

NARRAGANSETT HIGH SCHOOL

NARRAGANSETT, RHODE ISLAND



PROGRAM OF STUDIES 2017 - 2018

Revised January 2017

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MISSION OF NARRAGANSETT PUBLIC SCHOOLS

The next generation of the Narragansett School System will be a place where the schools respond to the different constituencies of the community and at the same time take a role in leading the town toward its future. The Narragansett School System will achieve excellence through a caring environment where students are engaged in, intrinsically motivated for, and focused on achieving high academic standards and becoming well-rounded citizens.

The next generation of the Narragansett School System will demonstrate the value of:

- *Academic achievement;*
- *Development of the whole student;*
- *School and community partnerships;*
- *Embracing diversity; and*
- *Recognizing and supporting the need for continual improvement.*

The Narragansett School System does not discriminate on the basis of age, sex, race, religion, national origin, language, color, or disability in accordance with applicable laws and regulations.

If special accommodations are needed, please call 792-9400.

CONTENTS

| | |
|--|----|
| FOREWORD..... | 1 |
| MARINER CORE VALUES, BELIEFS ABOUT LEARNING, & 21 st LEARNING EXPECTATIONS | 2 |
| GENERAL INFORMATION..... | 4 |
| SUPPORT SERVICES..... | 8 |
| PROGRAM PLANNING INFORMATION..... | 11 |
| RECOMMENDED STUDY PLANS..... | 13 |
| SPECIAL PROGRAMS..... | 15 |
| COURSE OFFERINGS..... | 19 |
| Art..... | 21 |
| Computer Education..... | 22 |
| English..... | 25 |
| Family & Consumer Science..... | 32 |
| Mathematics..... | 33 |
| Music..... | 39 |
| Physical Education/Health..... | 41 |
| School to Career..... | 43 |
| Science & Agriscience..... | 43 |
| Social Studies..... | 51 |
| World Languages..... | 55 |

FOREWORD

Dear Parents and Students:

The Narragansett High School Program of Studies Handbook has been prepared to assist you in planning your present and future educational program. A study of the contents will reveal the academic strength of the curriculum as well as the diversity of curricular offerings.

The faculty and staff of Narragansett High School are prepared to help you make the most of your opportunities. While parents and students have the final responsibility for selection of the program of study, teacher and guidance counselor recommendations are an integral part of the selection process. As you plan your educational program, consider your future objectives, interests, and needs. If you are undecided, keep your options open.

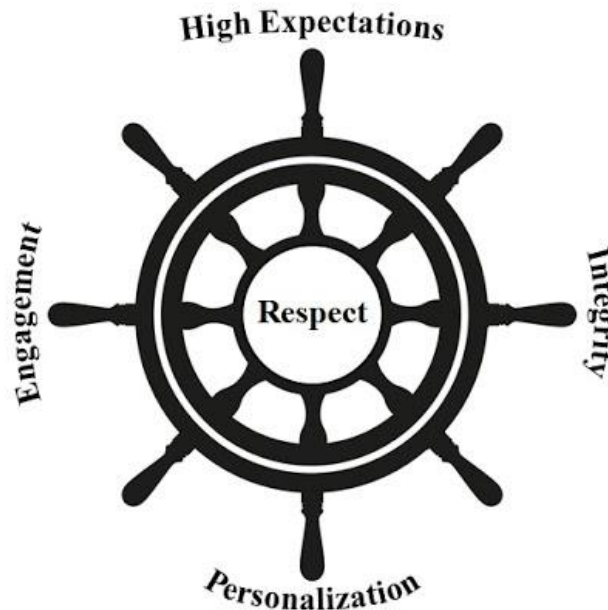
Please accept my personal best wishes for a rewarding, involved, and successful school year.

Sincerely,

Daniel F. Warner, Principal

Narragansett High School

Mariner Core Values



Mariner Beliefs About Learning:

We believe a Narragansett Mariner learns best when:

- Responsibilities are shared among the student, school, and home, and all are accountable for meeting them.
- Rigorous curriculum offers a variety of opportunities and gives all students a chance to achieve their highest potential.
- Instruction is varied, personalized, and interactive.
- Assessment is used to fairly and consistently monitor and improve student learning.
- The school community is safe, accepting, respectful, and supportive.
- Partnerships thrive with the community at large.

21st Century Learning Expectations

Academic Learning Expectations

Narragansett High School students shall:

- 1.1 Communicate effectively using oral, written, and digital formats.
- 1.2 Apply content knowledge and skills to real world situations.
- 1.3 Read critically and interpret a wide range of materials with varying degrees of complexity.
- 1.4 Demonstrate the use of reasoning and problem solving skills and strategies through analysis and synthesis of data and information.

Social and Civic Learning Expectations

Narragansett High School Students shall:

- 2.1 Demonstrate the behaviors and skills for independence and collaboration.
- 2.2 Participate as a citizen in the local, national, and global community.
- 2.3 Demonstrate an understanding of and respect for diversity.
- 2.4 Create individual goals for lifelong learning.

Faculty Approval 11/2/15
School Committee Approval
12/16/15

GENERAL INFORMATION

THE NARRAGANSETT HIGH SCHOOL DIPLOMA SYSTEM

GRADUATION REQUIREMENTS:

The Rhode Island High School Diploma System evolved directly from the Board of Regents' High School Regulations of 2003 and applies to all public high school students. Aligned with this state mandate, Narragansett High School's diploma system requires all students to

- Accumulate a required number of credits;
- Demonstrate proficiency on common assessments in all content areas including applied learning;
- Demonstrate proficiency in the school's academic and social/civic learning expectations through the completion of a Graduation Portfolio; and
- Demonstrate proficiency in each required task of a Senior Project

MINIMUM CREDIT REQUIREMENTS:

To earn a diploma from Narragansett High School students must accumulate a minimum of 25 credits.

Curriculum Area Requirements

| | | |
|---------------------------|----------|---|
| English | 4.5 | (.5 must be Presentation Skills) |
| Mathematics | 4.0 | (1 must be Algebra I) |
| Science | 3.0 | (1 must be The Physics of Earth & Space 1 must be Biology and 1 must be Chemistry OR Scientific Concepts) |
| Social Studies | 3.0 | (1 must be U.S. History, 1 must be Civics & the Senior Project, and 1 must be Government.) |
| Art/Music/Theater | .5 | |
| Computer Science | .5 | |
| Physical Education/Health | 2.0 | |
| Community Service | 30 hours | |
| Electives | 8.0-10.0 | |

COMMON ASSESSMENTS:

Common assessments are school based, written by academic departments, and administered at each grade level. All students must demonstrate content and applied learning skills and knowledge to at least the proficiency level on all required common assessments. Assessments serve as indicators of student performance and are required components of the student's graduation portfolio.

STATE ASSESSMENTS:

The central purpose of the State Assessment Program is to measure achievement for accountability. This, in turn, will drive two other crucial purposes.

- To assess student performance in order to provide information to students, families, and their teachers
- To inform and improve instructional programs

GRADUATION PORTFOLIO:

In order to graduate from Narragansett High School, all students must complete a graduation portfolio. All students must have 24 entries and a proficient summative reflection in their graduation portfolio. The student work for these entries must demonstrate the school's academic and social/civic learning expectations to at least the proficiency level, must be validated tasks, and must be representative of all core curriculum areas. Students and their advisors examine the graduation portfolio to validate that all requirements have been met. Reviewers also provide feedback on the choice of entries and the summative reflection. Students may submit their graduation portfolio for the formal review as early as their junior year, but not later than January of their senior year. Refer to the Graduation Portfolio Manual, which is available on the school's website, for more details.

Refer to the school's Mission and Expectations Document on page 2 of the Program of Studies for an explanation of the indicators and to the NHS Graduation Portfolio Manual, which is available on the school website, for a detailed description of the graduation portfolio.

Academic Learning Expectations

| Indicator | Number of Entries |
|------------------|--------------------------|
| Indicator 1.1 | 5 |
| Indicator 1.2 | 4 |
| Indicator 1.3 | 4 |
| Indicator 1.4 | 4 |

Social and Civic Learning Expectations

| Indicator | Number of Entries |
|------------------|--------------------------|
| Indicator 2.1 | 2} |
| Indicator 2.2 | 3} |
| Indicator 2.3 | 1 |
| Indicator 2.4 | 1 |

| |
|--|
| Total of 5; no fewer than 2 entries per indicator. |
|--|

SENIOR PROJECT:

In order to graduate from Narragansett High School, all students must complete a Senior Project during their senior year. The Senior Project has four components. Each component must be completed to at least the proficiency level. Refer to the NHS Senior Project Manual, which is available on the school's website, for a detailed description of the Senior Project. Students are required to take the Civics and Senior Project course as seniors.

Senior Project Components

- **The Paper** , which is completed during the first semester, requires in-depth research and analysis of an area of study linked to the student's chosen topic.
- **The Product** is tangible evidence combining the knowledge gained in the research process and the experience in the field with a mentor. The student will be working on this in and out of school for a large part of the senior year.
- **The Portfolio** is a documentation of the entire Senior Project process, from choosing a topic to the final reflection, and all the steps in between. It is a series of artifacts illustrating the student's journey. It is essentially the student's Senior Project yearbook.
- **The Presentation** provides an opportunity for the student to showcase the knowledge gained through the Senior Project experience to a panel of judges comprised of teachers, staff, and community members.

TRANSFER STUDENTS:

In order to graduate from Narragansett High School a student must have attended Narragansett High School for at least a full semester immediately prior to graduation. The transcripts of students who transfer from another school will be reviewed to determine if any modifications in either course or credit requirements are warranted. Under extenuating circumstances, the credit requirement for physical education/health may be waived for medical reasons.

NEW STUDENT INFORMATION

Students new to Narragansett High School must be accompanied by a parent or guardian for registration at the Guidance Office. When parents come to the school to register a student, they should bring documentation of date of birth, proof of residency, medical records, and a current report card and transcript. The Main Office is open throughout the school year and during the summer. The Guidance Office is open throughout the school year and on Tuesdays during the summer.

ADVANCED PLACEMENT COURSES

Narragansett High School participates in the College Entrance Examination Board's Advanced Placement Program. Qualified students, with department approval and within scheduling limitations, may enroll in the following courses:

- Advanced Placement Calculus (AB Level)
- Advanced Placement English (Literature and Composition)
- Advanced Placement Biology
- Advanced Placement Physics
- Advanced Placement Psychology
- Advanced Placement United States History
- Advanced Placement Italian Language and Culture
- Advanced Placement French Language and Culture
- Advanced Placement Computer Science Principles
- Advanced Placement Spanish V
- Advanced Placement Statistics

In May of each year, Advanced Placement (AP) Examinations are given in each course. Fees (payable by the student) for these tests are set by the CollegeBoard. Colleges may, according to their individual policies, award credit, advanced placement standing, or both for the achievement of specified scores on these examinations. Students may take these examinations without having taken the particular course. Students who are enrolled in an AP course *must* take the AP Exam in May of that school year in order to earn AP designation on their transcript. Details are available in the Guidance Office.

REPEAT COURSES

A repeat course is one that the student takes after having previously failed. A student who passes a repeat course will have both grades computed in the Grade Point Average (GPA). If a course is repeated during the summer, all grades must be submitted prior to the third Monday in August.

A student who fails a required course and who does not repeat it during the summer, will normally be expected to make up this course during the following academic year

AUDIT COURSES

An audit course is one that a student has taken previously and for which he/she has received credit. When the student completes the audit course, no credit is given and the grade is not computed in the GPA. If a student chooses to re-take a course that he/she passed in order to understand the material better, the original grade and credit will still stand. Students who are auditing a course are still required to be enrolled in a minimum of two and one-half (2.5) credits (in addition to Physical Education) each semester in addition to the audited course. They are also required to attend all classes, complete homework assignments, and take tests.

EXTENDED SCHOOL DAY

Extended School Day is a mandatory academic support program for students who do not meet established deadlines for work related to the Proficiency Based Graduation Requirements, including but not limited to, the Senior Project, the Senior Project Research Paper and Graduation Portfolio.

CLASS WITHDRAWAL

In the case of extenuating circumstances, a student may drop a course after the first quarter only with the permission of the Director of Guidance. The student's grades will be noted on their transcript for that semester as a withdrawal (W).

CREDIT RECOVERY

Credit Recovery is available to all students in grades 9-12 to recoup credit in failed courses. A plan for credit recovery for all required courses failed must be developed by the student and their guidance counselor.

TASC

(Teachers in Academic Support Centers)

TASC period is a time when students are able to sign up for extra help in another class. It is a shared responsibility between the classroom teacher and the advisor to schedule students to meet with a teacher in a class in which the student has a grade less than 70. Students meet with their advisor on Mondays to schedule their TASC periods Tuesday through Friday.

SUPPORT SERVICES

The Narragansett Support Services Departments offer a variety of programs for all students. The Support Services Staff consists of the guidance department, health services department, and the special education department.

Counseling Program

Our Standards-based, comprehensive, developmental guidance program is designed to reach and assist all students and provide the skills, knowledge, support, and understanding that they need for academic, career and personal/social success. It includes individual counseling, group counseling, coordination of services, consultation, leadership, advocacy, collaboration and teaming, data collection and use of technology.

