



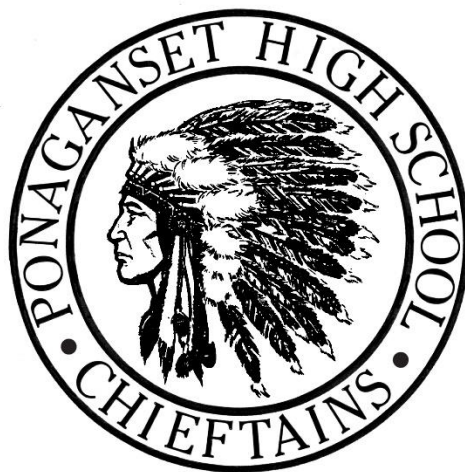
2021-2022

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## PONAGANSET HIGH SCHOOL MISSION STATEMENT

At Ponaganset High School, we are committed to developing life-long learners in a culture of respect, excellence, and pride by empowering members of our school community to be dynamic contributors to the global society.



### STATEMENT OF POLICY

#### FOSTER-GLOCESTER REGIONAL SCHOOL DISTRICT AFFIRMATIVE

#### ACTION/EQUAL OPPORTUNITY POLICY

It is the policy of the Foster-Glocester Regional School District not to discriminate on the basis of age, marital status, race, religion, national origin, color, creed, sex, political affiliation, sexual orientation, or disability. Inquiries regarding compliance with Equal Opportunity and Affirmative Action may be directed to the Affirmative Action Officer / Assistant Superintendent, located at the Foster-Glocester Regional School District Office 137 Anan Wade Rd, Chepachet, RI 02814 Phone: 401-710-7500. Opportunities in career related learning experiences are open to all students regardless of age, race, color, national origin, sex, or disability.

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## DIPLOMA SYSTEM GRADUATION REQUIREMENTS

The requirements for a Ponaganset High School Diploma will involve multiple measures of student performance that include the successful completion of an established number of Carnegie Units based on standards, school-wide diploma assessments, and participation on the state assessment. Specifically, the Ponaganset Diploma System shall involve:

1. Completion of the minimum required coursework credits, both in total and for specific subjects.
2. Completion of a Graduation Portfolio, evidence of their attainment of the required proficiencies for graduation and/or their academic, career, and personal goals.
3. Completion of a Graduation Exhibition, which includes a student-designed and implemented learning stretch based on an area of student interest, and a presentation of findings.
4. Completion of state assessments according to the timetable determined by the Board of Education. The district may consider student proficiency on approved alternative assessments to meet the state assessment graduation requirement.
5. Completion of a comprehensive system of proficiency-based tasks that are explicitly aligned to standards and provide models for curriculum, instruction, and assessment.
6. The specific school and student requirements of the Graduation Portfolio, Graduation Exhibition, state assessment, and other aspects of the Diploma System that relate to graduation shall be informed by recommendations of the PBGR Steering Committee or building principal, and be approved by the superintendent or designee, and published annually in handbooks or other formats.





Full Graduation by Proficiency policy can be found [here](#).

### **What are the PHS transferable skills?**

The PHS transferable skills are a concise listing of four school-wide expectations of what all students should know or be able to do upon graduation from Ponaganset High School beyond the skills and knowledge that are embedded into the curriculum. These skills include Communicator, Thinker, Citizen and Learner.



## ACADEMIC POLICIES & GRADUATION EXPECTATIONS

			
Communicator	Thinker	Citizen	Learner
<p>who:</p> <ul style="list-style-type: none"> <li><a href="#">writes effectively</a></li> <li><a href="#">speaks to an audience</a></li> <li><a href="#">participates in classroom dialogue</a></li> <li><a href="#">adjusts for the audience, context and purpose</a></li> <li><a href="#">collaborates effectively and respectfully-</a></li> </ul>	<p>who:</p> <ul style="list-style-type: none"> <li><a href="#">defends an argument using a variety of valid sources</a></li> <li><a href="#">identifies and solves complex problems</a></li> <li><a href="#">demonstrates creative thinking</a></li> <li>creates authentic work products or performances (Assessment tool in development)</li> </ul>	<p>who:</p> <ul style="list-style-type: none"> <li><a href="#">demonstrates respect for diverse/differing points of view</a></li> <li><a href="#">participates in and contributes to the enhancement of community life</a></li> <li>seeks and participates in cultural understanding (Assessment tool in development)</li> </ul>	<p>who:</p> <ul style="list-style-type: none"> <li><a href="#">identifies, manages, and assesses new opportunities related to learning goals</a></li> <li><a href="#">self-directs their learning</a></li> <li><a href="#">perseveres when presented with a problem or challenge</a></li> <li><a href="#">reflects on educational and personal experiences</a></li> </ul>

### How are students assessed in meeting the PHS Transferable Skills?

All students will be assessed through use of rubrics that are aligned to the PHS Transferable Skills. Teachers will generate assignments (known as common tasks) that will be common for a given course, regardless of level or instructor. These assignments will provide learning opportunities so that students may demonstrate proficiency of a given Transferable Skill and will be assessed using the rubric(s).

## ACADEMIC POLICIES & GRADUATION EXPECTATIONS

Each rubric has a consistent rating scheme:

Performance Indicator	Performance Level			
	Exemplary	Proficient	Developing	Beginning
Description of the performance needed to meet the standard	The student's work is at a level that exceeds proficiency.	The student's work is at the desired indicator for proficiency.	The student's work needs further development to achieve proficiency.	The student's work is at the "on ramp" of learning and requires significant development to achieve proficiency.

### How do students satisfy the PHS Transferable Skills?

Students must demonstrate a consistent acceptable level of accomplishment (a 3 or higher on the rubric) on the various transferable skills. Through their four-year educational experience, students will collect artifacts of their work that demonstrate they have achieved proficiency in the transferable skills and place them in their own personal digital portfolio. While much of the work entered in the portfolio comes from classroom assessments, students will also have the ability to upload evidence from experiences outside of the classroom.

In essence, the portfolio will be a collection of the student's best work that will also show growth and development over time. It is important to realize that it may take some students longer than others, but the transferable skills represent high standards for all students.

While all students may not demonstrate proficiency on every attempt, all students will have opportunities to demonstrate proficiency in outcomes in all four transferable skills.

## Ponaganset High School

### Graduation Requirements

English	4 Credits
Mathematics	4 Credits
Science	3 Credits
Social Studies	3 Credits
Technology**	0 Credits
Physical Education and Health (2 credits required – ½ credit per year for four years)	2 Credits
Fine Arts (Music/Performing or Visual)	0.5 Credits
Personalized Learning Courses (Electives)	5.5 Credits
<b>MINIMUM CREDITS REQUIRED FOR GRADUATION:</b>	<b>22 Credits</b>

\*Students must successfully complete a fourth mathematics course which may be in an elective course where there is application of mathematical skills and concepts that has been explicitly mapped to the CCSS.

\*\* The technology requirement shall be satisfied by the successful completion of a Ponaganset High School Digital Portfolio.

## NCAA APPROVED COURSES

ENGLISH	
AP® ENGLISH LANGUAGE & COMPOSITION 11/12	
AP® ENGLISH LITERATURE & COMPOSITION 11/12	
COLLEGE WRITING	
ENGLISH 12 CP	
ENGLISH 12 HN	
ENGLISH 11 CP	
ENGLISH 11 HN	
ENGLISH 10 CP	
ENGLISH 10 HN	
ENGLISH 9 CP	
ENGLISH 9 HN	
JOURNALISM	

SOCIAL SCIENCE	
AP® GOVERNMENT & POLITICS HN	
AP® PSYCHOLOGY	
EARLY CIVILIZATION HN	
EAST ASIAN HISTORY CP/HN	
ECONOMICS CP	
GENOCIDE	
HUMANITIES HN	
INTRODUCTION TO CRIMINAL LAW	
INTRODUCTION TO CRIMINAL JUSTICE	
INTRODUCTION TO MUNICIPAL LAW	
LAW & SOCIETY	
TOPICS IN SOCIAL STUDIES CP	
TOPICS IN SOCIAL STUDIES HN	
PSYCHOLOGY	
SOCIOLOGY	
TWENTIETH CENTURY HISTORY CP	
TWENTIETH CENTURY HN	
US GLOBAL AFFAIRS	
US HISTORY CP	
US HISTORY HN	
AP US HISTORY	
WORLD CULTURES CP/HN	
YOUTH AND THE LAW 903.26.01)	



## ACADEMIC POLICIES & GRADUATION EXPECTATIONS

MATHEMATICS	
ALGEBRA I	
ALGEBRA I B	
ALGEBRA II	
ALGEBRA II HN	
ALGEBRA II PART A	
ALGEBRA II PART B	
ALGEBRA II WITH FINANCIAL APPLICATIONS	
AP® CALCULUS AB	
AP® STATISTICS	
CALCULUS HN	
GEOMETRY	
HONORS GEOMETRY PROGRAMMING (RC8-11-11)	
INTERGRATED MATH (.67 CU MAX)	
PRE- CALCULUS	
PRE-CALCULUS HN	
PRINCIPLES OF STATISTICS	

NATURAL/PHYSICAL SCIENCE	WITH LAB
ALTERNATIVE ENERGY & SUSTAINABLE SYSTEMS	
ANATOMY/PHYSIOLOGY	X
AP® PHYSICS II	X
BIO INV (INV IN BIOLOGY)	X
AP BIOLOGY	X
BIOLOGY CP	X
BIOLOGY HN	X
BIOLOGY HN/AP	X
BIOMEDICAL SCIENCE	X
CHEMISTRY AP	X
CHEMISTRY HN	X
CHEMISTRY	X
ECOSYSTEMS	
ENVIRONMENTAL SCIENCE AP/HN	
FORENSICS	
HUMAN ANATOMY AND PHYSIOLOGY	X
HUMAN BODY SYSTEMS	X
INVESTIGATIONS IN PHYSICALS SCIENCE ADV	X
INVESTIGATIONS IN PHYSICAL SCIENCE HN	X
MEDICAL INTERVENTIONS	X
MICROBIOLOGY	X
ORIGINS/DEVELOPMENT OF EARTH & LIFE	X
PHYSICS	X
PHYSICS HN/AP	X

## ACADEMIC POLICIES & GRADUATION EXPECTATIONS

PLTW BIOMEDICAL INNOVATION	X
PLTW HUMAN BODY SYSTEMS HN	X
PLTW MEDICAL INTERVENTIONS	X
PLTW PRINCIPLES OF BIOMEDICAL SCIENCE	X
ZOOLOGY	

ADDITIONAL CORE CLASSES	
CHINESE I	
CHINESE II	
CHINESE III	
CHINESE IV	
EARLY ENROLLMENT SPANISH/RIC	
SPANISH I	
SPANISH II	
SPANISH III	
SPANISH IV	

### REPORT CARDS

Report cards will be issued four times a year by Ponaganset High School. This document is a report of a student's academic progress and is designed as communication between the school authorities and parents/guardians. Report cards are published in ASPEN but may be sent home via email and/or email. Student progress can be monitored in CANVAS throughout the school year. Parents/Guardians are encouraged to check the school's website for distribution information and dates.

### GRADE POINT AVERAGE

Cumulative GPA's are computed twice per year, at the end of first semester and second semester.

## ACADEMIC POLICIES & GRADUATION EXPECTATIONS

Letter Grade	Numerical Grade	Quality Points CP	Weighted +.5 Honors	Weighted +1 AP®/EEP/CL
A+	97-100	4.333	4.830	5.333
A	93-96	4.000	4.500	5.000
A-	90-92	3.670	4.170	4.670
B+	87-89	3.333	3.830	4.333
B	83-86	3.000	3.500	4.000
B-	80-82	2.670	3.170	3.670
C+	77-79	2.333	2.830	3.333
C	73-76	2.000	2.500	3.000
C-	70-72	1.670	2.170	2.670
D+	67-69	1.333	1.830	2.333
D	65-66	1.000	1.500	2.000
F	64 and less	0	0	0

### EXAMS

Exam are given according to the individual syllabi of the classroom teachers and their departments throughout the year. Formal end-of-course examinations are given as departmental exams, in January for fall semester courses, and in May and June for spring and full-year courses. Please note that students are expected to appear for the mid-term/final exam on the day that it is scheduled, unless they have an excused absence per school policy.

### MID-QUARTER CHECK

Students and parents should check Canvas, our LMS, for mid-quarter grades. Concerns regarding the mid-quarter progress should be brought to the attention of the classroom teacher, then school counselor.

## HONOR ROLL AND HONOR SOCIETIES

Each quarter, an Honor Roll will be published listing the students who have made Highest Honors, High Honors and Honors. This list will be published at the school and in the local newspapers by the Guidance Department. The Honor Roll will be determined on the basis of all grades submitted up to and including the date set for completion of incompletes.

Highest Honors GPA 3.67 or higher      High Honors GPA 3.25 to 3.66

Honors GPA 3.00 to 3.24

**NOTE:** To be considered for the Honor Roll, a student must have a full schedule (five subjects and physical education/health) with a grade point average of at least 3.00, and have no more than one C as their lowest grade. Students may earn the distinction of both the Rhode Island Honor Society and the National Honor Society at Ponaganset High School. Discipline issues however, may preclude a student from being eligible for either honor society.

**Rhode Island Honor Society** has as its membership, those seniors with four leadership traits: responsibility, courtesy, cooperation and constructive classroom leadership. Seniors are eligible for nomination to the Society with a cumulative average of 3.30 on a 4.0 scale in all full-time subjects by the end of the 7th semester of their senior year.

**National Honor Society Requirements:** National Honor Society eligibility starts at the end of the 5th semester, and is reviewed at the end of the 7<sup>th</sup> semester. Click [here](#) for more information.

National Honor Society candidates must demonstrate exemplary characteristics in the following are:

- Scholarship
- Service
- Leadership
- Character

Each National Honor Society candidate shall:

- Be subject to review by the Faculty Membership Committee (5 members with the advisor as a 6<sup>th</sup> non-voting member; selection requires a majority vote of the FMC).
- Have demonstrated a minimum of thirty (30) hours of community or school service.
- Provide at least three endorsements/letters of recommendation attesting to the student's character.
- Name at least three leadership roles achieved at school or in the community since the 9<sup>th</sup> grade. The candidate must provide specific details about their leadership activities and the name(s) of the adult(s) who supervised each of these activities.

### National Honor Society Standards

Any candidate who does not meet all of the above requirements will be considered ineligible for membership. Candidates who meet all the requirements for membership, and are approved by the Faculty Membership Committee, will be notified of their selection before publication of the inductee list. These candidates will be given an opportunity to accept or reject membership. Members of the National Honor Society will, as a group, identify and participate in a community service project that meets the requirements of the National Honor Society. In the event that an individual is unable to participate in the group service project, he/she must undertake an individual service project. All service projects must meet the guidelines of the National Honor Society, and receive prior approval from the Faculty Advisor.

Members of the National Honor Society who fail to maintain the standards of the National Honor Society will be removed from the National Honor Society. Each member's eligibility status will be reviewed at the end of the 7<sup>th</sup> semester to ensure that the standards of the National Honor Society are maintained. In the case of serious misconduct, a member may be removed from the National Honor Society immediately.

The **Spanish Honor Society** was founded by the American Association of Teachers of Spanish and Portuguese in 1953. Its purpose is to recognize students who have persevered and excelled in the study of the Spanish language and to promote Hispanic studies. To be eligible to be a member of this society, students must have maintained honors level grades in the advanced study of Spanish-Spanish III and IV.

The purpose of the **National Art Honor Society** is to assist student members to attain their highest potential in all forms of art and to raise awareness of art education throughout the school and community. Members are chosen based upon their scholarship, service and character. Students in the Ponaganset chapter must be enrolled in or have successfully completed their second full year of art courses with a B average. Members work together to complete year-long projects to help build a strong appreciation for the arts at PHS, beautify their school and community, and fund-raise for future creative endeavors. In May, the Art Department and the National Art Honor Society proudly showcase the work of over 300 students at the Annual Art Show.

The **CTE National Technical Honor Society** has been an acknowledged leader in recognizing outstanding achievement in Career and Technical Education (CTE). Serving thousands of schools and colleges across the country, they encourage educational excellence, skill development, and work force readiness. They are dedicated to supporting members as they excel in their studies, make a difference in their communities, and position themselves to succeed in their chosen careers. Click [here](#) for more information.

## STUDENT SCHEDULE CHANGE

The master schedule is built based upon student pre-registration changes and requests. When possible, all students will receive a copy of their final schedule prior to the end of the school year. Students will have two weeks at the start of the school year to make changes to their schedule. These changes are for circumstances that affect graduation or a chosen pathway. Any change thereafter will not be made except for compelling circumstances. An example of a compelling circumstance is a medical issue that would necessitate a change to a student's schedule in the interest of his/her personal health and wellbeing. In this example, documentation from the student's physician would be required prior to adjusting a student's schedule. The following are not considered compelling circumstances and will not result in a schedule change: a change of mind, lack of motivation, request for a different faculty member, and requests for a different class period. In any case or request, approval must be provided by an administrator.

If there is an error on a student's schedule (e.g. a student was enrolled in an incorrect second year course requiring a prerequisite), the student's school counselor will make the necessary correction. Student course requests may not always be accommodated even if the course change request was submitted on time. Class size or section conflicts may prevent a student from receiving his/her first choice of elective or content courses. Furthermore, if at the time of re-registration (second semester), a student receives approval for a particular course but subsequently fails to fulfill course prerequisites, the student will be placed in an alternative elective course based upon availability.

A student's transcript is an accurate reflection of his/her academic record while attending Ponaganset High School. An administrator approved schedule change after the start of the school year will conform to the following policy: The student's transcript will reflect the withdrawal and indicate a W for the original course grade.

NOTE: In the event of an administrator approved course change, no student may be admitted to or drop a new class without the appropriate paperwork from the Guidance Department. Students must return all materials to their former class before transferring to another class. In addition, they must obtain their parent, teacher, and counselor's signature on their change request form.



## Advanced Studies

Ponaganset High School offers students the opportunity to participate in advanced studies via Advanced Placement® (AP), Dual Enrollment including Early Enrollment Program (EEP) with Rhode Island College, Advanced Course Network (ACN), College Level (CL) courses with University of RI and Roger Williams University, and other online courses.

*Please see School Committee policy #6270 Early College, Dual and Concurrent Enrollment Policy for more information.*

Students interested in taking an AP®, EEP, CL or honors level course must strongly consider the rigor of the course(s) they select. These courses cannot be dropped outside of the course change policy and the expectation is that the student will take the AP® exam in the Spring.

**Please note: There are changes to the registration process for the AP® exams in the 2020-21 school year. Students will be required to register and pay for AP® exams by mid - November. The College Board will be charging a \$40 late fee for any exam registrations after this date.**

Students interested in taking a VHS or online AP® course must follow the VHS or other online program's AP® Exam Policy which requires students to take the AP® exam in the Spring. These courses are rigorous and require a student to be even more self-directed and organized.

Students interested in taking concurrent enrollment courses must follow the guidelines and application procedures for URI and RIC. These courses will appear on both high school and college transcripts. These courses are taught by PHS faculty and carry the weight and rigor of college level work. These courses will show as CL (College Level) on the student's high school transcript.

PHS students have the option to apply to the Running Start program at CCRI for dual enrollment as a high school and college student concurrently. Accepted students are still PHS students, but will attend CCRI full time instead. This is a competitive, first year college experience that requires thought before commitment. When students attend Running Start, they must submit their grades to their school counselor and maintain passing grades in all of the courses that account for graduation. These courses will show as CL (College Level) courses on the student's transcript.

Students who drop an advanced course as a senior are expected to notify any colleges of the change to his/her senior year schedule. A change in schedule could result in a change of acceptance status.

### CTE College and Career Pathways Overview

Ponaganset High School is committed to providing students with a supportive and cutting-edge learning environment. We offer RIDE approved CTE pathway programs that lead to college credit and/or industry certification for our students. Our academic and CTE pathway programs provide a collaborative, relevant, and personalized education supported by the latest technology.

Students from within the district and outside of the district may select a pathway. \*

The courses within the pathways may also be taken as electives provided students meet prerequisite requirements.

The following CTE Programs are available to students in and out of our district:

The following college and career pathways are available to students in and out of our district:

- 1) Animal and Plant Sciences
  - a. Animal Science
  - b. Plant Science
- 2) Biomedical Science
- 3) Business
- 4) Computer Science & IT
- 5) Criminal Justice
- 6) Health & Fitness/EMT
- 7) Materials & Manufacturing
  - a. Manufacturing
  - b. Construction Management
- 8) Music and Performing Arts
  - a. Music Performance/Education
  - b. Music Technology
- 9) Pre-Engineering
- 10) Visual Arts
  - a. Studio Arts
  - b. Graphics & Photography
  - c. Digital Media

\*Students from outside the Foster-Glocester Regional School District may apply to attend Ponaganset High School. More information and an application are available [here](#).

### Virtual High School (VHS)

Virtual High School is not a full time program. Students must apply with the Site Coordinator to determine eligibility. Virtual High School courses offers Semester and yearlong courses. AP courses are offered only as yearlong courses. Note that if you register for an AP course, you must take the AP exam. Courses are limited to 25 seats per semester and enrollment is based upon course availability and eligibility requirements (enrollment is not guaranteed). Junior and Senior students are given first priority. Quarterly and final grades will be issued. Students must be recommended by their school counselor, have a minimum GPA of a 3.0, good attendance record, and possess the motivation and self-discipline necessary to be a successful Virtual High School student. If a student drops the course, a withdrawal will appear on the transcript. VHS course catalogue can be viewed [here](#).

### Edgenuity

Edgenuity is a self-paced virtual program. Students must possess the motivation and self-discipline necessary to be successful in Edgenuity. Courses are offered on a singleton and full time basis. Singleton course eligibility is determined by the individual school counselor. The number of seats per semester are limited based upon course availability and eligibility requirements (enrollment is not guaranteed). Students will receive an incomplete grade for their quarterly grades until a final grade is issued. A student can request for their grades to be published on their report card by submitting an “Edgenuity Report Card Change Request” form. Edgenuity grades are based on a percentage of work that is required to be completed by a predetermined deadline. If a student drops the course, a withdrawal will appear on the transcript. The Edgenuity course catalogue can be viewed [here](#).

*A student requesting to be a full time virtual student, must make the request through the office of the Assistant Superintendent. Grading policy and drop/add policy is implemented as stated above. An application can be found [here](#).*

### INTERNSHIPS

#### Ponaganset High School Internship Program

*Prerequisite: Submission of all required paperwork and approval of internship by the program coordinator/pathway teacher/guidance counselor, and administrator must be completed before an Internship is approved. Consideration for placement will also be based upon current academic performance, attendance, and conduct.*

Ponaganset High School provides students with the opportunity to earn career related credit(s) by combining ongoing significant work experience with academic study. The purpose of this course is to provide a practical introduction to the professional work environment through direct contact with professionals in the community. Students will participate in a workplace experience that enhances their career awareness and understanding of the responsibilities and skills needed to maintain employment. Furthermore, students will broaden their understanding of how schoolwork, technical skills and personal skills are connected and lead to success in the workplace. Participants will be evaluated based upon a rubric that assesses work place readiness skills. In addition, each student will complete written reflections that will be submitted bi-weekly.

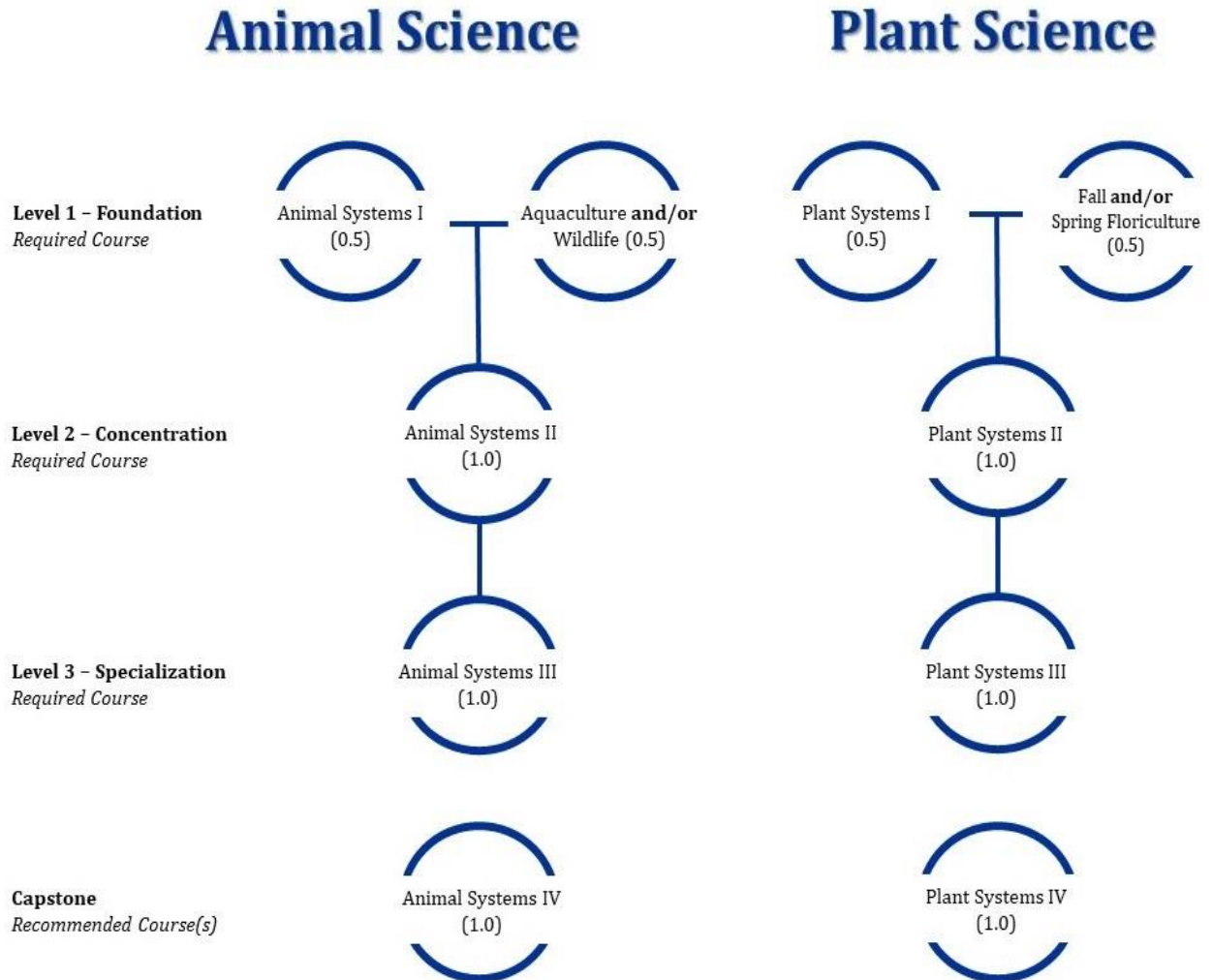
Completion of an internship will help to prepare students to make informed decisions regarding future academic study and career choice. These internship experiences will promote the development of essential skills such as collaboration and teamwork, communication, critical thinking, problem-solving, initiative, self-directedness and professionalism. Outcomes for students include:

- able to earn wages and/or academic credit;
- demonstrate knowledge of an occupation and industry while learning about a professional culture;
- demonstrate growth in technical and essential skills.

