenomena existing outside our solar system.

### ENGLISH AS A SECOND LANGUAGE (ELS) COURSES IN SCIENCE

**491 ESL PHYSICAL SCIENCE 9** Term: **FY** Grade: **9** PBGR: **1.0 Science**

**492 ESL PHYSICAL SCIENCE 10-12** Term: **FY** Grade: **10-12** PBGR: **1.0 Science**

Prerequisite: ESL Placement

Physical science is the study of matter and energy. The topics of study included in this introductory course are those that will prepare the student for the study of chemistry and physics or provide a background for practical applications of physical science concepts. Laboratory activities are used to illustrate those concepts whenever possible.

**493 ESL BIOLOGY** Term: **FY** Grade: **10** PBGR: **1.0 Science**

**494 ESL BIOLOGY 11-12** Term: **FY** Grade: **11-12** PBGR: **1.0 Science**

Prerequisite: ESL Placement

Topics of study include theories on the origin of life and the theory of evolution, cellular structure and function, production and use of energy in living things, life functions of major animal and plant groups, genetics, plant and animal behavior, and ecology.

This course is designed to familiarize the student with fundamental biological concepts and the relationship of mankind to the environment. Topics of study will include a study of cells, life functions of plants and animals, heredity, and ecology. This course is modified to meet the individual needs of ESL students.

**495 ESL CHEMISTRY I** Term: **FY** Grade: **11-12** PBGR: **1.0 Science**

Prerequisite: ESL Placement

Topics included in this course are: measuring and classifying matter, chemical composition of matter, chemical reactions, atomic and molecular structure, the kinetic theory of matter, gas law calculations, acid base chemistry, the nature of solutions, and chemical equilibrium. Skills in handling laboratory equipment, collecting data, and problem solving are emphasized.

### **BUSINESS DEPARTMENT**

**500S THE DYNAMICS OF BUSINESS** Term: **S** Grade: **9-12** PBGR: **0.5 Elective**

**500M THE DYNAMICS OF BUSINESS** Term: **FY** Grade: **9-12** PBGR: **0.5 Elective**

Prerequisite: None

This course introduces the exciting and challenging world of business. Some of the topics included are marketing, the economy, technology, accounting principles, management and leadership skills required to become successful in the business world. Students will engage in an entrepreneurial unit to enhance an understanding of owning their own business. Furthermore, students will partake in a stock market trade competition and a group project in one of the business components of their choice

Our goal is to prepare students to become knowledgeable and ethical decision makers as they fulfill their roles as consumers, workers, and citizens. The mission of the class is to ensure that students are afforded equal access to fundamental business knowledge and skills and therefore, an equal opportunity for success in life.

Throughout the course, students will have the opportunity to develop and demonstrate proficiency in critical thinking, problem solving, and communication skills that will lead to an opportunity to create an artifact to include in their digital portfolio demonstrating these skills.

**508 OFFICE ASSISTANT** Term: **FY** Grade: **9-12** PBGR: **1.0 Elective**

Prerequisite: Permission of the instructor

This program will provide students with hands-on experience in an office setting. Students will perform various entry-level clerical duties under the direction of an administrative assistant. Students will gain new job skills, assume responsibility, and develop human relations.

**509 BUSINESS INTERNSHIP** Term: **FY** Grade: **11-12** PBGR: **1.0 Elective**

Prerequisite: Permission of the instructor, Junior Status

This program will provide the student with hands-on office experience at local businesses. Students will have the opportunity to perform an office internship in the following areas: CPA firm (Accounting 1 is required), Law Office, Investment Office, Data Processing, Travel Agency, Banking, Credit Union, Municipal Purchasing and Finance Office, Hospital Business Office, etc. Students will be placed with an assigned mentor to gain new job skills, assume responsibility, and develop human relations skills.

**510 COLLEGE ACCOUNTING I HONORS Term: FY Grade: 10-12 PBGR: 1.0 Math Related**

Prerequisite: An aptitude for working with numbers

Students will complete and explain the purpose of the various steps in the accounting cycle. They will be able to apply generally accepted accounting principles to determine the value of assets, liabilities and owner's equity. Students will also be able to prepare, interpret, and analyze financial statements using manual and computerized systems for service, merchandising, and manufacturing businesses. Students will apply appropriate accounting principles to payroll, income taxation, managerial systems, and various forms of business ownership. Students will be required to complete an accounting simulation for a service business at the end of the 1st semester, and a merchandise business at the end of the 2nd semester that incorporates all basic accounting theory. During the last quarter, students will apply their accounting skill in the use of excel and QuickBooks. Students who prove successful in Accounting I Honors will have achieved enough accounting knowledge and skill to apply for college credit at a college of their choice.

The curriculum and instruction of this accounting course correlates with the SCANS competencies that reflect the CHSE & CHSW Mission Statements and the Expectations for student learning in basic reading, math, listening and speaking skills and thinking skills. The curriculum also displays personal qualities of responsibility, integrity, and honesty. Accounting I will count as a 4th applied math credit for students.

**511 COLLEGE ACCOUNTING I Term: FY Grade: 10-12 PBGR: 1.0 Math Related**

Prerequisite: None

Students will complete and explain the purpose of the various steps in the accounting cycle. They will be able to apply generally accepted accounting principles to determine the value of assets, liabilities and owner's equity. Students will also be able to prepare, interpret, and analyze financial statements using manual and computerized systems for service and merchandising businesses. Students will apply appropriate accounting principles to payroll, income taxation, managerial systems, and various forms of business ownership. Students will be required to complete an accounting simulation that incorporates all basic accounting theory. During the last quarter, students will apply their accounting skill in the use of Excel and QuickBooks.

Students who prove successful in Accounting I will have achieved a marketable skill in basic accounting to pursue employment in an entry level accounting position and/or pursue post-secondary education in accounting and/or a related area in business.

The curriculum and instruction of this accounting course correlates with the SCANS competencies that reflect the CHSE & CHSW Mission Statements and the Expectations for student learning in basic reading, math, listening and speaking and thinking skills. The curriculum also displays personal qualities of responsibility, integrity, and honesty. Accounting I will count as a 4th applied math credit for students.

**512 COLLEGE ACCOUNTING 2 HONORS Term: FY Grade: 11-12 PBGR: 1.0 Math Related**

**513 COLLEGE ACCOUNTING 2 Term: FY Grade: 11-12 PBGR: 1.0 Math Related**

Prerequisite: Accounting I

Students will apply the basic accounting standards learned in Accounting I to complete the accounting cycle of a merchandising corporation as well as accounting for a partnership. Students will learn to analyze and record investments by stockholders and the declaration and payment of dividends. Students will be taught the appropriate accounting concepts and techniques to analyze and record the issuance, amortization, and retirement of company bonds. The course will teach students how to maintain accurate inventory records and determine which inventory costing method to use. Determining the cost of plant assets will be covered by learning how to compute and compare the cost basis and fair value of plant assets. Additionally, comparison and analyzation of various depreciation methods of assets and their impact on financial statements will also be taught. During the course, students will complete an accounting simulation to reinforce and demonstrate their accounting knowledge. Throughout the course, students will utilize Excel and QuickBooks to report financial reports and computations.

Students who prove successful in Accounting 2 will have achieved advanced skill and knowledge in accounting to pursue either a two- or four-year college degree in accounting or a related business degree.

The curriculum and instruction of this accounting course correlates with the SCANS competencies that reflect the CHSE & CHSW Mission Statements and the Expectations for student learning in basic reading, math, listening, and speaking and thinking skills. The curriculum also displays personal qualities of responsibility, integrity, and honesty.

Accounting II will count as a 4th applied math credit for students.

**516 BUSINESS MATHEMATICS Term: FY Grade: 10-12 PBGR: 1.0 Math Related**

Prerequisite: None

This course will provide students with the basic experiences and skills in applying mathematics to business situations. Emphasis will be on payroll, borrowing and investing, consumer purchases, and business management. Students will receive practical training in personal financial management and use of banking services.

The curriculum and instruction of this Mathematics course correlates with the SCANS competencies that reflect the CHSW Mission Statements and the Expectations for student learning in basic reading, math, listening and speaking skills, thinking skills and displays personal qualities of responsibility, integrity and honesty. Business Mathematics will count as a 4th applied math credit for students.

**517 PERSONAL FINANCE/QUICKEN Term: FY Grade: 9-12 PBGR: 1.0 Math Related**

Prerequisite: None

This course is designed to ensure students have the personal financial management skills they will need to succeed in their personal financial lives. This course explores career decisions, money and credit management, financial security, technology, decision-making opportunities, roadblocks, and consequences in personal finance planning.

Students will complete a hands-on simulation to plan their personal finances using Quicken software. Quicken software includes budgeting, savings accounts, checking accounts, credit card accounts, automobile loans, and mortgages. Students will have the opportunity to participate in an investment simulation program/stock market game.

The curriculum and instruction of this Personal Finance course correlates with the SCANS competencies that reflect the CHSE and CHSW Mission Statements and the Expectations for student learning in basic reading, math, listening and speaking skills, thinking skills and displays personal qualities of responsibility, integrity and honesty. Personal Finance will count as a 4th applied math credit for students.

**521 COMPUTER LITERACY/TECHNOLOGY Term: FY Grade: 9-12 PBGR: 1.0 Technology**

Prerequisite: None

This course is designed to bring students to a level of computer proficiency under state and local curriculum guidelines. Students will be introduced to the Windows operating environment and MS Office, including Word, Excel, Access, and PowerPoint. Students will begin the course by learning the touch method of keyboarding. The first part of the course will emphasize proper keyboarding technique, speed and accuracy levels. The instructor will use Micro-Type software to reinforce keyboarding skills acquired. Students will also learn how to use the numeric keypad efficiently. Using Microsoft word, students will learn to key and format personal business letters, memorandums, and academic reports using the MLA format. Successful students will be able to key 45 words per minute with no errors.

During the second part of course, students will concentrate on developing the skill of using Excel, Access, and PowerPoint as well as Word. Upon successful completion of this course, students will have a foundation of skill in document processing, spreadsheets and charts, database management, and multimedia presentations.

**521S COMPUTER LITERACY Term: S Grade: 9-12 PBGR: 0.5 Technology**  
**521M COMPUTER LITERACY Term: FY Grade: 9-12 PBGR: 0.5 Technology**

Prerequisite: None

This course is designed to bring students to a level of computer proficiency under state and local curriculum guidelines. Students will be introduced to the Windows operating environment and MS Office, including Word, Excel, Access, and PowerPoint. Upon successful completion of this course, students will have a foundation of skill in document processing, spreadsheets and charts, database management, and multimedia presentations.

**524 COMPUTER LITERACY/SUPERWRITE Term: FY Grade: 9-12 PBGR: 1.0 Technology**

Prerequisite: None

This course is a full year course made up of (1) Business Keyboarding, (2) Computer Literacy, and (3) Speedwriting.

Business Keyboarding is learning how to enter data by the Touch System progressing to acceptable speed and accuracy levels. Students will learn to properly format reports, letters, and memos.

Computer literacy is designed to bring students to a level of computer proficiency under state and local curriculum guidelines. Students will be introduced to the Windows operating environment and MS Office, including Word, Excel, Access, and PowerPoint. An introduction to the Internet and e-mail will also be covered. Upon successful completion of this course, students will have a foundation of skill in document processing, spreadsheets and charts, database management, and multimedia presentations.

Speedwriting is an abbreviated writing system based primarily on longhand and secondarily on phonetics. Speedwriting is designed to give the student a way to write quickly with a minimum of learning time and help students improve their spelling, vocabulary, and sentence construction.

**526M SPORTS MARKETING I Term: FY Grade: 10-12 PBGR: 0.5 Elective**

Prerequisite: None

Sports Marketing is a specialized course which provides students with knowledge of the operation of the sports industry. This course is designed to equip students with entry-level competencies in the areas of sponsorship, promotion, advertising, legal contracts, agents, event marketing, and communications. Students will also obtain a thorough understanding of the career options available in this field. Throughout the course, students will have the opportunity to develop and demonstrate proficiency in critical thinking, problem solving, and communication skills while completing one of the many detailed unit projects.

As students become proficient in the entry-level competencies of sports marketing will enable them to create an artifact to include in their digital portfolio demonstrating these skills.

**527M SPORTS MARKETING II Term: FY Grade: 10-12 PBGR: 0.5 Elective**

Prerequisite: Sports Marketing I

Sports Marketing 2 will give students the opportunity to further their knowledge of the operation of the sports industry.

