

**Cranston Public Schools**  
**Cranston, Rhode Island 02910**

**High School Program of Studies**  
**2016– 2017**



**Cranston High School East**



**Cranston High School West**



**Cranston Area  
Career & Tech Center**



**New England Laborers/CPS  
Construction & Career Academy**

This catalog includes information about academic programs and policies, as well as course descriptions.



# Cranston Public Schools

## 2016-2017 Leadership



### Cranston School Committee

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### District Administration

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*Assistant Superintendent of Schools*

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*Chief Operating Officer*

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*Executive Director of Educational Programs & Services*

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*Executive Director of Pupil Personnel Services*

James Dillon  
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*Assistant Principal*

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## **The mission of Cranston Public Schools:**

In partnership with families and community, Cranston Public Schools will empower all students to achieve academic and personal excellence, exhibit persistent effort and live as resourceful, inquiring and contributing global citizens.

## **The vision of Cranston Public Schools:**

Our vision is to be a top-ranked learning community that graduates productive, caring citizens who are prepared to succeed in a global society.

### **Core Values:**

- All students can learn
- Public education is central to our democracy
- Engaging the student's family and the community in the education process enhances learning and academic achievement
- We are responsible for building and maintaining high performing organizations that ensure all students will successfully acquire the knowledge, skills and values necessary for success
- Our principals and teachers make the critical difference in student achievement

### **Core Beliefs:**

- Providing all students with the opportunity to perform to their fullest potential and eliminating the achievement gap
- Giving all students access to a well-rounded, rigorous curriculum that is research-based and data driven
- Preparing all students to be successful in institutions of higher learning or the workforce without a need for remediation
- Encouraging and providing engagement opportunities for all students' families
- Embracing our community's diversity and using it to enhance the educational environment
- Partnering with community members to maximize student learning
- Ensuring that an effective principal leads every school
- Ensuring that an effective teacher instructs each class
- Providing resources for relevant professional development
- Providing safe and orderly learning and working environments
- Operating effectively and efficiently with fiscal accountability
- Securing and allocating adequate and appropriate resources to meet the needs of all children

## **Academic Expectations**

The Cranston High Secondary School graduate exhibits, across all content areas, proficiency in:

### **Communication Skills**

All students will evidence a comprehension of complex literary and informational texts, appropriate academic vocabulary, and accurate grammar, through the techniques of:

1. Argument Writing
2. Narrative Writing
3. Informational Writing
4. Speaking and Listening
5. Performance/Visual Arts

### **Problem Solving and Critical Thinking Skills**

All students will evidence the guiding principles of focus and coherence of these skills through the techniques of:

1. Functions and Algebra
2. Geometry
3. Scientific Inquiry
4. Technology/Engineering Design

Each of the above referenced expectations is accompanied by a corresponding rubric. These rubrics will be used across content areas by all CPS secondary school teachers and students to measure progress toward achieving proficiency in these Academic Expectations.

## **Social Expectations**

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

Evidence of meeting this social expectation will be found in the annual collection of individual student information related to:

- Citizenship
- Effort
- Attendance
- Discipline

## **Civic Expectations**

The Cranston High School Graduate is a contributing member of the community, and as such functions as an informed, involved citizen who advocates for positive changes in our community and surrounding environments. Evidence of meeting this civic expectation will be found in the annual collection of individual student information related to:

- Participation in various school activities
- Completion of Community Service

## **Proficiency-Based Graduation Requirements (PBGR)**

The Rhode Island Department of Education (RIDE) has developed requirements to ensure that all students across the state successfully complete a rigorous high school program that renders them college and career ready. A Cranston High School diploma is the official recognition that a student has met RI's and Cranston's graduation requirements and has demonstrated the necessary proficiencies to graduate. Proficiencies in academic areas will be based on adopted state and national standards, in conjunction with the Applied Learning Standards, as set by the Rhode Island Board of Education. Proficient performances for graduation are necessary in each of the six core academic areas: English language arts, mathematics, science, social studies, technology, and the arts. Students will be assessed on the completion of a Cranston Graduation Portfolio, common course assessments, and community service requirements. These requirements for a Cranston High School Diploma are consistent with Rhode Island Board Of Education regulations.

- Successful completion of required coursework
- Successful completion of Comprehensive Course Assessments
- Successful completion of the Graduation Portfolio & Presentation
- Successful completion of Community Service
- Maintenance of an Individual Learning Plan (ILP)
- Participation in State assessments in Reading and Mathematics

*\*For further detail, see "CPS PBGR Handbook"*

## **Course Credit Requirements**

<b>CONTENT AREA</b>	<b>24 Credits</b>
English Language Arts	4 Credits
Mathematics	4 Credits (1 Credit may be in an Applied Mathematics course <sup>++</sup> )
Science	3 Credits
Social Studies	3 Credits (1 Credit <u>must</u> be in US History)
Physical Education	1 Credit Total: 0.25 Credit each year in Physical Education
Health	1 Credit Total: 0.25 Credit each year in Health Education
Fine Arts	0.5 Credit
Computer Technology	0.5 Credit
Financial Literacy	0.5 Credit
Electives	The remaining <b>6.5</b> Credits should be selected in conjunction with the student's school counselor and family, while considering the student's goals and objectives to meet graduation requirements.

<sup>++</sup>*Cranston Public Schools will publish a list of acceptable courses from which students may select to meet the 4th Credit in mathematics.*

## **Graduation Portfolio & Comprehensive Course Assessment System**

All courses included in this program of study have been aligned to standards and include District-wide assessments. This assessment system is intended to provide students a pathway to demonstrating proficiency in all academic expectations. Students must maintain a collection of artifacts from these assessments (graduation portfolio) and will make a presentation in the senior year.

*\*Please see CPS PBGR Handbook for additional details for this graduation requirement.*

## Community Service

Students are required to complete a minimum of 20 hours of community service over the high school career. It is anticipated that all students complete this requirement by the 2<sup>nd</sup> quarter of the Senior Year. Hourly log sheets must be signed by a representative of the Community Service partner and are the students' responsibility.

*\*Please see CPS PBGR Handbook for additional details for this graduation requirement.*

## Individual Learning Plan (ILP)

Students create and maintain an ILP during scheduled Personalization Advisory Sessions and reference it when planning with their families, guidance counselor, and support staff. The ILP is meant to be a blueprint for planned learning activities that support academic, personal and social goals. Students work with advisors to develop an ILP utilizing structured tasks.

*\*Please see CPS PBGR Handbook for additional details for this graduation requirement.*

## State Assessment System

The RI Department of Education is required to assess all students in English Language Arts and mathematics as mandated by the United States government (see "Every Student Succeeds Act (ESSA)" at [www.ed.gov](http://www.ed.gov)). Cranston Public Schools students are required to participate in these assessments and are encouraged to do their best as a matter of pride and principal.

*\*Please see CPS PBGR Handbook for additional details for this graduation requirement.*

## Choice of Academic Program

In keeping with the philosophy of Cranston Public Schools, students are strongly encouraged to pursue a challenging and meaningful academic program. This is the best way to take advantage of available opportunities at school and best attain your future goals. This Program of Studies has been developed over a number of years in an attempt to meet students' needs. Students and families should work closely with a guidance counselor to select appropriate courses that are consistent with the goals set in the ILP, as well as the student's interests.

### Full-time program

- Students are required to be enrolled in a full-time program including 7 credits of coursework
- Students must take English Language Arts, mathematics or applied math, and physical education/health each year.
- Students must take a minimum of four (4) major courses (classes meet 6x per cycle)
- Students may take a maximum of three (3) courses in any one department
- Seniors must pass three major courses, regardless of the number of previous credits

*Note: Any need to make exception to the above requires an "Alternate Learning Plan" which must be approved by the Superintendent of Schools.*

### Changes in Academic Program (Add/Drop)

In the spring semester, students review courses for the upcoming school year with their families and make course requests with a guidance counselor. A master schedule is then designed in an effort to accommodate every request possible. It is important that you carefully select courses necessary for the accomplishment of your ILP goals since program changes may prove to be impossible after the master schedule is complete.

**During the Summer:** Program changes between school years may be necessitated by failing courses and/or completing courses in summer school. These changes are facilitated by the guidance staff but are the responsibility of each student.

### During the School Year:

- Once the academic year has begun, students have approximately 10 school days (date set annually) for open enrollment. Students may make schedule change requests with a guidance counselor during this time. Changes may be limited by class availability and schedule conflicts.
- **After the Open Enrollment period has ended, students will only be allowed to make a program change based on necessity and only with the approval of the AP for Academic Affairs.**
- By school policy, a student may not drop or change a course for reasons of homework, teacher, location of the classroom, or time of class.
- Students enrolled in a class for which specific permission was required, may not make a change of program without the approval of the Principal or AP for Academic Affairs.
- Senior students who have previously submitted transcripts to colleges will not be permitted to make program reductions or modification without first receiving the endorsement of the college.
- Full year courses dropped after the issuance of first quarter grades will result in a W (withdrew) for the final grade and becomes a permanent part of the student's record (NOT INCLUDED on the transcript).
- If a full year course is dropped after the 2<sup>nd</sup> quarter progress report, the student will receive a first semester grade. Based on that grade, the student will receive a final grade of WP (withdrew passing) or WF (withdrew failing) which becomes a permanent part of the student's record (INCLUDED on the transcript).

*\*College preparatory students should be aware that colleges do not look favorably upon withdrawal grades unless there is a truly unique and compelling reason. Colleges may request an explanation for the withdrawal be included as part of the application process.*

### Daily and Class Attendance

Students are expected to be in attendance and prepared to fully participate in the educational process daily. Unauthorized absences will impact the grade, grade point average, class rank, and even eligibility for some activities. Unauthorized absence, chronic tardiness, and failure to report to assigned classes are violations of school regulations and will be dealt with in accordance with the *CPS Student Handbook*. (*\*Be sure to review the Cranston Public Schools Attendance Policy No.113.*)

## Grade Level Placement

Grade placement is a reflection of credits earned at the end of a school year as well as progress toward meeting standards in English Language Arts and Mathematics.

- Grade 9 Pass three core subjects offered in Grade 8 - English, Math, Social Studies and Science
- Grade 10 5 credits total or 4 credits if successfully completed English 9.
- Grade 11 11 credits total or 10 credits if successfully completed English 10.
- Grade 12 18 credits total or 17 credits if successfully completed English 11.

## Accelerated Graduation/Dual Enrollment

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

## Independent Study

Directed independent study may be arranged for students seeking to do advanced study in an area in which he or she has already demonstrated proficiency. In this case, the student must find a teacher to provide the program and supervision.

- Students must be in 12<sup>th</sup> grade and in good academic standing to be considered for an independent study
- Maximum of one minor (3x per cycle) may be scheduled
- Each independent study can earn one half credit (0.5) maximum
- The independent study will not be awarded “honors” credit (standard GPA only)
- Students may have only one (1) independent study scheduled at a time
- Independent Study will be included on the student’s transcript
- All Independent Studies must be approved by the Principal or Assistant Principal for Academic Affairs

## Transfer Credits

Students entering Cranston high schools for the first time should have an academic record. This record is used for class placement and for determining credits earned to-date. If the official record from the sending school does not clearly show course credit, credit will be awarded in accordance with the receiving high school’s schedule. For example, physical education would award 0.25 credit, one semester courses would award 0.50 credit, etc.

Students may transfer up to 8 credits per school-year.

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

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

## Credit Recovery / Enrichment

Students in need of recovering credits may do so in a variety of ways including taking classes at the Cranston Summer School, the Cranston Alternate Learning Program, a college or community college or with an accredited online program. Students may also choose to enrich their academic experiences, as well as enhance their transcripts, by doing the same. In all cases, if a student wishes to take a course that he or she wants to include toward graduation and appear on the transcript, permission from the Principal or Assistant Principal for Academic Affairs must be granted BEFORE the class is taken. Although credit will be awarded, at no time will these classes be included in the student’s GPA.

## Marking System and Grade Reporting

### Report Cards

Report cards are issued four times a year, at the end of each quarter.

The first three report cards must be acknowledged by the parent/guardian of all minor students.

A letter grade system (A-F) is used in all classes for the determination of final credit, grade point average and rank calculation.

ACADEMIC AVERAGE	GRADE	DESCRIPTION	Quality Points		ACADEMIC AVERAGE	GRADE	DESCRIPTION	Quality Points	
			Standard	Honors				Standard	Honors
97-100	A+	Superior	4.30	5.30	65-69	D	Poor	1.00	1.00
93-96	A	Excellent	4.00	5.00	50-64	F	Failure (Summer School Eligible)		
90-92	A-	Outstanding	3.70	4.70	00-49	F-	Low failure (Summer School NOT Eligible)		
87-89	B+	Very good	3.30	4.30		S	Satisfactory (Credit)		
83-86	B	Good	3.00	4.00		U	Unsatisfactory (No Credit)		
80-82	B-	Above average	2.70	3.70		W	Withdrew (No Transcript)		
77-79	C+	High average	2.30	3.30		WP	Withdrew Passing (Transcript)		
73-76	C	Average	2.00	3.00		WF	Withdrew Failing (Transcript)		
70-72	C-	Low average	1.70	2.70		M	Excused Medical (PE)		

A proficiency scoring system (0-4) is used for reporting Performance Tasks and Comprehensive Course Assessments. A conduct (1-2-3) scoring system is used to report Effort and Citizenship.

<u>Task Score</u>	<u>Description</u>	<u>Conduct</u>	<u>Description</u>
4*	Proficient with Distinction	1	Excellent
3*	Proficient	2	Good
2	Nearly meets Proficiency	3	Poor
1	Does not meet Proficiency		
0	Task was not attempted		

\*Task may be uploaded to the Graduation Portfolio

\*Students with 3 or more "3-Poor" scores in Citizenship are ineligible (see "Eligibility")

### **Academic Progress Reports**

The Academic Progress Report is issued at the midpoint of each marking period. The primary purpose of the Academic Progress Report is to indicate danger of failing, a cumulative drop of two or more grades, or other problems that may have an impact on a student's academic success. The secondary purpose of the Academic Progress Report is to allow teachers the opportunity to make commendable comments on a student's academic progress.

*\*Failure to receive an Academic Progress Report does not assure a passing grade.*

### **Grade Point Average**

Grade Point Average (GPA) is calculated on the quality points for the grade earned for each course awarding .50 or more credit and graded on the A-F scale. Quality points are totaled and then divided by the number of credits attempted. Courses noted as "Honors", "Early Enrollment" or "Advanced Placement" receive an additional quality point for any grade of C- or better (see above). Quality points are prorated by the credit for the course.

### **Honor Roll**

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

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

### **Class Rank**

The **Career** GPA is calculated after each marking period and includes all GPA courses taken during high school. After each calculation the student is assigned a class rank; the student with the highest GPA is the number one student. Students with identical GPA's have identical class ranks. Once the class rank is determined, it is used on all transcripts until a new rank is determined.

### **Honor Societies**

Membership in the National Honor Society is first determined following the first semester of the junior year. Students must have a minimum cumulative GPA of 3.50 and have the endorsement of a screening committee that will take into account such factors as character, leadership, and service. Membership is reviewed again following the first semester of the senior year.

Membership in other honor societies is determined by the code of the group. Membership in the:

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

### **Eligibility for Extra-Curricular Activity Participation**

In order to be eligible to participate in extra-curricular activities, including but not limited to interscholastic/intramural athletics, school or class council, and school events, a student must...

- be a full-time student in good standing
- be passing a minimum of 60% of all courses that meet during the marking period based on credits
- have no more than two (2) "3-Poor" scores in Citizenship
- have no more than 8 unexcused tardies for the quarter

Eligibility is determined at the end of each quarter after Report Cards are distributed

*For appeals and questions, see the AP for Academic Affairs or a guidance counselor.*

### **Guidance Services & Student Support**

Guidance services are provided by certified school counselors who provide continuous educational assistance to each student to deal with normal educational, personal, social, and career concerns. School counselors are responsible for helping students and families with course selection, program modification, assistance with post-secondary planning, and assistance with referrals to meet special needs. Guidance counselors hold individual conferences periodically during the year but students are encouraged to request an appointment whenever the need arises or there is a question. Request forms for this purpose are available in all homerooms and in the Guidance Office. You may also request an appointment with the Assistant Principal for Academic Affairs at any time including the summer. Full time social workers are available to address emotional, psychological, social, and environmental issues which may impact learning. Services to students and their families include individual and group counseling, special education evaluations, crisis intervention, liaison with the home, knowledge about and referral to appropriate social agencies, consultation and support for staff as needed. Parents wishing to meet with the counselor should also call for an appointment.

## Parent-School Conferences

Parents-teacher conferences can be arranged by calling the school's Guidance Office. Please allow adequate time for a conference to be scheduled (at least 48 hours). Students and counselors are not required to sit in on all parent-teacher conferences, but are certainly available to do so if requested by the teacher, student, or parent. Parents are also invited to arrange for phone conferences with a teacher if a personal conference is not possible.

## Tutoring / Home Instruction

Students who are absent from school in excess of thirty (20) consecutive school days due to extreme circumstances may be eligible for home instruction for up to five subjects. Parents should contact the guidance counselor for information.

## Special Education

The Special Education Departments at Cranston High Schools offer a range of support services and programs to meet the unique needs of students with special needs. Related services such as Speech Therapy, Adaptive Physical Education, Counseling Services, Physical Therapy and Occupational Therapy are available. Additional services are available as needed and identified by the IEP. Although specific services and programs are outlined in the Individual Education Program, a program continuum offers the least restrictive environment to meet the individual student's needs.

Students may also participate in transition activities as well as vocational evaluations to assist them in post-secondary planning. On and off campus work site experiences are available as appropriate for individual students as determined by IEP team.

## Examination of Records

Official school records are available for the parent/guardian and/or student to review upon request. This should be done by appointment with a guidance counselor. This record contains demographic information, courses and grades, grade point averages, and some test scores. It is the only thing that remains in the school after you graduate or leave school.

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

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

## Release of Records

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

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

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

## College Selection

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

Assistance in this process is available from several sources but all do require you to assume responsibility and initiative. After all, college itself requires those traits! Apps and websites can suggest possible colleges for you. Handbooks and catalogues are available for your use and many colleges send representatives to the high school to acquaint students with their schools. Access to all these opportunities is available by signing up in the Guidance Office.

## Financial Aid / Scholarships

College is clearly expensive and the reality is, sometimes students must compromise their goals because of cost. However, it is also a fact that financial aid is often more available to students with outstanding high school records and to students who assume leadership roles in school and the community. Financial aid is not guaranteed and will not come and find you! Parents are urged to start financial aid planning as early as grade 7. At the very least, senior students/parents seeking financial aid and/or scholarship information for post-secondary educational purposes should:

- Obtain and complete the Free Application for Financial Student Aid form (FAFSA)
- Review college catalogs for opportunities offered by the individual colleges.
- Contact colleges for additional requirements and possibilities.
- Look for other opportunities online, in the school bulletin and school website. Listen to school announcements.
- Adhere to strict deadlines!!!

## English Department

001	English 9 Honors	Credit: 1.00	PBGR: English
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Prerequisite: Teacher Recommendation

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

002	English 9	Credit: 1.00	PBGR: English
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Prerequisite: Teacher recommendation

This course is designed for motivated students who enjoy reading and analyzing texts. Students are exposed to world literature including fiction, non-fiction, poetry and drama. In addition to in-depth literary discussions conducted in class, independent quarterly reading assignments are required. Students are involved in an intensive writing program that includes all forms of essay writing including the analytical literary response which helps develop students' higher order thinking skills and also fosters discovery of connections between students' lives and the literature. Vocabulary building continues, and grammar and mechanics are reviewed as necessary.

003	English 9	Credit: 1.00	PBGR: English
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Prerequisite: Teacher recommendation

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

010	English 10 Honors	Credit: 1.00	PBGR: English
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Prerequisite: English 9 Honors or teacher recommendation

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

011	English 10	Credit: 1.00	PBGR: English
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Prerequisite: English 9 (002) or teacher recommendation

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

012	World Literature	Credit: 1.00	PBGR: English
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Prerequisite: English 9

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

## English Department

013	English 10	Credit: 1.00	PBGR: English
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Prerequisite: English 9

Communication skills and analytical thinking are stressed in this course. The reading program employs strategies designed to enhance comprehension needed for success in both English classes and other school subjects. Quarterly independent readings will be required. The writing component focuses upon organization of ideas to help with clarity in both writing and speaking. Competency with grammar, mechanics, and vocabulary will also be stressed. To reinforce student motivation, the reading materials will be geared toward students' interests and include fiction, non-fiction, drama, and poetry.

020	English 11 Honors	Credit: 1.00	PBGR: English
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Prerequisite: English 10 Honors or teacher recommendation

This American literature survey course targets extremely motivated students. It carries extra quality points in the computation of class rank, and work requirements exceed other grade 11 English classes. Students must enjoy challenging reading and writing assignments and feel comfortable working independently. In addition to an in-depth summer reading assignment, extensive independent readings are required. The 11 Honors student must be adept at critically analyzing both fiction and non-fiction materials dating from the colonial period of American history to the present. It is expected that students at this level must be able to complete both informational and analytic research papers. Mastery of grammar and mechanics is expected. In addition, vocabulary building is stressed.

021	English 11	Credit: 1.00	PBGR: English
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Prerequisite: English 10 (011) or teacher recommendation

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

022	American Literature	Credit: 1.00	PBGR: English
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Prerequisite: World Literature or teacher recommendation

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

023	English 11	Credit: 1.00	PBGR: English
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Prerequisite: English 10

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

030	English 12 AP	Credit: 1.00	PBGR: English
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Prerequisite: English 11 Honors or teacher recommendation

This course focuses on preparing students for the AP English Literature and Composition Exam. It is designed for the truly motivated student of proven performance and ability and carries extra quality points in the computation of class rank. The teacher serves as discussion leader, questioner, and critic who supports the student in taking responsibility for his/her own learning. The student must be self-motivated since many of the readings are done independently. The content is based upon a survey of British literature including drama, poetry, fiction and non-fiction. An intensive summer reading project is required, and coursework includes both in-depth research papers and projects. At this level, it is assumed that students are both accomplished readers and writers who enjoy and excel at literary analysis.

## English Department

031	English 12 Honors	Credit: 1.00	PBGR: English
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Prerequisite: English 11 Honors or teacher recommendation

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

032	English 12	Credit: 1.00	PBGR: English
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Prerequisite: English 10 (012) or teacher recommendation

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

033	British Literature	Credit: 1.00	PBGR: English
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Prerequisite: American Literature or teacher recommendation

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

034	English 12	Credit: 1.00	PBGR: English
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Prerequisite: English 11

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

041	Media Studies I	Credit: 1.00	PBGR: Computer Technology
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Prerequisite: Teacher recommendation

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

042	Media Studies II	Credit: 1.00	PBGR: Computer Technology
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Prerequisite: Media Studies I or teacher recommendation

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

## English Department

043	Media Studies III	Credit: 1.00	PBGR: Computer Technology
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Prerequisite: Media Studies II or teacher recommendation

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

044M	Mirror-Mirror	Credit: 0.50	PBGR: Elective
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Prerequisite: Teacher recommendation

The focus of student learning is on the analysis of television shows that are geared towards a teen audience. Students examine the various themes presented, as: discrimination, self-image, enhancement drugs, etc. Research is conducted on these themes (and topics) by reading informational text in both print and electronic formats and listening to soundtracks in preparation for assignments on theme/analysis. Students' will not only enhance reading fluency and multi-genre writing, but also strengthen oral and media supported presentation skills.

