

**Cranston Public Schools**  
**High School Program of Studies**  
**2011 - 2012**

**Pending Final Approval by Cranston School Committee – September 2011**

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

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

**Cranston Public Schools - High School Expectations**

**Academic Expectations for Student Learning**

The Cranston High School Graduate exhibits proficient communication skills.

- (1) Interactive Listening
- (2) Oral Presentations
- (3) Report Writing
- (4) Procedural Writing
- (5) Persuasive Essay
- (6) Text-based Writing
- (7) Reflective Writing
- (8) Narrative Writing
- (9) Poetry Writing
- (10) Reading and Responding to an Informational Text
- (11) Reading and Responding to Literary Text

The Cranston High School Graduate exhibits proficient problem solving, research, and critical thinking skills.

- (12) Problem Solving
- (13) Research
- (14) Number and Operations
- (15) Geometry and Measurement
- (16) Functions and Algebra
- (17) Data, Statistics and Probability
- (18) Thinking Sequentially (Logically)
- (19) Investigate, Analyze, and Interpret Information Resources: when applicable – to form and support opinions
- (20) Investigate through Inquiry
- (21) Understand Systems and Energy
- (22) Relate Form to Function
- (23) Apply Scientific Principles to Real-World Situations
- (24) Patterns of Change

The Cranston High School Graduate will engage in and be culturally aware of music, visual arts or performing arts.

- (25) Performance and Creation of, and Response to, Art Forms

The Cranston High School Graduate exhibits proficiency in reflection, evaluation, and use of technologies.

- Annually collect and maintain artifacts that evidence proficiencies in a “working portfolio.”
- Create and present a graduation portfolio
- Use technology strategically and capably to enhance their reading, writing, speaking, and listening skills.
- Tailor on-line searches to acquire useful information efficiently and integrate what they learn using technology with what they learn off-line/in the classroom.
- Are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

**SOCIAL EXPECTATIONS**

The Cranston High School Graduate is a respectful, ethical, responsible, and courteous individual who can work both independently and cooperatively 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 his/her 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

## GRADUATION REQUIREMENTS

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

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

## PROFICIENCY-BASED GRADUATION REQUIREMENTS (PBGR)

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

- Earn 24 Credits in specified content areas (See chart below)
- Successful completion of common tasks, uploaded to the RIEPS system, and successful comprehensive course assessments to evidence proficiencies in the district's academic expectations.
- Demonstrating Proficiency on the RI Department of Education's Assessment Program. Note: the Class of 2014 will be required to pass the NECAP to graduate. NECAP test results will count toward graduation.
- Successful completion of Community Service activities demonstrating one or more of the district's identified expectations for learning.
- Each student will create and achieve the goals of their ILP – goals include those that are personal, academic, and social. The ILP may also include a Progress Plan relative to passing the NECAP or other state test.
- Successful completion of Portfolio Requirements and a successful Graduation Portfolio presentation

\*For further detail, see "Diploma System Handbook"

All students must participate in physical education unless specifically excused annually by a physician. All students must pass health education each year.

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

### Course Credit Requirements

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

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

## CHOICE OF PROGRAM

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

*NOTE: Students with college aspirations, or intent to enter post-high school training for work or careers should check with their guidance counselors for appropriate course selection.*

## **ILP – INDIVIDUAL LEARNING PLAN**

Students create and review their “ILP’s” during bi-weekly Personalization Advisory Sessions and continue in private sessions between students, their parents, and their guidance counselors. This work takes approximately 8 out of the 18 personalization advisory sessions scheduled within homeroom periods. The “ILP” is a blueprint for learning that includes strengthening reading skills and strategies based upon assessment data. Students work with their advisors on the development of their “ILP” documents and complete the worksheets by the first December advisory. Completed ILP documents are taken home, signed by the student’s parent(s) or guardian(s) and returned to the student’s ILP folder. Successful completion of an annual (all four years) ILP’s goals is a requirement for graduation. Please see Diploma System Handbook for additional details for this graduation requirement. If a student has not passed the NECAP in Junior Year must have a Progress Plan (which may also be included in the ILP).

## **COMMUNITY SERVICE:**

Beginning with the Class of 2011, students are required to complete 20 hours of community service (over the 4 years of high school) to meet this graduation requirement. It is anticipated that all students complete this requirement by the 2<sup>nd</sup> quarter of grade 12. Students advise their parent(s) or legal guardian(s) about the community service work they plan to do, and the organization for whom the student works verifies that he/she has completed the work and hours required. An hourly log sheet (or log sheets ) is kept. Verified hours are stored in the student’s ILP file for use in the Senior Portfolio Presentation at which time the student presents his/her verified Hourly Log Sheet(s) and orally reflects on the experience(s). Please see Diploma System Handbook for details on acceptable and unacceptable hours of service.

## **CHANGES OF PROGRAM**

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

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

### **Summer:**

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

### **School Year:**

It is not school policy to permit a student to drop or change a course for reasons of homework, teacher, location of the classroom, or time of class. You will not be allowed to withdraw from a class for which specific permission was required for enrollment without the approval of the Principal. Senior students who have previously submitted transcripts to colleges will not be permitted to make program reductions or modification without first receiving the endorsement of the college.

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

## **ATTENDANCE**

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

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

## **GRADE PLACEMENT**

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

- Grade 9 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**

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

## **INDEPENDENT STUDY**

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

## MARKING SYSTEM

### REPORT CARDS

Report cards are issued four times a year. The first three report cards must be acknowledged by the parent/guardian of all minor students. Report cards and transcripts may be withheld until the student has fulfilled all school obligations. A cumulative marking system of letter grade, combined with proficiencies of 3 or 4 on Common Tasks and successful completion of Comprehensive Course Assessments, as well as Final Exams, are used for the determination of final credit and rank. A revised Report Card will report proficiency levels on Common Tasks and Comprehensive Course Assessments as well as letter grades. Students' meeting PBGR (Proficiency Based Graduation Requirements) is a State mandate.

ACADEMIC AVERAGE	REPORTED GRADE	DESCRIPTION	QUALITY POINTS
97-100	A+	Superior	4.30
93-96	A	Excellent	4.00
90-92	A-	Outstanding	3.70
87-89	B+	Very good	3.30
83-86	B	Good	3.00
80-82	B-	Above average	2.70
77-79	C+	High average	2.30
73-76	C	Average	2.00
70-72	C-	Low average	1.70

ACADEMIC AVERAGE	REPORTED GRADE	DESCRIPTION	QUALITY POINTS
65-69	D	Poor	1.00
50-64	F	Failure (Eligible for Summer School)	0.00
00-49	F-	Low failure (NOT eligible for Summer School)	0.00
	WP	Withdrew Passing	
	WF	Withdrew Failing	
	M	Excused Medical (PE)	

\*note: Honors classes receive one (1) additional quality point for a grade of C- or better.

### ACADEMIC PROGRESS REPORTS

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

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

### GRADE POINT AVERAGE

Grade Point Average (GPA) is calculated on the quality points for the grade earned for each course awarding .50 credit or more. Quality points are totaled and then divided by the number of credits attempted.

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

### HONOR ROLL

The **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 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.

### PARENT-SCHOOL CONFERENCES

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

### GUIDANCE SERVICES

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

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

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

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

teacher reports, particularly if the student is experiencing difficulty.

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

## **SPECIAL EDUCATION**

The Special Education Departments at Cranston High Schools offer a variety of services and courses designed for students diagnosed with special needs. Although services depend on those outlined in Individual Education Plans, the program continuum generally consists of:

- Transition and Academic Resource Assistance
- Support in Inclusive Environments
- Self-Contained Academic Classes
- Support services in Speech and Language Therapy
- School-To-Work Transition Program  
The model consists of three components:
  - Individual classroom instruction
  - On-campus vocational training options
  - Community placements
- Adaptive Physical Education
- Group and individual counseling
- Therapeutic, small-group morning advisory
- Community-Referenced Curriculum for Students with Moderate Disabilities consisting of:
  - Structured learning in a variety of settings
  - Direct preparation for the activities of daily life
  - Social integration
  - Home-school collaboration

## **EXAMINATION OF RECORDS**

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

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

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

## **COLLEGE SELECTION**

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

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

Colleges are also anxious that students visit on campus, attend class, and possibly spend a night in a dorm. Of course, such college visits must be arranged by appointment with the Admissions Office. College bound students should seriously consider attending the college fair held at the Warwick campus of CCRI (usually held in October). This should be done in both the junior and senior year.

## **FINANCIAL AID/SCHOLARSHIPS**

College is clearly expensive and the reality is that sometimes students must compromise their goals because of the cost factor. However, it is also a fact that financial aid is often more available to the student with an outstanding high school record and to the student who has assumed a leadership role in the school and community. Financial aid is not a birthright and financial aid will not seek out the student. 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 (FAFSA) form after January 1.
- Review college catalogs for opportunities offered by the individual colleges.
- Contact colleges for additional requirements and possibilities.
- Look for other opportunities in the school bulletin and school website. Listen to school announcements.
- Adhere to strict deadlines.

## **COLLEGE ENTRANCE EXAMINATIONS**

Most four-year colleges and some two-year colleges require some type of entrance examination - although they are not as important a factor in the admissions decision as most students fear. Students in the Northeast usually take the Scholastic Aptitude Test I (SAT I) and students applying to private selective colleges will probably take 3-4 Scholastic Achievement Tests II (SAT II).

Students applying to colleges in the mid-central part of the country may be asked to take the American College Test (ACT). The Guidance Office does maintain a few registration forms for it but the test itself is not administered in Cranston. Following is a suggested schedule but the counselor

might well have a different plan to meet individual needs so be certain to stay in touch with the counselor. While not cast in concrete, the following testing schedule is recommended if the student has taken the recommended course work to support college consideration.

<b>Grade 10</b>	<b>October</b>	<b>PSAT</b>
This is the Preliminary SAT. The benefit of 10th grade students taking this test is in the practice, the opportunity to determine weaknesses before taking them again, and to get a sense of how the student, as an individual, compares to other students in grade 10 across the country.		
<b>Grade 10</b>	<b>May</b>	<b>AP Exam</b>
If the student took European History/Hon, the student might wish to take the corresponding AP exam with the hope that a score of 3, 4, or 5 would award some college credit when the student is enrolled in college. It also enhances the college transcript.		
<b>Grade 10</b>	<b>June</b>	<b>SAT II</b>
If the student has done very well in biology or European History, the student might wish to take the achievement test (1 hour each) in the belief that taking the test closest to having finished the course will result in the best score. However, most sophomores do not take Achievements.		
<b>Grade 11</b>	<b>October</b>	<b>PSAT</b>
This time they count because the results are used by some scholarships & special programs including the National Merit Scholarship Qualifying Program.		
<b>Grade 11</b>	<b>May</b>	<b>SAT I</b>
This is usually the first time the college-bound student will actually take the "college boards." Most students take it with the idea that it is for practice but if the student is planning on applying to college under early decision, they must have taken the SAT I in either May or June of the junior year. Unfortunately, some students don't decide to apply early decision until the senior year. If the student has not taken the SAT, the student is not eligible. So, all things considered, all college-bound juniors should take the SAT in either May or June.		
<b>Grade 11</b>	<b>May/June</b>	<b>AP Exam</b>
See above; the test of choice this year might be American History/U. S. History and/or Computer Science.		
<b>Grade 11</b>	<b>June</b>	<b>SAT II</b>
Early decision candidates or solid students who will be applying to private and rather selective colleges really should take English, Math I and a third achievement of choice.		
<b>Grade 12</b>	<b>October/November</b>	<b>SAT I</b>
To fulfill college entrance requirement.		
<b>Grade 12</b>	<b>November/December</b>	<b>SAT II</b>
To fulfill a possible college entrance requirement for a writing sample or other achievements not previously taken.		
<b>Grade 12</b>	<b>January</b>	<b>SAT</b>
Try again if you want but seldom of benefit.		
<b>Grade 12</b>	<b>May</b>	<b>AP Exams</b>
To gain possible college credit in English, calculus, economics, language, chemistry, physics, or computer science. It is not unusual for the student to do better in the junior year. Colleges self report that they will use the best score, regardless of when taken.		

Contact your guidance counselor for details on appropriate exams and dates.

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

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

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

## **MEDICAL ISSUES**

### **MEDICAL PROBLEMS**

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

### **IMMUNIZATIONS**

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

### **HOME INSTRUCTION**

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

## **PREGNANT STUDENTS**

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

## **ELEVATOR USE**

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

## **CAREER ASSISTANCE**

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

## **MILITARY SERVICE**

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

## **SELECTIVE SERVICE REGISTRATION**

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

## **ELIGIBILITY**

Students must be taking a minimum of four classes that meet at least four times per week and must be passing a minimum of 60 percent of their subjects to participate in extracurricular activities including but not limited to elected positions, school events like dances and proms, interscholastic and intramural athletics, cheerleading, and majorettes.

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

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

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

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

## **HONOR SOCIETIES**

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

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

## **COURSE DESCRIPTIONS AND NOTES**

- Course descriptions on the following pages arranged in numerical order and organized by department.
- All courses are open to all students except as limited by logical prerequisites or noted as a part of the course description.
- Unless otherwise noted, all courses grant one Carnegie Unit (PBGR Credit), meet for the full year, and assume out-of-class preparation (homework).
- Failure in a sequential course and not made up by August will prevent continuation in that area. Exceptions are health and physical education.
- Students enrolling in courses in opposition to the recorded recommendation of the teacher and/or counselor may not be dropped from that course after October 1 without the specific permission of the Assistant Principal for Academic Affairs or the Principal.

- Students withdrawn from courses for reasons of behavior, with permission from the Principal, after being given the opportunity for a hearing, will receive a Withdrawal.
- The secondary English program uses an integrated approach to the teaching of English language arts skills. Students are instructed in the areas of reading, writing, speaking and listening. Instruction is geared to student proficiency and stresses creativity and individual initiative.

### **GRADE SPAN EXPECTATIONS**

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

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

**ENGLISH DEPARTMENT****001 ENGLISH 9 HONORS****Term: FY****Grade: 9****PBGR: 1.0 English**

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

This course is designed for motivated students who have demonstrated exceptional ability in English. It carries extra quality points in the computation of class rank, and work requirements exceed other grade nine English classes. Requirements include assignments based on a summer reading list and extensive quarterly independent readings. Literary genres including poetry, non-fiction, fiction and drama 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****Term: FY****Grade: 9****PBGR: 1.0 English**

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

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

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

**003 ENGLISH 9****Term: FY****Grade: 9****PBGR: 1.0 English**

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

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

**010 ENGLISH 10 HONORS****Term: FY****Grade: 10****PBGR: 1.0 English**

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

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

**011 ENGLISH 10****Term: FY****Grade: 10****PBGR: 1.0 English**

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

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

**012 WORLD LITERATURE****Term: FY****Grade: 10****PBGR: 1.0 English**

Prerequisite: English 9

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

**013 ENGLISH 10****Term: FY****Grade: 10****PBGR: 1.0 English**

Prerequisite: English 9

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

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

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

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

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

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

- 021 ENGLISH 11** **Term: FY** **Grade: 11** **PBGR: 1.0 English**  
 Prerequisite: English 10 (011) or English 10 (012, 013) with a teacher's recommendation.  
 American literature is the basis of this survey course. Various genres are studied to enhance students' understanding and appreciation of the ways in which the American literary experience was influenced by American history. The readings are grade 11 in ability and in scope and sequence and are directed towards the enhancement of critical thinking skills. At this level, students are expected to be competent writers who can produce clear, high-level responses to the various texts read and analyzed over the course of the year. A literary research paper in which students demonstrate their ability to analyze literature and synthesize information is required. Grammar and mechanics are reviewed as needed, and vocabulary building continues.
- 022 AMERICAN LITERATURE** **Term: FY** **Grade: 11** **PBGR: 1.0 English**  
 Prerequisite: World Literature or English 10 with a teacher's recommendation.  
 This is the second year of a course designed to build strong reading and writing skills for those students who enjoy the study of literature. Both American literature and technical documents 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** **Term: FY** **Grade: 11** **PBGR: 1.0 English**  
 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** **Term: FY** **Grade: 12** **PBGR: 1.0 English**  
 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.
- 031 ENGLISH 12 HONORS** **Term: FY** **Grade: 12** **PBGR: 1.0 English**  
 Prerequisite: English 11 Honors or teacher recommendation.  
 This final year of honors English 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** **Term: FY** **Grade: 12** **PBGR: 1.0 English**  
 Prerequisite: English 10 (012) or English 10 (013) with a teacher's recommendation.  
 British Literature from the Anglo-Saxon period through the present time is the basis of this survey course that includes fiction, non-fiction, poetry and drama. Students at this level are expected to have the skill to comprehend high level reading materials and to be competent writers who can produce clear, high-level critical responses to the texts studied throughout the year. Students will be required to produce an in-depth literary research paper that demonstrates their mastery of the research skills taught during the previous year as well as their ability to analyze literature and synthesize information. Independent readings will be assigned quarterly. Vocabulary building will continue, and grammar and mechanics will be reviewed as needed.
- 033 BRITISH LITERATURE** **Term: FY** **Grade: 12** **PBGR: 1.0 English**  
 Prerequisite: American Literature or English 11 with a teacher's recommendation.  
 This is the third year of a sequential course. Critical reading and responses will focus around British literature including poetry and nonfiction, and the writing process will be stressed. Technical and functional reading and writing will continue. These will include units on both report writing and memo writing. The use of the Internet as an informational tool will be emphasized and will culminate in a required research project that will include both an informational research paper and a classroom presentation. Students will also practice proper interviewing techniques.
- 034 ENGLISH 12** **Term: FY** **Grade: 12** **PBGR: 1.0 English**  
 Prerequisite: English 11  
 Students will study literature with specific attention to the development of English literature from the Anglo-Saxon period to the present including fiction, non-fiction, poetry and drama. High-interest contemporary British works will also be included, and quarterly independent readings will be required. Development of both critical thinking and writing will be stressed. Units on job readiness and problem solving will be included.