Students enrolled in this course will enhance upon the essential business skills sports organizations seek from new employees. The essential business skills sports organizations seek when seeking new employees are:

- Advertising and strategic branding practices for professional sports teams and university properties
- Successful promotions used by sports teams and/or collegiate properties

- Understanding of front office operations and positions
- Successful sports marketing and sales techniques
- Identify successful revenue streams available to teams through corporate sponsorships
- High tech e-marketing revenue and marketing campaigns
- Professional and industry specific vocabulary
- Community relations programs that benefit businesses
- Customer service and event management best practices

Students who prove successful in Sports Marketing 2 will have achieved a marketable skill and knowledge to pursue either a two- or four-year college degree in sports marketing or a related business degree.

The curriculum and instruction of Sports Marketing 2 correlates with the SCANS competencies that reflect the CHSE and CHSW Mission Statements and the Expectations for student learning in basic reading, math, listening and speaking skills, thinking skills and displays personal qualities of responsibility, integrity and honesty.

Students who prove successful in Sports Marketing 2 will have achieved the marketable skills and knowledge necessary to pursue a career in this fast growing industry. Students will be encouraged to further their education by enrolling into either a two- or four-year college to earn a degree in sports marketing or a related business area.

**529S BUSINESS MANAGEMENT HONORS Term: S Grade: 10-12 PBGR: 0.5 Math Related**

Prerequisite: Teacher recommendation

Students will be involved in a course that emphasizes many business principles. Students will survey areas of business such as entrepreneurship, careers in management, ethics and social responsibility, business law, economics, international business, planning and strategic management, and organizational structure. Classroom presentations will consist of oral reports, written reports, and PowerPoint presentations.

Students will use a hands-on simulation of running a business. Virtual Business Management simulates a wholesale distribution business that gives students experiences in hiring their own staff, pricing and purchasing, supplier payments, customer credit, and obtaining loans from the bank. Students will also have an opportunity to compete in the Virtual Business Challenge, a national competition sponsored by the Future Business Leaders of America.

Honors students will be encouraged to think critically for each of the areas covered in the Business Management course. In addition, these students will research current business issues and report their findings to the class. Finally, Honors students will conduct an in-depth analysis of a publicly-held corporation and include in their report company history, industry information, mission statement, organizational structure, social responsibility, international business, and financial/stock information.

The curriculum and instruction of this Business Management course correlates with the SCANS competencies that reflect the CHSE and CHSW Mission Statements and the Expectations for student learning in basic reading, math, listening and speaking skills, thinking skills and displays personal qualities of responsibility, integrity and honesty.

**530S BUSINESS MANAGEMENT Term: S Grade: 10-12 PBGR: 0.5 Math Related**

Prerequisite: None

Students will be involved in a course that emphasizes many business principles. Students will survey areas of business such as entrepreneurship, careers in management, ethics and social responsibility, business law, economics, international business, planning and strategic management, and organizational structure.

The curriculum and instruction of this Business Management course correlates with the SCANS competencies that reflect the CHSE and CHSW Mission Statements and the Expectations for student learning in basic reading, math, listening and speaking skills, thinking skills and displays personal qualities of responsibility, integrity and honesty. Business Management will count as a 4th applied math credit for students.

**532S BUSINESS LAW HONORS Term: S Grade: 10-12 PBGR: 0.5 Elective**

Prerequisite: Business Management Honors

Students will be involved in a rather intense course that emphasizes many business law principles. Students will survey areas of business law such as contract law, law of sales, consumer law, sole proprietorships, partnerships, corporate law, limited liability companies, personal property, real property, commercial paper, insurance, secured transactions, and bankruptcy. Classroom presentations will consist of oral reports, written reports, and PowerPoint presentations.

The Business Law course will be taught through case study analysis. Students will be encouraged to apply the knowledge gained in each chapter to solve real business law cases. Tests will involve solving business law cases by first stating the facts, judging the merits of the case, and then applying the rule of law from each chapter.

Honors students will be encouraged to think critically for each of the areas covered in the Business Law course. In addition, these students will research current business law issues and report their findings to the class. Finally, Honors students will conduct an in-depth analysis of an actual business law case. The students will become the “Judge” and report on the facts of the case, decide on the legal merits of the case, and apply what they have learned in the classroom to decide on the rule of law.

The curriculum and instruction of this Business Law course correlates with the SCANS competencies that reflect the CHSE and CHSW Mission Statements and the Expectations for student learning in basic reading, math, listening and speaking skills, thinking skills and displays personal qualities of responsibility, integrity and honesty.

**533S BUSINESS LAW Term: S Grade: 10-12 PBGR: 0.5 Elective**

Prerequisite: Business management

Students will be involved in a rather intense course that emphasizes many business law principles. Students will survey areas of business law such as contract law, law of sales, consumer law, sole proprietorships, partnerships, corporate law, limited liability companies, personal property, real property, commercial paper, insurance, secured transactions, and bankruptcy. Classroom presentations will consist of oral reports, written reports, and PowerPoint presentations.

The Business Law course will be taught through case study analysis. Students will be encouraged to apply the knowledge gained in each chapter to solve real business law cases. Tests will involve solving business law cases by first stating the facts, judging the merits of the case, and then applying the rule of law from each chapter.

The curriculum and instruction of this Business Law course correlates with the SCANS competencies that reflect the CHSE and CHSW Mission Statements and the Expectations for student learning in basic reading, math, listening and speaking skills, thinking skills and displays personal qualities of responsibility, integrity and honesty.

<b>534M ENTREPRENEURSHIP</b>	<b>Term: FY</b>	<b>Grade: 11-12</b>	<b>PBGR: 0.5 Elective</b>
<b>534W ENTREPRENEURSHIP</b>	<b>Term: W</b>	<b>Grade: 11-12</b>	<b>PBGR: 0.5 Elective</b>

Prerequisite: None

Entrepreneurship is a specialized business course designed to provide students with the necessary skills to start and operate a business.

Students will take a step-by-step journey through the entire process of owning their own business. The students will explore the traits and characteristics of successful entrepreneurs. This course will cover such topics as Marketing, Economics, Finance, Accounting, Management, Global Markets and Legal issues. Students will also learn the importance of business ethics, human relations and interpersonal skills. They will develop a written business plan for a business of their choice.

After completing this course, students will have the skills needed to launch and own their own business and the knowledge of risk management for growing their business.

<b>535M CAREER PREPARATION</b>	<b>Term: FY</b>	<b>Grade: 11-12</b>	<b>PBGR: 0.5 Elective</b>
<b>535W CAREER PREPARATION</b>	<b>Term: W</b>	<b>Grade: 11-12</b>	<b>PBGR: 0.5 Elective</b>

Prerequisite: None

Students will gain the necessary skills needed to be successful in the twenty-first century workplace. Students will develop strategies to make an effective transition from school to career. Students will also learn the process of preparing professional electronic resumes and cover letters. They will develop an interviewing portfolio that demonstrates job readiness enabling them to be successful and competitive in today's changing workplace.

Students will be able to use the Internet to increase their knowledge and employment potential. They will also use the Internet to research perspective employers in various career fields. By participating in field trips to area businesses, students will have the opportunity to meet and interact with the business community to learn about employers and job opportunities and the relationship of lifelong learning to career success.

Partnerships formed between the Career Preparation class and area businesses result in guest speakers that inform students of the ever-evolving needs of the workplace. This course will give students practical tools that will help them gain a competitive advantage and achieve full career potential.

<b>552 MS OFFICE COMPUTER APPLICATION</b>	<b>Term: FY</b>	<b>Grade: 10-12</b>	<b>PBGR: 1.0 Technology</b>
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Prerequisite: Computer Literacy and teacher recommendation

This course is designed for highly motivated students who have demonstrated exceptional ability in Computer Literacy. It will carry extra quality points in the computation of class rank upon successful completion the MOUS Certification Examination.

The first part of this course will enable students to apply the keyboarding skills developed in Computer Literacy/Computer Technology at an advance level. Students will continue to develop speed and accuracy while being instructed in advanced keyboarding applications. Students who prove successful will be able to key 60 words per minute with no errors. Upon completion of the first part of this course, students will commence training in the Microsoft Office Package that includes: Microsoft Word (word processing), Excel (spreadsheets and graphs), PowerPoint (presentations), Access (database), Outlook (e-mailing) as well as researching the Internet and basic web design.

Upon successful completion of the MOUS Certification Examination, candidates will receive an Office Specialist (MOUS) certificate that will set them apart in the competitive job market. This certificate is a valuable credential recognized worldwide as proof that the individual has the desktop computing skills needed to work more productively and efficiently.

<b>560M CAREER EXPLORATION *</b>	<b>Term: FY</b>	<b>Grade: 9-12</b>	<b>PBGR: 0.5 Elective</b>
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(formerly titled- Tech Careers for the future)

Prerequisite: None

Students will gain a developmental understanding of their own strengths and weaknesses to enable them to be successful in the ever-evolving requirements of the workplace. As students embark on career exploration, they will learn the relationship of lifelong learning to career success. Students will learn to conduct a career search and identify career pathways. They will explore multiple career paths and the interrelatedness of those career pathways. This exploration will enable individuals to meet the needs of employers who are assembling technically skilled, flexible, and cross-trained workforces.

This course will offer continuous instruction in current and emerging information technology. In this framework, this course



The primary emphasis for the third year student is upon advanced work in graphic arts which will include publication, desktop publishing, layout/design, digital duplication, color printing, and further printing which will provide the student with a realistic feel for work being done in the industry.

**614M PHOTOGRAPHY** Term: FY Grade: 9-12 PBGR: 0.5 Elective

Prerequisite: None

This course is designed for those students with no previous experience in Photography. They will learn basic skills in taking black and white photographs, negative development, the print process, and many special dark room procedures. They will be introduced to composition in the craft sense and will learn to control elements and techniques that aid in communicating ideas. Vision and growth are the goals of this course. It is mandatory that students have continual access to a SLR variable focus 35mm camera.

**616 WEBSITE DESIGN & MANAGEMENT** Term: FY Grade: 9-12 PBGR: 1.0 Technology

Prerequisite: None

This course is designed to give students instruction in all phases of website design, website development and website maintenance. Students will become proficient in the use of popular web-design software tools.

**617 ADV. WEB DESIGN & MANAGEMENT** Term: FY Grade: 11-12 PBGR: 1.0 Technology

Prerequisite: Website Design and Management, Advanced Online Communications

This course is designed to continue instruction in website design, website development and website maintenance. Students will become proficient using advanced tools in web-design software. Each student will be responsible for the development, testing and maintenance of an original website. Additionally, students will gain website maintenance and design experience by maintaining the Cranston High School East website.

**618M INTRO TO ONLINE COMMUNICATIONS** Term: FY Grade: 9-12 PBGR: 0.5 Technology

Prerequisite: None

This course challenges the first year student. It is designed to give the first year student a comprehensive understanding of the world of telecommunications by using the Personal Computer on a local area network to connect to the Internet. The student will interact with other PC users and use the computer as a tool for gathering research in an educational environment. Students will communicate with other users by E-mail (electronic mail) and in addition, will become familiar with reading, understanding and navigating their way through the Internet. On a local level, students will be able to interact with other users in the Cranston School system and in turn, establish a better link between high school and the various feeder schools. Perhaps one of the biggest advantages of this program is the ability to access the Internet and take advantage of the multicultural diversity this program offers. The Internet offers the user the opportunity to access information on hundreds of topics involving many disciplines and subject areas.

This unique and diverse program offers a wealth of information to many subject areas including Social Studies, English, Science, Foreign Languages, Technology and Mathematics.

**619M ADVANCED ON-LINE COMMUNICATIONS** Term: FY Grade: 10-12 PBGR: 0.5 Technology

Prerequisite: Intro to Online Communications

This course is designed to give the advanced student an understanding of methods and skills needed to navigate and search Hyper-text Home Pages on the World Wide Web. Students will design and create home pages and use the WWW to publish electronic information papers using Graphic User Interface software such as Mosaic or Netscape.

**621 DESKTOP PUBLISHING** Term: FY Grade: 9-12 PBGR: 1.0 Elective

Prerequisite: None

This course was designed for students who would like to gain the skills needed to do Desktop Publishing. At the same time, students will use Word Processing and Graphic Illustration software to complete their projects. After students learn the basics of the software programs they will be able to produce limited runs of minor publications, fliers and printed graphic images.