Students seeking an internship opportunity must also provide transportation to their off-site location. **Students must complete a minimum of 75 hours for .5 credit per semester. A total of 2 credits may be earned with a minimal completion of 300 total contact hours.**

## Animal and Plant Sciences Pathway

Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems. Through agricultural science education, students are provided opportunities for leadership development, personal growth and career success. Agricultural science education instruction is delivered through three major components; classroom/laboratory instruction (contextual learning), supervised agricultural experience programs (work-based learning), student leadership organizations (National FFA



Organization).

**RECOMMENDED Pathway Courses: Agriculture Tech & Sustainability**

**RECOMMENDED Academic Courses: Math for Industry; College Writing.**

## ANIMAL AND PLANT SCIENCES PATHWAY

851_CTE – Animal Systems I	0.5 Credit
<b>Class Status:</b> 9 – 12	SCED: 18106
<b>Sequence:</b> Level 1 – Foundation; This is a <b>REQUIRED</b> course for Pathway Completion	
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What important roles do animals play in society and what impact do they have?</li> <li>• How do we select feedstuffs and develop rations in order to meet an animal's nutritional needs and comply with regulations?</li> <li>• How can we apply knowledge of reproduction and genetics in order to select animals with desirable traits?</li> <li>• How do we prevent, diagnose and treat animal disease?</li> <li>• How are livestock products produced?</li> </ul>	
<b>Course Description:</b> Did you know that agriculture is the nation's largest employer? Do you like working with animals and would be interested in learning more about them? This course is the perfect place to start! It is designed to help students explore various aspects of the animal industry by introducing them to a variety of careers and topics. Through a number of hands-on projects, students will learn about animal care and management, nutrition, digestion, reproduction, and husbandry practices.	

862_CTE – Animal Systems II	1 Credit
<b>Class Status:</b> 10 – 12	SCED: 18101
<b>Sequence:</b> Level 2 – Concentration; This is a <b>REQUIRED</b> course for Pathway Completion	
<b>Prerequisite:</b> Animal Systems I	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What practices and procedures must we use to ensure the safety of both animals and humans?</li> <li>• How can we use knowledge of the major body systems in order to better understand animal health?</li> <li>• How can we use symptoms in order to identify and diagnose disease?</li> <li>• What practices can we employ to prevent, manage and treat disease?</li> </ul>	
<b>Course Description:</b> Do you enjoy helping animals? Have you thought about a career in the animal or veterinary field? Would you like to begin developing the knowledge and skills you will need? Animal Systems II is a step in the right direction for anyone who is considering a career with animals or simply wants to learn more about them! It offers information about a variety of veterinary and animal care practices. Students will gain a deeper understanding of animals and animal health through topics such as body systems, anatomy and physiology, genetics, animal first aid, disease diagnosis, prevention and treatment. They will learn more about basic animal management practices that may be used in veterinary or animal workplace settings. Students gain hands-on experience in areas such as safety, sanitation, small animal care and handling, first aid, and office management.	



## ANIMAL AND PLANT SCIENCES PATHWAY

864_CTE – Animal Systems III	1 Credit
<b>Class Status:</b> 11-12	SCED: 18103
<b>Sequence:</b> Level 3 –Specialization; This is a <b>REQUIRED</b> course for Pathway Completion	
<b>Prerequisite:</b> Animal Systems II	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can we use our knowledge of dogs to better understand canine communication?</li> <li>• How can we apply what we know about canines in order to modify behaviors?</li> </ul>	
<b>Course Description:</b> The dog is said to be “man’s best friend”, so how can we be sure we’re giving them the right care? How do they communicate with us, and what are they trying to say? How can we shape the behavior of our beloved companions? Animals Systems IV will explore these topics and others. This course is aligned to curriculum from the Continental Kennel Club as part of their Canine Care and Training Program. Students who successfully complete this course can earn a certificate in Basic Canine Care and Training from the CKC. This program teaches the fundamentals of care, handling, and training with a specific focus on dogs. Students will take a deeper look into animal communication and behavior and learn how to apply this understanding to training and behavior modification.	

866_CTE – Animal Systems IV Rhode Island Concurrent Enrollment Program CL	1 Credit
<b>Class Status:</b> 12	SCED: 18149
<b>Sequence:</b> Capstone; this is a <b>RECOMMENDED</b> course for Pathway Completion	
<b>Prerequisite:</b> Animal Systems III	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do we select feedstuffs and develop rations in order to meet an animal’s nutritional needs and how are our nutritional choices impacted by animal digestion?</li> <li>• What structures and organs are part of the reproductive system and how do they function throughout the phases of the reproductive cycle? How can we use technology to enhance animal breeding?</li> <li>• How are livestock species produced and what impact do they have on the animal industry and U.S. economy?</li> </ul>	
<b>Course Description:</b> <i>(note due to the nature of this course, this course will follow the college grading practices)</i> Do you want to continue building on your knowledge of animals and earn free college credits while doing it? You can do just that by enrolling in Animal Systems III! This course is part of the <b>Rhode Island Concurrent Enrollment Program</b> which is a partnership between PHS and the University of Rhode Island. The curriculum is aligned with the colleges’ AVS101 (Animal and Veterinary Sciences) course. Students who properly enroll in the concurrent enrollment program and successfully complete this course can earn three college credits from URI at no cost. They will explore various aspects of the animal agriculture industry with a focus on large/livestock species. Students will expand on their knowledge of anatomy, physiology, and nutrition as well as explore new topics like animal lactation, reproductive technologies, production practices and large animal husbandry.	

## ANIMAL AND PLANT SCIENCES PATHWAY

855_CTE – Wildlife	0.5 Credit
<b>Class Status:</b> 9 – 12	SCED: 18501
<b>Sequence:</b> N/A; This is a <b>RECOMMENDED</b> course for Pathway Completion (or Aquaculture)	
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do humans and wildlife benefit one another?</li> <li>• How can we identify wildlife species based on a variety of features and elements of their habitat?</li> <li>• How can we apply our knowledge of animals in order to better manage their populations?</li> </ul>	
<b>Course Description:</b> Have you ever wondered what's in the woods? Are you interested in animals beyond the farm or pet store? Wildlife offers instruction in concepts in wildlife management. Students will be able to further their educational experiences in animal science and explore topics such as fish and wildlife identification, laws and regulations, population dynamics studies, endangered species, wildlife habitats and management practices.	

871_CTE – Aquaculture	0.5 Credit
<b>Class Status:</b> 9 – 12	SCED: 18306
<b>Sequence:</b> N/A; This is a <b>RECOMMENDED</b> course for Pathway Completion (or Wildlife)	
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is aquaculture and how is it impacting the food supply?</li> <li>• What systems and production methods are used to raise fish and aquatic plants?</li> <li>• How do you manage water quality?</li> <li>• How do you properly care for aquatic species?</li> </ul>	
<b>Course Description:</b> Have you ever heard of fish farming? Did you know that it's one of the fastest growing segments of agriculture? This course explores aquaculture; the commercial production of fish and other aquatic species. The topics covered include anatomy and physiology of aquatic species, aquatic systems, production methods, harvesting, marketing and aquaponics. Students will also gain hands-on experience in water quality and system management by maintaining the classroom tanks and raising ornamental fish.	

## ANIMAL AND PLANT SCIENCES PATHWAY

859_CTE – Plant Systems I	0.5 Credit
<b>Class Status:</b> 9 – 12	SCED: 18051
<b>Sequence:</b> Level 1 – Foundation; This is a <b>REQUIRED</b> course for Pathway Completion	
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How does the forest serve as a valuable resource for the human population?</li> <li>• What are the basic parts of a plant? What are the functions of each?</li> <li>• How do we create landscape designs?</li> </ul>	
<b>Course Description:</b> Did you know that agriculture is the nation’s largest employer? Have you ever thought about all that agriculture has to offer? Do you have a “green thumb”? If so this course is the perfect place to start! It is designed to help students explore the plant systems pathway by introducing them to a variety of topics. Through a number of hands-on projects, students will learn about forestry, landscape design elements, and the foundations of horticulture. They will also learn about the global impact of crop production and explore a variety of careers within this vast industry.	

872_CTE – Plant Systems II	1 Credit
<b>Class Status:</b> 10 – 12	SCED: 18051
<b>Sequence:</b> Level 2 – Concentration; This is a <b>REQUIRED</b> course for Pathway Completion	
<b>Prerequisite:</b> Plant Systems I	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do you apply the basic principles of soil science to select or improve your medium?</li> <li>• What propagation methods do you use to manipulate plant growth?</li> <li>• What procedures and techniques do you need to know to operate a production greenhouse?</li> </ul>	
<b>Course Description:</b> A little dirt, never hurt...or in this case, soil! If you’re not afraid to get your hands dirty, this is the course for you! This course focuses on greenhouse, crop, and nursery production. Students receive hands-on instruction in basic plant and soil science, plant propagation, pest control and greenhouse management. They will spend a considerable amount of time assisting in the operation of the two commercial greenhouse facilities located on campus and will work directly with a variety of annual crops	

## ANIMAL AND PLANT SCIENCES PATHWAY

874_CTE – Plant Systems III	1 Credit
<b>Class Status:</b> 11 – 12	SCED:18056
<b>Sequence:</b> Level 3 – Specialization; This is a <b>REQUIRED</b> course for Pathway Completion	
<b>Prerequisite:</b> Plant Systems II	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do you use your knowledge of plant characteristics to identify species?</li> <li>• How do we select the elements and features in a landscape based on its function? How do you apply the principles of design to create an appropriate design?</li> <li>• What silviculture practices can we implement to properly manage a forest?</li> </ul>	
<b>Course Description:</b> Are you someone who enjoys spending time outdoors? Have you ever considered a job as a forester or perhaps a landscaper? If yes, then enroll in Plant Systems III! Topics covered in this course include forest management practices, tree and shrub identification, harvesting, forest conservation practices, mapping and surveying. Coursework also includes advanced instruction in the landscape arts, basic design principles, site evaluation, landscape plant identification and selection, drawing skills, woody perennial propagation, and arboriculture and landscape establishment. The course builds upon basic horticultural principles and offers advanced instruction in those principles through practical application.	

876_CTE – Plant Systems IV	1 Credit
<b>Class Status:</b> 12	SCED: 18099
<b>Sequence:</b> Level 4 – Capstone; This is a <b>RECOMMENDED</b> course for Pathway Completion	
<b>Prerequisite:</b> Plant Systems III	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can you apply the knowledge you’ve gained from the plant systems pathway to further explore a plant based agriculture interest?</li> </ul>	
<b>Course Description:</b> If you want to continue expanding your knowledge and exploring your passion for plants, then this is the course for you! This is an advanced level course which serves as an opportunity for students to expand their knowledge and expertise in a specific area of plant systems. It will allow students to develop advanced skills, explore a topic in greater detail, and focus on an area of interest (i.e. specialized greenhouse crop production, horticulture therapy, advanced plant propagation, advanced floriculture, etc.) Students must obtain permission from the Department Head and Guidance Director.	

## ANIMAL AND PLANT SCIENCES PATHWAY

857_CTE - Floriculture	0.5 Credit
<b>Class Status:</b> 9 – 12	SCED: 18056
<b>Sequence:</b> N/A; This is a <b>RECOMMENDED</b> course for Pathway Completion	
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is the role of floriculture in the agricultural industry and the economy?</li> <li>• How do you apply basic principles and elements of design in order to create floral arrangements?</li> <li>• How do you properly use floral design tools and equipment in order to construct designs?</li> <li>• How do you use design techniques in order to construct arrangements for a specific purpose/function/occasions?</li> <li>• What materials would be utilized in fall and winter floral arrangements, and what materials could be sourced locally?</li> <li>• What impact does entrepreneurship have on the agriculture industry and the local, national and global economy?</li> <li>• What are the production and scheduling considerations during peak seasons, such as holidays?</li> <li>• What are effective sales and marketing strategies?</li> </ul>	
<b>Course Description:</b> It seems like everywhere we look, we see flowers! Whether we are at a party, the prom, a wedding, a restaurant or even our local grocery store, flower arrangements are all around us. Are you the type of person that would enjoy creating this type of art? This course allows students to explore the floriculture component of the horticultural industry. Coursework will focus on the growth and production of flowers as well as the principles of floral design. Through hands-on instruction, students will learn how to create floral designs in a variety of styles for a number of purposes including seasons, holidays and special events. Students will also understand the impact of these events on the production schedule. Students will gain the entry level skills needed when considering a career in the booming floriculture industry.	

## ANIMAL AND PLANT SCIENCES PATHWAY

### 877 – Agricultural Technology and Sustainability

0.5 Credit

**Class Status:** 11 – 12

SCED: 18310

**Sequence:** Elective; This is a **RECOMMENDED** elective course for the Animal Science and Plant Science pathway

**Prerequisite:** Either Animal Systems I and II OR Plant Systems I and II

#### Essential Questions:

- What is the impact of agribusiness on the environment and the economy?
- How do farmers utilize e-commerce and technologies to create an online farmers market to sell and deliver local food?
- What are successful strategies for environmental marketing and branding?
- How will sustainable communities be constructed and supported both locally and globally?
- What impact do laws, regulations and policies have on agriculture, the environment and sustainability?
- How have agricultural technologies increase production while maintaining the integrity of environmental stewardship?

#### Course Description:

Wow, what an exciting time to be a part of the agricultural movement! Between locavores, population increases, the ever-changing environment, and emerging technologies, there has been a globalization of agriculture. Agriculture is woven into the fabric of our lives and is an integral part of our world. In this course, students will explore a variety of local, national, and global agricultural and environmental issues in order to construct viable solutions. These issues will affect your future lifestyle, the lives of your family and future generations, as well as your chosen career.



Business Pathway

# Business Pathway

**Level 1 – Foundation**

*Required Course*

Principles of Business  
and Finance (1.0)

**Level 2 – Concentration**

*Required Course*

Systems of  
Accounting (1.0)

**Level 3 – Specialization**

*Required Course*

Marketing &  
Management (1.0)

**Capstone**

*Recommended Course*

Entrepreneurship  
(1.0)

**RECOMMENDED Pathway Courses:** Economics; Personal Finance

**RECOMMENDED Academic Courses:** PreCalc; Calc; AP Stats; College Writing or AP English  
Lang. & Comp.

## BUSINESS PATHWAY

### 800\_CTE – Principles of Business and Finance

1 Credit

**Class Status:** 9 – 10

SCED: 12055

**Sequence:** Level 1 – Foundation; This is a **REQUIRED** course for Pathway Completion

**Prerequisite:** None

#### Essential Questions:

- How can understanding effective personal finance strategies improve my life?
- Why is it critical to understand how to properly allocate your funding?
- What can I do to ensure that I will be successful when making, savings, investing, and managing money?
- How will developing effective spending habits affect my financial future?
- How do you create and manage a personal budget?
- Why is it important to have a savings plan to ensure financial success?
- What is the essential foundation to starting and managing a new business?
- What are the different types of businesses and how do they market their products effectively?

#### Course Description:

This is the first course in the Business Education Pathway sequence. The course is designed to give first year business students an overview of personal and business finance, career exploration, business management concepts, marketing concepts, and the business environment. Students will develop an understanding of how academic skills in mathematics, economics, and written and oral communication skills are integral components of success in these fields. Students will develop a budget; earning a paycheck, paying bills, purchasing a car, comparing the cost of renting vs. owning a home, and other expenses. Students will invest \$100,000 by playing the Stock Market Game. Students will work in groups and compete in a Shark Tank Competition. Financial literacy will be taught through the use of the Rhode Island Treasurer's Financial Scholars Program (EverFi) to support the curriculum.

## BUSINESS PATHWAY

### 802\_CTE - Systems of Accounting

1 Credit

**Class Status:** 10 – 12

SCED: 12104

**Sequence:** Level 2 – Concentration; This is a **REQUIRED** course for Pathway Completion

**Prerequisite:** Algebra I

#### Essential Questions:

- Why do businesses utilize Generally Accepted Accounting Principles (GAAP) and why is GAAP so important in accounting?
- How is the basic accounting equation applied to individual purchases?
- How can the basic accounting equation be used to evaluate a company's overall financial health?
- How are the income statement and balance sheet used to evaluate businesses?
- What is the accounting cycle and how does this knowledge help record business transactions?
- In what ways do accounting interpretations impact business decisions?
- Why is accounting an integral process of all business activities?
- Understand and create financial reports for different businesses.
- Be able to use "the language of business" to communicate financial information.

#### Course Description:

This is the second course in the Business Education Pathway sequence. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, and accounting systems. The course is designed to provide students with an opportunity to develop a deep knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. This course enables students to learn the rules and procedures of accounting for not only service based businesses, but also merchandising businesses, and manufacturing businesses. In addition, the "how" and "why" of accounting empowers students to keep accurate financial records which are required to produce useful business information and make wise business decisions. Students will utilize current technology (Excel and QuickBooks) and complete manual and computerized simulations to reinforce knowledge of the accounting cycle, develop and interpret financial statements, advance their business-based technology skills, and involve higher-level thinking skills.

## BUSINESS PATHWAY

### 804\_CTE – Marketing and Management

1 Credit

**Class Status:** 11-12

SCED: 12166

**Sequence:** Level 3-Specialization; This is a **REQUIRED** course for Pathway Completion

**Prerequisite:** 802\_CTE Systems of Accounting

#### Essential Questions:

- Why is marketing an essential component of business?
- When developing marketing strategies what should be considered?
- What is the relationship between marketing and business?
- Why is marketing essential to our economy?
- How does understanding the functions of management benefit the business organization?

#### Course Description:

This is the third course in the Business Education Pathway sequence. This course provides students with an understanding of the business management functions, various management theories, and how good marketing can better a business. Students learn that business management is the process of using the resources of a business to efficiently and effectively achieve its goals through planning, organizing, staffing, and leadership. Students will learn about factors that influence the flow of goods and services, electronic business models, security and privacy issues, and the legal and ethical environment within marketing and management of a business. Students will also integrate the foundations of marketing and e-commerce as an effective tool of business management. Marketing involves researching, promoting, selling, and distributing your products or services to potential customers and clients. Students will work together to create a marketing campaign for a new business/product. This course utilizes a school store (*The Chieftain Corner*) as its learning environment. Upon completion of the course, students will be able to run a small business, take inventory, advertise and market products, solve problems, become better decision makers, and become true professionals in the business world. Students will be learning how to use QuickBooks and record all business transactions in QuickBooks for the school store. Upon completion of this course, students will be able to become QuickBooks certified.

## BUSINESS PATHWAY

### 806\_CTE - Entrepreneurship

1 Credit

**Class Status:** 12

SCED: 12053

**Sequence:** Capstone, This is a **RECOMMENDED** course for Pathway Completion

**Prerequisite:** None

#### **Essential Questions:**

- What are the major influences to an entrepreneurial venture?
- How does an entrepreneur use technology to impact the operations and performance of a business?
- How can creative ideas develop into profitable business opportunities through entrepreneurship?
- What market influences impact small businesses?
- What important government and private resources are available to assist the entrepreneur?
- What is needed to run your own small-business, like the school store?
- Why is the development & sustainability of new businesses important to society and the US economy?

#### **Course Description:**

This is the final course in the Business Education Pathway sequence. Students will learn how to develop business ventures from ideas to reality, developing knowledge of fundamental business principles and essential professional and interpersonal skills. The course takes students through the steps and considerations that entrepreneurs use to start up and successfully run a small business. Beginning with entrepreneurship skills and ideas, students also learn how to analyze the market for a potential business opportunity, research, develop and promote new products and services, apply basic financial management principles to ensure profit, and analyze the success of their business idea. Incorporated throughout the class is the involvement of *DECA* (which is an organization that prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe) School-Based Enterprise Units. Students will also create an entire business plan for a new business. Upon completion of this course, students will be eligible for three college credits from the University of Iowa.

Any student interested in owning their own business should take this course!

This course will allow students to explore their entrepreneurial interests by completing a Capstone Project (Creating a Business Plan) and creating a marketing plan/social media/website for a company. This would be used as the students Senior Passion Project. This course will allow students in any courses/pathways, that may want to open their own business someday, the opportunity to see how to start their own business and to see how businesses work.

## BUSINESS PATHWAY

### 801– Personal Finance

0.5 Credit

**Class Status:** 11-12

SCED: 19262

**Sequence:** Elective; This is a **RECOMMENDED** elective course for the Business pathway

**Prerequisite:** None; This course also satisfies a Mathematics Graduation Requirement

#### Essential Questions:

- How can understanding effective personal finance strategies improve your life?
- Why is it critical to understand how to properly allocate your funding?
- What can I do to ensure that I will be successful when making, saving, investing, and managing money?
- How will developing effective spending habits affect my financial future?
- How do you create and manage a personal budget?
- Why is it important to have a savings plan to ensure financial success?
- How will I finance higher education? What is the Free Application for Federal Student Aid (FAFSA) and why is it important?

#### Course Description:

This course is designed to give all students the opportunity to see how personal finance affects their everyday life. Students will learn how to budget, explore why creating a budget is key to financial success. Learning how to afford higher education will be explored. Students will learn how to invest and look into their retirement and why it is key to start investing ASAP. Learning about credit, credit cards, loans (student loans, car loans, and mortgages). Lastly, how to pay taxes and the process of actually paying your taxes and completing a 1040 will all be explored.

## BUSINESS PATHWAY

### 467 – Economics

0.5 Credit

**Class Status:** 10-12

SCED: 04201

**Sequence:** Elective; This is a **RECOMMENDED** elective course for the Business pathway

**Prerequisite:** Topics in Social Studies, World History Themes or Humanities Social Studies

#### **Essential Questions:**

- What is economics?
- How does economics affect your life and the lives of others?
- How does economics help you understand the markets and predict economic changes?
- How does economics evaluate public policies?
- How does economics relate to pricing, employment, and production?
- What is supply and demand and how does that shape businesses and economics?

#### **Course Description:**

This course is designed to give both a theoretical and practical approach to fundamental economic concepts. Some of the areas this course will focus on include the concept of supply and demand, the consumer, market economy and comparative economic systems, non-profit organizations, role of financial institutions, and the stock market.

Family and Consumer Science





## FAMILY AND CONSUMER SCIENCE

831 – Food and Nutrition I		0.5 Credit
<b>Class Status:</b> 9 – 12		SCED: 19252
<b>Prerequisite:</b> None		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the primary principles one must acquire in order to properly prepare foods that can positively sustain us in our daily lives?</li> </ul>		
<b>Course Description:</b> Food is a basic need in the life of every human being. Food and Nutrition I provides students with an understanding of food's role in society, instruction in how to plan nutritious meals, experience in the proper use of equipment and utensils, kitchen safety and sanitation, kitchen measurements and equivalents, and background on the nutritional needs and requirements for healthy living. This course introduces students to food and culture in countries around the world. Students will develop and understanding of personal and community health. Some classes place a heavier emphasis on the nutritional components of a balanced diet, while others concentrate on specific types of food preparation.		

833 – Food and Nutrition II		0.5 Credit
<b>Class Status:</b> 9 – 12		SCED: 19252
<b>Prerequisite:</b> 831 – Food and Nutrition I		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can extending our learning about food and nutrition guide us both personally and professionally?</li> </ul>		
<b>Course Description:</b> Food and Nutrition II provides students with an understanding of food's role in society and to apply food science principles to enhance product development with emphasis on USDA/FDA standards, nutritional analysis and evaluation of food groups. Students will conduct research and gather, evaluate, and synthesize data as it relates to nutrition wellbeing and disease. Some classes place a heavier emphasis on the nutritional components of a balanced diet, while others concentrate on specific types of food preparation. Students will investigate the wide variety of food related career paths.		

835 – Food and Nutrition III		0.5 Credit
<b>Class Status:</b> 10 – 12		SCED: 19252
<b>Prerequisite:</b> 833 – Food and Nutrition II		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What is the knowledge and training needed for various food related careers?</li> </ul>		
<b>Course Description:</b> Food and Nutrition III helps students advance their study and training in a variety of career related fields, such as culinary, baking and pastry, food production and processing, restaurant operations, and farming. Students also advance their understanding of the nutritional needs and requirements for healthy living, as well as have opportunities for job-shadowing.		

## FAMILY AND CONSUMER SCIENCE

### 840 – Principles of Childhood Growth and Development

**1 Credit**

**Class Status:** 9 – 12

SCED: 19255

**Prerequisite:** None

**Essential Questions:**

- How can learning about the development of human beings assist students in a wide variety of career choices, as well as help them understand themselves?

**Course Description:**

This course will cover all aspects of development, and will include instruction of prenatal development, infant care skills, studies of genetic and environmental influences, nutrition for infants – 3 years, pregnancy and childbirth, pediatric care, and physical, intellectual, social and emotional development during the first year of life. Students will investigate developmental theories, brain development from conception into childhood, how parents and caregivers can assist in promoting brain development, including issues of bonding and attachment, the importance of play, and “windows of opportunity”.

### 842 – Early Childhood Education I

**1 Credit**

**Class Status:** 10 – 12

SCED: 19153

**Prerequisite:** 840 – Principles of Childhood Growth and Development

**Essential Questions:**

- What are the knowledge and skills necessary to become a successful teacher of young children?

**Course Description:**

This course will focus on continued intellectual, physical, social and emotional development of toddlers through age six, and will introduce the importance moral development in children of this age as well. Special investigative topics will include promoting reading, writing, and mathematics readiness; education needs; varies learning opportunities; nutrition and wellness; how a child’s temperament and birth order influence development; identifying development delays and early intervention; observation techniques; and stress management for parents, caregivers, and children. Students will visit the NICU at Women and Infant’s Hospital and investigate and analyze premature birth and its risk factors and possible consequences.