**ENGLISH DEPARTMENT ELECTIVES**

- 041 MEDIA STUDIES 1** **Term: FY** **Grade: 9-12** **PBGR: 1.0 Technology**  
 Prerequisite: teacher recommendation  
 This course explores the effect of the mass media on society and the individual and traces the development and impact of emergent technologies, foundation theories, and traditional concepts. The Media Studies course surveys the history and possible future of mass media, including newspaper, magazines, television, radio, film, advertising, the recording industry, and the Internet. Students will learn how advertising dollars are crucial for the survival of mass media entities, and as part of this lesson, they will be required to sell ads and design/create advertising units. This course encourages students to expand their repertoire of language skills and strategies with the goal of teaching students how to become critical listeners, readers and viewers, as well as effective users of the media available to them.

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

Prerequisite: Media Studies I or teacher recommendation

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

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

Prerequisite: Media Studies II or teacher recommendation

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

**044 M/S MIRROR – MIRROR: A TEEN’S WORLD** Term: S Grade: 10-12 PBGR: 0.5 Elective

Prerequisite: Teacher recommendation based on student’s demonstration of grade level proficiency in reading and writing.

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 AND EXPLAIN** Term: S Grade: 12 PBGR: 0.5 Elective

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

Prerequisite: English 11 H or teacher recommendation

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

**070S IMAGINATIVE WRITING** Term: M or S Grade: 10-12 PBGR: 0.5 Elective

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/S PUBLIC SPEAKING** Term: M or S Grade: 9-12 PBGR: 0.5 Elective

Prerequisite: None

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

**049 TIMELY JOURNEYS** Term: FY Grade: 11-12 PBGR: 0.5 E/LA Elective  
And 0.5 Fine Arts

Prerequisite: English 10 (011) or teacher recommendation.

Long before and certainly since H.G. Wells fictionally presented it as a 4<sup>th</sup> 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 INTRODUCTION TO THEATER** Term: FY Grade: 9-11 PBGR: 1.0 Fine Arts

Prerequisite: None

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

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

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

Prerequisite: Introduction to Theater and teacher recommendation

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

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

Prerequisite: Introduction to Theater

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

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

Prerequisite: Acting-Directing I

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

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

Prerequisite: Introduction to Theater and/or Introduction to Woodworking

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

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

Prerequisite: Theater Production I

Students demonstrating an exemplary performance in 055S Theater Production I 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.

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

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

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

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

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

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

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

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

### ENGLISH DEPARTMENT ENHANCEMENT PROGRAMS

**080M STUDY SKILLS Term: FY Grade: 9 PBGR: 0.5 Elective**

Prerequisite: None

The primary goal of the ninth grade study skills program is to teach students how to make learning easier by equipping them with strategies that will ensure a greater deal of success in school and the workplace. Topics like organization, time management, note taking, and test taking strategies are a few of the many units covered. In addition, this course teaches good writing skills, which will enable the student to become a more proficient communicator. The skills taught in this course will be carried over to and complemented by similar work in all content area classes.

**085M WRITING LAB 1 Term: FY Grade: 9-10 PBGR: 0.5 Elective**

**085S WRITING LAB 1 Term: S Grade: 9-10 PBGR: 0.5 Elective**

Prerequisite for Grade 9: Teacher recommendation based on student's need for support in meeting GSE Writing Proficiencies.

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 Term: FY Grade: 11-12 PBGR: 0.5 Elective**

**086S WRITING LAB II Term: S Grade: 11-12 PBGR: 0.5 Elective**

Prerequisite: Writing Lab I & Teacher recommendation based on student's need for support in meeting GSE Writing Proficiencies.

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.

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

### **090 LANGUAGE ARTS ESL LEVEL 1**

**Term: FY**

**Grade: 9-12**

**PBGR: 1.0 English**

This is a course for entering English as a Second Language students. 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 LANGUAGE ARTS ESL LEVEL 2**

**Term: FY**

**Grade: 9-12**

**PBGR: 1.0 English**

This is a course for beginning English as a Second Language students. 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.

### **092 LANGUAGE ARTS ESL LEVEL 3**

**Term: FY**

**Grade: 9-12**

**PBGR: 1.0 English**

This is a course for developing English as a Second Language students. 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 READING ESL LEVEL 1**

**Term: FY**

**Grade: 9-12**

**PBGR: 1.0 Elective**

This is a course for limited English proficient students 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.

### **094 READING ESL LEVEL 2**

**Term: FY**

**Grade: 9-12**

**PBGR: 1.0 Elective**

This is a course for limited English proficient students at the beginning 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 ESL LEVEL 3**

**Term: FY**

**Grade: 9-12**

**PBGR: 1.0 Elective**

This is a course designed for limited English proficient students 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.

### **096 GRAMMAR ESL LEVEL 3**

**Term: FY**

**Grade: 9-12**

**PBGR: 1.0 English**

This is a course for expanding limited English proficient students. 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.

### **097 ADVANCED ENGLISH ESL LEVEL 4**

**Term: FY**

**Grade: 9-12**

**PBGR: 1.0 English**

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

### **098M ESL SKILLS**

**Term: FY**

**Grade: 9-12**

**PBGR: 0.5 Elective**

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

## SOCIAL STUDIES DEPARTMENT

### **101 WORLD HISTORY I HONORS**

**Term: FY**

**Grade: 9**

**PBGR: 1.0 Social Studies**

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

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

### **102 WORLD HISTORY I**

**Term: FY**

**Grade: 9**

**PBGR: 1.0 Social Studies**

#### **ANCIENT WORLD TO THE RENAISSANCE**

Prerequisite: Teacher recommendation based on student's demonstration of both exemplary and proficient performance in varied aspects of the eighth grade Social Studies curriculum. This course examines the historical, political, economic, social, religious, military, scientific and cultural developments of both Western and Eastern societies from the first river valley civilizations through the Classical Period and the Middle Ages up to the Renaissance. The course content is designed to enable students to understand the chronological flow of events, the dynamics of change, and the critical links between past and present in the formation of the contemporary world. Emphasis is placed on the special significance of the role of Western civilization. The course continues in grade 10 beginning with the reformation period in European history. By emphasizing study skills, students learn communications skills and develop higher level thinking skills.

### **103 DEMOCRACY IN ACTION**

**Term: FY**

**Grade: 9**

**PBGR: 1.0 Social Studies**

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

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

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

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

Students in grade 9 study the concepts of citizenship in a democratic society. "Democracy in Action" is designed to give students the tools to become active and effective participants in the world around them. Students learn the knowledge, skills and values necessary to be responsible citizens and will have the opportunity to apply these in real life situations. They will develop appreciation for the democratic ideals embodied in the founding documents and develop clear understandings of their rights and responsibilities as participating members of our American democratic society. Students will improve study skills, along with communications skills, writing skills and higher level thinking skills which are integral to success in studying this content.

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

Prerequisite: World History I 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 II AP A GLOBAL PERSPECTIVE Term: FY Grade: 10 PBGR: 1.0 Social Studies**

Prerequisite: World History I 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.

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

Prerequisite: World History I or 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.

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

Prerequisite: Democracy in Action

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.

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

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

This course is designed to offer students the opportunity to study United States history at the college level. 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 UNITED STATES HISTORY Term: FY Grade: 11 PBGR: 1.0 US History**

Prerequisite: World History II (115) or Teacher Recommendation

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

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

Prerequisite: World History II

This course is a survey of the development of the United States from 1877 to the present. It follows a thematic approach that is arranged in a chronological order. Students examines historical, political, economic, social, religious, military, scientific, and cultural developments over time. Emphasis is placed on the reinforcement of basic skills and historical literacy.

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

Prerequisite: Teacher Recommendation

This course design uses telecommunications, through students' use of the personal computer on a local area network (LAN), to access the internet for study of U.S. History. Students combine learning strategies (technological and traditional) to understand U.S. history by conducting research and communicating in a digitized educational environment. Through assignments, students learn about and examine the historical, political, economic, social, religious, military, scientific and cultural developments in the history of our country. In addition to the content of U.S. history, students become familiar with reading, analyzing the wealth of content available on the Internet, understanding it, and navigating their way through the Internet for specific purposes of study.

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

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

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

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.

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

Prerequisite: Teacher Recommendation, Senior Status

The study of United States Government and Politics requires students to engage in an intensive study of the national level of government, especially our civil rights and liberties. The goal-of this course is to increase understanding of the American political system, its framework, traditions, and values. Students will learn how to become involved citizens in the political process and more productive members of our society. Students learn about and study in detail the principal processes and institutions through which the political system operates, as well as some of the public policies that these institutions implement.

**134S RHODE ISLAND HISTORY** **Term: FY** **Grade:10** **PBGR: 0.5 Social Studies**

Offered at NEL/CPS Charter School as a required course. It is an elective at CHSE and CHSW.

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** **Term: FY** **Grade: 9-12** **PBGR: 0.5 Social Studies**

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/S CONTEMPORARY AFFAIRS** **Term: M or S** **Grade: 9-10** **PBGR: 0.5 Social Studies**

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

This course 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.

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

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

The importance of staying abreast of current affairs is an imperative of being an educated citizen. Students study contemporary affairs through utilizing weekly news magazines for further in-depth analysis of important issues. Students are also required to complete specific research projects about current concerns and interests.

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

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

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

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

Prerequisite: None

This semester course introduces students to past and current events that deal with inhumane actions that have occurred throughout time. Topics include, but are not limited to crimes against humanity as evidenced in the Armenian Genocide, American Indians, Holocaust, Apartheid, Rwanda and Cambodian atrocities. Students explore the causes and effects of past and present crimes through pamphlets, videos, Internet, media and textbooks. Assessments include projects, essay writing, large and small group discussions, videos, media interpretations, position papers, etc. Resources will include newspapers, magazines, videos, the news and textbooks.

<b>145M/S SOCIOLOGY</b>	<b>Term: M or S</b>	<b>Grade: 11-12</b>	<b>PBGR: 0.5 Social Studies</b>
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.			
<b>146M/S ARGUMENTATION AND DEBATE</b>	<b>Term: M or S</b>	<b>Grade: 9-12</b>	<b>PBGR: 0.5 Social Studies</b>
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.			
<b>147M/S DIPLOMACY &amp; CONFLICT RESOLUTION</b>	<b>Term: M or S</b>	<b>Grade: 9-12</b>	<b>PBGR: 0.5 Social Studies</b>
Prerequisite: None			
Current events direct some of the topics of discussion for this course. Students examine materials and documents from a variety of sources as newspapers, magazines, and valid Internet sites. Through directed readings, students are involved in discussions that focus on the skills of active listening, negotiations, mediation, conflict resolution and diplomacy. They use experiences from their personal lives as tools for civic participation. Students will be involved in simulations of national and/or international crisis as the semester progresses. The skills learned enhance a student’s ability to communicate, problem solve and take responsibility for their choices.			
<b>148M/S GEOPOLITICS</b>	<b>Term: M or S</b>	<b>Grade: 9-12</b>	<b>PBGR: 0.5 Social Studies</b>
Prerequisite: None			
The concept of geopolitics and its affect on global issues will be studied in this course. Students will examine pertinent international law, and economic principles and institutions by analyzing current world dilemmas. They will study the reasons why global awareness and global citizenship have become increasingly important in the 21st century. This course will enable students to acquire an understanding of the connection between themselves and the world. American national and economic security concerns will be addressed by examining multiple perspectives of cultures in other nations. Students will improve problem solving skills and gain a deeper sense of responsibility for cultural diversity.			
<b>149M/S ELEMENTS OF COMMUNICATION*</b>	<b>Term: M or S</b>	<b>Grade: 9-12</b>	<b>PBGR: 0.5 Social Studies</b>
(*Formerly titled Rhetoric)			
Prerequisite: None			
In this course, students use primary sources to examine various important speeches that have been delivered throughout history. Students are introduced to techniques that promote ways to successfully communicate with others regardless of personal feelings. Students will be better prepared to cope with the fear of talking in group situations, as they study the art of public speaking. Using historical speeches as a springboard, students learn the important elements involved in being good communicators. This course will also give students an opportunity to successfully study and deliver many types of speeches such as informative, persuasive, and extemporaneous.			
<b>155 ARCHAEOLOGY/ANTHROPOLOGY (H) *</b>	<b>Term: FY</b>	<b>Grade: 11-12</b>	<b>PBGR: 1.0 Social Studies</b>
<b>156 ARCHAEOLOGY/ANTHROPOLOGY *</b>	<b>Term: FY</b>	<b>Grade: 11-12</b>	<b>PBGR: 1.0 Social Studies</b>
Prerequisite: (155) World History I H, (156) World History I or Teacher Recommendation			
This course is a survey course in which students study in detail some of the salient features of archaeology and physical anthropology.			
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.			
<b>162S AMERICAN CIVIL /LABOR LAW</b>	<b>Term: S</b>	<b>Grade: 11-12</b>	<b>PBGR: 0.5 Social Studies</b>
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.			
<b>165 AMERICAN LAW*</b>	<b>Term: FY</b>	<b>Grade: 11-12</b>	<b>PBGR: 1.0 Social Studies</b>
<b>166 AMERICAN LAW *</b>	<b>Term: FY</b>	<b>Grade: 11-12</b>	<b>PBGR: 1.0 Social Studies</b>
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.			

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

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.

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

Prerequisite: US History AP 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** **Term: S** **Grade: 12** **PBGR: 0.5 Social Studies**

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

**176S ECONOMICS** **Term: S** **Grade: 12** **OR PBGR: 0.5 Math Related**

Prerequisite: US History and Teacher Recommendation

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** **Term: FY** **Grade: 12** **PBGR: 0.5 Social Studies**

**177S BASIC ECONOMICS (at NEL/CPS Charter School)** **Term: FY** **Grade: 12** **OR PBGR: 0.5 Math Related**

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.

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

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

Prerequisite: ESL Placement, transitional student

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

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

Prerequisite: ESL Placement, transitional student

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

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

Prerequisite: ESL Placement, transitional student

This is a basic Americanization course in which students learn as much as possible about 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 political, economic and social developments in the U.S.A.

