

NARRAGANSETT HIGH SCHOOL

NARRAGANSETT, RHODE ISLAND



PROGRAM OF STUDIES 2024-2025

Revised December 2023

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MISSION OF NARRAGANSETT PUBLIC SCHOOLS

The Narragansett School System will enable every student to develop the knowledge, skills, and habits of mind necessary to be a life-long learner and productive citizen through systems which establish rigorous academic expectations, support caring, healthy and safe environments, and create personalized, innovative and engaging learning experiences.

The Narragansett School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. We provide equal access to all sponsored programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Title II ADA Coordinator: **Human Resource and Payroll Coordinator**
Title IX Coordinator: **Director of Finance and Administration**
Section 504 Coordinator: **Director of Student Services**

All inquiries may also be directed to:
Office of the Superintendent:
25 Fifth Avenue
Narragansett, R.I. 02882
(401) 792-9450

For further information on notice of non-discrimination, visit:

1. United States Department of Education
<http://www2.ed.gov/about/offices/list/ocr/docs/nondisc.html>
2. OCR New England Region - (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)
Susan Rhodes, Regional Manager
Office for Civil Rights
U.S. Department of Health and Human Services
Government Center
J.F. Kennedy Federal Building - Room 1875
Boston, MA 02203
Customer Response Center: (800) 368-1019
Fax: (202) 619-3818 TDD: (800) 537-7697
ocrmail@hhs.gov

If special accommodations or an alternative format of this handbook is needed, please call the main office at 792-9430

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FOREWORD

Dear Parents and Students:

Narragansett High School maintains a level of education that prepares students to be successful in college and career. To achieve this goal, we offer the Program of Studies to assist you in planning your future educational program.

The focus of our mission is on opportunities in a student-centered environment that reinforces the abilities to think critically and problem-solve creatively while personalizing the educational pathway. Please peruse the options for growth in each discipline. The departmental pathways graphics should provide a visual on course direction, while the brief synopses will describe course content.

Parents are encouraged to talk to their children regarding the selection of courses that provide the most challenging plan of study. Counselors will continue to play an integral part of the selection process and assist you throughout the planning period. Department Heads and teachers are also available for support.

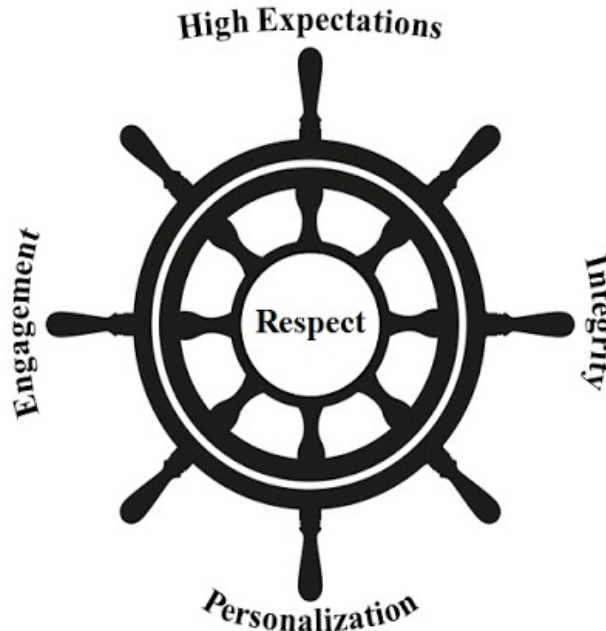
Please let me know how I can best serve you. I look forward to continuing our collaboration for success.

In pursuit of excellence,

*Christopher T. Fiore
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 Schools diploma system requires all students to

- Accumulate a required number of credits;
- Demonstrate proficiency in each required task of a Senior Project.

NOTE: The Rhode Island Department of Education is implementing Readiness-Based Graduation Requirements that take effect for the **Class of 2028**. These revised requirements will establish expectations to ensure all students are enrolled in high school coursework that will graduate them prepared for both college and career.

MINIMUM CREDIT REQUIREMENTS:

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

Curriculum Area Requirements:

Classes of 2025, 2026, 2027

English	4
Mathematics	4
Science	3
Social Studies	3
Art/Music/Theater	.5
Computer Science	.5
Physical Education/Health	2
Community Service	30 hours
Electives	9.5 – 12.5

Class of 2028 and later:

English	4
Mathematics	4, including Algebra I, Geometry, and Algebra II
Science	3, including 2 lab sciences
Social Studies	3
World Language	2, in the same language
Art/Comp Sci/PE	3
Health	1
Community Service	30 hours
Work-Based Learning	80 hours
Electives	6 – 12.5, including 1 college prep credit

Note: Students must also demonstrate proficiency in Civics, Financial Literacy, and Computer Science.

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 their progress towards meeting the school's 21st Century Learning Expectations.

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

SENIOR PROJECT:

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 composed 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 School Administration Building. When parents come 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 High School 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 Pre-Calculus
- Advanced Placement Calculus
- Advanced Placement Statistics
- Advanced Placement Computer Science Principles
- Advanced Placement Seminar
- Advanced Placement Literature and Composition
- Advanced Placement English Language and Composition
- Advanced Placement Biology
- Advanced Placement Chemistry
- Advanced Placement Physics
- Advanced Placement Environmental Science
- Advanced Placement United States History
- Advanced Placement Government and Politics
- Advanced Placement Human Geography
- Advanced Placement Psychology
- Advanced Placement Spanish Language and Culture
- Advanced Placement Spanish Literature and Culture
- Advanced Placement Italian Language and Culture
- Advanced Placement French Language and Culture
- Advanced Placement 2D Art and Design/Drawing

In May of each year, Advanced Placement (AP) Examinations are given in each course. Fees for these tests are set by the College Board. 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.

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 and the Senior Project Research Paper.

CLASS WITHDRAWAL

In the case of extenuating circumstances, a student may drop a course after the add/drop period with the permission of the Director of Guidance.

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. In the rare case that a course is repeated, both grades will be computed into the GPA.

TASC (Teachers in Academic Support Centers)

TASC period is a time when students are able to sign up for extra help in their classes. 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 and Fridays to schedule their TASC periods Tuesday through Thursday.

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.

COLLEGE AND CAREER COUNSELING PROGRAM

<http://www.nhs.nssk12.org/guidance>

Our standards-based, comprehensive, personalized guidance program is designed to assist all students to become college and career ready. Counselors follow their group of students from freshman year to graduation.

GRADES 9 AND 10:

Upon entering the high school, underclassmen receive support from their guidance counselor with transitioning from the middle to high school, academic course selection, and planning for courses of study. College and career exploration begins in 9th grade and continues 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 with students and families, and the online use of resources offered by Xello, which is our online Individualized Learning Plan (ILP) program, and the College Board. Post-secondary planning will utilize the PSAT 8/9 and PSAT 10 to help identify and categorize programs/schools that are a good “fit.” Counselors will help students create and link their College Board and Khan Academy accounts for personalized practice based on their test score results. Additionally, counselors meet with underclassmen several times per year to review academic progress, be sure that their graduation requirements are on track, and discuss their personal/social well-being.

GRADES 11 AND 12:

Guidance counselors help students further align their college and career search to their interests and academic performance by utilizing their PSAT/NMSQT, SAT/ACT, and Advanced Placement exam scores. Our counselors provide students and families comprehensive advising during the entire application process. Students access online resources for college/career searches, attend a college fair hosted by NHS at the end of junior year, and complete the Common Application and other online applications. These services are rendered during the school day in TASC and Advisory periods, through junior parent nights and senior parent nights, extended evening hours for six weeks beginning in October of the senior year, and also by appointment. In addition, the Guidance website is updated regularly with valuable information such as a monthly newsletter, scholarship opportunities, schedule of college visits, and links to other valuable information. <http://www.nhs.nssk12.org/guidance>

HEALTH SERVICES PROGRAM

School nurses in the Narragansett School System are registered nurses with additional certification by the R.I. Department of Education as school nurse teachers, which requires 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 DEPARTMENT

The Special Education Department at Narragansett provides a full continuum of special education services 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.

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 the Director of Student Services.

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

- Adaptive Physical Education
- Small-group classes taught by highly qualified special education teachers
- Speech, Hearing, and Language Therapy
- Occupational Therapy
- Physical Therapy
- Psychological services
- School social work services
- Transition Life Skills Program
- Career exploration

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.

TRANSITION LIFE SKILLS PROGRAM:

This program is for 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 a multidisciplinary team of 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 ensure 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:

Toward the end of the 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 assessment, 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, over-enrolled, 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 for which a student pre-registers will be the student's course of studies for the next year. Prior to the end of each school year, each student will receive their list of courses for the subsequent school year. It may not be possible to provide names of teachers or specific periods until the first day of school.

COURSE CHANGES:

The 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 the specific circumstances described below. Dropping courses to accommodate personal schedule preferences will not be approved. All scheduling changes must be initiated and officially approved by the Counseling 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, including:
 - 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 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 honors 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). All students are individuals whose needs may be similar to others, but they will rarely be identical. The following guide representing typical course patterns may be used to help with their plan:

	Grade 9	Grade 10	Grade 11	Grade 12
ENGLISH	<ul style="list-style-type: none"> English 9 or English 9 Honors Professional Communication/ OSHA 	<ul style="list-style-type: none"> English 10 or AP Seminar 	<ul style="list-style-type: none"> English 11/ American Literature or AP Language and Composition 	<ul style="list-style-type: none"> English 12/ British Literature, or AP English Literature and Composition
MATH*	<ul style="list-style-type: none"> Algebra I or Algebra I Honors Geometry or Geometry Honors College and Career Readiness Math Lab 	<ul style="list-style-type: none"> AP Statistics Algebra II or Algebra II Honors Geometry or Geometry Honors Algebra I College and Career Readiness Math Lab 	<ul style="list-style-type: none"> Algebra II Pre-Calculus or AP Pre-Calculus Statistics or AP Statistics Geometry College and Career Readiness Data Science Personal Finance Algebra 1 Math Lab 	<ul style="list-style-type: none"> Statistics or AP Statistics Personal Finance Pre-Calculus or AP Pre-Calculus Calculus, AP Calculus Algebra 2 Data Science College and Career Readiness
SCIENCE	<ul style="list-style-type: none"> The Physics of Earth and Space or The Physics of Earth and 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, or AP Biology 	<ul style="list-style-type: none"> Standard Chemistry AP 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 AP Government and Politics 	<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 I Italian I Spanish I and/or Reading 	<ul style="list-style-type: none"> French II Italian II Spanish II and/or Reading 	<ul style="list-style-type: none"> French III Honors Italian III Honors Spanish III Honors and/or Reading 	<ul style="list-style-type: none"> AP French Lang. or AP French Lit. AP Italian AP Spanish Lit, AP Spanish Lang. 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

* 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.

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

COLLEGE ADMISSIONS REQUIREMENTS

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

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

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

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

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.

CAREER AND TECHNICAL EDUCATION PROGRAMS

Narragansett High School currently offers five Career and Technical Education (CTE) programs to high school students in the District and across Rhode Island: Agricultural Science, Educator Preparation, Information and Computer Technology, Digital Media Production, and Mechanical Trades - Plumbing.

These innovative and exciting programs are designed to prepare students for careers and college by giving them the chance to both learn in the classroom and obtain valuable hands-on experience in the workplace. We work directly with the Rhode Island Department of Education, career and tech students organizations, including Future Farmers of America, Educators Rising, and the Technology Students' Association, along with educational collaborators such as the University of Rhode Island to create coursework and standards, and to earn valuable credentials and college credits.

Students enrolled in a CTE program enjoy all the opportunities for students who are not enrolled in a CTE program. Students have access to advanced placement and additional college credit classes while still earning certificates in career-ready fields.

527 PROFESSIONAL AND COMMUNICATION SKILLS; OSHA CERTIFICATION

½ Credit

Level 2

Grade 9

In this foundational course for freshmen, students learn the communication, presentation, and professional skills necessary to be successful in the workplace and college. In addition, students earn an important credential that provides them increased opportunities for work based learning experiences.

In one quarter, 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. 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 work based learning and successful completion of work based learning and the Senior Project. In the other quarter, students will engage in instruction to earn their OSHA General or Construction certification that will allow them to access work-based learning experiences throughout their high school experience. Additionally, students will write a professional resume and learn how to interview. Students will participate in a mock interview made up of peers, teachers, and community professionals.

Any students participating in a CTE program need to complete and pass this course.

This course can be used to meet the credit requirements for English.