### 844 – Early Childhood Education II

**1 Credit**

**Class Status:** 11 – 12

SCED: 19153

**Prerequisite:** 842 – Early Childhood Education I

**Essential Questions:**

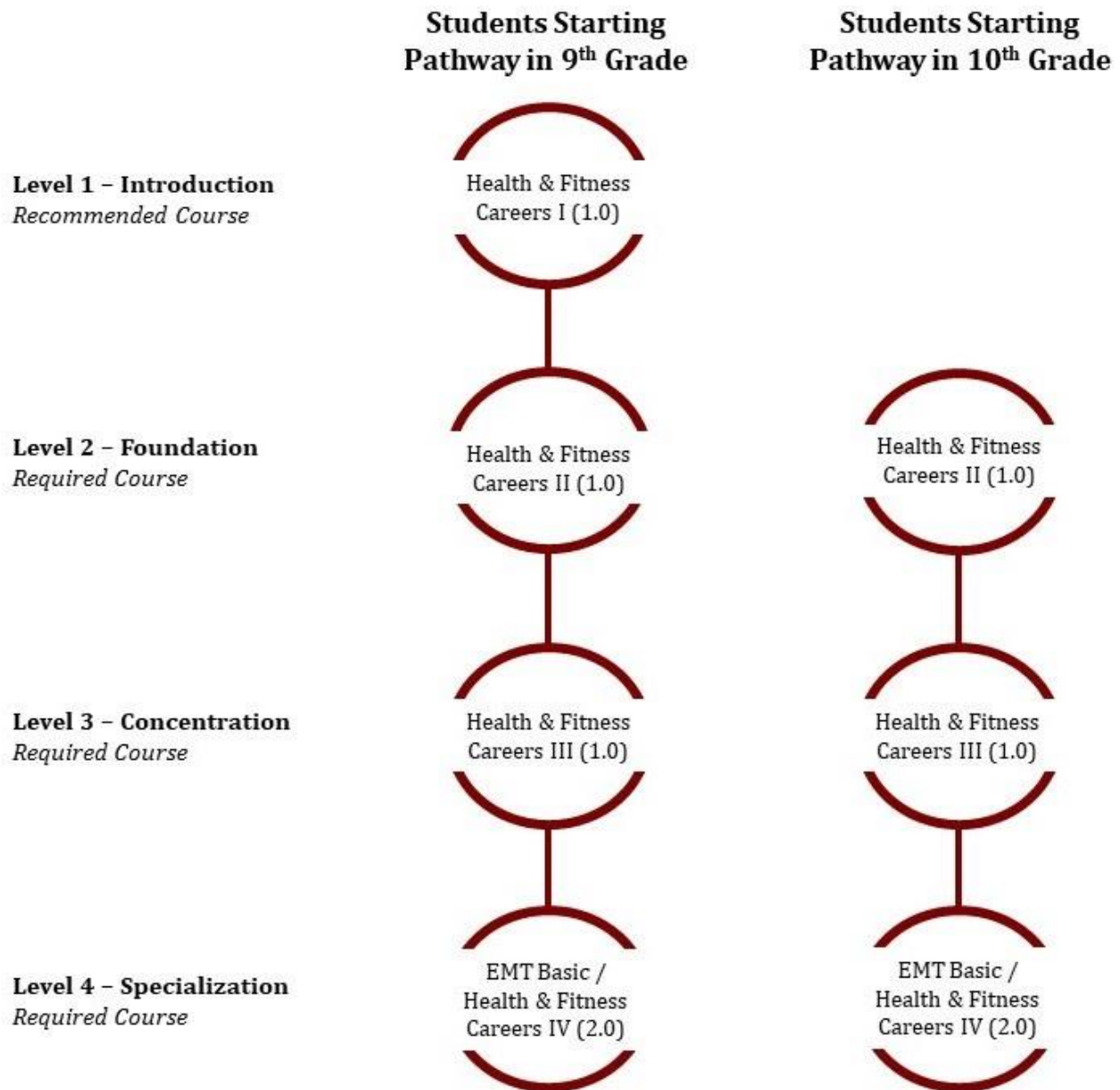
- How well can I apply prior learning of Child Development in the classroom? How can I continue learning about Child Development beyond the classroom setting?

**Course Description:**

Topics will include, but not be limited to: educational theory, education readiness, autism, child abuse, birth defects, family studies, children with disabilities, childhood obesity, promoting positive behavior and social interactions, active engagement in learning, self-motivation, effective communication, and further research into understanding brain and childhood development. Students will be required to participate in internships and other work-based learning experiences involving child development and education. Students will become familiar with standards of professionalism, instructional practice, the importance of the learning environment, and aspects of health and safety.

Health & Fitness/EMT Pathway

# Health & Fitness/EMT Pathway



**RECOMMENDED Pathway Courses:** Medical Imaging & Patient Care: **RECOMMENDED**  
**Academic Courses:** Spanish III for Medical Careers; Anatomy & Physiology; Medical Math;  
 History of Sports in America; College Writing or AP English Lang. & Comp.

## HEALTH AND FITNESS / EMT PATHWAY

90_CTE – Health & Fitness Careers I	1 Credit
<b>Class Status:</b> Grade 9; Grade 10-12 with Program Coordinators Approval Only	SCED: 08052
<b>Sequence:</b> Level 1 – Instruction; This is a <b>RECOMMENDED</b> course for Pathway Completion	
<b>Prerequisite:</b> None; This course also satisfies the Physical Education / Health Graduation Requirements	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are the five components of fitness and how can each component affect personal fitness?</li> <li>• What behaviors delay the onset and reduce risks of potential life-long health problems relating to lifestyle choices?</li> <li>• What effect does media have on personal health?</li> <li>• Why are variety, moderation, and balance vital to your overall diet?</li> <li>• How can personal health behaviors lead to malnutrition disorders, vitamin deficiencies, &amp; foodborne illness?</li> <li>• What are possible career fields in the health and fitness industry?</li> <li>• What certifications, training, experience, and higher education are needed for these careers?</li> </ul>	
<b>Course Description:</b> This course is an exploration of health and fitness related careers that includes a basic introduction to health, nutrition, and the weight room facility. Students will know how to safely use all the fitness machines, while providing an opportunity for high intensity exercise during the school day. Instruction on goal setting, sports and personal nutrition, hydration, and individual and personal performance activities as well as health topics to include Dating Violence, Suicide Prevention, Alcohol/Substance abuse, Personal Nutrition, Mental/Emotional health, Sexuality and Family life, Disease Prevention and Control. This nutritional education course also covers an array of concepts in nutrition science which will be applied to the support of general wellness and active lifestyles.	

92_CTE - Health & Fitness Careers II	1 Credit
<b>Class Status:</b> Grade 10 or with Program Coordinators Approval	SCED: 08052
<b>Sequence:</b> Level 2 – Foundation; This is a <b>REQUIRED</b> course for Pathway Completion	
<b>Prerequisite:</b> For Pathway Students: 90_CTE; This course also satisfies the Physical Education / Health Graduation Requirements	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can the public influence the development of public health policy and government regulation?</li> <li>• What is the impact of poor health choices on the interrelationships of mental, social, and physical health throughout life and within a community?</li> <li>• How do family, peers, community, and environment influence public health?</li> <li>• How can you demonstrate the ability to advocate for personal, family, community and environmental health to influence and support others in making positive choices about their health?</li> <li>• How do community resources affect community health?</li> <li>• What are possible career fields in the health and fitness industry?</li> </ul>	
<b>Course Description:</b> It is a preparatory course to the EMT/Health & Fitness Careers 3 course and instructs students in Community Health and Wellness as well as modules in preparation for the RI Coaching Certification at the completion of the Pathway courses. Students will receive instruction in First Aid, CPR & AED leading to certification at the end of this course. Community wellness and public health topics will be covered including Substance use, abuse, &	

## HEALTH AND FITNESS / EMT PATHWAY

prevention; Disease prevention and control; Sex and Family Living; Nutrition; and Injury Prevention. Students will also begin physically preparing for the Candidate Physical Ability Test.

### 94\_CTE - Health & Fitness Careers III

**1 Credit**

**Class Status:** 11 – 12

SCED: 08052

**Sequence:** Level 3 – Concentration; This is a **REQUIRED** course for Pathway Completion

**Prerequisite:** For Pathway Students: 92\_CTE – Health & Fitness Careers II; For non-pathway students – need Program Coordinator Approval; This course also satisfies the Physical Education / Health Graduation Requirements

#### Essential Questions:

- What are the physical, mental, and social implications and benefits derived from involvement in sports and physical activities across the lifespan?
- What are the short and long term effects of good sportsmanship and poor sportsmanship on an individual, family, team, school, and community?
- What key factors are involved in Injury prevention?
- What are the signs of concussion and what are the return to play guidelines?
- What is “Check, Call, Care” and when should it be used?
- What are the educational requirements, benefits, demands and salary ranges of entering a career as an athletic trainer?
- What are the roles and responsibilities of an athletic trainer?

#### Course Description:

This course is a continuation of Health & Fitness Careers 2 (Prerequisite). It is a preparatory course to the EMT/Health & Fitness Careers 4 course and instructs students in basic knowledge, application, and skills of an emergency medical responder to include prevention, evaluation, management, treatment and rehabilitation of injuries. 4 certifications available: CPR, First Aid, Concussions, & Heat Acclimation. Advanced lifting programs, sport specific workouts, agility training, plyometric exercise, flexibility development, cardiovascular conditioning. Personal health, injury prevention, components of fitness, cardiovascular exercise machine use, resistance weight machine use, and stress management. Students will also prepare for the Candidate Physical Abilities Test and continue modules in preparation for the RI Coaching Certification at the completion of the Pathway courses.

96_CTE –EMT Basics/ Health & Fitness IV College Level	1 Credit
<b>Class Status:</b> 12	SCED: 08052
<b>Sequence:</b> Level 4 – Specialization; This is a <b><u>REQUIRED</u></b> course for Pathway Completion	
<b>Prerequisite:</b> For Pathway Students only: 94_CTE Health & Fitness Careers III; For non-pathway students, no prerequisite; This course is open to 12 <sup>th</sup> graders, preference is given to students enrolled in the Health and Fitness Careers or Biomedical pathway students. This course also satisfies the Physical Education / Health Graduation Requirements. The curriculum is aligned with Roger Williams EMS.121.45C-20/FA EMT Basic	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What basic emergency medical knowledge and skills are necessary to provide patient care and transport?</li> <li>• How does an Emergency Medical Technician function as part of a comprehensive EMS response team?</li> <li>• What medical interventions do Emergency Technicians perform with basic equipment typically found on an ambulance?</li> <li>• What role do Emergency Medical Technicians play in the emergency health care system?</li> </ul>	
<b>Course Description:</b> This course will consist of required EMT coursework through Roger Williams University (6 college credits), field experience at local Fire Departments, continued training & preparation for the Candidate Physical Agility Test, and CPR, First Aid, and AED Certification. Upon completion of this course, students will be eligible to take the National Registry of Emergency Medical Technicians Examination. Students are eligible to take the EMT Exam and participate in clinical experience once reaching 18 years of age and a Bureau of Criminal Investigation report maybe required before employment. Students will receive PE and Science credits for this course.	

## Physical Education and Health

To meet the state graduation health and wellness requirements, students must earn .50 credits in health and wellness annually. Students may satisfy this requirement by taking the Physical Education Health Course outlined below for .5 credits per year or the Health and Fitness Careers courses outlined above for 1.0 credits per year. Both the health and wellness curriculums follow RI State Health Guidelines. The content topics are relevant to the growth and development of adolescents. The courses encourage competency in many movement forms and a general understanding of the biomechanics of movement and the rules and strategies of game play. The course advocates for lifetime fitness through participation in a variety of physical activities. Participation in all activities shows evidence of basic skill acquisition, responsible behavior, a respect for others and an appreciation of exercise, physical activity and healthy cooperative competition.

91 – Physical Education/Health 9-10		0.5 Credit
<b>Class Status:</b> 9 – 10		SCED: 08001
<b>Prerequisite:</b> None		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do we promote health and lifetime fitness?</li> <li>• What are our responsibilities to the community?</li> </ul>		
<b>Course Description:</b> All grade 9-10 students participate in a health and wellness program that meets for a semester, Emphasis of this course is the transition from adolescence to young adulthood. The 9th and 10th grade course of a study includes but is not limited to; defining health and its' influences, decision making, personality, goal development, CPR, community and environmental health, nutrition, fires safety and the prevention and control of diseases.		

93 – Physical Education/Health 11-12		0.5 Credit
<b>Class Status:</b> 11 – 12		SCED: 08001
<b>Prerequisite:</b> 91		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How will you as an individual will affect the community around you?</li> <li>• What are your responsibilities to the community and society?</li> <li>• How do we promote health?</li> </ul>		
<b>Course Description:</b> All grade 11-12 students participate in a health and wellness program that meets for a semester. The course of study will include nutrition, physical fitness, alcohol, and tobacco use and abuse, driving under the influence of alcohol and drugs, driving while distracted, and non- communicable diseases. In the second year of the rotation the emphasis will be on adult roles and responsibilities as well as decision making and goal setting. Major units will include dealing with mental illnesses, dating abuse and suicide, as well as, communicable diseases and STDs. The subject content is explored in relation to how teenagers make healthful decisions, live an active lifestyle and reduce their risks.		

## English

We are committed to providing students with the language skills necessary for them to be successful in their individual pursuits after high school. To this end, students will read and analyze a variety of literary texts which have been organized around various themes. Classroom discussions, student presentations, student projects, and other teacher designed activities will be used to enhance understanding.

<b>Grade 9</b>	<i>Literacy 9</i>	<i>English 9 College Preparatory</i>	<i>English 9 Honors</i>	
<b>Grade 10</b>	<i>Literacy 10</i>	<i>English 10 College Preparatory</i>	<i>English 10 Honors</i>	
<b>Grade 11</b>	<i>Literacy 11</i>	<i>English 11 College Preparatory</i>	<i>English 11 Honors</i>	<i>Advanced Placement Language &amp; Composition</i>
<b>Grade 12</b>	<i>Literacy 12</i>	<i>English 12 College Preparatory</i>	<i>English 12 Honors</i>	<i>Advanced Placement Literature</i>
<b>Grade 10-12</b>	<i>Journalism &amp; The Media</i>	<i>Drama: The Fundamentals of Acting</i>	<i>College Writing</i>	
<b>Grades 11-12</b>	<i>Advanced Placement® Language &amp; Composition</i>	<i>Advanced Placement® Literature</i>	<i>College Writing 104 Honors</i>	<i>Introduction to Literature Honors</i>



**126 – English 9 College Preparatory** **1 Credit**  
**128 – English 9 Honors**

**Class Status:** 9 SCED: 01001

**Prerequisite:** None

**Essential Questions:**

- How does the study of fiction and nonfiction texts help individuals construct their understanding of reality?

**Course Description:**

Students will practice and improve the skills associated with reading, writing, speaking and listening as denoted in the Common Core State Standards. Throughout the course, students will read, comprehend, and analyze both literary and informational texts of an appropriate text complexity proficiently with support as needed. Instruction will focus upon examination of a variety of themes such as the search for equality, the nobility of the individual, and the nature and effects of heroism. Students will write argumentative, informational, and narrative compositions for a variety of purposes and audiences. Students will be required to demonstrate proficiency in research techniques and practice their speaking skills by developing and delivering research supported presentations.

**146 – English 10 College Preparatory** **1 Credit**  
**148 – English 10 Honors**

**Class Status:** 10 SCED: 01054

**Prerequisite:** English 9 or Humanities English 9

**Essential Questions:**

- How is literature a record of cultural development and change?

**Course Description:**

Students will continue the focus on reading, writing, speaking and listening framed within the Common Core State Standards and begun in the ninth grade. By the end of the year, students will be expected to demonstrate proficiency in reading appropriately complex literary and informational text independently. Students will continue practicing the composition of argumentative, informational, and narrative writing for a variety of purposes and audiences with the primary focus being on argumentative and informational forms. Also, considerable attention will be given to improving the students' research skills with particular concentration on the ability of the student to select meaningful research from valid sources and seamlessly integrate that research into their writing.

## ENGLISH

166 – English 11 College Preparatory		1 Credit
168 – English 11 Honors		
Class Status: 11	SCED: 01056	
Prerequisite: English 10		
Essential Questions:		
<ul style="list-style-type: none"><li>How does adversity shape us as individuals?</li></ul>		
Course Description:		
Instructional emphasis is placed upon improving literal, interpretive, and critical reading skills for both literary and informational texts. Because of the emphasis in the Common Core State Standards, students will be expected to develop a more sophisticated understanding of author’s craft and text structures and will undertake comparative analysis of works with a similar purpose, theme, or structure. Students will continue developing their writing and research skills while primarily concentrating on argumentative and informational forms. Students will be expected to demonstrate their proficient writing and research skills by completing their junior research paper, a digital portfolio assignment.		

186 – English 12 College Preparatory		1 Credit
188 – English 12 Honors		
Class Status: 12	SCED: 01004	
Prerequisite: English 11		
Essential Questions:		
<ul style="list-style-type: none"><li>How does the study of literature prepare individuals to be global citizens?</li></ul>		
Course Description:		
English 12 continues the focus on reading, writing, speaking, and listening framed within the Common Core State Standards. By the end of the year, students will be expected to demonstrate proficiency in reading appropriately complex literary and informational text independently. Also, a significant concentration of the course is the completion of the Senior Research Paper, the basis of inquiry for their Senior Exhibition Project. This project serves as a culmination of the instruction on research-supported argumentative and informational writing that students have received throughout all of their English courses in high school.		

196 – Advanced Placement® English Language and Composition		1 Credit
Class Status: 11 – 12; This satisfies 1.0 of the 4.0 English Graduation Requirement		SCED: 01005
Prerequisite: None		
Essential Questions:		
<ul style="list-style-type: none"><li>What choices and strategies do essayists wrestle with as they attempt to persuade their audiences?</li></ul>		
Course Description:		
The AP® English Language and Composition course is designed to help students become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way that conventions and the resources of language contribute to effective writing. This is a challenging elective, but available to students at any ability level. We will read authors from many historical periods, including the present.		

## ENGLISH

198 – Advanced Placement® English Literature	1 Credit
<b>Class Status:</b> 11-12; This satisfies 1.0 of the 4.0 English Graduation Requirement	SCED: 01006
<b>Prerequisite:</b> None; AP® 196 is strongly recommended, but not required	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How does the analysis of great written works contribute to an appreciation of the artistry of fiction and poetry and to the understanding of cultural, historical, and societal perspectives and issues?</li> </ul>	
<b>Course Description:</b> In this course, students will be challenged to practice and improve their evaluative, analytical, and expository writing skills as they expand and hone their skills in literary analysis. To meet these goals, students will be asked to demonstrate a high level of understanding and appreciation for challenging literary texts, explain the authors' uses of advanced writing techniques, structures, and literary elements, and analyze and evaluate themes as considered through- out individual works and in comparison with other thematically similar works. The primary means by which students will demonstrate their attainment of these goals is through their writing.	

192 – Journalism	1 Credit
<b>Class Status:</b> 9 – 12; This may satisfy 1.0 of the 4.0 English Graduation Requirement with approval of the building principal	SCED: 11101
<b>Prerequisite:</b> None	
<b>Course Description:</b> Journalism is an exciting, fast-paced orientation to the highly competitive field of journalism. This course provides a chance to work in an upbeat environment with a focus on writing, interviewing and publishing in different styles and for different audiences. The history of journalism and a journalist's civic responsibility are taught through a close examination of The First Amendment with specific attention placed on Freedom of Press and Freedom of Speech. Careers in journalism, and the influence of mass media in our culture will also be examined. The goal of this course will be to electronically publish a school newspaper and a magazine.	

193 – Drama: The Fundamentals of Acting	0.5 Credit
<b>Class Status:</b> 9 – 12	SCED: 05055
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What roles do you play in your life?</li> <li>How do actors communicate with an audience?</li> <li>How does an audience communicate with actors?</li> <li>How do you become a “character” on stage?</li> <li>What can you do to ease your anxiety on stage?</li> <li>What life skills can we learn through acting?</li> </ul>	

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### Course Description:

This class is an introduction to the principles of acting. The course is designed for performers and anyone else who wants to free their bodies for maximum efficiency for self-expression, public speaking, and communication. This will be achieved through sensory awareness, physical and vocal exercises, improvisations, character development, and scene study.

### 122 – Literacy

1 Credit

**Class Status:** 9 – 12

SCED: 01067

**Prerequisite:** None

### Course Description:

This course is designed to assist students in increasing their proficiency in the English/Language Arts skills needed to succeed in a high school course of study. The curriculum, student assessments, and student portfolio reflect the course's focus on increasing students' proficiency in comprehending a range of materials of varying length and complexity, their ability to analyze and interpret what they read in the process of becoming critical readers, and their ability to write effectively in a variety of formats according to current standards of correctness. Enrollment in this course is contingent on standardized testing data and the Personal Literacy Plan (PLP) of the selected students.

### 133 – Academic Writing Seminar

0.5 Credit

**Class Status:** 9 – 12

SCED: 01067

**Prerequisite:** None

### Essential Questions:

- How can students use reading and writing strategies to maximize the exchange of factual information to convey knowledge or argue?

### Course Description:

This one semester course will focus on the essential building blocks of academic writing to prepare students for college and career. The class will focus on the structure of writing, weaving evidence from texts into writing to support ideas, and the effective use of transitions to enhance clarity and flow of student writing. Students will engage in reading to support the multiple types of academic writing that will be produced in this course. Students will be placed in this course based on recommendation only.

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### 165 – College Writing URI 104 College Level

0.5 Credit

**Class Status:** 12

SCED: 01102

**Prerequisite:** None

**Course Description:**

College Writing (WRT 104) is a three-credit college level course offered by the University of Rhode Island. This course is designed for students who wish to assume the challenges and responsibilities of a college freshman English class. Writing 104 covers varieties and strategies of expository writing for different audiences and situations. Students are introduced to a number of different genres including summary of complex text, reports, proposals, profiles, letters, and public documents. Students are given experience in a number of rhetorical patterns to further their knowledge and practice of the writing strategies of intervention, composing, and revision in more complex writing assignments in public, community settings. In addition, this course provides extensive practice in the critical reading of complex texts and using information technologies for research. Students collaborate with their peers to develop, draft, and revise focused, well-organized, coherent, polished documents. Writing 104 fulfills an English Communications Writing credit (ECW) at URI.

### 167 – Introduction to Literature URI 110 College Level

0.5 Credit

**Class Status:** 12

SCED: 01053

**Prerequisite:** None

**Course Description:**

This concurrent enrollment course, offered in cooperation with the University of Rhode Island, will provide introductory instruction in and practice with the skills necessary for the analysis of literature through reading, discussion of, and writing about a number of genres drawn from a variety of cultures and historical periods. Themes to be discussed and selections to be considered are at the discretion of the instructor. The course can fulfill two general education requirements at the University of Rhode Island and is fully transferable to other colleges and universities, but the receiving university determines how those courses will count in a student's academic record.

## SOCIAL STUDIES

### Social Studies

Social Studies are the integrated study of the social sciences, humanities and history. Social Studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, political science, psychology, and sociology.

<b>Grade 9</b>	Topics in Social Studies Honors	Topics in Social Studies CP
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<b>Grade 10</b>	United States History Honors	United States History CP	Advanced Placement United States History	United States History EEP
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<b>Grade 9-12</b>	History of Sports In America CP	US Global Affairs CP	Service Learning and Globalization CP	Introduction to Criminal Justice	Media, Communication and Video Production
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<b>Grade 10-12</b>	AP® U.S. History	Early Enrollment Program US History	Sociology CP	World Cultures Honors and CP
	East Asian History Honors	Law and Society	Psychology CP	History of the Movies CP
	East Asian History CP	Genocide CP	Introduction To Municipal Law CP	Economics CP

<b>Grade 11-12</b>	AP® U.S. Government & Politics	AP® Psychology	Campaigns & Elections CP	Twentieth Century World History Honors or CP
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## SOCIAL STUDIES

### 426 - World History Themes CP

### 428 - World History Themes Honors

**1 Credit**

**Class Status:** 9

SCED: 04053

**Prerequisite:** None

**Essential Questions:**

- Why is this time period the beginning of the modern world?

**Course Description:**

This course provides an overview of the history of human society in the past few centuries—from the Renaissance period to 1900—exploring the political, economic, social, religious, military, scientific, and cultural developments. Although emphasis will be on the development of the West, attention will be given to the development of Russia, China, Japan and other non-western areas. Some of the time periods the students will study are the Renaissance, Reformation, Age of Discovery, rise of absolute monarchs, the Enlightenment, French Revolution, Industrial Revolution, Nationalism, and Imperialism. The standards from the National Council for History will be emphasized.

### 446 – United States History College Preparatory

### 448 – United States History Honors

**1 Credit**

**Class Status:** 10

SCED: 04101

**Prerequisite:** none

**Essential Questions:**

- Has the United States become the nation that it originally set out to be?

**Course Description:**

This course is a comprehensive course that provides an overview of the major events, ideas, and trends in American history beginning with the creation of the New Nation to 1900. This course includes a historical overview of the political, military, scientific, and social developments. Some of the major topics include: Articles of Confederation, Constitution, slavery, Civil War, Reconstruction, Industrial Revolution, and Immigration. The standards from the National Council for Social Studies and the National Council for History will be emphasized.

### 476 – Advanced Placement® U.S. History

**1 Credit**

**Class Status:** 10-12

SCED: 04104

**Prerequisite:** none

**Essential Questions:**

- Has the United States become the nation that it originally set out to be?

**Course Description:**

Following the College Board's suggested curriculum designed to parallel college-level US History courses, AP® US History provides students with analytical skills and factual knowledge necessary to address critical problems and materials in US history. The course examines the discovery and settlement of the New World through the recent past. This course includes a historical study of the political, military, scientific, and social developments. Some of the major topics include: Articles of Confederation, Constitution, slavery, Civil War, Reconstruction, Industrial Revolution, and Immigration. The standards from the National Council for Social Studies and the National Council for History will be emphasized. To receive an AP® designation on their transcript, students must

## SOCIAL STUDIES

take the AP® exam in May—a fee is required to take the AP® exam. Students must commit to this by the end of Q1.

### 476EEP – Early Enrollment Program US History 1 Credit

**Class Status:** 10-12 SCED: 04101

**Prerequisite:** none

**Essential Questions:**

- Has the United States become the nation that it originally set out to be?

**Course Description:**

Following the EEP curriculum designed to parallel college-level US History courses, EEP US History provides students with analytical skills and factual knowledge necessary to address critical problems and materials in US History. The course examines the discovery and settlement of the New World through the recent past. This course includes a historical study of the political, military, scientific, and social developments. Some of the major topics include: Articles of Confederation, Constitution, slavery, Civil War, Reconstruction, Industrial Revolution, and Immigration. The standards from the National Council for Social Studies and the National Council for History will be emphasized.

### 466 – Twentieth Century History College Preparatory

### 468 – Twentieth Century History Honors 1 Credit

**Class Status:** 11-12 SCED: 04064

**Prerequisite:** Topics in Social Studies or Humanities or Criminal Justice, United States History

**Essential Questions:**

- Why is the Twentieth Century referred to as the American Century?

**Course Description:**

In this course students will have the opportunity to examine high interest events and trends that have helped shape the Twentieth Century. Within the themes of international power politics, technology, economic expansion, pop culture, and individual rights, students will examine such periods as the First World War period, the Great Depression, World War Two and the resulting world dynamics, the Cold War, Vietnam, the Middle East, and the Civil Rights movement. The role of modern media, music, technology, and transportation and their impact on the global economy will be emphasized. The standards from the National Council for Social Studies and the National Council for History will be emphasized.

### 471 – East Asian History College Preparatory

### 481 – East Asian History Honors 0.5 Credit

**Class Status:** 10-12 SCED: 04061

**Prerequisite:** none

**Essential Questions:**

- How does China and Japan's history help us to understand their place in the world today?

**Course Description:**

Two countries that have figured prominently in our history of the current century are Japan and China. The quarter on China will focus on some of the following topics: geography, religion, philosophy, and major dynasties, the Peoples Republic of China, and Tiananmen Square. The quarter on Japan will focus on some of the following topics: geography, religion, philosophy, feudalism, the opening of Japan, Meiji Restoration, World War I and II, and Japan's recent role in world affairs. The standards from the National Council for History will be emphasized.



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### 473 – World Cultures College Preparatory 483 – World Cultures Honors

**0.5 Credit**

**Class Status:** 10-12

SCED: 04062

**Prerequisite:** none

**Essential Questions:**

- Why is the study of World Cultures important in today's world?

**Course Description:**

This course will examine how culture interacts with environmental factors as they impact our political systems, economies, societal structures and philosophies. Some of the themes/concepts that provide the framework for the content of the course will be demographics, ethnicity, religion, and political systems, folk and popular cultures. Emphasis will be placed on the comparative of various experiences found throughout the world. Special attention will be given to the areas of the Middle East, India, and East Asia. The standards from the National Council for Social Studies will be emphasized.

### 485 – Sociology

**0.5 Credit**

**Class Status:** 10-12

SCED: 04258

**Prerequisite:** none

**Essential Questions:**

- What impact does people interacting with one another have on a society?