Counseling Summary for 9/10

Upon entering the high school, underclassmen receive support from their guidance counselor dealing with transitioning from the middle to high school, academic course selection and planning. Career exploration begins in 9th grade and continues the following year, culminating with a career fair at the end of sophomore year. In coordination with teacher recommendations, the counselor helps guide the students with their academic course of study to best prepare them for potential post –secondary options. This curriculum is delivered through the use of small group settings, individual meetings and the online use of WaytoGoRI. Students enter their junior year here at Narragansett High School with a good handle on what their skill set is and what potential careers may suit them. Additionally, the 9/10 counselor meets with the student several times per year to review academic progress updates, be sure that graduation requirements are on track and to discuss their personal/social well-being.

College Application Process (11/12 Counselors)

Our guidance counselors provide complete intensive guidance through the entire application process for students. These services include but are not limited to college search, career investigation, creation and completion of the Common Application and other online applications, essay editing and final checks before submission. These services are rendered during the school day, in TASC and Advisory periods, through junior parent nights, senior parent nights, extended evening hours for 6 weeks beginning in October of the senior year and also by special requested appointments. Our guidance counselors are seasoned and experienced in the college application process and provide one to one assistance in all facets of this important process. The Guidance website is updated regularly with valuable information such as a monthly newsletter, scholarship opportunities, college representative visit schedule and links to much valuable information.

www.narragansett.k12.ri.us/nhs/Guidweb/guidhome.html

Health Services

School Nurses in the Narragansett School District are Registered Nurses with additional certification by the RI Department of Education as School Nurse Teachers, requiring a minimum of a Bachelor's Degree and teacher certification. As the leader in the school community to oversee school health policies and programs, the school nurse teacher uses clinical knowledge and judgment to provide health care to students and staff, perform health screenings, and serve as a liaison between school personnel, family, community and healthcare providers to advocate for health care and a healthy school environment.

Special Education Program

Narragansett provides a full continuum of Special Education Services for students. The special education program at Narragansett is for students with identified learning needs who require specialized instruction to support their academic courses. Referrals may be initiated by staff members and/or parents. The evaluation process will include a review of multiple sources of evidence including but not limited to an individual student's response to intervention data. A team including the student, parents, teachers, guidance counselors, and administrators develop specific recommendations aligned with the special education regulations.

Special Education programs, services, and supports include, but are not limited to, the following:

- Adaptive Physical Education
- Alternative Learning Program
- Small-Group Classes taught by a Highly Qualified Special Education Teacher
- Speech, Hearing, and Language Therapy
- Occupational Therapy
- Physical Therapy
- Psychological services
- School Social Work services
- Transition Life Skills Program
- Career Exploration
- The Special Education staff offers specialized instruction to those students who have been declared eligible for special education service by the Evaluation Team (ET). Placement in courses in the Special Education Department is done in cooperation with the guidance counselor, the special education teachers, and Director of Special Services.

Psychological Services/School Psychologist

The role of the school psychologist is to provide evaluation, consultation, and counseling services for students having emotional, behavioral, and/or learning difficulties affecting their academic performance and/or school adjustment. Psychological testing by the school psychologist is one component of a comprehensive assessment to determine whether a student meets the criteria for learning or other disabilities.

School Social Work Services/School Social Worker

The school social worker has an essential role in implementing State and Federal regulations for children with disabilities. Support is provided to students, families and community in order to help students attain maximum benefit from their school program. The social worker intervenes in areas related to student's learning opportunities, achievement, personal-social functioning and the need to change interactions of school, student, parent and community.

Transtion Life Skills Program

This program is for high school-aged students with a focus on functional life skills and career exploration. Although it is a self-contained special education program, the students are provided with inclusion opportunities throughout their day. The students have the opportunity to take part in community activities and participate in a community-based work experience program.

Speech and Language Therapy

Speech and Language therapy is offered through the Special Education Department. Students are serviced based on needs determined by the multi-disciplinary team's psychological, educational and speech/language professionals. Therapy concentrates on enhancing specific diagnosed deficit areas in speech (articulation, fluency, voice) and language (comprehension, expression, memory and auditory perceptual skills).

Physical Therapy

The physical therapist provides therapy in the areas of gross motor skills and coordination for students with disabilities. The therapist consults with the physical education teachers to insure appropriate goals and objectives in adaptive PE on an as needed basis.

Occupational Therapy

The occupational therapist provides therapy in fine motor development and sensory integration for students with fine motor disabilities. Services are provided on an as needed basis to both the student and the classroom teacher.

PROGRAM PLANNING INFORMATION

COURSE SELECTION PROCEDURES

PLACEMENT PROCESS FOR STUDENTS IN GRADES 9 - 12

At the end of first semester, teachers will be recommending students for specific course placement for the following year. Placement in classes is determined by considering student proficiency in the academic area, standardized assessments and a review of their course histories.

HONORING COURSE SELECTIONS

Course selection is one of the most important responsibilities that students have each year at the high school. Teaching personnel, rooms, textbooks, and materials are all planned with students' selections in mind. Based on the student's preliminary course selections, a master schedule will be developed. If a course is not offered, or over-enrolled, or if a conflict occurs due to classes meeting at the same time, or if a placement recommendation is changed, the student will conference with their counselor to make the necessary adjustments in his/her course selections.

Other than these exceptions, the courses that a student pre-registers for will be his/her course of studies for the next year whenever possible. Prior to the end of each school year, each student will receive their list of courses for the next school year. It may not be possible to provide names of teachers or specific periods until the first day of school.

COURSE CHANGES

The school master schedule is built in the spring based upon student needs, student requests, teacher and counselor recommendations and parent participation. The schedule is constructed so that students are enrolled in the courses they *must* have, and every effort is made to schedule the electives they would *like* to have. The schedule also takes into account the staff and parameters that affect the schedule.

Therefore, students should regard their schedule as a "contract". The school has provided the courses and the student has an obligation to attend and participate in those classes. Consequently, schedule changes will be permitted *only* under specific circumstances described below. Dropping courses to accommodate personal schedule preferences cannot be accommodated. All scheduling changes must be initiated and officially approved in the guidance office. Students should avoid registering for classes with the idea that changes are easily made.

1. Some schedule changes may be **required** under certain conditions. These conditions are:
 - a. unanticipated failures
 - b. successful completion of summer school classes
 - c. technical errors
 - d. approved and documented academic level change
2. If a schedule change is requested in order to accommodate a placement issue, the following guidelines apply:
 - a. Such a request will be denied if it is simply to meet the personal concern or preference of the student (i.e. teacher selection)
 - b. Requests for changes must be for academic reasons or extreme extenuating circumstances.
 - c. All course changes are subject to the availability of space in the requested course.

- d. Students may not add a course after the drop/add period has ended.
- e. If either party is not content with the resolution, a written request to the Administration detailing the reason(s) and the efforts made to solve the problem shall be made. A hearing will be held on request and the principal will make the final decision.
- f. Changes that adversely impact the overall schedule or class size cannot be approved.
- g. Teacher changes to take the same course from another teacher are highly unusual and are **only** considered for documented specific and legitimate educational purposes.

LEVEL OF DIFFICULTY

- Level 1: These are advanced placement or accelerated courses containing highly challenging material.
- Level 2: These are college preparatory courses presenting material designed to challenge students with a wide range of abilities and interests.

RECOMMENDED STUDY PLANS

TYPICAL COURSE PATTERNS

It is recommended that students work with their parents and counselors to plan for an academic program that is consistent with their Individualized Learning Plan (ILP). As all students are individuals, their needs may be similar to others but rarely will they be identical. The following guide representing typical course patterns may be used to help with this plan:

| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|------------------------------------|--|---|---|--|
| ENGLISH | <ul style="list-style-type: none"> •English 9 or English 9 Honors •Presentation Skills | <ul style="list-style-type: none"> •English 10 or English 10 Honors | <ul style="list-style-type: none"> •English 11/ American Literature or English 11 Honors | <ul style="list-style-type: none"> •English 12/ Contemporary Literature, English 12/ World Literature or AP English |
| MATH* | <ul style="list-style-type: none"> •Algebra Plus Skills or Algebra I •Algebra II or Algebra II Honors | <ul style="list-style-type: none"> •Geometry, Geometry Honors, or Geometry Plus Skills •AP Statistics | <ul style="list-style-type: none"> •Algebra II or Algebra II Plus Skills •Pre-Calculus or Pre-Calculus Honors •AP Statistics | <ul style="list-style-type: none"> •College Math/ Prob. Statistics •Personal Finance •Pre-Calculus •Calculus or AP Calculus or AP Statistics |
| SCIENCE | <ul style="list-style-type: none"> •The Physics of Earth & Space or The Physics of Earth & Space Honors | <ul style="list-style-type: none"> •Biology I or Biology I Honors | <ul style="list-style-type: none"> •Standard Chemistry, Chemistry I, Chemistry I Honors, Scientific Concepts, or AP Biology | <ul style="list-style-type: none"> • Standard Chemistry, Physics or AP Physics |
| SOCIAL STUDIES | <ul style="list-style-type: none"> • World History or World History Honors | <ul style="list-style-type: none"> •Government or Government Honors | <ul style="list-style-type: none"> •U.S. History or AP U.S. History | <ul style="list-style-type: none"> •Civics and the Senior Project |
| WORLD LANGUAGES or READING* | <ul style="list-style-type: none"> •French •Italian •Spanish and/or Reading | <ul style="list-style-type: none"> •French •Italian •Spanish and/or Reading | <ul style="list-style-type: none"> •French •Italian •Spanish and/or Reading | <ul style="list-style-type: none"> •French •Italian •Spanish and/or Reading |
| P.E./HEALTH | X | X | X | X |
| | | | | |
| ELECTIVE | 2.5 Elective Credits | 3.5 Elective Credits | 3.5 Elective Credits | 3.5 Elective Credits |

* Reading is required for students with a Personal Literacy Plan; World Language is recommended for all others.

* Students who have demonstrated proficiency in Algebra prior to high school may pursue an honors program that begins with Algebra II or Algebra II Honors in 9th grade, and then proceed to Geometry or Geometry Honors in 10th grade, Pre-Calculus or Pre-Calculus Honors in 11th grade and Calculus or AP Calculus in 12th grade.

COLLEGE ADMISSIONS REQUIREMENTS

Students should be aware that **most minimum admissions requirements** include:

| | |
|-----------------------------------|---------------------------|
| English | 4 credits |
| Mathematics | 3 credits |
| (Algebra I, Geometry, Algebra II) | |
| Social Studies | 2 credits |
| (U.S. History) | |
| Science | 2 credits |
| (Biology, Chemistry, Physics) | |
| World Languages | 2 credits (of 1 language) |

Admission requirements to **selective, highly competitive** colleges include:

| | |
|--|-------------------------------|
| English | 4 credits |
| Mathematics | 4 credits |
| (Algebra I, Geometry, Algebra II, Pre-Calculus/Calculus) | |
| Science | 3 - 4 credits |
| (Biology, Chemistry, Physics) | |
| World Languages | 3 - 4 credits (of 1 language) |
| Social Studies | 2 - 3 credits |
| (U.S. History) | |

In both instances, further study in the above areas is recommended. Additional courses in art, music, humanities, computer science, etc. are suggested in order to complete a well-rounded program.

SPECIAL PROGRAMS

AGRISCIENCE CERTIFICATE PROGRAM

There are 3 Agriscience Certificates available: Pet First Aid, Pesticides and OSHA. To be eligible for an Agriscience-related certificate, students will have had to complete a 4 course continuum in the program, and 2 of those courses must be Agriscience I and II which are full year courses. Therefore, to obtain a certificate, students must enroll in Agriscience I no later than the beginning of their sophomore year. Any student eligible to attend Narragansett High School is automatically eligible for enrollment in the Agriscience Certificate Program. To obtain a certificate, requirements are listed below.

| PET FIRST AID | PESTICIDE | OSHA |
|--|---------------------------------------|-----------------------------|
| Agriscience I | Agriscience I | Agriscience I |
| Agriscience II | Agriscience II | Agriscience II |
| Agriscience III: Animal Science | Agriscience III: Plant Science | Agriscience Elective |
| Agriscience Elective | Agriscience Elective | Agriscience Elective |

INFORMATION AND COMPUTER TECHNOLOGY PROGRAM

Students enrolled in the Information and Computer Technology (ICT) Program will be eligible to receive industry-recognized credentials and will have the opportunity to attain advanced training in a number of computer programs. Besides enrolling in the requisite courses, students have the opportunity to attain any of the six certificates made available through the CISCO Corporation and CompTIA Association; CCT Routing & Switching, CCENT, CCNA, Network+, A+, and Mobility+ certificates. Attainment of these certificates provides students with various opportunities to pursue careers in computer fields. Furthermore, students will obtain credit from University of Rhode Island (URI) for successful completion of the AP Computer Science Principles course and can obtain credit from Community College of Rhode Island (CCRI) if they complete any of the CISCO courses and attend CCRI.

| NUMBER IN SEQUENCE | COURSE |
|---------------------------|---|
| 1 | Game Programming and Design OR Web Graphic and Design |
| 2 | Computer Hardware, Operating Systems, and Networks |
| 3 | Elementary Computer Programming |
| 4 | CISCO 1 |
| 5 | CISCO 2 |

ADVANCED COURSEWORK NETWORK

The new Rhode Island Advanced Coursework Network provides qualified high school and middle school students the chance to take an exciting catalog of college and career preparatory courses *at no cost to participating students*.