AGRICULTURAL SCIENCE PROGRAM

Our Agricultural Science Program offers extensive coursework in mechanical fabrication, tool handling, animal and plant husbandry, and an overall understanding of animal and agricultural science. In addition to this wide range of focused curriculum and training, students continue to play a lead role in the annual Rhode Island Home Show as well as having the opportunity to become active members of our award winning Narragansett FFA (Future Farmers of America) Team. Students help facilitate the school's annual Mariner Marketplace, where they grow and sell plants and other farm fresh options for the season as well as fresh maple syrup hand crafted by students in the "Sugar Shack." Many of the program's classes are taught in the school's state-of-the-art greenhouse, which was imported from Holland.

There are four Agriscience certificates available: Pet First Aid, Pesticide Safety, Floriculture, and OSHA. To be eligible for an Agriscience-related certificate, students will have to complete a four course continuum in the program; two 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 Agricultural Science Program. To obtain a certificate, requirements are listed below.

Pet First Aid	Pesticide Safety	OSHA/Equipment Safety	Floriculture
Professional and Communication Skills; OSHA Certification	Professional and Communication Skills; OSHA Certification	Professional and Communication Skills; OSHA Certification	Professional and Communication Skills; OSHA Certification
Agriscience I	Agriscience I	Agriscience I	Agriscience I
Agriscience II	Agriscience II	Agriscience II	Agriscience II
Agriscience III: Animal Science* or Animal Handling	Agriscience III: Plant Science	Agriscience Elective: Landscape Construction or Landscape Design	Floriculture I
Agriscience III: Animal Science* or Animal Handling	Agriscience Elective	Agriscience Elective: Ag Mechanics I or II	Floriculture II

**Students earning an 85 or better in this class may apply for college credits from URI.*

COURSE DESCRIPTIONS FOR AGRICULTURAL SCIENCE PROGRAM

802 CTE AGRISCIENCE I

1 Credit
Level 2
Grades 9-12

This course is an elective for all students and a requirement for those seeking any certificate (OSHA Safe Workplace, Floriculture, Pet First Aid or Pesticide). Agriscience I provides an introduction to agriscience 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 CTE AGRISCIENCE II

Prerequisite for CTE Program: Agriscience I

1 Credit
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 CTE AGRISCIENCE III – ANIMAL SCIENCE

Prerequisite for CTE Program: Agriscience I and II

½ Credit
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. The lab component may require farm field trips.

801 CTE AGRISCIENCE III – PLANT SCIENCE

Prerequisite for CTE Program: Agriscience I and II

½ Credit
Level 2
Grades 11-12

This course focuses on greenhouse management, spring plant production, and 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 CTE LANDSCAPE DESIGN**½ Credit***Can be used as an elective for Certification***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 CTE SUSTAINABLE AGRICULTURE**½ Credit***Prerequisite: Agriscience I and II***Level 2***Can be used as an elective for Certification***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 CTE SPECIALITY PLANT PRODUCTION**½ Credit***Can be used as an elective for Certification***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 CTE LANDSCAPE CONSTRUCTION**½ Credit***Can be used as an elective for Certification***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. Students will earn certifications in equipment operation of UTV, ZTM and Power Tool operation. 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 CTE AGRISCIENCE MECHANICS I**½ Credit***Can be used as an elective for Certification***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. Students will experience areas in construction, welding, fabrication, electrical and equipment repair. All experiences will show how these relate to the Agriscience field of study.

809 CTE AGRISCIENCE MECHANICS II*Prerequisite: Agriscience Mechanics I**Can be used as an elective for Certification* $\frac{1}{2}$ Credit

Level 2

Grades 10-12

This course is open to all students who have completed Ag Mechanics I as an elective. Agriscience Mechanics II is encouraged but not required. 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. Students will have hands-on experience with agricultural engines, and develop, design, and complete construction projects each year. Practice with welding and agricultural construction is incorporated into the class.

817 CTE INTRODUCTION TO FLORICULTURE*Can be used as an elective for Certification* $\frac{1}{2}$ Credit

Level 2

Grade 9 – 12

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 CTE ADVANCED FLORICULTURE*Prerequisite: Introduction to Floriculture**Can be used as an elective for Certification* $\frac{1}{2}$ Credit

Level 2

Grade 11 – 12

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. During the semester students will complete an online certification class. Students earning 80 or above will earn the Floral Design certification. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. Students will produce products for school and local needs.

814 CTE ANIMAL HANDLING*Prerequisite: Agriscience I and Agriscience II**Can be used as an elective for Certification* $\frac{1}{2}$ Credit

Level 2

Grades 11-12

In this course students will study the safe handling of companion animals and livestock. Students will use the necessary equipment to safely handle these animals. Students will learn the appropriate way to approach animals and explore the skills needed for their species-specific care and management. Students will apply the skills and knowledge of this course to maintain animal housing and to feed, lead, transfer, and control animals.

XXX SOIL SCIENCE BASICS

½ Credit

Level 2

Grades 9-12

This course is an introduction to the main topics in soil science. It begins with a basic introduction of important chemical concepts and proceeds to describe the composition, structure and characteristics of soil. Whenever possible, examples involving the soil types of Rhode Island are used. Throughout the course, the relevance of soil properties to land uses such as agriculture, construction and wastewater treatment will be emphasized with practical examples. Soil classifications, properties and their applications to land-use decisions will be emphasized through a student project using the public Web Soil Survey database. Students who pass this course may receive 3 CCRI credits.

DIGITAL MEDIA PRODUCTION

This program is designed for students who are motivated to tell compelling stories through video/film and audio production. Students will learn how to use creative writing, visual design, and digital technology to become content creators in an ever-changing media landscape. Any student eligible to attend NHS is automatically eligible for enrollment in Digital Media Production.

Grade Level	Coursework
9	Professional and Communication Skills/OSHA Certification and Intro to Digital Media Production/Digital Media Production Elective*
10	Intro to Digital Media Production/Digital Media Production and Digital Media Production Elective*
11, 12	Digital Media Production/Advanced Digital Media Production and Digital Media Production Elective*

**Students must choose 3 of the following courses to meet the program requirements:*

Digital Photography I, Digital Photography II, CTE Web Graphics and Design, Film as Text, Creative Writing, Journalism I, or Journalism II. See course descriptions in the “Course Offerings” section.

COURSE DESCRIPTIONS FOR DIGITAL MEDIA PRODUCTION PROGRAM

391 INTRODUCTION TO DIGITAL MEDIA PRODUCTION

½ Credit

Level 2

Grades 10-12

This course introduces students to the fundamentals and techniques of reporting, writing, and editing for the digital media industry. These Twenty-First Century skills are essential for the creation of content for multiple media formats, including film, television, and podcasting. This course offers numerous hands-on skills such as camera operation, widely-used editing program

training, an understanding of ethical issues, and the latest tools to help students establish a foundation for this ever-changing industry.

XXX DIGITAL MEDIA PRODUCTION

½ Credit

Level 2

Grades 10-12

In this second course in the Digital Media Production pathway, students build on the skills and knowledge they developed in the introductory course and learn new sets of skills and knowledge. They experiment with different roles in the production process (from director to talent), develop knowledge of basic lighting techniques, display knowledge of production technology, and recognize strategies for developing and structuring video narratives. Students will learn filming techniques that concentrate on current industry standards, including the proper ethical standards of conduct expected in the production industry.

EDUCATOR PREPARATION PROGRAM

Students enrolled in the Educator Preparation CTE program will have a unique opportunity to immerse themselves in PreK-12 classrooms across the Narragansett School System, delve into core areas of study such as English/Language Arts, Mathematics, Science, and Social Studies, demonstrate their developing skills in performance-based tasks, work with students and teachers, and explore the many career paths within the field of education.

Students will participate in coursework aligned with the nationally accredited *Educators Rising* curriculum and have the opportunity to earn micro-credentials in the areas of Anti-Bias Instruction, Formative Assessment, Classroom Culture, Student Engagement, and Collaboration. As part of the program, students will take key assessments needed for careers in education such as the *Praxis Core Assessment* and the *ETS ParaPro Assessment*. The Educator Preparation CTE program was made possible through the support of the University of Rhode Island School of Education. Any student eligible to attend Narragansett High School is automatically eligible for enrollment in the Educator Preparation Program. To successfully complete this program, students must take the required coursework listed below:

Grade Level	Coursework	Microcredentials/Assessments/Certifications
9	Professional and Communication Skills; OSHA Certification	OSHA General Industry Certificate
10	The New American School	Micro-credentials: Classroom Culture and Anti-Bias Instruction
10, 11, 12	The Psychology of Learning	Micro-credential: Learner Engagement
11, 12	Experiences in the Classroom	Micro-credentials: Collaboration and Formative Assessment
12	Preparing for Entrance into Post-Secondary Education	Praxis Core Assessment, ETS Parapro Assessment, Micro-credentials as needed

COURSE DESCRIPTIONS FOR EDUCATOR PREPARATION PROGRAM

912 CTE THE NEW AMERICAN SCHOOL

1 Credit
Level 2
Grade 10

In this first course of Narragansett High School's Educator Preparation CTE program, students will gain an overview of the history of American education, examine current issues facing American schools, research innovative schools nationwide, and ultimately design their own ideal school. Students will examine the profession of teaching and its evolution through the Educators Rising Curriculum. Students will also conduct beginning clinical observations in classrooms focused on classroom culture (Educators Rising - Micro-Credentials: Classroom Culture and Anti-bias Instruction), student engagement, and teaching and learning, as well as assisting teachers when appropriate (approximately 15-20 hours).

Students will be using their communication and interpersonal skills to interact with master teachers and students during their clinical observations. Also during their observations, students will have opportunities to reflect on the profession and what professional skills they will need and how they pair with patience, kindness, and resourcefulness.

This course is required to complete the Education CTE Pathway.

**This course may be taken as an elective for 10th, 11th, and 12th grade students who are not enrolled in the Educator Preparation CTE program, but are interested in the field of education.*

900 CTE THE PSYCHOLOGY OF LEARNING

½ Credit
Level 2
Grades 10-12

Educators need to know *how* students learn as well as *what* motivates them to learn. Students will learn the science and psychology of learning with an emphasis on adolescent psychology. The course will examine the educational theories of learning and explore research on the impact of classroom culture and curriculum on adolescent learning. Students will be able to have discussions with educators in the field about the application of the learning theories discussed within the course and, at times, see them in action through classroom observations (approximately 5-10 hours). Students will also engage in research and discussion around the Educators Rising Curriculum specifically looking at the student and classroom engagement (Educators Rising - Micro-Credential: Learner Engagement).

This course is required to complete the Education CTE Pathway.

**This course may be taken as an elective for 10th, 11th, and 12th grade students who are not enrolled in the Educator Preparation CTE program, but are interested in psychology.*

901 CTE EXPERIENCES IN THE CLASSROOM

1 Credit
Level 2
Grades 11-12

Students will have the opportunity to assist classroom teachers over the course of a school year. Students will gain experience designing learning activities, finding appropriate resources, managing student engagement, conducting formative assessment and providing extra help and support to individual or small groups of students. Students will go through an interview process to build communication and professional skills, as well as find out their interests within education. Students will also examine the diverse needs of students within their own communities by examining topics such as differentiation, instructing students with special education or ELL needs, and helping students with attendance issues. Students will use the Educators Rising Curriculum and complete the following micro-credentials: Collaboration and Formative Assessment.

Internship experiences will be provided at all levels(elementary, middle, and high school; approximately 60 hours) and tailored to the interests of individual students. Additionally, students will work with the master teacher to identify areas of need as they work towards meeting the Educators Rising Standards for preservice teachers.

This course is required to complete the Education CTE Pathway and is limited to students enrolled in this pathway.

902 CTE PREPARING FOR ENTRANCE INTO POST-SECONDARY EDUCATION COURSEWORK

1 Credit
Level 2
Grade 12

**This course must be taken Semester One of Senior year.*

Students will be required to take the Parapro Assessment and Praxis Core Test. Students will receive support and guidance as they prepare for the Parapro and Praxis Core Test I.

Students that have not completed Micro-Credentials associated with the Educators Rising curriculum will have an opportunity to complete these modules. Additionally, students will be able to create a personalized learning project under the supervision of their master teacher. Placements for this will be determined on a needs basis. To complete either of the above situations students will have the opportunity to work with a collaborating classroom for approximately 5-10 hours.

This course is required to complete the Education CTE Pathway and is limited to students enrolled in this pathway.

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 their CCNA certificate made available through the CISCO Corporation and several certifications available through the CompTIA Association. Attainment of these certificates provides students with various opportunities to pursue careers in computer fields. Furthermore, students can obtain 12 credits from The University of Rhode Island (URI) for successful completion of the Introduction to Computing and Data Science, AP Computer Science Principles, and AP A (Java) courses. Below is a list of the courses that must be taken to receive certification. Students must be recommended to get URI credits. It should be noted that a student who chooses to be in one pathway can take any course in either pathway as an additional elective course. For example, students who are in the Cisco pathway and wish to take and receive URI college credits may take any URI course as an elective.