**Course Description:**

Sociology introduces students to the study of human behavior in society. The focus of the course will be the study of social institutions and norms such as the family, education, religion, and the work place, and the causes and effects of social inequality and social change. The standards from the American Sociological Association (ASA) National Standards for High School Sociology will be emphasized.

### 487 – Psychology

**0.5 Credit**

**Class Status:** 10-12

SCED: 04254

**Prerequisite:** None

**Essential Questions:**

- How can understanding the individual be useful in addressing a wide array of individual and global issues?

**Course Description:**

Psychology introduces students to the study of individual human behavior. The course uses a variety of teaching techniques, including discussions, films, surveys, research activities, and readings to introduce the student to the many diverse areas of psychology. Some of the principal areas covered include human personality and development, personality and behavior, adolescence, and abnormal psychology. The standards from the National Standards for High School Psychology Curricula will be emphasized.

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486_CTE – Advanced Placement® Psychology	1 Credit
<b>Class Status:</b> 11-12	SCED: 04256
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are the differences between the various branches in psychology?</li> <li>• What are the psychological methods used to study behavior?</li> <li>• What are the patterns of development?</li> <li>• What are the psychological approaches to studying personality?</li> <li>• What is the definition of a psychological disorder?</li> </ul>	
<b>Course Description:</b> AP® Psychology introduces the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. This course is the fourth course of the Criminal Justice Pathway. At the completion of the pathway, students will be prepared for the NOCTI Criminal Justice Assessment.	

489 – US Global Affairs	0.5 Credit
<b>Class Status:</b> 9-12	SCED: 04156
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are the immediate and long term effects of events happening in the world today?</li> </ul>	
<b>Course Description:</b> This course will function as an investigation of a range of social, geographic, political, economic and ideological developments in the contemporary world. This course will explore how these developments or influences affect how the United States relates to others countries in an interdependent world context.	

493 – Service Learning and Globalization	0.5 Credit
<b>Class Status:</b> 9-12	SCED: 04156
<b>Prerequisite:</b> US Global Affairs	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How far am I willing to go to make a difference and what can I do to support the common good in my school, community, or even state?</li> </ul>	
<b>Course Description:</b> Service learning is a method that combines academic instruction, meaningful service, and critical reflective thinking to enhance student learning and civic responsibility. In-class debates between the students and instructor on topics including, but not limited to, the challenges and threats of globalization, global governments, climate change, inclusion and inequality, migration, etc. Students will implement what they have learned from about serving communities from <i><b>US Global Affairs</b></i> course and through coordination with their teacher, undertake a semester long community service project.	

## SOCIAL STUDIES

421 – Genocide	0.5 Credit
<b>Class Status:</b> 11-12	SCED: 04065
<b>Prerequisite:</b> none	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do people make distinctions between “us” and “them”? Why do they make these distinctions? What is community? How are decisions made about who belongs and who is excluded?</li> </ul>	
<b>Course Description:</b> The purpose of this course will be to introduce, examine, and analyze genocides of the 20th and 21 <sup>st</sup> century in order to gain an understanding of the causes and effects of genocide. The ultimate goal will be for students to trace the various stages of genocide and to comprehend the link between acts of hatred and prejudice and mass murder. This course will encourage tolerance, acceptance, and appreciation for cultural differences and the important contributions they have to offer to humanity.	

454 – Advanced Placement® U.S. Government and Politics	1 Credit
<b>Class Status:</b> 11-12	SCED: 04157
<b>Prerequisite:</b> United States History CP/H or AP® US History	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the most important facts, concepts and theories of US government and politics?</li> <li>What are the typical patterns of political processes and behaviors and what are their consequences?</li> <li>What documents and data is most central to understanding US government and politics and how is that information interpreted?</li> </ul>	
<b>Course Description:</b> AP® U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.	

## SOCIAL STUDIES

495 – History at the Movies	0.5 Credit
<b>Class Status:</b> 11-12	SCED: 05203
<b>Prerequisite:</b> United States History	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What makes a film credible and compelling enough for us to suspend our disbelief and believe in the universe it creates?</li> <li>What is real and what is art?</li> </ul>	
<b>Course Description:</b> This is an elective course for students who are inquisitive and interested in the study of history through social media. This course will be broken up into two semester courses. The fall semester course will concentrate on the Revolutionary period to the World Wars. The spring semester course will concentrate on the Cold War period to the September 11 <sup>th</sup> terrorist attacks. The course will use film to approach the history of the United States through major historical periods throughout American history. Students will explore historical topics and periods using films, outside readings, lectures, and class discussions. Students will work individually and in groups to understand the validity of films as historical sources. Finally, this is history course and as such is reading and writing intensive. It will examine presentations and portrayals of individuals in history through the following themes: Citizenship, Race, Genocide, The Cold War, Heroism and Patriotism.	

469 – Introduction to Municipal Law	0.5 Credit
<b>Class Status:</b> 10-12	SCED: 04166
<b>Prerequisite:</b> United States History and Introduction to Criminal Justice or Law & Society	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What is a municipality and how does the law impact how they are governed?</li> </ul>	
<b>Course Description:</b> This is an introductory course covers the daily aspects of the practice of municipal law in throughout Rhode Island. Topics that will be covered include: home rule Charters; tort immunity for political subdivisions; the relationship between state and local government; Open Records & Open Meetings Act, municipal litigation (including appropriations, civil rights, and other typical conflicts); ethics; local land use, zoning, and municipal legislation.	

465 – Campaigns and Elections	0.5 Credit
<b>Class Status:</b> 11-12	SCED: 04199
<b>Prerequisite:</b> United States History	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>Why is it important for citizens to become informed about candidates and stay informed after the election?</li> </ul>	
<b>Course Description:</b> This course is an investigation of the nature of the campaign and election process in the United States and Rhode Island from a theoretical and a practical perspective. As such, it provides a framework for analyzing electoral politics, both now and in the future.	

## SOCIAL STUDIES

### 467 – Economics

0.5 Credit

**Class Status:** 10-12

SCED: 04201

**Prerequisite:** Topics in Social Studies or Humanities Social Studies or Criminal Justice

**Essential Questions:**

- What is economics?
- How does economics affect your life and the lives of others?
- How does economics help you understand the markets and predict economic changes?
- How does economics evaluate public policies?
- How does economics relate to pricing, employment, and production?
- What is supply and demand and how does that shape businesses and economics?

**Course Description:**

This course is designed to give both a theoretical and practical approach to fundamental economic concepts. Some of the areas this course will focus on include the concept of supply and demand, the consumer, market economy and comparative economic systems, non-profit organizations, role of financial institutions, and the stock market.

### 463 – History of Sports in America

0.5 Credit

**Class Status:** 9 -12

SCED: 04999

**Prerequisite:** None

**Essential Questions:**

- What is the inner relationship that sport has on social, economic, cultural, and political forces that are at work in the United States as well as the world?

**Course Description:**

This History of Sports in American examines the history of sports in the United States from the start of the 20th century to the present. You will be asked to consider how sports reflected, and in some cases, shaped the ideas about race, ethnicity, gender, and class. This course traces the development of sports, exploring the ways in which spontaneous games played by Americans in the 20th century evolved into highly formalized and popular activities—activities that now comprise a multi-billion-dollar industry.

## SOCIAL STUDIES

### 472 – Media, Communication, and Video Production

**1 Credit**

**Class Status:** 9-12

SCED: 11995

**Prerequisite:** None

**Essential Questions:**

What is news? How do citizens get their news? How have careers within the news media changed? How can high school students most effectively deliver the news to their peers? Why is it important for students to be informed citizens? How can I become a self-directed, lifelong learner?

**Course Description:**

This year-long fundamentals course is designed to inspire the student to become a highly effective communicator in a digital age. Students in Broadcast Media Arts will be exposed to a wide variety of digital media including television, computer, radio, and internet platforms. The application of these media forms will produce both daily announcements to the school highlighting the pertinent news of the day and a weekly broadcast that more deeply explores the student experience. The format of the course will employ an advanced democratic student-centered model that places the learner at the center of the experience and asks the instructor to become a facilitator rather than the focus of the learning. Students will work on advancing techniques in leadership, collaboration, and independent thought and action to work as a team to produce broadcasts of high quality. Essential to the student experiences in this course is the ability to be self-motivated and open to new learning styles as the course breaks from the traditional model of education to facilitate deep thought and understanding. The course becomes as much about how to learn as it is about what is learned as students will come to produce high-quality products while expanding their abilities to be master communicators in the 21<sup>st</sup> century.

### 474 – Media, Communication, and Video Production

**1 Credit**

**Class Status:** 10-12

SCED: 11995

**Prerequisite:** 472

**Essential Questions:**

What is news? How do citizens get their news? How have careers within the news media changed? How can high school students most effectively deliver the news to their peers? Why is it important for students to be informed citizens? How can I become a self-directed, lifelong learner?

**Course Description:**

This year-long fundamentals course is designed to inspire the student to become a highly effective communicator in a digital age. Students in Broadcast Media Arts will be exposed to a wide variety of digital media including television, computer, radio, and internet platforms. The application of these media forms will produce both daily announcements to the school highlighting the pertinent news of the day and a weekly broadcast that more deeply explores the student experience. The format of the course will employ an advanced democratic student-centered model that places the learner at the center of the experience and asks the instructor to become a facilitator rather than the focus of the learning. Students will work on advancing techniques in leadership, collaboration, and independent thought and action to work as a team to produce broadcasts of high quality. Essential to the student experiences in this course is the ability to be self-motivated and open to new learning styles as the course breaks from the traditional model of education to facilitate deep thought and understanding. The course becomes as much about how to learn as it is about what is learned as students will come to produce high-quality products while expanding their abilities to be master communicators in the 21<sup>st</sup> century.

Criminal Justice Pathway

# Criminal Justice Pathway

**Level 1 – Foundation**  
*Required Course*

Introduction to  
Criminal Justice  
(1.0)

**Level 2 – Concentration**  
*Required Course*

Law & Society  
(1.0)

**Level 3 – Specialization**  
*Required Course*

Forensics (1.0)

**Capstone**  
*Recommended Course(s)*

AP Psychology  
(1.0)

OR

Psychology (0.5) and  
Sociology (0.5)

**RECOMMENDED Pathway Courses:** Cybersecurity

**RECOMMENDED Academic Courses:** College Writing or AP English Lang. & Comp.

## CRIMINAL JUSTICE PATHWAY

478_CTE – Introduction to Criminal Justice	1 Credit
<b>Class Status:</b> 9 – 12	SCED: 15051
<b>Sequence:</b> Level 1 – Foundation; This is a <b>REQUIRED</b> course for Pathway Completion	
<b>Prerequisite:</b> None	
<p><b>Course Description:</b>            Introduction to Criminal Justice introduces concepts unique to the U.S. Criminal Justice System. This course creates the foundation for future study in the areas of law, safety, security, government, and public administration. This is the first course of the Criminal Justice Pathway. The Criminal Justice Pathway will prepare students with entry-level skills to obtain employment with certain specific Criminal Justice agencies within Rhode Island. The course includes case studies, mock trial, role -playing, small group activities and visual analysis activities. Various community resources will also be utilized. The course will focus on the United States legal system with emphasis on criminal law and juvenile justice, individual rights and liberties, family court, torts, and consumer law. Students may earn 3 college credits from Roger Williams University if they maintain an 88 or higher average each quarter, maintain a portfolio, and write &amp; present a research paper to RWU faculty.</p>	

480_CTE – Law and Society	1 Credit
<b>Class Status:</b> 10 – 12	SCED: 04162
<b>Sequence:</b> Level 2 – Concentration; This is a <b>REQUIRED</b> course for Pathway Completion	
<b>Prerequisite:</b> 478_CTE Introduction to Criminal Justice	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How has the development of law impacted our society?</li> <li>• What is the purpose of government and law in our day-to-day lives?</li> <li>• What are the sociological implications of how laws evolve to attempt to ensure safety and fairness in society?</li> <li>• What does it mean to be a law abiding citizen?</li> </ul>	
<p><b>Course Description:</b>            This course has three complementary parts. Students begin with a brief overview of the U.S. justice system. The class closely examines the last 35 years of history and the impact of the “War on Drugs” has had on society. This is followed by a section focusing on current event topics in the law. Students will read and brief landmark Supreme Court cases on such topics as, same sex marriage, gun ownership, campaign finance, land use, municipal government, and the criminalization of poverty. Students, in small groups, choose topics and gain “expert” knowledge in and create informative websites, posters and videos that aim at informing fellow students why they need to know about them and what they can do about addressing such issues. These issues will include topics such as mass incarceration, the death penalty and juvenile corrections. Finally, students have the opportunity to apply what they have learned through mock trials. Playing the roles of attorneys and witnesses, students learn the mechanics of a trial and create legal strategies to best represent their clients. Students may earn 3 college credits from Roger Williams University if they maintain an 88 or higher average each quarter, maintain a portfolio, and write &amp; present a research paper to RWU faculty.</p>	



## CRIMINAL JUSTICE PATHWAY

270_CTE Forensics	1 Credit
<b>Class Status:</b> 11 – 12	SCED: 03214
<b>Sequence:</b> Level 3, Specialization; This is a <b><u>REQUIRED</u></b> course for Pathway Completion	
<b>Prerequisite:</b> 246,248,296 Biology or 258_CTE PLTW Medical Interventions	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do criminal investigators use all of the sciences together in order to solve a crime?</li> <li>• How do scientists reconstruct events at a crime scene?</li> <li>• How do the clues found at a scene help investigators determine what might have occurred and help identify or exonerate potential suspects?</li> <li>• How do scientists design experiments to find the most accurate answers to the question they are asking about crime scene?</li> <li>• How do scientists use scientific principles to determine cause of death?</li> </ul>	
<b>Course Description:</b> Forensics is a lab-based science course in which students explore and apply concepts of chemistry, biology, physical science, and criminal justice to determine factors that explain mysterious circumstances that may be of a criminal nature. While investigating cases, students examine various forms of evidence, reconstruct a crime scene, analyze autopsy reports and medical histories, as well as follow proper legal considerations in the handling of a crime scene. The activities and projects introduce students to the responsibilities of first responders, the components of properly processing the crime scene, the different types of physical evidence, and various scientific techniques used to analyze that evidence. Students may earn 3 college credits from Roger Williams University if they maintain an 88 or higher average each quarter, maintain a portfolio, and write & present a research paper to RWU faculty.	

486_CTE – Advanced Placement® Psychology	1 Credit
<b>Class Status:</b> 11-12	SCED: 04256
<b>Sequence:</b> Capstone, This is a <b><u>RECOMMENDED</u></b> course for Pathway Completion	
<b>Prerequisite:</b> none	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are the differences between the various branches in psychology?</li> <li>• What are the psychological methods used to study behavior?</li> <li>• What are the patterns of development?</li> <li>• What are the psychological approaches to studying personality?</li> <li>• What is the definition of a psychological disorder?</li> </ul>	
<b>Course Description:</b> AP® Psychology introduces the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. This course is the fourth course of the Criminal Justice Pathway. At the completion of the pathway, students will be prepared for the NOCTI Criminal Justice Assessment.	

## CRIMINAL JUSTICE PATHWAY

485 – Sociology	0.5 Credit
<b>Class Status:</b> 10-12	SCED: 04258
<b>Sequence:</b> Capstone; This is a <b>RECOMMENDED</b> course for Pathway Completion (in conjunction with Psychology)	
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What impact does people interacting with one another have on a society?</li></ul>	
<b>Course Description:</b> <p>Sociology introduces students to the study of human behavior in society. The focus of the course will be the study of social institutions and norms such as the family, education, religion, and the work place, and the causes and effects of social inequality and social change. The standards from the American Sociological Association (ASA) National Standards for High School Sociology will be emphasized.</p>	

487 – Psychology	0.5 Credit
<b>Class Status:</b> 10-12	SCED: 04254
<b>Sequence:</b> Capstone; This is a <b>RECOMMENDED</b> course for Pathway Completion (in conjunction with Sociology)	
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How can understanding the individual be useful in addressing a wide array of individual and global issues?</li></ul>	
<b>Course Description:</b> <p>Psychology introduces students to the study of individual human behavior. The course uses a variety of teaching techniques, including discussions, films, surveys, research activities, and readings to introduce the student to the many diverse areas of psychology. Some of the principal areas covered include human personality and development, personality and behavior, adolescence, and abnormal psychology. The standards from the National Standards for High School Psychology Curricula will be emphasized.</p>	

## MUSIC AND PERFORMING ARTS PATHWAY

### Music and Performing Arts

We believe that our purpose is to help students achieve their musical potential and to test the limits of that potential in hopes that, as a result, the students' lives will be as full and rich as possible. One of the most fundamental and generally accepted purposes of education has always been to transmit the cultural heritage of a group to succeeding generations and it is our hope to fulfill this purpose regarding the art of music. We are now surrounded by trivial music every day. We hope to increase the satisfaction that students derive from music by enabling them to understand and enjoy more sophisticated and more complex music. Music teaches us to cope with the subjective. Music is not simply black and white nor is it comprised of ones and zeros. Music is different from the other basic disciplines in that it does not reflect a preoccupation with right answers. It tolerates and accommodates the ambiguities with which life is filled. In this respect music is more like life itself than are the other, more objective, disciplines. Music brings balance to the curriculum. Every student should have a chance to genuinely succeed in something. As we work with our students it is important to remember that for some students, music is what makes school tolerable. It must be a place where their talents are appreciated, their contributions respected, and their achievements valued. We believe that music exalts the human spirit and transforms the human experience. It represents one of the most basic instincts in human beings, and as such has played an important role in every known civilization. We must not limit access to music knowledge and skills to an elite few but make them available to everyone to appreciate and enjoy.

#### Music Performance / Music Education Pathway

	Band		Chorus		Music History		Music Theory
Level 1	Concert Band I Instrumental Ensemble Honors I 1 credit	OR	Chorus I Vocal Ensemble Honors I 1 credit			&	Music Theory I .5 credit Highly Recommended
Level 2	Concert Band I Instrumental Ensemble Honors II 1 credit	OR	Chorus I Vocal Ensemble Honors II 1 credit	&	EEP Music History I .5 credit	&	Music Theory II .5 credit Optional
Level 3	Concert Band I Instrumental Ensemble Honors III 1 credit	OR	Chorus I Vocal Ensemble Honors III 1 credit	&	EEP Music History II .5 credit	&	EEP/AP Music Theory 1 credit
Level 4	Concert Band I Instrumental Ensemble Honors IV 1 credit	OR	Chorus I Vocal Ensemble Honors IV 1 credit	&	*Can occur during the second, third, or fourth years	&	*Can occur during the third or fourth year

#### Music Technology Pathway

	Band		Chorus		Music Technology		Music Theory
Level 1	Concert Band I Instrumental Ensemble Honors I 1 credit	OR	Chorus I Vocal Ensemble Honors I 1 credit	&	EEP Music Technology I .5 credit	&	Music Theory I .5 credit recommended
Level 2	Concert Band I Instrumental Ensemble Honors II 1 credit	OR	Chorus I Vocal Ensemble Honors II 1 credit	&	EEP Music Technology II .5 credit		
Level 3	Concert Band I Instrumental Ensemble Honors III 1 credit	OR	Chorus I Vocal Ensemble Honors III 1 credit	&	EEP Music Technology III .5 credit		
Level 4	Concert Band I Instrumental Ensemble Honors IV 1 credit	OR	Chorus I Vocal Ensemble Honors IV 1 credit				

## MUSIC AND PERFORMING ARTS PATHWAY

652_CTE – Concert Band I	1 Credit
<b>Class Status:</b> 9 – 12	SCED: 05101
<b>Sequence:</b> Level 1 – Foundation; This is a <b><u>REQUIRED</u></b> course for Pathway Completion	
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can performing in Concert Band help students achieve their musical potential and develop a deeper appreciation for the music in their lives?</li> </ul>	
<b>Course Description:</b> Concert Band I helps students develop technique for playing brass, woodwinds, and percussion instruments and cover a variety of band literature styles, primarily for concert performances. All Band classes are full year courses open to students from all grade levels. Concert Band is a large instrumental ensemble which performs at concerts, parades, and festivals as required. Repertoire performed is an overview of the concert band literature covering the main periods of music history. <u>A two and one-half hour weekly evening rehearsal is required</u> and is considered part of the class.	

654_CTE – Concert Band II	1 Credit
<b>Class Status:</b> 10 – 12	SCED: 05101
<b>Sequence:</b> Level 2 – Concentration; This is a <b><u>REQUIRED</u></b> course for Pathway Completion	
<b>Prerequisite:</b> Concert Band I	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can performing in Concert Band help students achieve their musical potential and develop a deeper appreciation for the music in their lives?</li> </ul>	
<b>Course Description:</b> Concert Band II continues in helping students to further develop technique for playing brass, woodwinds, and percussion instruments and cover a variety of band literature styles, primarily for concert performances. All Band classes are full year courses open to students from all grade levels. Concert Band is a large instrumental ensemble which performs at concerts, parades, and festivals as required. Repertoire performed is an overview of the concert band literature covering the main periods of music history. <u>A two and one-half hour weekly evening rehearsal is required</u> and is considered part of the class.	

## MUSIC AND PERFORMING ARTS PATHWAY

656_CTE – Concert Band III	1 Credit
<b>Class Status:</b> 11 – 12	SCED: 05101
<b>Sequence:</b> Level 3 – Specialization; This is a <b><u>REQUIRED</u></b> course for Pathway Completion	
<b>Prerequisite:</b> Concert Band II	
<b>Essential Questions:</b> How can performing in Concert Band help students achieve their musical potential and develop a deeper appreciation for the music in their lives?	
<b>Course Description:</b> Concert Band III continues in helping students to further develop technique for playing brass, woodwinds, and percussion instruments and cover a variety of band literature styles, primarily for concert performances. All Band classes are full year courses open to students from all grade levels. Concert Band is a large instrumental ensemble which performs at concerts, parades, and festivals as required. Repertoire performed is an overview of the concert band literature covering the main periods of music history. A two and one-half hour weekly evening rehearsal is required and is considered part of the class.	

658_CTE – Concert Band IV	1 Credit
<b>Class Status:</b> 12	SCED:05101
<b>Sequence:</b> Level 3 – Specialization, or Capstone; This is a <b><u>RECOMMENDED</u></b> course for Pathway Completion	
<b>Prerequisite:</b> Concert Band III	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can performing in Concert Band help students achieve their musical potential and develop a deeper appreciation for the music in their lives?</li> </ul>	
<b>Course Description:</b> Concert Band-4 continues in helping students to further develop technique for playing brass, woodwinds, and percussion instruments and cover a variety of band literature styles, primarily for concert performances. All Band classes are full year courses open to students from all grade levels. Concert Band is a large instrumental ensemble which performs at concerts, parades, and festivals as required. Repertoire performed is an overview of the concert band literature covering the main periods of music history. A two and one-half hour weekly evening rehearsal is required and is considered part of the class.	

## MUSIC AND PERFORMING ARTS PATHWAY

662_CTE – Instrumental Ensemble I Honors		1 Credit
<b>Class Status:</b> 9 – 12		SCED: 05102
<b>Sequence:</b> Level 1 – Foundation		
<b>Prerequisite:</b> By audition only		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can performing in Instrumental Ensemble Honors help students achieve their musical potential and develop a deeper appreciation for the music in their lives?</li> </ul>		
<b>Course Description:</b> Instrumental Honors I helps students develop technique for playing brass, woodwinds, and percussion instruments and covers a variety of band literature styles, primarily for concert performances. This is a full year honors level course opens to students from all grade levels by audition only. Instrumental Ensemble Honors is a select group for the most advanced performer. All students in the Instrumental Ensemble are also members of the Concert Band. A two and one half hour weekly evening rehearsal is required and is considered part of the class. Private instruction is strongly encouraged.		

664_CTE – Instrumental Ensemble II Honors		1 Credit
<b>Class Status:</b> 10 – 12		SCED: 05102
<b>Sequence:</b> Level 2 – Concentration		
<b>Prerequisite:</b> Honors Instrumental Ensemble I and by audition only		
<b>Essential Questions:</b> <p>How can performing in Instrumental Ensemble Honors help students achieve their musical potential and develop a deeper appreciation for the music in their lives?</p>		
<b>Course Description:</b> Instrumental Honors I helps students develop technique for playing brass, woodwinds, and percussion instruments and covers a variety of band literature styles, primarily for concert performances. This is a full year honors level course opens to students from all grade levels by audition only. Instrumental Ensemble Honors is a select group for the most advanced performer. All students in the Instrumental Ensemble are also members of the Concert Band. A two and one half hour weekly evening rehearsal is required and is considered part of the class. Private instruction is strongly encouraged.		

## MUSIC AND PERFORMING ARTS PATHWAY

666_CTE – Instrumental Ensemble III Honors	1 Credit
<b>Class Status:</b> 11 – 12	SCED: 05102
<b>Sequence:</b> Level 3 – Specialization	
<b>Prerequisite:</b> Honors Instrumental Ensemble II and by audition only	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can performing in Instrumental Ensemble Honors help students achieve their musical potential and develop a deeper appreciation for the music in their lives?</li> </ul>	
<b>Course Description:</b> Instrumental Honors I helps students develop technique for playing brass, woodwinds, and percussion instruments and covers a variety of band literature styles, primarily for concert performances. This is a full year, honors level course, open to students from all grade levels by audition only. Instrumental Ensemble Honors is a select group for the most advanced performer. All students in the Instrumental Ensemble are also members of the Concert Band. A two and one half hour weekly evening rehearsal is required and is considered part of the class. Private instruction is strongly encouraged.	

668_CTE – Instrumental Ensemble IV Honors	1 Credit
<b>Class Status:</b> 12	SCED: 05102
<b>Sequence:</b> Level 3 – Specialization or Capstone	
<b>Prerequisite:</b> Honors Instrumental Ensemble III and by audition only	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can performing in Instrumental Ensemble Honors help students achieve their musical potential and develop a deeper appreciation for the music in their lives?</li> </ul>	
<b>Course Description:</b> Instrumental Honors I helps students develop technique for playing brass, woodwinds, and percussion instruments and covers a variety of band literature styles, primarily for concert performances. This is a full year, honors level course 964964 to students from all grade levels by audition only. Instrumental Ensemble Honors is a select group for the most advanced performer. All students in the Instrumental Ensemble are also members of the Concert Band. A two and one half hour weekly evening rehearsal is required and is considered part of the class. Private instruction is strongly encouraged.	