Advanced Coursework Network courses will be offered by Rhode Island colleges and universities, community based organizations and other school districts at no cost to you and your family.

Taking advantage of advanced coursework of all kinds can better prepare students for success in college and future careers. Taking advantage of dual enrollment or Advanced Placement courses can reduce the time it takes your student to earn a college degree while significantly reducing the college costs your family will have to pay.

Contact the high school's Guidance Department and they will help you and your student understand the opportunities for taking advanced coursework and how your student can meet graduation requirements by taking these courses while still in high school.

CONCURRENT ENROLLMENT

Narragansett High School, in partnership with Rhode Island public post-secondary institutions, offers concurrent enrollment courses taught by Narragansett School System staff on the high school campus and are eligible for both high school and college credit.

DUAL ENROLLMENT

Dual enrollment is an alternative program for which senior students may apply. This program would enable him/her to enroll in a post-secondary school after the junior year, while obtaining credit towards graduation at Narragansett High School. In order for the application to be considered, a plan must be in place to complete all proficiency-based graduation requirements, including Senior Project and Graduation Portfolio. The student must meet the time limits specified for dual enrollment, and the student may graduate from Narragansett High School in June with his/her class if all graduation requirements have been met. Information may be obtained in the guidance department.

INDEPENDENT STUDY PROGRAM

The Independent Study Program (ISP) is an attempt to nurture independent thinking, creativity and self-direction. Independent study allows students to develop individual interests and talents or pursue an area of interest in greater depth. Independent study allows students to work independently under the direction of a teacher-consultant on a subject of interest that is not covered in the regular curriculum. Independent study may not be used to satisfy formal course requirements or graduation requirements.

Students should begin by investigating an area of interest and determining its feasibility as a subject for Independent Study. A faculty member should be sought as an advisor. Teachers involved in the program will serve as guides and resources for the student, but will not assume responsibility for the project. After conferring with the assigned guidance counselor and electing to undertake the program, the student is responsible for selecting a topic of study, establishing goals and outcomes of the study, and selecting the appropriate methods and media with the supervisory teacher. ISP

forms may be obtained from the guidance counselor. When a student successfully completes the ISP, his/her transcript will signify that an ISP was undertaken, the area in which it was pursued, a grade of passing (P) and the credit earned.

SCHOOL-TO-CAREER

The “School to Career” program is designed to provide educational training opportunities that enable students to receive (through Education/Business partnerships) appropriate programming to meet their educational needs. The Program targets students requiring course credit (school day internships) and students requiring career exploration opportunities. The program has been developed to provide the services and support of a STC Specialist and a STC Job Coach/Instructional Assistant. Curriculum is individualized to meet the academic, career, living and community needs of students. A self-assessment, mastery-learning model is incorporated. It is a program goal that the School to Career Transition Program, in cooperation with local businesses, will better ensure post-secondary employment opportunities. Benefits to the cooperative/participating businesses include tax benefits to employers, insurance coverage to student employees, and transportation for students to their place of employment.

VIRTUAL HIGH SCHOOL ONLINE COURSES

Junior and Senior students can request to enroll in a virtual high school on-line course with counselor and administrator approval. One-half credit will be given for each semester course, which will be listed on the student’s transcript. On-line course work, regardless of level, will be calculated at level 2 weight and included in the student’s GPA. For more information and a list of possible course offerings, please visit VHS on-line at www.thevhscollaborative.org.

ALTERNATIVE LEARNING PROGRAM

Narragansett High School will be offering an Alternative Learning Program for small numbers of students who have traditionally been targeted as possible high school drop-outs. It will include all core content areas as well as a behavior plan and scheduled academic and social counseling. This program will be by invitation only.

CHARIHO VOCATIONAL TECHNICAL EDUCATION

Students interested in preparing for a particular career may enroll in the Chariho Career & Technical Center. Students will be accepted to the Career & Technical Center based on career objectives, record of achievement, and a good citizenship and attendance record as well as the recommendation of the Narragansett High School Principal. The aim of the Career & Technical Center programs is to prepare students for entry into one of the career fields listed below either directly from high school or after additional studies at the collegiate level.

Students may prepare for careers in:

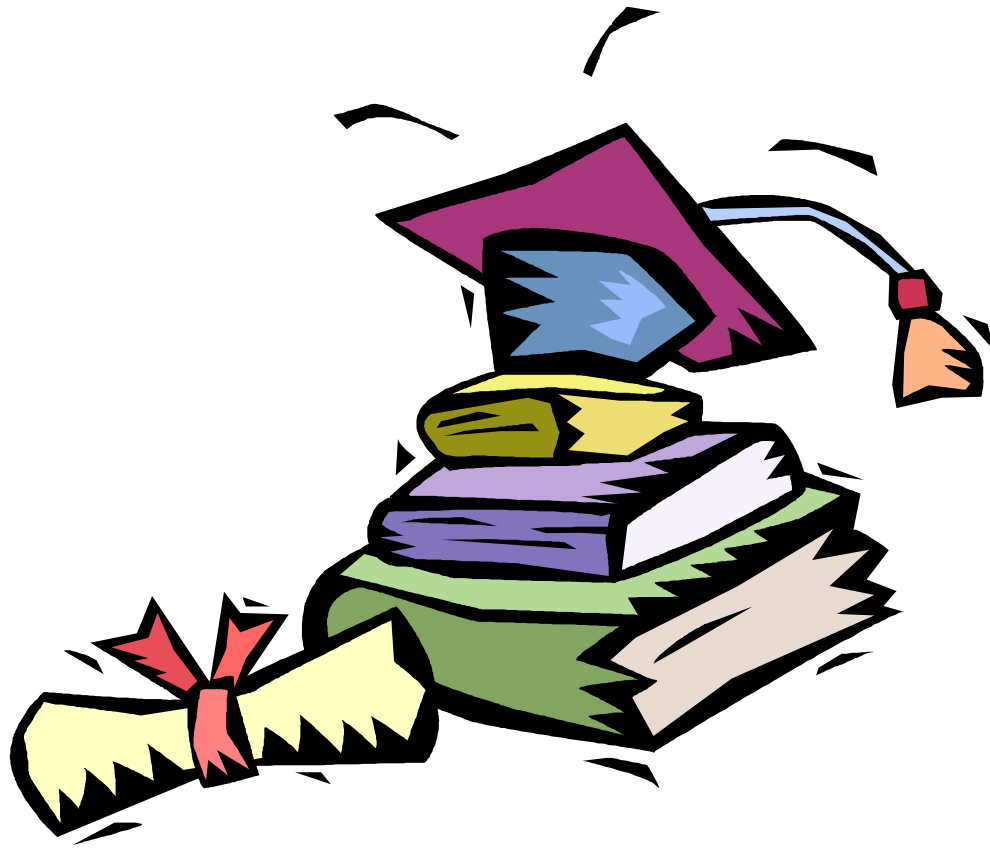
- Advertising, Design & Digital Printing Technology
- Automotive Technology
- Business Management Technology
- Computer Technology
- Carpentry

Cosmetology
Culinary Arts
Drafting & Design
Electrical Technology & Renewable Energy Systems
Health Occupations
Hospitality, Event Planning
HVAC
Marine Technology

Students successfully completing both their career and technical and academic programs will become Chariho graduates. The Career & Technical Center has articulation programs with area post-secondary institutions which provide up to a full semester of advanced standing and/or college credits for successful completion of the Center's programs. If you are interested, contact your guidance counselor for an application form.

COURSE OFFERINGS

Narragansett High School's Mission and Expectations for Student Learning document delineates the school's academic as well as the social and civic learning expectations. Course offerings are designed to give students multiple opportunities to achieve these expectations. In the following matrix, each curriculum area identifies those school-wide learning expectations for which it has primary, secondary, and support level responsibility. The matrix which precedes each curriculum area's course offerings identifies primary, secondary, and support level responsibility for each course.



| Expectation | Art | Computer Education | English | Guidance | Math | Music | Physical Education & Health | Science & Agriculture | Social Studies | Support Services | World Language |
|---|-----|--------------------|---------|----------|------|-------|-----------------------------|-----------------------|----------------|------------------|----------------|
| I.1 Communicate effectively using oral, written, and technological formats. | S | S | P | S | P | S | S | SR | P | SR | P |
| I.2 Meet proficiency in content and applied learning standards as outlined in the <i>Rhode Island High School Diploma System</i> . | P | SR | P | S | P | P | SR | P | P | S | SR |
| I.3 Read critically and interpret a wide range of materials with varying degrees of complexity. | S | P | P | S | SR | S | P | P | P | S | S |
| I.4 Demonstrate the use of reasoning and problem solving skills and strategies through analysis and synthesis of data and information. | SR | SR | SR | S | P | S | S | P | SR | SR | S |
| 2.1 Demonstrate the behaviors and skills for independence and collaboration. | SR | SR | P | P | P | SR | P | P | SR | P | SR |
| 2.2 Participate as a citizen in the local, national, and global community. | S | S | S | S | S | S | S | S | P | S | S |
| 2.3 Demonstrate an understanding of and respect for diversity. | P | S | S | S | S | P | S | S | P | S | P |
| 2.4 Set individual goals for continued life-long learning. | S | S | S | P | S | S | P | S | S | P | S |

ART

115 ART II – ART AND DESIGN

½ Credit
One Semester
Level 2
Grades 9-12

This course is designed for students who have successfully completed Art I and wish to further develop and fine-tune their skills in drawing, design and composition. Color theory, various painting mediums, printmaking and sculpture are explored. Research and short reports on master and modern artists are also required.

116 ART III – ADVANCED ART & DESIGN

½ Credit
One Semester
Level 2
Grades 10-12

Pre-Requisite: Successful completion of Art I & II.

This standards-based course is designed for advanced art students who wish to deepen their understanding of the basic elements of art and principles of design. Students will develop their creativity and artistic potential by refining the skills and techniques developed in Art I and II. A variety of media, 2D and 3D, will be utilized with an opportunity to focus on portfolio preparation for college admission.

120 DIGITAL PHOTOGRAPHY I

½ Credit
One Semester
Level 2
Grades 9-12

Students who have successfully completed Art I and wish to learn to design and capture successful photographs may take digital photography. Historical aspects of photography and photographers from past to present will be covered. Digital technology will be explored by manipulating digital photos on the computer using software applications. Students must bring in their own digital cameras; cell phone cameras are not allowed in accordance with policies outlined in the NHS Student handbook. Any model you own may be used; however, you are required to have the software and cable to transfer your images to the computer.

121 DIGITAL PHOTOGRAPHY II

½ Credit
One Semester
Level 2
Grades 10-12

*Pre-Requisite: Successful completion of Art I
and Digital Photography I.*

Digital Photography II picks up where Digital Photography leaves off. Students use their knowledge and skills in photography for real-life design problems like advertising a product, creating a brochure for a business, advertising an event, editorial illustration, and package design to name a few. Text and the image is a prevailing theme in each task.

125 CERAMICS I

½ Credit
One Semester
Level 2
Grades 10-12

This course is designed for students who have successfully completed Art I. Students are introduced to designing, building and glazing works made of clay. Pinch, coil and slab building are used to create original pots, bowls, goblets, vases, wind chimes, picture frames and sculptures. Students will record the processes they used for construction and glazing, and analyze the results to further develop ideas for new works.

130 CERAMICS II

½ Credit
One Semester
Level 2
Grades 9-12

Pre-Requisite: Successful completion of Ceramics I.

Having successfully completed Ceramics I, students may select to extend their skills in Ceramics II. Techniques of throwing on the potter's wheel and sculpture in clay are the foundation of this course. Assignments include investigations of expressionism, "pop" art and contemporary craftspeople. Written components are an integral part of evaluation, as are evidence and application of understanding as exemplified in artwork.

COMPUTER EDUCATION

200 DIGITAL LITERACY

½ Credit
One Semester
Level 2
Grades 9-12

This course builds upon basic computer applications skills. Students will enhance their knowledge of Microsoft applications through word processing (M.S. Word), spreadsheets (M.S. Excel), databases (M.S. Access), and presentations (M.S. PowerPoint). Projects will consist of intermediate to advanced Word including proper formatting of research/term papers; Excel spreadsheets including functions/formulas and charts; Access databases including the creation of tables, queries and reports; PowerPoint presentations, including design and implementation.

206 COMPUTER HARDWARE, OPERATING SYSTEMS AND NETWORKS

½ Credit
One Semester
Level 2
Grades 9-12

This course follows the A+ certification curriculum and covers the concepts of computer hardware, operating systems and computer networks. Topics include computer workstation hardware configuration and assembly, operating system installation and setup, basic networking and communication, information management, and protection and security.

644 ELEMENTARY COMPUTER PROGRAMMING

½ Credit
One Semester
Level 2
Grades 9-12

This course is designed for students who have demonstrated proficiency in algebra. In this course students will develop basic programming skills using C++. Emphasis is on learning proper syntax and developing simple programs that incorporate if/then statements, loops, sorts, arrays, stacks and subroutines. Students are expected to work independently.

201 CISCO I

½ Credit
One Semester
Level 2
Grades 9-12

CISCO I/II will be offered on alternate years with CISCO III/IV.

The Cisco Networking Academy Program is a complete, four-semester program on the principles and practice of designing, building, and maintaining networks capable of supporting national and global organizations. The Networking Academy Program is localized to individual needs of high schools and colleges, and features hands-on, project-driven training in high-demand job skills.