Any student eligible to attend Narragansett High School is automatically eligible for enrollment in the Information and Computer Science Program. All courses are open to all students at any time; however, to obtain a certificate, students must complete the requirements listed below.

I. CISCO NETWORKING PATHWAY (includes URI AP A course)

A. Credentials Earned

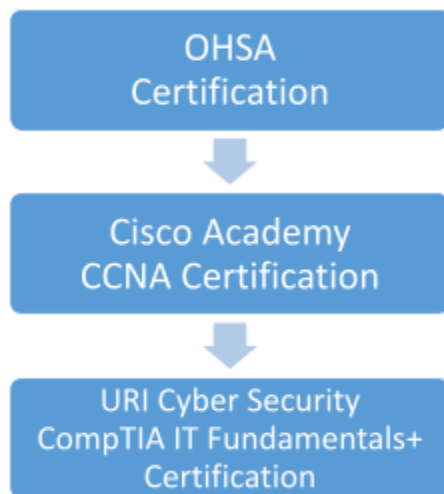


B. Course Sequence

Grade Level	Cisco Networking Pathway: CCNA, IT Fundamentals+ and URI credit		Cisco Networking Pathway: CCNA and URI credit	
	Semester 1	Semester 2	Semester 1	Semester 2
Freshman	Professional and Communication Skills; OSHA Certification or Tech Elective	Professional and Communication Skills; OSHA Certification or Tech Elective	Professional and Communication Skills; OSHA Certification or Tech Elective	Professional and Communication Skills; OSHA Certification or Tech Elective
Sophomore	Cisco I	Cisco II	Cisco I	Cisco II
Junior	Cisco III		Cisco III	
Senior	URI Cyber Security		URI AP CSP or AP A	

II. CISCO NETWORKING PATHWAY (does not include URI AP A course)

A. Credentials Earned

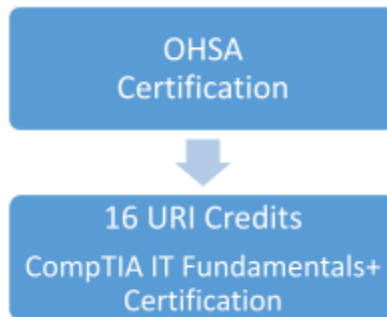


B. Course Sequence

Grade Level	Cisco Networking Pathway: CCNA, IT Fundamentals+ and URI credit		Cisco Networking Pathway: CCNA and URI credit	
	Semester 1	Semester 2	Semester 1	Semester 2
Freshman	Professional and Communication Skills; OSHA Certification or Tech Elective	Professional and Communication Skills; OSHA Certification or Tech Elective	Professional and Communication Skills; OSHA Certification or Tech Elective	Professional and Communication Skills; OSHA Certification or Tech Elective
Sophomore	Cisco I	Cisco II	Cisco I	Cisco II
Junior	Cisco III	Open	Cisco III	Open
Senior	URI Cyber Security		URI AP CSP	

III. URI PATHWAY (includes URI AP A course)

A. Credentials Earned 16 URI Credits



B. Course Sequence

Grade Level	URI pathway: 16 URI credits and IT Fundamentals+	
	Semester 1	Semester 2
Freshman	Professional and Communication Skills; OSHA Certification or Tech Elective	Professional and Communication Skills; OSHA Certification or Tech Elective
Sophomore	Intro to Computers or Tech Elective	Intro to Computers or Tech Elective
Junior	AP CSP or Cybersecurity	
Senior	AP CSP or Cybersecurity or AP A	

COURSE DESCRIPTIONS FOR INFORMATION AND COMPUTER TECHNOLOGY PROGRAM

214 CTE INTRO to AI, MACHINE LEARNING, DATA & SOCIETY

1/2 Credit
Level 1
Grade 9

The course will consist of the units in Computer Science Discoveries not covered at the middle school level. These units include:

- Unit 5: Data and Society
 - The Data and Society unit is about the importance of data in solving problems and highlights how computers can help in this process. The first chapter explores different systems used to represent information in a computer and the challenges and tradeoffs posed by using them. In the second chapter students learn how collections of data are used to solve problems, and how computers help to automate the steps of this process. In the final project, students gather their own data and use it to develop an automated solution to a problem.

- Unit 7: AI and Machine Learning
 - This unit is a hands-on introduction to developing a machine learning model with tabular data. Students explore how computers learn from data to make decisions, then develop machine learning projects around real-world data. The unit culminates in designing a machine learning app to solve a personally relevant problem.

Standards Alignment:

<https://curriculum.code.org/csd-20/standards/>

211 CTE INTRODUCTION TO COMPUTING AND DATA SCIENCE

Can be used as an elective for certification.

½ Credit
Level 1
Grades 10-12

The Intro to Computing and Data Science course is offered as a one semester course for tenth through twelfth grade students. This course is offered to all students with varying backgrounds and experience in computer science education. All students, including those who are not interested in computer science as a career, can participate in this course.

The Intro to Computing and Data Science course introduces computer programming in an engaging, fun and creative way through simulation programming. It also provides the computational thinking skills of programming, algorithm development, and data analysis that can be utilized in other classes such as Next Generation Science Standards science classes.

Students who pass this course may receive 4 URI credits.

212 CTE CYBER SECURITY

Can be used as an elective for certification.

1 Credit
Level 1
Grades 10-12

Overview of the technical background required to provide solutions to many cyber security problems. This background includes: binary/hex number systems, operating systems concepts, file systems, OSI model, network topologies and protocols. The material will be presented in the context of its necessity for providing cyber security solutions.

Students who pass this course may receive 4 URI credits. Students are expected to take the CompTIA IT Fundamentals+ exam.

644 CTE ELEMENTARY COMPUTER PROGRAMMING

Can be used as an elective for certification.

*Prerequisite: Successful completion of Algebra 1
is highly recommended for this course.*

½ Credit
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 CTE CISCO I: INTRODUCTION TO NETWORKS

Can be used as an elective for certification.

½ Credit
Level 1
Grades 10-12

The Cisco Networking Academy Program is a complete, three-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: Introduction to Networks 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 CTE CISCO II: SWITCHING, ROUTING, AND WIRELESS ESSENTIALS

Can be used as an elective for certification.

Prerequisite: CISCO I

½ Credit
Level 1
Grades 10-12

Following the successful completion of Cisco I: Introduction to Networks, students will take Cisco II: Switching, Routing, and Wireless Essentials, 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 CTE CISCO III: ENTERPRISE NETWORKING, SECURITY, and AUTOMATION

Can be used as an elective for certification.

½ Credit

Prerequisite: CISCO I AND CISCO II

Level 1

Grades 10-12

Following the successful completion of Cisco II: Switching, Routing, and Wireless Essentials, students will take Cisco III: Enterprise Networking, Security, and Automation, 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.

Cisco Academy students are expected to take the CCNA exam.

207 CTE WEB GRAPHICS AND DESIGN

½ Credit

Can be used as an elective for certification.

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 website.

208 CTE GAME PROGRAMMING AND DESIGN

½ Credit

Can be used as an elective for certification.

Level 2

Prerequisite: Successful completion Algebra 1

Grades 9-12

is highly recommended for this course.

In this course students will learn game development with the Unreal Engine. Unreal Engine is the industry-leading 3D game design software that the professionals use to create today's top games. This course is for any developer wishing to create interactive experiences, training simulations, or games. Students may continue their Unreal journey within the Oculus Rift's virtual reality and Alienware hardware systems. Bring your virtual world to life today.

215 CTE AP COMPUTER SCIENCE PRINCIPLES

1 Credit

Can be used as an elective for certification..

Level 1

Grades 10-12

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, understanding 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. Students who pass this course may receive 4 URI credits.

216 CTE AP COMPUTER SCIENCE A

Can be used as an elective for certification.

1 Credit
Level 1
Grades 10-12

The Computer Science A course is a year-long course designed to help students master the basics of Java. The course covers topics typically found in a college-level first course in computer science, and provides a solid preparation for the AP Computer Science A examination. The course emphasis is on procedural abstraction, data abstraction, object-oriented design and programming methodology using the Java programming language, and the use of algorithms and data structures. Students who pass this course may receive 4 URI credits.

MECHANICAL TRADES: PLUMBING PROGRAM

The Plumbing CTE Program at Narragansett High School is a hybrid, multifaceted program that provides students with opportunities to work with industry leaders at UA Local 51 Plumbers, Pipefitters, and Refrigeration HVAC, and to complete a certified program through National Center for Construction Education & Research (NCCER). The program's curriculum is aligned to NCCER levels I and II standards and UA Local 51 expectations. The program affords students with certificates in NCCER levels I and II upon completion of coursework and successful assessments connected to the program. The course-required hours at Narragansett High School and UA Local 51 provides students with an advantage once entering a full-time apprenticeship program. The Plumbing CTE Pathway curriculum allows students to attain certain certificates in NCCER levels I and II, as well as OSHA 10, which they can use for post-secondary employment, while satisfying graduation requirements at Narragansett High School.

The Plumbing CTE program will utilize a variety of learning approaches that allow students to work independently, remain engaged in their learning, and make connections to classroom learning, and career and postsecondary-related experiences. The program culminates in senior year, when students divide their time between classes at the high school and working at the UA Local 51 facility.

Any student eligible to attend Narragansett High School is automatically eligible for enrollment in the Mechanical Trades: Plumbing Program.

To successfully complete this program, students must take the required coursework listed below:

Grade Level	Semester 1	Semester 2
Freshman	Professional and Communication Skills; OSHA Certification or Mechanical Trades I	Professional and Communication Skills; OSHA Certification or Mechanical Trades I
Sophomore	Mechanical Trades II	Understanding Plans and Codes
Junior*	Internship at Local UA 51	
Senior*	Internship at Local UA 51	

*During their junior and senior years, students in the Plumbing program spend every other school day on alternating weeks working at the UA Local 51 facility.

COURSE DESCRIPTIONS FOR MECHANICAL TRADES: PLUMBING PROGRAM

521 CTE MECHANICAL TRADES I

1/2 Credit
Level 2
Grades 9-10

Students will begin working with tools that are generally used by tradesmen in the construction industry as well as more specialized tools used specifically by plumbers. Students will learn to care and use different types of hand and power tools that they will use on the job site. This information will provide students with the ability to select the appropriate tools for different tasks. Students will use basic construction and plumbing mathematics in order to apply their knowledge of and familiarity with tools. Students will learn about the history of unions and reasons as to why they had been established and how they had evolved and changed over the years to support their members. Students will begin to install water supply, drainage, and vent piping, as well as other trade-related fields. As a result, students will develop a working knowledge of the expectations, ethics, and professional culture associated with working on jobsites.

522 CTE MECHANICAL TRADES II

1/2 Credit
Level 2
Grade 10

Mechanical Trades II students continue exploring plumbing specific topics with an emphasis on the science of plumbing and heating. Students will continue to install and pressure test water supply, drainage, and vent piping, as well as residential fixtures. Additionally, students investigate residential systems to understand how they work properly and efficiently. The goal is for students to begin to build their understanding of water, water systems, and water distribution systems within job sites and communities. As part of this work students will need to have a

working knowledge of materials that they may come in contact with within the workplace. Instruction will provide them with an understanding of the hazards they may encounter and possible methods of containment and exposure control.

524 CTE UNDERSTANDING PLANS AND CODES

1/2 Credit
Level 2
Grade 10

Understanding plans and building codes, in both commercial and residential buildings, is instrumental in effective installation of plumbing. In the class, students will gain an understanding of construction drawings and drawing types (civil, architectural, structural, HVAC/mechanical, plumbing, electrical) they will encounter on the job and understand how to interpret and apply their understanding when laying out and installing plumbing systems. They will also understand that, and how drawings are made to scale to ensure accurate dimensions, generate RFIs and locate plumbing entry points, routes, and fixture locations. Students will also gain an understanding of symbols used in plumbing and mechanical drawings and how to recognize and apply to plumbing drawings. Students will apply their knowledge to recognize how various laws and code requirements impact plans and plumbing systems.

526 CTE INTERNSHIP AT LOCAL UA 51

1/2 Credit
Level 2
Grades 11-12

Upon completion of the pre-internship curriculum, students will utilize the learned knowledge of the Plumbing occupation and industry by demonstrating capacity in the industry-related technical skills in an internship at UA Local 51. They will work under the supervision of Master Plumbers learning the commercial aspects of plumbing and pipefitting. Students will install all aspects of a commercial bathroom, including sizing, cutting, installation, and testing of all the venting, supply, and waste lines, as well as all fixtures and finishing trim. The second half of the curriculum is concentrated on boiler and heating system installations and repair.