045S	Writing to Inform & Explain EE	Credit: 0.50	PBGR: Elective
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Prerequisite: English 11 H or teacher recommendation

English 12 Writing to Inform and Explain (URI Writing 104) is an elective writing course that offers students the opportunity to earn simultaneously one semester of college preparatory credit and three hours of college credit from the University of Rhode Island. This college freshman course focuses upon writing emphasizing the sharing of information and the varieties and strategies of expository writing for differing audiences and situations. The three college credits are often, but not guaranteed, transferable to other colleges and universities. (Taken in succession with 046S)

046S	Creative Writing Honors	Credit: 0.50	PBGR: Elective
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Prerequisite: English 11 H or teacher recommendation

English 12 Writing to Inform and Explain (URI Writing 104) is an elective writing course that offers students the opportunity to earn simultaneously one semester of college preparatory credit and three hours of college credit from the University of Rhode Island. This college freshman course focuses upon writing emphasizing the sharing of information and the varieties and strategies of expository writing for differing audiences and situations. The three college credits are often, but not guaranteed, transferable to other colleges and universities. (Taken in succession with 045S)

047M	Imaginative Writing	Credit: 0.50	PBGR: Elective
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Prerequisite: None

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

048M	Public Speaking	Credit: 0.50	PBGR: Elective
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Prerequisite: None

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

## English Department

049	Timely Journeys	Credit: 1.00	PBGR: Elective
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Prerequisite: English 10 (011) or teacher recommendation

Long before and certainly since H.G. Wells fictionally presented it as a 4th dimension to be conquered, and Einstein offered it in scientific terms, time has been loved and hated, admired and derided, accepted and challenged by the human species. Realistic, illusory, mysterious, fantastic and fanciful impressions of time will be examined and designed through a variety of artistic endeavors, including: the written word, film, and the world of fine art. Timely Journeys invites the participant to explore both the internal and external enormity of time. Validated Common Tasks are required and are to be inserted in the Digital Portfolio System: Two in E/LA and Two in Fine Arts. This elective course thematically focuses on the concept of time in a variety of artistic endeavors. It is designed to elicit active participation in the reading and design of creative narratives; the critical evaluation of film; an aesthetic appreciation for artistic design and form; the value of dialogue; and the power of the written and spoken word in a literate and artistic community. The course is offered for Juniors and Seniors who have successfully completed their sophomore or junior year and have received recommendation of a faculty member (the latter includes members of the Guidance Dept.)

050	Intro to Theater	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: None

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

051	Advanced Theater Honors	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Intro Theater and teacher recommendation

This course is designed for students who are considering more specialized study in some particular area of theater. Students will participate in projects, research discussions and special activities. Theater history will be included. A considerable amount of reading and writing will be required. Students who demonstrated exemplary performance in all aspects of Introduction to Theater, may choose to enroll in 051. Extra, in-depth work is required including attendance at out-of-school theater productions and critiques of those productions.

052	Advanced Theater	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Intro Theater and teacher recommendation

This course is designed for students who are considering more specialized study in some particular area of theater. Students will participate in projects, research discussions and special activities. Theater history will be included. A considerable amount of reading and writing will be required. Students who demonstrated exemplary performance in all aspects of Introduction to Theater, may choose to enroll in 051. Extra, in-depth work is required including attendance at out-of-school theater productions and critiques of those productions.

053	Acting-Directing I Honors	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Teacher Recommendation

This course provides students with a continuation of the introductory course with a particular focus on performing and directing. Intensified training in physical movement, vocal expression, and basic acting techniques are stressed. Students will practice a variety of theatrical styles and ensemble theater work. This course has been designed for motivated students who have demonstrated exemplary performance in the previous course level. Students must be comfortable working independently. It is expected that students must be able to complete individual research projects and present findings to their peers. Extended learning opportunities will be required to work with the school and community at large.

054	Acting-Directing I	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Intro Theater and teacher recommendation

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

## English Department

055	Acting Directing II Honors	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Teacher Recommendation

This course offers second year study for additional credit at the discretion of the teacher. Students will continue intensified training in physical movement, vocal expression, and acting styles from a variety of global sources. Students will continue to practice a variety of theatrical styles and ensemble theater work. Emphasis will also include preparing students for post secondary college auditions that require an audition component of contrasting monologues, resume, and other supporting documentation. This course has been designed for motivated students who have demonstrated exemplary performance in the previous course level. Students must be comfortable working independently. It is expected that students must be able to complete individual research projects and present findings to their peers. Extended learning opportunities will be required to work with the school and community at large.

056	Acting-Directing II	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Acting/Directing I

This course offers second year study for additional credit at the discretion of the teacher. Students will continue intensified training in physical movement, vocal expression, and acting styles from a variety of global sources. Students will continue to practice a variety of theatrical styles and ensemble theater work. Emphasis will also include preparing students for post secondary college auditions that require an audition component of contrasting monologues, resume, and other supporting documentation. This course has been designed for motivated students who have demonstrated exemplary performance in the previous course level. Students must be comfortable working independently. It is expected that students must be able to complete individual research projects and present findings to their peers. Extended learning opportunities will be required to work with the school and community at large.

061	Theater Design & Production I	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Intro to Theater

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

063	Theater Design & Production II	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Theater Design & Production I

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

065M	Theater-Costume Design	Credit: 0.50	PBGR: Fine Arts
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Prerequisite: Intro to Theater

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

## English Department

067M	Theater-Set Design	Credit: 0.50	PBGR: Fine Arts
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Prerequisite: Intro to Theater or Basic Art & Design

This course focuses upon the artistic aspects of theater production. Elements of scenic design will be explored and applied to the theater production scheduled for the semester. Students will study the work being produced under the direction of the theater instructor. The art instructor will then help them design the prop/stage layouts, build the models, and complete the final backdrops. The work students produce both individually and in groups will be the basis for their final evaluation. In Set Design II, students are allowed the opportunity to apply the knowledge of the elements of set design and set creation that they gleaned through their participation in Set Design I. They will be afforded a greater opportunity to broaden their liberal arts background through the increased study of different historical and cultural perspectives which are essential in the theatrical design process. This advanced course would also increase the students' opportunity to enhance their role in their own learning, and through the repeated and guided practice afforded students, they will be able to develop autonomy in their creative abilities and skills.

085M	Writing Lab I	Credit: 0.50	PBGR: Elective
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Prerequisite: None

This course is designed for motivated students who wish to improve their analytical thinking and writing skills. It begins with a review of basic writing and editing skills such as sentence and paragraph construction and revising. The focus of this course then shifts to analytical thinking and writing based on a series of fiction and non-fiction readings.

086M	Writing Lab II	Credit: 0.50	PBGR: Elective
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Prerequisite: None

This is the second year of Writing Lab. It focuses on analytical thinking and writing based on prose; however, the focus of the course is the production of thoughtful, well-written, well-documented essays and papers including narrative, persuasive, and those that are research based. \*These sequential Writing Lab courses, I & II, are designed to improve the writing proficiencies of students having difficulties achieving proficiencies.

## ESL Department

090	English I - ESL	Credit: 1.00	PBGR: English
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Prerequisite: None

This is a course for Entering English Language Learners. Students are introduced to various forms of writing as well as practice in grammar and vocabulary. The course develops and reinforces school and life survival skills. Emphasis is also placed on higher order thinking skills. It focuses on the four language components of speaking, listening, reading and writing.

091	English II - ESL	Credit: 1.00	PBGR: English
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Prerequisite: None

This is a course for Emerging English Language Learners. Students are introduced to various forms of writing as well as practice in grammar and vocabulary. The course develops and reinforces English language acquisition skills. Emphasis is also placed on higher order thinking skills. It focuses on the four language components of speaking, listening, reading and writing.

092	English III - ESL	Credit: 1.00	PBGR: English
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Prerequisite: None

This is a course for Developing English Language Learners. Students are introduced to various forms of writing as well as practice in grammar and vocabulary. This course focused on the four language components of speaking, listening, reading and writing to promote literacy while student acquires second language skills.

093	English IV - ESL	Credit: 1.00	PBGR: English
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Prerequisite: None

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

## ESL Department

094	Reading I - ESL	Credit: 1.00	PBGR: Elective
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Prerequisite: None

This is a course for English Language Learners at the Entering level. The course will develop students' vocabulary as well as improve their reading, writing, speaking and listening skills. In addition, students will develop and refine their critical and analytical thinking skills.

095	Reading II - ESL	Credit: 1.00	PBGR: Elective
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Prerequisite: None

This is a course for English Language Learners at the Emerging level. The course will develop students' vocabulary as well as improve their reading, writing, speaking and listening skills. In addition, students will develop and refine their critical and analytical thinking skills.

096	Reading III - ESL	Credit: 1.00	PBGR: Elective
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Prerequisite: None

This is a course designed for English Language Learners at the Developing level. The course will expand students' vocabulary, as well as improve their reading, writing, speaking and listening skills. Students will review standard grammar and improve their writing skills.

097	Reading IV - ESL	Credit: 1.00	PBGR: Elective
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Prerequisite: None

This is a course for Expanding English Language Learners. In this course, students receive intensive instruction that will refine their grammatical skills so they may exhibit growth and sophistication in their style and command of the language. The course covers the eight parts of speech, the various types of phrases and clauses, all of the verb tenses, subject-verb agreement, and correct usage and mechanics in writing.

099	Writing Workshop - ESL	Credit: 1.00	PBGR: Elective
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Prerequisite: null

This workshop class for Collaborative ESL students will support writing across the curriculum.

## Social Studies Department

101	Modern World History Honors	Credit: 1.00	PBGR: Social Studies
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Prerequisite: Teacher recommendation

Students examine historical and cultural developments of both Western and Eastern civilizations from the period of the Reformation in the West to the present at an honors level. The course content helps students understand chronological flow of events, dynamics of change, and critical links between past and present in the formation of the contemporary world. Students learn the historical, political, economic, social religious, military, scientific and cultural developments during this historical period in World History. Students also learn about contemporary global interdependence and the relationships among cultures of the world that grew out of this period; emphasis is placed on the special significance of the role of Western civilization. In addition, questions of causation are addressed using historiography methodology such that students develop a point of view about significant historical events while also becoming familiar with (learning) techniques of advanced historical study.

102	Modern World History	Credit: 1.00	PBGR: Social Studies
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Prerequisite: Teacher recommendation

Students examine historical and cultural developments of both Western and Eastern civilizations from the period of the Reformation in the West to the present. The course content helps students understand chronological flow of events, dynamics of change, and critical links between past and present in the formation of the contemporary world. Students learn the historical, political, economic, social religious, military, scientific and cultural developments during this historical period in World History. Students also learn about contemporary global interdependence and the relationships among cultures of the world that grew out of this period; emphasis is placed on the special significance of the role of Western civilization. A historical research paper focused around a topic of student interest is required.

## Social Studies Department

103	Modern World History	Credit: 1.00	PBGR: Social Studies
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Prerequisite: None

Students examine historical and cultural developments of both Western and Eastern civilizations from the period of the Reformation in the West to the present. The course content is structured to enable students' understanding of chronological flow of events, dynamics of change, and critical links between past and present in the formation of the contemporary world. Students learn the historical, political, economic, social religious, military, scientific and cultural developments during this historical period in World History. Students also learn about contemporary global interdependence and the relationships among cultures of the world that grew out of this period; emphasis is placed on the special significance of the role of Western civilization. Reinforcement of basic skills is stressed in the course.

110	European History AP	Credit: 1.00	PBGR: Social Studies
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Prerequisite: Mod World History Honors or teacher recommendation

This course is designed as a college level presentation of European History from the Reformation (about 1500) to an analysis of contemporary European society. Within this survey course, the themes of European History, which include nationalism, revolution, totalitarianism and industrialization, are studied. Emphasis is placed on analytical research and writing, similar to college course requirements. Students are prepared for and strongly encouraged to take the Advanced Placement Examination from the College Board for college placement or credit.

111	World History AP	Credit: 1.00	PBGR: Social Studies
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Prerequisite: Mod World History Honors or teacher recommendation

This course is designed to be similar to a college level presentation as a survey of World History from prehistory to the present, and includes a foundation (review) unit on prior developments in World History. Studies have two purposes: to develop a greater understanding of the evolution of global contacts, and to build an understanding of cultural, institutional and technological forces that affect changes in international patterns of societies. In addressing these purposes, students examine the historical, political, economic, social, religious, military, scientific and cultural developments in societies over time. Students use current historical methods of study, are exposed to different types of historical evidence and current interpretive issues, and are expected to use analytical skills appropriate to the study of history. Students are prepared for and strongly encouraged to take the Advanced Placement Examination from the College Board for college placement or credit.

112	Early U.S. History Honors	Credit: 1.00	PBGR: US History
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Prerequisite: Mod World History Honors or teacher recommendation

This course is designed to offer students the opportunity to study United States history at a honors level. As a survey course, topics are drawn from intellectual, social, economic, and political history from the period of Colonization to Civil War and Reconstruction. In addition, questions of causation are addressed using historiography methodology such that students develop a point of view about significant historical events while also becoming familiar with (learning) techniques of advanced historical study.

113	Early U.S. History	Credit: 1.00	PBGR: US History
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Prerequisite: Mod World History (102) or teacher recommendation

This course is designed to offer students the opportunity to study United States history. As a survey course, topics are drawn from intellectual, social, economic, and political history from the period of Colonization to Civil War and Reconstruction. Emphasis is placed on historical analysis, analytical writing, and research skills. A historical research paper focused around a topic of student interest is required.

114	Early U.S. History	Credit: 1.00	PBGR: US History
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Prerequisite: Modern World History or teacher recommendation

This course is designed to offer students the opportunity to study United States history. As a survey course, topics are drawn from intellectual, social, economic, and political history from the period of Colonization to Civil War and Reconstruction. Emphasis is placed on historical analysis, analytical writing, and research skills.

115	Early U.S. History	Credit: 1.00	PBGR: US History
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Prerequisite: Modern World History or teacher recommendation

This course is designed to offer students the opportunity to study United States history. As a survey course, topics are drawn from intellectual, social, economic, and political history from the period of Colonization to Civil War and Reconstruction. Emphasis is placed on the reinforcement of basic skills and historical literacy.

## Social Studies Department

120	U.S History AP / EE	Credit: 1.00	PBGR: US History
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Prerequisite: H/AP World/Eur History or teacher recommendation

This course is designed to offer students the opportunity to study United States history at the college level. As a survey course, topics are drawn from intellectual, social, economic, and political history from the period of the American Revolution to the present. In addition, questions of causation are addressed using historiography methodology such that students develop a point of view about significant historical events while also becoming familiar with (learning) techniques of advanced historical study. Students have the option of taking the C.E.E.B. Advanced Placement Examination for college credit or placement.

122	Modern U.S. History	Credit: 1.00	PBGR: US History
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Prerequisite: Early US History (113) or teacher recommendation

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

123	Modern U.S. History	Credit: 1.00	PBGR: US History
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Prerequisite: Early US History

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

124	Modern U.S. History	Credit: 1.00	PBGR: US History
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Prerequisite: Early US History

This course is a survey of the development of the United States from Reconstruction to the present. It follows a thematic approach that is arranged in a chronological order. Students examine historical, political, economic, social, religious, military, scientific, and cultural developments over time. Emphasis is placed on the reinforcement of basic skills and historical literacy.

131	Contemporary Issues Honors	Credit: 1.00	PBGR: Social Studies
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Prerequisite: Mod US History Honors or teacher recommendation

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

132	Contemporary Issues	Credit: 1.00	PBGR: Social Studies
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Prerequisite: Modern US History

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

## Social Studies Department

134M	R.I. History	Credit: 0.50	PBGR: Social Studies
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Prerequisite: None

The content of this course is a survey of the history of Rhode Island from the early exploration period to the modern era. Content topics include geography and demographics, colonization, its status before, during and after the American Revolution, industrialization, immigration, and its history since World War II. Additional topics include Rhode Island's law and government, religious and economic history, as well as cultural components. There is a focus on labor, industry, and geography, as well as the social, economic, cultural, and political themes/issues facing Rhode Island. Learning strategies include emphasis on Problem Based Learning and critical thinking skills, as in historical analysis, analytical writing, and research skills.

135	African-American Studies	Credit: 1.00	PBGR: Social Studies
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Prerequisite: None

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

141M	Contemporary Affairs	Credit: 0.50	PBGR: Social Studies
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Prerequisite: None

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

145M	Sociology	Credit: 0.50	PBGR: Social Studies
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Prerequisite: Teacher Recommendation

Sociology is the study of the "why" of society. Through study, students explore and analyze the "why" of society by examining cultural and social influences on behavior, the importance of social institutions, such social problems as crime, poverty and the homeless, family dysfunction, aging, and the effect of socialization on the individual.

146M	Argumentation & Debate	Credit: 0.50	PBGR: Social Studies
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Prerequisite: None

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

155	Archeology/Anthropology Honors	Credit: 1.00	PBGR: Social Studies
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Prerequisite: Mod World History Honors or teacher recommendation

Instruction concentrates on the cultures-in-conflict aspect of the developments of ancient civilizations and on the more relevant aspects of human cultural development. Students gain important insight into the concept that humans, in all of their diverse behaviors and drives, are alike in more ways than they are different. Based upon availability, students study on site as they are actively involved in the fundamentals of an archaeological dig.

156	Archeology/Anthropology	Credit: 1.00	PBGR: Social Studies
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Prerequisite: Modern World History I

Instruction concentrates on the cultures-in-conflict aspect of the developments of ancient civilizations and on the more relevant aspects of human cultural development. Students gain important insight into the concept that humans, in all of their diverse behaviors and drives, are alike in more ways than they are different. Based upon availability, students study on site as they are actively involved in the fundamentals of an archaeological dig.

## Social Studies Department

162M	American Civil Law	Credit: 0.50	PBGR: Social Studies
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Prerequisite: None

The civil law content of this course examines our Constitutional rights as these are experienced by citizens through our criminal court system, juvenile justice system, criminal investigations and incarceration. Students study their rights and responsibilities as citizens and apply their knowledge of these to the interaction between legality, morality, and ethics by understanding the nature of law, the court system, tort law, consumer law, and landlord-tenant law as these apply to cases. In addition, labor law content is used to examine the history, development, and principles of the labor movement and why and how these principles and current labor law are important today. The learning strategies used include interactive, Problem Based Learning, and applied learning (as role playing and mock trials) that enable improved communication and thinking skills in the legal context.

165	American Law	Credit: 1.00	PBGR: Social Studies
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Prerequisite: Teacher recommendation

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

166	American Law	Credit: 1.00	PBGR: Social Studies
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Prerequisite: None

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

168	Psychology AP	Credit: 1.00	PBGR: Social Studies
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Prerequisite: Teacher recommendation

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. This course will academically prepare the students to pursue college level studies – with the opportunity to earn college credit – while still in high school. Students are prepared for and strongly encouraged to take the Advanced Placement Examination from the College Board for college placement or credit.

169	Psychology	Credit: 1.00	PBGR: Social Studies
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Prerequisite: Teacher recommendation

Course content includes an overview of the field of psychology and examination of the major principles and aspects of human behavior as defined within this field. Topics include human growth and development, how the brain learns and how it develops, motivation, neural and sensory functioning, normal and pathological development, and social behavior vs abnormal behavior. Of particular interest are the biological, environmental, and heredity influences on human behavior, personality, learning and thinking. The biological and social forces that impact human development, from infancy to old age, are assessed.

## Social Studies Department

171S	American Government Honors/EE	Credit: 0.50	PBGR: Social Studies
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Prerequisite: AP US History or teacher recommendation

Students analyze the major institutions of American society, how they operate independently and interdependently and the effect(s) they have on American society. Students explore and study topics of interest to them within the field of government. Development of writing and research skills is an integral component of the course because it is presented at a college level of instruction. Students have the option of receiving three undergraduate credits from Rhode Island College through the Early Enrollment Program. These credits will transfer to any college that accepts credits from Rhode Island College.

172S	American Government	Credit: 0.50	PBGR: Social Studies
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Prerequisite: US History or teacher recommendation

Students study and analyze the major political institutions of American society and topics of interest to them within the field of government that include law and politics. Students examine the foundations of American government and the effects of political behavior, mass media and public opinion, interest groups, civil liberties, and civil rights on our government's functioning. Students will learn communication skills as well as other higher level thinking skills.

175S	Economics Honors/EE	Credit: 0.50	PBGR: Social Studies
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Prerequisite: AP/H US History or teacher recommendation

Students learn the major principles of modern economics with a particular emphasis on macroeconomics topics. The major debates over economic systems, international relations and responsibility, resource allocation and utilization and government fiscal and monetary policies are highlighted in the content and instructional strategies within the course. Students in the Honors section will have the option of receiving three undergraduate credits from Rhode Island College through the Early Enrollment Program and these credits will transfer to any other college that accepts credits from Rhode Island College.

176S	Economics	Credit: 0.50	PBGR: Social Studies
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Prerequisite: US History

Students learn the major principles of modern economics with a particular emphasis on macroeconomics topics. The major debates over economic systems, international relations and responsibility, resource allocation and utilization and government fiscal and monetary policies are highlighted in the content and instructional strategies within the course. Students in the Honors section will have the option of receiving three undergraduate credits from Rhode Island College through the Early Enrollment Program and these credits will transfer to any other college that accepts credits from Rhode Island College.

177M	Basic Economics	Credit: 0.50	PBGR: Social Studies
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Prerequisite: Teacher recommendation

Students learn, in a user-friendly context, understanding of the basic principles and issues of economics. Content includes the economic growth and development of a particular country or region. Participating in this class will empower students with skills to help them make intelligent decisions in their public and private lives. Issues such as supply, demand, scarcity, opportunity costs, markets, unemployment and inflation will be discussed.

191	World History II - ESL	Credit: 1.00	PBGR: Social Studies
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Prerequisite: ESL Placement

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

192	Early U.S. History - ESL	Credit: 1.00	PBGR: US History
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Prerequisite: ESL Placement

This is a basic Americanization course in which students learn as much as possible about Early American history and culture prior to their mainstreaming into a regular program. Development of English reading and writing skills are also emphasized. The approach used in this course is basically topical with emphasis on development government, political, economic, cultural and social developments in the U.S.A.

## Social Studies Department

193	Modern U.S. History - ESL	Credit: 1.00	PBGR: US History
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Prerequisite: ESL Placement

This is a basic Americanization course in which students learn as much as possible about Modern American history and culture prior to their mainstreaming into a regular program. Development of English reading and writing skills are also emphasized. The approach used in this course is basically topical with emphasis on government, political, economic, cultural and social developments in the U.S.A.