CISCO I will provide the student with a thorough understanding of how basic networking components work in a practical hands-on environment utilizing state-of-the-art telecommunications equipment. In this course the student will develop an understanding of the concept of networking and allow the student to demonstrate an understanding of the OSI model and the seven network layers. For more information go to: <http://cisco.netacad.net/public/academy/index.html>.

202 CISCO II

½ Credit
One Semester
Level 2
Grades 9-12

CISCO I/II will be offered on alternate years with CISCO III/IV.

Following the successful completion of CISCO I, students may elect CISCO II, which explores the structure of a TCP/IP networking, including subnets, hosts, IP addressing and subnet masks and routers. This course will focus on networking terminology and protocols, networking standards, LAN, WAN, OSI modules, Ethernet, Token ring, FDDI, TCP/IP addressing protocol, dynamic routing and the network administrator's role and function.

203 CISCO III

½ Credit
One Semester
Level 2
Grades 10-12

CISCO I/II will be offered on alternate years with CISCO III/IV.

Following the successful completion of CISCO II, students may elect CISCO III, which explores configurations necessary to control Novell IPX traffic in a LAN. The class covers LAN segmentation using bridges, LAN segmentation using routers and LAN segmentation using switches. The class also explores switchgear and router IP access list configurations, spanning tree protocol and virtual LANs.

204 CISCO IV

½ Credit
One Semester
Level 2
Grades 10-12

CISCO I/II will be offered on alternate years with CISCO III/IV.

Following the successful completion of CISCO III, students may elect CISCO IV, which covers the configurations necessary for WAN creation and management. The class differentiates between the following WAN services: LAPB, Frame Relay, ISDN/LAPD, HDLC, PPP, and DDR. Students learn to recognize key Frame Relay terms and features and list commands to configure Frame Relay LMIs, maps, and subinterfaces. The class identifies PPP operations to encapsulate WAN data on Cisco routers. It also identifies ISDN protocols, function groups, reference points, and channels.

207 WEB GRAPHICS AND DESIGN

½ Credit
One Semester
Level 2
Grades 9-12

This course is for individuals interested in computer graphics design. Students will design and create web sites using Macromedia Studio MX. These web sites include navigational techniques, graphics, animations, basic tables, and frames. After learning the proper design and creation of a web site, students will be expected to post their projects to the school web site.

208 GAME PROGRAMMING AND DESIGN

½ Credit
One Semester
Level 2
Grades 11-12

Pre-Requisite: Successful completion of Geometry and Algebra is highly recommended for this course.

In this course students will learn an object-oriented programming language to create computer games. Students will create Sprites (such as characters), Rooms (such as a game level), and Sound Effects. Students will also learn to create detailed plans and designs of the game before doing the programming.

215 AP COMPUTER SCIENCE PRINCIPLES

1 Credit
Full Year
Level 1
Grades 11-12

The AP Computer Science Principles Course (CSP) is a new computer science course designed to give students foundational computing skills, an understanding of the real-world impact of computing applications, and programming literacy. CSP offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to creative aspects of programming, using abstractions and algorithms, working with large data sets, understandings of the Internet and issues of Cyber Security, and impacts of computing that affect different populations. CSP will give students the opportunity to use current technologies to solve problems and create meaningful computational artifacts.

ENGLISH

311 ENGLISH 9

1 Credit
Full Year
Level 2
Grade 9

Students in this course work to develop and improve solid skills in language, writing and thinking, speaking and listening; to expand vocabulary; and to refine research and study skills. These skills are critical to the students' success in high school, college, and career. While students experience a variety of types of writing, the expository style is stressed. Through responses to literature, students learn the importance of supporting an opinion with supporting evidence. Students demonstrate what they have learned through presentations, essays, seminars, and projects. Students must also master the constructed response, which employs various sentence structures and the Roger Williams University PIE method of supporting evidence: **Point, Illustration, Elaboration. Additionally, they will complete common tasks to demonstrate they have reached proficiency in the areas of critical writing, research-based writing, and critical reading. The literary genres studied are the short story, epic poem, and the Shakespearean drama. Novels are studied through outside reading assignments. The elements of fiction as employed in the short story must be mastered.**

315 ENGLISH 9 HONORS

1 Credit
Full Year
Level 1
Grade 9

Students in this course possess strong skills in reading comprehension, language, writing, and thinking, speaking and listening, vocabulary development, and research that are further developed through both independent and guided assignments. They demonstrate strong study habits and enjoy independent work. While students experience a variety of types of writing, the expository style is stressed. Students demonstrate what they have learned through presentations, essays, seminars,

and projects. Students must also master the constructed response, which employs various sentence structures and the Roger Williams University PIE method of supporting evidence: **Point, Illustration, Elaboration. Additionally, they will complete common tasks to demonstrate they have reached proficiency in the areas of expository writing, research-based writing, and critical reading. The literary genres studied are the short story, epic poem, and the Shakespearean drama. Novels are studied both in class and as outside reading assignments. The elements of fiction as employed in the short story must be mastered. The literary genres studied are the short story, epic poem, and the Shakespearean drama. Novels are studied both in class and as outside reading assignments. The elements of fiction as employed in the short story must be mastered.**

403320 ENGLISH 9/10 ALP (Invitation Only)

Credit (TBD by student program)

Full Year

Pass/Fail

Grades 9-10

Students who require additional instruction in prerequisite skills to achieve proficiency in English Language Arts may be recommended to take this course. The English curriculum is the basis for the course with additional instruction and practice in the reading and writing strategies necessary to unlock the meaning of text and to clearly communicate that understanding. Because of the slower pacing, this class will meet daily rather than the every other day schedule of the block schedule.

370 READING $\frac{1}{2}$ Credit

One Semester

Pass/Fail

Grades 9-12

Reading, a multi-level, multi-grade course, serves a population of students who are one to two years below current grade level according to a standardized reading test taken prior to admission into this course. These students have a personalized reading plan (PLP) that states their reading needs and recommendations for remediation. The course involves instruction and practice in four components of a comprehensive reading program: word work (decoding and vocabulary), comprehension, fluency, and critical reading. Usage of a variety of strategies is emphasized. The goal of this course is to teach students to read critically with understanding using a variety of materials in order to meet the school's mission and expectations.

317 READING

1 Credit

Full Year

Pass/Fail

Grades 9-12

Reading, a multi-level, multi-grade course, serves a population of students who are three or more years below current grade level according to a standardized reading test taken prior to admission into this course. These students have a personalized reading plan (PLP) that states their reading needs and recommendations for remediation. The course involves instruction and practice in four components of a comprehensive reading program: word work (decoding and vocabulary), comprehension, fluency, and critical reading. Usage of a variety of strategies is emphasized. The goal of this course is to teach students to read critically with understanding using a variety of materials in order to meet the school's mission and expectations.

321 ENGLISH 10

1 Credit

Full Year

Level 2

Grade 10

Students in this course refine writing skills learned in grade 9 and develop new, more advanced ones. Work in writing, speaking, and reading needed for success in high school, college, and career continue. The application of higher-level thinking skills in all areas of study is expected. The ability to write a clear, well-supported multi-paragraph, persuasive essay based is a course requirement. Additionally, students build on their experience with the research-based literary analysis completed in grade 9. Students select from a list of topics related to justice and write a short, research-based paper in

which the thesis statement takes a clear stand on the issue. Additionally, they will complete common tasks to demonstrate they have reached proficiency in the areas of narrative writing, research-based writing, critical reading, and critical viewing. Students demonstrate what they have learned through presentations, essays, seminars, and projects. Conventions, usage, vocabulary, and sentence structure are studied to enhance sentence variety and develop a personal writing style and more sophisticated method of written expression.

The literary genre explored in depth is the novel. Students continue their study of Shakespeare and other authors of note. Again, the elements of fiction are emphasized in literary analysis. Other areas studied include speaking and active listening, critical review of media, and expansion of research and study skills.

328 ENGLISH 10 HONORS

1 Credit
Full Year
Level 1
Grade 10

Students in this course exhibit advanced skills in the areas of reading and writing. Well-developed higher level thinking skills enable them to analyze complex text and write responses that reflect comprehension and synthesis of the text. They should possess strong vocabulary skills as well as an understanding of the language of literature and writing.

This course emphasizes western civilization, but does not ignore Asian civilizations. Strong emphasis is placed on independent and group investigation, presentation, and performance in speech and writing. Students need to be very responsible and motivated learners.

Additionally, students will complete common tasks to demonstrate they have reached proficiency in the areas of narrative writing, research-based writing, critical reading, and critical viewing.

332 ENGLISH 11 / AMERICAN LITERATURE

1 Credit
Full Year
Level 2
Grade 11

This course integrates the development of writing and reading skills. Writing instruction focuses on effective communication necessary for college and workplace success. Additionally, students will complete common tasks to demonstrate they have reached proficiency in the areas of reflective, descriptive writing, research-based writing, critical reading, and critical viewing. Students reflect on what they have learned and how they have learned it. Students demonstrate what they have learned through presentations, essays, and seminars. Speaking and research skills are developed through group presentations.

Readings will primarily be pulled from fiction but will include some non-fiction. The study of American Literature focuses on two essential questions: What is an American? What are the unique concepts/characteristics of American Literature? While the material is organized thematically, students are asked to identify important concepts and characteristics of each time period.

335 ENGLISH 11 HONORS / AMERICAN LITERATURE

1 Credit
Full Year
Level 1
Grade 11

English 11 Honors, a rigorous course, develops both the skills and independence necessary for AP English. Students in this course are expected to be highly motivated, independent learners. They should expect to handle more than one text at a time. Students should possess the ability to analyze, synthesize, and evaluate complex text. When analyzing literature, students must demonstrate a deep understanding of literary terms as they apply to the text. Additionally, their writing should reflect a strong command of rhetorical and literary techniques.

Students read critically and interpret pieces of literature, developing a deeper understanding of American literature. Students study literature with historical focus to explore the concept of the American Dream and to gain insight into their own culture and the evolution of the American voice. Students refine their ability to defend their interpretations both in oral and written form; to analyze text in order to gain a deep understanding of the text, referencing specific details; and to identify and interpret the literary devices and rhetorical techniques being employed by the writers.

Additionally, they will complete common tasks to demonstrate they have reached proficiency in the areas of reflective, descriptive writing; research-based writing; critical reading; and critical viewing.

403357 ENGLISH 11/12 ALP (Invitation Only)

Credit (TBD by student program)
Full Year
Pass/Fail
Grades 11-12

Students who require additional instruction in prerequisite skills to achieve proficiency in English Language arts may be recommended to take this course. The English curriculum is the basis for the course with additional instruction and practice in the reading and writing strategies necessary to unlock the meaning of text and to clearly communicate that understanding. Because of the slower pacing, this class will meet daily rather than the every other day schedule of the block schedule.

344 ENGLISH 12 / CONTEMPORARY LITERATURE

1 Credit
Full Year
Level 2
Grade 12

Students in this course read and analyze universal and contemporary issues on which the works focus. The reading is meant to provoke dialogue both in writing and speech about these issues. Nonfiction selections are utilized to enhance the students' knowledge of the issues in the selections they read and to enhance their ability to comprehend complex text. The analysis of related films develops ability to critique the value of nonprint text. Students complete both group and individual assignments such as papers, presentations and projects incorporating the use of relevant available technologies.

Writing instruction focuses on effective communication necessary for college and professional success. Strategies required to comprehend and analyze complex text are also refined. Students also receive instruction and support in the writing of their Senior Project research paper. Students are required to reach proficiency on this paper to meet the requirements of the Senior Project as part of the RI Diploma System. Students are actively involved in their learning through the demonstration of their knowledge in a variety of ways. They use technology to both gain and demonstrate knowledge.

345 ADVANCED PLACEMENT ENGLISH

1 Credit
Full Year
Level 1
Grade 12

Students in this course should have already demonstrated the characteristics of effective communicators, self-directed learners, and critical readers. Their ability to read and analyze works of recognized literary merit and complex text related to literary criticism should be well developed. This course provides the opportunity to employ these skills at the level required in a university classroom and earn potential college credit. These students should also possess strong writing skills and be prepared to take them to a level of sophistication beyond the typical high school senior. Students are required to take the AP examination at the end of the course.

Critical reading of literature and complex text as well as communicating effectively using written and technological formats is expected. Students read critically and interpret multicultural pieces of literature, developing further understanding and respect for diversity. Students study literature with a cultural and historical focus that explores universal human connections, gaining knowledge and insight into other cultures as well as their own. Students must defend their interpretations both in oral and written form by demonstrating a deep understanding of the text, referencing specific details, and being aware of the literary devices and rhetorical techniques being employed by the writers.

Students also receive instruction and support in the writing of their Senior Project research paper. Students are required to reach proficiency on this paper to meet the requirements of the Senior Project as part of the RI Diploma System. Students are actively involved in their learning through the demonstration of their knowledge in a variety of ways.

349 FILM AS TEXT

½ Credit
One Semester
Level 2
Grades 10-12

Film As Text is offered in alternate years.

Film as Text provides students with the opportunity to improve their literacy skills using a medium with which they have considerable experience. Students analyze film as a genre using both story elements and technical aspects. They also analyze the director's methods of representing situations and characters. Print text includes novels and stories on which the films are based and informational text about filmmaking. Students develop and/or improve their skill of analyzing and synthesizing text in a non print format. A variety of assessments such as essays, short papers, and projects are provided for students to demonstrate their knowledge.