This program is designed for students to engage in appropriate, relevant, and rigorous tasks that allow the practice of a variety of professional, academic, and technical skills. Upon completion of the internship, students will take the Union's Apprenticeship Entrance Exam.

MARITIME COURSES:

XXX BOAT SAFETY & SEAMANSHIP

1/2 Credit

Level 2

Grades 11-12

Boat Safety and Seamanship is an introductory and exploratory course for upperclass students interested in learning the basics of boating safety and legality. This course provides exposure to boating and covers a variety of nautical topics to prepare students to be competent, confident boaters. Students will engage in a variety of real-world, hands-on activities that will prepare them for boating on Narragansett Bay. At the completion of this course, students will have the opportunity to assess their understanding and earn their Rhode Island DEM Boating Safety Certification.

XXX INTRO TO MARINE TECH

1/2 Credit

Level 2

Grades 10-12

The Marine Tech class, aligned with the American Boat and Yacht Council (ABYC) standards, offers students in grades 10-12 a comprehensive exploration of the skills and knowledge necessary for careers in the marine industry. This hands-on course covers a wide range of topics, from boat maintenance and repair to safety protocols, electrical systems, and more. Students will have the opportunity to work with real boats and gain valuable experience applicable to various marine trades

ENROLLMENT POLICY FOR CAREER AND TECHNICAL EDUCATION

The Career and Technical Education (CTE) programs offered by the Narragansett School System provide students exposure to the world of work, offer students the opportunity to learn rigorous technical and career based skills that are aligned to industry standards, and, through the earning of credentials and college credits, prepare students for postsecondary education, training programs, and/or careers.

ENROLLMENT:

Narragansett High School supports all students who wish to pursue career and technical education courses and welcomes both resident and non-resident students who wish to enroll in CTE programs. All students must be prepared to participate in these career specific programs in order to be successful candidates and will be required to apply and be accepted into these programs.

The following requirements are necessary for acceptance into Narragansett School System CTE programs:

1. All students must meet eligibility requirements identified in the application forms for their selected program.
2. Applications to the CTE programs must be submitted to the Department Chair for Career and Technical Education Programs on or before March 1st for preferential placement. Applications will be considered by an admission committee.
3. After March 1, applications will be reviewed on a space-available basis until the program is filled.

To continue enrollment in CTE programs, students must meet enrollment conditions that include:

1. Adherence to the code of conduct published in the student handbook that applies both to school and on-site work placements;
2. Attendance;
3. Satisfactory academic progress.

OPTIONAL EDUCATION PROGRAMS

ALL COURSE NETWORK

The new Rhode Island ALL Course 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*.

ALL Course 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. 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.

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.



ART

114 ART I -- FOUNDATIONS

½ Credit
Level 2
Grades 9-12

Students will learn to utilize the elements and employ the principles of art through the use of a variety of materials and techniques. The world of art will also be explored through research on master and modern artists and cultural art. Mediums used throughout the semester include graphite, pen and ink, pastels, collage, watercolors, tempera and acrylic paints.

115 ART II – ART AND DESIGN

½ Credit
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 AND DESIGN

Prerequisite: Successful completion of Art I and II.

½ Credit
Level 2
Grades 10-12

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.

117 AP -- ART AND DESIGN

1 Credit
Level 2
Grades 11-12

Prerequisite: Successful completion of Art I, Art II, Digital Photography I OR Ceramics I (Art III, Digital Photography II or Ceramics II preferred or teacher recommendation).

AP ART AND DESIGN is an intensively paced course where students can select from three AP portfolios, Drawing, 3D Art and Design or 2D Art and Design. They will create a portfolio of work based on established AP College Board requirements which demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of 5 selected works and 15 works of sustained investigation. This includes process documentation, and written information about the work presented. In May, students submit a digital portfolio as well as original work for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. (The AP portfolio review is the equivalent of an AP exam.) The AP Art and Design portfolios are designed to be the equivalent of a one-semester, introductory college course in 2-D art and

design or drawing, respectively. This is a course for students who are interested in inquiry-based thinking and making.

120 DIGITAL PHOTOGRAPHY I

½ Credit
Level 2
Grades 9-12

Students who 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 either their own digital camera, cellphone, or other photographic device. Any device 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

*Prerequisite: Successful completion of Art I
and Digital Photography I*

½ Credit
Level 2
Grades 10-12

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. Students will build a website to create a digital portfolio of their work and also learn stop motion animation. Good composition is a key element taught in the class.

125 CERAMICS I

½ Credit
Level 2
Grades 10-12

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

Prerequisite: Successful completion of Ceramics I.

½ Credit
Level 2
Grades 9-12

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

214 CTE INTRO to AI, MACHINE LEARNING, DATA & SOCIETY

1/2 Credit

Level 1

Grade 9

The course will consist of the units in Computer Science Discoveries not covered at the middle school level. These units include:

- Unit 5: Data and Society
 - The Data and Society unit is about the importance of data in solving problems and highlights how computers can help in this process. The first chapter explores different systems used to represent information in a computer and the challenges and tradeoffs posed by using them. In the second chapter students learn how collections of data are used to solve problems, and how computers help to automate the steps of this process. In the final project, students gather their own data and use it to develop an automated solution to a problem.
- Unit 7: AI and Machine Learning
 - This unit is a hands-on introduction to developing a machine learning model with tabular data. Students explore how computers learn from data to make decisions, then develop machine learning projects around real-world data. The unit culminates in designing a machine learning app to solve a personally relevant problem.

Standards Alignment:

<https://curriculum.code.org/csd-20/standards/>

211 CTE INTRODUCTION TO COMPUTING AND DATA SCIENCE

1/2 Credit

Level 1

Grades 10-12

Can be used as an elective for certification.

The Intro to Computing and Data Science course is offered as a one semester course for tenth through twelfth grade students. This course is offered to all students with varying backgrounds and experience in computer science education. All students, including those who are not interested in computer science as a career, can participate in this course.

The Intro to Computing and Data Science course introduces computer programming in an engaging, fun and creative way through simulation programming. It also provides the computational thinking skills of programming, algorithm development, and data analysis that can be utilized in other classes such as Next Generation Science Standards science classes.

Students who pass this course may receive 4 URI credits.

212 CTE CYBER SECURITY

Can be used as an elective for certification.

1 Credit
Level 1
Grades 10-12

Overview of the technical background required to provide solutions to many cyber security problems. This background includes: binary/hex number systems, operating systems concepts, file systems, OSI model, network topologies and protocols. The material will be presented in the context of its necessity for providing cyber security solutions.

Students who pass this course may receive 4 URI credits. Students are expected to take the CompTIA IT Fundamentals+ exam.

644 CTE ELEMENTARY COMPUTER PROGRAMMING

½ Credit
Level 2
Grades 9-12

Can be used as an elective for certification.

Prerequisite: Successful completion of Algebra 1 is highly recommended for this course.

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 CTE CISCO I: INTRODUCTION TO NETWORKS

Can be used as an elective for certification.

½ Credit
Level 1
Grades 10-12

The Cisco Networking Academy Program is a complete, three-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: Introduction to Networks 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 CTE CISCO II: SWITCHING, ROUTING, AND WIRELESS ESSENTIALS

½ Credit

Can be used as an elective for certification.

Level 1

Prerequisite: CISCO I

Grades 10-12

Following the successful completion of Cisco I: Introduction to Networks, students will take Cisco II: Switching, Routing, and Wireless Essentials, 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 CTE CISCO III: ENTERPRISE NETWORKING, SECURITY, and AUTOMATION

½ Credit

Can be used as an elective for certification.

Level 1

Prerequisite: CISCO I AND CISCO II

Grades 10-12

Following the successful completion of Cisco II: Switching, Routing, and Wireless Essentials, students will take Cisco III: Enterprise Networking, Security, and Automation, 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.

Cisco Academy students are expected to take the CCNA exam.

207 CTE WEB GRAPHICS AND DESIGN

½ Credit

Can be used as an elective for certification.

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 website.

208 CTE GAME PROGRAMMING AND DESIGN

½ Credit

Can be used as an elective for certification.

Level 2

Prerequisite: Successful completion Algebra 1

Grades 9-12

is highly recommended for this course.

In this course students will learn game development with the Unreal Engine. Unreal Engine is the industry-leading 3D game design software that the professionals use to create today's top games. This course is for any developer wishing to create interactive experiences, training simulations, or games. Students may continue their Unreal journey within the Oculus Rift's virtual reality and Alienware hardware systems. Bring your virtual world to life.

215 CTE AP COMPUTER SCIENCE PRINCIPLES*Can be used as an elective for certification..*

1 Credit
Level 1
Grades 10-12

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, understanding 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. Students who pass this course may receive 4 URI credits.

216 CTE AP COMPUTER SCIENCE A*Can be used as an elective for certification.*

1 Credit
Level 1
Grades 10-12

The Computer Science A course is a year-long course designed to help students master the basics of Java. The course covers topics typically found in a college-level first course in computer science, and provides a solid preparation for the AP Computer Science A examination. The course emphasis is on procedural abstraction, data abstraction, object-oriented design and programming methodology using the Java programming language, and the use of algorithms and data structures. Students who pass this course may receive 4 URI credits.

EDUCATOR PREPARATION

912 CTE THE NEW AMERICAN SCHOOL

1 Credit
Level 2
Grade 10

In this first course of Narragansett High School's Educator Preparation CTE program, students will gain an overview of the history of American education, examine current issues facing American schools, research innovative schools nationwide, and ultimately design their own ideal school. Students will examine the profession of teaching and its evolution through the Educators Rising Curriculum. Students will also conduct beginning clinical observations in classrooms focused on classroom culture (Educators Rising - Micro-Credentials: Classroom Culture and Anti-bias Instruction), student engagement, and teaching and learning, as well as assisting teachers when appropriate (approximately 15-20 hours).

Students will be using their communication and interpersonal skills to interact with master teachers and students during their clinical observations. Also during their observations, students will have opportunities to reflect on the profession and what professional skills they will need and how they pair with patience, kindness, and resourcefulness.

This course is required to complete the Education CTE Pathway.

**This course may be taken as an elective for 10th, 11th, and 12th grade students who are not enrolled in the Educator Preparation CTE program, but are interested in the field of education.*

900 CTE THE PSYCHOLOGY OF LEARNING

½ Credit
Level 2
Grades 10-12

Educators need to know *how* students learn as well as *what* motivates them to learn. Students will learn the science and psychology of learning with an emphasis on adolescent psychology. The course will examine the educational theories of learning and explore research on the impact of classroom culture and curriculum on adolescent learning. Students will be able to have discussions with educators in the field about the application of the learning theories discussed within the course and, at times, see them in action through classroom observations (approximately 5-10 hours). Students will also engage in research and discussion around the Educators Rising Curriculum specifically looking at the student and classroom engagement (Educators Rising - Micro-Credential: Learner Engagement).

This course is required to complete the Education CTE Pathway.

**This course may be taken as an elective for 10th, 11th, and 12th grade students who are not enrolled in the Educator Preparation CTE program, but are interested in psychology.*

901 CTE EXPERIENCES IN THE CLASSROOM

1 Credit
Level 2
Grades 11-12

Students will have the opportunity to assist classroom teachers over the course of a school year. Students will gain experience designing learning activities, finding appropriate resources, managing student engagement, conducting formative assessment and providing extra help and support to individual or small groups of students. Students will go through an interview process to build communication and professional skills, as well as find out their interests within education. Students will also examine the diverse needs of students within their own communities by examining topics such as differentiation, instructing students with special education or ELL needs, and helping students with attendance issues. Students will use the Educators Rising Curriculum and complete the following micro-credentials: Collaboration and Formative Assessment.

Internship experiences will be provided at all levels (elementary, middle, and high school; approximately 60 hours) and tailored to the interests of individual students. Additionally, students will work with the master teacher to identify areas of need as they work towards meeting the Educators Rising Standards for preservice teachers.

This course is required to complete the Education CTE Pathway and is limited to students enrolled in this pathway.