## MUSIC AND PERFORMING ARTS PATHWAY

672_CTE – Concert Chorus I		1 Credit
<b>Class Status:</b> 9 – 12		SCED: 05110
<b>Sequence:</b> Level 1 – Foundation; This is a <b><u>REQUIRED</u></b> course for Pathway Completion		
<b>Prerequisite:</b> None		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can performing in Concert Chorus help students achieve their musical potential and develop a deeper appreciation for the music in their lives?</li> </ul>		
<b>Course Description:</b> Concert Chorus I develops students’ vocal skills within the context of a large choral ensemble in which they perform a variety of styles of repertoire. These courses are designed to develop students’ vocal techniques and their ability to sing parts and include experiences in creating and responding to music. <b><u>This is a performance class that requires participation in performances and full rehearsals.</u></b>		

674_CTE – Concert Chorus II		1 Credit
<b>Class Status:</b> 10 – 12		SCED: 05110
<b>Sequence:</b> Level 2 – Concentration; This is a <b><u>REQUIRED</u></b> course for Pathway Completion		
<b>Prerequisite:</b> Concert Chorus I		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can performing in Concert Chorus help students achieve their musical potential and develop a deeper appreciation for the music in their lives?</li> </ul>		
<b>Course Description:</b> Concert Chorus II further develops students’ vocal skills within the context of a large choral ensemble in which they perform a variety of styles of repertoire. These courses are designed to develop students’ vocal techniques and their ability to sing parts and include experiences in creating and responding to music. <b><u>This is a performance class that requires participation in performances and full rehearsals.</u></b>		



## MUSIC AND PERFORMING ARTS PATHWAY

676_CTE – Concert Chorus III		1 Credit
<b>Class Status:</b> 11 – 12		SCED: 05117
<b>Sequence:</b> Level 3 – Specialization; This is a <b>REQUIRED</b> course for Pathway Completion		
<b>Prerequisite:</b> Concert Chorus II		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can performing in Concert Chorus help students achieve their musical potential and develop a deeper appreciation for the music in their lives?</li> </ul>		
<b>Course Description:</b> Concert Chorus III further develops students’ vocal skills within the context of a large choral ensemble in which they perform a variety of styles of repertoire. These courses are designed to develop students’ vocal techniques and their ability to sing parts and include experiences in creating and responding to music. <b><u>This is a performance class that requires participation in performances and full rehearsals.</u></b>		

678_CTE – Concert Chorus IV		1 Credit
<b>Class Status:</b> 12		SCED: 05110
<b>Sequence:</b> Level 3 – Specialization, or Capstone; This is a <b>RECOMMENDED</b> course for Pathway Completion		
<b>Prerequisite:</b> Concert Chorus III		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can performing in Concert Chorus help students achieve their musical potential and develop a deeper appreciation for the music in their lives?</li> </ul>		
<b>Course Description:</b> Concert Chorus IV further develops students’ vocal skills within the context of a large choral ensemble in which they perform a variety of styles of repertoire. These courses are designed to develop students’ vocal techniques and their ability to sing parts and include experiences in creating and responding to music. <b><u>This is a performance class that requires participation in performances and full rehearsals.</u></b>		

682_CTE – Vocal Ensemble I Honors		1 Credit
<b>Class Status:</b> 9 – 12		SCED: 05111
<b>Sequence:</b> Level 1 – Foundation		
<b>Prerequisite:</b> By audition only		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can performing in Vocal Ensemble Honors help students achieve their musical potential and develop a deeper appreciation for the music in their lives?</li> </ul>		
<b>Course Description:</b> Vocal Ensemble Honors I helps students develop vocal techniques and refine their ability to sing parts in small ensembles (e.g., madrigal, barber shop, gospel). Course goals may include helping students develop their solo singing ability and emphasize one or several ensemble literature styles. These ensembles may include both instrumental and vocal music and include experiences in creating and responding to music..		

## MUSIC AND PERFORMING ARTS PATHWAY

684.2_CTE – Vocal Ensemble II Honors		1 Credit
<b>Class Status:</b> 10 – 12		SCED: 05111
<b>Sequence:</b> Level 2 – Concentration		
<b>Prerequisite:</b> Honors Vocal Ensemble I and by audition only		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can performing in Vocal Ensemble Honors help students achieve their musical potential and develop a deeper appreciation for the music in their lives?</li> </ul>		
<b>Course Description:</b> Vocal Ensemble Honors II continues to help students develop vocal techniques and refine their ability to sing parts in small ensembles (e.g., madrigal, barber shop, gospel). Course goals may include helping students develop their solo singing ability and emphasize one or several ensemble literature styles. These ensembles may include both instrumental and vocal music and include experiences in creating and responding to music.		

686_CTE – Vocal Ensemble III Honors		1 Credit
<b>Class Status:</b> 11 – 12		SCED: 05111
<b>Sequence:</b> Level 3 – Specialization, or Capstone		
<b>Prerequisite:</b> Honors Vocal Ensemble II and by audition only		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can performing in Vocal Ensemble Honors help students achieve their musical potential and develop a deeper appreciation for the music in their lives?</li> </ul>		
<b>Course Description:</b> Vocal Ensemble Honors III help students further develop vocal techniques and refine their ability to sing parts in small ensembles (e.g., madrigal, barber shop, gospel). Course goals may include helping students develop their solo singing ability and emphasize one or several ensemble literature styles. These ensembles may include both instrumental and vocal music and include experiences in creating and responding to music.		

688_CTE – Vocal Ensemble IV Honors		1 Credit
<b>Class Status:</b> 12		SCED: 05111
<b>Sequence:</b> Level 3 – Specialization, or Capstone		
<b>Prerequisite:</b> Honors Vocal Ensemble III and by audition only		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can performing in Vocal Ensemble Honors help students achieve their musical potential and develop a deeper appreciation for the music in their lives?</li> </ul>		
<b>Course Description:</b> Vocal Ensemble IV helps students further develop vocal techniques and refine their ability to sing parts in small ensembles (e.g., madrigal, barber shop, gospel). Course goals may include helping students develop their solo singing ability and emphasize one or several ensemble literature styles. These ensembles may include both instrumental and vocal music and include experiences in creating and responding to music.		

## MUSIC AND PERFORMING ARTS PATHWAY

667_CTE Music Technology I	0.5 Credit
<b>Class Status:</b> 9 – 12	SCED: 05119
<b>Sequence:</b> Level 1 – Foundation;	
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can technological skills be used to make or refine music or audio elements?</li> </ul>	
<b>Course Description:</b> Music Technology encompasses digital audio recording, editing, and production as well as sequencing, looping, composing and sound design for radio, television, film, video games, multimedia presentations and web sites. This course will explore the scientific foundations of sound production, electronic music composition and arranging, live audio reinforcement, editing, mixing and mastering, all through hands on experience with the industry standard software Pro Tools. The activities in this class will provide students with a foundation in the materials and techniques of current music technology while pointing towards real life applications and curriculum related career paths. Instruction will be a combination of lecture, hands on exploration and creation, projects designed to simulate a career environment. and supplemental readings.	

667EEP_CTE Music Technology I	0.5 Credit
<b>Class Status:</b> 9 – 12	SCED: 05119
<b>Sequence:</b> Level 1 – Foundation; This is a <b>REQUIRED</b> course for Pathway Completion	
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can technological skills be used to make or refine music or audio elements?</li> </ul>	
<b>Course Description:</b> EEP Music Technology I encompasses digital audio recording, editing, and production as well as sequencing, looping, composing and sound design for radio, television, film, video games, multimedia presentations and web sites. This course will explore the scientific foundations of sound production, electronic music composition and arranging, live audio reinforcement, editing, mixing and mastering, all through hands on experience with the industry standard software Pro Tools. The activities in this class will provide students with a foundation in the materials and techniques of current music technology while pointing towards real life applications and curriculum related career paths. Instruction will be a combination of lecture, hands on exploration and creation, projects designed to simulate a career environment. and supplemental readings. This course is a Ponaganset High School-Rhode Island College partnership that offers students an opportunity to earn three college credits while completing high school graduation requirements. Students may carry over the credits to Rhode Island College or transfer them to the colleges that accept Rhode Island College credits. An Early Enrollment Program (EEP) representative will explain the details to all EEP Music History classes in the fall, at which time students who choose to sign up, will register, pay a registration fee, and become non-matriculating students of Rhode Island College. There are no pre-requisites for this class. The ability to read music is not required.	

## MUSIC AND PERFORMING ARTS PATHWAY

669_CTE – Music Technology II	0.5 Credit
<b>Class Status:</b> 10 – 12	SCED: 05119
<b>Sequence:</b> Level 2 – Concentration;	
<b>Prerequisite:</b> Music Technology I	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can technological skills be used to make or refine music or audio elements?</li> </ul>	
<b>Course Description:</b> Music Technology encompasses digital audio recording, editing, and production as well as sequencing, looping, composing and sound design for radio, television, film, video games, multimedia presentations and web sites. This course will serve as an extension and continuation of Music Technology I will, in further depth, explore the capabilities of Pro Tools, sound production, electronic music composition and arrangement, editing, with additional emphasis on recording studio concepts, such as multi track studio recording and mixing and mastering. Drawing from experience gained in Music Technology 1, this course will be almost exclusively project based and will deal with real life applications and curriculum related career paths. Projects will include composing and recording electronic music, mixing and mastering multi-track recording sessions, and sound design for television commercials and film.	

669EEP_CTE – Music Technology II	0.5 Credit
<b>Class Status:</b> 10 – 12	SCED: 05124
<b>Sequence:</b> Level 2 – Concentration; This is a <b>REQUIRED</b> course for Pathway Completion	
<b>Prerequisite:</b> Music Technology I	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can technological skills be used to make or refine music or audio elements?</li> </ul>	
<b>Course Description:</b> EEP Music Technology encompasses digital audio recording, editing, and production as well as sequencing, looping, composing and sound design for radio, television, film, video games, multimedia presentations and web sites. This course will serve as an extension and continuation of Music Technology 1 will, in further depth, explore the capabilities of Pro Tools, sound production, electronic music composition and arrangement, editing, with additional emphasis on recording studio concepts, such as multi track studio recording and mixing and mastering. Drawing from experience gained in Music Technology 1, this course will be almost exclusively project based and will deal with real life applications and curriculum related career paths. Projects will include composing and recording electronic music, mixing and mastering multi-track recording sessions, and sound design for television and film.	

## MUSIC AND PERFORMING ARTS PATHWAY

671_CTE – Music Technology III	0.5 Credit
<b>Class Status:</b> 11 – 12	SCED: 05119
<b>Sequence:</b> Level 3 – Specialization; This is a <b>REQUIRED</b> course for Pathway Completion	
<b>Prerequisite:</b> Music Technology II	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can technological skills be used to make or refine music or audio elements?</li> </ul>	
<b>Course Description:</b> Designing game/training audio requires a broad understanding of tools and techniques. This course will explore techniques used to create and implement game audio. The students will be involved in recording, editing, and processing dialogue, using Foley to design sounds that heighten the sense of realism by emphasizing small details, and using sound effects to improve the player experience. Students will explore techniques from designing an immersive background of ambient sounds to bring the game world to life as well as composing a musical score that follows and compliments the gameplay. In the final segment of the course students will bring together all of the elements together to create audio for a cinematic production, exploring cinematic post production techniques as well as advanced mixing and mastering. This course will be project based, giving students hands on experience with audio software such as Pro Tools and FMOD as well as the Unity game engine.	

687_CTE – Music History I	0.5 Credit
<b>Class Status:</b> 9 – 12	SCED: 05117
<b>Sequence:</b> Level 1 – Foundation;	
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>As human beings, what is the importance of music in our lives? How can the enjoyment of music be increased through studying Music History?</li> </ul>	
<b>Course Description:</b> This course is the first half of the EEP Music History course. The successful completion of the second half, EEP Music History II, will earn you EEP credit from Rhode Island College. This course is open to 10th, 11th, and 12th grade students. The aim of this course is to develop perceptive listening skills, heighten the students' love of music, and serve as an introduction in musical forms, stylistic periods and their cultural background. Composer's lives, individual styles, and representative works will be examined not merely impart facts but to stimulate curiosity and enthusiasm. The music and cultural background of the Medieval, Renaissance, Baroque, Classical, Romantic, and Twentieth Century periods will be examined. This course is a Ponaganset High School-Rhode Island College partnership that offers students an opportunity to earn four college credits while completing high school graduation requirements. Students may carry over the credits to Rhode Island College or transfer them to the colleges that accept Rhode Island College credits. Additional writing is required at various times during the course. The ability to read music is not required. <b><u>*This course can also meet Social Studies requirements for graduation.</u></b>	

## MUSIC AND PERFORMING ARTS PATHWAY

687EEP_CTE – Music History I	0.5 Credit
<b>Class Status:</b> 10 – 12	SCED: 05116
<b>Sequence:</b> Level 1 – Foundation; This is a <b>REQUIRED</b> course for Pathway Completion	
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• As human beings, what is the importance of music in our lives?</li> <li>• How can the enjoyment of music be increased through studying Music History?</li> </ul>	
<b>Course Description:</b> This course is the first half of the EEP Music History course. The successful completion of the second half, EEP Music History II, will earn you EEP credit from Rhode Island College. This course is open to 10th, 11th, and 12th grade students. The aim of this course is to develop perceptive listening skills, heighten the students' love of music, and serve as an introduction in musical forms, stylistic periods and their cultural background. Composer's lives, individual styles, and representative works will be examined not merely impart facts but to stimulate curiosity and enthusiasm. The music and cultural background of the Medieval, Renaissance, Baroque, Classical, Romantic, and Twentieth Century periods will be examined. This course is a Ponaganset High School-Rhode Island College partnership that offers students an opportunity to earn four college credits while completing high school graduation requirements. Students may carry over the credits to Rhode Island College or transfer them to the colleges that accept Rhode Island College credits. An Early Enrollment Program (EEP) representative will explain the details to all EEP Music History classes in the fall, at which time students who choose to sign up, will register, and become non-matriculating students of Rhode Island College. Additional writing is required at various times during the course. The ability to read music is not required. <b><u>*This course can also meet Social Studies requirements for graduation.</u></b>	

689_CTE– Music History II	0.5 Credit
<b>Class Status:</b> 11 – 12	SCED: 05117
<b>Sequence:</b> Level 2 – Concentration	
<b>Prerequisite:</b> Music History I	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• As human beings, what is the importance of music in our lives?</li> <li>• How can the enjoyment of music be increased through studying Music History?</li> </ul>	
<b>Course Description:</b> This course is the second half of the EEP Music History course. The successful completion of the second half, EEP Music History II, will earn you EEP credit from Rhode Island College. This course is open to 10th, 11th, and 12th grade students. The aim of this course is to develop perceptive listening skills, heighten the students' love of music, and serve as an introduction in musical forms, stylistic periods and their cultural background. Composer's lives, individual styles, and representative works will be examined not merely impart facts but to stimulate curiosity and enthusiasm. The music and cultural background of the Medieval, Renaissance, Baroque, Classical, Romantic, and Twentieth Century periods will be examined. This course is a Ponaganset High School-Rhode Island College partnership that offers students an opportunity to earn four college credits while completing high school graduation requirements. Students may carry over the credits to Rhode Island College or transfer them to the colleges that accept Rhode Island College credits. Additional writing is required at various times during the course. The ability to read music is not required. <b><u>*This course can also meet Social Studies requirements for graduation.</u></b>	

## MUSIC AND PERFORMING ARTS PATHWAY

689EEP_CTE – Music History II	0.5 Credit
<b>Class Status:</b> 10 – 12	SCED: 05117
<b>Sequence:</b> Level 2 – Concentration; This is a <b><u>REQUIRED</u></b> course for Pathway Completion	
<b>Prerequisite:</b> EEP Music History I	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>As human beings, what is the importance of music in our lives?</li> <li>How can the enjoyment of music be increased through studying Music History?</li> </ul>	
<b>Course Description:</b> This course is the second half of the EEP Music History course. The successful completion of the second half, EEP Music History II, will earn you EEP credit from Rhode Island College. This course is open to 10th, 11th, and 12th grade students. The aim of this course is to develop perceptive listening skills, heighten the students' love of music, and serve as an introduction in musical forms, stylistic periods and their cultural background. Composer's lives, individual styles, and representative works will be examined not merely impart facts but to stimulate curiosity and enthusiasm. The music and cultural background of the Medieval, Renaissance, Baroque, Classical, Romantic, and Twentieth Century periods will be examined. This course is a Ponaganset High School-Rhode Island College partnership that offers students an opportunity to earn four college credits while completing high school graduation requirements. Students may carry over the credits to Rhode Island College or transfer them to the colleges that accept Rhode Island College credits. An Early Enrollment Program (EEP) representative will explain the details to all EEP Music History classes in the fall, at which time students who choose to sign up, will register, and become non-matriculating students of Rhode Island College. Additional writing is required at various times during the course. The ability to read music is not required. <b><u>*This course can also meet Social Studies requirements for graduation.</u></b>	

670EEP_CTE – Advanced Placement®/Early Enrollment Program Music Theory	1.0 Credit
<b>Class Status:</b> 11 – 12	SCED: 05114
<b>Sequence:</b> Level 3 – Specialization, or Capstone; This is a <b><u>REQUIRED</u></b> course for Pathway Completion	
<b>Prerequisite:</b> None required but Music Theory course(s) recommended	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can the study of music theory improve overall musicianship?</li> </ul>	
<b>Course Description:</b> AP® Music Theory courses are designed to be the equivalent of a first-year music theory college course as specified by the College Board. AP® Music Theory develops students' understanding of musical structure and compositional procedures. It is usually intended for students who already possess performance-level skills, AP® Theory courses extend and build upon students' knowledge of intervals, scales, chords, metric/rhythmic patterns, and the ways they interact in a composition. Musical notation, analysis, composition, and aural skills are important components of this course. This course is a Ponaganset High School-Rhode Island College partnership that offers seniors an opportunity to earn four college credits while completing high school graduation requirements. Students may carry over the credits to Rhode Island College or transfer them to the colleges that accept Rhode Island College credits. An Early Enrollment Program (EEP) representative will explain the details to the Music Theory class in the fall, at which time students who choose to sign up, will register and become non-matriculating students of Rhode Island College.	

## ADDITIONAL NON-PATHWAY MUSIC COURSE OFFERINGS

673 – Concert Chorus I	0.5 Credit
<b>Class Status:</b> 9 – 12	SCED: 05110
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can performing in Concert Chorus help students achieve their musical potential and develop a deeper appreciation for the music in their lives?</li> </ul>	
<b>Course Description:</b> Concert Chorus I develops students' vocal skills within the context of a large choral ensemble in which they perform a variety of styles of repertoire. These courses are designed to develop students' vocal techniques and their ability to sing parts and include experiences in creating and responding to music. <b><u>This is a performance class that requires participation in performances and full rehearsals.</u></b>	

675 – Concert Chorus II	0.5 Credit
<b>Class Status:</b> 10 – 12	SCED: 05110
<b>Prerequisite:</b> Concert Chorus I	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can performing in Concert Chorus help students achieve their musical potential and develop a deeper appreciation for the music in their lives?</li> </ul>	
<b>Course Description:</b> Concert Chorus II further develops students' vocal skills within the context of a large choral ensemble in which they perform a variety of styles of repertoire. These courses are designed to develop students' vocal techniques and their ability to sing parts and include experiences in creating and responding to music. <b><u>This is a performance class that requires participation in performances and full rehearsals.</u></b>	

677 – Concert Chorus III	0.5 Credit
<b>Class Status:</b> 11 – 12	SCED: 05110
<b>Prerequisite:</b> Concert Chorus II	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can performing in Concert Chorus help students achieve their musical potential and develop a deeper appreciation for the music in their lives?</li> </ul>	
<b>Course Description:</b> Concert Chorus III further develops students' vocal skills within the context of a large choral ensemble in which they perform a variety of styles of repertoire. These courses are designed to develop students' vocal techniques and their ability to sing parts and include experiences in creating and responding to music. <b><u>This is a performance class that requires participation in performances and full rehearsals.</u></b>	



## MUSIC AND PERFORMING ARTS PATHWAY

679 – Concert Chorus IV	0.5 Credit
<b>Class Status:</b> 12	SCED: 05110
<b>Prerequisite:</b> Concert Chorus III	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can performing in Concert Chorus help students achieve their musical potential and develop a deeper appreciation for the music in their lives?</li> </ul>	
<b>Course Description:</b> Concert Chorus IV further develops students' vocal skills within the context of a large choral ensemble in which they perform a variety of styles of repertoire. These courses are designed to develop students' vocal techniques and their ability to sing parts and include experiences in creating and responding to music. <b><u>This is a performance class that requires participation in performances and full rehearsals.</u></b>	

691.2 – Music Theory I	0.5 Credit
<b>Class Status:</b> 9 – 12	SCED: 05113
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can the study of music theory improve overall musicianship?</li> </ul>	
<b>Course Description:</b> Music Theory courses provide students with an understanding of the fundamentals of music and include one or more of the following topics: composition, arrangement, analysis, aural development, and sight reading. There are four, sequential, half year, Music Theory courses offered. Music Theory I is a basic level introduction to Music Theory. Music Theory II, III, and IV are sequential continuations or extensions of Music Theory I and will be taught concurrently, in the same class. All levels of this course deal with applied Music Theory, focusing on developing increasingly sophisticated levels of skill in reading rhythm and pitch that can be applied to vocal or instrumental performance as well as composition. In addition, any or all of the levels of this course could serve as a preparation for taking Advanced Placement/EEP Music Theory. Ear training and the theoretical aspects of music will be dealt with in an increasingly more complete and sophisticated way as the levels of the course progress. Music Theory I is open to all students and the ability to read music, while helpful, is not required.	

## MUSIC AND PERFORMING ARTS PATHWAY

693.2 – Music Theory II	0.5 Credit
<b>Class Status:</b> 9 - 12	SCED: 05113
<b>Prerequisite:</b> Music Theory I	
<b>Essential Questions:</b> How can the study of music theory improve overall musicianship?	
<b>Course Description:</b> Music Theory courses provide students with an understanding of the fundamentals of music and include one or more of the following topics: composition, arrangement, analysis, aural development, and sight reading. There are four, sequential, half year, Music Theory courses offered. Music Theory I is a basic level introduction to Music Theory. Music Theory II, III, and IV are sequential continuations or extensions of Music Theory I and will be taught concurrently, in the same class. All levels of this course deal with applied Music Theory, focusing on developing increasingly sophisticated levels of skill in reading rhythm and pitch that can be applied to vocal or instrumental performance as well as composition. In addition, any or all of the levels of this course could serve as a preparation for taking Advanced Placement/EEP Music Theory. Ear training and the theoretical aspects of music will be dealt with in an increasingly more complete and sophisticated way as the levels of the course progress. Music Theory I is open to all students and the ability to read music, while helpful, is not required	

695.2 – Music Theory III	0.5 Credit
<b>Class Status:</b> 10- 12	SCED: 05113
<b>Prerequisite:</b> Music Theory II	
<b>Essential Questions:</b> How can the study of music theory improve overall musicianship?	
<b>Course Description:</b> Music Theory courses provide students with an understanding of the fundamentals of music and include one or more of the following topics: composition, arrangement, analysis, aural development, and sight reading. There are four, sequential, half year, Music Theory courses offered. Music Theory I is a basic level introduction to Music Theory. Music Theory II, III, and IV are sequential continuations or extensions of Music Theory I and will be taught concurrently, in the same class. All levels of this course deal with applied Music Theory, focusing on developing increasingly sophisticated levels of skill in reading rhythm and pitch that can be applied to vocal or instrumental performance as well as composition. In addition, any or all of the levels of this course could serve as a preparation for taking Advanced Placement/EEP Music Theory. Ear training and the theoretical aspects of music will be dealt with in an increasingly more complete and sophisticated way as the levels of the course progress. Music Theory I is open to all students and the ability to read music, while helpful, is not required.	

## MUSIC AND PERFORMING ARTS PATHWAY

697 – Music Theory IV	0.5 Credit
<b>Class Status:</b> 10 - 12	SCED: 05113
<b>Prerequisite:</b> Music Theory III	
<b>Essential Questions:</b> How can the study of music theory improve overall musicianship?	
<b>Course Description:</b> Music Theory courses provide students with an understanding of the fundamentals of music and include one or more of the following topics: composition, arrangement, analysis, aural development, and sight reading. There are four, sequential, half year, Music Theory courses offered. Music Theory I is a basic level introduction to Music Theory. Music Theory II, III, and IV are sequential continuations or extensions of Music Theory I and will be taught concurrently, in the same class. All levels of this course deal with applied Music Theory, focusing on developing increasingly sophisticated levels of skill in reading rhythm and pitch that can be applied to vocal or instrumental performance as well as composition. In addition, any or all of the levels of this course could serve as a preparation for taking Advanced Placement/EEP Music Theory. Ear training and the theoretical aspects of music will be dealt with in an increasingly more complete and sophisticated way as the levels of the course progress. Music Theory I is open to all students and the ability to read music, while helpful, is not required.	

681.2 – Piano I	0.5 Credit
<b>Class Status:</b> 9 – 12	SCED: 05107
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can the study of piano improve overall musicianship?</li> </ul>	
<b>Course Description:</b> Piano Class is designed to teach the concepts and fundamentals needed to perform on the piano. It will increase musical understanding beyond just reading notes by teaching students a vocabulary of chords and keys, accompaniment patterns, and improvisational techniques. There are four, sequential, half year Piano courses offered. Piano I is a basic level introduction to playing piano and the necessary music theory needed to be successful. Piano II, III, and IV are sequential continuations or extensions of Piano I and will be taught concurrently, in the same class. In all levels of this class students will play melodies in several positions and have the opportunity to participate in ensemble playing. Students will develop good practice habits, and learn techniques to increase the muscular agility and flexibility of their hands. We will delve into music at its source, find out how music is constructed, and discover the composers and history behind the music. Through the use of the Digital Piano Lab students will have the opportunity to explore music technology, and its applications to composition, arrangement, and even recording industry techniques. At the completion of this course, the student will have learned to play some of the standards of piano repertoire while gaining a thorough understanding of the history and basic concepts of music.	

## MUSIC AND PERFORMING ARTS PATHWAY

631 – Piano II	0.5 Credit
<b>Class Status:</b> 9 - 12	SCED: 05107
<b>Prerequisite:</b> Piano I	
<b>Essential Questions:</b> How can the study of piano improve overall musicianship?	
<b>Course Description:</b> Piano Class is designed to teach the concepts and fundamentals needed to perform on the piano. It will increase musical understanding beyond just reading notes by teaching students a vocabulary of chords and keys, accompaniment patterns, and improvisational techniques. There are four, sequential, half year Piano courses offered. Piano I is a basic level introduction to playing piano and the necessary music theory needed to be successful. Piano II, III, and IV are sequential continuations or extensions of Piano I and will be taught concurrently, in the same class. In all levels of this class students will play melodies in several positions and have the opportunity to participate in ensemble playing. Students will develop good practice habits, and learn techniques to increase the muscular agility and flexibility of their hands. We will delve into music at its source, find out how music is constructed, and discover the composers and history behind the music. Through the use of the Digital Piano Lab students will have the opportunity to explore music technology, and its applications to composition, arrangement, and even recording industry techniques. At the completion of this course, the student will have learned to play some of the standards of piano repertoire while gaining a thorough understanding of the history and basic concepts of music.	

633 – Piano III	0.5 Credit
<b>Class Status:</b> 10 - 12	SCED: 05107
<b>Prerequisite:</b> Piano II	
<b>Essential Questions:</b> How can the study of piano improve overall musicianship?	
<b>Course Description:</b> Piano Class is designed to teach the concepts and fundamentals needed to perform on the piano. It will increase musical understanding beyond just reading notes by teaching students a vocabulary of chords and keys, accompaniment patterns, and improvisational techniques. There are four, sequential, half year Piano courses offered. Piano I is a basic level introduction to playing piano and the necessary music theory needed to be successful. Piano II, III, and IV are sequential continuations or extensions of Piano I and will be taught concurrently, in the same class. In all levels of this class students will play melodies in several positions and have the opportunity to participate in ensemble playing. Students will develop good practice habits, and learn techniques to increase the muscular agility and flexibility of their hands. We will delve into music at its source, find out how music is constructed, and discover the composers and history behind the music. Through the use of the Digital Piano Lab students will have the opportunity to explore music technology, and its applications to composition, arrangement, and even recording industry techniques. At the completion of this course, the student will have learned to play some of the standards of piano repertoire while gaining a thorough understanding of the history and basic concepts of music.	