350 INTRODUCTION TO THEATER

½ Credit
One Semester
Level 2
Grades 9-12

Students in this course gain experience in all elements of theatre and play production. Production is studied but not attempted. Topics include creative drama, the history of drama, critical analysis of scripts and plays, stage terminology, and methods. This course satisfies the fine art graduation requirement.

357 ENGLISH 12 / WORLD LITERATURE

1 Credit
Full Year
Level 2
Grade 12

In this course students read critically and interpret multicultural pieces of literature, developing further understanding and respect for diversity. The selections for World Literature reveal how, for all their cultural differences, human beings across time and space are members of one universal family. Students have the opportunity to study literature with a cultural and historical focus that explores those universal human connections, gaining knowledge and insight into other cultures as well as their own. The reading is meant to provoke dialogue both in writing and speech about these issues. Nonfiction selections are utilized to enhance the students' knowledge of the issues in the selections they read and to enhance their ability to comprehend complex text. The analysis of related films develops ability to critique the value of non-print text. Students complete both group and individual assignments such as papers, presentations and projects incorporating the use of relevant available technologies.

Writing instruction focuses on effective communication necessary for college and professional success. Strategies required to comprehend and analyze complex text are also refined. Students also receive instruction and support in the writing of their Senior Project research paper. Students are required to reach proficiency on this paper to meet the requirements of the Senior Project as part of the RI Diploma System.

353 COLLEGE WRITING

½ Credit
One Semester
Level 1
Grade 12

College Writing (WRT 104) is three credit college level course offered by the University of Rhode Island. This course is designed for students who wish to assume the challenges and responsibilities of a college freshman English class. Writing 104 covers varieties and strategies of expository writing for different audiences and situations. Students are introduced to a number of different genres including summary of complex text, reports, proposals, profiles, letters, and public documents. Students are given experience in a number of rhetorical patterns to further their knowledge and practice of the writing strategies of invention, composing, and revision in more complex writing assignments in public, community settings.

In addition, this course provides extensive practice in the critical reading of complex texts and using information technologies for research. Students collaborate with their peers to develop, draft, and revise focused, well-organized, coherent, polished documents.

Writing 104 fulfills an English Communications Writing credit (ECw) at the University of Rhode Island.

355 PRESENTATION SKILLS

½ Credit
One Semester
Level 2
Grades 9

Students learn the skills necessary to communicate effectively in an oral format using appropriate visuals and technology. Students learn the importance of voice, poise, eye contact, posture, gestures, and facial expression in the delivery of presentations. Through a variety of activities, the preparation of content is broken down into the areas of thesis, introduction, body, and conclusion. The effective use of visuals and the integration of available technologies such as video, PowerPoint, and audio are explored. Through a series of presentations, students practice the preparation and delivery skills essential for the successful completion of the Senior Project. Students must demonstrate proficiency on the presentation common task for the course.

382 JOURNALISM I

½ Credit
One Semester
Level 2
Grades 9-12

Journalism I is a semester course designed for students interested in journalism and the contemporary media. The course explores the concepts of newsworthy information as well as exposes students to pertinent journalists throughout history. In the course, students also explore contemporary media and the ethical responsibility issues inherent in the press today. Students will also be exposed to the inverted pyramid style of writing and the fundamentals of news, feature, editorial and sports writing. They will also be introduced to *The Dock*, the school newspaper. This course will serve as a prerequisite to Journalism II, which will be offered the following year.

356 PUBLICATIONS

1 Credit
Full Year
Level 2
Grades 9-12

Students in this course are responsible for the publication of the yearbook and the school newspaper. They learn about all of the aspects of working with a professional publisher and develop such skills as layout and time management while working on the yearbook. Production of the school newspaper provides the students opportunities to improve or develop interviewing and writing skills while learning how to layout and publish a newspaper using Adobe PageMaker. Students also have the opportunity to use artistic skills in areas such as illustration and photography.

367 CREATIVE WRITING

Creative Writing is offered in alternate years.

½ Credit
One Semester
Level 2
Grades 9-12

Students in this course have multiple opportunities to write fiction and to submit work to approved contests and publications. They learn writing techniques critical to conveying theme through genres such as the short story, plays, and poetry. They study both student and professional examples of each type of writing, practice the skills needed for each, and develop a collection of their own work. Additionally, students learn skills such as layout, design, and desktop publishing in order to publish the school literary magazine, *The Beach*. Because the magazine is published both in a paper and electronic format, the course provides students with the opportunity to learn, develop, or refine technology skills connected to document preparation and web page design.

FAMILY & CONSUMER SCIENCE

550 BASIC FOODS

½ Credit
One Semester
Level 2
Grades 9-12

In this course students develop lifetime skills of basic cooking through hands on learning activities in the food lab. They work in teams to prepare a variety of healthy foods to sample and serve, utilizing produce grown by the Agriscience students in the green house. Topics include vegetables, grains, eggs, food safety, food selection, shopping strategies and nutrition. A vegetable pamphlet and cooking at home activity provide students with a common task.

552 ADVANCED FOODS

½ Credit
One Semester
Level 2
Grades 9-12

This course builds on skills developed in Basic Foods. Advanced cooking skills, meal management skills and meal service are introduced. Students prepare a wide variety of healthy foods, including sauces and combination dishes utilizing produce grown by our agriscience students in the greenhouse.. They plan and prepare “super foods” and conduct an open house taste testing for fellow NHS students. Students have a chance to show off their skills in a Cook Off final.

MATHEMATICS

613 PRE-ALGEBRA

1 Credit
Full Year
Level 2
Grade 9

This developmental course is intended to help build students' computation skills, develop critical thinking, and increase mathematical confidence. Students will be exposed to a variety of algebraic topics, which will help to prepare them for a full year of Algebra 1.

614 ALGEBRA I

1 Credit
Full Year
Level 2
Grades 9-12

Algebra is the language through which most of mathematics is communicated. It is a symbol system for communicating quantitative information, relationships, and behavior. The curriculum focuses on the study of linear relationships and their application to problem solving in real-world situations. Activities are designed so students begin to develop confidence and facility in using variables and functions. Throughout this course, students explore and model patterns and relationships using a graphic, numeric, and/or symbolic perspective. The connections made among these three perspectives help students acquire a deeper understanding of mathematical techniques and of ways to apply them. Students are continuously asked to explain their mathematical reasoning so opportunities are created for them to communicate in both written and oral formats.

617 ALGEBRA I PLUS SKILLS

2 Credits (1 math credit and 1 elective credit)
Full Year
Level 2
Grades 9-12

Students who require additional instruction in prerequisite skills for algebra may be recommended to take this course, which incorporates the algebra curriculum with additional review of the arithmetic of rational numbers and integers with applications in algebra. Algebraic material is studied at a slower pace; therefore, with the current block schedule, this class will meet daily. At the conclusion of this course, the student will have received complete instruction of the Algebra I curriculum.

634 ALGEBRA II

1 Credit
Full Year
Level 2
Grades 9-12

This course is designed for students who have mastered concepts covered in Algebra I. Algebraic methods are viewed as problem solving tools. A graphic, numeric, and/or symbolic perspective and the connections made among these three perspectives are emphasized. The curriculum extends the study of linear relationships begun in Algebra I to include radical, quadratic, polynomial, rational, and exponential behavior and the skills and processes unique to each relationship. Students are

continuously asked to explain their mathematical reasoning so opportunities are created for them to communicate in both written and oral formats.

618 ALGEBRA II PLUS SKILLS

2 Credits (1 math credit & 1 elective credit)

Full Year
Level 2
Grades 9-12

Students who require additional instruction in prerequisite skills for Algebra II may be recommended to take this course, which incorporates the Algebra II curriculum with additional review. Algebraic material is studied at a slower pace; therefore, with the current block schedule, this class will meet daily. At the conclusion of this course, the student will have received complete instruction of the Algebra II curriculum.

615 ALGEBRA II HONORS

1 Credit
Full Year
Level 1
Grade 9

Students enrolled in this honors course must have mastered Algebra I concepts as demonstrated through success in prior courses and/or state and local testing. Algebra II Honors is a rigorous course that provides students with opportunities to study the same concepts and skills as those in Algebra II except more intensely. Students are expected to place greater emphasis on analysis and proof, and to employ a higher level of critical thinking skills.

624 GEOMETRY

1 Credit
Full Year
Level 2
Grades 10-12

Students enrolled in this course must have previously mastered Algebra 1 skills. In this course, students make and defend conjectures, construct geometric arguments, use geometric properties and use theorems to solve problems involving geometric shapes. Geometric relationships are directly connected to spatial relationships in the real world. All activities are designed to help students deepen their understanding of shapes and their properties. They are also designed to help students succeed as logical thinkers and confident problem solvers. Emphasis is placed on the deductive reasoning process while algebraic skills and concepts are integrated into the activities.

623 GEOMETRY PLUS SKILLS

2 Credits (1 math credit & 1 elective credit)

Full Year
Level 2
Grades 10-12

Students who require additional instruction in prerequisite skills may be recommended to take this course, which incorporates the geometry curriculum with additional review of algebraic thinking and skills. Geometry concepts are studied at a slower pace; therefore, with the current block schedule, this class will meet daily. At the conclusion of this course, the student will have received complete instruction of the geometry curriculum.

625 GEOMETRY HONORS

1 Credit
Full Year
Level 1
Grade 10

Students enrolled in this honors course must have mastered Algebra I and Algebra II concepts as demonstrated through success in prior courses and/or state and local testing. Geometry Honors is a rigorous course that provides students with opportunities to study the same concepts and skills as those in geometry except more intensely. The curriculum also includes a study of three-dimensional geometry. Students apply theorems to more complex figures than those presented in Geometry. As a result, students are expected to write more complex proofs and are responsible for additional projects and presentations.

639 ALGEBRA III

1 Credit
Full Year
Level 2
Grade 11-12

This course is recommended for students who have studied and successfully completed Algebra I, Geometry, and Algebra II and may require more in-depth instruction in preparation for a Pre-Calculus curriculum. The course highlights key algebraic concepts including linear applications, as well as a study in exponential, logarithmic and trigonometric functions. Completion of this course will provide students with a foundation for a successful introduction to Pre-Calculus.

650 PRE-CALCULUS

1 Credit
Full Year
Level 2
Grades 11-12

This course is designed for students who have mastered the grade span expectations in algebra, geometry, data, statistics, and probability and number and operations and are prepared to address advanced mathematics GSEs. Students will study functions and their graphs. Special focus is placed on understanding polynomial and rational functions, trigonometric functions and identities, conics, polar coordinates and complex numbers, and vectors. Activities are designed to show students how these concepts are related and how to use these concepts to model and solve problems. Graphing calculators are viewed as a tool in developing students' conceptual understanding and ability to model realistic situations and are required for this course. The concepts developed in this course provide the foundation for a successful introduction to calculus.

655 PRE-CALCULUS HONORS

1 Credit
Full Year
Level 1
Grade 11

Students enrolled in this honors course must have mastered algebra and geometry concepts and have demonstrated strong problem-solving skills as demonstrated through success in prior courses and/or state and local testing. Pre-calculus Honors is a rigorous course designed for students

planning on taking AP Calculus or Introduction to Calculus. Students are provided with opportunities to study the same concepts and skills as those in Pre-Calculus except more intensely. Students are expected to place greater emphasis on analysis and employ a higher level of critical thinking skills.

661 CALCULUS

1 Credit
Full Year
Level 2
Grade 12

This course is designed for students who have mastered pre-calculus concepts. In this course, students investigate and analyze the properties and characteristics of various families of functions. Students use tables, algebraic rules, and graphs of functions to study the relationship between the

domain and range of functions. Through this study, students extend and enhance their understanding of polynomial, rational, algebraic, and transcendental functions. Activities provide students with opportunities to analyze data and generalize relationships. They must demonstrate technological skill by using graphing calculators and computers to analyze tables and graphs of functions.

645 ADVANCED PLACEMENT CALCULUS

1 Credit
Full Year
Level 1
Grade 12

Exceptional mastery of pre-calculus concepts is required prior to enrollment in this course. Calculus is a gateway to advanced training in most scientific and technical fields. It is a study of the behavior of functions. Students develop an understanding of function behavior by using the unifying themes of continuity, limit, derivative, integral, approximation, application, and modeling. Activities emphasize a multi-representational approach with concepts, results, and problems being expressed graphically, numerically, algebraically, and verbally. Technology is used regularly by students and teacher to reinforce the relationships among the multiple representations of functions to confirm work, to perform investigations, and to assist in interpreting results. The intensive pace and difficulty combine to prepare interested, able students to take the Advanced Placement Calculus Exam. The results of this test may earn college credit or exemption for students.

640 COLLEGE MATH

$\frac{1}{2}$ Credit
One Semester
Level 2
Grades 11-12

This course is designed for students who have studied and successfully completed Algebra I, Geometry, and Algebra II. However, these students may need additional instruction to improve their understanding of these concepts. Before exploring more advanced mathematical concepts, it is important for these students to revisit some of these basic principles from a different perspective.