**621M DESKTOP PUBLISHING I** Term: FY Grade: 9-12 PBGR: 0.5 Elective

Prerequisite: None

This course was designed for students who will be involved in the Journalism class or be a member of the school newspaper. Students will be able to publish their work using computer aided Desktop Publishing. At the same time, students are encouraged to increase their creative skills through the use of a capable word processor and several excellent drawing programs. After students learn how to use the above programs and gain some knowledge in producing minor publications, they are required to produce a seven to ten page newsletter.

**622M DESKTOP PUBLISHING II** Term: FY Grade: 10-12 PBGR: 0.5 Elective

Prerequisite: Desktop Publishing 1

This course was designed to further enrich students' knowledge in Desktop Publishing skills. Students will be encouraged to work on many different publications used in industry. All students, especially those with writing and/or artistic skills, should enjoy this offering at Cranston East.

**625 COMPUTER TECH INTERNSHIP** Term: FY Grade: 11-12 PBGR: 1.0 Technology

Prerequisite: Recommendation of the instructor

By invitation of the instructor based upon the student's aptitude, attitude, and achievement in computer courses. The participant will have the opportunity to learn advanced troubleshooting and web page skills. The program will give students practical skills in repair,

maintenance, and networking procedures.

**626M BASIC CAD FOR ENGINEERING A**                      **Term: FY**                      **Grade: 9-12**                      **PBGR: 0.5 Technology**

Prerequisite: None

This course will teach the practical application of a variety of engineering concepts which will include: problem solving, manufacturing processes, engineering codes and standards, geometric dimensions and tolerances, as well as an understanding of how to specify materials for your design. Solid Works will be the software program incorporated in the design process. With the literal explosion in innovation seen as technology, an understanding of the process of moving from idea to produce is essential. Solid Works incorporates technical drafting and introduces the student to elements of communication not touched upon in other parallel courses. This course will introduce and develop the concepts of planning your work to expedite your plan. Within each segment, the student will be guided through instruction, demonstration, hands-on activities, and problem solving techniques. Technology will be experienced not just seen.

**627M BASIC CAD FOR ENGINEERING B**                      **Term: FY**                      **Grade: 9-12**                      **PBGR: 0.5 Technology**

Prerequisite: Basic CAD for Engineering Part A

This course is a continuation of Part A and will stress using Solid Works in the design process. The practical application of a variety of engineering concepts such as problem solving in the manufacturing process, using engineering codes, standards, geometric dimensions and tolerances. Student designs will specify materials with a rationale for their use. The understanding of the process of moving from idea to product is essential. Solid Works incorporates technical drafting and introduces the student to elements of communication not touched upon in other parallel courses. This course will continue to the introduction and development of the concepts of planning your work to expedite your plan. Within each segment of the class, student will be guided through instruction, demonstration, hands-on activities, and problem solving techniques. Technology will be experienced not just seen.

**628M ANIMATION Part A**                                      **Term: FY**                      **Grade: 9-12**                      **PBGR: 0.5 Technology**

Prerequisite: Sophomore Status

This course will provide students with a solid understanding of Light Wave Software. Light Wave is the industry standard for animation and special effects. Light Wave has been used for movies (Jurassic Park Titanic, Star Trek, and ABC, ESPN special effects. This will be a challenging course that will provide students with some marketable skills. It is a course that can stand alone but, when combined with our video production course, it will provide awesome potential for PowerPoint enhancement, portfolio exhibits, and video production.

**629M ANIMATION Part B**                                      **Term: FY**                      **Grade: 9-12**                      **PBGR: 0.5 Technology**

Prerequisite: Animation Part A

This course will continue the study of animation with a solid understanding of Light Wave Software. Light Wave is the industry standard for animation and special effects. Light Wave has been used for movies (Jurassic Park Titanic, Star Trek, and ABC, ESPN special effects . This will be a challenging course that will provide students with some marketable skills. It is a course that can stand alone but, when combined with our video production course, it will provide awesome potential for PowerPoint enhancement, portfolio exhibits, and video production.

**630 BASIC WOODWORKING**                                      **Term: FY**                      **Grade: 9-12**                      **PBGR: 1.0 Elective**

**630M BASIC WOODWORKING**                                      **Term: FY**                      **Grade: 9-12**                      **PBGR: 0.5 Elective**

Prerequisite: None

The major thrust of basic woodworking is placed on the development of the basic psychomotor skills, knowledge, attitudes, and good work habits, which are essential for success in today's complex industrial society. Students will be introduced to the proper use of all types of hand and power tools as well as to woodworking machinery. They will be required to select, draw, fabricate, assemble, and complete a project of their choice. The skills, knowledge, and attitudes they gain from the course will be of value in preparing them to make sound educational decisions that will ultimately be of benefit in the career development process. Safety and technique are of paramount importance because of the potential for injury. No student will be permitted access to any machinery until the instructor is certain that the student is totally familiar with it.

**631 ADVANCED WOODWORKING**                                      **Term: FY**                      **Grade: 10-12**                      **PBGR: 1.0 Elective**

Prerequisite: Basic Woodworking

This course provides a continuation of basic woodworking with emphasis on developing additional skills in the use of woodworking machinery, including the radial arm saw, router, and motorized miter box. Students will be required to complete a major project of their own choice. They will also continue to develop cabinet-making skills while gaining additional knowledge to explore woodworking career areas.

**634 INTRODUCTION TO MANUFACTURING**                      **Term: FY**                      **Grade: 9-12**                      **PBGR: 1.0 Elective**

Prerequisite: None

This is an exciting class for students who want to learn more about the Manufacturing industry. The vast array of systems and technologies available in today's manufacturing enterprise are surveyed. The students gain an appreciation of range and depth of application possibilities. This course is designed to prepare young adults to go into the world of work, to improve their understanding of manufacturing systems, time management, communication skills, and problem solving.

**636 VIDEO PRODUCTION**                                      **Term: FY**                      **Grade: 9-12**                      **PBGR: 1.0 Elective**

Prerequisite: None



This course is designed to give students in the vocational building and Construction programs some practical experience in reading and interpreting blueprints and architectural drawing. It is offered on a week about schedule for juniors and seniors.

**648W ADVANCED BLUEPRINT READING** Term: W Grade: 11-12 PBGR: 0.5 Elective

Prerequisite: Blueprint Reading and enrolled in the Building & Construction program

This course is designed to give students in the vocational building and Construction programs some practical experience in reading and interpreting blueprints and architectural drawing. It is offered on a week about schedule for juniors and seniors.

## FAMILY AND CONSUMER SCIENCES DEPARTMENT

**650 INTRO FAMILY & CONSUMER SCIENCES** Term: FY Grade: 9-10 PBGR: 1.0 Elective

**650M INTRO FAMILY & CONSUMER SCIENCES** Term: FY Grade: 9-10 PBGR: 0.5 Elective

Prerequisite: None

This introductory program is designed to focus on the interrelationships among individuals, families, work and community. The aim of this program is for students to develop basic life management skills and explore various course and career options. This is a hands-on exploratory course involving mini units, projects, guest speakers, and career days. Concentration will be on community service. The areas of study will include Personal & Child Development, Wellness, Nutrition, and Food Preparation; Housing & Interior Design; Clothing, Textiles, and Retailing; Textile Art & Crafts; and resource Management.

**651 CHILDHOOD EDUCATION I** Term: FY Grade: 9-12 PBGR: 1.0 Elective

Prerequisite: None

This course will include child development and parenting responsibilities from conception through the childhood stages. Physical, emotional, intellectual, and social characteristics of children at different ages levels will be studied. Human development is based on generally defined stages of growth that are observable in all children and can be encouraged by love, care, and proper role models.

**652 CHILDHOOD EDUCATION II** Term: FY Grade: 10-12 PBGR: 1.0 Elective

Prerequisite: Childhood Education I

This course is designed to help the student to learn how to meet the needs of the child from before birth to age five. Students also develop an understanding of parenthood, infant care, and child care. The students learn the various growth and developmental patterns of the young child as well as how to meet and handle everyday emergencies. A play school is also a part of this program.

**653 WORKING WITH CHILDREN (EE)** Term: FY Grade: 11-12 PBGR: 1.0 Elective

**654 WORKING WITH CHILDREN** Term: FY Grade: 11-12 PBGR: 1.0 Elective

Prerequisite: Childhood Education II or permission of the instructor (Note: This class meets one extra period a week)

This course is designed to prepare students who are interested in pursuing a career working with or teaching children. The course concentrates on the early develop-mental stages of children and understanding what they need in order to learn. Students will gain valuable work experience in the teaching environment by participating in field placement in local early childhood facilities and schools. It may be possible for a student to have the option of earning college credit through the early enrollment program at the University of Rhode Island.

**660M CONSUMER EDUCATION** Term: FY Grade: 10-12 PBGR: 0.5 Elective

Prerequisite: Sophomore Status

This course is designed to help the student develop basic competencies as consumers of both goods and services. The emphasis is on how to use limited financial resources to achieve personal goals. The student learns how to manage money and to make wise selections with regard to food, clothing, and shelter. Banking techniques are discussed in conjunction with budgeting practices. The student also learns how to use consumer laws to their advantage and how to be a well informed consumer knowing his/her rights and responsibilities.

**662 INTERIOR DESIGN/ REAL ESTATE** Term: FY Grade: 9-12 PBGR: 1.0 Elective

Prerequisite: None

This course is designed to discuss the multiple factors in providing housing for the individual or the family. The students learn how to identify architectural styles of homes, read floor plans, and understand the criteria for judging a well organized floor plan. The student also studies the principles and elements of art to create attractive rooms. The guidelines for good furniture arrangement are discussed. The student will develop a floor plan and color scheme to practice the techniques and knowledge learned to reflect his/her own personality.

**665 FOODS AND NUTRITION 1** Term: FY Grade: 9-12 PBGR: 1.0 Elective

Prerequisite: None

This course is designed to assist the students in planning and preparing nutritious meals which will meet the new Basic Five Food Group requirements and be served attractively. Basic terms and skills will be learned and practiced to accomplish this goal. Special attention will be given to safety practices, comparison-shopping, and label information.

**666 FOODS AND NUTRITION II** Term: FY Grade: 10-12 PBGR: 1.0 Elective

Prerequisite: Foods and Nutrition I

This course will allow the students to expand his/her knowledge acquired during FOODS and NUTRITION I. More advanced

terminology and skills are demonstrated and practiced. Emphasis is placed on the creativity and resourcefulness (time, money, equipment, and skill) of the food planner and preparer to meet the family needs. An entertainment unit and a foreign foods unit are included.

**667 FOODS AND NUTRITION III** Term: FY Grade: 11-12 PBGR: 1.0 Elective

Prerequisite: Foods and Nutrition II

This course is designed for students who wish to further their knowledge and skills in the area of FOODS and NUTRITION. Emphasis is given to restaurant management and career opportunities.

**670 FASHION MERCHANDISING I** Term: FY Grade: 9-12 PBGR: 1.0 Elective

Prerequisite: None

This course will allow students to explore the field of fashion, clothing construction, and merchandizing. The course is designed to introduce students to the basic elements of garment construction based on line, color, and style. This is a hands-on course and students will master the use of the sewing machine and basic hand sewing. Four projects of choice will be required. Wardrobe planning, garment construction, fashion design, marketing, management and careers in retailing will be explored.

**671 FASHION MERCHANDISING II** Term: FY Grade: 10-12 PBGR: 1.0 Elective

Prerequisite: Fashion Merchandising/Clothing Construction I

This course will allow students to expand his/her knowledge and skills acquired in FM/Clothing 1. The course will involve an in-depth study of the fashion industry, retailing, and marketing of ready to wear clothing, as well as the construction of hand made garments. Students will be encouraged to design their own patterns to reflect their own needs and interest. Work experience in the retailing field will be encouraged.

**672M TEXTILE ARTS** Term: FY Grade: 9-12 PBGR: 0.5 Elective

Prerequisite: None

This course introduces students to a variety of Textile Arts. Using art elements and principles, students are encouraged to use individuality while producing needle arts and projects. All design ideas are strictly creative or of historical significance and are executed according to student potential. Students will furnish all necessary materials.

**675S MARRIAGE & FAMILY RELATIONSHIPS** Term: S Grade: 10-12 PBGR: 0.5 Elective

Prerequisite: Sophomore Status

This course is designed to develop an understanding of the interpersonal relationships between oneself and the people that surround us. Topics include personal development, communication, dating relationships, marriage and family issues, and positive parenting. This course will develop decision-making and problem solving skills.