## World Language Department

221	Italian I Honors	Credit: 1.00	PBGR: World Language
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Prerequisite: Teacher recommendation

This course is designed for motivated students who have demonstrated exceptional ability in Italian at the eighth grade level. It carries extra quality points in the computation of class rank, and the work requirements exceed other level I courses. Students will be exposed to practice in the four language skills of listening, speaking, reading, and writing. Students are involved in a writing program that includes a direct link to the student's life as well as other disciplines. Students will be involved in developing and improving their writing style in Italian by means of journals, essays, letters, etc. Grammar and mechanics will be reviewed as necessary and there will be extensive vocabulary building activities. An introduction to the culture and contemporary life of Italian-speaking people will be explored.

222	Italian I	Credit: 1.00	PBGR: World Language
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Prerequisite: None

This course is an introductory course designed for motivated students who wish to begin their experience in a second language. Students will be exposed to practice in the four language skills of listening, speaking, reading and writing. Students are involved in a writing program that includes a direct link to the student's life as well as other disciplines. Vocabulary building, grammar and mechanics will be highlighted. An introduction to the culture and contemporary life of Italian-speaking people will be explored.

223	Italian II Honors	Credit: 1.00	PBGR: World Language
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Prerequisite: Italian I Honors or teacher recommendation

This course is designed for extremely motivated students who have demonstrated exemplary performance in Italian I. It carries extra quality points in the computation of class rank, and work requirements exceed other grade 10 Italian classes. Students at this level should enjoy speaking daily in Italian as well as enjoying challenging reading and writing assignments. Students will continue to develop and improve their four basic skills - listening, speaking, reading and writing with greater emphasis on speaking and functioning in the language. Greater discussion of fine points of grammar and vocabulary usage will be stressed. The culture of the Italian-speaking world will continue to be deeply explored so that students will be able to better understand their own culture.

224	Italian II	Credit: 1.00	PBGR: World Language
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Prerequisite: Italian I or teacher recommendation

As a continuation of Italian 1, this course is will continue to develop further the four basic skills—listening, speaking, reading and writing with greater emphasis on oral communication and functioning in the language on a daily basis. The writing program begun in grade nine will continue to be used and expanded. Again, grammar and mechanics are reviewed in the context of the students' writing. Vocabulary building also continues. The culture of the Italian-speaking world will continue to be deeply explored so that students will be able to better understand their own culture.

225	Italian III Honors	Credit: 1.00	PBGR: World Language
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Prerequisite: Italian II Honors or teacher recommendation

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

## World Language Department

226	Italian III	Credit: 1.00	PBGR: World Language
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Prerequisite: Italian II

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

227	Italian IV Honors/EE	Credit: 1.00	PBGR: World Language
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Prerequisite: Italian III Honors or teacher recommendation

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

228	Italian IV	Credit: 1.00	PBGR: World Language
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Prerequisite: Italian III

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

229	Italian V Honors/EE	Credit: 1.00	PBGR: World Language
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Prerequisite: Italian IV Honors or teacher recommendation

Literature as a reflection of the heritage of the Italian people is examined. The development of oral and reading skills are continued and some attention is given to written practice. This class is conducted in Italian. Students have the opportunity to apply for early enrollment credit (EE) through Rhode Island College.

251	Spanish I Honors	Credit: 1.00	PBGR: World Language
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Prerequisite: Teacher recommendation

This course is designed for motivated students who have demonstrated exceptional ability in Spanish at the eighth grade level. It carries extra quality points in the computation of class rank, and the work requirements exceed other level I courses. Students will be exposed to practice in the four language skills of listening, speaking, reading, and writing. Students are involved in a writing program that includes a direct link to the student's life as well as other disciplines. Students will be involved in developing and improving their writing style in Spanish by means of journals, essays, letters, etc. Grammar and mechanics will be reviewed as necessary and there will be extensive vocabulary building activities. An introduction to the culture and contemporary life of Spanish-speaking people will be explored.

252	Spanish I	Credit: 1.00	PBGR: World Language
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Prerequisite: None

This course is an introductory course designed for motivated students who wish to begin their experience in a second language. Students will be exposed to practice in the four language skills of listening, speaking, reading and writing. Students are involved in a writing program that includes a direct link to the student's life as well as other disciplines. Vocabulary building, grammar and mechanics will be highlighted. An introduction to the culture and contemporary life of Spanish-speaking people will be explored.

## World Language Department

253	Spanish II Honors	Credit: 1.00	PBGR: World Language
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Prerequisite: Spanish I Honors or teacher recommendation

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

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

254	Spanish II	Credit: 1.00	PBGR: World Language
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Prerequisite: Spanish I or teacher recommendation

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

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

255	Spanish III Honors	Credit: 1.00	PBGR: World Language
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Prerequisite: Spanish II Honors or teacher recommendation

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

256	Spanish III	Credit: 1.00	PBGR: World Language
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Prerequisite: Spanish II

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

257	Spanish IV Honors/EE	Credit: 1.00	PBGR: World Language
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Prerequisite: Spanish III Honors or teacher recommendation

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

258	Spanish IV	Credit: 1.00	PBGR: World Language
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Prerequisite: Spanish III

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

## World Language Department

259	Spanish V Honors/EE	Credit: 1.00	PBGR: World Language
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Prerequisite: Spanish IV Honors or teacher recommendation

Emphasis is on the development of reading Spanish and on the appreciation of literature as a reflection of the heritage of the Hispanic peoples. Attention is given to written practice. This class is conducted in Spanish. Students have the opportunity to apply for early enrollment credit (EE) through Rhode Island College.

272	HL Spanish II Honors	Credit: 1.00	PBGR: World Language
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Prerequisite: Teacher recommendation

This course is designed for motivated students who are native or bilingual speakers of Spanish who have demonstrated exceptional ability in the Spanish I curriculum. It carries extra quality points in the computation of class rank, and the work requirements exceed other level II courses. Students will be exposed to practice in the four language skills of listening, speaking, reading, and writing. Students are involved in a writing program that includes a direct link to the student's life as well as other disciplines. Students will be involved in developing and improving their writing style in Spanish by means of journals, essays, letters, etc. Grammar and mechanics will be reviewed as necessary and there will be extensive vocabulary building activities. The study of the culture and contemporary life of Spanish-speaking people and their influence in the modern world will be studied in more depth.

273	HL Spanish III Honors	Credit: 1.00	PBGR: World Language
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Prerequisite: Teacher recommendation

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

274	HL Spanish IV Honors/EE	Credit: 1.00	PBGR: World Language
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Prerequisite: Teacher recommendation

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

275	HL Spanish V Honors/EE	Credit: 1.00	PBGR: World Language
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Prerequisite: HL Spanish IV H/EE

Emphasis is on the acquisition of more advanced Spanish skills and on the appreciation of literature as a reflection of the heritage of the Hispanic peoples. Attention is given to written practice. This class is conducted in Spanish. Students have the opportunity to apply for early enrollment credit (EE) through Rhode Island College.

## Mathematics Department

300	Algebra I	Credit: 1.00	PBGR: Mathematics
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Prerequisite: None

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

**Mathematics Department**

302	Algebra I Part I	Credit: 1.00	PBGR: Mathematics
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Prerequisite: None

This course emphasizes concepts and skills from the first half of an Algebra 1 course involving the topics of linear algebra. Students will recognize and use basic terms and symbols of algebra. Students will solve linear equations as well as systems of linear equations and apply them to the solution of real world problems. Students will gain an understanding of functions and apply this understanding to situations that model linear functions. Students will apply their knowledge through assignments that include demonstrations and activities as well as common course assessments.

303	Algebra I Part II	Credit: 1.00	PBGR: Mathematics
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Prerequisite: None

This course emphasizes concepts and skills from the second half of an Algebra 1 course involving the topics of non-linear algebra. Students will work with quadratic and exponential equations and apply them to the solution of real world problems. Students will continue to work with functions and apply their understanding of functions to situations that model quadratic and exponential data. Students will apply their knowledge through assignments that include demonstrations and activities as well as common course assessments.

311	Geometry Honors	Credit: 1.00	PBGR: Mathematics
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Prerequisite: Teacher recommendation

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

312	Geometry	Credit: 1.00	PBGR: Mathematics
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Prerequisite: Algebra I

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

313	Geometry	Credit: 1.00	PBGR: Mathematics
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Prerequisite: Algebra I

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

321	Algebra II Honors	Credit: 1.00	PBGR: Mathematics
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Prerequisite: Geometry Honors or teacher recommendation

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

**Mathematics Department**

322	Algebra II	Credit: 1.00	PBGR: Mathematics
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Prerequisite: Geometry (312) or teacher recommendation

This challenging course is a continuation of Algebra 1 for students desiring or needing further understanding and skill in algebraic computation. Topics included in this course are postulates of real numbers, extension of the law of exponents, factoring polynomials, solving linear and quadratic equations and systems in two and three unknowns, inequalities, simplification of rational expressions, functions — linear, quadratic, exponential, logarithmic, conics at origin, and sequences. Depending on placement more emphasis could be placed on logic and structure. Students will apply their knowledge through course assignments that include writing, demonstrating and projects.

323	Algebra II	Credit: 1.00	PBGR: Mathematics
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Prerequisite: Geometry

This course is an introductory course to Algebra II. It is a continuation of Algebra I for students desiring or needing further understanding and skill in algebraic computation. Topics included in this course include the real and complex number systems, review and extension of quadratic equations and functions, polynomial equations and functions, as well as exponential equations and functions. Students will conclude the year with introductory probability and statistics. Students will apply their knowledge through assignments that include demonstrations and activities as well as common course assessments.

331	Pre-Calculus Honors	Credit: 1.00	PBGR: Mathematics
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Prerequisite: Algebra II Honors or teacher recommendation

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

332	Pre-Calculus	Credit: 1.00	PBGR: Mathematics
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Prerequisite: Algebra II (322) or teacher recommendation

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

333	Advanced Algebra	Credit: 1.00	PBGR: Mathematics
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Prerequisite: Algebra II

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

334	Selected Topics in Mathematics	Credit: 1.00	PBGR: Mathematics
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Prerequisite: Algebra II

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

## Mathematics Department

341	Calculus AP	Credit: 1.00	PBGR: Mathematics
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Prerequisite: PreCalculus Honors or teacher recommendation

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

342	Calculus	Credit: 1.00	PBGR: Mathematics
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Prerequisite: PreCalculus or teacher recommendation

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

350	Statistics AP	Credit: 1.00	PBGR: Mathematics
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Prerequisite: Algebra II (321/322)

AP Statistics is the high school equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses.

To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data which has been simulated, collected, or researched by the students.

352	Statistics	Credit: 1.00	PBGR: Mathematics
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Prerequisite: Algebra II

The goal of this course is to provide students mathematical options for continuing their mathematical sequence. Problem solving and critical thinking experience will be provided to students through lessons derived from statistical samples from Geometry, Algebra II and Pre-Calculus with Data Analysis.

353M	Introductory Statistics	Credit: 0.50	PBGR: Mathematics
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Prerequisite: Algebra I

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

360M	Applied Math	Credit: 0.50	PBGR: Mathematics
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Prerequisite: None

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

361M	Applied Math	Credit: 0.50	PBGR: Mathematics
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Prerequisite: None

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

## Mathematics Department

371	Programming: Visual Basic Honors	Credit: 1.00	PBGR: Mathematics
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Prerequisite: Algebra I or teacher recommendation

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

372	Programming: Visual Basic	Credit: 1.00	PBGR: Mathematics
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Prerequisite: Algebra I or teacher recommendation

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

375	Programming: JAVA AP	Credit: 1.00	PBGR: Mathematics
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Prerequisite: Programmin VB or teacher recommendation

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

376	Programming: JAVA Honors	Credit: 1.00	PBGR: Mathematics
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Prerequisite: Programming VB or teacher recommendation

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

377	Programming: JAVA	Credit: 1.00	PBGR: Mathematics
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Prerequisite: Programming VB or teacher recommendation

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

383M	Math Standards I	Credit: 0.50	PBGR: Applied Math
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Prerequisite: None

In this specialized math course, students work in a standards-based approach to further develop and strengthen Math proficiencies; especially those needed for success in Algebra I (Math 301) and Physics First (Science 405). Personalized strategies for learning include using applied learning for problem solving specifically related to Algebra I. The problem solving strategies may be applied across the curriculum. Students apply their knowledge in completing assignments that include writing, demonstrating, and completing projects.

384M	Math Standards II	Credit: 0.50	PBGR: Applied Math
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Prerequisite: None

In this specialized math course, students work in a standards-based approach to further develop and strengthen Math skills needed to be successful in Geometry (313), Earth/Space/Chemistry (460), and Construction Math Applications (C20 and C21). The student centered, personalized learning strategies used in this class enable students to apply and explicate the content in Geometry while providing them with a foundation for problem solving across the disciplines. Students apply their knowledge and skills through course assignments that include writing, demonstrating, and completing projects.

391	Algebra I Part I - ESL	Credit: 1.00	PBGR: Mathematics
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Prerequisite: ESL Placement

This course will provide mathematics instruction on topics in Algebra for the Entering, Emerging and Developing English Language Learners. With a differentiated approach, students will be provided the opportunity to demonstrate proficiency in the 9-10 Grade Span Expectations in mathematics with English language support.

## Mathematics Department

392	Algebra I Part 2 - ESL	Credit: 1.00	PBGR: Mathematics
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Prerequisite: ESL Placement

This course will provide mathematics instruction on topics in Algebra for the Entering, Emerging and Developing English Language Learners. With a differentiated approach, students will be provided the opportunity to demonstrate proficiency in the 9-10 Grade Span Expectations in mathematics with English language support.

393	Geometry - ESL	Credit: 1.00	PBGR: Mathematics
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Prerequisite: ESL Placement

This course will provide mathematics instruction on topics in Geometry for the Entering, Emerging and Developing English Language Learners. With a differentiated approach, students will be provided the opportunity to demonstrate proficiency in the 9-10 Grade Span Expectations in mathematics with English language support.

## Science Department

401	Foundations for Physics Honors	Credit: 1.00	PBGR: Science
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Prerequisite: Teacher recommendation

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

402	Foundations for Physics	Credit: 1.00	PBGR: Science
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Prerequisite: Teacher recommendation

This is a challenging course in which learning is done through utilizing primarily a conceptual approach to physics principles but with increasing levels of math integration as the year progresses. Students are given opportunities to apply algebra concepts learned in their mathematics class to the study of physics principles and then study the relationships between these principles and the design of technology that improves their lives. Instruction in design of experiments, collection, analysis and interpretation of data and preparation of lab reports is stressed.

403	Foundations for Physics	Credit: 1.00	PBGR: Science
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Prerequisite: None

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

411	Chemistry I Honors	Credit: 1.00	PBGR: Science
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Prerequisite: Fnd for Physics Honors or teacher recommendation

Topics presented in this course include measuring and classifying matter, chemical composition of matter, qualitative and quantitative aspects of chemical reactions, theory of atomic and molecular structure, the kinetic theory of matter and gas law calculations, acid-base chemistry, the nature of solutions, and chemical equilibrium. Emphasis is placed on the development of problem solving skills and the collection and organization of quantitative laboratory data.

412	Chemistry I	Credit: 1.00	PBGR: Science
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Prerequisite: Fnd for Physics (402) or teacher recommendation

This college preparatory level chemistry course includes the topics of measuring and classifying matter, chemical composition of matter, qualitative and quantitative aspects of chemical reactions, theory of atomic and molecular structure, the kinetic theory of matter and gas law calculations, acid-base chemistry, the nature of solutions, and chemical equilibrium. Emphasis is placed on developing skills in handling laboratory equipment, collecting and analyzing data, and solving problems.

## Science Department

413	Chemistry I	Credit: 1.00	PBGR: Science
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Prerequisite: Foundations for Physics

A survey of the basic concepts of chemistry will be presented in this course. Application of basic concepts will be made to the student's daily life.

421	Biology I Honors	Credit: 1.00	PBGR: Science
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Prerequisite: Chemistry I Honors or teacher recommendation

In this honors level course, emphasis will be placed on an understanding of the scientific method, the formation and testing of a hypothesis, and the collection and evaluation of data. Topics of study include theories on the origin of life and the theory of evolution, cellular structure and function, production and use of energy in living things, life functions of major animal and plant groups, genetics. This course provides the student with knowledge of molecular biology and the rapidly changing advances in biotechnology. Laboratory investigations are an important part of the presentation of this course. Emphasis is placed on problem solving techniques, experimentation, interpretation of experimental data, and writing of laboratory reports.

422	Biology I	Credit: 1.00	PBGR: Science
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Prerequisite: Chemistry I (412) or teacher recommendation

In this course, the student will study the unifying concepts found in living systems. Topics of study include an understanding of the scientific method, theories on the origin of life, cellular structure and function and its molecular basis, production and use of energy in living things, major life functions of animal and plant groups and genetics. Laboratory investigations are an important part of the presentation of this course.

423	Biology I	Credit: 1.00	PBGR: Science
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Prerequisite: Chemistry I

A survey of the basic concepts of biology will be presented in this course. Application of basic concepts will be made to the student's daily life.

430	Physics I AP	Credit: 1.00	PBGR: Science
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Prerequisite: Chemistry I Honors or teacher recommendation

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

431	Physics I Honors/EE	Credit: 1.00	PBGR: Science
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Prerequisite: Chemistry I Honors or teacher recommendation

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

432	Physics I	Credit: 1.00	PBGR: Science
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Prerequisite: Chemistry I

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

**Science Department**

440	Physics II AP	Credit: 1.00	PBGR: Science
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Prerequisite: AP/H Physics I or teacher recommendation

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

441	Physics II Honors/EE	Credit: 1.00	PBGR: Science
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Prerequisite: AP/H Physics I or teacher recommendation

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

450	Chemistry AP	Credit: 1.00	PBGR: Science
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Prerequisite: Chemistry I Honors or teacher recommendation

This course is designed for those students who have successfully completed one year of chemistry and are planning a career in the biological or physical sciences. In addition to a review of basic chemical concepts, the student will be introduced to such topics as chemical kinetics, chemical equilibrium, electrochemistry, biochemistry, and nuclear reactions. Students have the option of taking the AP chemistry examination and may also elect the Early Enrollment option, earning college credit from Rhode Island College.

451	Chemistry II Honors/EE	Credit: 1.00	PBGR: Science
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Prerequisite: Chemistry I Honors or teacher recommendation

This course is designed for those students who have successfully completed one year of chemistry and are planning a career in the biological or physical sciences. In addition to a review of basic chemical concepts, the student will be introduced to such topics as chemical kinetics, chemical equilibrium, electrochemistry, biochemistry, and nuclear reactions. It may be possible for a student to have the option of earning college credit in chemistry through the early enrollment program of Rhode Island College.

452	Chemistry II	Credit: 1.00	PBGR: Science
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Prerequisite: Chemistry I

This course is designed for those students who have successfully completed one year of chemistry and are planning a career in the biological or physical sciences. In addition to a review of basic chemical concepts, the student will be introduced to such topics as chemical kinetics, chemical equilibrium, electrochemistry, biochemistry, and nuclear reactions. Students have the option of taking the AP chemistry examination and may also elect the Early Enrollment option, earning college credit from Rhode Island College.

460	Biology AP	Credit: 1.00	PBGR: Science
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Prerequisite: Biology I Honors or teacher recommendation

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

461	Biology II Honors	Credit: 1.00	PBGR: Science
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Prerequisite: Biology I Honors or teacher recommendation

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

## Science Department

462	Biology II	Credit: 1.00	PBGR: Science
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Prerequisite: Biology I

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

466	Anatomy & Physiology Honors	Credit: 1.00	PBGR: Science
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Prerequisite: Biology I Honors or teacher recommendation

Students engage in in-depth study of all major systems of the human body and how they function together to maintain homeostasis. Integral to the course requirements, students engage in independent research project (ARISE), oral reports, field work, and practical demonstration of concepts through possible dissections. These occur toward the end of the course. This course is designed to excite the interests of students interested in a dynamic and challenging content, as well as essential to students who are seriously interested in pursuit of post secondary opportunities in the medical sciences, medical sciences industry, and health related careers.

467	Anatomy & Physiology	Credit: 1.00	PBGR: Science
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Prerequisite: Biology I

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

468	Anatomy & Physiology	Credit: 1.00	PBGR: Science
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Prerequisite: Biology I

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

471	Environmental Studies	Credit: 1.00	PBGR: Science
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Prerequisite: Biology I

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

472	Environmental Studies	Credit: 1.00	PBGR: Science
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Prerequisite: Biology I

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

475	Ocean Science Honors	Credit: 1.00	PBGR: Science
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Prerequisite: Fnd for Physics Honors or teacher recommendation

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

## Science Department

476	Ocean Science	Credit: 1.00	PBGR: Science
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Prerequisite: Foundations for Physics

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

477	Aquaculture I	Credit: 1.00	PBGR: Science
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Prerequisite: Biology I or teacher recommendation

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

478	Aquaculture I	Credit: 1.00	PBGR: Science
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Prerequisite: Biology I or teacher recommendation

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

481M	Science of Renewable Energy Resources &	Credit: 0.50	PBGR: Science
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Prerequisite: None

"Renewable Energy" will build upon prior learning of science concepts such as energy transfer, laws of thermodynamics, Newton's Laws of Motion, and electricity.

485M	Forensics	Credit: 0.50	PBGR: Science
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Prerequisite: null

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

486	Earth's Chemistry	Credit: 1.00	PBGR: Science
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Prerequisite: Foundations for Physics

Concepts of chemistry are used to examine phenomena in Earth & Space science. Learning strategies include an integrated approach to the study of topics such as atomic structure, periodicity, plate tectonics, volcanism, and the life cycle of a star. Successful completion of this course will expose students to GSE's in Earth and Space Science and Chemistry.

487M	Astronomy	Credit: 0.50	PBGR: Science
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Prerequisite: Foundations for Physics

Students have opportunities to gain knowledge and skills in the area of science that is astronomy while addressing and reinforcing three of six unifying themes in science: Systems of Energy, Models and Scale, and Patterns of Change which are rooted in the Rhode Island Grade Span Expectations for Science. It is geared toward students who are interested in the Earth's role in our solar system, and obtaining the skills needed to make astronomical observations at home. Study includes: the history of astronomy and how humanity has observed space over time, the phases of the moon, Earth's ocean tides, Earth's seasons, the planets of our solar system, star mapping, measurement of astronomical distances and parallax, stellar birth and death, classification of star types, inspection of absorption spectra and both "The Big Bang Theory," and "The Big Crunch" Theory.

## Science Department

491	Foundations for Physics - ESL	Credit: 1.00	PBGR: Science
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Prerequisite: ESL Placement

Learning through extensive use of hands-on activities and laboratory studies provide students with concrete examples and understanding of physics concepts and principles that they experience in their daily lives. Post-activity instruction provides students with opportunities to learn through applying new knowledge to hypothetical situations as a way of developing abstract processes and problem-solving skills. Use of basic mathematics is incorporated into the collection and analysis of data as the year progresses. This course is modified to meet the individual needs of English Language Learners.

493	Biology I - ESL	Credit: 1.00	PBGR: Science
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Prerequisite: ESL Placement

Topics of study include theories on the origin of life and the theory of evolution, cellular structure and function, production and use of energy in living things, life functions of major animal and plant groups, genetics, plant and animal behavior, and ecology. This course is designed to familiarize the student with fundamental biological concepts and the relationship of mankind to the environment. Topics of study will include a study of cells, life functions of plants and animals, heredity, and ecology. This course is modified to meet the individual needs of English Language Learners.