902 CTE PREPARING FOR ENTRANCE INTO POST-SECONDARY EDUCATION COURSEWORK

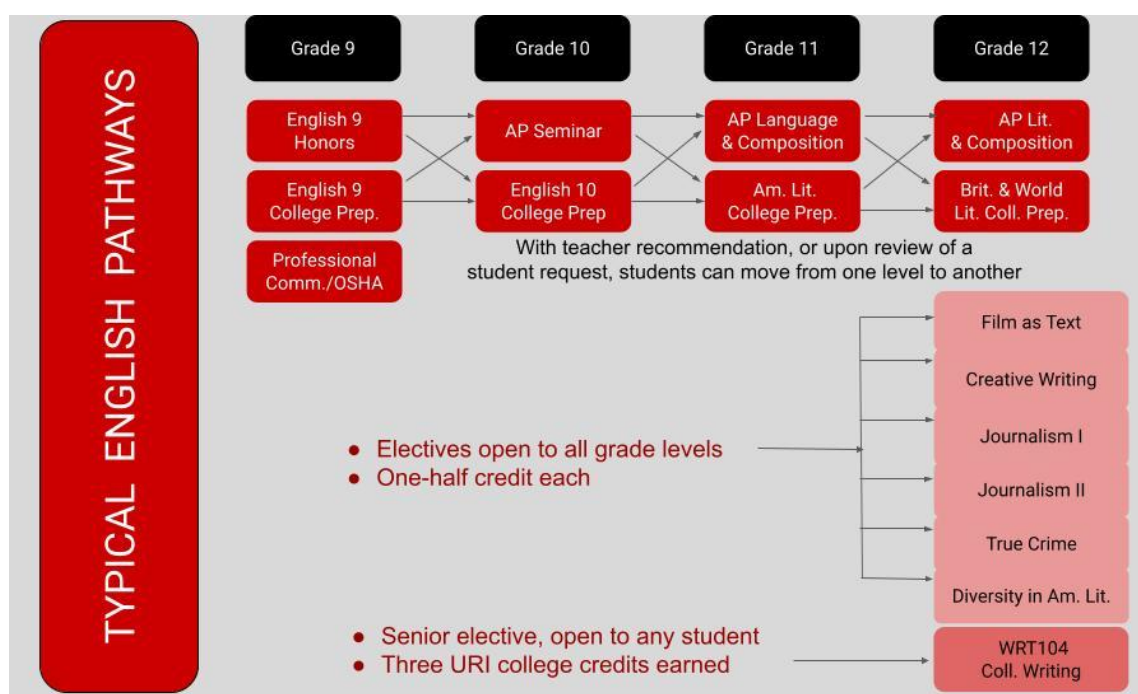
1 Credit
Level 2
Grade 12

**This course must be taken Semester One of Senior year.*

Students will be required to take the Parapro Assessment and Praxis Core Test. Students will receive support and guidance as they prepare for the Parapro and Praxis Core Test I. Students that have not completed Micro-Credentials associated with the Educators Rising curriculum will have an opportunity to complete these modules. Additionally, students will be able to create a personalized learning project under the supervision of their master teacher. Placements for this will be determined on a needs basis. To complete either of the above situations students will have the opportunity to work with a collaborating classroom for approximately 5-10 hours.

This course is required to complete the Education CTE Pathway and is limited to students enrolled in this pathway.

ENGLISH



311 ENGLISH 9

1 Credit
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. They improve study habits and complete both independent and collaborative work. These abilities are critical to the students' success in high school, college, and career. While students experience a variety of types of writing, expository style is stressed. Students gain practice reading several forms of fiction, the elements of which, as employed in the short story, must be mastered. Additionally, students will read several selections of informational text and learn to examine differences between non-fiction and the fictitious pieces. Through responses to all genres of literature, students must also master the constructed response, which employs various sentence structures and varied methods of presenting claim(s), plus synthesizing and explaining meaningful supporting evidence. Students participate in high-tech practices that increase personalization of their learning experience through traditional teacher-led instruction and student-centered learning stations. They demonstrate what they have learned through presentations, essays, seminars, digital products, and portfolios. Additionally, they will complete common tasks to demonstrate they have reached proficiency in several reading, research, writing, technological, and collaboration standards. Students reflect on what they have learned and how they have learned it. The literary genres studied are non-fiction books, speeches, essays, and documentaries. In addition, students evaluate the short story, the novel, the Shakespearean drama, and the epic poem.

315 ENGLISH 9 HONORS

1 Credit
Level 1
Grade 9

Students in this course initially possess strong skills in language, writing and thinking, speaking and listening, vocabulary development, and research that are developed further through both independent and guided assignments. They demonstrate strong study habits and enjoy both independent and collaborative work. Students gain practice reading several forms of fiction, the elements of which, as employed in the short story, must be mastered. Additionally, students will read several selections of informational text and learn to examine differences between non-fiction and the fictitious pieces. Through responses to all genres of literature, students learn the importance of supporting an opinion with meaningful evidence. Students experience a variety of types of writing, including expository and argument writing, as well as exposure to narrative. Students must also master the multi-paragraph essay, which employs various sentence structures and methods of supporting evidence. Students must also master the constructed response, which employs various sentence structures and varied methods of presenting claim(s), plus synthesizing and explaining meaningful supporting evidence. Students participate in high-tech practices that increase personalization of their learning experience through traditional teacher-led instruction and student-centered learning stations. They demonstrate what they have learned through presentations, essays, seminars, digital products, and portfolios. Additionally, they will complete common tasks to demonstrate they have reached proficiency in several reading, research, writing, technological, and collaboration standards. Students reflect on what they have learned and how they have learned it. The literary genres studied are non-fiction books, speeches, essays, and documentaries. In addition, students evaluate the short story, the novel, the Shakespearean drama, and the epic poem. Novels are studied both in class and as outside reading assignments.

321 ENGLISH 10

1 Credit
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.

XXX AP SEMINAR

1 Credit
Level 1
Grade 10

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

332 ENGLISH 11 / AMERICAN LITERATURE

1 Credit
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, critical viewing, and evaluation of rhetoric. 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.

368 ADVANCED PLACEMENT ENGLISH LANGUAGE and COMPOSITION

1 Credit
Level 1
Grade 11

Students in this course should have demonstrated in previous classes the characteristics of meaningful communicators, self-directed learners, and effective writers. Advanced Placement English Language and Composition students read and analyze a variety of texts—fiction and non-fiction—that are written rhetorically. This course requires students to write several argumentative, expository, and analytical essays that are based on evidence. Students learn to conduct research, then appraise resources to synthesize information in support of their claims. Additionally, students practice reflective and personal writing. 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. 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.

344 ENGLISH 12 / CONTEMPORARY LITERATURE

1 Credit
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 students' abilities 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. 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 LITERATURE and COMPOSITION

1 Credit
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

Film as Text is offered in alternate years.

½ Credit
Level 2
Grades 10-12

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.

353 COLLEGE WRITING

½ Credit
Level 1
Grade 12

College Writing (WRT 104) is a 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.

358 ENGLISH 12 / BRITISH LITERATURE

1 Credit
Full Year
Level 2
Grade 12

British Literature is a student-centered course that embraces culturally responsive learning through diverse representation of literature, authors, characters, cultures, and themes. Students are provided many opportunities to share their lived experiences, to make choices in their learning, and to ask critical questions of the texts, their teachers, and each other. In this course students read critically and interpret multicultural pieces of literature, developing further understanding and respect for diversity. The selections for British 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 the 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.

367 CREATIVE WRITING

Creative Writing is offered in alternate years.

½ Credit
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*. Since the magazine is published in both 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.

382 JOURNALISM I

½ Credit
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.

383 JOURNALISM II

½ Credit
Level 2
Grades 9-12

Journalism II provides a practical application of the skills and concepts covered in Journalism I. Students will generate, write and edit stories necessary to produce content for *The Dock*, NHS's student news site. Stories will meet all predetermined production and editorial deadlines as outlined by the Capstone editors of *The Dock*. In addition to writing articles, students will be introduced to the elements of video news production. Students will learn narrative and documentary forms, proper use of digital video cameras, lighting, and sound equipment as well as lighting, camera and sound recording techniques through hands-on location and studio shoots and collaboration on group projects.

XXX DIVERSITY IN AMERICAN LITERATURE

½ Credit
Level 2
Grades 9-12

This elective course is rooted in the need to broaden students' perspectives and foster inclusive thinking. The "Diversity in American Literature" elective is an essential addition to the curriculum that will enrich the students' educational experience and prepare them to be thoughtful, informed members of a diverse society. This course will not only meet the English Language Arts standards set by the state of Rhode Island, but will also contribute to the development of well-rounded, empathetic individuals. The subject matter of this elective course spans a very large temporal area, from the mid nineteenth century to the present, a scope that will give you a broad sweep of the African American literary landscape, and in a variety of genres. We will read these texts not only within race-specific contexts, but also—and perhaps more importantly—as American literature. The objectives of this course are to give students an introduction to the vast array of prose, poetry, and drama that make up much of African American literature; to provide the opportunity to explore the diverse nature of this literature; to help students develop a deeper understanding of the ever-evolving issues involved in defining the American literary canon.

XXX TRUE CRIME STUDIES

½ Credit
Level 2
Grades 9-12

True Crime Studies is a half credit course that explores the historical significance, literary portrayals, and cultural phenomenon of true crimes. This course will examine the true crime genre through a variety of mediums. Students will evaluate novels, such as *In Cold Blood*, *Just Mercy*, and *The Borden Murders: Lizzie Borden and the Trial of the Century*, as both anchor texts and the focus of literature circles; primary sources and nonfiction articles such as “Why Do We Love True Crime?”; podcasts such as *Serial*; and documentaries/docuseries such as *I’ll Be Gone in the Dark*. Through whole group, small group, and independent practices, students will analyze, research, present, and defend their understanding of the content. They will explore elements of an effective mystery, track character development, examine bias, evaluate point of view, and debate the ethics of true crime entertainment. While taking this class students will be challenged to answer the essential questions: What drives people to do bad things? Why are people obsessed with true crime? How is the truth uncovered? Is justice always served?

100391 INTRODUCTION TO DIGITAL MEDIA PRODUCTION

½ Credit
Level 2
Grades 10-12

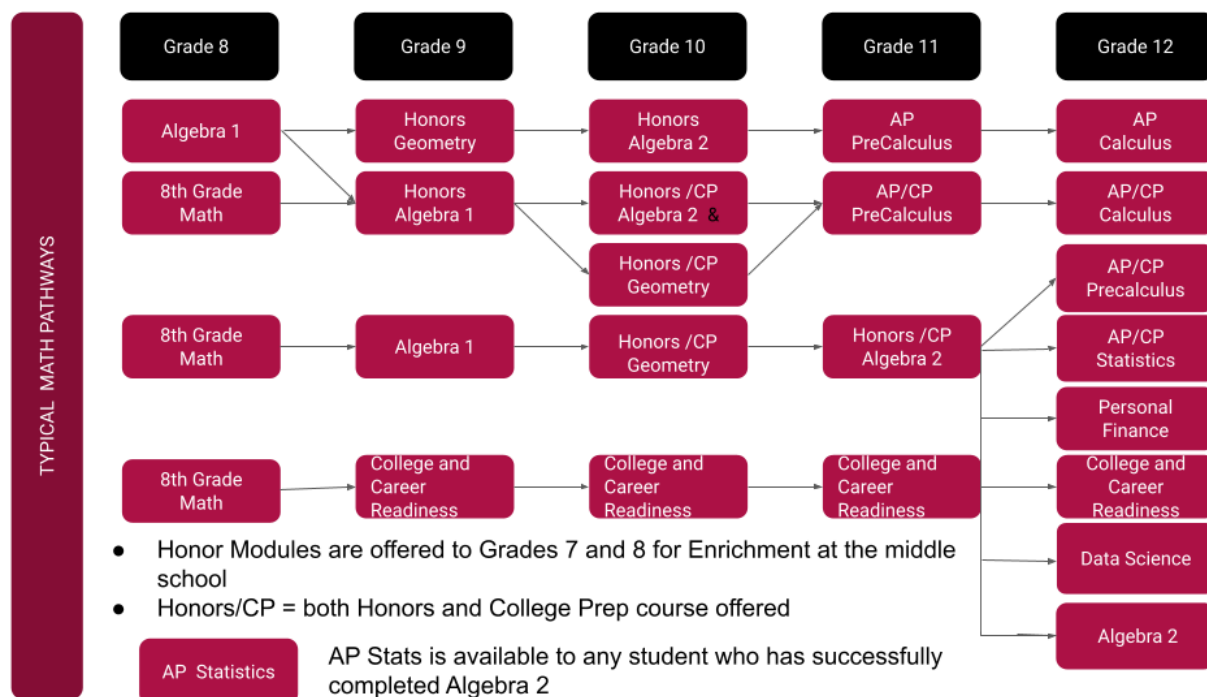
This course introduces students to the fundamentals and techniques of reporting, writing, and editing for the digital media industry. These Twenty-First Century skills are essential for the creation of content for multiple media formats, including film, television, and podcasting. This course offers numerous hands-on skills such as camera operation, widely-used editing program training, an understanding of ethical issues, and the latest tools to help students establish a foundation for this ever-changing industry.