**676M PROJECT LIFE\*** Term: FY Grade: 11-12 PBGR: 0.5 Elective

(Formerly titled – Introduction to the Real World)

Prerequisite: Not open to students who have completed Pathways to the Future

This course is designed to help the student adjust to “living on their own” and the transition from school to the “world of work.” This course will focus on topics of understanding one’s self, family, the relationship of marriage, and parenting; healthy living; adult responsibilities; the purchasing and repair of cars; banking and money management; an opportunity to explore careers and develop skills to successfully obtain and maintain employment. This course will aid enhancing skills in decision-making, planning, and communication. Students will be engaged in hands-on projects, field trips, and guest speakers and community service work. This course gives the type of knowledge needed by everyone for everyday living.

**677S PATHWAYS TO THE FUTURE** Term: S Grade: 11-12 PBGR: 0.5 Elective

**677M PATHWAYS TO THE FUTURE** Term: FY Grade: 11-12 PBGR: 0.5 Elective

This course provides students with communication and networking skills necessary to succeed in life. Using highly interactive activities, the students strategize ways of acquiring necessary skills, training, education and work experience to achieve future goals. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. The course will help students with decision making, problem solving and communication skills. Students will learn about occupations, career choices, money management and the skills to live independently.

## FINE ARTS DEPARTMENT

**700 FOUNDATIONS IN ART HONORS** Term: FY Grade: 9-12 PBGR: 1.0 Fine Arts

Prerequisite: Teacher recommendation

This is an entry-level course for students wishing to pursue further studies in the Visual Arts. This course is designed to provide an overview of the Visual Arts while allowing students to develop an experience with a broad variety of art media, materials and tools. With an emphasis on studio production, the students will explore and develop skills in drawing, painting, graphic design, printmaking, architectural/environmental design and sculpture. This course, emphasizing art production, is designed to develop higher-level thinking, art-related technology skills, art appreciation, art criticism, and aesthetics. The use of a sketchbook to demonstrate a process portfolio is required. Upon successful completion, students will have proficient knowledge and skills to create, appreciate, assess, and

relate art to their everyday lives. This course of study is proving valuable to all students applying to major colleges as part of a well-rounded education. The Foundations in Art course is a prerequisite for Advanced Art 1, Advanced Art 2, and Studio Art.

Proficiency in this course will assist students to fulfill some requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students will work towards contributing proficient artifacts and reflections to the CPS digital graduation portfolio.

**701 FOUNDATIONS IN ART** **Term: FY** **Grade: 9-12** **PBGR: 1.0 Fine Arts**

Prerequisite: Teacher recommendation

This course is intended for academically and creatively motivated students who are seriously interested in pursuing further studies in the visual arts. This is an entry-level course for the High School Visual Arts curriculum and is designed to provide an overview of the Visual Arts while allowing students to apply a broad variety of art media, materials and techniques. With an emphasis on studio production, the students will explore in depth, drawing, painting, graphic design, printmaking, architectural/environmental design and sculpture. This course is designed to develop higher-level thinking, art-related technology skills, art appreciation, art criticism, and aesthetics. Additionally, there is a greater emphasis on research, art history, and independent study. The use of a sketchbook to demonstrate a process portfolio is required. Upon successful completion of this course, students will have proficient knowledge and skills to create, appreciate, assess, and relate art to their everyday lives. This course of study is proving valuable to all students applying to major colleges as part of a well-rounded education. The Foundation in Art Honors course is a prerequisite for Advanced Art 1, Advanced Art 2, and Studio Art.

Proficiency in this course will assist students to fulfill some requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students will work towards contributing proficient artifacts and reflections to the CPS digital graduation portfolio.

**702 ART & DESIGN APPLICATION** **Term: FY** **Grade: 9-12** **PBGR: 1.0 Fine Arts**

Prerequisite: Teacher recommendation

Art and Design Application is a basic art course, providing students with a general experience in design arts. This course provides an overview and introduction to two and three-dimensional design, fine crafts, a variety of media and cultures. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skills, art appreciation, art criticism, and aesthetics. Upon successful completion of this course, students will gain proficient knowledge and skills to create, appreciate, and assess multicultural and applied arts. The use of a sketchbook to demonstrate a process portfolio is required for this course.

Proficiency in this course will assist students to fulfill some requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students will work towards contributing proficient artifacts and reflections to the CPS digital graduation portfolio.

**703 BASIC ART & DESIGN** **Term: FY** **Grade: 9-12** **PBGR: 1.0 Fine Arts**

**703M BASIC ART & DESIGN** **Term: FY** **Grade: 9-12** **PBGR: 0.5 Fine Arts**

Prerequisite: None

Basic Art and Design is an exploratory art course, which provides students with an exposure to the design arts. This course explores a variety of media in two and three-dimensional design, fine crafts, their media and the cultures they represent. With an emphasis on studio production, this course is designed to promote higher-level thinking, art related technology skills, art appreciation, art criticism, and aesthetics. Upon successful completion of this course, students will gain general knowledge and skills to create, appreciate, and assess multicultural and applied arts. The use of a sketchbook is required for this course.

Proficiency in this course will assist students to fulfill some requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students will work towards contributing a proficient artifact and reflection to the CPS digital graduation portfolio.

**711 SCULPTURE & CERAMICS - HONORS** **Term: FY** **Grade: 10-12** **PBGR: 1.0 Fine Arts**

Prerequisite: Art and Design Application or Foundations in Art, and teacher recommendation

This course provides students with an introduction to the basic concepts, skills, and vocabularies used to create three-dimensional works of art. Students will be introduced to a variety of techniques in both clay and mixed media including cardboard or paper, paper mache, wire or metal, as well as found objects. This course provides instruction and experience in design and drawing as a three-dimensional plan, additive and subtractive sculpture, ceramics, environmental design, as well as fine crafts, their media, and the cultures they represent. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. The use of a sketchbook to demonstrate a process portfolio is required. Upon successful completion of this course students will have proficient knowledge and skills to create, appreciate and assess three-dimensional art.

Proficiency in this course will assist students to fulfill some requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students will contribute proficient artifacts and reflections to the CPS digital graduation portfolio.

**712 SCULPTURE & CERAMICS** **Term: FY** **Grade: 10-12** **PBGR: 1.0 Fine Arts**

Prerequisite: Art and Design Application or Foundations in Art

This course is a basic three-dimensional art course, providing students with basic concepts, skills, and vocabularies used to create three-dimensional works of art. Students will be introduced to a variety of techniques in both clay and mixed media including cardboard or paper, paper mache, wire or metal, as well as found objects. The various vocabularies, tools and concepts associated with the various media will also be examined. Students will learn about the relationships among three-dimensional art forms and

between their own art production and that of others. They will learn about the historical and cultural contexts of art and its relationships to contemporary life. The use of a sketchbook to demonstrate a process portfolio is required. Upon successful completion of this course, the student will gain a general knowledge of creating, appreciating, assessing, and valuing three-dimensional art.

Proficiency in this course will assist students to fulfill some requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students will contribute proficient artifacts and reflections to the CPS digital graduation portfolio.

**713M BASIC SCULPTURE & CERAMICS Term: FY Grade: 10-12 PBGR: 0.5 Fine Arts**

Prerequisite: Basic Art and Design or Art and Design

This course provides students with an exploratory experience in three-dimensional design. Students will be introduced to a variety of techniques in both clay and mixed media. Vocabularies, tools and concepts associated with the various media will also be examined. Upon successful completion of this course, students will gain a general knowledge of creating, appreciating, assessing, and valuing three-dimensional art. The use of a sketchbook is required for this course.

Proficiency in this course will assist students to fulfill some requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students will work towards contributing a proficient artifact and reflection to the CPS digital graduation portfolio.

**716 ADV. SCULPTURE & CERAMICS HONORS Term: FY Grade: 11-12 PBGR: 1.0 Fine Arts**

Prerequisite: Sculpture & Ceramics and teacher recommendation

Advanced Sculpture and Ceramics is a course offered to those students who, upon recommendation from his/her teacher from the previous introductory course in Ceramics and Sculpture, wish to pursue further study of the subject. Students will work with a variety of 3-D art media to create increasingly sophisticated works of art. They will understand the relationships among three-dimensional art forms and between their own art production and that of others. They will be able to relate understanding about the historical and cultural contexts of art to situations in contemporary life. Students will demonstrate proficient to advanced proficiency in creating, appreciating, assessing, and relating three-dimensional art to everyday life. The use of a sketchbook to demonstrate a process portfolio is required. Upon successful completion of this course, the student should demonstrate proficient to advanced proficiency in solving three-dimensional problems with creative insight, reason, and technical skill.

Proficiency in this course will assist students to fulfill some requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students will contribute proficient to advanced artifacts and reflections to the CPS digital graduation portfolio.

**717 ADVANCED SCULPTURE AND CERAMICS Term: FY Grade: 11-12 PBGR: 1.0 Fine Arts**

Prerequisite: Sculpture & Ceramics

This course is intended for academically and creatively motivated students who are seriously interested in pursuing further studies in three-dimensional design and have received a recommendation from his/her teacher from the previous introductory course in Ceramics and Sculpture. Students will demonstrate proficient to advanced proficiency in creating, appreciating, assessing, and relating three-dimensional art to everyday life. Students will work independently and confidently with a variety of 3-D art media to create increasingly sophisticated works of art, while establishing a personal voice. Students will understand, synthesize, and use with confidence sensory, formal, expressive and technical properties. They will analyze the relationships among three-dimensional art forms and between their own art production and that of others. They will be able to relate understanding about the historical and cultural contexts of art to situations in contemporary life. The use of a sketchbook to demonstrate a process portfolio is required. Upon successful completion of this course, the student should demonstrate proficient to advanced proficiency in solving three-dimensional problems with creative insight, reason, and technical skill.

Proficiency in this course will assist students to fulfill some requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students will contribute proficient to advanced artifacts and reflections to the CPS digital graduation portfolio.

**722M FINE ARTS APPRECIATION Term: FY Grade: 9-12 PBGR: 0.5 Fine Arts**

Prerequisite: None

This course is designed for Non-Art Majors and introduces students to the world of Visual Arts through an exploration of its most important historical periods, artists, masterworks and the cultures surrounding them. The processes by which art is created, a vocabulary to discuss and write art and the media used to make art will be presented in this class. Students will be encouraged to formulate ideas, draw aesthetic conclusions and develop a basic understanding of the importance of art in their lives, community and the world. Some studio experiences may be included to enhance the understanding of the creative process. The use of a sketchbook to demonstrate a process portfolio is required.

Upon successfully completing this course, students will be able to formulate individual ideas and conclusions about the sources, development and purposes of art through history, heritage, and culture. Proficiency in this course will assist students to fulfill some requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students will work towards contributing a proficient artifact and reflection to the CPS digital graduation portfolio.

**726 ADVANCED ART I HONORS Term: FY Grade: 10-12 PBGR: 1.0 Fine Arts**

Prerequisite: Foundations in Art Honors or teacher recommendation

The Advanced Art 1 Honors level is intended for the academically and creatively motivated student and is designed to provide further development in the visual arts and continued opportunities to experience a broad variety of art media, materials, tools and techniques. Students will understand, synthesize and use with confidence the elements and principles of design to create increasingly



**733M VISUAL ARTS IN SOCIETY (ART 201) EE Term: FY Grade: 11-12 PBGR: 0.5 Fine Arts**

Prerequisite: Teacher or counselor recommendation

This course is an introduction to the Fine Arts and is presented through a sampling of art, architecture, sculpture and related artifacts from various historical periods. The Function and the interrelationships among the art forms are studied within the context of cultures and societies. In addition to direct observation and discussions, writing and studio work are also included as an aid to visual understanding. This course is designed for Art and Non-Art Majors and adheres to the National and Rhode Island Visual Art Standards. Successful completion of this course fulfills the requirements for Early Enrollment college credit offered through Rhode Island College.