## MUSIC AND PERFORMING ARTS PATHWAY

635 – Piano IV	0.5 Credit
<b>Class Status:</b> 10 - 12	SCED: 05107
<b>Prerequisite:</b> Piano III	
<b>Essential Questions:</b> How can the study of piano improve overall musicianship?	
<b>Course Description:</b> Piano Class is designed to teach the concepts and fundamentals needed to perform on the piano. It will increase musical understanding beyond just reading notes by teaching students a vocabulary of chords and keys, accompaniment patterns, and improvisational techniques. There are four, sequential, half year Piano courses offered. Piano I is a basic level introduction to playing piano and the necessary music theory needed to be successful. Piano II, III, and IV are sequential continuations or extensions of Piano I and will be taught concurrently, in the same class. In all levels of this class students will play melodies in several positions and have the opportunity to participate in ensemble playing. Students will develop good practice habits, and learn techniques to increase the muscular agility and flexibility of their hands. We will delve into music at its source, find out how music is constructed, and discover the composers and history behind the music. Through the use of the Digital Piano Lab students will have the opportunity to explore music technology, and its applications to composition, arrangement, and even recording industry techniques. At the completion of this course, the student will have learned to play some of the standards of piano repertoire while gaining a thorough understanding of the history and basic concepts of music.	

683.2 – Guitar I	0.5 Credit
<b>Class Status:</b> 9 – 12	SCED: 05108
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can the study of guitar improve overall musicianship?</li> </ul>	
<b>Course Description:</b> Guitar I-IV are comprehensive instrumental methods classes that immerse students in a variety of traditional and non-traditional musical experiences. Students will learn traditional music notation and be introduced to foundational concepts of practical harmony, including major scales, melodic and harmonic intervals, triads, and seventh chords. Students will also be introduced to practices of vernacular musicians, including guitar tablature, in addition to learning well-known melodies by ear. The goal of this dual pedagogical approach is to provide students with as many tools as possible to support future musical learning beyond high school and foster a deep appreciation for all forms of music. Students will be engaged in regular individual playing assessments, traditional music theory exercises, and preparing repertoire to perform during informal class recitals.	

## MUSIC AND PERFORMING ARTS PATHWAY

<b>637 – Guitar II</b>	<b>0.5 Credit</b>
<b>Class Status:</b> 9 - 12	SCED: 05108
<b>Prerequisite:</b> Guitar I	
<b>Essential Questions:</b> How can the study of guitar improve overall musicianship?	
<b>Course Description:</b> Guitar I-IV are comprehensive instrumental methods classes that immerse students in a variety of traditional and non-traditional musical experiences. Students will learn traditional music notation and be introduced to foundational concepts of practical harmony, including major scales, melodic and harmonic intervals, triads, and seventh chords. Students will also be introduced to practices of vernacular musicians, including guitar tablature, in addition to learning well-known melodies by ear. The goal of this dual pedagogical approach is to provide students with as many tools as possible to support future musical learning beyond high school and foster a deep appreciation for all forms of music. Students will be engaged in regular individual playing assessments, traditional music theory exercises, and preparing repertoire to perform during informal class recitals.	

<b>639 – Guitar III</b>	<b>0.5 Credit</b>
<b>Class Status:</b> 10 - 12	SCED: 05108
<b>Prerequisite:</b> Guitar II	
<b>Essential Questions:</b> How can the study of guitar improve overall musicianship?	
<b>Course Description:</b> Guitar I-IV are comprehensive instrumental methods classes that immerse students in a variety of traditional and non-traditional musical experiences. Students will learn traditional music notation and be introduced to foundational concepts of practical harmony, including major scales, melodic and harmonic intervals, triads, and seventh chords. Students will also be introduced to practices of vernacular musicians, including guitar tablature, in addition to learning well-known melodies by ear. The goal of this dual pedagogical approach is to provide students with as many tools as possible to support future musical learning beyond high school and foster a deep appreciation for all forms of music. Students will be engaged in regular individual playing assessments, traditional music theory exercises, and preparing repertoire to perform during informal class recitals.	

## MUSIC AND PERFORMING ARTS PATHWAY

641– Guitar IV	0.5 Credit
<b>Class Status:</b> 10 - 12	SCED: 05108
<b>Prerequisite:</b> Guitar III	
<b>Essential Questions:</b> How can the study of guitar improve overall musicianship?	
<b>Course Description:</b> Guitar I-IV are comprehensive instrumental methods classes that immerse students in a variety of traditional and non-traditional musical experiences. Students will learn traditional music notation and be introduced to foundational concepts of practical harmony, including major scales, melodic and harmonic intervals, triads, and seventh chords. Students will also be introduced to practices of vernacular musicians, including guitar tablature, in addition to learning well-known melodies by ear. The goal of this dual pedagogical approach is to provide students with as many tools as possible to support future musical learning beyond high school and foster a deep appreciation for all forms of music. Students will be engaged in regular individual playing assessments, traditional music theory exercises, and preparing repertoire to perform during informal class recitals.	

665 – Music Appreciation	0.5 Credit
<b>Class Status:</b> 9 – 12	SCED: 05118
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>As human beings, what is the importance of music in our lives?</li> </ul>	
<b>Course Description:</b> Similar in nature to Music History/Appreciation courses, Music Appreciation courses focus specifically on students' appreciation of music. They are designed to help students explore the world of music and to develop an understanding of the importance of music in their lives. According to the Webster's Dictionary, <i>appreciation</i> in regards to the arts has to do with a sensitive awareness. In this half year course, which can also serve as an Introduction to Music, students will be educated in the basic fundamentals of music and how to be aware of them in the music of today's and yesterday's world. Students do not need to have any musical background or experience to succeed in this class. All students must have a general interest in the subject and a desire to learn.	



### **Mission Statement**

The Science, Technology, Engineering, & Mathematics (STEM) Academy at Ponaganset High School is to help students realize their potential for success in all careers by supporting their exploration of STEM related fields, by encouraging the development of 21<sup>st</sup> century skills, and by providing them with a head start in pursuing their post-secondary education and careers.

### **Academy Description**

Ponaganset High School STEM courses are designed so that teachers have the opportunity to provide hands-on opportunities teaching students to use Science to Engineer new Technologies and communicate through the language of Mathematics. Accordingly, the courses not only improve the academic component of the students' lives but also provide valuable life lessons that can be applied to solve tomorrow's problems in the real world. To help facilitate this in the student's future, we are proud to offer classes in a variety of fields. These fields include Pre-Engineering, Computer Science and Materials & Manufacturing (includes Construction Management).

### **STEM Students Will:**

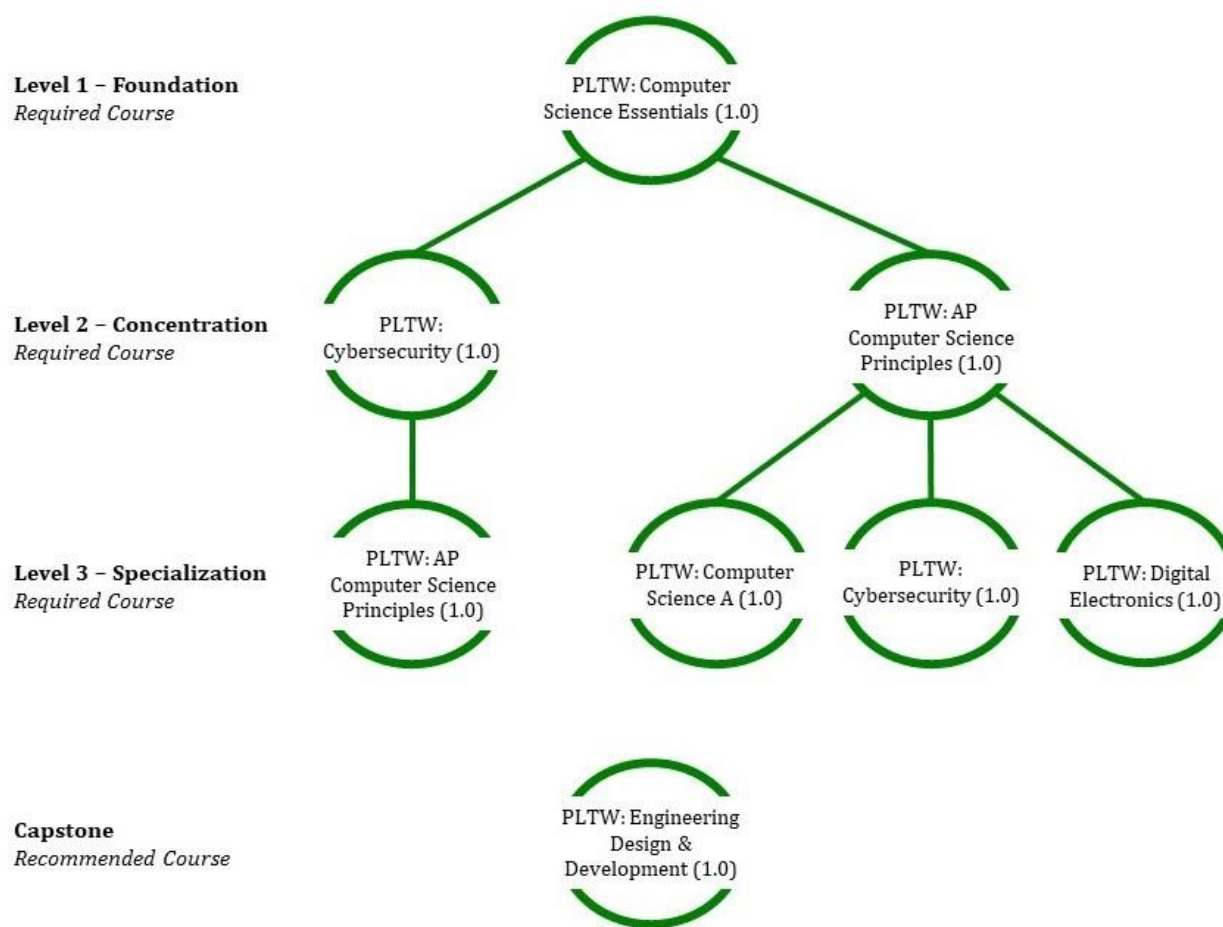
- Use advanced technology and equipment in their STEM courses.
- Investigate a wide variety of STEM related fields such as robotics, biotechnology, renewable energy, assistive technologies, pre-engineering, electronics, computer science, statics, manufacturing, 3D Printing and many more.
- Design and build advanced projects.

The imperative to increase our national talent pool in computer science and information technology is clear. In fact, the number of job openings projected in 2018 for STEM fields will reach 2.8 million, and approximately half of these will be for computer specialists. To reverse this trend, build student interest and engagement in computer science, and prepare more students for great career opportunities requiring computational thinking, Ponaganset High School offers a four-year computer science pathway. In the program students create apps for mobile devices, automate tasks in a variety of languages, find patterns in data, diagnose and repair PCs, and investigate computer networks. Students collaborate to create and present solutions that can improve people's lives, and weigh the ethical and societal issues of how computing and connectivity are changing the world.



## Computer Science Pathway

# Computer Science Pathway

**RECOMMENDED Pathway Courses:**

**RECOMMENDED Academic Courses:** Pre-Calc; AP Calc; AP Stats; College Writing or AP English Lang. & Comp.

938_CTE - PLTW: Computer Science Essentials Honors		1 Credit
<b>Class Status:</b> 9 – 12		SCED: 10013
<b>Sequence:</b> Level 1 – Foundation; This is a <b><u>REQUIRED</u></b> course for Pathway Completion		
<b>Prerequisite:</b> None		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does computing impact society?</li></ul>		
<b>Course Description:</b> <p>Do you like to: collaborate to create mobile apps; solve problems and create value for others through innovation and creativity; and explore how innovations in computing impact and connect our world? With a gentle introduction to programming, you will learn how to put your designs into practice. Whether these are your first steps in computer science, or a continuation of your journey, Computer Science Essentials will give you confidence to succeed today and beyond. This course is an excellent entry point for new high school computer science (CS) learners, and students who have prior CS experiences will find ample opportunity to expand upon those experiences in this course. All students who take CS Essentials will have many opportunities for creative expression and exploration in topics of personal interest, whether it is through app development, or connecting computing with the physical world. CS Essentials is designed with strong connections to the Computer Science K12 Frameworks (CS K12), the Computer Science Teachers Association K-12 Computer Science (CSTA K-12 CS) Level 3A Standards, and the Advanced Placement Computer Science Principles (AP CSP) Frameworks. Though CS Essentials is not an instance of the AP Computer Science Principles course (CSP), it will boost student success for those who continue in CS courses.</p>		

**962\_CTE - PLTW: Advanced Placement® Computer Science Principles  
Rhode Island Concurrent Enrollment Program**
**1 Credit****Class Status:** 10 – 12

SCED: 10015

**Sequence:** Level 2 – Concentration; This is a **REQUIRED** course for Pathway Completion**Prerequisite:** None**Essential Questions:**

- How do programmers approach a complicated problem?
- What role does creativity play in algorithmic programming?
- What makes for a good software development process?

**Course Description:**

This course is part of the Rhode Island Concurrent Enrollment Program which is a partnership between PHS and the University of Rhode Island. The curriculum is aligned with the college's CSC 106 (Joy of Programming) course. Students who properly enroll in the concurrent enrollment program and successfully complete this course can earn three college credits from URI at no cost.

Express your creativity through code. Analyze computing innovations and the impacts they have on our lives. Use abstraction and algorithmic thinking to solve problems and create value for others. Develop, analyze, implement, and test programs developed for a purpose. Learn to uncover patterns in data, protect data, and explore how the internet connects the world in which we live. Whether seeking a career in the growing field of computer science or learning how computer science is transforming all careers, students in Computer Science Principles learn the fundamentals of coding, data processing, data security, and automating tasks while learning to contribute to an inclusive, safe, and ethical computing culture. This course curriculum is a College Board approved implementation of AP® CS Principles and aligns to CSTA Level 3B Objectives, ISTE Standards, and the K-12 CS Framework. Students will take the PLTW EoC exam and have the opportunity to take the College Board's AP Computer Science Principles Exam.

## COMPUTER SCIENCE PATHWAY

964_CTE - PLTW: Advanced Placement® Computer Science A Rhode Island Concurrent Program		1 Credit
<b>Class Status:</b> 11 – 12		SCED: 10014
<b>Sequence:</b> Level 3 – Specialization; This is a <b>REQUIRED</b> course for Pathway Completion (or Digital Electronics/Cybersecurity)		
<b>Prerequisite:</b> 962_CTE - PLTW: Computer Science Principles or 952_CTE PLTW Principles of Engineering Honors		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What elements make a well-designed user-interface?</li> <li>• What advantages are there to using a low-level programming language?</li> <li>• How are computers changing the world?</li> </ul>		
<p>This course is part of the <b>Rhode Island Concurrent Enrollment Program</b> which is a partnership between PHS and the University of Rhode Island. The curriculum is aligned with the college's CSC 211 (Object Oriented Programming) course. Students who properly enroll in the concurrent enrollment program and successfully complete this course can earn three college credits from URI at no cost.</p> <p>AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. This course curriculum is a College Board approved implementation of AP® CS A and aligns to the CSA Framework. Students will take the PLTW EoC exam and have the opportunity to take College Board's AP Computer Science A Exam.</p>		

966_CTE - PLTW Cybersecurity Honors Rhode Island Concurrent Enrollment Program		1 Credit
<b>Class Status:</b> 11 – 12		SCED: 10016
<b>Sequence:</b> Level 2 - Concentration or Level 3 - Specialization; This is a <b>REQUIRED</b> course for Pathway Completion		
<b>Prerequisite:</b> 938_CTE Computer Science Essentials or be in the 11 <sup>th</sup> grade.		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are today's cybersecurity threats and how do we protect against them?</li> <li>• How can we detect intrusions and respond to attacks?</li> <li>• What is your own digital footprint and how can you better defend your own personal data? How do organizations protect themselves in today's world?</li> </ul>		
<b>Course Description:</b> <p>This course is part of the <b>Rhode Island Concurrent Enrollment Program</b> which is a partnership between PHS and the University of Rhode Island. The curriculum is aligned with the colleges' CSF 102 (Computer System Fundamentals) course. Students who properly enroll in the concurrent enrollment program and successfully complete this course can earn three college credits from URI at no cost.</p> <p>This course gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, "outside-the-box" thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security.</p>		

## COMPUTER SCIENCE PATHWAY

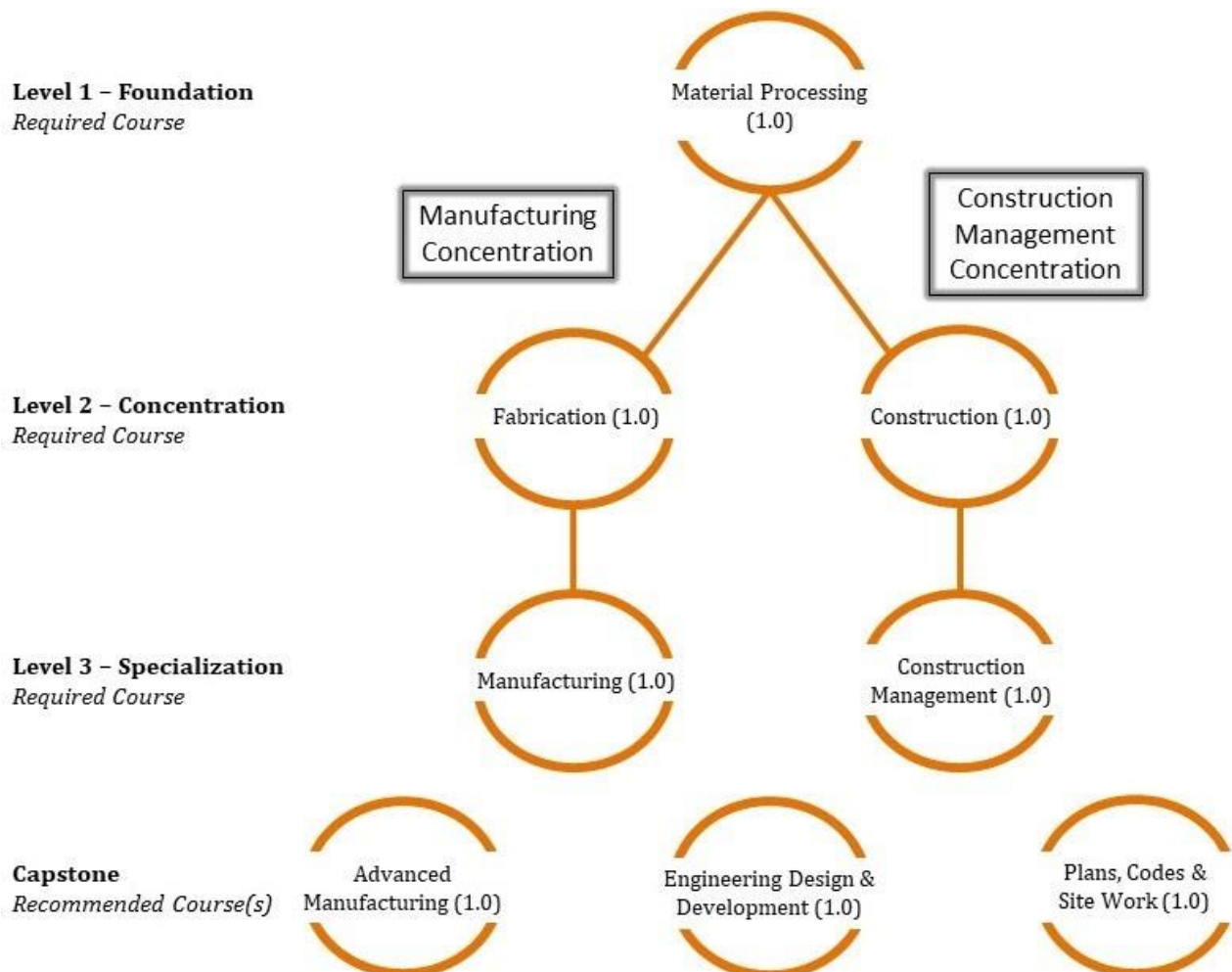
954_CTE- PLTW: Digital Electronics Honors	1 Credit
<b>Class Status:</b> 11 – 12	SCED: 21023
<b>Sequence:</b> Level 3 – Specialization; This is a <b><u>REQUIRED</u></b> course for Pathway Completion (or AP Computer Science A/Cybersecurity)	
<b>Prerequisite:</b> 962_CTE - PLTW: Computer Science Principles or 952_CTE PLTW Principles of Engineering	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>Why are the safety considerations and best practices associated with working in electronics important?</li> <li>How are calculations and measurement used to design and verify circuit characteristics?</li> <li>What are the functions of the most common analog and digital components used in electronics?</li> </ul>	
<b>Course Description:</b> From smart phones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.	

956_CTE - PLTW: Engineering Design and Development Honors	1 Credit
<b>Class Status:</b> 12	SCED: 08052
<b>Sequence:</b> Capstone; This is a <b><u>RECOMMENDED</u></b> course for Pathway Completion	
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What exactly is the problem?</li> <li>How do I show that our design ideas were not just guesses and that my/our ideas and each of the proposed design attributes really is based on sound logic and subject related knowledge?</li> <li>Did I document each step of the design process in this class well enough that anyone else interested in the problem could pick up this work and both replicate what I have done as well as continue working from where I ended up?</li> </ul>	
<b>Course Description:</b> The knowledge and skills students acquire throughout the STEM Academy come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career. The students taking the course will collaborate with students from the three STEM Academy pathways and from other academic areas within the school.	

## Construction & Manufacturing Pathway

The Materials & Manufacturing Pathways are a set of secondary level programs with a focus on the construction, materials processing and construction management. Through the use of hands-on projects using the latest techniques, along with old world craftsmanship, students build upon previously acquired skills and knowledge to design and construct projects. There are two separate concentrations for students to choose from and each focuses on a distinctive skillset. The students have the opportunity to focus on the Construction Management concentration or the Manufacturing concentration. Students are also afforded the opportunity to complete Home Builders Institute curriculum, OSHA, SP2 and several other certifications within the pathways. There is also the opportunity for college/course credit at the Community College of Rhode Island and the New England Institute of Technology.

## Construction & Manufacturing Pathway



### RECOMMENDED Pathway Courses:

**RECOMMENDED Academic Courses:** Math for Industry; Algebra II with Financial Applications; College Writing.

## CONSTRUCTION & MANUFACTURING PATHWAY

### 910\_CTE - Material Processing

1 Credit

**Class Status:** 9 – 12

SCED: 13052

**Sequence:** Level 1 – Foundation; This is a **REQUIRED** course for Pathway Completion

**Prerequisite:** None

**Essential Questions:**

- How does the design process promote the development of good solutions to technical problems?
- How can an engineer or technical professional effectively communicate ideas and solutions in a global society?
- What is the role of safety and proper practice in STEM?

**Course Description:**

Students learn to plan, design and fabricate individual projects. Areas of study include common uses of materials (wood, plastics, and metal), identification of materials, calculation of board feet and completing a bill of materials. Layout work and assembly techniques are emphasized. Instruction in the safe care and use of hand and power tools is provided. Students will learn to use a variety of hand and power tools in completing individual projects. Safety precautions are emphasized during instruction. Career applications to construction and manufacturing are stressed. Students will start working toward Home Builders Institute (HBI) certification

### 918\_CTE – Fabrication

1 Credit

**Class Status:** 10 – 12

SCED: 13206

**Sequence:** Level 2 – Concentration; This is a **REQUIRED** course for Pathway Completion

**Prerequisite:** 910\_CTE - Material Processing

**Essential Questions:**

- How is digital fabrication used in the modern world?
- How did the problem-solving process help the planning and design of a fabrication project?
- How are the rules of safety applied to fabrication and digital fabrication?
- What tasks need to be followed during the planning and design of a project?

**Course Description:**

In this project based class, each student will build on the skills learned in Material Processing class and use that knowledge to explore fabrication of materials. The course explores the techniques of fabrication as well as introducing digital fabrication. Students are instructed on modern methods and how to blend the use of hand tools and digital techniques.

## CONSTRUCTION & MANUFACTURING PATHWAY

### 922\_CTE – Manufacturing

1 Credit

**Class Status:** 11 – 12

SCED: 13053

**Sequence:** Level 3 – Concentration; This is a **REQUIRED** course for Pathway Completion

**Prerequisite:** 918\_CTE Fabrication

**Essential Questions:**

- What are the techniques of modern manufacturing and how are they implemented?
- How can you use the design process to troubleshoot problems in the manufacturing process?
- How are the rules of safety applied to the full manufacturing process?
- What tasks need to be followed during the planning and design of a project?

**Course Description:**

Introduction to Manufacturing is a course designed to explore how professionals use modern manufacturing systems. The course provides projects that explore how manufacturing develops, engineers and produces products. Students will apply the skills and knowledge from previous courses to processes and obtain resources and change them into finished consumer products.

### 916\_CTE - Advanced Manufacturing

1 Credit

**Class Status:** 12

SCED: 17007

**Sequence:** Capstone; This is a **RECOMMENDED** course for Pathway Completion

**Prerequisite:** 922\_CTE Manufacturing

**Essential Questions:**

- How did the problem solving process help the planning, designing, and construction of the woodworking projects?
- Are all safety rules adhered to during the use of any woodworking tool?
- What tasks need to be followed during the planning, construction, and completion of the woodworking project?

**Course Description:**

Using the skills taught in the Materials & Manufacturing pathway, students will work individually and in groups to study advanced manufacturing and other detail oriented skills. Students will learn the historical events and influential periods that have had an impact on present day manufacturing. The student will develop an understanding of the role of society in the development and use of manufacturing. Each student will design and produce functional and quality products. Students will have the opportunity to receive S/P2 (Safety and Pollution Prevention) Certification. Students will also be able to continue NCCER (National Center for Construction Education and Research) training they started in previous classes, the NCCER Certification can allow students to receive college credit at approved colleges.



## CONSTRUCTION & MANUFACTURING PATHWAY

### 914\_CTE - Construction

1 Credit

**Class Status:** 10 – 12

SCED: 17003

**Sequence:** Level 2 – Concentration; This is a **REQUIRED** course for Pathway Completion

**Prerequisite:** 910\_CTE - Material Processing

**Essential Questions:**

- How do techniques vary on a construction project when compared to a woodworking project?
- How is safety applied on a construction site?
- What tasks need to be followed during the planning and completion of a construction task?

**Course Description:**

The second course in the Construction Management Pathway introduces students to basic construction techniques and more in depth use of hand and power tools. The course will offer students the opportunity to earn an OSHA 10 certification as well as several other certifications. Throughout the course the students will complete the core Home Builders Institute curriculum and be introduced to carpentry. Each student will develop an advanced understanding of the skills learned in the previous woodworking class and learn the basics of planning a construction project.

### 920\_CTE – Construction Management

1 Credit

**Class Status:** 11 – 12

SCED: 17009

**Sequence:** Level 3 – Specialization; This is a **REQUIRED** course for Pathway Completion

**Prerequisite:** 914\_CTE – Construction

**Essential Questions:**

- How is construction management important in today's economy?
- How are industry professionals involved in the construction management process and how can they impact the process?
- What skillset is needed to be successful in the construction management field?

**Course Description:**

The course will discuss the responsibilities of successfully planning a construction project and the professionals that are involved in the process. Students will be exposed to the basic financial planning that is involved in construction management. Throughout the year students will start the Home Builders Institute Electrical curriculum and cover plumbing and building maintenance. Discussions will cover industry trends, apprenticeships current projects that are being completed in today's global economy.