XXX DIGITAL MEDIA PRODUCTION

½ Credit
Level 2
Grades 10-12

In this second course in the Digital Media Production pathway, students build on the skills and knowledge they developed in the introductory course and learn new sets of skills and knowledge. They experiment with different roles in the production process (from director to talent), develop knowledge of basic lighting techniques, display knowledge of production technology, and recognize strategies for developing and structuring video narratives. Students will learn filming techniques that concentrate on current industry standards, including the proper ethical standards of conduct expected in the production industry.

MATHEMATICS



612 MATH LAB

Level 2
Grade 9-11

Math Lab is a class that has a customized curriculum to help students succeed in their core math class and grow their mathematical understanding and identity. Targeted Intervention will address gaps and also propel students forward in their understanding of grade-level content. Math Lab incorporates accessible activities with an emphasis on strategy and explanation, which helps students develop important skills of forming arguments and critiquing the reasoning of others.

614 ALGEBRA I

1 Credit
Level 2
Grades 9-12

Algebra 1 is aligned to the Common Core standards and provides students with a solid foundation for all future mathematics courses. Algebra is the language through which most of mathematics is communicated. Throughout this course, students explore and model patterns and relationships using a graphic, numeric, and/or symbolic perspective. The connections made among these representations help students acquire a deeper understanding of mathematical concepts. The curriculum focuses on the study of linear, quadratic and exponential relationships and their application to real-world situations. Students are asked to explain their mathematical reasoning in written, oral, and digital formats.

XXX ALGEBRA I HONORS

1 Credit
Level 1
Grade 9

Algebra I Honors is a rigorous course that provides students with opportunities to study the same concepts and skills as those in College Prep Algebra I, with a greater degree of depth. Greater emphasis is placed on analysis, algebraic reasoning, critical thinking, and problem solving.

634 ALGEBRA II

1 Credit
Level 2
Grades 9-12

This course is designed for students who have mastered concepts taught in Algebra I. The curriculum is aligned to the Common Core standards and extends the study of linear, quadratic, and exponential functions begun in Algebra I. Additional topics include radical, polynomial, rational, and trigonometric functions and their properties. Students are asked to persevere in solving multi-step problems, with an emphasis on real-world modeling, and to explain their reasoning through written, oral, and digital formats. Graphing calculators are utilized in this course as a tool to increase understanding and help students model problems and are a requirement for this course.

615 ALGEBRA II HONORS

1 Credit
Level 1
Grades 9-12

Students enrolled in Honors Algebra II have thoroughly mastered Algebra I concepts. Algebra II Honors is a rigorous course that provides students with opportunities to study the same concepts and skills as those in College Prep Algebra II, with a greater degree of depth. Greater emphasis is placed on analysis, algebraic reasoning, critical thinking, and problem solving. Graphing calculators are utilized in this course as a tool to increase understanding and help students model problems and are a requirement for this course.

624 GEOMETRY

1 Credit
Level 2
Grades 10-12

This course is aligned to the Common Core standards and provides students an introduction to the fundamentals of Geometry and logical reasoning, with algebraic skills integrated throughout the course. Students will deepen their understanding of geometric concepts and theorems with an emphasis on congruence and similarity. Students will make and defend conjectures, construct geometric arguments, and use geometric properties and theorems to solve real world problems.

625 GEOMETRY HONORS

1 Credit
Level 1
Grade 10

Students enrolled in this course must have a strong understanding of Algebraic concepts and skills. Geometry Honors is a rigorous course that provides students with opportunities to study the same concepts and skills as those taught in College Prep Geometry, with a greater degree of depth. More emphasis is placed on geometric reasoning and proof, precision, critical thinking and complex problem solving. Graphing calculators are utilized in this course as a tool to increase understanding and help students model problems. They are a requirement for this class.

650 PRE-CALCULUS

1 Credit
Level 2
Grades 10-12

This course is designed for students who have mastered the Common Core mathematics standards from Algebra I, Algebra II, and Geometry, and are ready to learn more advanced mathematics. In particular, this course will focus on understanding key features of advanced functions, and deepening the study of polynomial, rational, trigonometric, exponential and logarithmic functions, which were first introduced in Algebra I and Algebra II. Graphing calculators are used regularly in this course to help students see patterns, and understand and model real world situations correctly with mathematics. They are a requirement for this course. The concepts developed in this course provide the foundation for a successful introduction to Calculus.

649 ADVANCED PLACEMENT PRE-CALCULUS

1 Credit
Level 1
Grade 10-12

This course is designed for students who have mastered Algebra 2 concepts. In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world.

AP Precalculus prepares students for other college-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students study each function type (polynomial, rational, exponential, logarithmic, trigonometric, polar and functions involving parameters, vectors, and matrices) through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Furthermore, students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type

661 CALCULUS

1 Credit
Level 2
Grade 10-12

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. For this reason, graphing calculators are a requirement for this course. Students develop an understanding of function behavior by using the unifying themes of continuity, limit, derivative, integral, approximation, application, and modeling.

645 ADVANCED PLACEMENT CALCULUS

1 Credit
Level 1
Grade 11-12

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 teachers to reinforce the relationships among the multiple representations of functions to confirm work, to perform investigations, and to assist in interpreting results. Graphing calculators are a requirement for this course. The intensive pace and difficulty combine to prepare students to take the Advanced Placement Calculus Exam. Taking the AP Calculus test is a requirement of this course. The results of this test may earn college credit or exemption for students.

641 STATISTICS

1 Credit
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 STATISTICSPrerequisite: *Successful completion of or Co-enrollment in Algebra II*1 Credit
Level 1
Grades 10-12

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 using probability and simulation, 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 complete the course are required to take the AP exam. Students may receive college credit for a one-semester introductory College Statistics course dependent on their grade on the AP exam. This course can be taken concurrently with the student's regular math course. Graphing calculators are utilized in this course as a tool to increase understanding and help students model problems. They are a requirement for this course.

XXX DATA SCIENCE1 Credit
Level 1
Grades 10-12

Our Data Science course is designed to equip students with the foundational knowledge and practical skills required to thrive in the dynamic landscape of data-driven decision-making. Investigating the interplay of artificial intelligence (AI) and machine learning, this course integrates principles from computer science, mathematics, and statistics to empower students in harnessing the potential of data for problem-solving and innovation. This course serves as a gateway to a multitude of career pathways in the expansive field of data science or a data-centric profession in diverse industries such as business, healthcare, transportation, sports, finance, government, e-commerce, gaming, social media, insurance, and beyond.

XXX COLLEGE & CAREER MATH READINESS1 Credit
Grades 9-12

Our College and Career Math Readiness Program is specifically designed to equip high school students with the essential mathematical skills needed for success in credit-bearing college courses and immediate entry into the workforce. Tailored to align with the Accuplacer test standards, this comprehensive course focuses on fundamental areas such as arithmetic, quantitative reasoning, algebra, statistics, and selective advanced topics.

679 PERSONAL FINANCE1 Credit
Level 2
Grades 11-12

The Personal Finance course consists of materials, activities, and projects geared towards helping students understand their current and future financial needs. Students will learn the basics of handling their money and finances, including how to navigate financial institutions. Students will be able to make informed decisions about credit and banking services, investing, paying for college, budgeting, taxes and insurance. This course helps students build financial knowledge, develop financial confidence and become financially savvy so they can be financially capable individuals

681 INTRODUCTION TO ENGINEERING and TECHNOLOGY

1 Credit
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

1/2 Credit
Level 2
Grades 9-12

Students will examine core concepts and principles of engineering and design. Initial drawings 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

1/2 Credit
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

1/2 Credit
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*Prerequisite: Landscaping Math I**To be taken concurrently with Landscape Construction*

1/2 Credit

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.

MECHANICAL TRADES: PLUMBING**521 CTE MECHANICAL TRADES I**

1/2 Credit

Level 2

Grades 9-10

Students will begin working with tools that are generally used by tradesmen in the construction industry as well as more specialized tools used specifically by plumbers. Students will learn to care and use different types of hand and power tools that they will use on the job site. This information will provide students with the ability to select the appropriate tools for different tasks. Students will use basic construction and plumbing mathematics in order to apply their knowledge of and familiarity with tools. Students will learn about the history of unions and reasons as to why they had been established and how they had evolved and changed over the years to support their members. Students will begin to install water supply, drainage, and vent piping, as well as other trade-related fields. As a result, students will develop a working knowledge of the expectations, ethics, and professional culture associated with working on jobsites.

522 CTE MECHANICAL TRADES II

1/2 Credit

Level 2

Grade 10

Mechanical Trades II students continue exploring plumbing specific topics with an emphasis on the science of plumbing and heating. Students will continue to install and pressure test water supply, drainage, and vent piping, as well as residential fixtures. Additionally, students investigate residential systems to understand how they work properly and efficiently. The goal is for students to begin to build their understanding of water, water systems, and water distribution systems within job sites and communities. As part of this work students will need to have a working knowledge of materials that they may come in contact with within the workplace. Instruction will provide them with an understanding of the hazards they may encounter and possible methods of containment and exposure control.

524 CTE UNDERSTANDING PLANS AND CODES

1/2 Credit
Level 2
Grade 10

Understanding plans and building codes, in both commercial and residential buildings, is instrumental in effective installation of plumbing. In the class, students will gain an understanding of construction drawings and drawing types (civil, architectural, structural, HVAC/mechanical, plumbing, electrical) they will encounter on the job and understand how to interpret and apply their understanding when laying out and installing plumbing systems. They will also understand that, and how drawings are made to scale to ensure accurate dimensions, generate RFIs and locate plumbing entry points, routes, and fixture locations. Students will also gain an understanding of symbols used in plumbing and mechanical drawings and how to recognize and apply to plumbing drawings. Students will apply their knowledge to recognize how various laws and code requirements impact plans and plumbing systems.

526 CTE INTERNSHIP AT LOCAL UA 51

1/2 Credit
Level 2
Grades 11-12

Upon completion of the pre-internship curriculum, students will utilize the learned knowledge of the Plumbing occupation and industry by demonstrating capacity in the industry-related technical skills in an internship at UA Local 51. They will work under the supervision of Master Plumbers learning the commercial aspects of plumbing and pipefitting. Students will install all aspects of a commercial bathroom, including sizing, cutting, installation, and testing of all the venting, supply, and waste lines, as well as all fixtures and finishing trim. The second half of the curriculum is concentrated on boiler and heating system installations and repair.

This program is designed for students to engage in appropriate, relevant, and rigorous tasks that allow the practice of a variety of professional, academic, and technical skills. Upon completion of the internship, students will take the Union's Apprenticeship Entrance Exam.

MUSIC

700 CONCERT BAND

1 Credit
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
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 and 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 Drumline, or other director approved ensembles.

715 HONORS CONCERT CHORUS

1 Credit
Level 1
Grade 11-12

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

- Private Lessons: Each student must be enrolled in a private voice studio.
- All-State: Each student must prepare for and audition at the RIMEA All-State Festival

710 CONCERT CHORUS

1 Credit
Level 2
Grades 9-12

Concert Chorus is a full year class offered both during the school day and after school. Concert Chorus focuses on learning healthy vocal tone and tone production, ensemble singing skills, music literacy, performance etiquette, and how to connect with audiences and peers through music. The Concert Chorus performs 4-part repertoire from many different cultures and time periods, in multiple languages. This ensemble performs at each of NHS's four major concerts throughout the year, as well as various community and school events. 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
Level 2
Grades 10-12

Flex Chorus is a full year class offered during ESD (extended school day). Flex Chorus functions as another section of Concert Chorus (expectations and curriculum are identical), but this course is offered outside of the regular school day.

720 GUITAR

½ Credit
Level 2
Grades 9-12

Guitar is designed for the beginner student covering the basics of guitar technique including flatpicking, 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
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 helps to develop a greater appreciation of our musical heritage. A variety of media will be used in this class. Previous musical knowledge is not required.

750 PIANO

½ Credit
Level 2
Grades 9-12

Piano is a one-semester course where students learn the basics of piano technique, 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, blues, and contemporary. Students will also study basic music theory and ear training, delving into key signatures, the circle of fifths, melodic intervals, and chord-building.

714 MUSICAL THEATER SINGING

½ Credit
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 both the teacher and collaboratively with other students on improving vocal technique and acting skills. Students may be paired with others 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 they are assigned.

730 MUSIC THEORY

½ Credit
Level 2
Grades 9-12

Music theory offers instruction in musicianship skills essential for the serious music student. The class objectives are to provide complete and thorough training in all basic musicianship skills; to offer advanced, college-level theory for the highly motivated student; and to stimulate and encourage exploration of the creative process through composition of classical music.