**WORLD LANGUAGES DEPARTMENT**

**201 FRENCH I HONORS**

**Term: FY**

**Grade: 9-12**

**PBGR: 1.0 Elective**

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

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

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

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

**202 FRENCH I**

**Term: FY**

**Grade: 9-12**

**PBGR: 1.0 Elective**

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

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

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

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

**203 FRENCH II HONORS**

**Term: FY**

**Grade: 9-12**

**PBGR: 1.0 Elective**

Prerequisite: French I Honors or teacher recommendation

This course is designed for extremely motivated students who have demonstrated exemplary performance in French I. It carries extra quality points in the computation of class rank, and work requirements exceed other grade 10 French classes. Students at this level should enjoy speaking daily in French 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 Francophone world will continue to be deeply explored so that students will be able to better understand their own culture.

**204 FRENCH II**

**Term: FY**

**Grade: 10-12**

**PBGR: 1.0 Elective**

Prerequisite: French I or teacher recommendation

As a continuation of French 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 Francophone world will continue to be deeply explored so that students will be able to better understand their own culture.

**205 FRENCH III HONORS**

**Term: FY**

**Grade: 10-12**

**PBGR: 1.0 Elective**

Prerequisite: French II Honors or teacher recommendation

This advanced course is a continuation of French 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 French as well as broaden their understanding of their own language. This class is conducted in French as much as possible.

**206 FRENCH III**

**Term: FY**

**Grade: 11-12**

**PBGR: 1.0 Elective**

Prerequisite: French II

This is a continuation of French 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 French as well as broaden their understanding of their own language. An understanding of French heritage and culture will be afforded through reading.

**207 FRENCH IV HONORS/EE**

**Term: FY**

**Grade: 11-12**

**PBGR: 1.0 Elective**

Prerequisite: French 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 French as much as possible. Vocabulary enrichment, study of idiomatic expressions, grammar review and class discussion in French offer opportunities to advance every phase in the study of French. The course is conducted mainly in French. Students have the opportunity to apply for early enrollment credit (EE) through Rhode Island College.

**208 FRENCH IV**

**Term: FY**

**Grade: 12**

**PBGR: 1.0 Elective**

Prerequisite: French 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 French offer the opportunity to advance every phase in the study of French. Students will continue to be involved in the writing program begun in level 1.

- 221 ITALIAN I HONORS** **Term: FY** **Grade: 9-12** **PBGR: 1.0 Elective**  
Prerequisite: Teacher recommendation based on student's demonstration of exemplary performance in all aspects of the eighth grade Italian curriculum.  
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** **Term: FY** **Grade: 9-12** **PBGR: 1.0 Elective**  
Prerequisite: Teacher recommendation based on student's demonstration of both exemplary and proficient performance in varied aspects of the grade eight Italian curriculum.  
This course is an introductory course designed for motivated students who wish to begin their experience in a second language. Students will be exposed to practice in the four language skills of listening, speaking, reading and writing.  
Students are involved in a writing program that includes a direct link to the student's life as well as other disciplines. Vocabulary building, grammar and mechanics will be highlighted. An introduction to the culture and contemporary life of Italian-speaking people will be explored.
- 223 ITALIAN II HONORS** **Term: FY** **Grade: 9-12** **PBGR: 1.0 Elective**  
Prerequisite: Italian I Honors or teacher recommendation  
This course is designed for extremely motivated students who have demonstrated exemplary performance in Italian I. It carries extra quality points in the computation of class rank, and work requirements exceed other grade 10 Italian classes. Students at this level should enjoy speaking daily in Italian as well as enjoying challenging reading and writing assignments.  
Students will continue to develop and improve their four basic skills - listening, speaking, reading and writing with greater emphasis on speaking and functioning in the language. Greater discussion of fine points of grammar and vocabulary usage will be stressed. The culture of the Italian-speaking world will continue to be deeply explored so that students will be able to better understand their own culture.
- 224 ITALIAN II** **Term: FY** **Grade: 10-12** **PBGR: 1.0 Elective**  
Prerequisite: Italian I or teacher recommendation  
As a continuation of Italian I, this course is will continue to develop further the four basic skills—listening, speaking, reading and writing with greater emphasis on oral communication and functioning in the language on a daily basis.  
The writing program begun in grade nine will continue to be used and expanded. Again, grammar and mechanics are reviewed in the context of the students' writing. Vocabulary building also continues. The culture of the Italian-speaking world will continue to be deeply explored so that students will be able to better understand their own culture.
- 225 ITALIAN III HONORS** **Term: FY** **Grade: 10-12** **PBGR: 1.0 Elective**  
Prerequisite: Italian II Honors or teacher recommendation  
This advanced course is a continuation of Italian 2H and is intended to increase facility in the four skills. It carries extra quality points in the computation of class rank, and the work requirements exceed other level 3 courses. Special attention is given to oral communication pertaining to survival skills. The development of reading and writing skills assumes even greater emphasis than in previous levels. Students will continue to be involved in a writing program to further enhance their ability to use Italian as well as broaden their understanding of their own language. This class is conducted in Italian as much as possible
- 226 ITALIAN III** **Term: FY** **Grade: 11-12** **PBGR: 1.0 Elective**  
Prerequisite: Italian II  
This is a continuation of Italian 2 and emphasizes increased facility in the four basic skills. Use of the target language in speaking and writing is a priority. Attention is given to new vocabulary, especially idiomatic expressions. Students will continue to be involved in a writing program to further enhance their ability to use Italian as well as broaden their understanding of their own language. An understanding of Italian heritage and culture will be afforded through reading.
- 227 ITALIAN IV HONORS / EE** **Term: FY** **Grade: 11-12** **PBGR: 1.0 Elective**  
Prerequisite: Italian III Honors or teacher recommendation  
This course emphasizes the acquisition of more advanced reading, writing, and oral skills, with attention paid to the finer points of grammar. It carries extra quality points in the computation of class rank and the work requirements exceed other level 4 courses. This course includes more exposure to culture and an introduction to selected literary readings. This class is conducted in Italian as much as possible. Vocabulary enrichment, study of idiomatic expressions, grammar review and class discussion in Italian offer the opportunity to advance every phase in the study of Italian. The course is conducted mainly in Italian. Students have the opportunity to apply for early enrollment credit (EE) through Rhode Island College.
- 228 ITALIAN IV** **Term: FY** **Grade: 12** **PBGR: 1.0 Elective**  
Prerequisite: Italian III  
This course is designed for those students who have successfully completed level 3 and would like to expand their opportunities to use the language acquired. Emphasis is placed on the acquisition of advanced speaking, reading and writing skills. Vocabulary enrichment, study of idiomatic expressions, grammar review and class discussion in Italian offer the opportunity to advance every phase in the study of Italian. Students will continue to be involved in the writing program begun in level 1.
- 251 SPANISH I HONORS** **Term: FY** **Grade: 9-12** **PBGR: 1.0 Elective**  
Prerequisite: Teacher recommendation based on student's demonstration of exemplary performance in all aspects of the eighth grade Spanish curriculum.  
This course is designed for motivated students who have demonstrated exceptional ability in Spanish at the eighth grade level. It carries extra quality points in the computation of class rank, and the work requirements exceed other level I courses. Students will be exposed to practice in the four language skills of listening, speaking, reading, and writing.

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

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

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

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

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

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

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

Prerequisite: Spanish I Honors or teacher recommendation

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

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

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

Prerequisite: Spanish I or teacher recommendation

As a continuation of Spanish 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 Spanish-speaking world will continue to be deeply explored so that students will be able to better understand their own culture.

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

Prerequisite: Spanish II Honors or teacher recommendation

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

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

Prerequisite: Spanish II

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

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

Prerequisite: Spanish III H or teacher recommendation

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

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

Prerequisite: Spanish III

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

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

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

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

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

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

Prerequisite: Spanish for Heritage Learners I

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

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

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

Prerequisite: Spanish for Heritage Learners II

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

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

Prerequisite: Spanish for Heritage Learners III

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

**MATHEMATICS DEPARTMENT**

**300 ALGEBRA 1 Term: FY Grade: 9-12 PBGR: 1.0 Mathematics**

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.

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

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. This is a double-block course that provides additional math support for students. (\*also Required in Grade 9 at NEL/CPS Charter School)

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

Prerequisite: Teacher recommendation

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

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

Prerequisite: Algebra I or teacher recommendation

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

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

Prerequisite: Algebra I Part 2 or teacher recommendation

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

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

Prerequisite: Honors Geometry or teacher recommendation

This course is a continuation of the honors program. The approach in this course is rigorous with topics being treated in depth. The area of emphasis are: the structure of number systems using group and field properties, polynomials, equations and inequalities (linear, quadratics, absolute value), systems of equations and inequalities, algebra of functions, special functions (signum, absolute value, quadratic, exponential, and logarithmic), rational expressions, real and complex number systems, matrices and determinants, the Binomial Theorem, arithmetic and geometric

sequences and series, and conics using translation of axes. The relationship among functions and their properties are integrated throughout. Emphasis is placed on the development of the individual's ability to reason in order to understand theoretical concepts as well as real-world problems. Students will apply their knowledge through course assignments that include writing, demonstrating and projects.

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

Prerequisite: Geometry or teacher recommendation

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

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

Prerequisite: Geometry or teacher recommendation

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

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

Prerequisite: Algebra II Honors or teacher recommendation

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

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

Prerequisite: Algebra II or teacher recommendation

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

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

Prerequisite: Algebra II or teacher recommendation

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

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

Prerequisite: Algebra II or teacher recommendation

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

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

Prerequisite: Pre-Calculus Honors or teacher recommendation

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

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

Prerequisite: Pre-Calculus or teacher recommendation

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

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

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

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

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

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

Prerequisite: Algebra II or Teacher Recommendation

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

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

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

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

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

Prerequisite: Teacher recommendation

Students build on their knowledge of the fundamentals of arithmetic and the real number system and will expand their knowledge into more mathematically sophisticated and abstract areas. They have opportunities to explore and create algebraic and geometric patterns and use mathematical modeling as a problem-solving tool. Students are expected to reason and communicate about skills and ideas in mathematics that lead to conceptual and computational development. They will begin to have a solid foundation for understanding and exploring Algebra and Geometry concepts. Students apply their knowledge through course assignments that include writing, demonstrations and projects that evidence proficiencies.

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

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

Co-enrollment: CACTC Construction Program

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

**383 MATH STANDARDS I** Term: S Grade: 9 PBGR: 0.5 Mathematics

Prerequisite: Must take concurrently with Algebra I

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.

\*Offered at NEL/CPS Charter School only.

**384 MATH STANDARDS II** Term: S Grade 10 PBGR: 0.5 Mathemaatics

Prerequisite: Must take concurrently with Geometry

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.

\*Offered at NEL/CPS Charter School only.

#### MATHEMATICS DEPARTMENT ELECTIVES IN COMPUTER SCIENCE

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

Prerequisite: Algebra I or teacher recommendation

OR PBGR: 1.0 Technology

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

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

Prerequisite: Algebra I or teacher recommendation

OR PBGR: 1.0 Technology

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

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

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

Prerequisite: Programming Visual Basic Honors or teacher recommendation

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

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

Prerequisite: Programming Visual Basic or teacher recommendation

OR PBGR: 1.0 Technology

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

**MATHEMATICS DEPARTMENT ENHANCEMENT PROGRAMS**

**380M MATH STUDY SKILLS**

**Term: FY**

**Grade: 10**

**PBGR: 0.5 Elective  
OR PBGR: 0,5 Math Related**

Prerequisite: None

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

**381M MATH WORKSHOP**

**Term: FY**

**Grade: 9-12**

**PBGR: 0.5 Elective  
OR PBGR: 0.5 Math Related**

Prerequisite: None

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

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

**391 ESL INTEGRATED MATHEMATICS**

**Term: FY**

**Grade: 9-12**

**PBGR: 1.0 Mathematics**

Prerequisite: None

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

**SCIENCE DEPARTMENT**

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

**401 FOUNDATIONS FOR PHYSICS HONORS (Physics First)**

**Term: FY**

**Grade: 9**

**PBGR: 1.0 Science  
OR PBGR: 1.0 Math Related**

Prerequisite: Algebra I and teacher recommendation, taken concurrently with Geometry Honors

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 will design and conduct experiments, write lab reports, and conduct independent research on a variety of physics and technology topics using Internet and text sources. Successful completion of this course will provide students with a solid foundation for further honors coursework in science.

**402 FOUNDATIONS FOR PHYSICS (Physics First)**

**Term: FY**

**Grade: 9**

**PBGR: 1.0 Science**

Prerequisite: Pre-Algebra and 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 pre-algebra concepts learned in their mathematics class to the study of physics principles and then study the relationships between these principles and the design of technology that improves their lives. Instruction in design of experiments, collection, analysis and interpretation of data and preparation of lab reports will be stressed.

**403 FOUNDATIONS FOR PHYSICS (Physics First)**

**Term: FY**

**Grade: 9**

**PBGR: 1.0 Science**

Prerequisite: Teacher recommendation (also required at NEL/CPS Charter School)

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**

**Term: FY**

**Grade: 10-12**

**PBGR: 1.0 Science  
OR PBGR: 1.0 Math Related**

Prerequisite: Algebra II (may be taken concurrently) and 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**

**Term: FY**

**Grade: 10-12**

**PBGR: 1.0 Science**

Prerequisite: Algebra II recommended (may be taken concurrently)

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

**413 CHEMISTRY I**

**Term: FY**

**Grade: 10-12**

**PBGR: 1.0 Science  
OR PBGR: 1.0 Math Related**

Prerequisite: Teacher Recommendation

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

**421 BIOLOGY I HONORS**

**Term: FY**

**Grade: 11-12**

**PBGR: 1.0 Science**

Prerequisite: Teacher recommendation

In this honors level course, emphasis will be placed on an understanding of the scientific method, the formation and testing of a hypothesis, and

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

**422 BIOLOGY I** Term: FY Grade: 11-12 PBGR: 1.0 Science

Prerequisite: Teacher recommendation

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

**423 BIOLOGY 1** Term: FY Grade: 11-12 PBGR: 1.0 Science

Prerequisite: Teacher Recommendation

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.

Note: This course is offered for Grade 11 students at the NEL/CPS Charter School.

**430 PHYSICS I AP B** Term: FY Grade: 11-12 PBGR: 1.0 Science

Prerequisite: Chemistry I Honors or teacher recommendation

OR PBGR: 1.0 Math Related

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 H/EE** Term: FY Grade: 11-12 PBGR: 1.0 Science

Prerequisite: Chemistry I, Algebra II or teacher recommendation

OR PBGR: 1.0 Math Related

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** Term: FY Grade: 11-12 PBGR: 1.0 Science

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

OR PBGR: 1.0 Math Related

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.