## CONSTRUCTION & MANUFACTURING PATHWAY

### 924\_CTE – Plans, Code and Sitework

1 Credit

**Class Status:** 12

SCED: 17016

**Sequence:** Capstone; This is a **RECOMMENDED** course for Pathway Completion

**Prerequisite:** 920\_CTE – Construction Management

**Essential Questions:**

- How do plans and codes work together for a successful project?
- How are codes applied on a job site today and who is responsible?
- Has the process been documented well enough for compliance?

**Course Description:**

In this course students will study the fundamentals of all construction documents. The course will cover plans, drawings, specifications and building codes. The students will explore how drawings relate to a project and how specifications and codes are essential to a successful and approved project. Students will be exposed to CAD, International Residential Code, green building and solar concepts.

### 956\_CTE - PLTW: Engineering Design and Development Honors

1 Credit

**Class Status:** 12

SCED: 21025

**Sequence:** Capstone; This is a **RECOMMENDED** course for Pathway Completion

**Prerequisite:** None

**Essential Questions:**

- What exactly is the problem?
- How do I show that our design ideas were not just guesses and that my/our ideas and each of the proposed design attributes really is based on sound logic and subject related knowledge?
- Did I document each step of the design process in this class well enough that anyone else interested in the problem could pick up this work and both replicate what I have done as well as continue working from where I ended up?

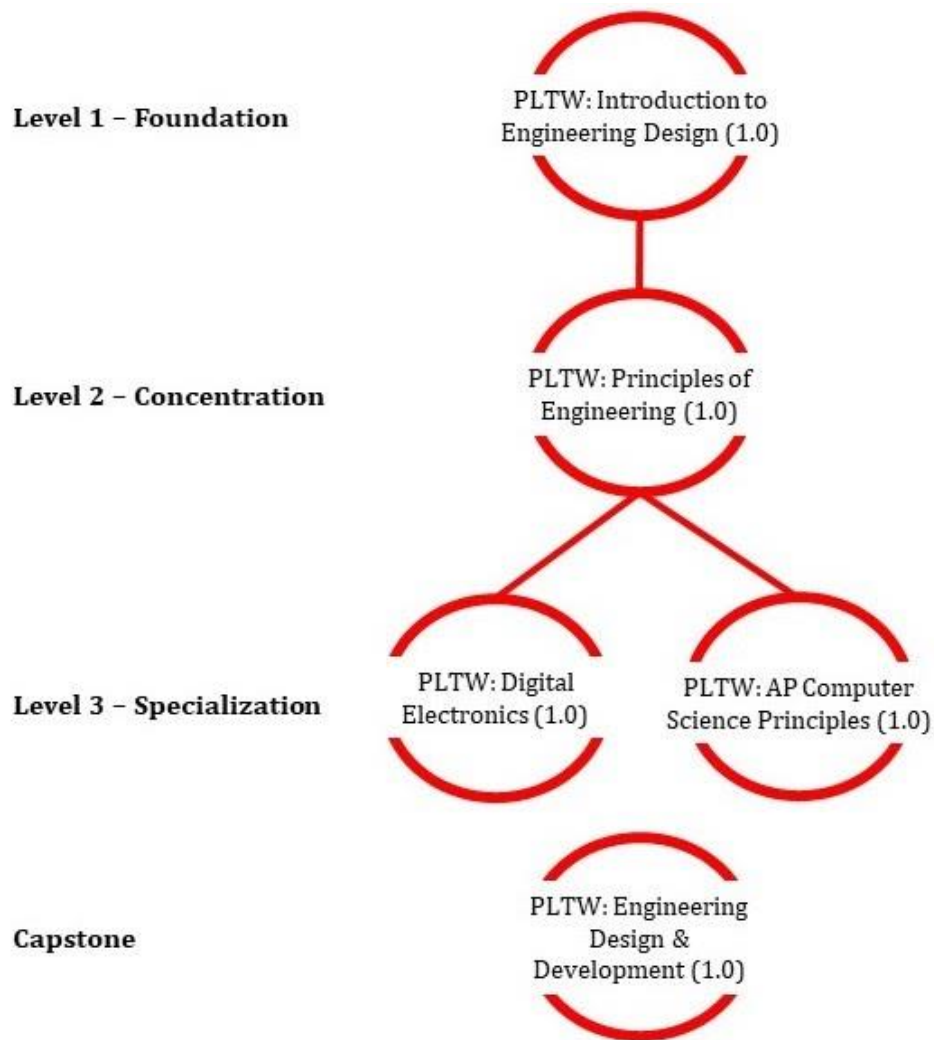
**Course Description:**

The knowledge and skills students acquire throughout the STEM Academy come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career. The students taking the course will collaborate with students from the three STEM Academy pathways and from other academic areas within the school.

## Pre-Engineering Pathway

The Pre - Engineering Pathway is based off of the Project Lead the Way (PLTW) curriculum. PLTW is the leading provider of rigorous and innovative STEM (science, technology, engineering and math) education curricular programs used in schools. PLTW's comprehensive curriculum has been collaboratively designed by PLTW teachers, university educators, engineering professionals, and school administrators to promote critical thinking, creativity, innovation, and real-world problem-solving skills in students. The hands-on, project-based program engages students on multiple levels, exposes them to areas of study that they typically do not pursue, and provides them with a foundation and proven path to college and career success. PLTW also offers students the chance to gain college credit at participating engineering and technical schools. Visit [WWW.PLTW.ORG](http://WWW.PLTW.ORG) for more information.

## Pre-Engineering Pathway



**RECOMMENDED Academic Courses:** Pre-Calc or AP Calc; AP Physics; College Writing or AP English Lang. & Comp.

## PRE-ENGINEERING PATHWAY

### 950\_CTE - PLTW: Introduction to Engineering Design Honors

1 Credit

**Class Status:** 9 – 12

SCED: 21017

**Sequence:** Level 1 – Foundation; This is a **REQUIRED** course for Pathway Completion

**Prerequisite:** None

**Essential Questions:**

- When solving an engineering problem, how can we be reasonably sure that we have created the best solution possible?
- What is the evidence?
- What is the most effective way to generate potential solutions to a problem?
- How many alternate solutions are necessary to ensure a good final solution?

**Course Description:**

In this course, students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation.

### 952\_CTE - PLTW: Principles of Engineering Honors

1 Credit

**Class Status:** 10 – 12

SCED: 21018

**Sequence:** Level 2 – Concentration; This is a **REQUIRED** course for Pathway Completion

**Prerequisite:** 950\_CTE - PLTW: Introduction to Engineering Design

**Essential Questions:**

- What are some current applications of simple machines, gears, pulleys, and sprockets?
- What are the advantages and disadvantages of using programmable logic to control machines versus monitoring and adjusting processes manually?
- How does the application of energy and power systems, materials, statics, kinematics, and control systems knowledge determine the design?

**Course Description:**

This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community.

## PRE-ENGINEERING PATHWAY

### 962\_CTE- PLTW: Advanced Placement® Computer Science Principles 1 Credit Rhode Island Concurrent Enrollment Program

**Class Status:** 11 – 12

SCED: 10015

**Sequence:** Level 3 – Specialization; This is a **REQUIRED** course for Pathway Completion (or Digital Electronics)

**Prerequisite:** 952\_CTE - PLTW: Principles of Engineering or 260\_CTE-PLTW Human Body Systems Honors CS Teacher Permission

**Essential Questions:**

- How do programmers approach a complicated problem?
- What role does creativity play in algorithmic programming?
- What makes for a good software development process?

**Course Description:**

This course is part of the Rhode Island Concurrent Enrollment Program which is a partnership between PHS and the University of Rhode Island. The curriculum is aligned with the colleges' CSC 106 (Joy of Programming) course. Students who properly enroll in the concurrent enrollment program and successfully complete this course can earn three college credits from URI at no cost.

Express your creativity through code. Analyze computing innovations and the impacts they have on our lives. Use abstraction and algorithmic thinking to solve problems and create value for others. Develop, analyze, implement, and test programs developed for a purpose. Learn to uncover patterns in data, protect data, and explore how the internet connects the world in which we live. Whether seeking a career in the growing field of computer science or learning how computer science is transforming all careers, students in Computer Science Principles learn the fundamentals of coding, data processing, data security, and automating tasks while learning to contribute to an inclusive, safe, and ethical computing culture. This course curriculum is a College Board approved implementation of AP® CS Principles and aligns to CSTA Level 3B Objectives, ISTE Standards, and the K-12 CS Framework. Students will take the PLTW EoC exam and have the opportunity to take the College Board's AP Computer Science Principles Exam.

### 954\_CTE- PLTW: Digital Electronics Honors 1 Credit

**Class Status:** 11 – 12

SCED: 21023

**Sequence:** Level 3 - Specialization; This is a **REQUIRED** course for Pathway Completion (or PLTW AP Computer Science Principles)

**Prerequisite:** 952\_CTE - PLTW: Principles of Engineering

**Essential Questions:**

- Why are the safety considerations and best practices associated with working in electronics important?
- How are calculations and measurement used to design and verify circuit characteristics?
- What are the functions of the most common analog and digital components used in electronics?

**Course Description:**

From smart phones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

## PRE-ENGINEERING PATHWAY

### 956\_CTE - PLTW: Engineering Design and Development Honors

1 Credit

**Class Status:** 12

SCED: 21025

**Sequence:** Capstone; This is a **RECOMMENDED** course for Pathway Completion

**Prerequisite:** None

**Essential Questions:**

- What exactly is the problem?
- How do I show that our design ideas were not just guesses and that my/our ideas and each of the proposed design attributes really is based on sound logic and subject related knowledge?
- Did I document each step of the design process in this class well enough that anyone else interested in the problem could pick up this work and both replicate what I have done as well as continue working from where I ended up?

**Course Description:**

The knowledge and skills students acquire throughout the STEM Academy come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career. The students taking the course will collaborate with students from the three STEM Academy pathways and from other academic areas within the school.

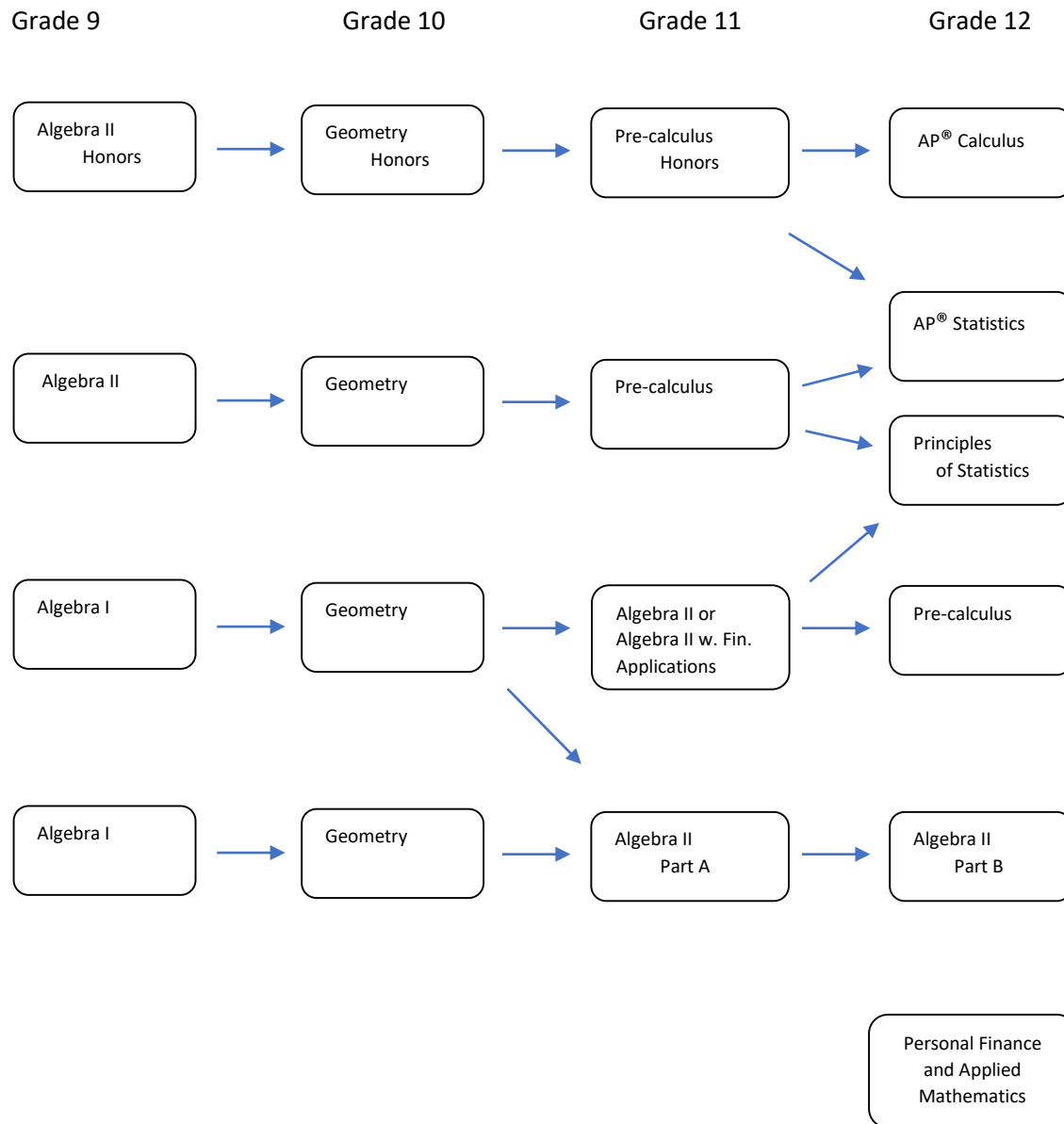
## Topics in Stem Electives

Topics in STEM courses allow students to explore the STEM world without committing to a certain pathway. Each class is focused on developing an understanding of the specific content in relation to an evolving, modern world. Courses offered may vary yearly. This year's courses include:

953 – Computer-Aided Design (CAD)	0.5 Credit
<b>Class Status:</b> 9 – 12	SCED: 21107
<b>Sequence:</b> Elective	
<b>Prerequisite:</b> None	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is the most effective way to create parts in the 3D environment?</li> <li>• Is there more than one method?</li> <li>• How should information be correctly displayed in drawings to make sure that information is correctly conveyed?</li> <li>• What are the benefits of rapid prototyping?</li> </ul>	
<b>Course Description:</b> In this course, students will learn to use Autodesk Inventor to explore and learn the basics of 3D designs. Students will learn how to create professional quality drawings and how to create complex assemblies. Students will also learn the basics of rapid prototyping by using multiple types of 3D printers. The major focus of the CAD course is to expose students to 3D modeling and to create and design their own products. <b>CAD will be offered in odd numbered years. Next offering 2022-2023</b>	

967 – Aerospace Engineering - Honors	0.5 Credit
<b>Class Status:</b> 11 -12	SCED: 21013
<b>Sequence:</b> Elective	
<b>Prerequisite:</b> Concurrent enrollment in Algebra II or higher	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can failure affect progress?</li> <li>• What role has society played in the evolution of flight?</li> <li>• How does knowledge of aerospace history provide insight to future innovation?</li> <li>• How do aircraft use the thin fluid of air to sustain flight?</li> <li>• How do the characteristics of a propulsion system affect the design of an aircraft or spacecraft?</li> <li>• How human factors affect aerospace engineering design?</li> </ul>	
<b>Course Description:</b> This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles. <b>Aerospace Engineering will be offered in even numbered years. Next offering 2021-2022.</b>	

# Mathematics





## MATH

### 362 - Algebra I

1 Credit

**Class Status:** 9<sup>th</sup> grade students

SCED: 02052

**Prerequisite:** 8<sup>th</sup> Grade Teacher Recommendation, STAR Testing

**Essential Questions:**

How do we effectively use multiple representations (graphs, equations, tables and verbal descriptions) to interpret and solve mathematical problems?

**Course Description:**

This course is aligned to the common core curriculum and instructional time in this course will focus on these critical areas: properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing linear equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. An introduction to statistics is covered in this course if time permit.

### 346 - Geometry

1 Credit

**Class Status:** Primarily for 10<sup>th</sup> grade students.

SCED: 02072

**Prerequisite:** 362 Algebra I

**Essential Questions:**

How do we utilize mathematical skills and concepts to verify the validity of solutions?

**Course Description:**

This course is aligned to the common core curriculum and instructional time in this course will focus on these critical areas: abstract, formal approach to the study of geometry; properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates and theorems; concepts of congruence, similarity, parallelism, perpendicularity, transformations, and coordinate geometry. An introduction to probability is covered in this course if time permits.

### 348 - Geometry Honors

1 Credit

**Class Status:** For 10<sup>th</sup> grade students.

SCED: 02072

**Prerequisite:** Algebra II or Algebra II Honors

**Essential Questions:**

How do we utilize mathematical skills and concepts to verify the validity of solutions?

**Course Description:**

This course is aligned to the common core curriculum and instructional time in this course will focus on these critical areas: abstract, formal approach to the study of geometry; properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, transformations, and coordinate geometry. An introduction to probability is covered in this course if time permits.

## MATH

### 370 – Algebra II with Financial Applications

**1 Credit**

**Class Status:** Primarily for 11<sup>th</sup> grade students.

SCED:02056

**Prerequisite:** 362 Algebra I and 346 Geometry

**Essential Questions:**

How do we effectively use multiple representations (graphs, equations, tables and verbal descriptions) to interpret and solve mathematical problems?

**Course Description:**

This course is aligned to the common core curriculum and instructional time in this course will focus on these critical areas in the context of financial problems that occur in everyday life: operations with rational and irrational expressions; in-depth study of linear, quadratic, polynomial, exponential, logarithmic, and piecewise functions; mathematical modeling and applications of statistics, probability, sequences and geometry will be included in this course.

### 364 - Algebra II part A

**1 Credit**

**Class Status:** Primarily for 11<sup>th</sup> grade students.

SCED: 02056

**Prerequisite:** 362 Algebra I and 346 Geometry

**Essential Questions:**

How do we effectively use multiple representations (graphs, equations, tables and verbal descriptions) to interpret and solve mathematical problems?

**Course Description:**

This course is aligned to the common core curriculum and instructional time in this course will focus on these critical areas: properties and operations of the complex number system; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations and inequalities; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.

### 364B - Algebra II part B

**1 Credit**

**Class Status:** Primarily for 12<sup>th</sup> grade students.

SCED: 02056

**Prerequisite:** 364 Algebra II part A

**Essential Questions:**

How do we effectively use multiple representations (graphs, equations, tables and verbal descriptions) to interpret and solve mathematical problems?

**Course Description:**

This course is aligned to the common core curriculum and instructional time in this course will focus on these critical areas: properties and operations of the complex number system; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations and inequalities; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.

## MATH

### 366 - Algebra II

1 Credit

**Class Status:** Primarily for 11<sup>th</sup> grade students.

SCED: 02056

**Prerequisite:** 362 Algebra I and 346 Geometry

**Essential Questions:**

How do we effectively use multiple representations (graphs, equations, tables and verbal descriptions) to interpret and solve mathematical problems?

**Course Description:**

This course is aligned to the common core curriculum and instructional time in this course will focus on these critical areas: properties and operations of the complex number system; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations and inequalities; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.

### 368 - Algebra II Honors

1 Credit

**Class Status:** For 9<sup>th</sup> grade students.

SCED: 02056

**Prerequisite:** 8<sup>th</sup> grade Algebra I and teacher recommendation.

**Essential Questions:**

How do we effectively use multiple representations (graphs, equations, tables and verbal descriptions) to interpret and solve mathematical problems?

**Course Description:**

This course is aligned to the common core curriculum and instructional time in this course will focus on these critical areas: properties and operations of the complex number system; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations and inequalities; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.

### 376 - Pre-Calculus

1 Credit

**Class Status:** Primarily for 12<sup>th</sup> grade students.

SCED: 02110

**Prerequisite:** 366 Algebra II and 346/348 Geometry

**Essential Questions:**

How do we effectively use multiple representations (graphs, equations, tables and verbal descriptions) to interpret and solve mathematical problems?

**Course Description:**

This course prepares students for eventual work in calculus. Course topics generally include the study of: complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.

## MATH

### 378 - Pre-Calculus Honors

1 Credit

**Class Status:** For 11<sup>th</sup> grade students.

SCED: 02110

**Prerequisite:** 348 Geometry Honors and 368 Algebra II Honors, or 346 Geometry and 366 Algebra II.

**Essential Questions:**

How do we effectively use multiple representations (graphs, equations, tables and verbal descriptions) to interpret and solve mathematical problems?

**Course Description:**

This course prepares students for eventual work in calculus. Course topics generally include the study of: complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.

### 388 – Advanced Placement® Calculus AB

1 Credit

**Class Status:** Primarily for 12<sup>th</sup> grade students.

SCED: 02124

**Prerequisite:** 378 Pre-Calculus Honors or 376 Pre-Calculus with teacher recommendation.

**Essential Questions:**

How do we effectively use multiple representations (graphs, equations, tables and verbal descriptions) to interpret and solve mathematical problems?

**Course Description:**

This course is aligned to the Advanced Placement® Calculus curriculum, which includes the concepts, methods and applications of first year Calculus. This course introduces calculus and includes the following topics: functions, graphs, limits, and continuity; differential calculus (including definition, application, and computation of the derivative; derivative at a point; derivative as a function; and second derivatives); and integral calculus (including definite integrals and anti- differentiation). Rigorous treatment of material should be expected.

### 389.2 – Advanced Placement® Calculus BC

1 Credit

**Class Status:** Primarily for 12<sup>th</sup> grade students.

SCED:02125

**Prerequisite:** 388 AP® Calculus AB

**Essential Questions:**

How do we effectively use multiple representations (graphs, equations, tables and verbal descriptions) to interpret and solve mathematical problems?

**Course Description:**

This course is aligned to the Advanced Placement® Calculus curriculum, which includes the concepts, methods and applications of second year Calculus. This course covers all of the calculus topics in AP Calculus AB as well as the following topics: parametric, polar, and vector functions; applications of integrals; and polynomial approximations and series, including series of constants and Taylor series. Rigorous treatment of material should be expected.

## MATH

### 386 - Principles of Statistics

1 Credit

**Class Status:** Primarily for 12<sup>th</sup> grade students.

SCED: 02201

**Prerequisite:** 366 Algebra II or 370 Algebra II with Financial Applications

**Essential Questions:**

How do we apply mathematical skills and concepts to model problem situations?

**Course Description:**

This course introduces the study of likely events and the analysis, interpretation, and presentation of quantitative data. Course topics generally include basic probability and statistics: discrete probability theory, odds and probabilities, probability trees, populations and samples, frequency tables, measures of central tendency, and presentation of data (including graphs). Course topics may also include normal distribution and measures of variability.

### 384 – Advanced Placement® Statistics

1 Credit

**Class Status:** For 12<sup>th</sup> grade students.

SCED: 02203

**Prerequisite:** 366 Algebra II, 376 Pre-Calculus preferred

**Essential Questions:**

How do we apply mathematical skills and concepts to model problem situations?

**Course Description:**

This course is aligned to the Advanced Placement® Statistics curriculum, which includes the concepts, methods and applications of first year Statistics. This course introduces the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Rigorous treatment of material should be expected.

### 385/387 - Applied Mathematics I & II

0.5 Credit each

**Class Status:** Primarily for 11<sup>th</sup> or 12<sup>th</sup> grade students.

SCED: 02151

**Prerequisite:** at least 2 math credits

**Essential Questions:**

How do we apply mathematical skills and concepts to model problem situations?

**Course Description:**

This course is designed to enable students to represent scenarios that are used to gain qualitative and/or quantitative understanding of some real-world problems and to predict future behaviors. Students will utilize a modeling process by defining the problem, making assumptions, defining variables, building solutions, analyzing and assessing their model and reporting their findings. Problems may arise from a variety of areas, including but not limited to, financial literacy, consumer applications, environmental issues, governmental issues, current events, engineering and design

## MATH

### 313 – Mathematics in Sports

0.5 Credit

**Class Status:** 11-12

SCED: 02999

**Prerequisite:** Algebra I and Geometry

**Essential Questions:**

How can a basic understanding of probability and statistics be used to analyze sport and other real life situations? How can we model physical systems, such as a golf swing or a high jump using basic equations of motion? How do we best pick a Fantasy Football team, March Madness, or World Cup winners by using ranking theory to help determine athletic and team performance?

**Course Description:**

This course will apply principles of algebra, geometry, statistics and probability in the context of sports and games. In this course, students will learn to use some mathematical tools that can help predict and analyze sporting performances and outcomes. Some topics and projects may include the myth of the Hot Hand and the curse of the Sports Illustrated cover; how understanding data can improve athletic performance and how to best pick your Fantasy Football team.

### 307 – Computer Math

0.5 Credit

**Class Status:** 11 – 12

SCED: 02156

**Prerequisite:** Algebra I and Geometry

**Essential Questions:**

What problem solving skills are required to successfully write a computer program?  
How are algorithms used in computer programming?  
How are mathematical expressions written into a computer program?  
Why are conditional statements and Boolean logic important in computer programs?

**Course Description:**

This course will apply programming techniques and skills to solve practical real-world problems in mathematics. Students will design, write, test, debug, and document programs. To solve given problems, students will write program specifications that define constraints; design a step-by-step plan (algorithm); divide the problem into manageable sections; design input and output phase; define and work with different variable types; translate mathematical expressions into computer statements; implement conditional statements (if-then); and implement iterative loops.

## MATH

### 311 – Medical Mathematics

0.5 Credit

**Class Status:** 11 – 12

SCED: 02999

**Prerequisite:** Algebra I and Geometry

**Essential Questions:**

What common mathematical operations are used in real world Healthcare?

How is math used in the administration of medication?

How is mathematics used to gather and interpret medical data?

**Course Description:**

The course integrates medical-nutritional concepts and mathematics. Students will engage in math activities including problem solving, reasoning, communication, connections, and representations. Examples of mathematics in healthcare include calculating medical dosages, reading prescriptions, analyzing test results, measuring patient's vital signs, determining concentration levels, collecting and analyzing data and billing and record-keeping.

### 309 – Mathematics for Industry

0.5 Credit

**Class Status:** 11-12

SCED: 02153

**Prerequisite:** Algebra I and Geometry

**Essential Questions:**

What mathematical strategies can be applied to solve problems? How can measurement and geometric concepts be used to solve problems? How can transformations and matrices be used to solve problems?

**Course Description:**

This course will apply algebra and geometry concepts to solve technical problems. Problem solving, measurement, special relationship right triangles, transformations, and geometric applications of algebra are the topics to be studied in an application-centered environment. Appropriate technology, from manipulatives to calculators and application software should be used regularly for instruction and assessment.