716 ADVANCED TREBLE CHORUS

Prerequisite: Audition Required

½ Credit
Level 1
Grades 9-12

The Advanced Treble Chorus serves as NHS's Varsity ensemble. This group is a select ensemble comprised of 15 treble singers. This ensemble focuses on high level repertoire, and performs music in three and four parts from various time periods and cultures. Advanced Treble Chorus performs at each of NHS's four major concerts, as well as at community and high profile events.

350 INTRODUCTION TO THEATER

½ Credit
Level 2
Grades 9-12

Students enrolled in Introduction to Theater gain experience in all elements of theater and play production. Topics include creative drama, the history of drama, critical analysis of scripts and plays, stage terminology, and methods. Students will study drama, tragedy, comedy, musical, and contemporary theater. Students do not need prior experience to take this course.

PHYSICAL EDUCATION/HEALTH

020 PHYSICAL EDUCATION/HEALTH 9/10
022 PHYSICAL EDUCATION/HEALTH 11/12

½ Credit
Grades 9/10
Grades 11/12

Physical education is a mandatory 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.

In Health 9/10, which is delivered over two years, health topics will focus on personal health (including physical fitness, nutrition and weight control; stress; suicide education and prevention; and substance abuse). In addition, human sexuality and personal relationships will be addressed to educate 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, dating violence, and sexually transmitted infections.

In Health 11/12, which is delivered over two years, students will be taught life-saving first aid skills, CPR skills, and AED training. The lessons for the American Red Cross courses in Standard First Aid and CPR for the community are followed. The course will also focus on personal health management as students 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, dating violence, 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; and 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
Level 2
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, problem 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
Level 2
Grades 9-12

Students will be introduced to the advanced level of physical activity in traditional activities including, but not limited to 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.

AGRISCIENCE

802 CTE AGRISCIENCE I

1 Credit
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 agriscience 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 CTE AGRISCIENCE II

Prerequisite for Certificate Program: Agriscience I

1 Credit
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 CTE AGRISCIENCE III – ANIMAL SCIENCE

Prerequisite for Certificate Program: Agriscience I and II

½ Credit
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 CTE AGRISCIENCE III – PLANT SCIENCE
Prerequisite for Certificate Program: Agriscience I and II

½ Credit
Level 2
Grades 11-12

This course focuses on greenhouse management, spring plant production, and 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 CTE LANDSCAPE DESIGN
Can be used as an elective for Certification

½ Credit
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 CTE SUSTAINABLE AGRICULTURE
Prerequisite: Agriscience I and II
Can be used as an elective for Certification

½ Credit
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 CTE SPECIALITY PLANT PRODUCTION
Can be used as an elective for Certification

½ Credit
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 CTE LANDSCAPE CONSTRUCTION*Can be used as an elective for Certification* $\frac{1}{2}$ Credit

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. Students will earn certifications in equipment operation of UTV, ZTM, and power tool operation. 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 CTE AGRISCIENCE MECHANICS I*Can be used as an elective for Certification* $\frac{1}{2}$ Credit

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. Students will experience areas in construction, welding, fabrication, electrical and equipment repair. All experiences will show how these relate to the agriscience field of study.

809 CTE AGRISCIENCE MECHANICS II*Prerequisite: Agriscience Mechanics I**Can be used as an elective for Certification* $\frac{1}{2}$ Credit

Level 2

Grades 10-12

This course is open to all students who have completed Ag Mechanics I as an elective. Agriscience Mechanics II is encouraged but not required. 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. Students will have hands-on experience with agricultural engines, and develop, design, and complete construction projects each year. Practice with welding and agricultural construction is incorporated into the class.

817 CTE INTRODUCTION TO FLORICULTURE*Can be used as an elective for Certification* $\frac{1}{2}$ Credit

Level 2

Grade 9 – 12

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 CTE ADVANCED FLORICULTURE*Prerequisite: Introduction to Floriculture**Can be used as an elective for Certification* $\frac{1}{2}$ Credit

Level 2

Grade 11 – 12

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. During the semester students will complete an online certification class. Students earning 80 or above will earn the Floral Design certification. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. Students will produce products for school and local needs.

814 CTE ANIMAL HANDLING*Prerequisite: Agriscience I and Agriscience II**Can be used as an elective for Certification* $\frac{1}{2}$ Credit

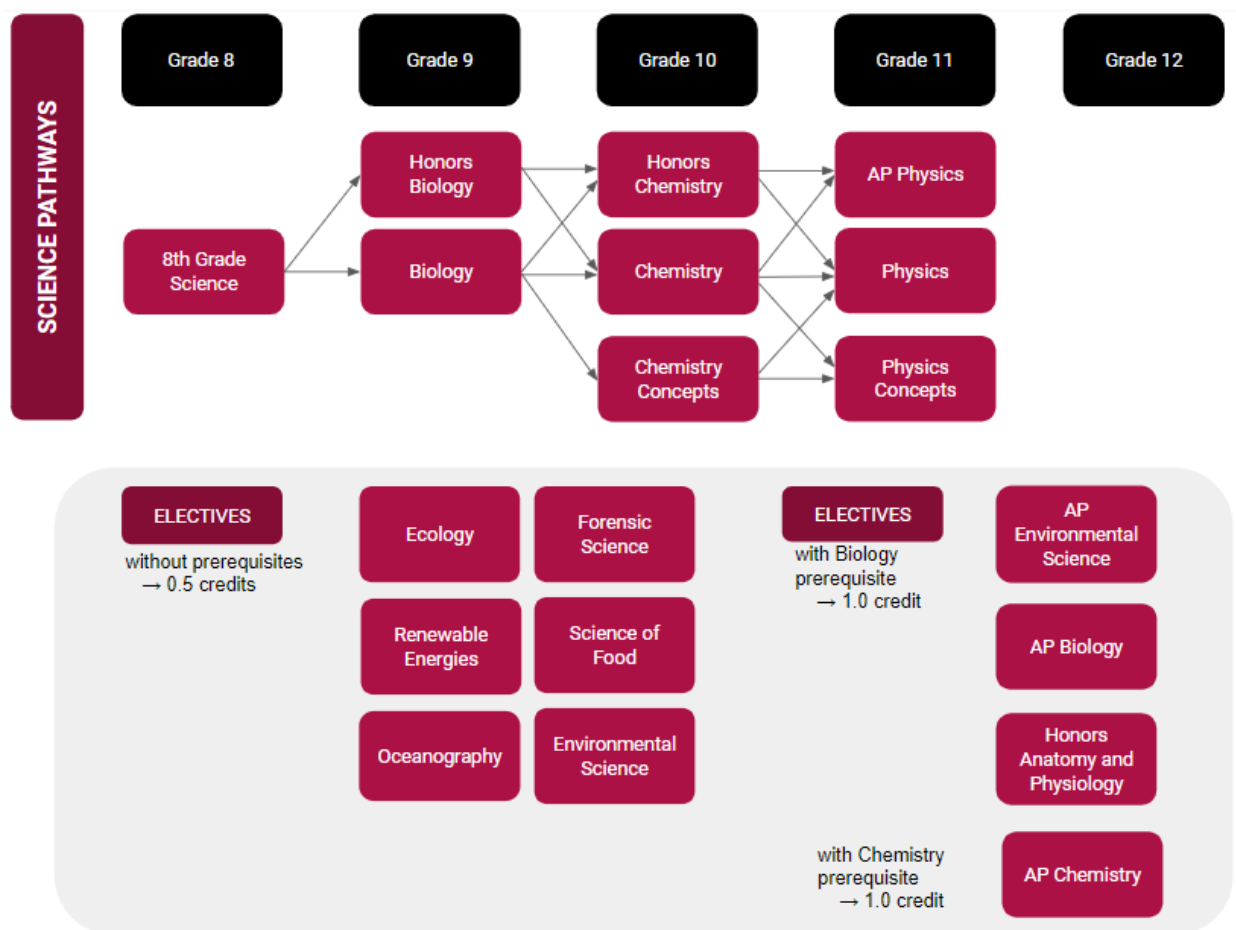
Level 2

Grades 11-12

In this course students will study the safe handling of companion animals and livestock. Students will use the necessary equipment to safely handle these animals. Students will learn the appropriate way to approach animals and explore the skills needed for their species-specific care and management. Students will apply the skills and knowledge of this course to maintain animal housing and to feed, lead, transfer, and control animals.

Prerequisite: Successful completion of Agriscience I and Agriscience II.

SCIENCE



823 BIOLOGY I

1 Credit
Level 2
Grade 9

Students will study cellular biology, focusing on how cell organelles produce/regulate what the cell needs or what a unicellular or multicellular 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 covered 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
Level 1
Grade 9

Sophomores and in-coming Freshmen who have demonstrated exceptional science process skills in prior courses and have strong reading, writing and mathematics skills may elect to take this honors 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 ANATOMY and PHYSIOLOGY HONORS

Prerequisite: Biology I or Biology I Honors

1 Credit
Level 1
Grades 10-12

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 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

Prerequisite: Biology I or Biology I Honors

1 Credit
Level 1
Grades 10-12

Advanced Placement Biology is equivalent to a first year eight credit 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, 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
Level 2
Grades 10-12

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
Level 2
Grades 10-12

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.

839 AP ENVIRONMENTAL SCIENCE

1 Credit
Level 1
Grades 10-12

Prerequisite: Biology I or Biology I Honors

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

816 STANDARD CHEMISTRY

1 Credit
Level 2
Grade 11

This laboratory 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
Level 2
Grade 11

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
Level 1
Grade 11

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.

XXX ADVANCED PLACEMENT CHEMISTRY

1 Credit
Level 1
Grade 12

The AP ® Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Students will obtain an understanding of chemistry foundations to support additional learning in chemistry. This course will develop critical thinking skills and the ability for students to clearly express their ideas and understandings. It will be necessary for students to complete work outside of class.

842 STANDARD PHYSICS

1 Credit
Level 2
Grade 11

This laboratory 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.

843 PHYSICS

1 Credit
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

Prerequisite: Successful completion of Pre-Calculus.

1 Credit
Level 1
Grade 12

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 time to develop a 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 and an introduction to electricity. The course culminates in the taking of the AP Physics 1 exam in the Spring.

840 THE SCIENCE OF FOOD

½ Credit
Level 2
Grades 10-12

Food. All of us need it, most of us love it, but few of us understand it. This high school course is designed for students to learn the relationships between food, science, and nutrition. Students will explore the characteristics of components found in food and how preparation changes their properties. Experiments done in class will help students analyze how scientific principles are applied to the creation of both appealing and healthy products. Students will evaluate the positive and negative health impact of various food compounds. They will also explore the environmental impacts of the food industry.

853 OCEANOGRAPHY

½ Credit
Level 2
Grades 9-12

This course is an interdisciplinary approach to the world's oceans. Students will explore chemical oceanography (what the sea is made of), physical oceanography (tides, currents, waves), geological oceanography (the ocean floor, shore-line processes), and marine biology (organisms that live in the ocean). The focus will be on relationships between these aspects of the ocean with an emphasis on critical thinking, scientific process, and environmental issues.

854 RENEWABLE ENERGIES

½ Credit
Level 2
Grades 9-12

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 engineer solutions to energy-based challenges, 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 complement or replace conventional forms of energy to the benefit of the planet.

XXX FORENSIC SCIENCE

1/2 Credit
Level 2
Grades 9-12

This course presents an overview of Forensic Science and introduces students to the various specialties and career pathways in this field. Forensic Science applies science to solving criminal cases, beginning at the crime scene and moving through the crime laboratory and the judicial system. This laboratory-based course involves the collection and organization of data for the purpose of drawing conclusions and identifying unknown sources of crime scene evidence. The course focus is driven by an understanding and application of scientific content that includes, but is not limited to, biology, chemistry, and physics. Students will have experience in the application of accepted analytical techniques that are currently used in the field. The course culminates with the processing of a Mock Crime Scene.