**441 PHYSICS II HONORS/EE** Term: FY Grade: 12 PBGR: 1.0 Science

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

OR PBGR: 1.0 Math Related

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 II AP** Term: FY Grade: 11-12 PBGR: 1.0 Science

Prerequisite: Chemistry I, Adv Algebra/Trig (may be concurrent) and teacher recommendation

OR PBGR: 1.0 Math Related

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

**451 CHEMISTRY II HONORS / EE** Term: FY Grade: 11-12 PBGR: 1.0 Science

Prerequisite: Chemistry I, Adv Algebra/Trig (may be concurrent) and teacher recommendation

OR PBGR: 1.0 Math Related

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

**460 BIOLOGY II AP** Term: FY Grade: 11-12 PBGR: 1.0 Science

Prerequisite: Biology I Honors, Chemistry I and teacher recommendation

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

**461 BIOLOGY II HONORS** Term: FY Grade: 11-12 PBGR: 1.0 Science

Prerequisite: Biology I Honors, Chemistry I and teacher recommendation

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

- 462 BIOLOGY II** **Term: FY** **Grade: 11-12** **PBGR: 1.0 Science**  
 Prerequisite: Biology I, Chemistry I (may be taken concurrently) or teacher recommendation  
 This is an advanced course for those students who have successfully completed one year of biology at the CP or Honors level and are considering a career in the biological/environmental/medical sciences. Students will design and conduct laboratory activities to investigate the biochemistry of cell respiration, photosynthesis, digestion, and muscle physiology. Topics in microbiology, inheritance and bioenergetics of ecosystems will also be studied.
- 466 HUMAN ANATOMY & PHYSIOLOGY HONORS** **Term: FY** **Grade: 11-12** **PBGR: 1.0 Science**  
 Prerequisite: Successful completion of Biology I or concurrent enrollment in Honors Biology; Teacher recommendation; Internet access.  
 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 HUMAN ANATOMY & PHYSIOLOGY** **Term: FY** **Grade: 11-12** **PBGR: 1.0 Science**  
 Prerequisite: Biology I or teacher recommendation  
 This course is designed for those students who desire additional knowledge about the human body beyond that provided in biology. The interrelationship of the various structures of the body and the functions of its organs and organ systems is studied. This course is recommended for students who may be considering careers in human services, health sciences, nursing, or nutrition.
- 468 HUMAN ANATOMY & PHYSIOLOGY** **Term: FY** **Grade: 11-12** **PBGR: 1.0 Science**  
 Prerequisite: Biology or Principles of Science II  
 This human anatomy and physiology course provides the student with an opportunity to learn basic concepts of the structure of the human body and the functions of its organs and organ systems. Students preparing for careers in such fields as medical secretary, laboratory technician, medical assistant, or practical nursing may find this course useful.
- 471 ENVIRONMENTAL STUDIES** **Term: FY** **Grade: 11-12** **PBGR: 1.0 Science**  
 Prerequisite: Biology  
 This course is designed to help students come to a better understanding of their environment and the ecological problems faced by the world population. Topics considered include: individuals and populations; communities and ecosystems; patterns of life in the microscopic world; the nature of land and water environments; and man in the web of life. These topics are studied both in the classroom and in outdoor laboratory activities. Application of some basic concepts of chemistry and physics are reviewed in this course.
- 472 ENVIRONMENTAL STUDIES** **Term: FY** **Grade: 11-12** **PBGR: 1.0 Science**  
 Prerequisite: Biology or Principles of Science II  
 This course is designed to help students come to a basic understanding of their environment and the ecological problems faced by the world population. Topics considered include: individuals and populations; communities and ecosystems; patterns of life in the microscopic world; the nature of land and water environments; and man in the web of life. These topics are studied both in the classroom and in outdoor laboratory activities.
- 475 OCEAN SCIENCE HONORS** **Term: FY** **Grade: 10-12** **PBGR: 1.0 Science**  
**476 OCEAN SCIENCE** **Term: FY** **Grade: 10-12** **PBGR: 1.0 Science**  
 Prerequisite: Physics First honors/ Physics First  
 This ocean science course will integrate life science concepts with chemistry in a study of the chemical nature of the oceans, the living things found there and the technology by which the oceans are explored. A systematic survey of ocean life (marine algae, invertebrates, fish, birds, and mammals) will be followed by a study of factors that influence productivity of the oceans and those that cause exploitation of living marine resources. The chemical nature of seawater, the role of seawater chemistry in biological processes and the contribution of the oceans to weather and climate will also be considered. The course will also integrate physical and geological nature of the oceans. These processes include the dynamics of waves and ocean currents as well as changes in seawater density and pressure. The study of the geology of the ocean floor will include plate tectonics, volcanism, structure of the earth's interior, and the mineral resources of the seabed. Students enrolled in the Honors level course will be required to complete an independent study project in addition to completing other course requirements.
- 477 AQUACULTURE I** **Term: FY** **Grade: 11-12** **PBGR: 1.0**  
 Prerequisite: Biology or teacher recommendation  
 The study of aquaculture will be used to teach basic science concepts from biology, physical science, chemistry, and land and water use planning. There will be a strong emphasis on concepts related to the metabolism, growth, and reproduction of cultured plants and aquatic organisms. Issues related to the use, treatment, and disposal of water will also be considered. Limited attention will be given to aquaculture facilities design and management practices. Students will gain experience in problem solving, and application of the scientific method to experimental design and independent research projects.
- 478 AQUACULTURE I** **Term: FY** **Grade: 11-12** **PBGR: 1.0**  
 Prerequisite: Biology or teacher recommendation  
 The study of aquaculture will be used to teach basic science concepts from biology, physical science, chemistry, and land and water use planning. There will be a strong emphasis on concepts related to the metabolism, growth, and reproduction of cultured plants and aquatic organisms. Issues related to the use, treatment, and disposal of water will also be considered. Limited attention will be given to aquaculture facilities design and management practices. Students will gain experience in problem solving, and application of the scientific method to experimental design and independent research projects.
- 481 ADVANCED SCIENCE I HONORS** **Term: FY** **Grade: 10-12** **PBGR: 1.0 Science**  
 Prerequisite: Teacher Recommendation  
 This course provides the student with an opportunity to pursue independent study of selected topics in the biological and physical sciences. Study and research outside of the school community may be possible. Students will be encouraged to develop science projects that are worthy of

recognition in local, regional, and national competition. This course is designed for students who are seriously interested in science or who may be preparing for a career in science.

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

Prerequisite: Teacher Recommendation

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

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

Prerequisite: Teacher Recommendation

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

**485M FORENSICS – BIOLOGICAL Term: FY Grade 11-12 PBGR: 0.5 Science**

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

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

**486M EARTH'S CHEMISTRY-EARTH, SPACE & CHEMISTRY Term: FY Grade: 10 PBGR: 1.0 Science**

Prerequisite: none

This is a required course for all grade 10 students at the NEL/CPS Charter School. 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 Term: FY Grade: 10-12 PBGR: 0.5 Science**

Prerequisite: Core Science courses must be completed and passed, or student may enroll concurrently with a core science course. This elective course does not substitute for science credit requirements in foundations for physics, chemistry, or biology.

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.

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

**491 ESL FOUNDATIONS FOR PHYSICS - 9 Term: FY Grade: 9 PBGR: 1.0 Science**

This course is designed for learning concepts in science for students in the process of achieving mastery of basic mathematical skills. 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 lean 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.

**492 ESL FOUNDATIONS FOR PHYSICS -10-12 Term: FY Grade: 10-12 PBGR: 1.0 Science**

Prerequisite: ESL Placement

This course is designed for learning concepts in physical science for students in the process of achieving mastery of basic mathematical skills. 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 lean 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.

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

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

Prerequisite: ESL Placement

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

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

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

Prerequisite: ESL Placement

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

**NB: ESL classes in Biology and Chemistry may be offered on alternate years basis due to student population.**

**BUSINESS DEPARTMENT**

<b>500S THE DYNAMICS OF BUSINESS</b>	<b>Term: S</b>	<b>Grade: 9-12</b>	<b>PBGR: 0.5 Elective</b>
<b>500M THE DYNAMICS OF BUSINESS</b>	<b>Term: FY</b>	<b>Grade: 9-12</b>	<b>PBGR: 0.5 Elective</b>

Prerequisite: None

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

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

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

<b>508 OFFICE ASSISTANT</b>	<b>Term: FY</b>	<b>Grade: 9-12</b>	<b>PBGR: 1.0 Elective</b>
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Prerequisite: Permission of the instructor

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

<b>509 BUSINESS INTERNSHIP</b>	<b>Term: FY</b>	<b>Grade: 11-12</b>	<b>PBGR: 1.0 Elective</b>
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Prerequisite: Permission of the instructor, Junior Status

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

<b>510 COLLEGE ACCOUNTING I HONORS</b>	<b>Term: FY</b>	<b>Grade: 10-12</b>	<b>PBGR: 1.0 Math Related</b>
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Prerequisite: An aptitude for working with numbers

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

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

<b>511 COLLEGE ACCOUNTING I</b>	<b>Term: FY</b>	<b>Grade: 10-12</b>	<b>PBGR: 1.0 Math Related</b>
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Prerequisite: None

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

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

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

<b>512 COLLEGE ACCOUNTING 2 HONORS</b>	<b>Term: FY</b>	<b>Grade: 11-12</b>	<b>PBGR: 1.0 Math Related</b>
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<b>513 COLLEGE ACCOUNTING 2</b>	<b>Term: FY</b>	<b>Grade: 11-12</b>	<b>PBGR: 1.0 Math Related</b>
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Prerequisite: Accounting I

Students apply basic accounting standards learned in Accounting I to complete the accounting cycle of a merchandising corporation as well as a 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. Determining the cost of plant assets is done by students when they compute and compare the cost basis and fair value of plant assets. Additionally, comparison and analysis of various depreciation methods of assets and their impact on financial statements are also learned. During the course, students complete an accounting simulation to reinforce and demonstrate their accounting knowledge. Throughout the course, students utilize Excel and QuickBooks software programs to create financial reports and make computations. Students who successfully complete the Accounting 2 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 a related business degree.

The curriculum and instruction of this course correlates with SCANS competencies that reflect the district's expectations for student learning in basic reading, math, listening, speaking, and thinking skills as well as personal qualities of responsibility, integrity, and honesty. Accounting II will count as a 4th applied math credit for students.

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

Prerequisite: None

Note: Also offered at the NEL/CPS Charter School

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

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

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

Prerequisite: None

This course is designed to ensure students have the personal financial management skills they will need to succeed in their personal financial lives. 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. Personal Finance will count as a 4th applied math credit for students.

**517: "Consumer Math" Term: FY Grade 10-12 PBGR: 1.0 Math Related**

**Prerequisite Algebra I**

**See NEL/CPS Program of Studies. This course counts as a 4<sup>th</sup> applied math credit for students at the NEL/CPS Charter School.**

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. Personal Finance will count as a 4th applied math credit for students.

**518S/M FINANCIAL LITERACY FOR THE 21<sup>ST</sup> CENTURY TEENAGER Term: FY Grade: 10-12 PBGR: 0.5 Math Related**

Prerequisite: None

Most people will make over a million dollars in their working lifetimes. Are you prepared to handle that type of income? Do you know how to plan so that you don't have to work until you are very old? Have you ever wondered why some people are able to go on extensive vacations every year, while other people can only stay home for vacation? To succeed in our dynamic American economy, students can "start early" to obtain the required knowledge, skills, and experiences to manage personal finances through having general financial literacy. All young adults (and adults) need the tools necessary to make informed financial decisions about earnings, budgeting, saving, investing, credit and loans, insurances, money management and taxes. Planning for your future starts now! Obtain the necessary tools to make informed financial decisions for a lifetime – start planning your financial future now! Your quality of your financial life depends on it!

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

Prerequisite: None

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

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

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

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

Prerequisite: None

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

<b>522M/S COMPUTER LITERACY/CONSTRUCTION</b>	<b>Term: FY</b>	<b>Grade 9-12</b>	<b>PBGR: 0.5 Technology</b>
Prerequisite: None			
<b>This is a specialized course at the NEL/CPS Charter School.</b>			
Students explore the four main suites within Microsoft Office, starting with Microsoft Word, and moving on to Microsoft PowerPoint, Microsoft Publisher, and finally Microsoft Excel. These program suites are used to produce multiple documents, a 15-20 slide presentation, all the materials to launch a construction related company, and to create charts, graphs and spreadsheets. Grading is based on creativity, neatness, meeting timelines for completion of projects, and a rubric for meeting technology proficiencies.			
<b>524 COMPUTER LITERACY/SUPERWRITE</b>	<b>Term: FY</b>	<b>Grade: 9-12</b>	<b>PBGR: 1.0 Technology</b>
Prerequisite: None			
This course is a full year course made up of (1) Business Keyboarding, (2) Computer Literacy, and (3) Speedwriting.			
Business Keyboarding is learning how to enter data by the Touch System progressing to acceptable speed and accuracy levels. Students will learn to properly format reports, letters, and memos.			
Computer literacy is designed to bring students to a level of computer proficiency under state and local curriculum guidelines. Students will be introduced to the Windows operating environment and MS Office, including Word, Excel, Access, and PowerPoint. An introduction to the Internet and e-mail will also be covered. Upon successful completion of this course, students will have a foundation of skill in document processing, spreadsheets and charts, database management, and multimedia presentations.			
Speedwriting is an abbreviated writing system based primarily on longhand and secondarily on phonetics. Speedwriting is designed to give the student a way to write quickly with a minimum of learning time and help students improve their spelling, vocabulary, and sentence construction.			
<b>526M SPORTS MARKETING I</b>	<b>Term: FY</b>	<b>Grade: 10-12</b>	<b>PBGR: 0.5 Elective</b>
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.			
<b>527M SPORTS MARKETING II</b>	<b>Term: FY</b>	<b>Grade: 10-12</b>	<b>PBGR: 0.5 Elective</b>
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.			
<b>529 BUSINESS MANAGEMENT HONORS</b>	<b>Term: FY</b>	<b>Grade: 10-12</b>	<b>PBGR: 0.5 Math Related</b>
Prerequisite: Teacher recommendation			
Students will be involved in a course that emphasizes many business principles. Students will survey areas of business such as entrepreneurship, careers in management, ethics and social responsibility, business law, economics, international business, planning and strategic management, and organizational structure. Classroom presentations will consist of oral reports, written reports, and PowerPoint presentations.			
Students will use a hands-on simulation of running a business. Virtual Business Management simulates a wholesale distribution business that gives students experiences in hiring their own staff, pricing and purchasing, supplier payments, customer credit, and obtaining loans from the bank. Students will also have an opportunity to compete in the Virtual Business Challenge, a national competition sponsored by the Future Business Leaders of America.			
Honors students will be encouraged to think critically for each of the areas covered in the Business Management course. In addition, these students will research current business issues and report their findings to the class. Finally, Honors students will conduct an in-depth analysis of a publicly-held corporation and include in their report company history, industry information, mission statement, organizational structure, social responsibility, international business, and financial/stock information.			
The curriculum and instruction of this Business Management course correlates with the SCANS competencies and the Expectations for student learning in basic reading, math, listening and speaking skills, thinking skills and displays personal qualities of responsibility, integrity and honesty.			
<b>530 BUSINESS MANAGEMENT</b>	<b>Term: FY</b>	<b>Grade: 10-12</b>	<b>PBGR: 0.5 Math Related</b>
Prerequisite: None			
Students will be involved in a course that emphasizes many business principles. Students will survey areas of business such as entrepreneurship, careers in management, ethics and social responsibility, business law, economics, international business, planning and strategic management, and organizational structure.			
The curriculum and instruction of this Business Management course correlates with the SCANS competencies that reflect the CHSE and CHSW Mission Statements and the Expectations for student learning in basic reading, math, listening and speaking skills, thinking skills and displays personal qualities of responsibility, integrity and honesty. Business Management will count as a 4th applied math credit for students.			
<b>532S BUSINESS LAW HONORS</b>	<b>Term: S</b>	<b>Grade: 10-12</b>	<b>PBGR: 0.5 Elective</b>
Prerequisite: Business Management Honors			
Students will be involved in a rather intense course that emphasizes many business law principles. Students will survey areas of business law such			

as contract law, law of sales, consumer law, sole proprietorships, partnerships, corporate law, limited liability companies, personal property, real property, commercial paper, insurance, secured transactions, and bankruptcy. Classroom presentations will consist of oral reports, written reports, and PowerPoint presentations.

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

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

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

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

Prerequisite: Business management

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

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

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

**534M ENTREPRENEURSHIP** **Term: FY or S** **Grade: 11-12** **PBGR: 0.5 Elective**

**534W ENTREPRENEURSHIP** **Term: W** **Grade: 11-12** **PBGR: 0.5 Elective**

Prerequisite: None

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

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

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

Can be taken as a Semester Course if linked to 565M: International Business.