The curriculum utilizes the SAT test format to emphasize key principles from basic arithmetic, geometry, and algebra. Students will also study additional topics that are essential prerequisites for any required post secondary mathematics course. Rather than present the material by topic, the

approach in this course is more integrated so that students gain an appreciation for the interrelationship among arithmetic, algebra, geometry, and trigonometry concepts.

641 PROBABILITY AND STATISTICS

½ Credit
One Semester
Level 2
Grades 11-12

Students enrolled in this course should have mastered algebra concepts. The study of probability and statistics is concerned with random phenomena. The curriculum focuses on the usefulness of statistical data in making intelligent decisions or predictions. Students collect, organize, analyze, and interpret data using probability and counting techniques. Also, activities involving random samplings give students the skills needed to make predictions about populations. This course offers students a foundation that is essential for any statistics course required at the college level.

659 ADVANCED PLACEMENT STATISTICS

1 Credit
Full Year
Level 1
Grades 10-12

Pre-Requisite: Successful completion of Algebra 2..

AP Statistics is a full year elective math course. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns and statistical inference

An introductory statistics course, similar to the AP Statistics course, is typically required for college majors such as social sciences, health sciences and business. Students who successfully complete the course are eligible to take the AP exam may receive college credit for a one-semester introductory college statistics course. This course is to be taken concurrently with the student's regular math course.

679 PERSONAL FINANCE

1 Credit
Full Year
Level 2
Grades 11-12

The Personal Finance curriculum consists of materials, activities, and projects geared towards helping students understand their future financial needs and to learn the basics of handling their money and finances, including how to create positive relationships with financial institutions. The more people know about credit and banking services, the more likely they are to make informed decisions on money matters, save money, and improve their financial health and well-being. This program helps individuals build that financial knowledge, develop financial confidence, become more money savvy, and use banking services more effectively.

681 INTRODUCTION TO ENGINEERING & TECHNOLOGY

Pre-requisite: Accuplacer Test.

1 Credit
Full Year
Level 1
Grades 11-12

This course introduces students to various tools and problem-solving skills common to most fields of engineering and technology. It emphasizes developing both individual critical thinking and collaborative problem solving skills, essential in today's world of technology. Students learn the basics of the engineering design process of product design, testing and evaluation. In teams, students apply this process to complete a semester-long project that involves practical problem solving, computer simulation and physical product fabrication. To assist in the project analysis, documentation and presentation, students develop skills with spreadsheets, word processing and presentation software. Successful completion of this course and the ensuing exam will result in the awarding of college credits.

530 ARCHITECTURAL DESIGN

½ Credit
One Semester
Level 2
Grades 9-12

Students will examine core concepts and principles of engineering and design. Laboratory experiences emphasize the development of skills required to apply engineering processes. The students will be preparing all of the drawing requirements in the class using AutoCAD software. The goal of the class is to create drawings, which accurately incorporate functional engineering practices with an eye pleasing design. Students may use this credit as computer credit toward their requirements for graduation.

545 ARCHITECTURAL DRAFTING

½ Credit
One Semester
Level 2
Grades 9-12

Students will examine core concepts and principles of architecture and engineering. The students will learn how to engineer residential structures and be introduced to a portion of the state and federal building codes. Students will learn to create drawings with the aid of AutoCAD software. The students will be preparing all of the drawing requirements, floor plans and elevations of a residential home, in the class using AutoCAD software. Students may use this credit as computer credit toward their requirements for graduation.

647 LANDSCAPING MATH I

To be taken concurrently with Landscape Design

½ Credit
One Semester/Semester 1
Level 2
Grades 11-12

This course introduces students to various tools and problem-solving skills common for the creation of landscapes. It emphasizes developing a mathematical foundation that is fundamental to successful landscape design. Investigation of mathematics in landscaping will involve classroom application of mathematics and investigation of the application in the field.

648 LANDSCAPING MATH II

Pre-requisite: Landscaping Math I

To be taken concurrently with Landscape Construction

½ Credit
One Semester/Semester 2
Level 2
Grades 11-12

For students who have mastered the concepts presented in Landscaping Math I. Landscaping Math II provides students with additional concepts that can be applied in landscaping. Various tools and problem-solving skills common for the creation of constructions and mixtures will be explored. It emphasizes developing a continued mathematical foundation that is fundamental to successful landscape design. Investigation of mathematics in landscaping will involve classroom application of mathematics and investigation of the application in the field.

MUSIC

700 CONCERT BAND

1 Credit
Full Year
Level 2
Grades 9-12

Students who have demonstrated an intermediate level of proficiency on a standard band instrument may participate in concert band, which is open to students in grades 9-12. The course is designed to give those students a comprehensive musical experience. Technical skills for instruments are covered and practiced. The primary focus of band is to study, analyze, rehearse and perform musical selections from the major periods of world history in various cultures. The Mariner Band provides music for home football games, the Thanksgiving Bowl, graduation, and formal concerts. Music festivals will be attended when deemed appropriate and applicable. Music literature studied will be in the styles of marches, concert marches, pops and symphonic band. Members of the band are required to practice daily, attend all rehearsals and performances, and show continuous individual improvement throughout the year. Students may enroll for credit for multiple years.

705 HONORS CONCERT BAND

1 Credit
Full Year
Level 1
Grade 11-12

In addition to the requirements and activities associated with concert band, in order to receive honors credit, junior and senior band members may complete the following extra criteria:

Solo Auditions: Each student must prepare for and audition at the RIMEA All-State Festival (fall semester), as well as the Solo & Ensemble Festival (spring semester).

Supplemental Performing Opportunities: Each Honors Band student must perform in an extra-curricular musical ensemble. Such performing groups may include Rhode Island Philharmonic Youth Band/Orchestra, local community bands, NHS Jazz Band, NHS Drum Line, or other director approved ensembles.

710 CONCERT CHORUS

1 Credit
Full Year
Level 2
Grades 9-12

Concert Chorus is designed to give those students interested in and proficient in vocal performance a comprehensive musical experience. Unison, two-part, three-part and four-part compositions from various periods of world history and cultures will be studied, rehearsed and performed at a public concert. Proper vocal performance techniques such as solfege, ear training, posture, and sound formation are studied. Students are required to participate in all rehearsals and performances including those scheduled beyond the regular school day. Students may enroll in chorus for credit for multiple years.

713 FLEX-CHORUS

1 Credit
Full Year
Level 2
Grades 10-12

Flex-Chorus is designed to give those students interested in and proficient in vocal performance a comprehensive musical experience. Unison, two-part, three-part and four-part compositions from various periods of world history and cultures will be studied, rehearsed and performed at a public concert. Proper vocal performance techniques such as solfege, ear training, posture, and sound formation are studied. Students are required to participate in all rehearsals and performances including those scheduled beyond the regular school day. Students may enroll in chorus for credit for multiple years. Flex-Chorus is designed for students who can not fit Concert Chorus into their schedule and takes place Monday through Thursday after school from 2-2:50 PM.

720 GUITAR

½ Credit
One Semester
Level 2
Grades 9-12

Guitar I is a designed for the beginner student covering the basics of guitar technique including flat-picking, chord strumming (full, bass strum, alternating bass-strum) and note reading. An introduction to Tablature will also be included. The basic principles will be re-enforced by studying a variety of music styles including folk, classical, popular music and the blues.

740 MUSIC APPRECIATION

½ Credit
One Semester
Level 2
Grades 9-12

Music Appreciation focuses on the general understanding of the art of listening by exploring components of ear training, theory, composition, and music history. Students learn how to perceive and react to the artistic content of music. The art, social, historical, and literary influences of all periods are discussed with emphasis on how they relate to music. This course enriches the students' knowledge of music and help to develop a greater appreciation of our

musical heritage. A variety of media, including videos and compact discs, will be used in this class. Previous musical knowledge is not required.

750 PIANO

½ Credit
One Semester
Level 2
Grades 9-12

Piano I will cover the basics of piano techniques including note reading in both treble and bass clefs, chord patterns in the keys of C, F and G, in block and broken forms, and an introduction to two-hand scales. A variety of music styles will be studied including folk, classical, contemporary music and the blues. MIDI capabilities will be introduced. Holiday songs are optional.

714 MUSICAL THEATER SINGING

½ Credit
One Semester
Level 2
Grades 9-12

In Musical Theater Singing, students develop singing and acting skills through a master-class approach. Students are assigned a song weekly, and work with the both the teacher and collaboratively with other students on improving vocal technique and acting through the lens of their particular song. As students develop vocal technique and acting skills, they may be paired with other students to perform ensemble works (duets, trios, etc.) from the musical theater repertoire. Students are expected to research the background, historical context and dramatic circumstance and present a written analysis of each song.

PHYSICAL EDUCATION/HEALTH EDUCATION

009-012 PHYSICAL EDUCATION

Physical education is a mandatory, one semester course which enables students to attain a level of physical fitness commensurate with their own capabilities. Through the teaching of basic skills and competitive, organized play, students show mental, emotional and social growth. The students will attain a basic knowledge and understanding of various sports activities. By providing students with opportunities to discover and develop their personal talents in various carry-over sports, it is hoped that vigorous physical activity is continued throughout their lifetime to maintain strong healthy minds and bodies.

Students must successfully complete 4 semester units of physical education/health, taken one semester each year.

109 HEALTH – Personal Health

Personal health topics include, but are not limited to: physical fitness; nutrition and weight control; stress; suicide education and prevention - substance abuse; dating violence; sexually transmitted infections. In addition, students will learn about fire prevention and safety.

110 HEALTH – Human Sexuality and Personal Relationships

This course is focused on educating students about the importance of maintaining a healthy reproductive system as well as making choices regarding personal relationships that will protect themselves from illness, injury, and violence. Topics covered in this course include the reproductive system, abstinence, contraceptive methods, consent, sexually transmitted infections, dating and personal relationships, recognizing harmful relationships, dating violence, and protecting oneself from physical and sexual violence. Information regarding dating violence will be provided to the Junior class in both large and small group assemblies.

111 HEALTH – Life Saving Skills

This course is devoted to developing life saving first aid skills, CPR skills, and AED training. The lessons for the American Red Cross courses in Standard First Aid & CPR for the community are followed. With the successful completion of all certification requirements, students have the option of acquiring American Red Cross Infant, Child, and Adult CPR certification as well as First Aid certification at the conclusion of the quarter.

112 HEALTH – Managing Personal Health

This course is focused on personal health management for seniors who will soon be taking on the responsibility of monitoring their own health. Topics covered in this course include Personal health skills such as health literacy, analyzing the influences on health, and dating violence prevention; Alcohol, tobacco, and illegal drug use prevention; Mental and emotional health topics such as stress, obsessive and compulsive behaviors, anxiety, depression, and the process of grief; Impact of environmental issues on personal health; Nutrition topics such as establishing a well-balanced diet to promote disease prevention, portion sizes, and recognizing and getting professional help for eating disorders.

014 ADVENTURE EDUCATION

½ Credit
One Semester
Grades 11-12

This one semester course is for students who would like to participate in an experience based classroom setting. Students will participate in cooperative games and team building activities in addition to traversing low rope elements located on both the indoor and outdoor courses. Upon successful completion of the team initiatives, problems solving activities, and low elements, students will progress to the high rope elements located in the gymnasium. It is here where students will challenge themselves both physically and mentally as they climb, swing, and jump their way to success.

015 COMPETITIVE SPORTS

½ Credit
One Semester
Grades 9-12

Students will be introduced to the advanced level of physical activity in traditional activities such as basketball, volleyball, soccer, and doubles net sports such as tennis and badminton. Students will expand on basic skills learned in previous physical education courses and will learn to participate in traditional activities at a competitive level. Class activities will emphasize individual fitness, complex skills and strategy, and promote lifetime physical activity.

SCHOOL TO CAREER

988 School To Career-Academic
991 School To Career - Placement

½ Credit
One Semester
Level 2
Grades 11-12

This program provides academic and work-based experiences that enable students to make appropriate transitions in the areas of Career Education and post-secondary training/education. The curriculum is individualized for each student and stresses self-advocacy and self-exploration.

SCIENCE AND AGRISCIENCE

AGRISCIENCE COURSES

& AGRISCIENCE CERTIFICATE PROGRAMS:

There are 3 Agriscience Certificates available: Pet First Aid, Pesticides and OSHA. In order for eligibility for an Agriscience-related certificate, students will have had to complete a 4 course continuum in the program, and 2 of those courses must be Agriscience I and II which are full year courses. Therefore, to obtain a certificate, students must enroll in Agriscience I no later than the beginning of their sophomore year. Any student eligible to attend Narragansett High School is automatically eligible for enrollment in the Agriscience Certificate Program. All courses are open to all students at any time; however, to obtain a certificate, requirements are listed below.

| PET FIRST AID | PESTICIDE | OSHA |
|--|---------------------------------------|-----------------------------|
| Agriscience I | Agriscience I | Agriscience I |
| Agriscience II | Agriscience II | Agriscience II |
| Agriscience III: Animal Science | Agriscience III: Plant Science | Agriscience Elective |
| Agriscience Elective | Agriscience Elective | Agriscience Elective |

802 AGRISCIENCE I

1 Credit
Full Year
Level 2
Grades 9-12

This course is an elective for all students and a requirement for those seeking any certificate (OSHA Safe Workplace, Pet First Aid or Pesticide). Agriscience I provide an introduction to the agrisciencs and FFA. Topics include history and importance of Agriscience in the U.S. and worldwide. Students will receive lessons in sustainability and learn about managing human impacts on our natural resources. Hands-on activities in basic construction, plumbing, greenhouse operation, lawn and garden maintenance, and floriculture are part of the course. Introductory material for further study in both plant and animal science is provided. Participation in FFA public speaking contests and field trips is encouraged.