495	Chemistry I - ESL	Credit: 1.00	PBGR: Science
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Prerequisite: ESL Placement

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

## Business Department

500M	An Introduction to the Basics of Business	Credit: 0.50	PBGR: Computer Technology
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Prerequisite: None

In this introductory level class, the focus is to give students an opportunity to become familiar with the many functions in the business world: the business organization, entrepreneurship/small business management, management & leadership, human resources, culture & diversity, marketing, technology, financial management, production/business operations, and risk management. Using a variety of learning activities, students will develop the vocabulary, critical thinking, and problem-solving skills they need to be successful in school and on the job in the 21st century workplace. Students will also have an opportunity to become familiar with the careers available to those who decide to pursue further education in the areas covered throughout the year.

509	Business Internship	Credit: 1.00	PBGR: Elective
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Prerequisite: Permission of Instructor, Junior status

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

510	College Accounting I Honors	Credit: 1.00	PBGR: Applied Math
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Prerequisite: Teacher recommendation

Accounting I Honors is a comprehensive, one-year course which presents accounting theory and practice at a higher level than Accounting I. As a core business course, it is designed to provide the necessary accounting skills for those who plan to pursue a college education in the areas of business, finance, accounting, marketing, or management. Students will be introduced to computerized accounting and will use Excel extensively. This course concentrates on the generally accepted accounting principles (GAAP) applied to a sole proprietorship and partnership. Topics include: analyzing, journalizing, and posting transactions, adjusting entries, completion of the work sheet, financial statements and the closing process for a service and merchandising businesses. Students will be introduced to special journals and payroll for employees and employers. Using 21st century skills, this course will provide specific skills, comprehensive content knowledge, and real-world accounting experiences in a safe, supportive learning environment which will help you to be successful in work, school, and life.

## Business Department

511	College Accounting I	Credit: 1.00	PBGR: Applied Math
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Prerequisite: None

This course will present the concepts and applications of beginning accounting principles. As a core course for business students, the concepts discussed will develop a sound foundation for further study in subsequent business and accounting courses. Students will complete the financial accounting cycle and payroll for a sole proprietorship and partnership using generally accepted accounting practices (GAAP). Students will be introduced to computerized accounting and will use Excel extensively throughout the course. Using 21st century skills, this course will provide specific skills, comprehensive content knowledge, and real-world accounting experiences.

512	College Accounting II Honors	Credit: 1.00	PBGR: Applied Math
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Prerequisite: Accounting I Honors or teacher recommendation

Accounting II Honors is a comprehensive one-year course which presents accounting theory and practice at a higher level than Accounting II. Students apply accounting standards learned in Accounting I to complete the accounting cycle of a merchandising corporation and partnership. Students learn to analyze and record investments by stockholders, the declaration and payment of dividends, the appropriate accounting concepts and techniques needed to analyze and record the issuance, amortization, and retirement of company bonds, and how to maintain accurate inventory records and determine which inventory costing method to use. Comparison and analysis of various depreciation methods of assets and their impact on financial statements are also learned. During the course, students complete common tasks using Excel that reinforce and demonstrate his/her accounting knowledge. Using 21st century skills, students who successfully complete the Accounting II course will have achieved advanced skills and knowledge in accounting which provide a strong foundation for pursuit of either a two- or four-year college degree in accounting or related business degree.

513	Accounting II	Credit: 1.00	PBGR: Applied Math
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Prerequisite: College Accounting I

Students apply accounting standards learned in Accounting 1 to complete the accounting cycle of a merchandising corporation and partnership. Students learn to analyze and record investments by stockholders, the declaration and payment of dividends, the appropriate accounting concepts and techniques needed to analyze and record the issuance, amortization, and retirement of company bonds, and how to maintain accurate inventory records and determine which inventory costing method to use. Comparison and analysis of various depreciation methods of assets and their impact on financial statements are also learned. During the course, students complete common tasks using Excel that reinforce and demonstrate his/her accounting knowledge. Excel is used extensively throughout the course to create reports and make computations. Using 21st Century skills, student who successfully complete the Accounting II course will have achieved advanced skills and knowledge in accounting which provide a strong foundation for pursuit of either a two or four year college degree in accounting or related business degree.

516	Business Mathematics	Credit: 1.00	PBGR: Applied Math
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Prerequisite: None

This course will provide students with the basic experiences and skills in applying mathematics to business situations. Emphasis will be on payroll, borrowing and investing, consumer purchases, and business management. Students will receive practical training in personal financial management and use of banking services. The curriculum and instruction of this Mathematics course correlates with the SCANS competencies that reflect the CHSW Mission Statements and the Expectations for student learning in basic reading, math, listening and speaking skills, thinking skills and displays personal qualities of responsibility, integrity and honesty.

## Business Department

517	Personal Finance	Credit: 1.00	PBGR: Applied Math
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Prerequisite: None

This course is designed to ensure students have the personal financial management skills they will need to succeed in their personal financial lives. Students explore personal finance in terms of career decisions, money and credit management, financial security, technology, decision-making opportunities, roadblocks, and consequences in personal finance planning. Students complete a hands-on simulation to plan their personal finances using Quicken software. Quicken software includes budgeting, savings accounts, checking accounts, credit card accounts, automobile loans, and mortgages. Students have the opportunity to participate in a stock market investment simulation program/which enables learning of how the stock market works in relation to their personal finances. The curriculum and instruction of this Personal Finance course correlates with the SCANS competencies and the district's Expectations for student learning in basic reading, math, listening and speaking skills, thinking skills and displays personal qualities of responsibility, integrity and honesty.

518M	Financial Literacy for the 21st Century	Credit: 0.50	PBGR: Applied Math
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Prerequisite: None

Financial literacy is the ability to use knowledge and skills to make effective and informed money management decisions. Fact: the decisions you make when you are young will impact your entire life! Fact: most of you will make over a million dollars in your working lifetime! Reality: are you prepared to make the decisions to support the lifestyle you desire? Gaining the knowledge and developing the skills to become financially literate is a lifelong process that begins with something as simple as putting a few pennies in a piggy bank, and evolves to more advanced subjects such as risk and asset allocation. The modular curriculum will provide you with a basic learning foundation in the areas of savings, banking, credit cards, interest rates, investing, renting vs. owning, taxes & insurance and consumer fraud. You will do this through a variety of hands-on learning projects and activities, including a fun and engaging new online learning tool sponsored by the Pawtucket Credit Union, EverFit. Activities and assessments promote critical thinking and problem solving and are aligned with Academic Expectations for student learning.

519M	Financial Literacy II	Credit: 0.50	PBGR: Applied Math
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Prerequisite: None

Where is your money going? Do you lose track of what happens to your paycheck? How are you going to plan for success in your financial life? In Financial Literacy for the 21st Century Teenager 2, you will learn the basics of building a stable financial future. Every day people make financial decisions that impact their lives. If you are interested in obtaining the necessary tools to make informed financial decisions about education, career planning, investing, financial planning, retirement plans, and insurance, for a lifetime, Financial Literacy for the 21st Century Teenager 2 is the course for you! There is no prerequisite to this course. You may take Financial Literacy for the 21st Century Teenager and Financial Literacy for the 21st Century Teenager 2 in the same year.

520M	Personal Finance Honors/EE	Credit: 0.50	PBGR: Applied Math
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Prerequisite: null

Personal Finance (RIC - Finance 230) is an elective course that offers students the opportunity to earn simultaneously one semester of college preparatory credit and three college credits from Rhode Island College. This honors level course focuses on goal setting, money management, personal spending, spending plans, banking and savings, consumer credit, identity theft, and investments. The three college credits are often, but not guaranteed, transferable to other colleges and universities.

521M	21st Century MS Office Skills	Credit: 0.50	PBGR: Computer Technology
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Prerequisite: None

This course is designed to bring students to a level of computer proficiency under state and local curriculum guidelines to be successful in the 21st century workplace. Students will be introduced to the Windows Operating System environment and systems components. Students will use MS Office, including Word, Excel, and PowerPoint. Students will be introduced to Aspen so they are knowledgeable about how to track their grades and assignments online, submit assignments, and access/use various resources posted by instructors. A strong emphasis is placed on Word and Excel to reinforce core subject matters in English and Mathematics. Upon successful completion of this course, students will have achieved the necessary skills to create and execute document processing, spreadsheets and graphs, and multimedia presentations for English, Math, Science, and a variety of other classes, college courses, and future employment.

## Business Department

526M	Sports Marketing I	Credit: 0.50	PBGR: Elective
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Prerequisite: None

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

527M	Sports Marketing II	Credit: 0.50	PBGR: Elective
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Prerequisite: Sports Marketing I

Sports Marketing 2 will give students the opportunity to further their knowledge of the operation of the sports industry. Students enrolled in this course will enhance upon the essential business skills sports organizations seek from new employees. Students who prove successful in Sports Marketing 2 will have achieved a marketable skill and knowledge to pursue either a two- or four-year college degree in sports marketing or a related business degree. The curriculum and instruction of Sports Marketing 2 correlates with the SCANS competencies that reflect the CHSE and CHSW Mission Statements and the Expectations for student learning in basic reading, math, listening and speaking skills, thinking skills and displays personal qualities of responsibility, integrity and honesty. Students who prove successful in Sports Marketing 2 will have achieved the marketable skills and knowledge necessary to pursue a career in this fast growing industry. Students will be encouraged to further their education by enrolling into either a two- or four-year college to earn a degree in sports marketing or a related business area.

530	Business Management Honors/EE	Credit: 1.00	PBGR: Applied Math
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Prerequisite: Teacher recommendation

Business concepts are introduced and the practices of management in both the business sector and nonprofit organizations. Topics focus on all of the management disciplines. Students will study various fields of management including basic concepts about managers, organizations of all types, and the nature and function of management. These concepts are applied to case studies, short presentations, in-class activities, and other exercises (Common Tasks & End of Course Assessments). The course will draw upon both current management practices and relevant research.

531	Business Management	Credit: 1.00	PBGR: Applied Math
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Prerequisite: None

Today's students are actively involved with business organizations at all levels. Whether they are employees, managers, entrepreneurs, concerned citizens, consumers or social group members, students' involvement with business organizations are numerous and varied. The course will provide a critical understanding of how business organizations manage their goals, strategies, structures, technologies, resources, work environments and the motivations and interests of the people involved. Using 21st century skills, student will participate in activities and assessments that promote critical thinking and decision making skills.

534S	Entrepreneurship	Credit: 0.50	PBGR: Elective
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Prerequisite: Teacher recommendation

Entrepreneurship is a specialized business course designed to provide students with the necessary skills to start and operate a business. Students will take a step-by-step journey through the entire process of owning their own business. The students will explore the traits and characteristics of successful entrepreneurs. This course will cover such topics as Marketing, Economics, Finance, Accounting, Management, Global Markets and Legal issues. Students will also learn the importance of business ethics, human relations and interpersonal skills. They will develop a written business plan for a business of their choice. After completing this course, students will have the skills needed to launch and own their own business and the knowledge of risk management for growing their business.

## Business Department

535M	Career Preparation	Credit: 0.50	PBGR: Elective
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Prerequisite: None

Students will gain the necessary skills to be successful in the 21st century work place. Students will develop strategies to make an effective transition from school to career. Students will learn the process of creating a professional resume and cover letter in the most current formatting styles. Students will develop an interviewing portfolio that demonstrates their job readiness enabling them to be successful and competitive in today's changing workplace through aptitude and skills assessments and many other tools. Students will be able to use a variety of Internet resources to increase their knowledge of business and employment potential. They will use the Internet to research perspective employers and job opportunities in various career fields. Students also are exposed to basic budgeting practices to succeed on their own once in workplace. This course will give students the practical tools that will help them gain a competitive advantage and achieve full career potential.

555M	Digital Marketing & E-Commerce	Credit: 0.50	PBGR: Computer Technology
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Prerequisite: None

This course is designed for students to learn how successful companies use 21st century marketing tools to enhance and increase their profitability. Students will study how to use the Internet for website design for marketing, search engine marketing, social media, mobile media, and marketing campaigns to increase their presence and profitability in today's multi-technology device user world. Discovery based lessons, case studies, and classroom discussions about various types of media and their impact are some of the teaching and learning strategies used in this course. No technology prerequisite is required for this course.

557M	Stock Market 101	Credit: 0.50	PBGR: Elective
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Prerequisite: None

Do you like playing strategic games and simulations? What if you were given \$100,000 cash to invest and told you could do whatever you wanted with it on the stock market? Would you even know where to start? Well, we combine both of these scenarios in our Stock Market 101 class! While you are learning the basics on how the stock market and brokerage accounts work, you will make strategic choices on stocks, bonds, and mutual funds with the goal of creating an investment portfolio that can beat the S&P 500. Compete against other teams across the state and nation and learn the math behind the market while using a live trading simulation (without losing your own hard-earned money) by participating in the Stock Market Game! What you will gain is more than fun, financial experience; you will have added to your education for life. Sign up now and help us continue our winning streak by capturing the top prize as the next Cranston Public Schools SMG winner!

560M	Career Exploration	Credit: 0.50	PBGR: Elective
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Prerequisite: None

Students will gain a developmental understanding of their own strengths and weaknesses to enable them to be successful in the ever- evolving requirements of the workplace. As students embark on career exploration, they will learn the relationship of lifelong learning to career success. Students will learn to conduct a career search and identify career pathways. They will explore multiple career paths and the inter relatedness of those career pathways. This exploration will enable individuals to meet the needs of employers who are assembling technically skilled, flexible, and cross-trained workforce. This course will offer continuous instruction in current and emerging information technology. In this framework, this course will prepare an individual who wants to enjoy a quality standard of living by making them aware that they must be prepared to make wise career transitions and to continuously learn new skills.

565S	International Business	Credit: 0.50	PBGR: Elective
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Prerequisite: Teacher Recommendation

Students will explore the dynamic field of international business and explore the many business cultures that affect our every day lives. Students will learn the important role of international trade and the effects it has on our economy. Students will be exposed to basic words and phrases as well as customs used in business throughout the world. The social, cultural, political, legal, and economic factors that impact international business will be discussed. Students will have the opportunity to research a country using the Internet and present an informational summation of the country completing a presentation using power point. Can be taken as a Semester course if linked to 534M.

## Tech Ed Department

## Tech Ed Department

601M	Computer Aided Drafting	Credit: 0.50	PBGR: Computer Technology
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Prerequisite: None

This course is an excellent choice for the Technology education student. Motivated students will be required to complete special projects and class presentations on completed work. This course introduces you to the language and techniques of CAD (Computer Aided Drafting). The student will use computers to complete simple one view to three view drawings. The student will be introduced to basic geometry and applied geometric skills in the completion of drawings. The course also deals with the development of views that are missing in part or in total.

602M	Advanced CAD	Credit: 0.50	PBGR: Computer Technology
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Prerequisite: CAD I

Advanced Computer Aided Drafting provides information and training in areas of three-view orthographic projection, sectional, auxiliary views, and shop processes. This course uses computers to give students a good understanding of basic and advanced Auto Sketch commands. The students will complete one and three-view drawings using computers. Isometric and 3-D drawings using Auto Sketch and other software programs will be explored. The focus is on detailing various architectural features such as footings, sills, walls, foundations, doors, and windows. Drawings are done to different scales. Emphasis is placed on the student's ability to interpret and understand all architectural symbols. Various types of framing is examined. Students are expected to develop floor plans, and make changes/renovations as determined by individual needs.

603M	Renewable Energy, Power &	Credit: 0.50	PBGR: Computer Technology
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Prerequisite: None

Renewable Energy, Power and Transportation will introduce students to a whole new world of energy and sustainability concepts! Students will explore solar, wind, hydrogen, bio-diesel, and several other renewable energy possibilities. Students will build working models as prototypes in the engineering lab to reinforce creative critical thinking and problem solving skills.

604M	21st Century Technology Skills	Credit: 0.50	PBGR: Computer Technology
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Prerequisite: None

Technological skills are demanding students to be proficient with the use of technology in their academic careers in high school and beyond. Many colleges are requiring students to take Technology Proficiency Exams as part of their college course placements or exit exams. This course encompasses many aspects of technology that students will be required to know throughout high school and for entry into college or the workforce. Topics studied include the following: computer applications, electronic portfolio systems, and Aspen information management software. Aspen focuses on student achievement through modules that provide student, family, and teacher portals. Through participation and successful completion of the course, students are prepared for technological skills needed to compete globally in today's society.

605M	Introduction to Building Trades	Credit: 0.50	PBGR: Elective
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Prerequisite: None

The Introduction to Building Trades course provides a foundation of knowledge to prepare students for employment or continued education in several occupations related to the construction industry (Electrical, Plumbing, Masonry, Carpentry, HVAC). This course gives students' real-world, hands-on practice in these areas. The curriculum is based on incorporating differentiated instruction and the needs of 21st Century learners. Teaching strategies include a blend of online and face-to-face instruction that align with national standards.

608M	Graphics	Credit: 0.50	PBGR: Computer Technology
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Prerequisite: None

This course is similar to 610 below; however, topics will be covered in less depth due to course length. The beginning student will be provided with an opportunity to learn various skills of the graphics arts industry. Using problem-solving approach to working on projects, students will develop skills by designing, composing, assembling, and finishing printed materials utilizing conventional reproduction techniques. Projects will involve computer-generated typography, design principles, binding, digital copying, and digital photo reproduction.

## Tech Ed Department

614M	Photography	Credit: 0.50	PBGR: Elective
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Prerequisite: None

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

616	Website Design	Credit: 1.00	PBGR: Computer Technology
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Prerequisite: None

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

617	Advanced Website Design	Credit: 1.00	PBGR: Computer Technology
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Prerequisite: Web Design & Management

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

621M	Desktop Publishing	Credit: 0.50	PBGR: Computer Technology
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Prerequisite: None

This course brings digital graphics and text together to create professional level publications. Students create, format, illustrate, design, edit/revise, and print publications. Improved productivity of digitally produced newsletters, flyers, brochures, reports, advertising materials, and other publications is emphasized. Proofreading, document composition, and communication competencies are also included.

623	Advanced Animation/Game Design	Credit: 1.00	PBGR: Computer Technology
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Prerequisite: Animation I

This course offers students use of hands-on, cutting edge software technology. Students use and apply their experiences, knowledge and skills with 3D animation applications from Animation I and Animation II to advanced projects as game development. One of the projects includes using UDK, a game development software available (free) to developers which accepts models made from Autodesk Maya, the program that students were introduced to in Animation I and Animation II. New challenges in game design include creating and importing textures, creating and animating models, working with audio files, and manipulating game engine software. The study of animation and video game design and development is an exciting multidisciplinary activity that combines creativity and technical knowledge in a unique blend of left-and-right brain expertise. Students interested in a career in Animation would benefit from the advanced technical expertise learned in demonstration of content in this course.

624	PC Repair & Network Systems	Credit: 1.00	PBGR: Computer Technology
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Prerequisite: None

Students learn and apply troubleshooting skills with a variety of computer, networking, and electronic systems. Students are also involved with recording repair data, managing equipment, testing new software and hardware, and applying communication skills while servicing or building technology. Upon completion of this course, students are able to demonstrate proficiency in computer repair, basic pc networking, and networking systems such as Linus and Apple OSX and others that are used in technology applications. Other areas of study include repair safety awareness, virus and spyware protection, and many other areas of computer tune up and operational optimization. In addition to computer repair, students study other digital equipment as scanners, printers, network switches, routers, and related equipment.

## Tech Ed Department

626M	Basic CAD for Engineering I	Credit: 0.50	PBGR: Computer Technology
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Prerequisite: None

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

627M	Basic CAD for Engineering II	Credit: 0.50	PBGR: Computer Technology
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Prerequisite: Basic CAD for Engineering I

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

628M	Computer Animation I	Credit: 0.50	PBGR: Computer Technology
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Prerequisite: None

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

629M	Computer Animation II	Credit: 0.50	PBGR: Computer Technology
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Prerequisite: Computer Animation I

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

630	Materials Fabrication	Credit: 1.00	PBGR: Computer Technology
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Prerequisite: None

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

631	Advanced Material Fabrication	Credit: 1.00	PBGR: Computer Technology
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Prerequisite: Material Fabrication

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

## Tech Ed Department

634	Intro to Manufacturing	Credit: 1.00	PBGR: Elective
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Prerequisite: None

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

636	Video Production	Credit: 1.00	PBGR: Computer Technology
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Prerequisite: None

Video Production is a one-year course designed to introduce students to the implications and use of video production technology. This course will focus on the use of cameras and related equipment to produce live and scripted video and to solve technical problems associated with the production process. Through the use of our studio and its equipment, we will develop skills involved in the various roles associated with a video production studio. We will also be involved in maintaining the proper and continuous broadcasting of video on the local education channel via cable. The editing process will incorporate many current techniques employed in the industry in both digital and linear mode. The emphasis is on technical skills and the various employability skills associated with such an interactive production atmosphere.

638M	Mechatronics I	Credit: 0.50	PBGR: Computer Technology
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Prerequisite: None

This introductory course uses a problem solving approach to teach the principles of robotics. Using kits to design robotic systems to address specific challenges. The students will engineer devices or vehicles and write computer programs to control the devices to meet the challenges. Writing lab reports, keeping journals and applied math and principals of general physics are essential parts of this course.

639M	Mechatronics II	Credit: 0.50	PBGR: Computer Technology
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Prerequisite: Mechatronics I

This course, second in a two part series, uses a problem solving approach to teach the principles of robotics. Using kits to design robotic systems to address specific challenges. The students will engineer devices or vehicles and write computer programs to control the devices to meet the challenges. Writing lab reports, keeping journals and applied math and principals of general physics are essential parts of this course.

640	Auto Mechanics I	Credit: 1.00	PBGR: Elective
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Prerequisite: None

This course introduces the beginning student to basic automotive systems and repair skills. The student receives hands-on and classroom instruction to develop skills in ten separate automotive systems including brakes, engines, electrical systems, lubrication, fuel systems, charging systems, ignition, transmissions, tires, and cooling systems. Emphasis is placed upon proper safety procedures to develop confidence, creativity, and problem-solving ability. Preference will be given to juniors, sophomores will receive second reference, and seniors will be considered on a space available basis.

641	Auto Mechanics II	Credit: 1.00	PBGR: Elective
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Prerequisite: Auto Mechanics I

This course provides the qualified student with instruction and hands-on experience in the servicing of basic automotive systems on late model automobiles. Supplemented with classroom instruction, the emphasis is placed on developing skills in service, repair, and troubleshooting.

642	Auto Mechanics III	Credit: 1.00	PBGR: Elective
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Prerequisite: Auto Mechanics II

Taken separately or concurrently with Auto Mechanics 2, and by invitation of the instructors, based upon the student's aptitude, attitude, and achievement in Auto Mechanics 2. The student will have the opportunity to learn advanced troubleshooting skills on late model vehicles to include Electronic Fuel Injection, Ignition Systems, and Front End Alignment. The program will give career-oriented students practical skills needed to diagnose and repair problems existing in complex automotive systems.