**535M CAREER PREPARATION** **Term: FY** **Grade: 11-12** **PBGR: 0.5 Elective**

**535W CAREER PREPARATION** **Term: W** **Grade: 11-12** **PBGR: 0.5 Elective**

Prerequisite: None

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

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

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

**560 S CAREER EXPLORATION \*** **Term: FY** **Grade: 9-12** **PBGR: 0.5 Elective**

formerly titled- Tech Careers for the future

Prerequisite: None

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

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

**Note: This is a different course than the “Career Exploration” course at the NEL/CPS Charter School.**

**565M INTERNATIONAL BUSINESS** **Term: S or FY** **Grade: 10-12** **PBGR: 0.5 Elective**

Prerequisite: None

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.

**TECHNOLOGY EDUCATION DEPARTMENT**

**601 COMPUTER AIDED DRAFTING** Term: FY Grade: 9-12 PBGR: 1.0 Technology

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.

**601M COMPUTER AIDED DRAFTING** Term: FY Grade: 9-12 PBGR: 0.5 Technology

Prerequisite: None

The Computer Aided Drafting course will give students an introduction to Computer Aided Drawing. Particular attention is given to Project Design and Development. Using a variety of software, students will be introduced to computer software used in technical fields to create drawing and working plans. The focus of the course is to give students an opportunity to become familiar with the careers available to those who elect to take advanced drawing classes.

**601S CAD – COMPUTER AIDED DRAFTING** Term: FY Grade 10-11 PBGR 0.5 Technology

Note: This course is offered at the NEL/CPS Charter School only

CAD is used to enable students to learn to design residential structures, complete with landscaping and interior amenities. Throughout the construction project, students take the information obtained from manual drawings and apply that to an electronic version blueprint, much like the modern-day architect. Students become familiar with construction vocabulary, as: “proportion,” “square footage,” etc.) needed for understanding actual structural limitations in building. Student projects are expanded to include landscaping and interior design which “sparks” creativity, resulting in final drawings that are magnificent 3-D scale drawings done by students.

**602\* ADVANCED COMPUTER AIDED DRAFTING** Term: FY Grade: 10-12 PBGR: 1.0 Technology

**602S CAD/DRAFTING III (Advanced CAD) at NEL/CPS Charter School** Grade 10-12 PBGR: 0.5 Technology

Prerequisite: Computer Aided Drafting

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.

At the NEL/CPS Charter School, Advanced CAD is an extension of CAD I. 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.

\*This course is numbered 603 at CHSW

**605 PORTFOLIO READINESS** Term: S Grade: 9-12 PBGR: 0.5 Elective

Offered at NEL/CPS Charter School only.

During a student’s Senior year, they are scheduled for a Senior Portfolio class. This three-days a week elective gives students time to work closely with an instructor to compile and create their senior electronic portfolio presentation. In addition to creating their presentation, students upload assignments to the Rhode Island Electronic Portfolio System (RIEPS) online portfolio. The content and skills in this class include focus on presentation skills necessary for their final cumulative review and writing skills necessary to complete a successful final reflective essay. (Useful links: <http://portfolio.ri.net/>)

**606M ARCHITECTURAL DRAFTING** Term: FY Grade: 10-12 PBGR: 0.5 Elective

Prerequisite: Computer Aided Drafting

This course deals with detailing construction of various architectural features such as footings, sills, walls, foundations, doors, and windows. Drawings will be done to different scales. Emphasis will be placed on the student’s ability to interpret and understand all architectural symbols. Various types of framing will be examined. The student will be expected to develop floor plans, make changes/renovations subsequent to individual needs.

**607 M/S VIDEO PRODUCTION - COMPUTER AND VIDEO TECHNOLOGY** Term: FY Grade: 9-12 PBGR: 0.5 Math Related

Note: Offered at NEL/CPS Charter School only.

The goals of this course are students’ achievement of proficiencies in computer and video technologies. Computer technology includes, but is not limited to, computer construction, computer repair, software installation, and software maintenance. Video technology includes, but is not limited to, telecommunications, editing, and talent.

**608M GRAPHICS** Term: FY Grade: 9-12 PBGR: 0.5 Elective

Prerequisite: None

PBGR: 0.5 Technology

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.

<b>610</b>	<b>GRAPHIC ARTS TECHNOLOGY I</b>	<b>Term: FY</b>	<b>Grade: 9-12</b>	<b>PBGR: 1.0 Elective</b>
Prerequisite: None				
This course provides the beginning student with an opportunity to learn various skills of the graphics arts industry. Using a problem solving approach to working on projects, the student will develop skills by designing, composing, assembling, and finishing printed materials utilizing conventional reproduction techniques. Projects will involve computer-generated typography, digital transfer imaging on fabrics, binding, digital copying, and digital photo reproduction.				
<b>611</b>	<b>GRAPHIC ARTS TECHNOLOGY II</b>	<b>Term: FY</b>	<b>Grade: 10-12</b>	<b>PBGR: 1.0 Elective</b>
Prerequisite: Graphic Arts Technology I				
This course provides the second year student with opportunities to expand graphic art experiences that will include advanced computer generated imaging and layout. Emphasis will be placed on the development of ideas, the manipulation of typography and image, design concepts and visual problem solving as well as graphic design principles.				
<b>612</b>	<b>GRAPHIC ARTS TECHNOLOGY III</b>	<b>Term: FY</b>	<b>Grade: 11-12</b>	<b>PBGR: 1.0 Elective</b>
Prerequisite: Graphic Arts Technology II				
The primary emphasis for the third year student is upon advanced work in graphic arts which will include publication, desktop publishing, layout/design, digital duplication, color printing, and further printing which will provide the student with a realistic feel for work being done in the industry.				
<b>614M</b>	<b>PHOTOGRAPHY</b>	<b>Term: FY</b>	<b>Grade: 9-12</b>	<b>PBGR: 0.5 Elective</b>
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.				
<b>616</b>	<b>WEBSITE DESIGN &amp; MANAGEMENT</b>	<b>Term: FY</b>	<b>Grade: 9 -12</b>	<b>PBGR: 1.0 Technology</b>
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.				
<b>617</b>	<b>ADV. WEB DESIGN &amp; MANAGEMENT</b>	<b>Term: FY</b>	<b>Grade: 11-12</b>	<b>PBGR: 1.0 Technology</b>
Prerequisite: Website Design and Management, Advanced Online Communications				
This course is designed to continue instruction in website design, website development and website maintenance. Students will become proficient using advanced tools in web-design software. Each student will be responsible for the development, testing and maintenance of an original website. Additionally, students will gain website maintenance and design experience by maintaining the Cranston High School East website.				
<b>618M</b>	<b>INTRO TO ONLINE COMMUNICATIONS</b>	<b>Term: FY</b>	<b>Grade: 9-12</b>	<b>PBGR: 0.5 Technology</b>
Prerequisite: None				
This course challenges the first year student. It is designed to give the first year student a comprehensive understanding of the world of telecommunications by using the Personal Computer on a local area network to connect to the Internet. The student will interact with other PC users and use the computer as a tool for gathering research in an educational environment. Students will communicate with other users by E-mail (electronic mail) and in addition, will become familiar with reading, understanding and navigating their way through the Internet. On a local level, students will be able to interact with other users in the Cranston School system and in turn, establish a better link between high school and the various feeder schools. Perhaps one of the biggest advantages of this program is the ability to access the Internet and take advantage of the multicultural diversity this program offers. The Internet offers the user the opportunity to access information on hundreds of topics involving many disciplines and subject areas.				
This unique and diverse program offers a wealth of information to many subject areas including Social Studies, English, Science, Foreign Languages, Technology and Mathematics.				
<b>619M</b>	<b>ADVANCED ON-LINE COMMUNICATIONS</b>	<b>Term: FY</b>	<b>Grade: 10-12</b>	<b>PBGR: 0.5 Technology</b>
Prerequisite: Intro to Online Communications				
This course is designed to give the advanced student an understanding of methods and skills needed to navigate and search Hyper-text Home Pages on the World Wide Web. Students will design and create home pages and use the WWW to publish electronic information papers using Graphic User Interface software such as Mosaic or Netscape.				
<b>621</b>	<b>DESKTOP PUBLISHING</b>	<b>Term: FY</b>	<b>Grade: 9-12</b>	<b>PBGR: 1.0 Elective</b>
Prerequisite: None				
This course was designed for students who would like to gain the skills needed to do Desktop Publishing. At the same time, students will use Word Processing and Graphic Illustration software to complete their projects. After students learn the basics of the software programs they will be able to produce limited runs of minor publications, fliers and printed graphic images.				
<b>621M</b>	<b>DESKTOP PUBLISHING I</b>	<b>Term: FY</b>	<b>Grade: 9-12</b>	<b>PBGR: 0.5 Elective</b> <b>PBGR: 1.0 Technology</b>
Prerequisite: None				
This course was designed for students who will be involved in the Journalism class or be a member of the school newspaper. Students will be able to publish their work using computer aided Desktop Publishing. At the same time, students are encouraged to increase their creative skills through the use of a capable word processor and several excellent drawing programs. After students learn how to use the above programs and gain some knowledge in producing minor publications, they are required to produce a seven to ten page newsletter.				
<b>622M</b>	<b>DESKTOP PUBLISHING II</b>	<b>Term: FY</b>	<b>Grade: 10-12</b>	<b>PBGR: 0.5 Elective</b>
Prerequisite: Desktop Publishing I				
This course was designed to further enrich students' knowledge in Desktop Publishing skills. Students will be encouraged to work on many different publications used in industry. All students, especially those with writing and/or artistic skills, should enjoy this offering at Cranston East.				

**623      ADVANCED ANIMATION AND INTRODUCTION TO GAME DESIGN      Term: FY      Grade:10-12      PBGR:1.0 Elective**

**Prerequisite: Animation I and Animation II; consent from instructor**

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      Term : FY      Grade: 9-12      PBGR 1.0 Technology**

**Note: Replaces 625 Computer Internship**

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.

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

**Prerequisite: None**

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

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

**Prerequisite: Basic CAD for Engineering Part A**

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

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

**Prerequisite: Sophomore Status**

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

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

**Prerequisite: Animation Part A**

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

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

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

**Prerequisite: None**

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

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

**Prerequisite: Basic Woodworking**

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

<b>634</b>	<b>INTRODUCTION TO MANUFACTURING</b>	<b>Term: FY</b>	<b>Grade: 9-12</b>	<b>PBGR: 1.0 Elective</b>
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.				
<b>636</b>	<b>VIDEO PRODUCTION</b>	<b>Term: FY</b>	<b>Grade: 9-12</b>	<b>PBGR: 1.0 Elective PBGR: 1.0 Technology</b>
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.				
<b>638M</b>	<b>MECHATRONICS I</b>	<b>Term: FY</b>	<b>Grade: 9-12</b>	<b>PBGR: 0.5 Technology</b>
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.				
<b>639M</b>	<b>MECHATRONICS II</b>	<b>Term: FY</b>	<b>Grade: 10-12</b>	<b>PBGR: 0.5 Technology</b>
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.				
<b>640</b>	<b>AUTO MECHANICS I</b>	<b>Term: FY</b>	<b>Grade: 10-11</b>	<b>PBGR: 1.0 Elective</b>
Prerequisite: Sophomore Status				
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.				
<b>641</b>	<b>AUTO MECHANICS II</b>	<b>Term: FY</b>	<b>Grade: 11-12</b>	<b>PBGR: 1 CU Elective</b>
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. This class meets twice per week, each class for a double period.				
<b>642</b>	<b>AUTO MECHANICS III</b>	<b>Term: FY</b>	<b>Grade: 12</b>	<b>PBGR: 1.0 Elective</b>
Prerequisite: Auto Mechanics II and recommendation of the instructor				
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 trouble-shooting 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.				
<b>643M</b>	<b>AUTO MAINTENANCE</b>	<b>Term: FY</b>	<b>Grade: 11-12</b>	<b>PBGR: 0.5 Elective</b>
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.				
<b>645W</b>	<b>CABINET MAKING</b>	<b>Term: W</b>	<b>Grade: 11-12</b>	<b>PBGR: 0.5 Elective</b>
Prerequisite: Must be enrolled in the 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.				
<b>646W</b>	<b>ADVANCED CABINET MAKING</b>	<b>Term: W</b>	<b>Grade: 11-12</b>	<b>PBGR: 0.5 Elective</b>
Prerequisite: Cabinet Making and enrolled in the 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.				
<b>647W</b>	<b>BLUEPRINT READING</b>	<b>Term: W</b>	<b>Grade: 11-12</b>	<b>PBGR: 0.5 Elective</b>
Prerequisite: Must be enrolled in the Building & Construction program				
This course is designed to give students in the vocational building and Construction programs some practical experience in reading and interpreting blueprints and architectural drawing. It is offered on a week about schedule for juniors and seniors.				
<b>648W</b>	<b>ADVANCED BLUEPRINT READING</b>	<b>Term: W</b>	<b>Grade: 11-12</b>	<b>PBGR: 0.5 Elective</b>

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

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

### FAMILY AND CONSUMER SCIENCES DEPARTMENT

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

Prerequisite: None

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

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

Prerequisite: Childhood Education I

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

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

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

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

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

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

Prerequisite: Sophomore Status

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

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

Prerequisite: None

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

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

Prerequisite: None

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

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

Prerequisite: Foods and Nutrition I

This course will allow the students to expand his/her knowledge acquired during FOODS and NUTRITION I. More advanced terminology and skills are demonstrated and practiced. Emphasis is placed on the creativity and resourcefulness (time, money, equipment, and skill) of the food planner and preparer to meet the family needs. An entertainment unit and a foreign foods unit are included.

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

Prerequisite: None

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

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

Prerequisite: Fashion Merchandising/Clothing Construction I

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

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

(Formerly titled – Introduction to the Real World)

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

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

**FINE ARTS**  
**VISUAL AND PERFORMING ARTS DEPARTMENTS**

**049 TIMELY JOURNEYS** **Term: FY** **Grade: 11-12** **PBGR: 0.5 E/LA Elective And 0.5 Fine Arts**

Prerequisite: English 10 (011) or teacher recommendation.

Long before and certainly since H.G. Wells fictionally presented it as a 4<sup>th</sup> 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.)

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

Prerequisite: Teacher recommendation

This is an entry-level course for students wishing to pursue further studies in the Visual Arts. This course is designed to provide an overview of the Visual Arts while allowing students to develop an experience with a broad variety of art media, materials and tools. With an emphasis on studio production, the students 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 assist students to fulfill some requirements for graduation in the Fine Arts Standard as required by the Rhode Island Board of Regents. Students will work towards contributing proficient artifacts and reflections to the CPS digital graduation portfolio.

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

Prerequisite: Teacher recommendation

This course is intended for academically and creatively motivated students who are seriously interested in pursuing further studies in the visual arts. This is an entry-level course for the High School Visual Arts curriculum and is designed to provide an overview of the Visual Arts while allowing students to apply a broad variety of art media, materials and techniques. With an emphasis on studio production, 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.

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

**702S ART & DESIGN APPLICATION** **Term: FY** **Grade: 9-12** **PBGR: 0.5 Fine Arts**

**702S offered at NEL/CPS Charter School only.**

Prerequisite: Teacher recommendation

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

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

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

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

Prerequisite: None

Note: 703M is also offered at the NEL/CPS Charter School.

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

Prerequisite: Basic Sculpture & Ceramics

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

Prerequisite: Art and Design Application or Foundations in Art

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

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

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

**713S BASIC SCULPTURE & CERAMICS** Term: FY Grade: 9-12 PBGR: 0.5 Fine Arts

**713S offered at NEL/CPS Charter School only**

Prerequisite: Basic Art and Design or Art and Design

This course provides students with an exploratory experience in three-dimensional design. Students will be introduced to a variety of techniques in both clay and mixed media. Vocabularies, tools and concepts associated with the various media will also be examined. Upon successful completion of this course, students 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 ADV. SCULPTURE & CERAMICS HONORS** Term: FY Grade: 11-12 PBGR: 1.0 Fine Arts

Prerequisite: Sculpture & Ceramics and teacher recommendation

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

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

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

Prerequisite: Sculpture & Ceramics

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

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

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

Prerequisite: None

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

Upon successfully completing this course, students will be able to formulate individual ideas and conclusions about the sources, development and purposes of art through history, heritage, and culture. Proficiency in this course will assist students to fulfill some requirements for graduation in the



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 (ART 201) EE Term: FY Grade: 11-12 PBGR: 0.5 Fine Arts**

Prerequisite: Teacher or counselor recommendation

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

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

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

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

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

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

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

Prerequisite: Advanced Art I, Portfolio Review and teacher recommendation

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

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

**736 THREE DIMENSIONAL STUDIO Term: FY Grade: 12 PBGR: 1.0 Fine Arts**

Prerequisites: Successful Completion of courses 712 and 716 which are the sequential course pathway.