XXX INTRO TO MARINE TECH

1/2 Credit
Level 2
Grades 10-12

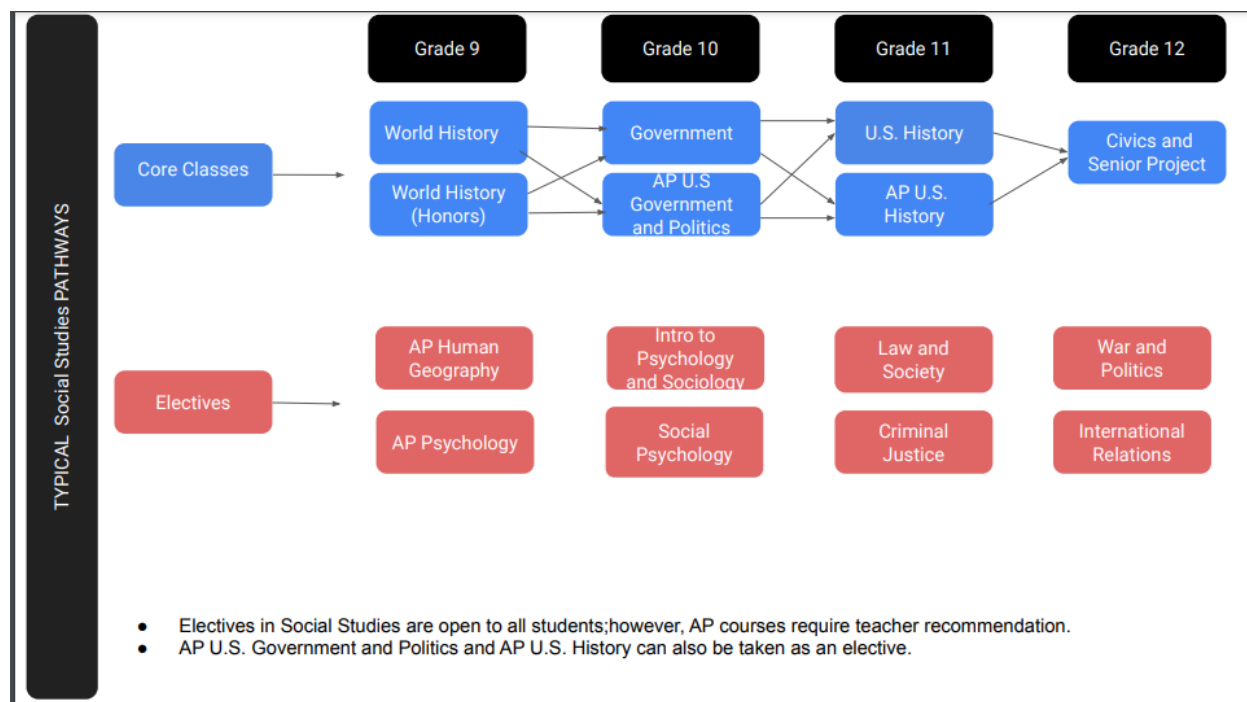
The Marine Tech class, aligned with the American Boat and Yacht Council (ABYC) standards, offers students in grades 10-12 a comprehensive exploration of the skills and knowledge necessary for careers in the marine industry. This hands-on course covers a wide range of topics, from boat maintenance and repair to safety protocols, electrical systems, and more. Students will have the opportunity to work with real boats and gain valuable experience applicable to various marine trades

838 PBL: INTERDISCIPLINARY EXPLORATION OF NARROW RIVER

2 credits
Pass/Fail
Grades 11-12

The Pettaquamscutt River, also known as Narrow River, is a focal point in Narragansett. This flowing body of water will be the focus of this collective-style, project-based learning course. In this class, which meets for a full day every other day, students will have opportunities to develop skills related to collaboration, communication, citizenship, creativity, character, and critical thinking. Students will work interdependently and synergistically in teams to explore the river and its surrounding areas during frequent off-site experiences, including field trips, hands-on inquiry sessions, scientific investigations, interactions with industry professionals, and more. Students will search for and record meaningful data related to the river's history and its current status, as well as investigate its flora and fauna. Additionally, students will determine ways in which the Narrow River impacts the local and regional communities. Students in this course will work according to a newly-structured, untraditional, and flexible schedule, and will demonstrate their knowledge and skills by creating a final product or presentation, as well as show mastery of English and Science standards.

SOCIAL STUDIES



914 GOVERNMENT

1 Credit
Level 2
Grade 10

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 through an in-depth study of the three branches of our government. Students explore the Rhode Island Constitution and state government. This course has an emphasis on reading and analyzing foundational documents such as the Magna Carta, Mayflower Compact, Federalist 51, Brutus I, the United States Constitution, the Rhode Island Constitution, and landmark United States 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.

919 AP GOVERNMENT and POLITICS

1 Credit
Level 1
Grade 10

Designed for highly motivated, independent learners who wish to prepare for the AP exam, this course offers an introduction to constitutional democracy, civil liberties/civil rights, American political culture and beliefs, political participation, and interaction among the branches of the U.S. government. In order to be successful, students should possess excellent reading and writing skills. Throughout the course, students are responsible for reading and analyzing foundational documents including Supreme Court decisions and the Federalist Papers. In addition, students will regularly write evidence-based arguments and complete an applied civics or politics research-based project. Upperclassmen who wish to earn college credit may take the course as an elective.

923 WORLD HISTORY

1 Credit
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
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
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
Level 1
Grades 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

½ Credit
Level 2
Grades 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 AND SOCIETY

½ Credit
Level 2
Grades 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 and POLITICS

½ Credit
Level 2
Grades 10-12

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.

XXX INTERNATIONAL RELATIONS

½ Credit
Level 2
Grades 10-12

This semester course will examine current international issues through the lens of international political institutions like the United Nations. Students will analyze global events that dominate the news, with a focus on how international organizations respond to crises throughout the world. Class discussions will be in the format of the United Nations, so that students can focus on discussion and creating solutions for major issues that impact the world.

944 INTRODUCTION TO PSYCHOLOGY and SOCIOLOGY

½ Credit
Level 2
Grades 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 PSYCHOLOGY

½ Credit
Level 2
Grades 11-12

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. Topics to be studied include psychology research methods, the self, social perception, social cognition and information processing, attitudes and persuasion, prejudice, social influence and group behavior, aggressive behavior, helping behavior, and applied social psychology. Emphasis is placed on both collaborative and independent learning in this class.

947 ADVANCED PLACEMENT PSYCHOLOGY

1 Credit
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.

100949 AP HUMAN GEOGRAPHY

1 Credit
Level 1
Grade 9-12

In this course using the tools and thinking processes of geographers, students will explore how humans have understood, used, and changed the surface of Earth. Each unit will examine a different pattern including: patterns of human population, migration, culture, politics, economics and rural and agricultural land use. Using real-life scenarios, students will focus on the skills of connecting geographic concepts and processes and understanding information shown in maps, tables, charts, graphs, infographics, images, and landscapes. In addition, students will focus on skills such as using geographic scales to develop an understanding of spatial relationships and using visual sources, such as maps, to recognize patterns and trends in data and drawing conclusions from them.

956 CIVICS and THE SENIOR PROJECT

1 Credit
Level 2
Grade 12

This course focuses on civics in action. Building on their understanding of the purpose, structure, and function of government in the United States from their Grade 10 Government course, students explore the characteristics of American political culture and the importance of their active participation as citizens. This course demonstrates for students the impact of civic engagement by examining 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. Ultimately, students learn how to use their power as creative problem-solvers, effective communicators, and responsible citizens to bring about positive change in society.

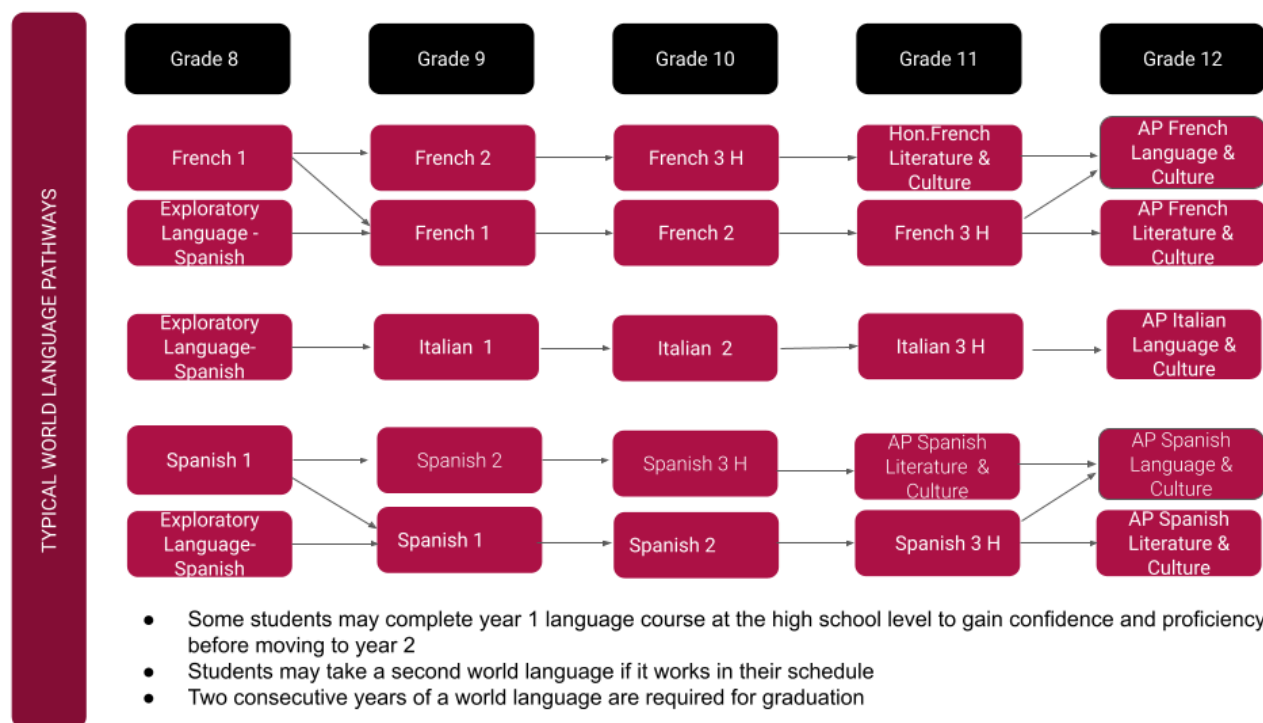
Within the context of civics education, students refine the skills necessary for success on their Senior Project. This course provides guidance and support for all aspects of the Senior Project with the exception of the senior research paper.

950 TRAVEL THE WORLD

½ Credit
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 and 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 make presentations covering all continents. This exciting course will be offered each semester and is open to all students.

WORLD LANGUAGES



411 FRENCH I
413 SPANISH I
415 ITALIAN I

1 Credit
 Level 2
 Grades 9-12

First year language courses provide students with a sound basis for acquiring the language as it is spoken and written today. Emphasis is placed on providing comprehensible and contextualized interpretative reading and listening experiences, leading to writing and speaking at a novice-mid level. Every effort is made to provide students opportunities for self-expression in concrete situations. By the end of the course, the student should have mastered many of the basic features in everyday conversation and writing on both very familiar and everyday topics. Along with the language, many cultural aspects, customs, geography, and places of interest are introduced.

421 FRENCH II
423 SPANISH II
425 ITALIAN II

1 Credit
 Level 2
 Grades 9-12

Second year language courses are designed to strengthen and expand the skills acquired during the introductory course. Therefore, mastery of the skills and vocabulary presented in the first year is expected. Emphasis is placed on providing comprehensible and contextualized interpretative reading and listening experiences, leading to writing and speaking at a novice-high level. The student begins to create with the language and express himself/herself more independently and elaborate more. Interpretive reading and listening become more extensive and further introduces the student to target culture, civilization, history, and geography.

431 FRENCH III Honors
433 SPANISH III Honors
435 ITALIAN III Honors

1 Credit
Level 1
Grades 10-12

Third year language courses continue to intensify the skills acquired during the second year course. Therefore, mastery of the skills and vocabulary presented in the second year is expected. Emphasis is placed on providing comprehensible and contextualized interpretative reading and listening experiences, leading to writing and speaking at an intermediate-low level. The student will continue to expand their use of the language to communicate about broader topics, using more complex sentences and expressions. Interpretive reading and listening will introduce students to target culture's perspectives and products. Use of the AP topical themes will serve as a guide for the curriculum.

XXX HONORS FRENCH LITERATURE & CULTURE

1 Credit
Level 1
Grades 11-12

French Literature and culture is equivalent to a college level introductory survey course of literature written in French. Students continue to develop their interpretive, interpersonal, and presentational skills in French language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, poetry, and films from France, its overseas departments, and African authors along with other non-required texts.

XXXAP SPANISH LITERATURE & CULTURE

1 Credit
Level 1
Grades 11-12

AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.

442 AP FRENCH LANGUAGE & CULTURE

1 Credit
Level 1
Grades 11-12

AP French Language and Culture is equivalent to an intermediate level college course in French. Students cultivate their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges.

445 AP ITALIAN LANGUAGE & CULTURE

1 Credit

Level 1

Grade 12

AP Italian Language and Culture is equivalent to an intermediate level college course in Italian. Students cultivate their understanding of Italian language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges.

453 AP SPANISH LANGUAGE & CULTURE

1 Credit

Level 1

Grades 11-12

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

950 TRAVEL THE WORLD $\frac{1}{2}$ Credit

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 and 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 make presentations covering all continents. This exciting course is open to all students.

“Education is the passport to the future for tomorrow belongs to those who prepare for it today.”

~~Malcolm X