803 AGRISCIENCE II

Pre-Requisite for Certificate Program: Agriscience I

1 Credit
Full Year
Level 2
Grades 10-12

This course is an elective for all 10th, 11th, and 12th grade students and the second course required in sequence for an Agriscience program certificate. In Agriscience II, a basic overview of Agriculture and Natural Resources is provided as well as an in-depth investigation into Agriscience related careers. Students will learn plant taxonomy and have first-hand, working knowledge of the biological classification system for all living things. Study topics will include Forestry, Horticulture, Floriculture, Interiorscaping, Turfgrass management, Greenhouse operation, Small Animal Care and Food Processing. Participation in many FFA contests and field trips is encouraged.

812 AGRISCIENCE III – ANIMAL SCIENCE

Pre-Requisite for Certificate Program: Agriscience I and II

½ Credit
One Semester - Fall
Level 2
Grades 11-12

This course follows The URI AVS101 curriculum, and students with an 85 or better may apply for college credits (fees apply). Topics include basic animal and veterinary science and domestic animal care. Eligible Agriscience students will earn credits towards their Pet First Aid certificate. Lab component may require farm field trips.

801 AGRISCIENCE III – PLANT SCIENCE

Pre-Requisite for Certificate Program: Agriscience I and II

½ Credit
One Semester-Spring
Level 2
Grades 11-12

This course focuses on greenhouse management, spring plant production, plant propagation. Students will be responsible for specialty crop production. Students will learn about biological control and safe pesticide use and earn credits towards their RI State pesticide certificate. Students will manage floral orders for graduation and special events. Elements of Landscape design will be applied and practiced. Field trips and FFA competitions are encouraged.

804 LANDSCAPE DESIGN

Can be used as an elective for Certificate Program.

½ Credit
One semester/Semester 1
Level 2
Grade 11-12

Students learn to identify and scientifically name many landscape trees and shrubs. Basic design techniques will be learned and practiced and students will encompass learned landscape plantings into their designs. Scaled drawings will be created as well as site design considerations and parameters. 3-D landscape models will be constructed. Participation in the FFA landscape design competition will be encouraged.

811 SUSTAINABLE AGRICULTURE

Can be used as an elective for Certificate Program

½ Credit
One semester/Semester 2
Level 2
Grades 11-12

The focus of this course is to allow students hands-on management, marketing and production experience. Students will be responsible for producing both plant and animal products and associated pricing, advertising and customer relations. Maple syrup and poultry are currently in crop production, but other specialty crops may be added.

806 SPECIALITY PLANT PRODUCTION

Can be used as an elective for Certificate Program

½ Credit
One semester
Level 2
Grade 12

For students who have mastered the concepts presented in prior Agriscience courses. Specialty Plant Production provides additional experiences focused on specialty plant production. This course is designed to provide a unique opportunity for students to build upon the foundation laid in earlier agriculture courses and bring them to an advanced level in horticulture management.

807 LANDSCAPE CONSTRUCTION

Can be used as an elective for Certificate Program

½ Credit
One semester
Level 2
Grade 12

For students who have mastered the concepts presented in prior Agriscience courses. Landscape Construction provides students with additional experiences concentrated on landscape construction through authentic, applied learning projects. This course is designed to provide a unique opportunity for students to build upon the foundation laid in earlier agriculture courses and bring them to an advanced level in horticulture management.

808 AGRISCIENCE MECHANICS I

Can be used as an elective for Certificate Program

½ Credit
One Semester
Level 2
Grades 9–12

Agriscience Mechanics I will include an introduction to the engine, including parts, maintenance, and basic operation. Students will learn the identification and safe handling of tools, the operation basics of 2-stroke vs. 4-stroke, and the history and technology of the engine. Students will experience hands-on engine replication. Technological advances of machines over time and their impact on society will be investigated.

809 AGRISCIENCE MECHANICS II

½ Credit
One Semester
Level 2
Grade 9 – 12

Can be used as an elective for Certificate Program

This course is open to all students as an elective. Agriscience Mechanics II is encouraged but not required. This course will include the mechanics and efficiency of engines. Students will be introduced to lubricants and fuels. Maintenance and repair of small engines is taught and practiced. Students will have hands-on experience with agricultural engines such as tractors, mowers, etc. each year. Practice with welding and agricultural construction is incorporated into the class.

817 INTRODUCTION TO FLORICULTURE

½ Credit
One Semester/Semester 1
Level 2
Grade 9 – 12

Can be used as an elective for Certificate Program

This course is designed to introduce students to the principles and practices of floriculture production. Students will develop floriculture skills and the basic understanding necessary to be successful in entry-level positions in the floriculture industry. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

818 ADVANCED FLORICULTURE

½ Credit
One Semester/Semester 2
Level 2
Grade 9 – 12

Pre-requisite: Introduction to Floriculture

Can be used as an elective for Certificate Program

This course is designed to further educate students in the practices of floriculture production. Students will practice floriculture skills and the basic understanding necessary to be successful in entry-level positions in the floriculture industry. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. Students will produce products for school and local needs.

SCIENCE COURSES:

813 THE PHYSICS OF EARTH AND SPACE

1 Credit
Full Year
Level 2
Grade 9

Students will study the major concepts of earth and space science and understand how the processes are driven by principles of physics. Students will examine the origin and evolution of the universe and galaxies, and how scientific knowledge has changed over time due to advances in technology. They will trace the formation and behavior of the planetary bodies and moons. Students will study processes and change over time within earth systems, tracing the development of the theory of plate tectonics and focusing on volcanic and seismic activity and how these activities alter the Earth's crust. Students' understandings of physical science concepts, including energy, Laws of Motion, light and wave phenomena will be further developed.

815 THE PHYSICS OF EARTH AND SPACE HONORS

1 Credit
Full Year
Level 1
Grade 9

This course is designed for students who excel in the sciences, and have strong reading and mathematics skills. Students are exposed to a more in depth study, both mathematically and conceptually, of the same concepts that are taught as in course 813.

823 BIOLOGY I

1 Credit
Full Year
Level 2
Grade 10-11

Students will study cellular biology, focusing on how cell organelles produce/regulate what the cell needs or what a unicellular or multi-cellular organism needs for survival (e.g., protein synthesis, DNA-replication, nerve cells). The study of DNA sequencing, selective breeding, genetic engineering, and mutations will be included, as well as a focus on ecosystems, human impacts, and the flow of energy and matter in ecosystems. Some focus on the human body will be included including how the immune system, endocrine system, and nervous system work and drawing conclusions about how systems interact to maintain homeostasis in the human body.

825 BIOLOGY I HONORS

1 Credit
Full Year
Level 1
Grade 10

Students who have demonstrated exceptional science process skills in prior courses and have strong reading, writing and mathematics skills may elect to take this accelerated course. In addition to the level 2 biology course contents, students will experience additional investigations that foster independent thinking. Students will analyze implications of scientific discoveries and discuss their viewpoints substantiated with facts, theories and observations.

826 BIOLOGY II, ANATOMY & PHYSIOLOGY

Pre-Requisite: Biology I or Biology I Honors

1 Credit
Full Year
Level 2
Grades 11-12

This course is designed for students who have demonstrated mastery of the skills and concepts presented in Biology I, have exceptional reading and research skills, and wish to further their study of the biological science. This course includes human physiology, anatomy, and microbiology with related lab experiences. Students will plan and perform experiments utilizing bacteriology techniques and will engage in conversations with invited speakers from the medical related fields, sports medicine, research, and other life sciences.

824 ADVANCED PLACEMENT BIOLOGY

Pre-Requisite: Biology I or Biology I Honors

1 Credit
Full Year
Level 1
Grades 11 & 12

Advanced Placement Biology is equivalent to a first year college biology course. This course is designed to help students develop a conceptual framework for modern Biology and a deeper understanding of science as a process. The curriculum is rigorous, covering cell anatomy and metabolism, genetics, evolution, botany, human anatomy and physiology. This course will be taught at the college level and will culminate in the taking of the AP Biology exam in the spring. Students enrolling in this course should have demonstrated success in Biology I.

830 ECOLOGY

½ Credit
One Semester
Level 2
Grades 11-12

Following successful completion of Biology I, students may take this course, which explores interactions between living things and their environment. Students participate in field investigations as well as laboratory experiments. Diversity and similarities of Earth's environments, from deserts to rainforests, and oceans to grasslands, are discussed. Students will investigate how species survive in specific environments.

831 ENVIRONMENTAL SCIENCE

½ Credit
One Semester
Level 2
Grades 11-12

Following successful completion of Biology I, students may take this course which emphasizes humankind's impact on nature. Through authentic, applied learning experiences, students will help monitor our rivers and do chemical testing of our water and soil. We use nearby ponds, streams and woods as an outdoor laboratory.

816 STANDARD CHEMISTRY

1 Credit
Full Year
Level 2
Grade 11 or 12

This foundational course in chemistry has been aligned to the Next Generation Science Standards covering the structure, properties, and organization of matter, types of chemical reactions, electrochemistry, thermochemistry, nuclear chemistry, and gas laws. The laboratory component of this course is designed to reinforce chemistry concepts through lab investigations that rely on the collecting, organizing, and interpreting of experimental data.

833 CHEMISTRY I

1 Credit
Full Year
Level 2
Grade 10-12

This foundational course in chemistry is designed for students who have a strong science background and have demonstrated solid proficiency in algebra. Chemistry 1 has been aligned to the Next Generation Science Standards covering the structure, properties, and organization of matter, types of chemical reactions, electrochemistry, thermochemistry, nuclear chemistry, and gas laws. The laboratory component of this course is designed to reinforce chemistry concepts through lab investigations that rely on the collecting, organizing, and interpreting of experimental data.

835 CHEMISTRY I HONORS

1 Credit
Full Year
Level 1
Grade 10-12

This foundational course in chemistry It is designed for students who are independent learners and have demonstrated exceptional math and science process skills in prior coursework. It follows the same general format as chemistry 833 but each topic is covered in more depth and with significantly more mathematical rigor.

836 CHEMISTRY II

1 Credit
Full Year
Level 2
Grade 11 or 12

This course is designed for students who have demonstrated mastery of the skills and concepts presented in Chemistry I and wish to further their study of chemistry. This course covers the topics of oxidation-reduction, kinetics and equilibrium, electrochemistry, solutions, acids and bases, and organic chemistry. Students are expected to build their knowledge and skills learned in Chemistry I by performing laboratory investigations and maintaining a laboratory notebook that shows progress in collecting, organizing, and interpreting experimental data.

843 PHYSICS

1 Credit
Full Year
Level 2
Grade 12

This course is designed for students who have demonstrated sufficient science process skills in prior courses as well as proficiency in Algebra II. Students will engage in the study of physics with an emphasis on laboratory experience and demonstrations. The course will focus on traditional Newtonian physics with practical applications for our world. Topics will include motion and the forces that cause it, conservation of energy and momentum, rotational motion and gravitation. The course concludes with an introduction to electricity.

847 ADVANCED PLACEMENT PHYSICS

1 Credit
Full Year
Level 1
Grade 12

Pre-Requisite: Successful completion of Pre-Calculus.

AP Physics is the equivalent of a first-semester college course in algebra-based physics, but it is designed to be taught over a full academic year to enable AP students to develop deep understanding of the content and to focus on applying their knowledge through inquiry labs. The course allows time for inclusion of physics content specified by state standards. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It also introduces electric circuits.

853 OCEANOGRAPHY

½ Credit
One Semester
Level 2
Grades 10-12

This one-semester course holistically examines the fundamental principles of oceanography. This includes geological and geophysical study using satellite observations and remote sensing of oceans; chemical analyses of seawater; physical observation and modeling of currents, coastal processes, and waves; and the investigation of physiology and ecology of diverse ecosystems. The primary case studies will be Narragansett Bay and the Narrow River estuary.

854 RENEWABLE ENERGIES

½ Credit
One Semester
Level 2
Grades 10-12

As the world's demand for energy increases it becomes increasingly important to look for solutions to our current dependence on fossil fuels. The sun, the wind, and water have been reliable sources of renewable energy since the beginning of time. In this hands-on course students will explore the science behind, and the social and environmental issues surrounding, both nonrenewable and renewable sources of energy. Students will investigate the different types of renewable energies such as wind, solar, hydro, and bio energy and build devices that use those energies. A focus of the course will be how renewable energies can be used to compliment or replace conventional forms of energy to the benefit of the planet.

SOCIAL STUDIES

914 GOVERNMENT

1 Credit
Full Year
Level 2
Grade 10

In order to be effective and informed citizens, students must understand the structure of the United States government. Students study the purpose of government and how the United States Constitution upholds the concepts of democracy. Students explore the Rhode Island Constitution and state government. This course has an emphasis on analyzing primary source documents such as Supreme Court decisions. Students also complete EverFi, a web-based financial literacy program. Throughout the year, students read, present, and discuss current issues in government to make connections between the content and their own lives.