**\* Students may opt for one-half unit high school credit only without the independent work, which fulfills some requirements for graduation proficiency in the Fine Arts as required by the Rhode Island Board of Regents.**

**734 STUDIO ART HONORS Term: FY Grade: 12 PBGR: 1.0 Fine Arts**

Prerequisite: Advanced Art I, Portfolio Review, and teacher recommendation

Studio Art, a senior class, offers students an opportunity to develop a portfolio of proficient to advanced proficient work that reflects growth in skill development, independent decision-making, and aesthetic appreciation. Students will develop breadth in drawing, painting, and two-dimensional design, and work independently in an area of concentration, while showing evidence of a personal style. In addition to studio work, an emphasis is placed on art appreciation using museums, galleries, and artists' studios as an extension of the classroom. Students will be able to meet with college representatives, be introduced to possible career opportunities in the visual arts, and begin to define their goals. Students will also gain knowledge in the preparation, digital presentation, and exhibition of their artwork. Narrative reflections, research on Contemporary artists, and self-evaluations of all works are a part of the learning process. The use of a sketchbook to demonstrate a process portfolio is required.

During the second half of the year, leaving a legacy to the school and/or community is an important part of the values emphasized in this class. At the Honors level, students have the option to submit portfolios to the College Board for Advanced Placement credit. Upon successfully completing this course, the student will be prepared to pursue college or a career in the art field. Proficiency in this course will assist students to fulfill requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students will work towards contributing proficient to advanced artifacts and reflections to the CPS digital graduation portfolio.

**735 STUDIO ART Term: FY Grade: 12 PBGR: 1.0 Fine Arts**

Prerequisite: Advanced Art I, Portfolio Review and teacher recommendation

Studio Art, a senior class, offers students an opportunity to develop a portfolio of proficient work that reflects growth in skill development, independent decision-making, and aesthetic appreciation. Students will develop breadth in drawing, painting, and two-dimensional design, and work independently in an area of concentration, while showing evidence of a personal style. In addition to studio work, an emphasis is placed on art appreciation using museums, galleries, and artists' studios as an extension of the classroom. Students will be able to meet with college representatives, be introduced to possible career opportunities in the visual arts, and begin to define their goals. Students will also gain knowledge in the preparation, digital presentation, and exhibition of their artwork. During the second half of the year, students will contribute and solve real problems in visual communications for the school and/or the community. Upon successfully completing this course, the student will be prepared to pursue college or a career in the art field.

Proficiency in this course will assist students to fulfill requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students will work towards contributing proficient to advanced artifacts and reflections to the CPS digital graduation portfolio.

**740 HUMANITIES: ART AND MUSIC Term: FY Grade: 9-12 PBGR: 1.0 Fine Arts**

**740M HUMANITIES: ART AND MUSIC Term: FY Grade: 9-12 PBGR: 0.5 Fine Arts**

Prerequisite: None

HUMANITIES (ART AND MUSIC) is both an introduction to the Fine Arts/Music and a historic perspective of selected periods and artists. This course is presented through a sampling of visual art, architecture, artifacts, sculpture, and key pieces from various centuries and movements. The interrelationships among the visual arts and musical forms will also be presented and studied within the context of eras, cultures and societies. In addition to direct observation, discussion and writing, guest artists visits and performance participation; creative art experiences could also be included as an aid to visual understanding. This course is for students interested in combining art and music to learn about cultures and their interrelationships to societies and adheres to the National and Rhode Island Art/Music Standards. Students who opt to take Humanities for Honors Credit must complete additional requirements and projects as designated by the instructor. Enrollment in this class will assist students wishing to use music to demonstrate proficiency in the fine arts as required by the Rhode Island Board of Regents.

**741M HISTORY OF AMERICAN MUSIC Term: FY Grade: 9-12 PBGR: 0.5 Fine Arts**

Prerequisite: None

This course will trace the roots of American music as they emerged from a blending of European and African forms. Extensive listening and visual materials are used to enhance the presentation of these American musical styles. Enrollment in this class will assist students wishing to use music to demonstrate proficiency in the fine arts as required by the Rhode Island Board of Regents.

**751 BAND-FRESHMEN HONORS Term: FY Grade: 9 PBGR: 1.0 Fine Arts**

**752 BAND-FRESHMEN Term: FY Grade: 9 PBGR: 1.0 Fine Arts**

**755 BAND HONORS Term: FY Grade: 9-12 PBGR: 1.0 Fine Arts**

Prerequisite: Audition/instructor recommendation

Students who wish to be selected for Band - Honors Credit must fulfill the following requirements in addition to the Band CP requirements:

1. Audition for All-State Band/Orchestra or Jazz Ensemble
2. Perform two solo recitals for the band class at the conclusion of the second and fourth quarters (East only), or at Honors Band Student Recital (West)
3. Satisfy advanced requirements in performance portion of mid-year and final exams.
4. Private instruction is strongly recommended for honors students.

Students who wish to select Band Honors will be subject to approval by the director(s). Enrollment in this class will assist students wishing to use music to demonstrate proficiency in the fine arts as required by the Rhode Island Board of Regents.

**756 BAND Term: FY Grade: 9-12 PBGR: 1.0 Fine Arts**

Prerequisite: Audition/instructor recommendation

This is a performance class studying the finest band literature in a variety of styles. The ensemble has a dual role, functioning as both a concert band and a marching band. Members are required to complete all aspects of the concert/marching program. These requirements include attendance at all rehearsals outside of the school day, pre-season training in August, all marching rehearsals. Attendance at performances is mandatory. Performances include football games, parades, field show competitions, concerts, and festivals. A student handbook is available, detailing all policies regarding the band program. Enrollment in this class will assist students wishing to use music to demonstrate proficiency in the fine arts as required by the Rhode Island Board of Regents.

**757 SYMPHONIC BAND HONORS Term: FY Grade: 9-12 PBGR: 1.0 Fine Arts**

**758 SYMPHONIC BAND Term: FY Grade: 9-12 PBGR: 1.0 Fine Arts**

**761 ORCHESTRA HONORS Term: FY Grade: 9-12 PBGR: 1.0 Fine Arts**

Prerequisite: Audition / instructor recommendation

Students who wish to be selected for Orchestra - Honors Credit must fulfill the following requirements in addition to the Orchestra CP requirements:

1. Audition for All-State Orchestra
2. Perform two solo recitals for the orchestra class at the conclusion of the second and fourth quarters (East only), or at Honors Orchestra Student Recital (West)
3. Satisfy advanced requirements in performance portion of mid-year and final exams.
4. Private instruction is strongly recommended for honors students.

Students who wish to select Orchestra Honors will be subject to approval by the director(s). Enrollment in this class will assist students wishing to use music to demonstrate proficiency in the fine arts as required by the Rhode Island Board of Regents.

**762 ORCHESTRA Term: FY Grade: 9-12 PBGR: 1.0 Fine Arts**

Prerequisite: Audition/instructor recommendation

This is a performance class for string instrumentalist of intermediate to advanced levels which offers instruction through performance of string ensemble music combined with scale study and individual instrument instruction. Performances are a mandatory part of the ensemble experience and include winter and spring concerts. Instruments limited to violin, viola, cello, and bass. Enrollment in this class will assist students wishing to use music to demonstrate proficiency in the fine arts as required by the Rhode Island Board of Regents.

**763 CHAMBER ORCHESTRA HONORS Term: FY Grade: 9-12 PBGR: 1.0 Fine Arts**

**764 CHAMBER ORCHESTRA Term: FY Grade: 9-12 PBGR: 1.0 Fine Arts**

**765 WIND ENSEMBLE HONORS Term: FY Grade: 9-12 PBGR: 1.0 Fine Arts**

**766 WIND ENSEMBLE Term: FY Grade: 9-12 PBGR: 1.0 Fine Arts**

**767 JAZZ ENSEMBLE HONORS Term: FY Grade: 9-12 PBGR: 1.0 Fine Arts**

Prerequisite: Audition/instructor recommendation

Students who wish to be selected for Jazz Ensemble - Honors Credit must fulfill the following requirements in addition to the Jazz Ensemble CP requirements:

1. Audition for all state Jazz Ensemble.
2. Perform two solo recitals for the band class at the conclusion of the second and fourth quarters (East only).
3. Satisfy advanced requirements in performance portion of mid-year and final exams.

Private instruction is strongly recommended for honors students.

The director will select qualified students at the conclusion of the second quarter. Students will receive a full year's honors credit. Enrollment in this class will assist students wishing to use music to demonstrate proficiency in the fine arts as required by the Rhode Island Board of Regents.

**768 JAZZ ENSEMBLE Term: FY Grade: 9-12 PBGR: 1.0 Fine Arts**

**768M JAZZ ENSEMBLE Term: FY Grade: 9-12 PBGR: 0.5 Fine Arts**

Prerequisite: Audition/instructor recommendation

This is a performance class that enables students to experience the various styles of the most original of American art forms: Jazz. Members of the ensemble are required to attend all performances which include concerts and festivals. The Cranston East Jazz



Prerequisite: None

Music Theory II is designed for students who have taken Music Theory I or who exhibit a working knowledge of the material covered in Music Theory I. Subject matter will include interval and ear training as well as contrapuntal composition, harmonic and structural analysis. Enrollment in this class will assist students wishing to use music to demonstrate proficiency in the fine arts as required by the Rhode Island Board of Regents.

**785 MUSIC TECHNOLOGY**

**Term: FY**

**Grade: 9-12**

**PBGR: 1.0 Fine Arts**

Prerequisite: None

In this course, students will study the fundamental elements of music through music technology. Topics of instruction will include instrument and equipment care, music literacy (reading and writing music), keyboard / instrumental performance skills, music technology related history, concepts, terminology and experience with a variety of software applications. Students will realize how National Music Performance / Content Standards are incorporated into the study of music. Additionally, students will understand relationships between music, the other arts, and disciplines outside the arts. Enrollment in this class will assist students wishing to use music to demonstrate proficiency in the fine arts as required by the Rhode Island Board of Regents.

**CAREER & TECHNICAL EDUCATION**

(AVAILABLE AT CRANSTON AREA CAREER AND TECHNICAL CENTER)

**PRE-ENGINEERING ROBOTICS PROGRAM**

The Pre-Engineering Technology program is designed to teach the problem solving skills needed by college-bound students that are planning to become engineers or technologists. The program spans three years, covering areas that include analog and digital electronics, mechanical power systems, avionics, application and Visual Basic programming. Advanced projects may include fiber optics and LASER systems, instrumentation with remote sensing, and microcontrollers/microprocessors for robot control and guidance. Advanced students, working in teams, will be involved with the design and construction of robots and advanced remote sensing that include land-based, underwater, and airborne/aerial systems. Highly qualified students may apply to receive honors credit in the 2nd and 3rd years of study. Successful students may also receive up to 16 college credits from local colleges and universities.

**800 PRE-ENGINEERING ROBOTICS I**

**Term: FY**

**Grade: 10**

**PBGR: 1.75 Technology**

Prerequisite: Sophomore status and program application

The first year covers foundation topics, in a theory and a lab-based setting. These topics include: robotic systems, hydraulics, pneumatics, basic electricity, analog circuits, digital circuits, computer simulation, power systems, application programming, and the 4th quarter team design project.

**801H PRE-ENGINEERING ROBOTICS II HONORS**

**Term: FY**

**Grade: 11**

**PBGR: 1.75 Technology**

**801 PRE-ENGINEERING ROBOTICS II**

**Term: FY**

**Grade: 11**

**PBGR: 1.75 Technology**

Prerequisite: C or higher in Pre-engineering Robotics I, honors level requires teacher recommendation

The second year covers intermediate topics, in a theory and a lab-based setting. These topics include: power supply design, electro-optics/LASERS, fiber-optic systems, instrumentation and sensors, micro-controllers, remote sensing, RC flight simulation, airborne flight systems, IR & ultrasonic systems, operational amplifiers, underwater vehicle design.

**802H PRE-ENGINEERING ROBOTICS III HONORS**

**Term: FY**

**Grade: 12**

**PBGR: 1.75 Technology**

**802 PRE-ENGINEERING ROBOTICS III**

**Term: FY**

**Grade: 12**

**PBGR: 1.75 Technology**

Prerequisite: C or higher in Robotics II, honors level requires teacher recommendation

**OR PBGR: 1.75 Math Related**

The third year covers advanced topics, in a theory and a lab-based setting. These topics include: CAD/CAM, Visual BASIC interfacing, LASERS for C3, robot vision systems, HF radio control, advanced micro-controllers, mobile robot design, advanced flight control systems, senior design project.