## Tech Ed Department

643M	Auto Maintainance	Credit: 0.50	PBGR: Elective
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Prerequisite: None

This course introduces the student to basic automotive maintenance skills and inspection awareness, along with basic automotive system description and operations. Students will learn these skills with hands on, computer research and classroom instruction. Basic maintenance checks: engine fluids, air filter, oil filter, and battery as well as tire repair, mounting and rotation. Inspect the condition of hoses, belts and brakes. Computers will be used to research maintenance schedules, new and used cars, TSB (Technical Service Bulletins), and any helpful information that would be beneficial while taking the course. The emphasis will be on maintenance skills and auto awareness that is associated with owning a car.

645W	Cabinet Making	Credit: 0.50	PBGR: Elective
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Prerequisite: CACTC Building & Construction Program

This course is designed to interface with the career and technical center's construction program. It is offered on a week about schedule where juniors and seniors will have classes on alternate weeks. The program will give career-oriented students some practical skills in finish carpentry and cabinet making procedures.

646W	Advanced Cabinet Making	Credit: 0.50	PBGR: Elective
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Prerequisite: CACTC Building & Construction Program

This course is designed to interface with the vocational building and Construction program. It is offered on a week about schedule where juniors and seniors will have classes on alternate weeks. The program will give career-oriented students some practical skills in finish carpentry and cabinet making procedures.

## Visual Arts Department

700	Foundations of Art Honors	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Teacher recommendation

This is an entry-level course for students wishing to pursue further studies in the Visual Arts. This course is designed to provide an overview of the Visual Arts while allowing students to develop an experience with a broad variety of art media, materials and tools. With an emphasis on studio production, the students explore and develop skills in drawing, painting, graphic design, printmaking, architectural/environmental design and sculpture. Students learn art production with emphasis on development of higher-level thinking appropriate to art-related technology skills, art appreciation, art criticism, and aesthetics. Students use a sketchbook to demonstrate a process portfolio which is required. Upon successful completion, students will have proficient knowledge and skills to create, appreciate, assess, and relate art to their everyday lives. This course of study is proving valuable to all students applying to major colleges as part of a well-rounded education. The Foundations in Art course is a prerequisite for Advanced Art 1, Advanced Art 2, and Studio Art. Proficiency in this course will assists students to fulfill some requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students will work towards contributing proficient artifacts and reflections to the CPS digital graduation portfolio.

701	Foundations of Art	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Teacher recommendation

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

## Visual Arts Department

702	Art & Design Application	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: None

Art and Design Application is a basic art course, providing students with a general experience in design arts. This course provides an overview and introduction to two and three-dimensional design, fine crafts, a variety of media and cultures. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skills, art appreciation, art criticism, and aesthetics. Upon successful completion of this course, students will gain proficient knowledge and skills to create, appreciate, and assess multicultural and applied arts. The use of a sketchbook to demonstrate a process portfolio is required for this course. Proficiency in this course will assist students to fulfill some requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students will work towards contributing proficient artifacts and reflections to the CPS digital graduation portfolio.

703M	Basic Art & Design	Credit: 0.50	PBGR: Fine Arts
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Prerequisite: None

Basic Art and Design is an exploratory art course, which provides students with an exposure to the design arts. Students explore a variety of media in two and three-dimensional design, fine crafts, their media and the cultures they represent. With an emphasis on studio production, assignments in this course are designed to promote students' higher-level thinking appropriate to art, art related technology skills, art appreciation, art criticism, and aesthetics. Upon successful completion of this course, students will gain general knowledge and skills to create, appreciate, and assess multicultural and applied arts. The use of a sketchbook is required for this course. Proficiency in completion of the requirements of this course assists students to fulfill some requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students work towards contributing a proficient artifact and reflection to the CPS digital graduation portfolio.

711	Sculpture & Ceramics Honors	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Basic Sculpt & Ceramics and teacher recommendation

Students learn the basic concepts, skills, and vocabularies used to create three-dimensional works of art. Students are introduced to a variety of techniques in both clay and mixed media including cardboard or paper, paper mache, wire or metal, as well as found objects. Instruction and experience for learning design and drawing as a three-dimensional plan, additive and subtractive sculpture, ceramics, environmental design, as well as fine crafts, their media, and the cultures they represent are provided. With an emphasis on studio production, students develop higher-level thinking as related to art, art-related technology skill, art criticism, art history, and aesthetics. The use of a sketchbook to demonstrate a process portfolio is required. Upon successful completion of this course students have proficient knowledge and skills to create, appreciate and assess three-dimensional art. Proficiency in this course assists students to fulfill some requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students contribute proficient artifacts and reflections to the CPS digital graduation portfolio.

712	Sculpture & Ceramics	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Basic Sculpture & Ceramics

This course is a basic three-dimensional art course, providing students with basic concepts, skills, and vocabularies used to create three-dimensional works of art. Students will be introduced to a variety of techniques in both clay and mixed media including cardboard or paper, paper mache, wire or metal, as well as found objects. The various vocabularies, tools and concepts associated with the various media will also be examined. Students will learn about the relationships among three-dimensional art forms and between their own art production and that of others. They will learn about the historical and cultural contexts of art and its relationships to contemporary life. The use of a sketchbook to demonstrate a process portfolio is required. Upon successful completion of this course, the student will gain a general knowledge of creating, appreciating, assessing, and valuing three-dimensional art. Proficiency in this course will assist students to fulfill some requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students will contribute proficient artifacts and reflections to the CPS digital graduation portfolio.

## Visual Arts Department

713M	Basic Sculpture & Ceramics	Credit: 0.50	PBGR: Fine Arts
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Prerequisite: None

This course provides students with an exploratory experience in three-dimensional design. Students will be introduced to a variety of techniques in both clay and mixed media. Vocabularies, tools and concepts associated with the various media will also be examined. Upon successful completion of this course, students gain a general knowledge of creating, appreciating, assessing, and valuing three-dimensional art. The use of a sketchbook is required for this course. Proficiency in meeting the requirements of this course assists students to fulfill some requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students work towards contributing a proficient artifact and reflection to the CPS digital graduation portfolio.

716	Advanced Sculpture & Ceramics Honors	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Sculpture&Ceramics H or teacher recommendation

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

717	Advanced Sculpture & Ceramics	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Sculpture & Ceramics

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

720M	Graphics, Layout & Design	Credit: 0.50	PBGR: Fine Arts
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Prerequisite: None

Students will learn computer skills and applications for design, layout, graphics, photography, composition, writing/editing, soft ware and business skills. Work is completed in the computer lab and art studio, combining digital work with traditional materials. Class assignments explore the elements and principles of art while enabling students to learn visual art applications and other software to transform drawings, photographs and other traditional media through digital manipulation, importation, scanning, and printing. Students will be exposed to 21st century, Common Core ELA standards, art, technology, and business skills in this course. Art department head recommendation required.

## Visual Arts Department

721M	Graphics, Layout & Design II Honors	Credit: 0.50	PBGR: Fine Arts
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Prerequisite: Instructor Recommendation

Yearbook 2 Honors is intended for the academically and creatively motivated student. The students will analyze the elements of art and the principles of design to work independently and confidently to create increasingly sophisticated design, layout, graphics, photography, composition, writing/editing, soft ware and business skills. Work is completed in the computer lab and art studio, combining digital work with traditional materials. Class assignments explore the elements and principles of art while enabling students to learn visual art applications and other software to transform drawings, photographs and other traditional media through digital manipulation, importation, scanning, and printing. Students will be exposed to 21st century, Common Core ELA standards, art, technology, and business skills in this course. Art department head recommendation required.

726	Advanced Art I Honors	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Fnd of Art Honors or teacher recommendation

The Advanced Art 1 Honors level is intended for the academically and creatively motivated student and is designed to provide further development in the visual arts and continued opportunities to experience a broad variety of art media, materials, tools and techniques. Students will understand, synthesize and use with confidence the elements and principles of design to create increasingly sophisticated works of art. Students will build upon and refine their prior knowledge to further explore compositional arrangements, color theory, drawing, painting, design and sculptural skills and incorporate art related technology. They will develop a sophisticated and mature level of problem solving, critical thinking and decision- making skills. Students will continue to gain an appreciation for art and artists from other cultures both past and present. This course, emphasizing art production will continue to engage students in art appreciation, art criticism, and aesthetics. In addition to studio work, galleries, museums, and/or artists' studios will be utilized as an extension of the classroom. The use of a sketchbook to demonstrate a process portfolio is required. Upon successful completion, students will have proficient knowledge and skills to create, appreciate, assess, and relate art to their everyday lives. This continued art study is proving valuable to all students applying to colleges as part of a well-rounded education. Proficiency in this course will assist students to fulfill some requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students will contribute proficient to advanced artifacts and reflections to the CPS digital graduation portfolio. Advanced Art I is a prerequisite for Advanced Art 2, and Studio Art.

728	Advanced Art I	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Foundations of Art

This sequential course is designed to provide further development in the visual arts and continues to provide opportunities to experience a broad variety of art media, materials, tools, and techniques. The elements of art and principles of design are reviewed and the concepts of color theory and the skills of, drawing, painting, graphics, printmaking, and three-dimensional design are developed in depth. Students will also have the opportunity to explore additional art medias and incorporate art-related technology. Students will develop a sophisticated and mature level of problem solving, critical thinking, and decision-making skills while exploring their own ideas and beginning to establishing a personal voice. They will learn to recognize the connections of the visuals arts to other disciplines while drawing upon and incorporating that knowledge to create works of art. They will continue to gain an appreciation for art and artists from other cultures both past and present and relate the historical and cultural contexts of art to contemporary life. The use of a sketchbook to demonstrate a process portfolio is required. Upon successful completion, the student should be able to solve creative problems with insight, reason, and technical proficiency and have proficient knowledge and skills to create, appreciate, assess, and relate art to their everyday lives. Advanced Art I course is a prerequisite for Advanced Art 2, and Studio Art. Proficiency in this course will assist students to fulfill some requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students will work towards contributing proficient artifacts and reflections to the CPS digital graduation portfolio.

## Visual Arts Department

731	Advanced Art II Honors	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Advanced Art I Honors or teacher recommendation

Advanced Art 2 Honors level is intended for the academically and creatively motivated student. This course provides the student with an opportunity to work independently and confidently to create increasingly sophisticated works of art. Students will be challenged to demonstrate their skills with compositional arrangements, color theory, drawing, painting, design and sculpture, while, establishing a personal voice. They will further develop sophisticated and mature levels of problem solving, critical thinking and decision-making skills and strengthen their appreciation for art and artists from other cultures both past and present. Students will be introduced to possible career opportunities in the visual arts, and begin to define their goals. They will continue to work towards contributing proficient to advanced artworks to a portfolio that exhibits consistent and independent performance in each benchmark of the creating and responding rubrics. The use of a sketchbook to demonstrate a process portfolio is required. Using artist studios, galleries, and museums as an extension of the classroom and relating art to other disciplines is also an integral part of this course. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skills, art appreciation, art criticism, and aesthetics. Upon successfully completing this course, the student should demonstrate advanced knowledge and skills to create, appreciate, assess, and relate art to their everyday lives. This continued art study is proving valuable to all students applying to colleges as part of a well-rounded education.

Proficiency in this course will assist students to fulfill some requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students will contribute proficient to advanced artifacts and reflections to the CPS digital graduation portfolio. Advanced Art 2 is a prerequisite for Studio Art.

732	Advanced Art II	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Advanced Art I

This course is designed to provide a more in-depth overview of the Visual Arts while developing advanced proficiency with a broad variety of art media, materials, tools and techniques. Students will utilize the elements of art and principles of design to work independently and confidently to create increasingly sophisticated works of art. Students will build upon and refine their prior knowledge to further explore compositional arrangements, color theory, drawing, painting, design and sculpture, while, establishing a personal voice. In addition to studio work, galleries, museums, and/or artists' studios will be utilized as an extension of the classroom. Students will be introduced to possible career opportunities in the visual arts, and begin to define their goals. The use of a sketchbook to demonstrate a process portfolio is required. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skills, art appreciation, art criticism, and aesthetics. Upon successfully completing this course, the student should demonstrate advanced knowledge and skills to create, appreciate, assess, and relate art to their everyday lives. This continued art study is proving valuable to all students applying to colleges as part of a well-rounded education. Proficiency in this course will assist students to fulfill some requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students will contribute proficient to advanced artifacts and reflections to the CPS digital graduation portfolio. Advanced Art 2 is a prerequisite for Studio Art.

733M	Visual Arts in Society	Credit: 0.50	PBGR: Fine Arts
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Prerequisite: Teacher recommendation

This course explores the role of the Visual Arts in various cultures and historical time periods. The function and interrelationships among the art forms are studied within the context of cultures and societies. The role of the visual arts and the influence it has had in different cultures and times are explored through a variety of media, from videos to web sites, using presentations, discussions, writing and studio work. This course is designed for Art and Non-Art Majors and adheres to the National and Rhode Island Visual Art Standards

## Visual Arts Department

734	Art Studio Honors	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Advanced Art II Honors or teacher recommendation

Studio Art, a senior class, offers students an opportunity to develop a portfolio of proficient to advanced proficient work that reflects growth in skill development, independent decision-making, and aesthetic appreciation. Students will develop breadth in drawing, painting, and two-dimensional design, and work independently in an area of concentration, while showing evidence of a personal style. In addition to studio work, an emphasis is placed on art appreciation using museums, galleries, and artists' studios as an extension of the classroom. Students will be able to meet with college representatives, be introduced to possible career opportunities in the visual arts, and begin to define their goals. Students will also gain knowledge in the preparation, digital presentation, and exhibition of their artwork. Narrative reflections, research on Contemporary artists, and self-evaluations of all works are a part of the learning process. The use of a sketchbook to demonstrate a process portfolio is required. During the second half of the year, leaving a legacy to the school and/or community is an important part of the values emphasized in this class. At the Honors level, students have the option to submit portfolios to the College Board for Advanced Placement credit. Upon successfully completing this course, the student will be prepared to pursue college or a career in the art field. Proficiency in this course will assist students to fulfill requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students will work towards contributing proficient to advanced artifacts and reflections to the CPS digital graduation portfolio.

735	Art Studio	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Advanced Art II

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

736	3D Art Studio Honors	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Advanced Sculpture Honors or recommendation

This is a Senior Class. Students build upon and refine their prior knowledge to further demonstrate sequential growth in compositional arrangements, drawing, design and sculpture, while establishing a personal voice and developing a portfolio of proficient work that reflects sequential growth in skill development, independent decision making and aesthetic appreciation. The use of a sketchbook to demonstrate a process portfolio is required. Mature levels of problem solving, critical thinking and decision-making skills are used to strengthen appreciation for art and artists from other cultures both past and present. Students analyze the elements of art and principles of design and work independently and confidently to create sophisticated three-dimensional works of art. In addition to studio art, an emphasis is placed on art appreciation using museums, galleries, and artists' studios as an extension of the of the classroom. Students will also gain knowledge in the preparation, digital presentation, and exhibition of their artwork. Integral to the culmination of the four years in the visual arts program, students will contribute to solving real problems in visual communications for the school and/or the community. Students will create a legacy (a permanent gift of appreciation) to the school and/or community. Upon successful completion of this course, students are prepared to pursue college or a career in the art field. Students will be able to meet with college representatives, be introduced to possible career opportunities in the visual arts, and refine their goals.

## Visual Arts Department

737	3D Art Studio	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Advanced Sculpture or teacher recommendation

This is a Senior Class. Students build upon and refine their prior knowledge to further demonstrate sequential growth in compositional arrangements, drawing, design and sculpture, while establishing a personal voice and developing a portfolio of proficient work that reflects sequential growth in skill development, independent decision making and aesthetic appreciation. The use of a sketchbook to demonstrate a process portfolio is required. Mature levels of problem solving, critical thinking and decision-making skills are used to strengthen appreciation for art and artists from other cultures both past and present. Students analyze the elements of art and principles of design and work independently and confidently to create sophisticated three-dimensional works of art. In addition to studio art, an emphasis is placed on art appreciation using museums, galleries, and artists' studios as an extension of the of the classroom. Students will also gain knowledge in the preparation, digital presentation, and exhibition of their artwork. Integral to the culmination of the four years in the visual arts program, students will contribute to solving real problems in visual communications for the school and/or the community. Students will create a legacy (a permanent gift of appreciation) to the school and/or community. Upon successful completion of this course, students are prepared to pursue college or a career in the art field. Students will be able to meet with college representatives, be introduced to possible career opportunities in the visual arts, and refine their goals.

740M	Humanities: Art & Music	Credit: 0.50	PBGR: Fine Arts
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Prerequisite: None

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

## Music Department

741M	History of American Music	Credit: 0.50	PBGR: Fine Arts
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Prerequisite: None

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

## Music Department

751	Freshmen Band Honors	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Audition

Students who wish to be selected for Band – Freshmen Honors credit must fulfill the following requirements in addition to 752 Band – Freshmen.

1. Perform two solo recitals at the conclusion of the second and fourth quarters and/or perform at the Rhode Island Music Educators Association (RIMEA) Solo & Ensemble Festival.
2. Audition for the RIMEA All-State Band, Orchestra or Jazz Ensemble.
3. Satisfy advanced requirements in the performance portion of the final exam / comprehensive course assessment.
4. Private instruction, although not required, is strongly recommended for honors students.

This is a performance class for freshmen band instrumentalists studying the finest band literature in a variety of styles. The ensemble has a dual role, functioning as both a concert band and a marching band. Members are required to complete all aspects of the concert/marching program. These requirements include attendance at all rehearsals outside of the school day, pre-season training in August, and all marching rehearsals. Attendance at performances is mandatory. Performances include football games, parades, field show competitions, concerts, and festivals.

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

752	Freshmen Band	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Audition

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

755	Band Honors	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Audition

Students who wish to be selected for Band – Honors credit must fulfill the following requirements in addition to 756 Band.

1. Perform two solo recitals at the conclusion of the second and fourth quarters and/or perform at the Rhode Island Music Educators Association (RIMEA) Solo & Ensemble Festival.
2. Audition for the RIMEA All-State Band, Orchestra or Jazz Ensemble.
3. Satisfy advanced requirements in the performance portion of the final exam / comprehensive course assessment.
4. Private instruction, although not required, is strongly recommended for honors students.

This is a performance class for band instrumentalists studying the finest band literature in a variety of styles. The ensemble has a dual role, functioning as both a concert band and a marching band. Members are required to complete all aspects of the concert/marching program. These requirements include attendance at all rehearsals outside of the school day, pre-season training in August, and all marching rehearsals. Attendance at performances is mandatory. Performances include football games, parades, field show competitions, concerts, and festivals.

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

## Music Department

756	Band	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Audition

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

757	Symphonic Band Honors	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Audition

Students who wish to be selected for Symphonic Band – Honors Credit must fulfill the following requirements in addition to the Symphonic Band CP requirements.

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

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

758	Symphonic Band	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Audition

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

761	Orchestra Honors	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Audition

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

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

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

762	Orchestra	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Audition

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

## Music Department

764M	Chamber Orchestra	Credit: 0.50	PBGR: Fine Arts
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Prerequisite: Audition

This course is an in-depth approach to orchestral string playing, small ensemble string literature, and performance. It is offered to the serious, advanced student string instrumentalist. Developing music reading skills and sound string technique will be the main objective through much of the first quarter. Literature and performance skills will be emphasized in the remaining quarters. Participation and commitment are integral parts of this course and much of the grade (50%) is determined by your presence and performance with the group. Some evening rehearsals and all concert performances are mandatory. Enrollment in this class will assist students wishing to use music to demonstrate proficiency in the fine arts as required by the Rhode Island Board of Regents. Private instruction is strongly recommended for this course.

765M	Wind Ensemble	Credit: 0.50	PBGR: Fine Arts
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Prerequisite: Audition

Students who wish to be selected for Wind Ensemble-Honors Credit must fulfill the following requirements.

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

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

768M	Jazz Ensemble	Credit: 0.50	PBGR: Fine Arts
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Prerequisite: Audition

This is a performance class that enables students to experience the various styles of the most original of American art forms: Jazz. Members of the ensemble are required to attend all performances which include concerts and festivals. The Cranston East Jazz Ensemble ("East Jazz") is a full-credit course which meets every day before school hours, 6:45-7:30 A.M. School attendance and tardiness policies are in effect for this pre-school hours class. Membership is by audition only. Auditions are held each spring and are announced at all middle schools as well as the high school. Musicians selected are required to take Band CP or Honors and successfully fulfill all requirements for the concert marching band. Enrollment in this class will assist students wishing to use music to demonstrate proficiency in the fine arts as required by the Rhode Island Board of Regents.

769M	Percussion	Credit: 0.50	PBGR: Fine Arts
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Prerequisite: None

In this course, students will study the fundamental elements of music through percussion performance. Topics of instruction will include instrument and equipment care, music literacy (reading and writing music), and percussion performance skills. This course will address different learning styles by utilizing hands-on performance on percussion instruments. Students will be able to play instruments, arrange and compose, listen to and evaluate their performance. Enrollment in this class will assist students wishing to use music to demonstrate proficiency in the fine arts as required by the Rhode Island Board of Regents.

## Music Department

771	Choir Honors	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Audition

Students who wish to be selected for Choir - Honors credit must fulfill the following requirements in addition to 772 Choir.

1. Perform two solo recitals at the conclusion of the second and fourth quarters and/or perform at the Rhode Island Music Educators Association (RIMEA) Solo & Ensemble Festival.
2. Audition for the RIMEA All-State Chorus.
3. Satisfy advanced requirements in the performance portion of the final exam / comprehensive course assessment.
4. Private instruction, although not required, is strongly recommended for honors students.

This course is an in-depth approach to singing, choral literature, and performance. It is offered to the serious, qualified student vocalist. Developing music reading skills and sound vocal technique will be the main objective through much of the first quarter. Literature and performance skills will be emphasized in the remaining quarters. Participation and commitment are an integral part of this course and much of the grade (50%) is determined by your presence and performance with the group. Some evening rehearsals and all concert performances are mandatory.

Students who wish to select Choir Honors will be subject to approval by the director(s).

Enrollment in this class will assist students wishing to use music to demonstrate proficiency in the fine arts as required by the Rhode Island Board of Regents.

772	Choir	Credit: 1.00	PBGR: Fine Arts
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Prerequisite: Audition

This course is an in-depth approach to singing, choral literature, and performance. It is offered to the serious, qualified student vocalist. Developing music reading skills and sound vocal technique will be the main objective through much of the first quarter. Literature and performance skills will be emphasized in the remaining quarters. Participation and commitment are an integral part of this course and much of the grade (50%) is determined by your presence and performance with the group. Some evening rehearsals and all concert performances are mandatory. Enrollment in this class will assist students wishing to use music to demonstrate proficiency in the fine arts as required by the Rhode Island Board of Regents.

774M	Chamber Choir	Credit: 0.50	PBGR: Fine Arts
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Prerequisite: Audition

This course is an in-depth approach to singing, choral literature, and performance. It is offered to the serious, advanced student vocalist. Developing music reading skills and sound vocal technique will be the main objective through much of the first quarter. Literature and performance skills will be emphasized in the remaining quarters. Participation and commitment are an integral part of this course and much of the grade (50%) is determined by your presence and performance with the group. Some evening rehearsals and all concert performances are mandatory. Enrollment in this class will assist students wishing to use music to demonstrate proficiency in the fine arts as required by the Rhode Island Board of Regents.