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.

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

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

Prerequisite: None

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

music to demonstrate proficiency in the fine arts as required by the Rhode Island Board of Regents.

**741M HISTORY OF AMERICAN MUSIC**

**Term: FY**

**Grade: 9-12**

**PBGR: 0.5 Fine Arts**

Prerequisite: None

This course will trace the roots, 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.

**751 BAND-FRESHMEN HONORS**

**Term: FY**

**Grade: 9**

**PBGR: 1.0 Fine Arts**

Prerequisite: Audition/instructor recommendation

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

1. Audition for All-State Band/Orchestra or Jazz Ensemble
2. Perform two solo recitals for the band class at the conclusion of the second and fourth quarters
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 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.

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 BAND – FRESHMEN**

**Term: FY**

**Grade 9**

**PBGR: 1.0 Fine Arts**

Prerequisite: Audition/instructor recommendation

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**

**Term: FY**

**Grade: 9-12**

**PBGR: 1.0 Fine Arts**

Prerequisite: Audition/instructor recommendation

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

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

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

**756 BAND**

**Term: FY**

**Grade: 9-12**

**PBGR: 1.0 Fine Arts**

Prerequisite: Audition/instructor recommendation

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

**757 SYMPHONIC BAND HONORS**

**Term: FY**

**Grade: 9-12**

**PBGR: 1.0 Fine Arts**

Prerequisite: Audition/instructor recommendation

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**

**Term: FY**

**Grade: 9-12**

**PBGR: 1.0 Fine Arts**

Prerequisite: Audition/instructor recommendation

This is a performance class studying the finest band literature in a variety of styles 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** **Term: FY** **Grade: 9-12** **PBGR: 1.0 Fine Arts**

Prerequisite: Audition / instructor recommendation

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

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

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

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

Prerequisite: Audition/instructor recommendation

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

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

Prerequisite: Audition/instructor recommendation.

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

1. Audition for all state Orchestra.
2. Perform two solo recitals for the band class at the conclusion of the second and fourth quarters.
3. Satisfy advanced requirements in performance portion of mid-year and final exams.
4. CHAMBER ORCHESTRA HONORS requirements include solo preparation for the Rhode Island Music Educators Solo/Ensemble Festival.

Private instruction is strongly recommended for honors students.

The director will select qualified students at the conclusion of the second quarter. Students will receive a full year's honors credit.

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. CHAMBER ORCHESTRA HONORS requirements include solo preparation for the Rhode Island Music Educators Solo/Ensemble Festival.

Private instruction is strongly recommended for honors students. 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.

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

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.

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

Pre-requisite; Audition/instructor recommendation. Also, Students who wish to select Wind Ensemble Honors will be subject to approval by the director(s).

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.

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

Prerequisite: Audition/Instructor Recommendation

This is a performance class studying the finest band literature in a variety of styles 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.

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

Prerequisite: Audition/instructor recommendation

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

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

Private instruction is strongly recommended for honors students.

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

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

Prerequisite: Audition/instructor recommendation

This is a performance class that enables students to experience the various styles of the most original of American art forms: Jazz. Members of the ensemble are required to attend all performances which include concerts and festivals. The Cranston East Jazz 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 Term: FY Grade: 9-12 PBGR: 0.5 Fine Arts**

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.

**771 CHOIR HONORS Term: FY Grade: 9-12 PBGR: 1.0 Fine Arts**

Prerequisite: Audition/Instructor Recommendation

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

1. Audition for All-State Chorus
2. Perform two solo recitals for the choir class at the conclusion of the 2<sup>nd</sup> and 4<sup>th</sup> quarters (East Only), or at the Honors Choir Student Recital (West only)
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 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 for graduation.
5. CHOIR HONORS requirements include solo preparation for the Rhode Island Music Educators Solo/Ensemble Festival. Private instruction 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.

**772 CHOIR Term: FY Grade: 9-12 PBGR: 1.0 Fine Arts**

Prerequisite: Audition/instructor recommendation

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.

**772M CHOIR Term: FY Grade: 9-12 PBGR: 0.5 Fine Arts**

Prerequisite: Audition/instructor recommendation

This course is designed for those students who display exceptional commitment and ability in choral music. The repertoire is challenging. Rehearsals are held three days a week before school. Acceptance is based upon an audition. Concerts are held throughout the year and attendance at all concerts is required. 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.

**773M CHAMBER CHOIR HONORS** Term: FY Grade: 9-12 PBGR: 0.5 Fine Arts

Prerequisite: Audition/instructor recommendation

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

1. Audition for All State Chorus
  2. Perform two solo recitals for the band class at the conclusion of the second and fourth quarters.
  3. Satisfy advanced requirements in performance portion of mid-year and final exams.
4. CHAMBER CHOIR HONORS requirements include solo preparation for the Rhode Island Music Educators Solo/Ensemble Festival.

Private instruction is strongly recommended for honors students.

The director will select qualified students at the conclusion of the second quarter. Students will receive a full year's honors credit. Enrollment in the 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** Term: FY Grade: 9-12 PBGR: 0.5 Fine Arts

Prerequisite: Audition/instructor recommendation

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..

**775 VOICE CLASS** Term: FY Grade: 9-12 PBGR: 1.0 Fine Arts

Prerequisite: Audition/instructor recommendation

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.

**775M VOICE CLASS-** TERM:FY Grade: 9-12 PBGR: 0.5 Fine Arts

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.

**780 MUSIC THEORY** Term: FY Grade: 9-12 PBGR: 1.0 Fine Arts

Prerequisite: None

Music Theory is an introduction to the language and mechanics of basic music theory and composition. Subject matter and required learning areas include key signatures, simple and major triads, chords, intervals, ear training, part writing, chord and compositional analysis. This course is for the serious minded music student. 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** Term: FY Grade: 9-12 PBGR: 0.5 Fine Arts

Prerequisite: None

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.

**781M MUSIC THEORY II** Term: FY Grade: 9-12 PBGR: 0.5 Fine Arts

Prerequisite: None

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

**785 MUSIC TECHNOLOGY** Term: FY Grade: 9-12 PBGR: 1.0 Fine Arts

Prerequisite: None

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

**CAREER & TECHNICAL EDUCATION**

Please note: All CTE courses are Elective Courses

Some courses may meet technology, science, or math requirements for graduation

**(AVAILABLE AT CRANSTON AREA CAREER AND TECHNICAL CENTER)**

SPECIAL NOTE: Courses that count toward the “Applied Math course requirement” or the “Technology” course requirement for graduation are offered in the 2<sup>nd</sup> and 3<sup>rd</sup> year of a program. In this way, students can accomplish both the math and technology graduation requirements within their programs. However, students must designate whether they are taking the course to meet either the “math requirement” or the “technology requirement” for graduation, or if they are taking the course for credits in a program.

SPECIAL NOTE: Students receive a Certificate after successful completion of their respective program.

**PRE-ENGINEERING ROBOTICS PROGRAM**

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

**800 PRE-ENGINEERING ROBOTICS I** Term: FY Grade: 10 PBGR: 1.75 Technology

Prerequisite: Sophomore status and program application

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

**801H PRE-ENGINEERING ROBOTICS II HONORS** Term: FY Grade: 11 PBGR: 1.75 Technology

**801 PRE-ENGINEERING ROBOTICS II** Term: FY Grade: 11 PBGR: 1.75 Technology

Prerequisite: C or higher in Pre-engineering Robotics I, honors level requires teacher recommendation OR PBGR: 1.0 Math Related

OR PBGR: 0.5 Technology Requirement

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

**802H PRE-ENGINEERING ROBOTICS III HONORS** Term: FY Grade: 12 PBGR: 1.75 Technology

**802 PRE-ENGINEERING ROBOTICS III** Term: FY Grade: 12 PBGR: 1.75 Technology

Prerequisite: C or higher in Robotics II, honors level requires teacher recommendation OR PBGR: 1.0 Math Related

OR PBGR: 0.5 Technology Requirement

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

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

**COMPUTER AIDED DESIGN / DRAFTING PROGRAM**

**805 CAD / DRAFTING I** Term: FY Grade: 10 PBGR: 1.75 Technology

OR PBGR: 0.5 Technology Requirement

Prerequisite: Sophomore status and program application

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

**806H CAD / DRAFTING II HONORS** Term: FY Grade: 11 PBGR: 1.75 Technology

**806 CAD / DRAFTING II** Term: FY Grade: 11 PBGR: 1.75 Technology

Prerequisite: C or higher in CAD Design/Drafting I OR PBGR: 0.5 Technology Requirement

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

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

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

Prerequisite: C or higher in CAD Design/Drafting II OR PBGR: 1.0 Math Related

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

## GRAPHIC COMMUNICATIONS PROGRAM

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

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

Prerequisite: Sophomore status and program application

Students are provided with access to interact at 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.

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

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

Prerequisite: C or higher in Graphic Communications I

OR PBGR 1.0 Math Related

OR PBGR 0.5 Technology Requirement

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 life long learners. Students are required to do a research paper, on a "Graphic Communications Technology", build their hard copy portfolio and put two artifacts in their electronic portfolio.

**817H GRAPHIC COMMUNICATIONS III HONORS** Term: FY Grade: 12 PBGR: 1.75 Technology

**817 GRAPHIC COMMUNICATIONS III** Term: FY Grade: 12 PBGR: 1.75 Technology

Prerequisite: C or higher in Graphics Communications II

OR PBGR: 1.0 Math Related

OR PBGR 0.5 Technology Requirement

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.

## INTERACTIVE DIGITAL MEDIA / COMPUTER TECHNOLOGY PROGRAM

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

OR PBGR: 0.5 Technology Requirement

Prerequisite: Sophomore status and program application

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

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

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

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

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

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

OR PBGR 1.0 Math Related

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

In the second year of Interactive Digital Media /Computer Technology, students will learn about networking including components, topologies,

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

**822H INTERACTIVE DIGITAL MEDIA/COMPUTER TECHNOLOGY III H Term: FY Grade: 12 PBGR: 1.75 Technology**  
**822 INTERACTIVE DIGITAL MEDIA/COMPUTER TECHNOLOGY III Term: FY Grade: 12 PBGR: 1.75 Technology**  
 Prerequisite: C or higher in Interactive Digital Media /Computer Technology II **OR PBGR: 1.0 Math Related**  
**OR PBGR: 0.5 Technology Requirement**

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

## CISCO NETWORKING/CYBER SECURITY AND DIGITAL FORENSICS ACADEMY

### Introduction:

One only has to listen to the radio or the news on TV, or follow a blog, or be engaged in twitter to know that cyber security is the cutting edge of programming needed in today's cyber space. Hackers are "enemy number one" because they can wreak havoc on databases. They require trained specialists in cyber security to have ever greater command of internet security.

The Cisco Networking/Cyber Security & Digital Forensics Academy is a two to three year program. Students learn how to design, build and maintain computer networks. Cisco curriculum is an industry standards-based "on-line" curriculum, and combines theory with practical "hands-on" applications. Students are given a username and password from Cisco which allows them to view the Cisco curriculum, software and labs anywhere they have an internet connection. Tests are on-line and graded immediately upon completion. Cisco networking is a worldwide recognized program and the Cisco CCNA exams are industry standard exams. Upon passing the Cisco CCENT and CCNA assessments, students have an advantage finding a job in the IT field. The CACTC program also has college articulation agreements with CCRI, New England Tech., Johnson & Wales, and is in process for an articulation agreement with URI. Under these agreements, students receive credits after passing the CCENT, CCNA, Network Plus, and/ or A+ exams and acquiring further education are Network Administrator, System Administrator, Network Engineer, Network Technician, and Computer Technician.

Students can participate in the "Students With Advanced Technical Skills" (SWATS) program which allows students to perform hardware and software repairs and troubleshooting in CHSW and CACTC, giving students valuable hands-on knowledge and skills abilities.

The Cyber Security component "raises the bar" to include training for expertise in protecting computer networks and the data in them. "Securing the Cloud" is on the horizon, while data security remains a significant problem for companies and organizations around the world. Students are trained to create and sustain security programming to block hackers and hacking through use of program changes or viruses. Curriculum for the design, build, and maintaining of computer networks, and cyber security components is based in industry standards and involves both on-line and classroom learning and combines theory with practical "hands on" applications.

**825: Cisco Networking/Cyber Security & Digital Forensics I Term: FY Grade 10 PBGR: 1.75**  
**OR PBGR: 1.0 Math Related**  
**OR PBGR:0.5 Technology Requirement**

**Prerequisite: Sophomore status and program application**

### Cisco Networking/Cyber Security & Digital Forensics I is divided into Semester I "Discovery 1" & Semester II "Discovery 2"

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 subnetting
- Setup and secure wireless networks
- Do router simulation labs and elabs
- Use packet tracer software to design networks

Students participate in the "SysAdmin, 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 Digital Forensics programs and techniques will be introduced

**826H Cisco N/ Cyber Security & Digital Forensics Academy II H Term: FY Grade: 11 PBGR: 1.75 Technology**  
**826 Cisco N/ Cyber Security & Digital Forensics Academy II Term: FY Grade: 11 PBGR: 1.75 Technology**  
 Prerequisite: C or higher in CISCO Academy I **OR PBGR: 1.0 Math Related**  
**OR PBGR: 0.5 Technology Requirement**

### CiscoN/Cyber Security & Digital Forensics II is divided into Semester III "Discovery 3" and Semester IV "Discovery 4"



demonstration purposes as community service projects. Students experience the real world industry at work through a series of site visits, guest demonstrations, co-op and catering opportunities. They will participate in the senior wedding cake project and will design and carry out the Senior Buffet for their parents, faculty, administration and advisory board members. During this year they will take the NRA's Servsafe sanitation exam.

\*\* The Culinary Arts Program provides a fourth math credit to all students who successfully complete the three year program. Articulation agreements are in place with post secondary institutions. National industry certification is available through the NRA's Pro-Start and Servsafe sanitation programs.

### **CHILD DEVELOPMENT PROGRAM**

**839 CHILD DEVELOPMENT I** **Term: FY** **Grade: 10** **PBGR: 1.75 Elective**

Prerequisite: Sophomore status and program application

The purpose of this course is to emphasize the importance of studying the young child, the roles of family, and the meaning of parenthood. Students use their understanding of young children's characteristics and needs to create environments that are healthy, respectful, supportive, and challenging for all children. A thorough study of the physical, social, emotional, moral and cognitive development of the child, will allow the student to apply what they have learned by teaching in the on-site preschool. Students will be mentored by Early Childhood teachers and will be guided into planning creative learning activities for the preschool aged children.

**840H CHILD DEVELOPMENT II HONORS** **Term: FY** **Grade: 11** **PBGR: 1.75 Elective**

**840 CHILD DEVELOPMENT II** **Term: FY** **Grade: 11** **PBGR: 1.75 Elective**

Prerequisite: C or higher in Child Development I

Level II students utilize the information gathered in Level I to enhance and build guidance skills working in the on-site preschool and also through established mentoring internships. The practical techniques for guiding young children, establishing rules and handling daily routines are enforced to create a safe, healthy learning environment. Students plan developmentally appropriate curriculum and develop strategies to prepare for special concerns in the classroom. Students are mentored by early childhood teachers and special need teachers in the preschool and internships at the Trudeau Center in Warwick, Rhode Island and the Cranston Development Center.