**\*\* Upon successful completion of the three-year program (a grade of C or higher), the students will earn a Career and Technical Diploma, as well as one (1) Applied Math credit towards graduation.**

**COMPUTER AIDED DESIGN / DRAFTING PROGRAM**

**805 CAD / DRAFTING I**

**Term: FY**

**Grade: 10**

**PBGR: 1.75 Technology**

Prerequisite: Sophomore status and program application

Students are introduced to the drafting concept needed to translate ideas and sketches into working drawings while developing the range of skills needed to specialize in many areas of the drafting industry. Students have the most up to date Computer Aided Drafting (CAD) software: AutoCAD, Architectural Desktop, Rivet Building, Inventor, and 3D Viz for animation. Introduction to Mechanical Drafting course, which teaches drafting fundamentals and basic constructions. As students proceed with the course, they will become familiar with the drafting methods and processes used by industry. Students will develop and practice drafting skills and techniques with AutoCAD.

**806H CAD / DRAFTING II HONORS**

**Term: FY**

**Grade: 11**

**PBGR: 1.75 Technology**

**806 CAD / DRAFTING II**

**Term: FY**

**Grade: 11**

**PBGR: 1.75 Technology**

Prerequisite: C or higher in CAD Design/Drafting I

Students will be studying Architectural Drafting and will be able to produce and explain a typical set of house plans including the plot plan, elevations, floor plans, sectional views, and details. They will be able to read an architectural scale. Students will learn how to plan a house based on knowledge obtained.

**807H CAD / DRAFTING III HONORS****Term: FY****Grade: 12****PBGR: 1.75 Technology****807 CAD / DRAFTING III****Term: FY****Grade: 12****PBGR: 1.75 Technology**

Prerequisite: C or higher in CAD Design/Drafting II

**OR PBGR: 1.75 Math Related**

Students will be studying a number of drafting subjects like Pattern Development used for clothing patterns and fabrication of sheet metal. Civil Drafting for Land Survey of Plot Plans, Plat Layouts, Topographical Maps, Architectural model making, and Animation for walkthrough with moving objects will be the main topics.

**ELECTRONICS TECHNOLOGY PROGRAM****810 ELECTRONICS TECHNOLOGY I****Term: FY****Grade: 10****PBGR: 1.75 Elective**

Prerequisite: Sophomore status and program application

This is the first course of a three year curriculum that introduces students to the many diverse fields of electronics, engineering manufacturing, or high tech servicing. Students in the program are also required to become involved with Skills/USA, which is an organization that promotes healthy competition within the academic structure, and professional development. Students begin by learning soldering, component operation, schematic diagrams, and direct current series-parallel circuit analysis. Other areas of study include resistance, inductance, capacitance, magnetism, and an introduction to alternating current power principles. There is also an electronic laboratory that is utilized by all students.

**811H ELECTRONICS TECHNOLOGY II HONORS****Term: FY****Grade: 11****PBGR: 1.75 Elective****811 ELECTRONICS TECHNOLOGY II****Term: FY****Grade: 11****PBGR: 1.75 Elective**

Prerequisite: C or higher in Electronics Technology I

This course includes learning about operational design and troubleshooting of power supplies, amplifiers, oscillator circuits, and communications. This circuitry is utilized in computers, medical equipment, audio-video systems, communication devices, and consumer electronic products such as tv /computer monitors, computer hardware, dvd's, and audio equipment. The goal of the course is to educate and train students to become electronic technicians in the design, development and testing of electronic systems. It also teaches technical and professional skills that are needed in the electronics industry.

**812H ELECTRONICS TECHNOLOGY III HONORS****Term: FY****Grade: 12****PBGR: 1.75 Elective****812 ELECTRONICS TECHNOLOGY III****Term: FY****Grade: 12****PBGR: 1.75 Elective**

Prerequisite: C or higher in Electronics Technology II

**OR PBGR: 1.75 Math Related**

This course covers the study of digital and computer microprocessor circuitry, laser technology, and solar energy, while working with state of the art electronic trainers, multi-meters, oscilloscopes, signal tracers, and computer software used for design and troubleshooting of electronic devices and products. There is also an electronic laboratory that is utilized by all students to build, assemble, test, and troubleshoot electronic circuits and products. Students in the program become involved with Skills/USA, which is an organization that promotes healthy competition within the academic structure, and professional development. The program also provides an excellent foundation for a student to pursue further education in electronics at a two or four year post secondary technical school or college.

CERTIFICATION: This course is certified by the Electronics Technicians Association (ETA)

\*\* Upon successful completion of the three-year program (a grade of C or higher), the students will earn a Career and Technical Diploma, as well as one (1) Applied Math credit towards graduation.

**GRAPHIC COMMUNICATIONS PROGRAM**

The Graphic Communications Program is a 3-year sequential Career & Technical Education (CTE) program. This program is PrintED Certified, which is a national certified organization. This program prepares students for employment in the many diverse fields in the Graphic Communications Industry or to continue their post education in Technical Schools, Community Colleges or Universities. This program not only meets this task by educating students to become Graphic Designers, Offset Press Operators, Bindery Technicians, Plate Technicians, Preflight Technicians, Paper Specialist, Sales, future Business owners, but also integrates Math, English and Science in all Graphic Communications applications. All students are members and compete in SkillsUSA, which promotes healthy competition within the academic structure and professional development. Levels 2 and 3 are encouraged to participate in Cooperative Education and Internship Programs available through the Career and Technical Center.

**815 GRAPHIC COMMUNICATIONS I****Term: FY****Grade: 10****PBGR: 1.75 Technology**

Prerequisite: Sophomore status and program application

Students are provided with access to interact at a introductory level in all facets of graphic communications technology. Program instruction in all topics integrates relevant, current, appropriate and varied technologies. Students demonstrate proficiency with the computer using various software packages, offset lithography equipment and finishing equipment. Students are required to do a research paper on topic of the "History of Printing", start a hard copy portfolio and an electronic portfolio.

**816H GRAPHIC COMMUNICATIONS II HONORS****Term: FY****Grade: 11****PBGR: 1.75 Technology****816 GRAPHIC COMMUNICATIONS II****Term: FY****Grade: 11****PBGR: 1.75 Technology**

Prerequisite: C or higher in Graphic Communications I

Students take the skills and knowledge that they achieve in Level I to master more complex projects. This prepares students for internships co-op opportunities in the Graphic Communications Industry. There is a strong emphasis on problem solving, trouble shooting and direct application of concepts as they relate to technical and developmental skills in Graphic Communications and life skills to be successful life long learners. Students are required to do a research paper, on a "Graphic Communications Technology", build their hard copy portfolio and put two artifacts in their electronic portfolio.

**817H GRAPHIC COMMUNICATIONS III HONORS**  
**817 GRAPHIC COMMUNICATIONS III**

**Term: FY Grade: 12 PBGR: 1.75 Technology**  
**Term: FY Grade: 12 PBGR: 1.75 Technology**  
**OR PBGR: 1.75 Math Related**

Prerequisite: C or higher in Graphics Communications II

Level 3 students are challenged to meet and exceed PrintEd and industry standards by successfully completing complex projects. Students compete state wide in SkillsUSA competition and if successful national competition. Students are required to do a research project using PowerPoint software, on the topic "Graphic Communications Careers" or "Post Secondary Education", as it relates to them. Emphasis will be placed on resume preparation, job search skills and employment opportunities. Students complete their hard copy portfolio and 2 artifacts for their electronic portfolio.

**INTERACTIVE DIGITAL MEDIA / COMPUTER TECHNOLOGY PROGRAM**

**820 INTERACTIVE DIGITAL MEDIA/COMPUTER TECHNOLOGY Term: FY Grade: 10 PBGR: 1.75 Technology**

Prerequisite: Sophomore status and program application

The primary purpose of the Interactive Digital Media /Computer Technology program at the Cranston Area Career and Technical Center is to provide instruction in computer technology that will prepare students to meet the technical demands of high-skill, computer-related career opportunities. Topics focus on the use and mastery of computer technology skills as essential to their careers.

We believe that when our students graduate, they should possess:

- An understanding of computer technology
- A high level of practical skill in the use of that technology
- The ability to conceive, design, and implement creative solutions using appropriate technologies
- The ability to work in teams
- The ability to communicate, orally and in writing about computer technology
- Integrity in their professional dealings
- Detailed knowledge of at least one advanced area of Computer Technology
- Skills that would lead to industry certifications

In Interactive Digital Media /Computer Technology I, students will learn essential foundation information and core computer concepts. This will provide the framework for their continuing studies in computer technology and will include topics such as digital basics, computer hardware, computer software, operating systems, file management, security and piracy. Other topics of study in the first year includes web design using HTML, XHTML, and Dreamweaver, digital image manipulation using Adobe Photoshop, an introduction to programming concepts and techniques through the use of different programming languages, and a sound foundation in various aspects of game development and project management.

**821H INTERACTIVE DIGITAL MEDIA/COMPUTER TECHNOLOGY II H Term: FY Grade: 11 PBGR: 1.75 Technology**

**821 INTERACTIVE DIGITAL MEDIA/COMPUTER TECHNOLOGY II Term: FY Grade: 11 PBGR: 1.75 Technology**  
**OR PBGR: 1.75 Math Related**

Prerequisite: C or higher in Interactive Digital Media /Computer Technology I

In the second year of Interactive Digital Media /Computer Technology, students will learn about networking including components, topologies, media and security. Other topics include multi-media digital animation using Adobe Flash. Students will learn different methods of animation motion (frame by frame and tweening), production skills with storyboarding and work with Flash's scripting language ActionScript to create more interactive environments. Students will also learn about digital video including preproduction, production and postproduction elements. Students will use Adobe Premiere to edit video. Students will also be working with 3D graphics with 3DS Max. With 3D, students will be learning basic concepts of CGI, create 3D models and characters, animations and scenes, and game design theory.

**822H INTERACTIVE DIGITAL MEDIA/COMPUTER TECHNOLOGY III H Term: FY Grade: 12 PBGR: 1.75 Technology**

**822 INTERACTIVE DIGITAL MEDIA/COMPUTER TECHNOLOGY III Term: FY Grade: 12 PBGR: 1.75 Technology**  
**OR PBGR: 1.75 Math Related**

In the third year of Interactive Digital Media /Computer Technology, students will learn 2D vector graphics, and continue with advanced 3D design techniques, advanced animation with action-scripting, advanced digital image manipulation and continuation of programming using advanced programming concepts and techniques. Students in this third year will also work on a senior project. The senior project will allow the student to gain detailed knowledge of at least one advanced area of Computer Technology. Finally, the students will put together an interactive portfolio of all their best work.

**CISCO PROGRAM**

The Cisco Networking Academy is a two-year program. Students will learn how to design, build and maintain computer networks. Cisco curriculum is an industry standards based "on-line" curriculum, and combines theory with practical "hands-on" applications. Students get a username and password from Cisco, which allows them to view the Cisco curriculum, software, and labs anywhere they have an internet connection. Tests are online and graded immediately upon completion. Cisco Academy is a world wide recognized academy and the Cisco CCNA exams are industry standard exams. Upon passing the Cisco CCNA students will have an advantage finding a job in the IT field. The CACTC Cisco Academy also has College articulation agreements with CCRI and New England Tech. Students would receive College credits for taking associated classes at these colleges. Jobs a student might acquire after passing the CCNA, Network Plus and or A+ exams along with some advanced coursework are Network Administrator, System Administrator, Network Engineer, Network Technician and Computer Technician. Cisco is not a computer repair class; however, a working knowledge of computers will be helpful.

Students can participate in the SWATS program that allows students in the program to perform hardware and software repairs and troubleshooting in

CHSW and CACTC.

**825 CISCO ACADEMY I** Term: FY Grade: 10 PBGR: 1.75 Technology

Prerequisite: Sophomore status and program application

Cisco 1 is divided into Semester 1 Discovery 1, and Semester 2 Discovery 2. Cisco 1 prepares students for college level work. Students learn about computer hardware, software and operating systems. Students learn networking basics, network topologies, wireless networking, computer basics, router and switch configuration. Students setup networks using basic network subnetting and set up and secure wireless networks. They also do router simulation labs and elabs and use packet tracer software to design networks.

**826H CISCO ACADEMY II HONORS** Term: FY Grade: 11 PBGR: 1.75 Technology

**826 CISCO ACADEMY II** Term: FY Grade: 11 PBGR: 1.75 Technology

Prerequisite: C or higher in CISCO Academy I OR PBGR: 1.75 Math Related

Cisco 2 is divided into Semester 3 Exploration 1, and Semester 4 Exploration 2. Cisco 2 continues the college level work that commenced in Cisco 1. Students learn advanced network subnetting, routing, switching, computer hardware and software. They work on router and switch simulation labs and elabs and use packet tracer software to design networks. Students that complete the two year program may take the Cisco Certified Networking Associate "CCNA" exam. This certification carries worldwide acceptance as a skilled networking professional.