775M	Voice Class	Credit: 0.50	PBGR: Fine Arts
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Prerequisite: Audition

This course is open to all students who enjoy singing and would like to be part of a chorus. Instruction in vocal techniques, exposure to choral literature, and instruction on learning to read music is provided. Enrollment in this class will assist students wishing to use music to demonstrate proficiency in the fine arts as required by the Rhode Island Board of Regents.

780M	Music Theory I	Credit: 0.50	PBGR: Fine Arts
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Prerequisite: Music Program & teacher recommendation

Music Theory I is an introduction to the language and mechanics of basic theory and composition. Subject matter includes use of the staff, notation, scales, key signatures through modulations and transpositions. Enrollment in this class will assist students wishing to use music to demonstrate proficiency in the fine arts as required by the Rhode Island Board of Regents.

## Music Department

781M	Music Theory II	Credit: 0.50	PBGR: Fine Arts
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Prerequisite: Music Program & teacher recommendation

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

785M	Music Production Technology	Credit: 0.50	PBGR: Fine Arts
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Prerequisite: Music Program & teacher recommendation

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

786M	Foundations of Wind Instruments	Credit: 0.50	PBGR: Fine Arts
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Prerequisite: None

In this course, students will study the fundamental elements of music through band wind instrument performance. Instruments include flute, clarinet, saxophone, french horn, trumpet, trombone, and tuba. Topics of instruction will include instrument and equipment care, music literacy (reading and writing music), and performance skills. This course will address different learning styles by utilizing hands-on performance. Students will be able to play instruments, arrange and compose, listen to and evaluate their performance.

787M	Foundations of Guitar	Credit: 0.50	PBGR: Fine Arts
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Prerequisite: None

In this course, students will study the fundamental elements of music through guitar performance. Topics of instruction will include instrument and equipment care, music literacy (reading and writing music), and guitar performance skills. This course will address different learning styles by utilizing hands-on performance. Students will be able to play instruments, arrange and compose, listen to and evaluate their performance.

## CACTC Department

800	Robotics I	Credit: 1.75	PBGR: Computer Technology
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Prerequisite: Sophomore status & program application

The first year covers foundation topics, in a theory and a lab-based setting. These topics include: robotic systems, hydraulics, pneumatics, basic electricity, analog circuits, digital circuits, computer simulation/electronic design, power systems, application programming, and the 4th quarter team design project. Students must maintain a minimum of a 70% to move up to the next level (Level 2).

801	Robotics II	Credit: 1.75	PBGR: Elective
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Prerequisite: C in PreEngineering Robotics I

The second year covers intermediate topics, in a theory and a lab-based setting. These topics include: power supply design, electro-optics/LASERS, fiber-optic systems, instrumentation and sensors, micro-controllers, remote sensing, RC flight simulation, airborne flight systems, IR & ultrasonic systems, operational amplifiers, underwater vehicle design. Students must maintain a minimum of a 70% to move up to the next level (Level 3).

## CACTC Department

801H	Robotics II Honors	Credit: 1.75	PBGR: Elective
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Prerequisite: C in PreEngineering Robotics I & recommendation

The second year covers intermediate topics, in a theory and a lab-based setting. These topics include: power supply design, electro-optics/LASERS, fiber-optic systems, instrumentation and sensors, micro-controllers, remote sensing, RC flight simulation, airborne flight systems, IR & ultrasonic systems, operational amplifiers, underwater vehicle design. Students must maintain a minimum of a 70% to move up to the next level (Level 3).

The purpose of the honors level program is to provide rigorous and challenging external studies for highly able and high achieving students. The curriculum reflects the need for independent work in software/hardware design, development, and deployment. It also allows the student to individually pursue in-depth study of engineering topics that require abstract and higher-order thinking skills. The honors level program provides expectations and opportunities for students to work independently at a more accelerated pace, to engage in more rigorous and complex content and processes, and to develop authentic products that reflect students' understanding of key concepts. This program is in addition to your regular class/lab work, and is not to be worked on during the normal A-G class assigned periods.

Requirements:

1. Open to Level 2 and Level 3 Students only
2. Must have maintained a minimum of an A- average for each quarter of the previous year, in addition to a minimum A-cumulative average.
3. Must be able to meet after school on a bi-weekly basis, for a review of the work accomplished to date.
4. Must have an external mentor, that is a degree-holding practicing engineer (preferably a certified professional engineer), that is not a parent or relative.
5. Must maintain at least an A- average for each quarter, including the cumulative average, once accepted into the program.
6. Must write a well-documented proposal to define:
  - a. What it is that you intend to create or design.
  - b. How this project will be funded (the student must supply all materials & software).
  - c. Time-lines for bench-marking stages of completion.
  - d. How you will measure the success of your project.
7. Must maintain a detailed engineering journal, which documents all work, including hardware and software.
8. Must prepare and present a formal technical report and actual demonstration to a panel of engineers at the completion of the project for their review and comments.

802	Robotics III	Credit: 1.75	PBGR: Applied Math
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Prerequisite: C in PreEngineering Robotics II

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

## CACTC Department

802H	Robotics III Honors	Credit: 1.75	PBGR: Applied Math
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Prerequisite: C in PreEngineering Robotics II & recommendation

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

The purpose of the honors level program is to provide rigorous and challenging external studies for highly able and high achieving students. The curriculum reflects the need for independent work in software/hardware design, development, and deployment. It also allows the student to individually pursue in-depth study of engineering topics that require abstract and higher-order thinking skills. The honors level program provides expectations and opportunities for students to work independently at a more accelerated pace, to engage in more rigorous and complex content and processes, and to develop authentic products that reflect students' understanding of key concepts. This program is in addition to your regular class/lab work, and is not to be worked on during the normal A-G class assigned periods.

Requirements:

1. Open to Level 2 and Level 3 Students only
2. Must have maintained a minimum of an A- average for each quarter of the previous year, in addition to a minimum A-cumulative average.
3. Must be able to meet after school on a bi-weekly basis, for a review of the work accomplished to date.
4. Must have an external mentor, that is a degree-holding practicing engineer (preferably a certified professional engineer), that is not a parent or relative.
5. Must maintain at least an A- average for each quarter, including the cumulative average, once accepted into the program.
6. Must write a well-documented proposal to define:
  - a. What it is that you intend to create or design.
  - b. How this project will be funded (the student must supply all materials & software).
  - c. Time-lines for bench-marking stages of completion.
  - d. How you will measure the success of your project.
7. Must maintain a detailed engineering journal, which documents all work, including hardware and software.
8. Must prepare and present a formal technical report and actual demonstration to a panel of engineers at the completion of the project for their review and comments.

Remember, this is an optional program for those that qualify, and is very demanding of both time-management and allocated resources (funding). Proposal deadline is no later than the 3rd week of the start of each school year, and must be submitted no later than that deadline for consideration for credit.

804M	3D Structures / Models	Credit: 0.50	PBGR: Computer Technology
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Prerequisite: None

Students will design and build different structural models based on their knowledge of basic blueprint reading and model making. Projects will progress from concept to 2-dimensional sketches and blueprint design, and culminate in the creation of a 3- dimensional model of a basic structure.

805	Drafting I	Credit: 1.75	PBGR: Computer Technology
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Prerequisite: Sophomore status & program application

Students are introduced to the drafting concepts needed to translate ideas and sketches into working drawings while developing the knowledge and range of skills needed to specialize in many areas of the CAD/Engineering Drafting Industry. Students have the most up to date Computer Aided Drafting (CAD) software that includes AutoCAD, Architectural Desktop, Rivet Building, Inventor, and 3D Viz for animation. Students will acquire the knowledge and skills throughout this course which will provide an understanding of the drafting methods and processes used in the industry. Manual drafting, which is a fundamental and essential skill is acquired before students are exposed to the various software programs as aforementioned. Students will begin by developing basic technical drawings and designs and progress to more challenging and complex projects completed using both manual and Auto CAD skills. The expectation for students is to acquire a mastery of skills upon completion of this course.

**CACTC Department**

806	Drafting II	Credit: 1.75	PBGR: Elective
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Prerequisite: C in CAD Drafting I

Throughout this level of study the students will focus on Architectural Drafting and Design. Students will acquire the knowledge and skills required to draw and design residential properties using both manual drafting skills and CAD. Students will be able to produce and explain a typical set of house plans from a concept to a complete set of working drawings. These would include the plot plan, elevations, floor plans, sectional views, and details. Students will incorporate their knowledge of "Building Green" from their studies of Leadership in Energy and Environmental Design which is in demand in the industry because of the impact on health and the environment.

806H	Drafting II Honors	Credit: 1.75	PBGR: Elective
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Prerequisite: C in CAD Drafting I & recommendation

Throughout this level of study the students will focus on Architectural Drafting and Design. Students will acquire the knowledge and skills required to draw and design residential properties using both manual drafting skills and CAD. Students will be able to produce and explain a typical set of house plans from a concept to a complete set of working drawings. These would include the plot plan, elevations, floor plans, sectional views, and details. Students will incorporate their knowledge of "Building Green" from their studies of Leadership in Energy and Environmental Design which is in demand in the industry because of the impact on health and the environment. This course has been designed for motivated students who have demonstrated exemplary performance in the previous CTE level. Students must be comfortable working independently. It is expected that students must be able to complete individual research projects and present findings to their peers. Extended learning opportunities will be required to work with the CTE community.

807	Drafting III	Credit: 1.75	PBGR: Applied Math
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Prerequisite: C in CAD Drafting II

In year three students will have many opportunities to implement the knowledge and skills they have acquired in years one and two into real world situations. Students actively participate in an architectural business providing students the opportunity to meet with the prospective client(s) and identify the work the client is requesting. Students create custom designs by working onsite and meeting with the prospective client throughout the project in order to make revisions throughout to completion of the project. Students will develop a materials list with corresponding costs for the clients review. CAD designs are transferred into professional prints using the Plotter (used in the industry) providing a finished product that the client can provide a building inspector in their town/city in order to obtain a building permit. Students also become OSHA certified in building construction. OSHA is the Occupational Safety & Health Administration which is required in the construction field. Students visit construction sites and meet with building inspectors in order to learn building codes and variances. Students become NOCTI certified in Architectural Drafting and Design and are prepared to enter the workforce. Upon completion of this three year course of study students will receive three transferable college credits from Rhode Island College.

807H	Drafting III Honors	Credit: 1.75	PBGR: Applied Math
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Prerequisite: C in CAD Drafting II & recommendation

In year three students will have many opportunities to implement the knowledge and skills they have acquired in years one and two into real world situations. Students actively participate in an architectural business providing students the opportunity to meet with the prospective client(s) and identify the work the client is requesting. Students create custom designs by working onsite and meeting with the prospective client throughout the project in order to make revisions throughout to completion of the project. Students will develop a materials list with corresponding costs for the clients review. CAD designs are transferred into professional prints using the Plotter (used in the industry) providing a finished product that the client can provide a building inspector in their town/city in order to obtain a building permit. Students also become OSHA certified in building construction. OSHA is the Occupational Safety & Health Administration which is required in the construction field. Students visit construction sites and meet with building inspectors in order to learn building codes and variances. Students become NOCTI certified in Architectural Drafting and Design and are prepared to enter the workforce. Upon completion of this three year course of study students will receive three transferable college credits from Rhode Island College. This course has been designed for motivated students who have demonstrated exemplary performance in the previous CTE level. Students must be comfortable working independently. It is expected that students must be able to complete individual research projects and present findings to their peers. Extended learning opportunities will be required to work with the CTE community.

**CACTC Department**

815	Graphics I	Credit: 1.75	PBGR: Computer Technology
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Prerequisite: Sophomore status & program application

Level I introduce students to safety practices, page layout and design, reproduction, full color digital printing, digital plate making, single color offset printing, bindery and finishing techniques. Students are provided with access to interact at an introductory level in all facets of graphic communications technology. Program instruction in all topics integrates relevant, current, appropriate and varied technologies. Students demonstrate proficiency with the computer using various software packages, offset lithography equipment and finishing equipment. Students are required to do a research paper on topic of the "History of Printing", start a hard copy portfolio and an electronic portfolio.

816	Graphics II	Credit: 1.75	PBGR: Elective
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Prerequisite: C in Graphics I

Level II provides training to include digital illustration, processing and output, two or more color offset printing, advanced digital photography, large format digital printing and reproduction and screen printing. Students take the skills and knowledge that they achieve in Level 1 to master more complex projects. This prepares students for internships co-op opportunities in the Graphic Communications Industry. There is a strong emphasis on problem solving, trouble shooting and direct application of concepts as they relate to technical and developmental skills in Graphic Communications and life skills to be successful lifelong learners. Students are required to do a research paper, on a "Graphic Communications Technology", build their hard copy portfolio and put two artifacts in their electronic portfolio.

816H	Graphics II Honors	Credit: 1.75	PBGR: Elective
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Prerequisite: C in Graphics I & recommendation

Students take the skills and knowledge that they achieve in Level 1 to master more complex projects. This prepares students for internships co-op opportunities in the Graphic Communications Industry. There is a strong emphasis on problem solving, trouble shooting and direct application of concepts as they relate to technical and developmental skills in Graphic Communications and life skills to be successful lifelong learners. Students are required to do a research paper, on a "Graphic Communications Technology", build their hard copy portfolio and put two artifacts in their electronic portfolio. Honor Students must also complete one higher level project per quarter from the private sector or school, example: Program and ticket designs and printing for a school function (play, graduation etc.) and do a one page reflection of their project.

817	Graphics III	Credit: 1.75	PBGR: Applied Math
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Prerequisite: C in Graphics II

Level 3 expands training to enhance previously learned skills through involvement in more sophisticated and complex projects using problem solving skills and production skills. Students study the latest versions of page layout, design and illustration software. Level 3 students are challenged to meet and exceed PrintEd and industry standards by successfully completing complex projects. Students compete state wide in Skills USA competition and if successful national competition. Students are required to do a research project using PowerPoint software, on the topic "Graphic Communications Careers" or "Post-Secondary Education", as it relates to them. Emphasis will be placed on resume preparation, job search skills and employment opportunities. Students complete their hard copy portfolio and 2 artifacts for their electronic portfolio.

817H	Graphics III Honors	Credit: 1.75	PBGR: Applied Math
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Prerequisite: C in Graphics II & recommendation

Level 3 students are challenged to meet and exceed PrintEd and industry standards by successfully completing complex projects. Students compete state wide in Skills USA competition and if successful national competition. Students are required to do a research project using PowerPoint software, on the topic "Graphic Communications Careers" or "Post-Secondary Education", as it relates to them. Emphasis will be placed on resume preparation, job search skills and employment opportunities. Students complete their hard copy portfolio and 2 artifacts for their electronic portfolio. Honor Students must also complete one higher level project per quarter from the private sector or school, example: Program and ticket designs and printing for a school function (play, graduation etc.) and do a one page reflection of their project.

**CACTC Department**

819M	Computer Science Principles	Credit: 0.50	PBGR: Computer Technology
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Prerequisite: Teacher Recommendation

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

820	Digital Media I	Credit: 1.75	PBGR: Computer Technology
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Prerequisite: Sophomore status & program application

Using the Adobe Digital Design project-based curriculum as a guide students will develop skills in web design, digital-communication skills, project management and web technology. Topics include HTML5, CSS3, game design and mobile application development. Students will be working with the following software: Dreamweaver and Brackets (web design), Fireworks (prototyping workflow), Photoshop (photo editing) and Flash (animation). Students will be eligible to take the Adobe Certified Associate exam in Dreamweaver upon completion. Students will have Wacom drawing tablets available to them for the photo editing and drawing components. Students will also be introduced to video editing and have the opportunity to work with editing software (iMovie, Final Cut Pro and After Effects), camera and green screen. Projects may include: creating web widgets, creating interactive game, creating mobile application, restoring photos. (Digital Design curriculum aligns with the International Society for Technology in Education (ISTE) and National Educational Technology Standards (NETS) for Students.)

821	Digital Media II	Credit: 1.75	PBGR: Elective
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Prerequisite: C in Digital Media I

Students will continue with animation using Adobe's Foundations of Animation and Interaction Design curriculum. Students will work with ActionScript (Flash programming language) to design web banners, animations and games. Students will learn the history of animation along with the key components in programming and game design & planning. Students will have Wacom drawing tablets available to them for the photo editing and drawing components. Students will be eligible to take the Adobe Certified Associate exam in Flash upon completion of this unit. Students will continue with their game design coursework using the GameMaker game engine. Students will create individual game projects as well as collaborate with a team to create a final game with design document, marketing plan, CD cover and working game (includes, levels, scoring, creating original sprites, and sound). (Animation and Game Design curriculum aligns with the International Society for Technology in Education (ISTE) and National Educational Technology Standards (NETS) for Students. Game Design curriculum aligns with STEM (science, technology, engineering and math). Students in this level are eligible for internships.

821H	Digital Media II Honors	Credit: 1.75	PBGR: Elective
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Prerequisite: C in Digital Media I & recommendation

Students will continue with animation using Adobe's Foundations of Animation and Interaction Design curriculum. Students will work with ActionScript (Flash programming language) to design web banners, animations and games. Students will learn the history of animation along with the key components in programming and game design & planning. Students will have Wacom drawing tablets available to them for the photo editing and drawing components. Students will be eligible to take the Adobe Certified Associate exam in Flash upon completion of this unit. Students will continue with their game design coursework with using the GameMaker game engine. Students will create individual game projects as well as collaborate with a team to create a final game with design document, marketing plan, CD cover and working game (includes, levels, scoring, creating original sprites, and sound). Those students interested in developing their programming skills with gaming will have the opportunity to work with XNA game studio and C#. (Animation and Game Design curriculum aligns with the International Society for Technology in Education (ISTE) and National Educational Technology Standards (NETS) for Students. Game Design curriculum aligns with STEM (science, technology, engineering and math). Students in this level are eligible for internships. This course has been designed for motivated students who have demonstrated exemplary performance in the previous CTE level. Students must be comfortable working independently. It is expected that students must be able to complete individual research projects and present findings to their peers. Extended learning opportunities will be required to work with the CTE community.

**CACTC Department**

822	Digital Media III	Credit: 1.75	PBGR: Applied Math
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Prerequisite: C in Digital Media II

Interactive Digital Media 3 introduces students to 3D design and animation with SketchUp, Blender and Cheetah 3D. With Blender, students will be exposed to modeling, rigging, animation, simulation, rendering, compositing and motion tracking, video editing and game creation. Using game design skills learned in IDM2, students will be able to create 3D games inside of Blender or export environments to be imported into the GameMaker engine. Students will be able to print their model pieces with the MakerBot 3D printer and scan objects using the 3D scanner. Students will also work with advanced digital video techniques using handheld scanners, motion detection and software. Students in their senior year have the opportunity to create a final senior project of their choice. The senior project will allow the student to gain detailed knowledge of at least one advanced area of Interactive Digital Media. Students will be able to take the Adobe Certified Associate exam in Photoshop at the end of their senior year. Students in this level are eligible for internships.

822H	Digital Media III Honors	Credit: 1.75	PBGR: Applied Math
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Prerequisite: C in Digital Media II & recommendation

Interactive Digital Media 3 introduces students to 3D design and animation with SketchUp, Blender and Cheetah 3D. With Blender, students will be exposed to modeling, rigging, animation, simulation, rendering, compositing and motion tracking, video editing and game creation. Using game design skills learned in IDM2, students will be able to create 3D games inside of Blender or export environments to be imported into the GameMaker engine. Students will be able to print their model pieces with the MakerBot 3D printer and scan objects using the 3D scanner. Students will also work with advanced digital video techniques using handheld scanners, motion detection and software. Students in their senior year have the opportunity to create a final senior project of their choice. The senior project will allow the student to gain detailed knowledge of at least one advanced area of Interactive Digital Media. Students will be able to take the Adobe Certified Associate exam in Photoshop at the end of their senior year. Students in this level are eligible for internships. This course has been designed for motivated students who have demonstrated exemplary performance in the previous CTE level. Students must be comfortable working independently. It is expected that students must be able to complete individual research projects and present findings to their peers. Extended learning opportunities will be required to work with the CTE community.

825	CISCO/Cyber Security, and Digital	Credit: 1.75	PBGR: Computer Technology
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Prerequisite: Sophomore status & program application

Students learn about:

- Computer basics, including computer hardware, software, and operating systems
- Networking basics
- Network topologies,
- Wireless networking
- Router and switch configuration

Students also learn to:

- Setup networks using basic networking sub-netting
- Setup and secure wireless networks
- Do router simulation labs and e-labs
- Use packet tracer software to design networks

Students will be doing the new Cisco Routing and Switching 1, R&S 2 curriculum and participate in the "System-Admin, Audit, Network, Security" (SANS) online tests for cyber security which consists of three modules. Students compete at the school, State, and National levels. Entry level Cyber Security and Digital Forensics programs and techniques will be introduced. Students can enter the Students with advanced technical skills (SWATS) program at the end of the year and begin training.

826	CISCO/Cyber Security, and Digital	Credit: 1.75	PBGR: Elective
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Prerequisite: C in CISCO I

Students learn advanced network subnetting, routing, switching, computer hardware and software. Students are introduced to more advanced wireless and wireless security. They complete router and switch simulation labs and elabs and use packet tracer software to design networks. Students are engaged in more advanced Cyber Security training in the three core areas of networking, programming language and system administration. Students also compete in "SkillsUSA" networking and computer repair contests; in the "Cisco Netriders" online team competition at the school, State and National levels. Students participate in the SANS online tests for cyber security which consists of three modules and will again compete at the school, State, and National Levels. More advanced Digital Forensics programs and techniques will be introduced.

**CACTC Department**

826H	CISCO/Cyber Security, Digital Forensics II	Credit: 1.75	PBGR: Elective
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Prerequisite: C in CISCO I & recommendation

Students will be doing R&S 3, R&S 4 curriculum and advanced network sub-netting, routing, switching, computer hardware and software. Students are introduced to more advanced wireless and wireless security. They complete router and switch simulation labs and e-labs and use packet tracer software to design networks. Students are engaged in more advanced Cyber Security training in the three core areas of networking, programming language and system administration. Students also compete in "Skills USA" networking and computer repair contests; in the "Cisco Netriders" online team competition at the school, State and National levels. Students participate in the SANS online tests for cyber security which consists of three modules and will again compete at the school, State, and National Levels. More advanced Digital Forensics programs and techniques will be introduced. Students who are in the SWATS program continue with training and begin to do computer and networking for CHSW and the CACTC. This course has been designed for motivated students who have demonstrated exemplary performance in the previous CTE level. Students must be comfortable working independently. It is expected that students must be able to complete individual research projects and present findings to their peers. Extended learning opportunities will be required to work with the CTE community.