**841H CHILD DEVELOPMENT III HONORS** **Term: FY** **Grade: 12** **PBGR: 1.75 Elective**

**841 CHILD DEVELOPMENT III** **Term: FY** **Grade: 12** **PBGR: 1.75 Elective**

Prerequisite: C or higher in Child Development II

Seniors carefully select a field-site and become teacher aides either at the preschool, kindergarten, primary, or middle school. They attend field site 3 times a week for the entire school year and are required to teach lessons each marking quarter. They hand in lesson plans, maintain journals of their field site experiences and prepare bulletin boards for their classrooms. Students maintain an active portfolio of their best work collected in Level 1, 2, and 3 which is utilized at college admission interviews. Students have the option of earning 6 college credits upon completion of the program. Students also have the choice of taking Level 2 & 3 for Honors Level Credit.

\*\* Students graduating from the Child Development Program have a competitive edge when applying for admission to elementary programs at local and out of state colleges. Students continue their education upon completion of the program by attending college with the intent of becoming early childhood certified, elementary teachers, or special education teachers. Graduates are eligible to take the ParaPro test for certification as a teacher assistant.

### **MEDICAL PATHWAYS PROGRAM**

**845 MEDICAL PATHWAYS I** **Term: FY** **Grade: 10** **PBGR: 1.75 Elective**

Prerequisite: Sophomore status and program application

This course provides the student with the opportunity to explore health occupations. Students will be exposed to various roles of the health care worker. Guest speakers and field trips will allow the student to better apply knowledge they are gaining from this course. Students will review the history of health care. Students will gain knowledge of basic human anatomy, physiology, medical terminology, and become familiar with basic procedures of caring for patients with different needs. This knowledge will be gained through practical hands on activities in a classroom that is set up with similar equipment to that found throughout various health care settings. Students will have the opportunity to be Red Cross certified in first aid and CPR.

**846H MEDICAL PATHWAYS II HONORS** **Term: FY** **Grade: 11** **PBGR: 1.75 Elective**

**846 MEDICAL PATHWAYS II** **Term: FY** **Grade: 11** **PBGR: 1.75 Elective**

Prerequisite: C or higher in Medical Pathways I

This course provides the student with the opportunity to explore health occupations, applying the knowledge they gained in level I, students will be exposed to various roles of the health care worker. Guest speakers and field trips will allow the student to better apply knowledge they are gaining from this course. More in depth reviews of the systems of the body will be studied. Caring for patients with a variety of health care concerns will be learned through practical hands on activities in a class room that is set up with similar equipment to that is found throughout various health care settings. Students will be Red Cross re-certified in first aid and CPR. The students is allowed to opportunity to be involved in internships and work co-op in this level of Health Occupations

**847H MEDICAL PATHWAYS III HONORS** **Term: FY** **Grade: 12** **PBGR: 1.75 Elective**

**847 MEDICAL PATHWAYS III** **Term: FY** **Grade: 12** **PBGR: 1.75 Elective**

Prerequisite: C or higher in Medical Pathways II

This course provides the opportunity to apply the knowledge gained in Level I and II. The student is allowed the opportunity to participate in internships and work co-ops. The student will continue to gain knowledge of all of the systems of the body and learn how to care for patients with a variety of medical needs in a setting that is set up with similar equipment to that found throughout various health care settings. Guest speakers and field trips will allow the student to better apply knowledge they are gaining from this course. Graduates are eligible to take the test for CAN certification.

## ENTREPRENEURSHIP PROGRAM

The Entrepreneurship Program is a completely redesigned program that engages students in a progression of learned knowledge and skills that enable students to apply the knowledge and skills to develop a business by the end of Senior Year. A complete program and description of courses will be available on this site in September 2011. For information and details please contact Meaghan McGonagle at the CCATC.

**855 ENTREPRENEURSHIP – Level I** Term: FY Grade: 10 PBGR: 1.75 Elective  
**SPECIAL NOTE: This will become Level I of the new Program. As currently proposed, it may consist of two parts:**

- Leadership Personal Finance
- Business and
- Marketing Essentials

Prerequisite: Sophomore status and program application – Revised Course Description to be inserted.

**856H ENTREPRENEURSHIP – Level II H** Term: FY Grade: 11 PBGR: 1.75 Elective

**856 ENTREPRENEURSHIP – Level II** Term: FY Grade: 11 PBGR: 1.75 Elective

Prerequisite: C or higher in Marketing and Management Entrepreneurship I, Honors level requires teacher recommendation – Revised Course Description to be inserted.

**SPECIAL NOTE: This will become Level II of the new Program. As currently proposed, it may consist of:**

- Principles of Entrepreneurship

**857H ENTREPRENEURSHIP – Level III H** Term: FY Grade: 12 PBGR: 1.75 Elective

**857 ENTREPRENEURSHIP – Level III** Term: FY Grade: 12 PBGR: 1.75 Elective

**OR PBGR: 1.0 Math Related**

**The focus of the third year is the development of a small business by each student.**

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

## AQUACULTURE PROGRAM

Aquaculture is a three-year sequential program. Students will be taught scientific concepts that will become the basis for practical applications. The program will incorporate skills in science, chemistry, math, and language arts into a hands-on curriculum that makes learning relevant, important, and meaningful. Students will be prepared for career opportunities in the many disciplines within the field of aquaculture.

**860 AQUACULTURE I** Term: FY Grade: 10 PBGR: 1.75 Elective

Prerequisite: Sophomore status, 9<sup>th</sup> grade science credit and program application

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

**861H AQUACULTURE II HONORS** Term: FY Grade: 11 PBGR: 1.75 Elective

**861 AQUACULTURE II** Term: FY Grade: 11 PBGR: 1.75 Elective

Prerequisite: C or higher in Aquaculture I

**OR PBGR: 1.0 Science**

The second year (Aqua 2) places emphasis on problem solving and direct application of concepts as they relate to technical and developmental skills within aquaculture. Students are introduced to advanced water chemistry that involves chemical titrations and digital meter use. Each student will be responsible for a living system/aquarium within the lab that they will maintain on a daily basis. Systems include (species specific fish tanks, shellfish, algae culture, protozoan culture, brine shrimp hatcheries, aquatic reptile tanks, rodent cages, and hydroponics (plant) systems. Students will have the opportunity to be peer mentors for the Mentor programs (S.P.L.A.S.H. and Tiny Bubbles). In each mentor program the students volunteer their time to educating visiting students in the various disciplines of aquaculture.

**862H AQUACULTURE III HONORS** Term: FY Grade: 12 PBGR: 1.75 Elective

**862 AQUACULTURE III** Term: FY Grade: 12 PBGR: 1.75 Elective

Prerequisite: C or higher in Aquaculture II

**OR PBGR: 1.0 Math Related**

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

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

## CAREER & TECHNICAL ELECTIVES

### 804M 3D STRUCTURAL MODELS

**Term: FY**

**Grade: 9-10**

**PBGR: 0.5 Technology**

Prerequisite: None

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

### 819M DIGITAL MEDIA

**Term: FY**

**Grade: 9-10**

**PBGR: 0.5 Technology**

Prerequisite: None

Students will be introduced to digital media through vocabulary, concepts and media tools using the Adobe suite (Dreamweaver, Flash and Photoshop) and the Macintosh iLife program series (iMovie, iDVD, iPhoto and iWeb). Some topics will include digital presentations, animation and web design.

### 881M A+ HARDWARE

**Term: FY**

**Grade: 9-12**

**PBGR: 0.5 Technology**

Prerequisite: Sophomore status

A+ Hardware is a one year elective. Students will learn about computer hardware architecture. Students will learn how to maintain, troubleshoot and repair computer hardware problems. The A+ class is a world wide recognized program which is linked to the A+ Hardware exam. Upon passing the A+ exam students will have an advantage finding a job in the computer field. The CACTC A+ class also has College articulation agreements with CCRI, New England Tech and Gibbs College. Students could receive College credits for taking associated classes at these Colleges. Students can participate in the SWATS program which allows students in the program to perform hardware and software repairs and troubleshooting in CHSW and CACTC.

Students learn about computer hardware, software and operating systems. Students will do a great deal of hands-on labs involving computer hardware, networking, and computer troubleshooting. Students will learn to repair and upgrade computer systems. Students will learn to install operating systems and properly set them up. Students will learn troubleshooting techniques needed to properly repair hardware and software problems. The curriculum will be the Thompson A+ hardware and software books with software. Students will take practice A+ hardware and software exams in preparation for taking the A+ exams. Upon completion of this course students can take the A+ hardware and software exams for certification.

### 882M A+ SOFTWARE

**Term: FY**

**Grade: 9-12**

**PBGR: 0.5 Technology**

Prerequisite: Sophomore status

A+ Software is a one-year elective. Students will learn about computer software and operating systems. Students will learn how to maintain, troubleshoot and repair computer software problems. The A+ class is a world wide recognized program which is linked to the A+ software exam. Upon passing the A+ exam students will have an advantage finding a job in the computer field. The CACTC A+ class also has College articulation agreements with CCRI, New England Tech and Gibbs College. Students could receive College credits for taking associated classes at these Colleges. Students can participate in the SWATS program which allows students in the program to perform hardware and software repairs and troubleshooting in CHSW and CACTC.

Students learn about computer software and operating systems. Students will complete a great amount of hands-on labs involving computer hardware, networking, and computer troubleshooting. Students will learn to repair and upgrade computer systems. Students will learn to install operating systems and properly set them up. Students will learn troubleshooting techniques needed to properly repair hardware and software problems. The curriculum will be the Thompson A+ hardware and software books with software. Students will take practice A+ hardware and software exams in preparation for taking the A+ exams. Upon completion of this course students can take the A+ hardware and software exams for certification.

## 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.

### 000M PHYSICAL EDUCATION

**Term: FY**

**Grades 9-12**

**PBGR: .25 credits/year**

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.

### 001M HEALTH EDUCATION

**Term: FY**

**Grades 9-12**

**PBGR: .25 credits/year**

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.

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

**ARMY JROTC - LET 1** **Term: FY** **Grades: 9-12** **PBGR: 1.25 CU Elective**  
 Prerequisite: None

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

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

**ARMY JROTC - LET 2** **Term: FY** **Grades: 10-12** **PBGR: 1.25 CU Elective**  
 Prerequisite: None

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

**ARMY JROTC - LET 3** **Term: FY** **Grades: 11-12** **PBGR: 1.25 CU Elective**  
 Prerequisite: None

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

**ARMY JROTC - LET 4** **Term: FY** **Grades: 12** **PBGR: 1.25 CU Elective**  
 Prerequisite: None

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

**NEW ENGLAND LABORERS – CRANSTON PUBLIC SCHOOLS  
CONSTRUCTION CAREER ACADEMY  
CHARTER SCHOOL**

**PROGRAM OF STUDIES**

**COURSE LISTING Revised 11/24/2010- APPROVED BY SCHOOL COMMITTEE 2/2011**

<b>Course No.</b>	<b>Title of Course</b>	<b>Grade Level</b>	<b>No. of Credits</b>	
C20M/S	Construction Craft Applications I	Gr. 10 1 <sup>st</sup> Semester	.5	“Math Related”
C21M/S	Construction Craft Applications II	Gr. 10 2 <sup>nd</sup> Semester	.5	“Math Related”
C30	Construction Engineering	Gr. 11	1.0	
W10M/S	Career Exploration	Gr. 9	.5	
W20M/S	World of Work	Gr. 9 – 12	.5	
W30M/S	Construction Work Experience	Gr. 12	3.0	
W40	Career Work Experience	Gr. 12	3.0	
003	English 9	Gr. 9	1.0	
013	English 10 – World Literature	Gr. 10	1.0	
023	English 11 – American Literature	Gr. 11	1.0	
033	English 12 – British Literature	Gr. 12	1.0	
048M/S	English – Public Speaking	Gr. 9 – 12	.5	
301	Algebra I	Gr. 9	1.0	
383	Math Standards I	Gr. 9	.5	
313	Geometry	Gr. 10	1.0	
384	Math Standards II	Gr. 10	.5	
323	Advanced Math – Algebra II	Gr. 10-12	1.0	-- Prerequisite: Algebra I
351	Integrated Math	Gr. 10	1.0	-- To be phased out 2012
516	Consumer Math	Gr. 10-12	1.0	Prerequisite: Algebra I see 517 “Personal Finance/Quicken” for course description
177M/S	Basic Economics	Gr. 12	.5	“Math Related”
602	CAD/Drafting III (Advanced CAD)		1.0	“Math Related”
403	Physics First – Foundations of Physics	Gr. 9	1.0	
486	Earth’s Chemistry : Earth, Space, and Chemistry	G r. 10	1.0	
423	Biology	Gr. 11	1.0	

*Continued Next Page*

**NEW ENGLAND LABORERS – CRANSTON PUBLIC SCHOOLS  
CONSTRUCTION CAREER ACADEMY  
CHARTER SCHOOL**

**PROGRAM OF STUDIES  
COURSE LISTING Continued**

<b>Course No.</b>	<b>Title of Course</b>	<b>Grade Level</b>	<b>No. of Credits</b>	
485M/S	Forensic Science (Biological)	Gr. 11-12	.5	
104	Democracy in Action	Gr. 9	1.0	
134M/S	Rhode Island History	Gr. 10	.5	
124	United States History	Gr. 11	1.0	
177M/S	Basic Economics	Gr. 12	.5	“Math Related”
162M/S	American Civil/Labor Law	Gr. 11-12	.5	
148M/S	Geopolitics	Gr. 9-12	.5	
522M/S	Computer Literacy (Construction)	Gr. 9-12	.5	Charter School only
601S	CAD (Computer Aided Drafting)	Gr. 10-11	.5	
602S	Advanced CAD	Gr. 10-12	.5	“Math Related”
607M/S	Video Production (formerly Media Studies-at Charter School only)	Gr. 9-12	.5	
605	Portfolio Readiness	Gr. 9-12	.5	
703 M/S	Basic Art and Design	Gr. 9 – 12	.5	
702	Art & Design Applications	Gr. 9 – 12	.5	
713	Basic Sculpture & Ceramics	Gr. 9 – 12	.5	
000	Physical Education	Gr. 9 – 12	.25 cr per year – totals 1.0	
000	Health	Gr. 9 – 12	.25 cr per year – totals 1.0	

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**.

Our instructional approach for learning is Problem-Based Learning (PBL) which requires students to solve real-life problems. This unique and challenging approach to applied learning requires all students to use higher order thinking skills, hands-on learning, and work with 21<sup>st</sup> Century work skills.

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 (the NECAP) in accordance with the Rhode Island State Department of Education's GSE proficiency graduation requirements. In addition, financial literacy is embedded throughout the curriculum.

Our faculty are all Rhode Island Certified teachers. Our Certified Construction Instructors have over 40 years of combined experience, and are members of Local 271.

### ***U.S. Department of Labor Employment and Training Administration***

***“In this day and age, when so many people have good reason to complain about the generation of students graduation high school who can’t count back change, can’t fathom how to control their spending and have no work ethic, the NEL/CPS Charter School is working hard to graduate a whole new type of Senior: one who is head and shoulders above the competition when it comes to being out in the workforce.”***

Written by Jen Cowart, as published for US Dept. of Labor  
May 7, 2009

#### ***Personalization***

#### ***Grade 9***

#### ***Transition Program***

#### ***0.5 cr***

The transition from middle school to high school can be very challenging academically, personally, emotionally, and socially. In addition to coming into a new school, and a new type of school, learning to be successful in a new learning environment as in a unique Charter high school, requires some new skills and abilities. Being a successful high school student is the basis of our Personalization class. The overall theme of this class is emotional intelligence as defined in the research. Developing a mature perspective on life and how to be successful in it has many dynamics that need to be managed if a student is to grow and be successful. Emotional intelligence involves personal goals, self-awareness, managing feelings, decision making (how we make decisions), managing stress, coping with change, self-concept, how we take our personal responsibilities, empathy for others, communication skills, diplomacy and conflict resolution. Students are engaged in all of these “topics” in this course in order to understand, appreciate, and successfully work and learn in a new setting with new and diverse people, and take advantage of the opportunities offered in this environment.