**827H CISCO ACADEMY III HONORS** Term: FY Grade: 12 PBGR: 1.75 Technology

**827 CISCO ACADEMY III** Term: FY Grade: 12 PBGR: 1.75 Technology

Prerequisite: C or higher in CISCO Academy II OR PBGR: 1.75 Math Related

Cisco 3 students will work on advanced Cisco routers and switches and will work with advanced wireless systems and wireless security. Students will work with network operating systems such as Windows Server, Linux Server, and Apple Server. They will set up servers, clients, and policies. They will learn advanced network and computer troubleshooting skills which will further prepare them for internships in local companies. During the 4<sup>th</sup> quarter students will prepare for and take the Network + certification exam or the Cisco CCNET certification exam.

### **RESIDENTIAL CONSTRUCTION, REPAIR & REMODELING PROGRAM**

**829 RESIDENTIAL CONST, REPAIR & REMODELING I** Term: FY Grade: 10 PBGR: 1.75 Elective

Prerequisite: Sophomore status and program application

The first year student will be exposed to safety, construction related math, and orientation to trades. Hand tools (history and proper usage) cabinetry, power tool safe use and history, and frame construction will also be emphasized.

**830 RESIDENTIAL CONST, REPAIR & REMODELING II** Term: FY Grade: 11 PBGR: 1.75 Elective

Prerequisite: C or higher in Residential Construction Repair & Remodeling I

The second year student opportunities will include OSHA 10, frame construction continued, rafters and stair layouts.

**831 RESIDENTIAL CONST, REPAIR & REMODELING III** Term: FY Grade: 12 PBGR: 1.75 Elective

Prerequisite: C or higher in Residential Construction Repair & Remodeling II OR PBGR: 1.75 Math Related

The third year student's opportunities will include, specialty framing and explorations in plumbing and electricity.

\*\* Upon successful completion of the three-year program (a grade of C or higher), the students will earn a Career and Technical Diploma, as well as one (1) Applied Math credit towards graduation.

NCCER curriculum and text are followed, Carpentry and Building Construction text, Glencoe, OSHA certified. Articulation agreements with MTTI, NEIT, CCRI and SkillsUSA Participant.

### **CULINARY ARTS PROGRAM**

**834 CULINARY ARTS I** Term: FY Grade: 10 PBGR: 1.75 Elective

Prerequisite: Sophomore status and program application

In the first year of Culinary Arts the students will learn the basic foodservice techniques and terminology that will create a strong foundation for the subsequent years. Students will learn basic kitchen safety, sanitation, equipment identification and use, knife skills, cooking methods, weights and measures and culinary math. They will then explore sandwiches, soups, salads, sauces and garnishing techniques and introductory table service. At the end of the year they will complete an International Foods project and hold an International Buffet for their parents. During this year they will complete the Level 1 of the NRA's Pro-Start program and are eligible to take the national level I exam toward certification.

**835H CULINARY ARTS II HONORS** Term: FY Grade: 11 PBGR: 1.75 Elective

**835 CULINARY ARTS II** Term: FY Grade: 11 PBGR: 1.75 Elective

Prerequisite: C or higher in Culinary Arts I

The second year of the Culinary Arts program will provide intensive study in the area of baking and pastry arts. Students will learn the baking techniques of quick breads, biscuits, pies, Danish, puff pastry, yeast breads, specialty cookies and bars, cakes and tortes. Students will concentrate on table service and will learn table side cooking preparations. They will revisit stocks and sauces and thickening agents. They will learn butchering techniques for beef, pork and poultry and will have an intensified unit on fish and seafood. They will study American Regional Cuisines and will prepare a buffet for their parents. During this year they will complete the Level 2 NRA Pro-Start program and will take the national level I exam toward certification.

**836H CULINARY ARTS III HONORS** Term: FY Grade: 12 PBGR: 1.75 Elective  
**836 CULINARY ARTS III** Term: FY Grade: 12 PBGR: 1.75 Elective  
 Prerequisite: C or higher in Culinary Arts II OR PBGR: 1.75 Math Related

The senior year in the culinary provides the students with project related studies. They utilize knowledge obtained in levels I and 2 to expand their culinary/foodservice skills. They will participate in the JWU recipe and entrepreneurial contests. They will create food show presentations for demonstration purposes as community service projects. Students experience the real world industry at work through a series of site visits, guest demonstrations, co-op and catering opportunities. They will participate in the senior wedding cake project and will design and carry out the Senior Buffet for their parents, faculty, administration and advisory board members. During this year they will take the NRA's Servsafe sanitation exam.

\*\* The Culinary Arts Program provides a fourth math credit to all students who successfully complete the three year program. Articulation agreements are in place with post secondary institutions. National industry certification is available through the NRA's Pro-Start and Servsafe sanitation programs.

### CHILD DEVELOPMENT PROGRAM

**839 CHILD DEVELOPMENT I** Term: FY Grade: 10 PBGR: 1.75 Elective  
 Prerequisite: Sophomore status and program application

The purpose of this course is to emphasize the importance of studying the young child, the roles of family, and the meaning of parenthood. Students use their understanding of young children's characteristics and needs to create environments that are healthy, respectful, supportive, and challenging for all children. A thorough study of the physical, social, emotional, moral and cognitive development of the child, will allow the student to apply what they have learned by teaching in the on-site preschool. Students will be mentored by Early Childhood teachers and will be guided into planning creative learning activities for the preschool aged children.

**840H CHILD DEVELOPMENT II HONORS** Term: FY Grade: 11 PBGR: 1.75 Elective  
**840 CHILD DEVELOPMENT II** Term: FY Grade: 11 PBGR: 1.75 Elective  
 Prerequisite: C or higher in Child Development I

Level II students utilize the information gathered in Level I to enhance and build guidance skills working in the on-site preschool and also through established mentoring internships. The practical techniques for guiding young children, establishing rules and handling daily routines are enforced to create a safe, healthy learning environment. Students plan developmentally appropriate curriculum and develop strategies to prepare for special concerns in the classroom. Students are mentored by early childhood teachers and special need teachers in the preschool and internships at the Trudeau Center in Warwick, Rhode Island and the Cranston Development Center.

**841H CHILD DEVELOPMENT III HONORS** Term: FY Grade: 12 PBGR: 1.75 Elective  
**841 CHILD DEVELOPMENT III** Term: FY Grade: 12 PBGR: 1.75 Elective  
 Prerequisite: C or higher in Child Development II

Seniors carefully select a field-site and become teacher aides either at the preschool, kindergarten, primary, or middle school. They attend field site 3 times a week for the entire school year and are required to teach lessons each marking quarter. They hand in lesson plans, maintain journals of their field site experiences and prepare bulletin boards for their classrooms. Students maintain an active portfolio of their best work collected in Level 1, 2, and 3 which is utilized at college admission interviews. Students have the option of earning 6 college credits upon completion of the program. Students also have the choice of taking Level 2 & 3 for Honors Level Credit.

\*\* Students graduating from the Child Development Program have a competitive edge when applying for admission to elementary programs at local and out of state colleges. Students continue their education upon completion of the program by attending college with the intent of becoming early childhood certified, elementary teachers, or special education teachers. Graduates are eligible to take the ParaPro test for certification as a teacher assistant.

### MEDICAL PATHWAYS PROGRAM

**845 MEDICAL PATHWAYS I** Term: FY Grade: 10 PBGR: 1.75 Elective  
 Prerequisite: Sophomore status and program application

This course provides the student with the opportunity to explore health occupations. Students will be exposed to various roles of the health care worker. Guest speakers and field trips will allow the student to better apply knowledge they are gaining from this course. Students will review the history of health care. Students will gain knowledge of basic human anatomy, physiology, medical terminology, and become familiar with basic procedures of caring for patients with different needs. This knowledge will be gained through practical hands on activities in a classroom that is set up with similar equipment to that found throughout various health care settings. Students will have the opportunity to be Red Cross certified in first aid and CPR.

**846H MEDICAL PATHWAYS II HONORS** Term: FY Grade: 11 PBGR: 1.75 Elective

**846 MEDICAL PATHWAYS II Term: FY Grade: 11 PBGR: 1.75 Elective**

Prerequisite: C or higher in Medical Pathways I

This course provides the student with the opportunity to explore health occupations, applying the knowledge they gained in level I, students will be exposed to various roles of the health care worker. Guest speakers and field trips will allow the student to better apply knowledge they are gaining from this course. More in depth reviews of the systems of the body will be studied. Caring for patients with a variety of health care concerns will be learned through practical hands on activities in a class room that is set up with similar equipment to that is found throughout various health care settings. Students will be Red Cross re-certified in first aid and CPR. The students is allowed to opportunity to be involved in internships and work co-op in this level of Health Occupations

**847H MEDICAL PATHWAYS III HONORS Term: FY Grade: 12 PBGR: 1.75 Elective**

**847 MEDICAL PATHWAYS III Term: FY Grade: 12 PBGR: 1.75 Elective**

Prerequisite: C or higher in Medical Pathways II

This course provides the opportunity to apply the knowledge gained in Level I and II. The student is allowed the opportunity to participate in internships and work co-ops. The student will continue to gain knowledge of all of the systems of the body and learn how to care for patients with a variety of medical needs in a setting that is set up with similar equipment to that found throughout various health care settings. Guest speakers and field trips will allow the student to better apply knowledge they are gaining from this course. Graduates are eligible to take the test for CAN certification.

### **GLOBAL ECONOMIC MANAGEMENT PROGRAM**

**850 GLOBAL ECONOMIC MANAGEMENT I Term: FY Grade: 10 PBGR: 1.75 Elective**

Prerequisite: Sophomore status and program application

This first-year course is designed to introduce young adults to the world of business and financial management. Students will learn about the world of assets, liabilities, capital, income, expenses, profits and losses, and the skills to accurately account for the financial transactions involved in proprietorships and partnerships. They will also begin their education into financial management on both a business and personal level, which should help them make more educated money and investment decisions today and in the future. Simulations which integrate all of the principles will be used to provide a capstone experience and realistic exposure to the business environment. They will also develop success strategies through the preparation of portfolios, consideration of college and career plans, and an introduction to good work, study, and interpersonal skills. Student participation in a national business education-oriented student organization is encouraged, allowing for the opportunity to compete locally, regionally and nationally and to attend various conferences.

**851H GLOBAL ECONOMIC MANAGEMENT II HONORS Term: FY Grade: 11 PBGR: 1.75 Elective**

**851 GLOBAL ECONOMIC MANAGEMENT II Term: FY Grade: 11 PBGR: 1.75 Elective**

Prerequisite: C or higher in Global Economic Management I, honors level requires teacher recommendation

Second level students will learn about how to account for the last type of business~ the corporation. They will be introduced to the banking and financial services industry, which plays a key role in our lives as consumers, savers, and investors. They will continue their education into the stock market and world of investing, using the skills acquired thus far to build a successful portfolio. Student participation in a national business education-oriented student organization is continued, providing the opportunity to compete locally, regionally and nationally and to attend various conferences. By the end of this year, students should recognize and be able to use the tools available to them to make sound financial decisions.

**852H GLOBAL ECONOMIC MANAGEMENT III HONORS Term: FY Grade: 12 PBGR: 1.75 Elective**

**852 GLOBAL ECONOMIC MANAGEMENT III Term: FY Grade: 12 PBGR: 1.75 Elective**

**OR PBGR: 1.75 Math Related**

Prerequisite: C or higher in Global Economic Management II, honors level requires teacher recommendation

This final year is designed to round out the young adult's foray into the world of business and financial management, as they prepare to enter the workforce or investment community following high school. Students will receive a solid foundation in the study of economics and its relation to the world of finance, providing an understanding of how our market economy works in a global setting. They will also be introduced to the major components and mechanisms of our global marketplace, including foreign trade, the international money system, foreign exchange, foreign markets, international banking, and the global corporation, through an exploration of International Finance. They will wrap up their education into financial management on both a business and personal level, and also have the opportunity to complete an internship with a local financial services company to further enhance their financial and career skills.

By the end of this program, students should understand that effective financial management requires good decision-making, long-range planning, interpersonal, and motivational skills. They will demonstrate competency through assessments that promote critical thinking, decision-making, and the global nature of business, as well as the use of technology to solve problems.