918 GOVERNMENT HONORS

1 Credit
Full Year
Level 1
Grade 10

Students in this course should possess strong academic skills and have the motivation to complete challenging independent work. In addition to reading and analyzing complex text, students demonstrate their knowledge through independent projects such as the C-SPAN documentary competition. In order to be effective and informed citizens, students must understand the structure of the United States government. Students study the purpose of government and how the United States Constitution upholds the concepts of democracy. Students explore the Rhode Island Constitution and state government. This course has an emphasis on analyzing primary source documents such as Supreme Court decisions. Students also complete EverFi, a web-based financial literacy program. Throughout the year, students read, present, and discuss current issues in government to make connections between the content and their own lives.

923 WORLD HISTORY

1 Credit
Full Year
Level 2
Grade 9

In this course, students develop an understanding of themselves as global citizens. Students study the current state of the world and the impact culture and religion have had in world history. Certain topics, such as industrialization, imperialism and genocide, are emphasized to help students develop historical thinking skills such as cause and effect. Students read and analyze primary sources to gain an understanding of the importance of context and multiple perspectives in the study of history. In this course, students build their reading comprehension ability as well as their skill in formal academic writing. Throughout the year, students read and discuss articles on current world issues to make connections between world history and the world they live in today.

928 WORLD HISTORY HONORS

1 Credit
Full Year
Level 1
Grade 9

In order to be eligible for this course, students must be highly motivated, have excellent writing skills, and be able to independently read and comprehend a variety of texts. Students develop an understanding of themselves as global citizens by studying the current state of the world and the impact culture and religion have had in world history. Certain topics, such as industrialization, imperialism and genocide, are emphasized to help students develop historical thinking skills such as cause and effect. Students read and analyze primary sources to gain an understanding of the importance of context and multiple perspectives in the study of history. Honors students complete an in-depth study of United States foreign policy concentrating on current regions of strategic interest. Throughout the year, students read and discuss articles on current world issues to make connections between world history and the world they live in today.

933 UNITED STATES HISTORY

1 Credit
Full Year
Level 2
Grade 11

Knowledge of the nation's history is essential to understanding its values, identity, and beliefs. In this course, students learn the historical context underlying the major issues confronting the United States today. This approach to U.S. history enables students to sharpen their critical thinking skills and become more informed citizens. Integrating current issues with the past engages students and encourages them to make personal connections with the course content. Students are expected to demonstrate their knowledge through formal academic writing, discussion and debate, and comprehension and analysis of secondary and primary sources. The culminating course project requires students to apply their historical skills and knowledge by researching and conducting an oral history interview.

935 ADVANCED PLACEMENT UNITED STATES HISTORY

1 Credit
Full Year
Level 1
Grade 11-12

This course is designed for highly motivated, independent learners who wish to prepare for the Advanced Placement exam. In order to be successful, students should possess excellent writing and reading skills. Students engage in intensive reading in primary source documents, develop ideas in weekly essays, and participate in self-directed learning activities. Students analyze the cultural, political, economic, and social development of the nation in order to gain historical context and become more informed citizens. Seniors may take Advanced Placement United States History after successful completion of U.S. History (933).

940 CRIMINAL JUSTICE

Criminal Justice is offered in alternate years.

½ Credit
One Semester
Level 2
Grade 10-12

This course provides students with an overview of the criminal justice system in the United States. The course examines criminal law (crimes and criminal defenses) and criminal procedure (criminal investigation and prosecution of crimes). Students explore the people, institutions, and principles that support the criminal justice system, the corrections system, and the juvenile justice system. Students learn their rights and responsibilities as members of a free society that follows the rule of law. A variety of instructional and assessment techniques are used throughout the semester including discussion, collaboration, role play, and presentations.

907 LAW & SOCIETY

Law & Society is offered in alternate years.

½ Credit
One Semester
Level 2
Grade 10-12

Gun control, abortion, and affirmative action - the Supreme Court's interpretation of the United States Constitution has an immediate and profound effect on society. The balance between individual rights and the need for an orderly society is explored and tested in this semester long course. Students engage in constitutional law by analyzing cases and developing arguments. Students will examine both landmark and current Supreme Court cases and participate in moot courts (simulations or role plays of appellate cases). A variety of instructional and assessment techniques are used throughout the semester including discussion, collaboration, role play, and debate.

909 WAR & POLITICS

½ Credit
One Semester
Level 2
Grade 9-12

This semester course will provide an in-depth focus on major global conflicts of the 20th and 21st centuries. Emphasis will be placed on specific global leaders, their critical decisions, and the resulting consequences and impact worldwide such as isolationism, the rise and fall of communism, and terrorism. Turning points to be studied include the Rise of Hitler and Nazi Germany, Isolationism and Pearl Harbor, Origins of the Cold War, the Korean and Vietnam Wars, and September 11, 2001 and the War on Terror. This elective will be content driven with a focus on improving students' reading and writing skills. Through the process of deliberation, students will also improve their listening and oral communication skills.

943 CONTEMPORARY ISSUES/DIGITAL WORLD

½ Credit
One Semester
Level 2
Grade 9-12

Race and police brutality, poverty, rising college costs, mass incarceration - society must find solutions to these pressing issues. This semester course examines contemporary issues and the many sources of information students encounter in the digital world. Students learn how to become savvy consumers of digital content so that they can find the best solutions to society's pressing concerns. Students also develop new skills in technology and writing as they become producers of digital content. Personalization and choice is offered in this course as students determine the contemporary issues they will research. Throughout the course, students hone their research, discussion, collaboration, and communication skills and become more engaged in problem-solving for a better world.

944 INTRODUCTION TO PSYCHOLOGY & SOCIOLOGY

½ Credit
One Semester
Level 2
Grade 11-12

Psychology is commonly defined as the scientific study of behavior and mental processes. Through the study of scientific psychology, students gain an understanding of their own behavior and learn the skills necessary to address critical problems in a larger social context. Psychology students learn to distinguish between science and pseudoscience, dispel misconceptions, and recognize the limitations to what can be known through intuition and common sense. Psychology places great value on the ability of people to grow and change. Students have ample opportunity to be active learners and discover their own psychological, physical, mental, and social growth. Emphasis is placed on both collaborative and independent learning in this class.

945 SOCIAL & ABNORMAL PSYCHOLOGY

½ Credit
One Semester
Level 2
Grade 11-12

Human beings are bio-psycho-social animals and human populations share many key developmental and social aspects. In this course, students examine the differences in these developmental and social aspects, as well as how we perceive these social differences. Students will explore social perception, social behavior, and cultural contexts. Psychological disorders are investigated as patterns of behavior considered deviant or distressful in a given culture. Diagnoses and treatment will also be discussed. The student will gain insight into the historical, medical, social, and psychological aspects of these mental health issues. Emphasis is placed on both collaborative and independent learning in this class.

947 ADVANCED PLACEMENT PSYCHOLOGY

1 Credit
Full Year
Level 1
Grade 12

Students enrolling in this course should be able to read and comprehend college level texts and possess excellent independent study habits. Through the study of scientific psychology, students gain an understanding of the complexities of human thought and behavior, as well as the factors related to the differences between people. Students also gain an understanding of the scientific methods that are at the core of the discipline. Psychology is a science with connections to social and natural sciences. This course is an opportunity for students to pursue college-level studies and to receive advanced placement college credit. Students take the Advanced Placement Psychology exam upon completion of the course.

956 CIVICS & THE SENIOR PROJECT

1 Credit
Full Year
Level 2
Grade 12

This course is a requirement for all students.

Within the context of civics education, students refine the skills necessary for success on their Senior Project. This course provides guidance and support for all aspects of the Senior Project with the exception of the senior research paper.

Students explore the characteristics of American political culture and the importance of their active participation as citizens. This course examines the role of committed individuals and groups in advocating for expanded suffrage, women's rights, civil rights, and an end to discrimination of any kind. Students learn how to use their power as creative problem-solvers, effective communicators, and responsible citizens to bring about positive change in society.

WORLD LANGUAGES

411 FRENCH I
413 SPANISH I
415 ITALIAN I

1 Credit
Full Year
Level 2
Grades 9-12

First year language courses provide the student with a sound basis for learning the language as it is spoken and written today. Practice in all four basic skills (listening, speaking, reading and writing) is given, and every effort is made to provide the student with opportunities for self-expression in concrete situations. By the end of the course, the student should have mastered many of the basic features of the sound system and many of the basic structures in everyday conversation and writing. Along with the language, many cultural aspects, including customs, geography, and places of interests are introduced.

421 FRENCH II
423 SPANISH II
425 ITALIAN II

1 Credit
Full Year
Level 2
Grades 9-12

Second year language courses are designed to strengthen the skills acquired during the introductory course. Therefore, mastery of the skills and vocabulary presented in the first year is expected. The student's control of the correct usage, both oral and written, is increased. The student begins to create with the language and express himself/herself more independently. Reading becomes more extensive and further introduces the student to French/Spanish/Italian culture, civilization, history, and geography.

431 FRENCH III
433 SPANISH III
435 ITALIAN III

1 Credit
Full Year
Level 2
Grades 10-12

Level III courses continue to intensify the work of Level II. Therefore, mastery of the skills and vocabulary presented in the second course is expected. More intensive classroom work is done to improve the four skills. Increased emphasis on idiomatic use of the language and the finer points of usage extend the student's control of the language. Required assignments, which include short stories and essays, are more extensive and comprehensive. The student will acquire a broader knowledge of French/Spanish/Italian civilization and culture through the introduction of literature.

443 SPANISH IV HONORS

1 Credit
Full Year
Level 1
Grade 12

Spanish IV is designed to increase proficiency in the skills of speaking, writing, listening, and reading comprehension. Therefore, mastery of the skills and vocabulary presented in the third course is expected. These courses are recommended to students who have demonstrated proficiency and high level of interest in the language and culture and wish to further refine their language skills. Vocabulary and grammar are consistently reviewed and incorporated into all aspects of the courses. Particular emphasis is placed on vocabulary and grammar to help prepare those students who wish to take the SAT II in Spanish. The student deepens his/her knowledge of culture of Spanish through the study of art, film and literature.

Students enrolled in Spanish IV have the opportunity to enroll in the Early Enrollment Program in conjunction with Rhode Island College's Intermediate Spanish course #113. A registration fee for the course is determined annually by Rhode Island College. Those students who enroll and achieve a minimum grade of 80 in both semesters will earn four (4) college credits. For more information, about the EEP program, please refer to www.ric.edu/eep.

453 ADVANCED PLACEMENT SPANISH V

1 Credit
Full Year
Level 1
Grade 12

Spanish V presents the culture of the Spanish and Latin people through the study of authentic written, audio and video materials. Students convey ideas, judgments and opinions in the target language in an immersion atmosphere. Students enrolled in this course are expected to have a solid

foundation in oral and written Spanish language skills. Spanish V parallels the skill development of a college Spanish course in advanced composition and conversation. The course focuses on the mastery of listening, speaking, reading, writing, and an appreciation of culture.

Students enrolled in Spanish IV have the opportunity to enroll in the Early Enrollment Program in conjunction with Rhode Island College's Intermediate Spanish course #114. A registration fee for the course is determined annually by Rhode Island College. Those students who enroll and achieve a minimum grade of 80 in both semesters will earn four (4) college credits. For more information, about the EEP program, please refer to www.ric.edu/eep.

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| 445 ADVANCED PLACEMENT ITALIAN LANGUAGE AND CULTURE | 1 Credit |
| | Full Year |
| | Level 1 |
| | Grade 12 |

The AP Italian course presents the culture of the Italian people through the study of authentic written, audio and video materials. Students convey ideas, judgments and opinions in the target language in an immersion atmosphere. Students enrolled in this course are expected to have a solid foundation in oral and written Italian language skills. The AP Italian Language and Culture Course parallels the skill development of a college Italian course in advanced composition and conversation. The course, and the corresponding AP exam, therefore, focuses on the mastery of listening, speaking, reading, writing, and an appreciation of culture.

Students enrolled in this course have the opportunity to enroll in the Early Enrollment Program in conjunction with Rhode Island College's Intermediate Italian course #113. A registration fee for the course is determined annually by Rhode Island College. Those students who enroll and achieve a minimum grade of 80 in both semesters will earn four (4) college credits. For more information, about the EEP program, please refer to www.ric.edu/eep.

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| 442 ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE | 1 Credit |
| | Full Year |
| | Level 1 |
| | Grade 12 |

The AP French course presents the culture of the French people through the study of authentic written, audio and video materials. Students convey ideas, judgments and opinions in the target language in an immersion atmosphere. Students enrolled in this course are expected to have a solid foundation in oral and written French language skills. The AP French Language and Culture Course parallels the skill development of a college French course in advanced composition and conversation. The course, and the corresponding AP exam, therefore, focuses on the mastery of listening, speaking, reading, writing, and an appreciation of culture.

950 TRAVEL THE WORLD

½ Credit
One Semester
Level 2
Grades 9-12

What would you want to know about other countries? Students enrolled in this course will answer that essential question and many others as they explore the world's many countries and cultures. This one semester course investigates countries & regions from many of the seven continents. Students learn about the geography, people, religions, socioeconomic diversity, languages, customs, cuisine and history of the areas. Guest speakers are invited to visit the class to discuss each country and share personal experiences about their travels. Students research and present Power Point presentations covering all continents. This exciting course will be offered each semester and is open to all students.

"Education's purpose
is to replace
an empty mind
with an open one."

~~Malcolm Forbes