## ***Construction Craft and Technology Program Pathway***

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

After graduation, the student will 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 will be awarded 20 college credits towards an Associates Degree in Technical Studies from the Community College of Rhode Island.

To learn more about the Construct Craft and Technology Program, please view recent articles and *The Charter* newsletter on our hyperlink.

**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's GSE requirements for a Regent's Diploma, and the school's requirements for "standards of the trade" in the construction industry. Please see the Program of Studies course listing above for each grade level.**

**The typical Course of Study for Construction Craft and Technology follows:**

### **Grade 9: Introduction to Construction, "Making Choices" Project**

Students entering high school have to make choices that will impact their education, career, and lives. Our freshman Problem-Based Learning module, "Making Choices", focuses on the problem solving process by examining five historical problems from the viewpoint of a person living through them. Studies include "rumspringa" and the Amish culture, the Battle of Gettysburg, Immigration and the Ellis Island experience, the emergence of labor unions and unionism, and the building of the Brooklyn Bridge. The culminating activity for this project includes a field trip to Lancaster, PA (Amish Country), Ellis Island and the Statue of Liberty, the Brooklyn Bridge and Gettysburg, PA. Students have the opportunity to meet representatives from LUNA Local 731 for a personalized walking tour of the bridge. Upon their return, students make a Power Point presentation or other suitable media presentation summarizing their experiences.

### **Grade 10: C20M/S & C21M/S: Construction Craft Technology Applications 1 and 2; Semester 1, Grade 10**

#### **C20 M/S: Construction Craft Technology Applications I**

**PBGR: 0.5 Math 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 higher level mathematical computations.

The mathematics within the problem-based learning project in Grade 10 involves architectural design, the product of which is the drawing and building of a scale model house. The proof of what they have learned is in the success of the structural integrity of the 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.

**In addition to the "scale model house," throughout this year-long course, there are a number of "hands on" projects that require integration of curriculum, including mathematics, for successful completion. Some of these projects are: building a brick patio, forming and pouring a concrete patio, and small demolition projects.**

## **C21 – Construction Craft Technology Applications II**

**PBGR: 0.5 Math Credit**

The second semester, C21, continues the integration of mathematics within the building trades; specifically, the main focus of this course ties academics with construction. The major project in which student engage, as noted above, is the building of a scale model home, with a design of their choice. 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 which involves working in teams.

Through this major project, students begin to learn line and grade, using the laser and grade rod to determine different elevations. They also learn to read and use both a standard and architectural scale ruler; learn to estimate square footage and calculate volume of concrete needed for the foundations and floors of their homes; always being mindful of safety and their role as a member of a working team. This is important throughout the course, but especially so in their learning about cutting torches. Students learn proper set up and break down of torches, how to cut metal, and cutting metal safely.

**\*\*The C20M/S & C21M/S courses content lay the foundation for the culminating construction project in Grade 12.**

### **Grade 11: C 30: Construction Engineering Term: FY Grade 11 PBGR: 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 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 are scored on proficiencies and graded on classroom work, “hands on” projects, and being reliable and responsible workers.

“Building Bridges” Project: In Grade 11, students are challenged with the most intricate of activities. They are given a situation where they have to link a land mass in the middle of Lake Erie with the mainland. There’s a catch!! The land mass is home to the only confederate Civil War cemetery in the north. Also, they have the problem of “How do you get tourists to visit a cemetery on an island?”

Our students have to develop ideas/attractions to lure people to visit without destroying or detracting from the sacredness of the property. Then, bridges have to be built that connect the cemetery to each attraction. There is another problem, however. During the placement of the bridge footings, students find a human bone!

Classes in World of Work, mathematics, social studies, forensic science, computer science, English/Language Arts, and Construction Technology work together to solve what ultimately turns into a real-life CSI episode.

**At the same time, a scale model of an actual bridge is completed in the Construction Technology Laboratory. Student build an actual 40’ pedestrian bridge on-site. Once completed, students visit Sandusky, Ohio – site of the actual cemetery to compare their solutions. This popular problem caps two years of our Problem Based Learning continuum.**

### **Grade 12: W 30 M/S: Construction Work Experience; Senior Portfolio Grade 12 PBGR: 3.0 Credits** *Seniors have opportunity of early dismissal in order to fulfill an Internship, Community Service, post secondary education, or obtaining work experience.*

**Prerequisite: successful completion of C-20, C-21, and C-30**

Through this Senior Year Construction Course, students study OSHA requirements for safety, 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 St. Ann’s Cemetery in Cranston.

**The construction project for Senior Year is for the class to work together to frame a 16’ x 16’ house, 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.**

### **Grade 12: Senior Portfolio**

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

The World of Work (WOW) Exploration pathway is a comprehensive career program in which students learn about career choices, job seeking skills, workplace 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
- And 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.

To learn more about the World of Work Exploration pathway, please view our brochure, recent articles, and *The Charter* newsletter on our hyperlink.

### **Typical Course of Study\***

**Grade 9: W 10 M/S: Career Exploration; Making Choices Project Term: FY Gr. 9 0.5 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.

Students are also introduced to job interviewing skills and how to prepare letters of introduction and thank you letters for interviews.

A critical portion of the Career Exploration curriculum is lessons that focus on life skills and work place etiquette and behavior. Students are introduced to such topics as listening skills, thinking skills, integrity, honesty, teamwork, conflict resolution, dealing with work situations and other areas designed to help them become good citizens and eventually good workers.

**Grade 11: W 20 M/S: Work of Work Exploration Term: FY Gr. 10 – 12 0.5 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 more emphasis is placed on career exploration.**

Much more instruction is provided in interviewing skills and how to apply for jobs to include 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.

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.

Also, during this school year, students participate in a class project that is designed to teach teamwork and is directly related to the world of work.

**Grade 12: W 40 World of Work - Career Work Experience; Senior Portfolio**  
**Seniors have opportunity for early dismissal for an internship, community service, post secondary education, or obtaining work experience.**

## ***Problem Based Learning***

### **Linking the ACADEMIC and CONSTRUCTION Curriculum**

#### **Our Program**

Problem-Based Learning (PBL) is an instructional approach which requires the student to solve real-life problems. The program, developed at the NEL/CPS Construction Career Academy, is a unique and challenging approach to provide higher order thinking skills and hands-on learning to ALL students. Our students not only solve problems in each academic content area but also solve them as they occur across the entire curriculum including Construction Technology, art, computer science, and World of Work. Many of the activities in each PBL module are portfolio worthy and can be included in each students graduation by proficiency presentation.

It is important to note that cross-curricular problem based learning is only part of our total program. All subjects follow the national standards of their discipline and the Grade Span Expectations (GSE's) as prescribed by the State of Rhode Island and New England Common Assessment Program.

Vital to the success of this program are the summative activities that have been carefully planned utilizing content area standards, national financial literacy standards, GSE's, and Construction Technology standards. Our culminating activities are field trips to the sites where each of these modules occur. All problem-based learning modules utilized at the school have real-life applications which are fully explored and analyzed by our students.

As this is the only program of its kind in a structured high school setting, our nationally recognized curriculum has been featured in such magazines as the AFT's "American Teacher" and at professional conferences across the country. We have been fortunate to share our vision at educational conferences in such places as Anaheim, California, St. Louis, Missouri, Hartford, Connecticut, New Orleans, Louisiana, Boston, Massachusetts and the annual NEL Educational Symposium in Pomfret, Connecticut. Our teacher have also been videotaped for presentations at professional development institutes in Japan.

#### **Grade 9: "Making Choices"**

Students entering high school have to make many choices that will impact their education, career, and lives. Our freshman Problem-Based Learning module, "Making Choices", focuses on the problem solving process by examining five historical problems from the viewpoint of a person living through them. Studies include "rumspringa" and the Amish culture, the Battle of Gettysburg, Immigration and the Ellis Island experience, the emergence of labor unions and unionism, and the building of the Brooklyn Bridge. The culminating activity for this project includes a field trip to Lancaster, PA (Amish Country), Ellis Island and the Statue of Liberty, the Brooklyn Bridge, and Gettysburg, PA. Students have the opportunity to meet representatives of LIUNA Local 731 for a personalized walking tour of the bridge. Upon their return, students then make a PowerPoint or other suitable media presentation summarizing their experiences.

#### **Grade 10: "Building on a Dream"**

Students in Grade 10 study the process and procedure of building a house. They are given a fictional identity and career and it is up to them to decide where they will build their dream house. English/Language Arts, mathematics, Rhode Island history, geography, and science prepare students to make a simulated move to their ideal community. Students then build their homes in Construction Technology class using materials "purchased" in math class. This module culminates in a trip to Washington, DC and Virginia where students explore the governmental issues that impact construction, visit the headquarters of the Laborer's International Union of North America, and may participate in building an actual house with charitable organizations such as Habitat for Humanity.

## **Grade 11: “Building Bridges”**

In Grade 11, students are challenged with the most intricate of activities. They are given a situation where they have to link a land mass in the middle of Lake Erie with the mainland. There’s a catch! The land mass is home to the only confederate Civil War cemetery in the north. How do you get tourists to visit a cemetery? Our students have to develop ideas/attractions to lure people to visit without destroying or detracting from the sacredness of the property. Then, bridges have to be built that connect the cemetery to each attraction. There is one problem however. During the placement of the bridge footings, students find a human bone! Classes in World of Work, mathematics, social studies, forensic science, computer science, English/Language Arts, and Construction Technology work together to solve what ultimately turns into a real-life CSI episode. At the same time, a scale model of an actual bridge is the Construction Technology Laboratory. Once completed, students visit Sandusky, Ohio, the site of the actual cemetery to compare their solutions. This popular problem caps our three year PBL continuum.

**IN ADDITION TO THE ACADEMIC AREA REQUIREMENTS, WHICH ARE DESCRIBED IN THE ACADEMIC AREAS SECTIONS of the PROGRAM OF STUDIES FOR ALL HIGH SCHOOLS IN CRANSTON, DESCRIPTIONS OF THE FOLLOWING SPECIALIZED AND UNIQUE COURSES WITHIN THE TWO PATHWAYS ARE BELOW.**

## **CONSTRUCTION CRAFT TECHNOLOGY COURSE DESCRIPTIONS**

**C 20: Construction Craft Technology Applications I Term: Semester I Grade 10 PBGR 0.5 Math Related**

In Grade 10, first semester, students are introduced to the history of the Labor Movement in America, the evolution of unions, and the development of the Laborers’ International Union of North America (LUNA). They are also taught the differences of 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, what is involved in that work, and what they need to know and be able to do to be successful in construction work. As a foundation for understanding the significant components of construction, students are required to research different types of structures, from skyscrapers to dams to tunnels and finally bridges. The building of these structures requires a significant number and types of mathematical computations. The mathematics within the problem-based learning project involves architectural design as they draw and build a model bridge. Understanding why they need to know and be able to do, in terms of what they are being taught, integrates the mathematical content within the construction environment. In addition to the bridge project, throughout the year-long course, a number of “hands-on” projects are completed involving mathematics, as: building a brick patio, forming and pouring a concrete patio, and small demolition projects. The course content lays the foundation for the culminating construction project in grade 12.

This is the first course in the Construction Craft Technology Program Pathway. It is a “ground laying” course that introduces students to not only to construction work environments, but also the actual components/aspects of construction. In effect, it is more than an introduction. Students learn about the Unions through which they will be gainfully employed. To be gainfully employed in the construction trades requires essential foundational knowledge and skills in the construction field. Within these are the essential knowledge of the types of mathematical problem solving required in the construction field. The course supports the direction of the Academy’s purpose by incorporating more of the mathematical components. It also addresses the need to incorporate more mathematics in the curriculum to better support students’ achievement in mathematics as assessed on the NECAP.

**C-21 – Construct Craft Technology Applications II Term: Semester II Grade 10 PBGR 0.5 Math Related**

Following C-20, this course continues the integration of mathematics within the building trades; specifically, the main focus of this course ties academics with construction. The major project in which students engage is the building of a scale model home, with a design of their choice. Students work in teams of three or four as part of the 21<sup>st</sup> Skills standards for cooperative and collaborative learning and work.

Through this major (“Building on the Dream”) project work, students begin to learn line and grade using the laser and grade rod to determine different elevations. They also learn to read and use both a standard and architectural scale ruler; learn to estimate square footage and calculate volume of concrete needed for the foundations and floors of their homes; always being mindful of safety and their role as a member of a working team. This is important throughout the course, but especially so in their learning about cutting torches. Students learn proper set up and break down of torches, how to cut metal, and cutting metal safely.

**C 30- Construction Engineering                      Term: FY                      Grade 11                      PBGR 1.0**

Learning achieved (lessons learned) in Grade 10 Construction Math Application are used in a more “hands-on” approach. The curriculum revolves around learning to build a forty foot concrete bridge (“Building Bridges Project”). Knowledge and skills are integrated into applied learning. Building a concrete bridge requires integration of and application of knowledge and skills as Construction Math, line and grade, excavation, soil compaction, building and using concrete forms, concrete placement, using cutting torches, demolition, and construction safety. Students learn through classroom work, “hands-on” projects to resolve problems, and reliable classroom attendance. Rubrics are used to determine level of proficiencies based on state GSE’s and construction standards.

**W 30 M/S: Construction Work Experience                      Term: FY                      Grade 12                      PBGR 3.0**

Prerequisite: Successful completion of Construction Craft Applications and Construction Engineering courses.

In this Senior Year course, students study OSHA which governs all construction projects relative to safety, and learn more about concrete and pipe work. The focus is on preparation for the field of construction, with opportunities for “hands-on” work study. An example would be off-site work at St. Ann’s Cemetery in Cranston where students work on a variety of construction related projects.

Students also work on their Senior Portfolio.

## ***WORLD OF WORK PATHWAY COURSES***

**W10M/S Career Exploration                      Term: FY                      Grade 9                      PBGR: 0.5**

The Career Exploration curriculum has been prepared for the 9<sup>th</sup> grader to introduce him/her to what can be expected 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 interest and aptitude. During the year, each student is assisted in preparing his/her résumé.

While it is understood that, at this point in their lives, students may not have work experience and extensive education to put on the résumé, there is emphasis placed on including their skills, talents, 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.

Students are also introduced to job interviewing skills and how to prepare letters of introduction and thank you letters for interviews.

A critical portion of the Career Exploration curriculum are lessons that focus on life skills and work place etiquette and behavior. Students are introduced to such topics as integrity, honesty, teamwork, conflict resolution, dealing with work situations that not only require the honing and enhancement of their listening and thinking skills, and other areas designed to help them become good citizens and eventually good and productive workers. Students are engaged in successful completion of the “Making Choices” Project.

**W20 M/S World of Work                      Term: FY                      Grade 9 – 12                      PBGR 0.5**

Most students enroll in this course in the 11<sup>th</sup> grade as they are now able to put into practice what they have previously learned in the way of life skills and work readiness skills. During the year, the students’ résumés are updated and more emphasis is placed on career exploration.

Must more instruction is focused on students’ learning interviewing skills and how to apply for jobs, including filling out job applications, sending cover letters, follow-up thank you letters, and resignation letters. Students are introduced to the major industry clusters for which there is growing job demand.

A critical component of the World of Work Program is placement of the student in either paid or unpaid work experiences. These may be in the private or public sectors. This placement provides opportunities for applied learning of work readiness and life skills and self-assessment of these in practice.

Also during the school year, students participate in a class project that is designed to teach teamwork directly related to how companies expect and require employees to work.

Students are actively engaged in providing evidence of these proficiencies in the “Building on a Dream” Project.

**W 40 World of Work -Career Work Experience Term FY**

**Grade 12**

**PBGR 3.0**

Students have opportunities for part-time work experiences under the guidance and mentorship of World of Work faculty and Mentors at the job placement. Students are assessed on their abilities to apply what they have learned at the proficient level. They are also engaged in demonstrating proficiencies through work in completion of the “Building Bridges Project” and their Senior Portfolio.