\*\* Upon successful completion of the three-year program (a grade of C or higher), the students will earn a Career and Technical Diploma, as well as 1 Applied Math credit towards graduation.

### **MARKETING & MANAGEMENT ENTREPRENEURSHIP PROGRAM**

**855 MARKETING & MANAGEMENT ENTREPRENEURSHIP I Term: FY Grade: 10 PBGR: 1.75 Elective**

Prerequisite: Sophomore status and program application

The Marketing and Management Entrepreneurship program prepares students for careers in marketing, management, merchandising

and other business related fields. In the first year of Marketing students learn the basic marketing topics such as: the marketing plan, fundamentals of marketing, political and economic analysis, global analysis, the free enterprise system, legal and ethical issues, basic math skills, communication skills, technology applications for marketing, interpersonal skills, and management skills. This will provide the framework for their continuing studies in marketing and distributive education. Students will complete a marketing research project for state and national competitions as part of the Distributive Education Club of America (DECA). The Level I Marketing program provides 10th grade students with a hands on learning opportunity for an inside look into the world of marketing.

**856H MARKETING & MANAGEMENT ENTREPRENEURSHIP II H Term: FY Grade: 11 PBGR: 1.75 Elective**  
**856 MARKETING & MANAGEMENT ENTREPRENEURSHIP II Term: FY Grade: 11 PBGR: 1.75 Elective**

Prerequisite: C or higher in Marketing and Management Entrepreneurship I, Honors level requires teacher recommendation

In the second year of Marketing and Management Entrepreneurship, students will study units such as: promotion, distribution, pricing, marketing information management, and product and service management. Students will also compete at the state and national DECA competitions, while representing the Cranston DECA Chapter. Students will gain hands-on knowledge and experience while working with the school and community to complete the marketing related events.

**857H MARKETING & MANAGEMENT ENTREPRENEURSHIP III H Term: FY Grade: 12 PBGR: 1.75 Elective**  
**857 MARKETING & MANAGEMENT ENTREPRENEURSHIP III Term: FY Grade: 12 PBGR: 1.75 Elective**

**OR PBGR: 1.0 Math Related**

Prerequisite: C or higher in Marketing and Management Entrepreneurship II, Honors level requires teacher recommendation

In the third year of Marketing and Management Entrepreneurship, students complete the Marketing curriculum with the topics of Entrepreneurship and Finance, and Employability and Career Development. During the second semester, students will enforce the skills they have learned through the program and complete a required internship in a marketing position. Students will also complete a project for the event of their choice from DECA's competitive events list for the International Career Development Conference to present at Rhode Island's State Competition. Completion of Level III Marketing and Distributive Education program will give students the competitive edge needed for college admissions, entrepreneurial endeavors and future success.

\*\* Upon successful completion of the three-year program (a grade of C or higher), the students will earn a Career and Technical Diploma , as well as 1 Applied Math credit towards graduation.

### **AQUACULTURE PROGRAM**

Aquaculture is a three-year sequential program. Students will be taught scientific concepts that will become the basis for practical applications. The program will incorporate skills in science, chemistry, math, and language arts into a hands-on curriculum that makes learning relevant, important, and meaningful. Students will be prepared for career opportunities in the many disciplines within the field of aquaculture.

**860 AQUACULTURE I Term: FY Grade: 10 PBGR: 1.75 Elective**

Prerequisite: Sophomore status, 9<sup>th</sup> grade science credit and program application

The introductory course (Aqua 1) is an overview of the major topics related to aquaculture within the United States as well as throughout the world. Some of the topics include: the biology of aquatic animals and cultured plants; water quality: properties, use, treatment, and disposal; nutrition; breeding and embryology; design and management of aquaculture facilities; product selection, marketing, and sales.

**861H AQUACULTURE II HONORS Term: FY Grade: 11 PBGR: 1.75 Elective**  
**861 AQUACULTURE II Term: FY Grade: 11 PBGR: 1.75 Elective**

Prerequisite: C or higher in Aquaculture I

The second year (Aqua 2) places emphasis on problem solving and direct application of concepts as they relate to technical and developmental skills within aquaculture. Students are introduced to advanced water chemistry that involves chemical titrations and digital meter use. Each student will be responsible for a living system/aquarium within the lab that they will maintain on a daily basis. Systems include (species specific fish tanks, shellfish, algae culture, protozoan culture, brine shrimp hatcheries, aquatic reptile tanks, rodent cages, and hydroponics (plant) systems. Students will have the opportunity to be peer mentors for the Mentor programs (S.P.L.A.S.H. and Tiny Bubbles). In each mentor program the students volunteer their time to educating visiting students in the various disciplines of aquaculture.

**862H AQUACULTURE III HONORS Term: FY Grade: 12 PBGR: 1.75 Elective**  
**862 AQUACULTURE III Term: FY Grade: 12 PBGR: 1.75 Elective**

**OR PBGR: 1.0 Math Related**

The third year (Aqua 3) emphasizes advanced tank maintenance and water chemistry. Students will conduct an independent research project (species specific) that includes design, set-up, maintenance, manipulation, and data collection. Each student will compile the results and present to a panel of faculty, industry, and family members at the end of the third quarter. During the second semester, students will be placed in industry externships and gain exposure to real world application. Emphasis will also be placed on resume preparation, job search skills, and employment opportunities.

\*\* Upon successful completion of the three-year program (a grade of C or higher), the students will earn a Career and Technical Diploma , as well as 1 Applied Math credit towards graduation.

### **CAREER & TECHNICAL ELECTIVES**

**804M 3D STRUCTURAL MODELS****Term: FY****Grade: 9-10****PBGR: 0.5 Technology**

Prerequisite: None

Students will design and build different structural models based on their knowledge of basic blueprint reading and model making. Projects will progress from concept to 2-dimensional sketches and blueprint design, and culminate in the creation of a 3-dimensional model of a basic structure.

**819M DIGITAL MEDIA****Term: FY****Grade: 9-10****PBGR: 0.5 Technology**

Prerequisite: None

Students will be introduced to digital media through vocabulary, concepts and media tools using the Adobe suite (Dreamweaver, Flash and Photoshop) and the Macintosh iLife program series (iMovie, iDVD, iPhoto and iWeb). Some topics will include digital presentations, animation and web design.

**881M A+ HARDWARE****Term: FY****Grade: 9-12****PBGR: 0.5 Technology**

Prerequisite: Sophomore status

A+ Hardware is a one year elective. Students will learn about computer hardware architecture. Students will learn how to maintain, troubleshoot and repair computer hardware problems. The A+ class is a world wide recognized program which is linked to the A+ Hardware exam. Upon passing the A+ exam students will have an advantage finding a job in the computer field. The CACTC A+ class also has College articulation agreements with CCRI, New England Tech and Gibbs College. Students could receive College credits for taking associated classes at these Colleges. Students can participate in the SWATS program which allows students in the program to perform hardware and software repairs and troubleshooting in CHSW and CACTC.

Students learn about computer hardware, software and operating systems. Students will do a great deal of hands-on labs involving computer hardware, networking, and computer troubleshooting. Students will learn to repair and upgrade computer systems. Students will learn to install operating systems and properly set them up. Students will learn troubleshooting techniques needed to properly repair hardware and software problems. The curriculum will be the Thompson A+ hardware and software books with software. Students will take practice A+ hardware and software exams in preparation for taking the A+ exams. Upon completion of this course students can take the A+ hardware and software exams for certification.

**882M A+ SOFTWARE****Term: FY****Grade: 9-12****PBGR: 0.5 Technology**

Prerequisite: Sophomore status

A+ Software is a one-year elective. Students will learn about computer software and operating systems. Students will learn how to maintain, troubleshoot and repair computer software problems. The A+ class is a world wide recognized program which is linked to the A+ software exam. Upon passing the A+ exam students will have an advantage finding a job in the computer field. The CACTC A+ class also has College articulation agreements with CCRI, New England Tech and Gibbs College. Students could receive College credits for taking associated classes at these Colleges. Students can participate in the SWATS program which allows students in the program to perform hardware and software repairs and troubleshooting in CHSW and CACTC.

Students learn about computer software and operating systems. Students will complete a great amount of hands-on labs involving computer hardware, networking, and computer troubleshooting. Students will learn to repair and upgrade computer systems. Students will learn to install operating systems and properly set them up. Students will learn troubleshooting techniques needed to properly repair hardware and software problems. The curriculum will be the Thompson A+ hardware and software books with software. Students will take practice A+ hardware and software exams in preparation for taking the A+ exams. Upon completion of this course students can take the A+ hardware and software exams for certification.

Note: Courses identified with an asterisk (\*) have been modified and are pending approval from the Curriculum Advisory Board. (spring 2010)

## PHYSICAL & HEALTH EDUCATION DEPARTMENT

All students are scheduled into appropriate physical education and health classes. Those students who are medically excused may still be required to attend appropriate class instruction. Permanent excuses for medical reasons must be renewed annually and presented to the school nurse for confirmation.

### **PHYSICAL EDUCATION**

The aim of physical education is to contribute to the optimal growth of each individual through participation in various physical activities. The curriculum consists of dual, individual, and team sports designed around the students' ability levels. Progressive development of skill and improved attitudes towards participation in physical activity are major goals. The student will take several required activities in their first and second year. The program may then be opened to elective choices in the final two years.

### **HEALTH EDUCATION**

Health Education emphasis is on understanding the importance of good health and the factors that enter into acquiring it, with particular emphasis placed on the concerns of adolescents. The curriculum includes topics in the areas of mental/emotional health, substance abuse, AIDS education, nutrition, personal health, disease prevention and control, family life and sexuality, consumer health, environmental health, and safety and accident prevention. Sound knowledge and decision-making skills related to one's health are the ultimate goals of Health Ed.

## JUNIOR ROTC (JROTC) (AVAILABLE AT CRANSTON EAST)

An important benefit for all students to get out of high school is the ability to develop a sense of values, to develop self-sufficiency and self-confidence, and to learn to be both a team player and team leader. These are skills that will benefit you throughout your life, regardless of what you do. As a high school sports program does not exist to develop professional athletes, ARMY JROTC is not here to develop a professional soldier but rather to provide you with those valuable intangible skills to help you to be a success. Although JROTC is normally a four-year program, you may also join in your sophomore, junior or senior year. Most colleges give constructive credit for high school JROTC courses. Not only do they recognize the validity of these courses, but they may also allow students who have successfully completed at least two years of JROTC to bypass the first two years of college ROTC and enter directly into the advanced ROTC program in their junior year.

### **ARMY JROTC - LET 1**

**Term: FY**

**Grades: 9-12**

**PBGR: 1.25 CU Elective**

Prerequisite: None

During the first year of Army JROTC you will study leadership, drill and ceremonies, citizenship, map reading, oral and written communications, and first aid. You will be provided with all uniforms and materials and will have the option of participating in JROTC extracurricular activities such as competitive Drill Teams, Color Guards, Honor Guards, Raider team and Air Rifle team. During the lab you will learn to apply the leadership and drill and ceremonies skills first developed in the classroom.

There is absolutely no obligation to enter the military after high school, but, if you do decide to do so, there are pay and promotion benefits for having successfully completed a four-year JROTC program. JROTC students can also compete for nominations to the military academies and for four-year college ROTC scholarships.

### **ARMY JROTC - LET 2**

**Term: FY**

**Grades: 10-12**

**PBGR: 1.25 CU Elective**

Prerequisite: None

This year you will learn more about leadership, communications, drill and ceremonies, citizenship, first aid and map reading, plus military history. You may continue to participate in JROTC extracurricular activities.

### **ARMY JROTC - LET 3**

**Term: FY**

**Grades: 11-12**

**PBGR: 1.25 CU Elective**

Prerequisite: None

This year you will be assigned a leadership position in the JROTC Corps of Cadets. In this capacity, you will be able to apply and refine the leadership, communications, drill and ceremonies, and citizenship skills that you have developed over the past two years. You will also learn more about management, staff functions, and how to teach a class.

### **ARMY JROTC - LET 4**

**Term: FY**

**Grades: 12**

**PBGR: 1.25 CU Elective**

Prerequisite: None

This course is the culmination of your four-year JROTC program. You will now be eligible for a senior leadership position in the JROTC Corps of Cadets. You will be in charge of the Corps of Cadets, applying all the leadership techniques and principles that you have learned.