827	CISCO/Cyber Security, and Digital	Credit: 1.75	PBGR: Applied Math
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Prerequisite: C in CISCO II

Students may again take this program for honors credit if they have maintained an A or better average in CISCO II. Students will be taking an entry level 4 credit URI course IN Cyber Security and Digital Forensics for the first two quarters. They work on advanced Cisco routers and switches as well as advanced wireless and wireless security. Students work with network operating systems such as Windows Server; Linux Server; Apple Server. Students set up servers and set up servers for clients and create policies. They learn advanced network and computer troubleshooting skills. They do a large networking task in which they design and set up a network for a large two story building. They continue the SWATS program and handle most outside SWATS repairs. Students also take part in internships with local companies. During the fourth quarter, students prep for and take the Cisco CCENT certification as well as compete in the "Skills USA" networking and computer repair contests. They also compete in the Cisco Netriders online team competition at the school, State, and National levels. Students participate in the SANS online tests for cyber security which consists of three modules. In the future, students will be competing in "hack and defend" competitions and learning "hack and defend" techniques. They will again compete at the school, State, and National levels. More advanced Cyber Security, Digital Forensics programs and techniques will be introduced.

827H	CISCO/Cyber Security, Digital Forensics III	Credit: 1.75	PBGR: Applied Math
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Prerequisite: C in CISCO II & recommendation

Students may again take this program for honors credit if they have maintained an A or better average in CISCO II. Students will be taking an entry level 4 credit URI course in Cyber Security and Digital Forensics for the first two quarters. They work on advanced Cisco routers and switches as well as advanced wireless and wireless security. Students work with network operating systems such as Windows Server; Linux Server; Apple Server. Students set up servers and set up servers for clients and create policies. They learn advanced network and computer troubleshooting skills. They do a large networking task in which they design and set up a network for a large two story building. They continue the SWATS program and handle most outside SWATS repairs. Students also take part in internships with local companies. During the fourth quarter, students prep for and take the Cisco CCENT certification as well as compete in the "Skills USA" networking and computer repair contests. They also compete in the Cisco Netriders online team competition at the school, State, and National levels. Students participate in the SANS online tests for cyber security which consists of three modules. In the future, students will be competing in "hack and defend" competitions and learning "hack and defend" techniques. They will again compete at the school, State, and National levels. More advanced Cyber Security, Digital Forensics programs and techniques will be introduced. This course has been designed for motivated students who have demonstrated exemplary performance in the previous CTE level. Students must be comfortable working independently. It is expected that students must be able to complete individual research projects and present findings to their peers. Extended learning opportunities will be required to work with the CTE community.

**CACTC Department**

829	Construction I	Credit: 1.75	PBGR: Elective
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Prerequisite: Sophomore status & program application

Students will learn the safe and proper use of hand tools, power tools, and other equipment used in the construction industry as it relates to the National Center for Construction Education and Research (NCCER) standards. Small shop based projects are taught and employed to re-enforced learned tools and skills. They will also be introduced to the math terms and technologies related to the construction industry. The culminating activity for this level is the building of a garden shed.

830	Construction II	Credit: 1.75	PBGR: Elective
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Prerequisite: C in Construction I

Students will take the OSHA 10 construction safety course and receive their 10 hour cards to be certified to work on job sites in the construction industry. Students will also take the SP2 safety training course which supplements safety concepts learned in the OSHA 10 course. A certificate is awarded for completion of this course. Students will continue their education in the NCCER curriculum. Topics will include framing, rafters, roofing, drywall, building codes as they apply (ICC), and advanced framing techniques. The students will participate in both on and offsite projects as they become available.

831	Construction III	Credit: 1.75	PBGR: Applied Math
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Prerequisite: C in Construction II

Level 3 students will continue to reinforce safety practices and building techniques learned in level II. Topics will include plumbing, masonry, and basic electrical wiring. ICC code lessons continue as they are relevant. We will introduce NCCER's Maritime Industry to inform students of the opportunities available to them in this area of employment. The students will begin to explore all opportunities available to them upon graduation based on their educational experiences.

834	Culinary Arts I	Credit: 1.75	PBGR: Elective
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Prerequisite: Sophomore status & program application

In the first year of Culinary Arts the students will learn the basic foodservice techniques and terminology that will create a strong foundation for the subsequent years. Students will learn basic kitchen safety, sanitation, equipment identification and use, knife skills, cooking methods, weights and measures and culinary math. They will then explore sandwiches, soups, salads, sauces and garnishing techniques and introductory table service. At the end of the year they will complete an International Foods project and hold an International Buffet for their parents. During this year they will complete the Level 1 of the NRA's Pro-Start program and are eligible to take the national level I exam toward certification.

835	Culinary Arts II	Credit: 1.75	PBGR: Elective
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Prerequisite: C in Culinary Arts I

The second year of the Culinary Arts program will provide intensive study in the area of baking and pastry arts. Students will learn the baking techniques of quick breads, biscuits, pies, Danish, puff pastry, yeast breads, specialty cookies and bars, cakes and tortes. Students will concentrate on table service and will learn table side cooking preparations. They will revisit stocks and sauces and thickening agents. They will learn butchering techniques for beef, pork and poultry and will have an intensified unit on fish and seafood. They will study American Regional Cuisines and will prepare a buffet for their parents. During this year they will complete the Level 2 NRA Pro-Start program and will take the national level I exam toward certification.

835H	Culinary Arts II Honors	Credit: 1.75	PBGR: Elective
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Prerequisite: C in Culinary Arts I & recommendation

The second year of the Culinary Arts program will provide intensive study in the area of baking and pastry arts. Students will learn the baking techniques of quick breads, biscuits, pies, Danish, puff pastry, yeast breads, specialty cookies and bars, cakes and tortes. Students will concentrate on table service and will learn table side cooking preparations. They will revisit stocks and sauces and thickening agents. They will learn butchering techniques for beef, pork and poultry and will have an intensified unit on fish and seafood. They will study American Regional Cuisines and will prepare a buffet for their parents. During this year they will complete the level 2 NRA ProStart program and will take the national level 1 exam toward certification. This course has been designed for motivated students who have demonstrated exemplary performance in the previous CTE level. Students must be comfortable working independently. It is expected that students must be able to complete individual research projects and present findings to their peers. Extended learning opportunities will be required to work with the CTE community.

**CACTC Department**

836	Culinary Arts III	Credit: 1.75	PBGR: Applied Math
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Prerequisite: C in Culinary Arts II

The senior year in the culinary provides the students with project related studies. They utilize knowledge obtained in levels I and 2 to expand their culinary/foodservice skills. They will participate in the JWU recipe and entrepreneurial contests. They will create food show presentations for demonstration purposes as community service projects. Students experience the real world industry at work through a series of site visits, guest demonstrations, co-op and catering opportunities. They will participate in the senior wedding cake project and will design and carry out the Senior Buffet for their parents, faculty, administration and advisory board members. During this year they will take the NRA's Servsafe sanitation exam. \*\* The Culinary Arts Program provides a fourth math credit to all students who successfully complete the three year program. Articulation agreements are in place with post secondary institutions. National industry certification is available through the NRA's Pro-Start and Servsafe sanitation programs.

836H	Culinary Arts III Honors	Credit: 1.75	PBGR: Applied Math
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Prerequisite: C in Culinary Arts II & recommendation

The senior year in the culinary provides the students with project related studies. They utilize knowledge obtained in levels I and 2 to expand their culinary/foodservice skills. They will participate in the JWU recipe and entrepreneurial contests. They will create food show presentations for demonstration purposes as community service projects. Students experience the real world industry at work through a series of site visits, guest demonstrations, co-op and catering opportunities. They will participate in the senior wedding cake project and will design and carry out the Senior Buffet for their parents, faculty, administration and advisory board members. During this year they will take the NRA's Servsafe sanitation exam. This course has been designed for motivated students who have demonstrated exemplary performance in the previous CTE level. Students must be comfortable working independently. It is expected that students must be able to complete individual research projects and present findings to their peers. Extended learning opportunities will be required to work with the CTE community. The Culinary Arts Program provides a fourth math credit to all students who successfully complete the three year program. Articulation agreements are in place with post-secondary institutions. National industry certification is available through the NRA's Pro-Start and Servsafe sanitation programs.

839	Child Development I	Credit: 1.75	PBGR: Elective
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Prerequisite: Sophomore status & program application

Level I students examine areas of child development: physical, social, emotional and cognitive, and are introduced to early childhood standards and approaches to learning which encompasses the uniqueness of the young child. The level I course of study will allow the student to apply what they have learned in the classroom setting by teaching hands on lessons in the on-site preschool. Students will be mentored by Early Childhood teachers and will be guided into planning creative learning activities for the preschool aged children.

840	Child Development II	Credit: 1.75	PBGR: Elective
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Prerequisite: C in Child Development I

Level II students work cooperatively to design and operate our onsite preschool, prepare curriculum aligned to RIELDS standards, and write and implement lessons. Students also complete their Special Education component of the program via curriculum and attendance at a Special Education Internship at The Trudeau Center in Warwick, RI. Level II students utilize the information gathered in Level I to enhance and build existing guidance skills working in the on-site preschool. The practical techniques for guiding young children, establishing rules and handling daily routines are enforced to create a safe, healthy learning environment. Students plan developmentally appropriate curriculum and develop strategies to prepare for special concerns in the classroom.

**CACTC Department**

840H	Child Development II Honors	Credit: 1.75	PBGR: Elective
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Prerequisite: C in Child Development I & recommendation

Level II students utilize the information gathered in Level I to enhance and build guidance skills working in the on-site preschool and also through established mentoring internships. The practical techniques for guiding young children, establishing rules and handling daily routines are enforced to create a safe, healthy learning environment. Students plan developmentally appropriate curriculum and develop strategies to prepare for special concerns in the classroom. Students are mentored by early childhood teachers and special need teachers in the preschool and internships at the Trudeau Center in Warwick, Rhode Island and the Cranston Development Center. This course has been designed for motivated students who have demonstrated exemplary performance in the previous CTE level. Students must be comfortable working independently. It is expected that students must be able to complete individual research projects and present findings to their peers. Extended learning opportunities will be required to work with the CTE community.

841	Child Development III	Credit: 1.75	PBGR: Elective
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Prerequisite: C in Child Development II

Students carefully select a field-site which aligns to the career path they anticipate following as a college major. They attend field site three times a week for the entire school year and are required to participate in the professional happenings at their particular field site. Students interested in working with young children vary from classroom teachers, social workers, psychologists, pediatric medical professionals, occupational therapists, physical therapists and pediatric mental health professionals. The unique aspect of completing an internship geared specifically to their desired career path allows them to explore areas of interest prior to entering college. They hand in lesson plans, maintain journals of their field site experiences. Students also maintain an active portfolio of their best work collected in Level 1, 2, and 3 which is utilized at college admission interviews and job interviews after completing high school. Students also have the choice of taking Level 2 & 3 for Honors Level Credit. Students graduating from the Child Development Program have a competitive edge when applying for admission to college programs at local and out of state colleges due to their unique and expansive experience working with young children in a variety of settings throughout their three years in The Child Development Program. Level III students are eligible to take the Para Professional exam for certification as a teacher assistant with The Rhode Island Department of Education This certification allows students to continue to work with young children and network with professionals while pursuing their college degree.

841H	Child Development III Honors	Credit: 1.75	PBGR: Elective
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Prerequisite: C in Child Development II & recommendation

Students carefully select a field-site which aligns to the career path they anticipate following as a college major. They attend field site 3 times a week for the entire school year and are required to participate in the professional happenings at their particular field site. Students interested in working with young children vary from classroom teachers, social workers, psychologists, pediatric medical professionals, occupational therapists, physical therapists and pediatric mental health professionals. The unique aspect of completing an internship geared specifically to their desired career path allows them to explore areas of interest prior to entering college. They hand in lesson plans, maintain journals of their field site experiences. Students also maintain an active portfolio of their best work collected in Level 1, 2, and 3 which is utilized at college admission interviews and job interviews after completing high school. Students also have the choice of taking Level 2 & 3 for Honors Level Credit. Students graduating from the Child Development Program have a competitive edge when applying for admission to college programs at local and out of state colleges due to their unique and expansive experience working with young children in a variety of settings throughout their three years in The Child Development Program. Level III students are eligible to take the Para Professional exam for certification as a teacher assistant with The Rhode Island Department of Education This certification allows students to continue to work with young children and network with professionals while pursuing their college degree. This course has been designed for motivated students who have demonstrated exemplary performance in the previous CTE level. Students must be comfortable working independently. It is expected that students must be able to complete individual research projects and present findings to their peers. Extended learning opportunities will be required to work with the CTE community.

**CACTC Department**

845	Medical Pathways I	Credit: 1.75	PBGR: Elective
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Prerequisite: Sophomore status & program application

This rigorous course provides students interested in health occupations with the foundation necessary to begin post-secondary education in health careers. College and professional career readiness is stressed beginning in Level 1. Students will be exposed to various roles of the health care worker. Guest speakers and field trips will allow the student to better apply knowledge they are gaining from this course. Students will review the history of health care, legal and ethical considerations in health care, personal and professional characteristics required of health care workers, the organization of health care systems and how health care is delivered (i.e. hospitals, nursing facilities, home care, etc.). Students will gain knowledge of infection control, basic human anatomy and physiology, as well as the study of diseases, including symptoms and treatments. Students also learn medical terminology, and become familiar with basic procedures of caring for patients with different needs. This knowledge will be gained through practical hands on activities in a classroom that is set up with similar equipment found throughout various health care settings. All students are trained and certified in CPR (Basic Life Support for Health Care Providers) through the American Heart Association. All students are also trained and certified in First Aid through the American Heart Association.

846	Medical Pathways II	Credit: 1.75	PBGR: Elective
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Prerequisite: C in Medical Pathways I

This course provides students with the continued opportunity to explore health occupations, building upon the knowledge and skills they gained in level 1. Students will be exposed to various roles of the health care worker. Students in this Level begin student Internships, in which they observe health care professionals providing care to both pediatric and elderly patients/clients in a variety of settings. Guest speakers and field trips will allow the student to better apply knowledge they are gaining from this course. Study of anatomy and physiology of additional body systems, disease processes, symptoms, and treatments will continue. The classroom contains equipment that is used in health care settings and proper use and rationale for use of this equipment is integrated throughout each unit of study. Students also continue to learn career readiness, and skills such as resume writing, interpersonal communications, and research and journal writing are taught. The Medical Pathways program has state approval as a state-certified Nurse Assistant Training Program. Throughout Level 2, students continue to master skills and knowledge necessary to complete the required didactic component of the Nurse Assistant training.

846H	Medical Pathways II Honors	Credit: 1.75	PBGR: Elective
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Prerequisite: C in Medical Pathways I & recommendation

This course provides students with the continued opportunity to explore health occupations, building upon the knowledge and skills they gained in level 1. Students will be exposed to various roles of the health care worker. Students in this Level begin student Internships, in which they observe health care professionals providing care to both pediatric and elderly patients/clients in a variety of settings. Guest speakers and field trips will allow the student to better apply knowledge they are gaining from this course. Study of anatomy and physiology of additional body systems, disease processes, symptoms, and treatments will continue. The classroom contains equipment that is used in health care settings and proper use and rationale for use of this equipment is integrated throughout each unit of study. Students also continue to learn career readiness, and skills such as resume writing, interpersonal communications, and research and journal writing are taught. The Medical Pathways program has state approval as a state-certified Nurse Assistant Training Program. Throughout Level 2, students continue to master skills and knowledge necessary to complete the required didactic component of the Nurse Assistant training. This course has been designed for motivated students who have demonstrated exemplary performance in the previous CTE level. Students must be comfortable working independently. It is expected that students must be able to complete individual research projects and present findings to their peers. Extended learning opportunities will be required to work with the CTE community.

**CACTC Department**

847	Medical Pathways III	Credit: 1.75	PBGR: Elective
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Prerequisite: C in Medical Pathways II

Students gain knowledge of body systems, diseases, symptoms and treatments. Students continue to learn at a more advanced level how to care for patients with a variety of medical needs in a setting that is equipped with similar equipment to that found throughout various health care settings. Guest speakers and field trips will continue to allow the student to better apply knowledge they are gaining from this course. All students participate in Internship experiences that are designed to maximize their knowledge of career exploration in the fields of their interest. Students are required to reflect on these experiences through journal writings and to conduct additional related research as necessary to enhance their learning. The students are matched with community partners that best represent their career interest. All Level 3 students are eligible to complete all necessary requirements of the RI State Nurse Assistant Training Program. This includes a minimum of twenty hours of Practicum training (skills performance on patients) under supervision at a partnering health care site. All level 3 students will also be recertified in CPR (Basic Life Support for Health Care Providers) and First Aid through the American Heart Association. Students have the opportunity to obtain Early Enrollment (EEP) College Credits through Rhode Island College, which are transferrable to many other colleges and universities.

847H	Medical Pathways III Honors	Credit: 1.75	PBGR: Elective
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Prerequisite: C in Medical Pathways II & recommendation

Students gain knowledge of body systems, diseases, symptoms and treatments. Students continue to learn at a more advanced level how to care for patients with a variety of medical needs in a setting that is equipped with similar equipment to that found throughout various health care settings. Guest speakers and field trips will continue to allow the student to better apply knowledge they are gaining from this course. All students participate in Internship experiences that are designed to maximize their knowledge of career exploration in the fields of their interest. Students are required to reflect on these experiences through journal writings and to conduct additional related research as necessary to enhance their learning. The students are matched with community partners that best represent their career interest. All Level 3 students are eligible to complete all necessary requirements of the RI State Nurse Assistant Training Program. This includes a minimum of twenty hours of Practicum training (skills performance on patients) under supervision at a partnering health care site. All level 3 students will also be recertified in CPR (Basic Life Support for Health Care Providers) and First Aid through the American Heart Association. Students have the opportunity to obtain Early Enrollment (EEP) College Credits through Rhode Island College, which are transferrable to many other colleges and universities. This course has been designed for motivated students who have demonstrated exemplary performance in the previous CTE level. Students must be comfortable working independently. It is expected that students must be able to complete individual research projects and present findings to their peers. Extended learning opportunities will be required to work with the CTE community.

**CACTC Department**

850	Entrepreneurship I	Credit: 1.75	PBGR: Elective
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Prerequisite: Sophomore status & program application

The Entrepreneurship Level I course is targeted on Leadership and Personal Finance. Leadership training develops student understanding in the areas of communication skills, interpersonal skills, and management skills. Students acquire an appreciation for the leadership skills that include the need for self-awareness and teamwork. Students learn Personal Finance to enable them to be financially responsible, conscientious members of society. To reach that end, course topics include money management, budgeting, financial goal attainment, the wise use of credit, insurance, investments, and consumer rights and responsibilities, all of which are required as a foundation for business finance. Emphasis is placed on current and relevant events and topics that enhance student understanding about the current climate of business in the United States. By developing these skills and habits early, students are likely to experience greater success in subsequent academic and career courses related to Entrepreneurship, as well as perform better in their Career and Technical Student Organization (CTSO) and professional lives. Level-1 students learn proper work related practices in the school based enterprise that is managed and operated by Level-2 and Level-3 students. The Distributive Education Clubs of America (DECA) competitive events and leadership development programs are embedded in the Entrepreneurship Level-1 curriculum. Through membership in DECA, students can attend Leadership, Career Pathway, and Career Development Conferences. DECA conferences are targeted, highly-focused learning experiences for students that support National Curriculum Standards and the development of 21st Century Skills. DECA conferences bring students into the larger DECA community while providing unique opportunities to extend classroom learning. Each of DECA's conferences connects with corporate professionals to engage students in learning industry-related trends and content. Leadership Conferences focus on leadership development and college and career preparation through a variety of engaging workshops and speakers. Career Pathway Conferences feature highly specialized content that aligns with specific career pathways and courses, providing an excellent opportunity to connect classroom instructions to the conferences. Career Development Conferences on the State and International level provide a venue for DECA's Competitive Events Program as well as additional career and leadership development programs.

851	Entrepreneurship II	Credit: 1.75	PBGR: Elective
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Prerequisite: C in Entrepreneurship I

The Entrepreneurship Level II course provides students with an understanding and appreciation of the business world. Students are presented problem-solving situations for which they must apply academic content and critical thinking skills, as well as entrepreneurial skills. Students develop understanding and skills in such areas as business law, communication skills, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, professional development, and strategic management. Through the use of activities and projects, students acquire an understanding and appreciation of the greater business world. Throughout the course, students are presented problem-solving situations for which they must apply academic content and critical thinking skills, as well as entrepreneurial skills. Students learn proper business practices in the school based enterprise that is managed and operated by Level-2 and Level-3 students. The Distributive Education Clubs of America (DECA) competitive events and leadership development programs are embedded in the Entrepreneurship Level-2 curriculum. Through membership in DECA, students can attend Leadership, Career Pathway, and Career Development Conferences. DECA conferences are targeted, highly-focused learning experiences for students that support National Curriculum Standards and the development of 21st Century Skills. DECA conferences bring students into the larger DECA community while providing unique opportunities to extend classroom learning. Each of DECA's conferences connects with corporate professionals to engage students in learning industry-related trends and content. Leadership Conferences focus on leadership development and college and career preparation through a variety of engaging workshops and speakers. Career Pathway Conferences feature highly specialized content that aligns with specific career pathways and courses, providing an excellent opportunity to connect classroom instructions to the conferences. Career Development Conferences on the State and International level provide a venue for DECA's Competitive Events Program as well as additional career and leadership development programs.

**CACTC Department**

851H	Entrepreneurship II Honors	Credit: 1.75	PBGR: Elective
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Prerequisite: C in Entrepreneurship I & recommendation

The Entrepreneurship Level II course provides students with an understanding and appreciation of the business world. Students are presented problem-solving situations for which they must apply academic content and critical thinking skills, as well as entrepreneurial skills. Students develop understanding and skills in such areas as business law, communication skills, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, professional development, and strategic management. Through the use of activities and projects, students acquire an understanding and appreciation of the greater business world. Throughout the course, students are presented problem-solving situations for which they must apply academic content and critical thinking skills, as well as entrepreneurial skills. Students learn proper business practices in the school based enterprise that is managed and operated by Level-2 and Level-3 students. The Distributive Education Clubs of America (DECA) competitive events and leadership development programs are embedded in the Entrepreneurship Level-2 curriculum. Through membership in DECA, students can attend Leadership, Career Pathway, and Career Development Conferences. DECA conferences are targeted, highly-focused learning experiences for students that support National Curriculum Standards and the development of 21st Century Skills. DECA conferences bring students into the larger DECA community while providing unique opportunities to extend classroom learning. Each of DECA's conferences connects with corporate professionals to engage students in learning industry-related trends and content. Leadership Conferences focus on leadership development and college and career preparation through a variety of engaging workshops and speakers. Career Pathway Conferences feature highly specialized content that aligns with specific career pathways and courses, providing an excellent opportunity to connect classroom instructions to the conferences. Career Development Conferences on the State and International level provide a venue for DECA's Competitive Events Program as well as additional career and leadership development programs. This course has been designed for motivated students who have demonstrated exemplary performance in the previous CTE level. Students must be comfortable working independently. It is expected that students must be able to complete individual research projects and present findings to their peers. Extended learning opportunities will be required to work with the CTE community.

852	Entrepreneurship III	Credit: 1.75	PBGR: Applied Math
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Prerequisite: C in Entrepreneurship II

The Entrepreneurship Level III course requires students to engage in the dynamic processes involved in opening, managing, and growing a small business or developing a new product line for the school based enterprise. This course utilizes core content applicable to all entrepreneurial ventures regardless of the nature of the business's product. Primary contributors to learning are the use and involvement of the local business community. Putting the activities and projects in the context of the local business community makes them real to students, reinforces prior learning of entrepreneurial concepts and skills, entrepreneurial discovery processes, and preliminary start-up venture planning. Students learn proper business practices in the school based enterprise that is managed and operated by Level-2 and Level-3 students. The Distributive Education Clubs of America (DECA) competitive events and leadership development programs are embedded in the Entrepreneurship Level-3 curriculum. Through membership in DECA, students can attend Leadership, Career Pathway, and Career Development Conferences. DECA conferences are targeted, highly-focused learning experiences for students that support National Curriculum Standards and the development of 21st Century Skills. DECA conferences bring students into the larger DECA community while providing unique opportunities to extend classroom learning. Each of DECA's conferences connects with corporate professionals to engage students in learning industry-related trends and content. Leadership Conferences focus on leadership development and college and career preparation through a variety of engaging workshops and speakers. Career Pathway Conferences feature highly specialized content that aligns with specific career pathways and courses, providing an excellent opportunity to connect classroom instructions to the conferences. Career Development Conferences on the State and International level provide a venue for DECA's Competitive Events Program as well as additional career and leadership development programs.

**CACTC Department**

852H	Entrepreneurship III Honors	Credit: 1.75	PBGR: Applied Math
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Prerequisite: C in Entrepreneurship II & recommendation

The Entrepreneurship Level III course requires students to engage in the dynamic processes involved in opening, managing, and growing a small business or developing a new product line for the school based enterprise. This course utilizes core content applicable to all entrepreneurial ventures regardless of the nature of the business's product. Primary contributors to learning are the use and involvement of the local business community. Putting the activities and projects in the context of the local business community makes them real to students, reinforces prior learning of entrepreneurial concepts and skills, entrepreneurial discovery processes, and preliminary start-up venture planning. Students learn proper business practices in the school based enterprise that is managed and operated by Level-2 and Level-3 students. The Distributive Education Clubs of America (DECA) competitive events and leadership development programs are embedded in the Entrepreneurship Level-3 curriculum. Through membership in DECA, students can attend Leadership, Career Pathway, and Career Development Conferences. DECA conferences are targeted, highly-focused learning experiences for students that support National Curriculum Standards and the development of 21st Century Skills. DECA conferences bring students into the larger DECA community while providing unique opportunities to extend classroom learning. Each of DECA's conferences connects with corporate professionals to engage students in learning industry-related trends and content. Leadership Conferences focus on leadership development and college and career preparation through a variety of engaging workshops and speakers. Career Pathway Conferences feature highly specialized content that aligns with specific career pathways and courses, providing an excellent opportunity to connect classroom instructions to the conferences. Career Development Conferences on the State and International level provide a venue for DECA's Competitive Events Program as well as additional career and leadership development programs. This course has been designed for motivated students who have demonstrated exemplary performance in the previous CTE level. Students must be comfortable working independently. It is expected that students must be able to complete individual research projects and present findings to their peers. Extended learning opportunities will be required to work with the CTE community.

860	Aquaculture I	Credit: 1.75	PBGR: Elective
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Prerequisite: Sophomore status, Fnd for Physics & program app

The introductory course (Aqua 1) is an overview of the major topics related to aquaculture within the United States as well as throughout the world. Some of the topics include: the biology of aquatic animals and cultured plants; water quality: properties, use, treatment, and disposal; nutrition; breeding and embryology; design and management of aquaculture facilities; product selection, marketing, and sales.

861	Aquaculture II	Credit: 1.75	PBGR: Science
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Prerequisite: C in Aquaculture I

The second year places emphasis on problem solving and direct application of concepts as they relate to technical and developmental skills within aquaculture. Students are introduced to advanced water chemistry that involves chemical titrations and digital meter use. Each student will be responsible for a living system/aquarium within the lab that they will maintain on a daily basis. Systems include (species-specific fish tanks, shellfish, algae culture, protozoan culture, brine shrimp hatcheries, amphibian tanks, and hydroponics (plant) systems. Students will have the opportunity to be peer mentors for the Mentor programs (S.P.L.A.S.H. and Tiny Bubbles). In each mentor program the students volunteer their time to educating visiting students in the various disciplines of aquaculture.

861H	Aquaculture II Honors	Credit: 1.75	PBGR: Science
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Prerequisite: C in Aquaculture I & recommendation

The second year places emphasis on problem solving and direct application of concepts as they relate to technical and developmental skills within aquaculture. Students are introduced to advanced water chemistry that involves chemical titrations and digital meter use. Each student will be responsible for a living system/aquarium within the lab that they will maintain on a daily basis. Systems include (species-specific fish tanks, shellfish, algae culture, protozoan culture, brine shrimp hatcheries, amphibian tanks, and hydroponics (plant) systems. Students will have the opportunity to be peer mentors for the Mentor programs (S.P.L.A.S.H. and Tiny Bubbles). In each mentor program the students volunteer their time to educating visiting students in the various disciplines of aquaculture. This course has been designed for motivated students who have demonstrated exemplary performance in the previous CTE level. Students must be comfortable working independently. It is expected that students must be able to complete individual research projects and present findings to their peers. Extended learning opportunities will be required to work with the CTE community.

**CACTC Department**

862	Aquaculture III	Credit: 1.75	PBGR: Applied Math
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Prerequisite: C in Aquaculture II

The third year (Aqua 3) emphasizes advanced tank maintenance and water chemistry. Students will conduct an independent research project (species specific) that includes design, set-up, maintenance, manipulation, and data collection. Each student will compile the results and present to a panel of faculty, industry, and family members at the end of the third quarter. During the second semester, students will be placed in industry externships and gain exposure to real world application. Emphasis will also be placed on resume preparation, job search skills, and employment opportunities.

862H	Aquaculture III Honors	Credit: 1.75	PBGR: Applied Math
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Prerequisite: C in Aquaculture II & recommendation

The third year (Aqua 3) emphasizes advanced tank maintenance and water chemistry. Students will conduct an independent research project (species specific) that includes design, set-up, maintenance, manipulation, and data collection. Each student will compile the results and present to a panel of faculty, industry, and family members at the end of the third quarter. During the second semester, students will be placed in industry externships and gain exposure to real world application. Emphasis will also be placed on resume preparation, job search skills, and employment opportunities. This course has been designed for motivated students who have demonstrated exemplary performance in the previous CTE level. Students must be comfortable working independently. It is expected that students must be able to complete individual research projects and present findings to their peers. Extended learning opportunities will be required to work with the CTE community.

881M	A+ Hardware	Credit: 0.50	PBGR: Computer Technology
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Prerequisite: Sophomore status

A+ Hardware is a one year elective. Students will learn about computer hardware architecture. Students will learn how to maintain, troubleshoot and repair computer hardware problems. The A+ class is a world wide recognized program which is linked to the A+ Hardware exam. Upon passing the A+ exam students will have an advantage finding a job in the computer field. The CACTC A+ class also has College articulation agreements with CCRI, New England Tech and Gibbs College. Students could receive College credits for taking associated classes at these Colleges. Students can participate in the SWATS program which allows students in the program to perform hardware and software repairs and troubleshooting in CHSW and CACTC. Students learn about computer hardware, software and operating systems. Students will do a great deal of hands-on labs involving computer hardware, networking, and computer troubleshooting. Students will learn to repair and upgrade computer systems. Students will learn to install operating systems and properly set them up. Students will learn troubleshooting techniques needed to properly repair hardware and software problems. The curriculum will be the Thompson A+ hardware and software books with software. Students will take practice A+ hardware and software exams in preparation for taking the A+ exams. Upon completion of this course students can take the A+ hardware and software exams for certification.

882M	A+ Software	Credit: 0.50	PBGR: Computer Technology
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Prerequisite: Sophomore status

A+ Software is a one-year elective. Students will learn about computer software and operating systems. Students will learn how to maintain, troubleshoot and repair computer software problems. The A+ class is a world wide recognized program which is linked to the A+ software exam. Upon passing the A+ exam students will have an advantage finding a job in the computer field. The CACTC A+ class also has College articulation agreements with CCRI, New England Tech and Gibbs College. Students could receive College credits for taking associated classes at these Colleges. Students can participate in the SWATS program which allows students in the program to perform hardware and software repairs and troubleshooting in CHSW and CACTC. Students learn about computer software and operating systems. Students will complete a great amount of hands-on labs involving computer hardware, networking, and computer troubleshooting. Students will learn to repair and upgrade computer systems. Students will learn to install operating systems and properly set them up. Students will learn troubleshooting techniques needed to properly repair hardware and software problems. The curriculum will be the Thompson A+ hardware and software books with software. Students will take practice A+ hardware and software exams in preparation for taking the A+ exams. Upon completion of this course students can take the A+ hardware and software exams for certification.

## Physical & Health Education Department

All students are scheduled into appropriate physical education and health classes. Those students who are medically excused may still be required to attend appropriate class instruction and /or be required to submit research projects for related PE activities in lieu of participation. Permanent excuses for medical reasons must be renewed annually and presented to the school nurse for confirmation.

PE09, PE10, PE11, PE12

Physical Education

Credit: 0.25/year

PBGR: Physical Education

Prerequisite: None

The aim of physical education is to contribute to the optimal growth of each individual through participation in various physical activities. The curriculum consists of dual, individual, and team sports designed around the students' ability levels. Progressive development of skill and improved attitudes towards participation in physical activity are major goals. The student will take several required activities in their first and second year. The program may then be opened to elective choices in the final two years.

HE09, HE10, HE11, HE12

Health Education

Credit: 0.25/year

PBGR: Health Education

Prerequisite: None

Health Education emphasis is on understanding the importance of good health and the factors that enter into acquiring it, with particular emphasis placed on the concerns of adolescents. The curriculum includes topics in the areas of mental/emotional health, substance abuse, AIDS education, nutrition, personal health, disease prevention and control, family life and sexuality, consumer health, environmental health, and safety and accident prevention. Sound knowledge and decision-making skills related to one's health are the ultimate goals of Health Ed.

## JROTC (Available at Cranston East)

An important benefit for all students to get out of high school is the ability to develop a sense of values, to develop self-sufficiency and self-confidence, and to learn to be both a team player and team leader. These are skills that will benefit you throughout your life, regardless of what you do. As a high school sports program does not exist to develop professional athletes, ARMY JROTC is not here to develop a professional soldier but rather to provide you with those valuable intangible skills to help you to be a success. Although JROTC is normally a four-year program, you may also join in your sophomore, junior or senior year. Most colleges give constructive credit for high school JROTC courses. Not only do they recognize the validity of these courses, but they may also allow students who have successfully completed at least two years of JROTC to bypass the first two years of college ROTC and enter directly into the advanced ROTC program in their junior year.

JROTC-1

Army JROTC – LET 1

Credit: 1.25

PBGR: Elective

Prerequisite: None

During the first year of Army JROTC you will study leadership, drill and ceremonies, citizenship, map reading, oral and written communications, and first aid. You will be provided with all uniforms and materials and will have the option of participating in JROTC extracurricular activities such as competitive Drill Teams, Color Guards, Honor Guards, Raider team and Air Rifle team. During the lab you will learn to apply the leadership and drill and ceremonies skills first developed in the classroom.

There is absolutely no obligation to enter the military after high school, but, if you do decide to do so, there are pay and promotion benefits for having successfully completed a four-year JROTC program. JROTC students can also compete for nominations to the military academies and for four-year college ROTC scholarships.

JROTC-2

Army JROTC – LET 2

Credit: 1.25

PBGR: Elective

Prerequisite: None

This year you will learn more about leadership, communications, drill and ceremonies, citizenship, first aid and map reading, plus military history. You may continue to participate in JROTC extracurricular activities.

JROTC-3

Army JROTC – LET 3

Credit: 1.25

PBGR: Elective

Prerequisite: None

This year you will be assigned a leadership position in the JROTC Corps of Cadets. In this capacity, you will be able to apply and refine the leadership, communications, drill and ceremonies, and citizenship skills that you have developed over the past two years. You will also learn more about management, staff functions, and how to teach a class.

JROTC-4

Army JROTC – LET 4

Credit: 1.25

PBGR: Elective

Prerequisite: None

This course is the culmination of your four-year JROTC program. You will now be eligible for a senior leadership position in the JROTC Corps of Cadets. You will be in charge of the Corps of Cadets, applying all the leadership techniques and principles that you have learned.

# NEW ENGLAND LABORERS-CRANSTON PUBLIC SCHOOLS CONSTRUCTION & CAREER ACADEMY CHARTER SCHOOL

## PROGRAM OF STUDIES

Course No.	Title of Course	Grade Level	No. of Credits
003	English 9	Gr. 9	1.00
013	English 10	Gr. 10	1.00
023	English 11	Gr. 11	1.00
033	English 12	Gr. 12	1.00
048M/S	English – Public Speaking	Gr. 9 – 12	0.50
085M	English – Writing Lab	Gr. 9 – 12	0.50
103	Modern World History	Gr. 9	1.00
115	Early US History	Gr. 10	1.00
124	Modern US History	Gr. 11	1.00
141M	Contemporary Affairs	Gr. 11-12	0.50
162M/S	American Civil/Labor Law	Gr. 11-12	0.50
252	Spanish 1	Gr. 9-12	1.00
300	Algebra I	Gr. 9	1.00
313	Geometry	Gr. 10	1.00
323	Algebra II	Gr. 10-12	1.00
380	Intensive Math Intervention	Gr. 9	1.00
381M	Targeted Math Intervention	Gr. 10-12	0.50
403	Physics First – Foundations of Physics	Gr. 9	1.00
423	Biology	Gr. 11	1.00
476M	Ocean Science	Gr. 11-12	0.50
481M	Science of Renewable Energy Resources & Tech	Gr. 11-12	0.50
485M/S	Forensic Science (Biological)	Gr. 11-12	0.50
486	Earth's Chemistry : Earth, Space, and Chemistry	Gr. 10	1.00
601M	CAD (Computer Aided Drafting)	Gr. 10-11	0.50
602M	Advanced CAD	Gr. 10-12	0.50
604M	21 <sup>st</sup> Century Technology Skills	Gr. 9 - 12	0.50
703 M/S	Basic Art and Design	Gr. 9 – 12	0.50
702 M	Art & Design Applications	Gr. 9 – 12	0.50
713 M	Basic Sculpture & Ceramics	Gr. 9 – 12	0.50
717 M	Advanced Sculpture and Ceramics	Gr. 11-12	0.50
C10	Construction 9	Gr. 9	0.25
C20	Construction Craft Applications-	Gr. 10	1.00
C30	Construction Engineering	Gr. 11	1.00
W30	Construction Work Experience	Gr. 12	3.00
HE 09-12	Health	Gr. 9- 12	.25 cr per year- Totals 1.0
PE 09-12	Physical Education	Gr. 9- 12	.25 cr per year- Totals 1.0
W10M/S	Career Exploration	Gr. 9	0.25
535M	Career Preparation	GR. 10 – 12	0.50
W20M/S	World of Work	Gr. 11 – 12	0.50
W40	Career Work Experience	Gr. 12	3.00

**NOTE:** Because all of the academic course descriptions have been integrated into the district-wide Program of Studies, the course descriptions below are for those specialized courses that are unique to the Charter School's programs and specific to two program pathways:

- *Construction Craft and Technology Program Pathway*
- *World of Work Exploration Program Pathway*

## **NEL/CPS Construction & Career Academy Enrollment Information**

Upon enrollment, Guidance Counselors meet with students and their parents/guardians to discuss the most appropriate course of study. Our curriculum offers two pathways of study: **Construction Craft Technology** and **World of Work Exploration**.

All students, regardless of program selection, will need to successfully complete the Cranston Public Schools High Schools Diploma System proficiency requirements to graduate. These requirements are integrated into required courses in English, Math, Science, Social Studies, Physical Education, the Arts, Electives, Senior Portfolio, and mandated testing in accordance with the Rhode Island State Department of Education's proficiency graduation requirements. In addition, financial literacy is embedded throughout the curriculum.

### **Construction Craft and Technology Apprentices Pathway**

The construction craft and technology apprentice pathway is open to all students who meet eligibility requirements.

After graduation, the student may enroll in an extensive, four week, apprenticeship program held at the New England Laborers Training Academy in Pomfret, Connecticut. Upon successful completion of the apprenticeship program and 4000 hours, each apprentice qualifies for 20 college credits towards an Associate Degree in Technical Studies from the Community College of Rhode Island.

Typical Course of Study for Construction Craft and Technology Program includes English/LA, Mathematics, Sciences, Social Studies, Art, Technology, PE, Health, and Portfolio projects designed to meet the school district's academic requirements, the state and district requirements for a Diploma. Along with state and local requirements, students will also fulfill the requirements for "standards of the trade" in the construction industry through the specific construction courses in each grade level. Our Certified Construction Instructors have over 40 years of combined experience, and are members of Local 271.

#### **C10: Construction 9                      Grade 9                      Term: Half Semester                      .25 Credit**

This is an exploratory course for all entering 9<sup>th</sup> graders. Students will learn about the various construction trades, basic construction math, the use of tools and materials on the job site and the benefits of the laborers apprenticeship program. All freshmen are enrolled in this course for one quarter of a semester.

#### **C20: Construction Craft Applications                      Grade 10                      Term: FY                      1.0 Credit**

Students are introduced to the history of the Labor Movement in America, the evolution of unions, and the development of the Laborer's International Union of North America (LUNA). They are also taught the differences between the construction trade unions and their apprentice programs. Because construction trades have a wide-range of types of work, students are engaged in a sample of the kinds of work to be informed about what is involved in that work. Through this process, they also learn what it is that they need to know and be able to do to be successful in construction work. Given this foundation for understanding the significant components of construction, students are then required to research different types of structures, from skyscrapers to dams to tunnels, and finally draw and build a scale model house. They learn that the construction of these complex structures requires a great deal of high level mathematical computations.

The mathematics within the problem-based learning project involves architectural design, the product of which is the drawing and building of a scale model house. This is a clear example of the kind of integration of learning that is an essential part of the program in construction. Students, to be successful with this project, need to understand why they need to know and be able to apply mathematics within the construction environment.

The second semester continues the integration of mathematics within the building trades; specifically, the main focus of this course ties academics with construction. Students work in teams of three or four as part of the 21<sup>st</sup> Century Skills standards for cooperative and collaborative learning and work.

#### **C 30: Construction Engineering                      Grade 11                      Term: FY                      1.0 Credit**

Building on the lessons learned in Grade 10, students learn additional construction math applications with more "hands on" projects. The curriculum revolves around the building of a forty-foot concrete expansion bridge. Construction math, line and grade, excavation, soil compaction, concrete forms, concrete placement, cutting torches, demolition, and construction safety are the focus of this project. Students gain experience in components on Construction including but limited to Hoisting and Rigging, Asphalt, Welding and Plastic Pipe Fusion. Students are scored on proficiencies and graded on classroom work, "hands on" projects, and being reliable and responsible workers

#### **W 30: Construction Work Experience                      Grade 12:                      Term: FY                      3.0 Credits**

Seniors are given the opportunity to fulfill an Internship, Community Service, *post secondary education*, or *obtaining work experience*. Prerequisite: Successful completion of C-20 and C-30.

Through this Senior Year Construction Course, students learn requirements for safety through OSHA training,, and engage in not only concrete work, but also pipe (water systems) work. This course continues to prepare students for “hands on” work-study, and off-site work as has been done at many community sites through partnerships through Local 271, the Cranston Public School System, and many area businesses. Volunteer and Community Service is a focus of projects that are chosen.

The construction project for Senior Year is for the class to work together to frame a house structure, on-site, to include windows, doors, a 40’ section of driveway, water system to sewer main. Successful completion of this project can result in students’ earning an OSHA 10 Safety Certificate. This is the culminating project of three years of Problem-Based Learning curriculum.

### ***World of Work Exploration Pathway***

The World of Work (WOW) Exploration pathway is a comprehensive career program in which students learn about career choices, job seeking skills, work place ethics, cultural diversity in the work environment and society, and employer expectations.

More specifically, the curriculum is concentrated into four sections:

- Developing a career plan
- Job attainment skills
- Job retention skills
- Development of life skills

Students further refine those skills by gaining part-time employment under the guidance and mentorship of World of Work program staff and employers.

#### **W10M/S: Career Exploratory                      Grade 9                      Term: half Semester                      .25 credit**

The Career Exploration curriculum at the NEL/CPS Career Academy has been prepared for the 9<sup>th</sup> grader to introduce them to what they can expect when they seek to become productive members of the workforce.

The program includes group and one-on-one career exploration intended to introduce students to the various careers for which they may have an interest and aptitude. During the year, each student is assisted in preparing his or her résumé. While at this point in their lives, they may not have work experience and extensive education to put on the résumé, there is an emphasis placed on including their skills and interests as well as any work they may have done in the household or in their neighborhood. Students are amazed to learn that they have quite a bit that they have accomplished in their young lives and are pleased to see that documented on a résumé.

#### **535M Career Preparation                      Grade 10:                      Term: FY                      .5 Credit**

Students will gain the necessary skills needed to be successful in the 21<sup>st</sup> century workplace. Students will develop strategies to make an effective transition from school to career. Students will also learn the process of preparing professional electronic resumes and cover letters. They will develop an interviewing portfolio that demonstrates job readiness enabling them to be successful and competitive in today’s changing workplace. Students will be able to use the Internet to increase their knowledge and employment potential. Partnerships formed between the Career Preparation class and area business result in guest speakers that inform students of the ever-evolving needs of the workplace. This course will give students practical tools that will help them gain a competitive advantage and achieve full career potential.

#### **W 20 M/S: World of Work                      Grade: 11-12                      Term: FY                      .5 Credit**

In the 11<sup>th</sup> grade, students are now able to put into practice what they previously learned in the way of life skills and work readiness skills. During the year the students’ résumés are updated and an emphasis is placed on career exploration. Students will learn interviewing skills, how to apply for jobs, filling out job applications, sending cover letters, thank you letters, and resignation letters. Students are introduced to the major industry clusters for which there is a growing job demand. They will also use the Internet to research prospective businesses to learn about employers and job opportunities and the relationship of lifelong learning to career success. Over the course of one’s career, most people will make over a million dollars. Would you be able to handle that wealth? This course will give students the necessary skills and tools needed to make informed financial decisions about earning income, budgeting, saving and investing, credit cards and loans, insurance money management, taxes, and planning for the future.

#### **W 40 World of Work- Career Work Experience                      Grade 12:                      Term: FY                      3.0 Credits**

A critical component of the World of Work Program is placement of the student in either paid or non-paid work experiences. These may be in the private or public sectors. This placement gives the students an opportunity to put into practice all the work readiness and life skills that they have learned in class. The purpose of this course is to provide students with opportunities for applying the basic skills of reading, writing, and computation through a combination of supervised employment in any occupational field and related classroom instruction. Students in the Career Work Experience require a working permit. The major goal of the Career Work Experience education is to enable students to become productive, responsible individuals through supervised, paid employment experiences. Students are recommended for this course based on attendance and grades.