## SCIENCE

### Science

<b>Grade 9</b>	Biology Honors	Biology CP	PLTW: Principles of Biomedical Science Honors
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<b>Grade 10</b>	Physical Science Honors	Physical Science CP	PLTW Human Body Systems
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<b>Grade 10 Electives</b>	AP® Biology	Anatomy and Physiology Microbiology Alternative Energy I	College Chemistry Honors/CP
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<b>Grade 11</b>	College Chemistry Honors	College Chemistry CP	AP® Physics I	AP® Environmental Science	Alternative Energy II	PLTW Medical Interventions
	AP® Chemistry					

<b>Grade 12</b>	AP® Chemistry	AP® Physics II	AP® Environmental Science	Alternative Energy II	PLTW Biomedical Innovations
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<b>Grade 11-12 Electives</b>	<b>Full Year Courses</b>	<b>Semester Courses</b>
	AP® Biology	Anatomy and Physiology
	AP® Chemistry	Microbiology
	AP® Physics I and II	Alternative Energy I
	AP® Environmental Science	
	Alternative Energy II	
	Forensics	



## SCIENCE

246/248 - Biology Investigations College Preparatory & Biology Honors w/Lab		1 credit
<b>Class Status:</b> 9 – 12		SCED: 03051
<b>Prerequisite:</b> None		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How has life changed over time?</li> <li>• How do living things respond to change?</li> </ul>		
<b>Course Description:</b> This course will provide students the opportunity to investigate the concepts of homeostasis, evolution, heredity, and biodiversity while making interdisciplinary connections to earth science and chemistry. Students will utilize the scientific method and experimental techniques to investigate biogeochemical cycling, energy transformations in living things, cell structure, DNA and inheritance, natural selection, interdependence in ecosystems, and biodiversity. Students will be engaged in laboratory investigations, independent and group projects, and technology-based investigations. Students will begin to learn how scientists communicate their findings by stating scientific claims and supporting those claims with relevant data.		

265 – Microbiology w/ Lab		0.5 Credit
<b>Class Status:</b> 10 – 12		SCED: 03060
<b>Prerequisite:</b> None		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do the innumerable amounts of microorganisms impact our lives?</li> <li>• How are we able to investigate all these microbes?</li> </ul>		
<b>Course Description:</b> In this semester course students will engage in hands-on experiences to investigate the microscopic world. Students will investigate how microorganisms impact their lives and the lives of others around the globe. Students will investigate how scientists study microbes and what are some of the diagnostic tools used to identify and classify microbes. Students will use some of these techniques as they determine why some microbes are pathogenic while others are harmless. The students will be utilizing microscopes, making and interpreting observations, designing and conducting experiments and analyzing and sharing their results.		

## SCIENCE

### 296 – Advanced Placement® Biology Honors w/ Lab

**1 Credit**

**Class Status:** 10 – 12

SCED: 03056

**Prerequisite:** None

**Essential Questions:**

- How do scientists establish lines of evidence and use that evidence to develop and refine testable hypotheses and predict natural phenomena?

**Course Description:**

In this full year course students will answer this essential question as they study a conceptual framework for modern biology and gain an appreciation of science as a process. Students will further their learning in cellular and molecular biology, heredity and evolution, organisms and populations by not only learning about the important work of scientists, but also by performing and designing their own controlled experiments. Students will investigate core scientific principles, theories and processes that govern living organisms and biological systems, while building on the foundational concepts and skills from previous science courses.

### 269 – Anatomy and Physiology College Preparatory w/ Lab

**0.5 Credit**

**Class Status:** 9 – 12

SCED: 03053

**Prerequisite:** None

**Essential Questions:**

- How does the human body self-regulate?
- How is the human body assembled at the cellular level as well as the organismal level?

**Course Description:**

In this semester course, students will investigate how a human body functions at the cellular level as well as how the body systems coordinate to maintain homeostasis. Students will become conversant with standard anatomical terminology used in the medical field. Student will conduct laboratory investigations that include animal dissection, and the observation, measurement, and analysis of physiological processes through both hands-on and computer modeling experiences.

### 226 – Physical Science College Preparatory w/Lab

### 228 – Physical Science Honors w/Lab

**1 Credit**

**Class Status:** 10 – 12

SCED: 03202

**Prerequisite:** None

**Essential Questions:**

- How do forces and matter interact to create and maintain balanced systems?
- How do scientists explore these systems and interactions?

**Course Description:**

Throughout this course, students will learn concepts of physics, chemistry, astronomy and earth science will be integrated as students utilize the scientific method and experimental techniques to investigate these phenomena. Students will develop a strong knowledge base in the study of the structure and function of matter, bonding and chemical reactions, forces and motion, electromagnetic radiation, electricity and magnetism, nuclear energy, plate tectonics, and energy transformations. Students will be engaged in laboratory investigations, independent and group projects, and technology-based investigations. Students will continue to engage in thinking and communicating as a scientist by stating scientific claims that are supported by relevant and measurable data.

## SCIENCE

### 274 - Chemistry College Preparatory w/Lab

### 278 - Chemistry Honors w/Lab

**1 Credit**

**Class Status:** 10 – 12

SCED: 03101

**Prerequisite:** None

**Essential Questions:**

- How does the composition of matter change?
- How is energy transformed as matter changes?

**Course Description:**

Students will participate in laboratory investigations as they study the basic principles underlying chemical reactions. Students will investigate the composition, properties, and reactions of various substances, behaviors of solids, liquids, and gases, acid/base reactions, and oxidation/reduction reactions. Student activities will emphasize concepts in Algebra I and II as they practice the processes used by chemists in understanding atomic theory, atomic structure, chemical formulas and chemical equations, as well as nuclear reactions.

### 276 – Advanced Placement® Chemistry w/Lab

**1 Credit**

**Class Status:** 11 – 12

SCED: 03106

**Prerequisite:** Chemistry

**Essential Questions:**

- How do scientists investigate the interactions and behavior of matter?
- How do they design experiments to test chemical phenomena?

**Course Description:**

This course is designed to prepare students for the A®P Chemistry exam. Student activities and investigations focus on a rigorous laboratory component that is the equivalent of a college level chemistry course. Students will be utilizing math concepts and skills learned in College Chemistry and Algebra II to solve chemistry problems in practice and in laboratory activities.

### 284 – Physics College Preparatory w/Lab

**1 Credit**

**Class Status:** 11 – 12

SCED: 03151

**Prerequisite:** None

**Essential Questions:**

- What is the relationship between matter and energy?
- How do the laws of nature affect the motion of matter?

**Course Description:**

These are two essential questions students will investigate in this full-year college preparatory laboratory course. Students will experiment and investigate the laws governing equilibrium, motion, momentum, sound, light, and electromagnetism while utilizing algebra skills and science concepts from previous science courses. Students will also develop testable explanations, design experiments and support conclusions with evidence to explain natural phenomena.

## SCIENCE

### 288 – Advanced Placement® Physics I w/Lab

**1 Credit**

**Class Status:** 11 – 12

SCED: 03165

**Prerequisite:** None

**Essential Questions:**

- How do scientists use Newton’s Laws to explain how objects move?
- How do scientists use scientific principles, laws, and theories to explain the physical world?

**Course Description:**

In this course students will engage in scientific questioning to extend their thinking as they establish lines of evidence and use them to develop and refine testable explanations of natural phenomena. Students will also utilize many skills and concepts learned in Geometry and Algebra as they a deep understanding of the content and focus on applying that knowledge through inquiry-based labs.

### 290 – Advanced Placement® Physics II w/Lab

**1 Credit**

**Class Status:** 12

SCED: 03059

**Prerequisite:** 288 Advanced Placement® Physics I

**Essential Questions:**

- How do scientists explain changes in the natural world?
- How do scientists apply modern physical laws to these changes?

**Course Description:**

In AP® Physics II students will explore how the principles of fluids, thermodynamics, electricity, magnetism, and optics are used to further explain the behavior of matter first introduced in Physics I. Students will utilize Algebra to develop a deep understanding of the content and focus on applying that knowledge through inquiry-based labs. Students will expand upon the natural laws learned in AP® Physics 1 to further their comprehension of the world around them.

### 294 – Advanced Placement® Environmental Science w/Lab

**1 Credit**

**Class Status:** 11 – 12

SCED: 03207

**Prerequisite:** None

**Essential Questions:**

- How has a growing population impact the planet?
- How can this impact be reduced over time?

**Course Description:**

In this course students will investigate these types of essential questions while learning about the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and or preventing them.

## SCIENCE

### 281 – Alternative Energy and Sustainable Systems I

0.5 Credit

**Class Status:** 10 – 12

SCED: 03162

**Prerequisite:** None

**Essential Questions:**

- How do we meet the energy needs of the future while reducing the impact of its use on the Earth?

**Course Description:**

In this semester course students will research the science, technology, politics, and social issues of alternative/renewable energy. Students will engage in lab investigations, projects, presentations, research, writing, reading, and technology-based investigations in order to learn about various types of alternative energy including hydrogen, solar, wind, water, geothermal, biodiesel, and biofuels, as well as traditional energy sources and future technologies. Students will maintain a notebook portfolio of class projects and student work and will complete performance tasks that meet digital portfolio requirements.

### 282 – Alternative Energy and Sustainable Systems II

1 Credit

**Class Status:** 11 – 12

SCED: 03162

**Prerequisite:** Alternative Energy and Sustainable Systems I

**Essential Questions:**

- How do we meet the energy needs of the future while reducing the impact of its use on the Earth?

**Course Description:**

This full year course students will advance their learning into the science, technology, politics, and social issues of alternative/ renewable energy. Students will conduct research assignments, complete individual projects and participate on team projects. Students will participate in the hands-on operation of photovoltaic solar panels, electrolyzes, and fuel cells as well as project work including the electric vehicle, fuel cell, and biodiesel systems of the Fuel Cell Model T and Biodiesel Pickup. Students will present their findings orally, or written, or by maintaining a notebook portfolio of class projects.

## SCIENCE

### 270\_CTE Forensics

1 Credit

**Class Status:** 11-12

SCED: 03214

**Prerequisite:** 246,248,296 Biology or 258\_CTE PLTW Medical Interventions

**Essential Questions:**

- How do criminal investigators use all of the sciences together in order to solve a crime?
- How do scientists reconstruct events at a crime scene?
- How do the clues found at a scene help investigators determine what might have occurred and help identify or exonerate potential suspects?
- How do scientists design experiments to find the most accurate answers to the question they are asking about crime scene?
- How do scientists use scientific principles to determine cause of death?

**Course Description:** Forensics is a lab-based science course in which students explore and apply concepts of chemistry, biology, physical science, and criminal justice to determine factors that explain mysterious circumstances that may be of a criminal nature. While investigating cases, students examine various forms of evidence, reconstruct a crime scene, analyze autopsy reports and medical histories, as well as follow proper legal considerations in the handling of a crime scene. The activities and projects introduce students to the responsibilities of first responders, the components of properly processing the crime scene, the different types of physical evidence, and various scientific techniques used to analyze that evidence. Students may earn 4 college credits from Roger Williams University if they maintain an 88 or higher average each quarter, maintain a portfolio, and write & present a research paper to RWU faculty.

Biomedical Science Pathway

# Biomedical Science Pathway

**Level 1 – Foundation**

*Required Course*

PLTW: Principles of  
Biomedical Science  
(1.0)

**Level 2 – Concentration**

*Required Course*

PLTW: Human Body  
Systems (1.0)

**Level 3 – Specialization**

*Required Course*

PLTW: Medical  
Interventions (1.0)

**Capstone**

*Recommended Course(s)*

PLTW: Biomedical  
Innovations (0.5)

Medical Imaging and  
Patient Care (0.5)

**RECOMMENDED Pathway Courses:**

**RECOMMENDED Academic Courses:** AP Bio; Anatomy & Physiology; Microbiology; Medical Math; College Writing or AP English Lang. & Comp.

## BIOMEDICAL PATHWAY

268_CTE – PLTW Principles of Biomedical Science Honors w/Lab		1 Credit
<b>Class Status:</b> 9		SCED: 03051
<b>Sequence:</b> Level 1 – Foundation; This is a <b>REQUIRED</b> course for Pathway Completion		
<b>Prerequisite:</b> None		
<ul style="list-style-type: none"> <li>• How can the cause, mechanism, and manner of death be established?</li> <li>• What qualities make for an effective medical professional?</li> <li>• How can an individual's health status be assessed and evaluated?</li> <li>• What are effective strategies for preventing and treating disease?</li> <li>• How can pieces of evidence be evaluated to form conclusions and inform decisions?</li> <li>• How do innovations impact and advance human health?</li> </ul>		
<b>Course Description:</b> Analyze the evidence found at a crime scene and help the medical examiner uncover clues left on a body to solve a mystery. Question, diagnose, and propose treatment and care for patients in a family medical practice. Track down the source of a mysterious outbreak at a local hospital. Access and stabilize a patient during an emergency and prepare for medical surge and mobile medical care. Collaborate with professionals in other fields to innovate and design solutions to local and global medical problems. Whether seeking a career in medicine or healthcare or simply looking for the challenge of real-world problems, students in Principles of Biomedical Science will practice how to think creatively and critically to innovate in science and will gain practical experience with experimental design and the design process.		

260_CTE – PLTW Human Body Systems Honors w/Lab		1 Credit
<b>Class Status:</b> 10		SCED: 03067
<b>Sequence:</b> Level 2 - Concentration; This is a <b>REQUIRED</b> course for Pathway Completion		
<b>Prerequisite:</b> PLTW Principles of Biomedical Science. May be taken concurrently with PLTW 268 with approval.		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do we study human body systems and human disease?</li> <li>• How does biomedical science relate to career choices?</li> </ul>		
<b>Course Description:</b> Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.		



## BIOMEDICAL PATHWAY

258_CTE – PLTW Medical Interventions Honors w/ Lab		1 Credit
<b>Class Status:</b> 11		SCED: 03068
<b>Sequence:</b> Level 3 – Specialization; This is a <b><u>REQUIRED</u></b> course for Pathway Completion		
<b>Prerequisite:</b> PLTW Human Body Systems		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do biomedical scientists diagnose disease?</li> <li>• How does biomedical science relate to careers?</li> </ul>		
<b>Course Description:</b> Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.		

263_CTE – PLTW Biomedical Innovations Honors w/ Lab		1 Credit
<b>Class Status:</b> 12		SCED: 03070
<b>Sequence:</b> Capstone; This is a <b><u>RECOMMENDED</u></b> course for Pathway Completion		
<b>Prerequisite:</b> PLTW Medical Innovations or PLTW Human Body Systems. May be taken concurrently with PLTW 258 or 259 EEP with approval.		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do we solve problems in biomedical science?</li> </ul>		
<b>Course Description:</b> In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.		

## BIOMEDICAL PATHWAY

### 259EEP – Orientation to Medical Imaging and Patient Care Interventions w/Lab 0.5 Credit

**Class Status:** 11-12 (seniors will be given first preference; seats are limited)

SCED: 14002

**Sequence:** Capstone; This is a **RECOMMENDED** course for Pathway Completion

**Prerequisite:** Biomedical Pathway Elective (260\_CTE or 258\_CT) or Health Careers Pathway Elective (92\_CTE or 94\_CTE), or AP® Biology or Animal Systems Electives (862\_CTE or 864\_CTE)

**Essential Questions:**

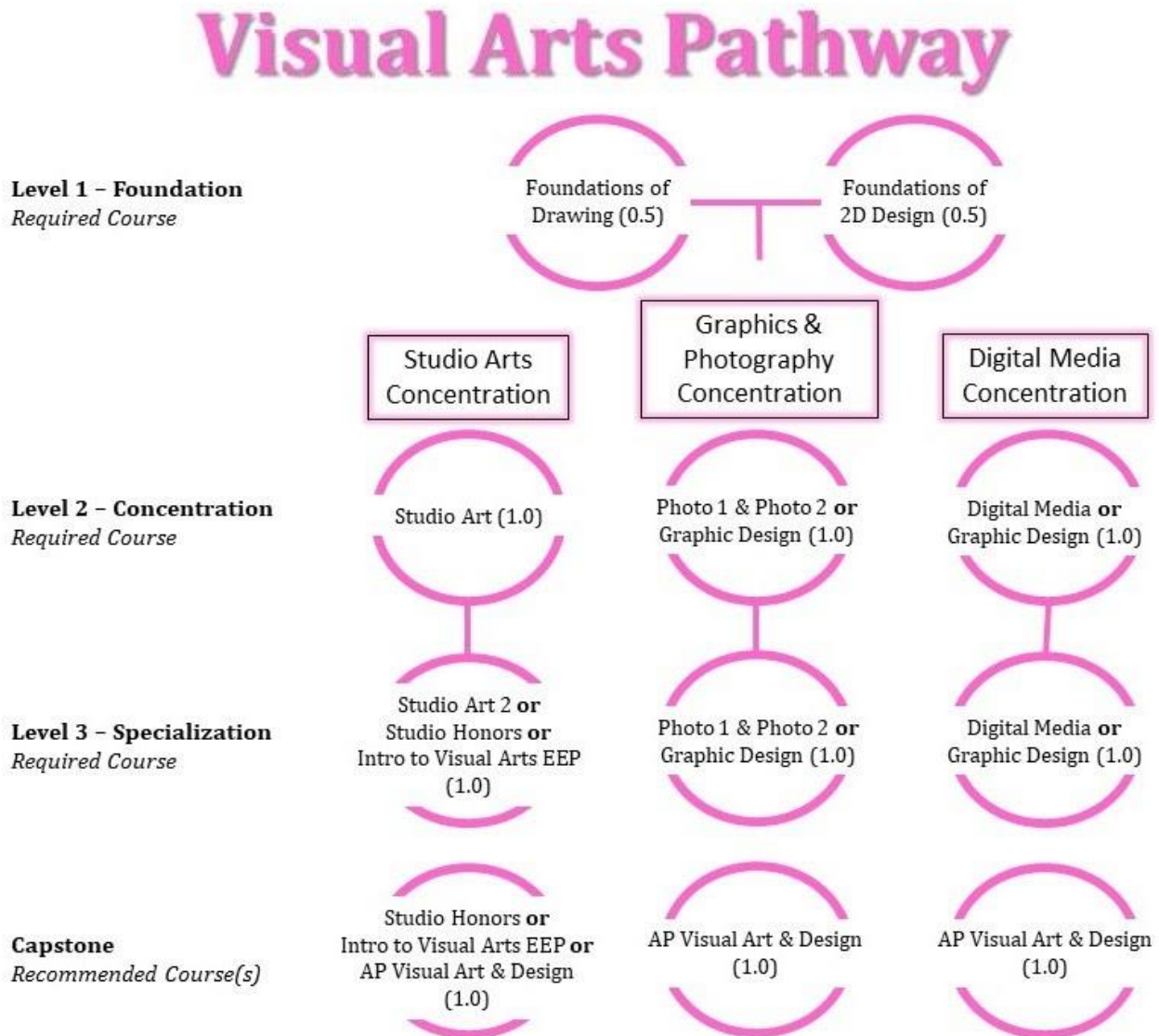
- How do we care for patients?
- How do we use medical imaging to diagnose disease?

**Course Description:**

This course focuses on three distinct, but related areas of study: basic skills in the care of patients, medical terminology and an orientation to the modalities of medical imaging including radiology, sonography, magnetic resonance imaging and nuclear medicine. Topics include the history of x-rays, the technologist's role on the health care team, radiographic equipment, clinical settings and the various modalities in diagnostic imaging. Students learn communication and assessment skills, technical knowledge and patient care in the radiology setting. This course will include site visits to medical imaging facilities so that students experience the equipment and uses first-hand. This course is a Rhode Island College-Ponaganset High School partnership that offers students the opportunity to earn two college credits while completing high school graduation requirements. Students may carry over the credits to Rhode Island College or transfer them to many other colleges that accept Rhode Island College credits.

## Visual Arts Pathway

The future belongs to those who think creatively. Creativity is the foundation of art and art education. The goal of the Art Department at Ponaganset High School is to provide an environment where the student can discover their creativity and to channel it into innovative thinking and talented problem solving. We are dedicated to creating visually literate students and to actively engage them in problem solving through the creative processes. Our art courses provide students with the knowledge and skills necessary to respond to an ever-changing world in the aesthetic realm that will prepare them for higher education and lifetime appreciation and understanding of the visual arts.



**RECOMMENDED Pathway Courses:** Photography 3 for Graphics & Photography Concentration  
**RECOMMENDED Academic Courses:** College Writing or AP English Lang. & Comp.

## VISUAL ARTS PATHWAY

### 751\_CTE – Foundations in Art: 2-D Design

0.5 Credit

**Class Status:** 9 – 12

SCED: 05195

**Sequence:** Level 1 – Foundation; This is a **REQUIRED** course for Pathway Completion

**Prerequisite:** None

**Essential Questions:**

- How can I communicate using a visual language?
- How can I demonstrate fundamental knowledge and skill of media, tools, and techniques through a variety of art media?

**Course Description:**

Foundations of 2D Design is a semester course open to all students. In this course, students explore art making materials and processes while learning about the elements and principles of visual design. A variety of materials will be introduced such as colored pencil, acrylic paint, collage and watercolor. Students will explore art history as well as the work of contemporary artists. They will learn to write and reflect upon the process and outcome of their art making experiences as well as learn to write a traditional critique of a work of art. In conjunction with Foundations of Drawing, this course helps to provide the necessary beginning to our Visual Arts Pathway.

### 755\_CTE – Foundations in Art: Drawing

0.5 Credit

**Class Status:** 9 – 12

SCED: 05156

**Sequence:** Level 1 – Foundation; This is a **REQUIRED** course for Pathway Completion

**Prerequisite:** None

**Essential Questions:**

- What makes drawing a fundamental art form?
- How can students demonstrate fundamental knowledge and skill of media, tools, and techniques through a variety of Drawing media?

**Course Description:**

Foundations of Drawing is a semester course open to all students. In this course students will work with pencil, charcoal, pastel, and other media to learn the technical, observational, and creative skills needed to render the observed world on paper. They will learn to write and reflect upon the process and outcome of their art making experiences as well as learn to write a traditional critique of a work of art. In conjunction with Foundations of 2-D Design, this course helps to provide the necessary beginning to our Visual Arts Pathway.

## VISUAL ARTS PATHWAY

753 – Foundations in Art: 3-D		0.5 Credit
<b>Class Status:</b> 9 – 12		SCED: 05158
<b>Sequence:</b> Level 1 – Foundation		
<b>Prerequisite:</b> None		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can I demonstrate fundamental knowledge of tools and techniques through a variety of sculptural materials?</li> <li>How can I communicate using a visual language?</li> </ul>		
<b>Course Description:</b> Foundations of 3D Design is a semester course open to all students. In this course, students explore the concepts of visual communication, construction and creativity through a series of three-dimensional media. They will learn to use materials such as wire, paper, plaster and non-traditional materials to construct works that convey thoughts and communicate ideas. Students will be introduced to the basic principles used in making sculpture, such as form, space and engineering concerns.		

780.2_CTE – Studio Art I		1 Credit
<b>Class Status:</b> 10 – 12		SCED: 05154
<b>Sequence:</b> Level 2 – Concentration; This is a <b>REQUIRED</b> course for Pathway Completion		
<b>Prerequisite:</b> 751_CTE - Foundations in Art: 2-D <b>or</b> 755_CTE - Foundations in Art: Drawing		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can I refine my fundamental skills and techniques to better communicate my ideas?</li> <li>How can I increase my creative potential?</li> </ul>		
<b>Course Description:</b> Students will build upon skills acquired in the Foundations program as they explore the elements and principles of art and how they relate to a variety of different art processes. Content will include: painting, printmaking, and collage with a strong focus on drawing and composition. Students will become familiar with the work habits and skills necessary to be successful in advanced studio classes while starting a fine art portfolio. Projects are given with the expectation that students will follow directions and arrive at their own creative solutions. Students will explore art history as well as the work of contemporary artists. Following the Foundations courses, this course provides the necessary core to our Visual Arts Pathway at PHS.		

## VISUAL ARTS PATHWAY

### 782.2\_CTE – Studio Art II

1 Credit

**Class Status:** 11 – 12

SCED: 05154

**Sequence:** Level 3 – Specialization; This is a **REQUIRED** course for Pathway Completion

**Prerequisite:** 780.2\_CTE – Studio Art I

**Essential Questions:**

- How can I refine my fundamental skills and techniques to better communicate my ideas?
- How can I increase my creative potential?

**Course Description:**

Students will build upon skills learned in Studio 1 with emphasis on advanced drawing skills as well as composition development and idea development techniques. They will be responsible for all parts of class preparation, project creation, as well as the necessary cleanup of the studio. Students will create a range of art works focusing on the elements and principles of visual design as they continue to develop a fine arts portfolio. Projects are given with the expectation that students will follow directions and arrive at their own creative solutions. This advanced level course is part of the Visual Arts Pathway.

### 786\_CTE – Studio Art Honors

1 Credit

**Class Status:** 11 – 12

SCED: 05154

**Sequence:** Level 3 – Specialization; This is a **REQUIRED** course for Pathway Completion

**Prerequisite:** 780.2\_CTE – Studio Art 1

**Essential Questions:**

- Where do working artists find inspiration?
- How does an artist maintain focus and skilled execution while still creating fresh, new works of art?

This course is an advanced studio experience that will help students create a fine arts portfolio and prepare them for AP Visual Art & Design. Students will develop their artwork through an investigation of traditional and contemporary techniques. Students will also engage in aesthetic analysis of art styles and history in order to further develop their own individual work. Students will be required to critique each other's work upon completion and participate in conceptual discussions frequently. An oral presentation, research paper, and significant work outside of class will be expected. Students will be responsible for exhibiting their best work as a capstone project.

## VISUAL ARTS PATHWAY

### 788\_CTE – Advanced Placement® Visual Art and Design (2D, Drawing and 3D Concentrations)

**1 Credit**

**Class Status:** 11 – 12

SCED: 05174

**Sequence:** Capstone; This is a **RECOMMENDED** course for Pathway Completion

**Prerequisite:** For 2-D & Drawing Concentration: 780 Studio Art 1 or Photo II (with teacher recommendation)  
For 3-D Concentration: 726 Honors Ceramics or 723 Ceramics II (with teacher recommendation)

**Essential Questions:**

- Where do working artists find inspiration?
- How does an artist maintain focus and skilled execution while still creating fresh, new works of art?

**Course Description:**

Students will prepare a portfolio of work that corresponds with the expectations of the College Board AP Program. This advanced studio experience will build on the thematic vision of the student and culminate in the completion of the portfolio exam in May. Students can choose between a focus in 2D Design, Drawing, or 3D Design (including but not limited to Ceramics). Students will be required to critique each other's work upon completion and participate in conceptual discussions frequently. An oral presentation, research paper, and significant work outside of class will be expected. A minimum of 15 finished works will be required for the exam. Students will be responsible for exhibiting their best work as a capstone project.

### 701 – Art Appreciation

**0.5 Credit**

**Class Status:** 9– 12

SCED: 05151

**Sequence:** Level 1 – Foundation

**Prerequisite:** None

**Essential Questions:**

- What is art and how does it influence our daily lives?
- How does art capture and reflect history and events of the past?

**Course Description:**

This course introduces students to significant works of art, artists, and artistic movements that have shaped the world and influenced or reflected various periods of history. Students will learn an aesthetic framework to examine social, and historical events in the world and how visual images express the ideas of individuals and society. Students are involved in the creative process through research and lecture, responding and dialogue, observation and interpretation while covering multiple artists, aesthetic issues, and the evolution of art.

## VISUAL ARTS PATHWAY

### 721.2 – Ceramics I

0.5 Credit

**Class Status:** 10 – 12

SCED: 05159

**Sequence:** Level 1- Foundation

**Prerequisite:** None

**Essential Questions:**

- What are the fundamental tools and techniques used to create ceramic arts?
- What are the origins of ceramics and how can they inform the work we make today?

**Course Description:**

Using earthenware clay, students will become familiar with the basics of hand-building while learning about the elements and principles of visual design. We will explore a range of construction, surface design, and glazing techniques on both functional and sculptural forms. The history of ceramics, ceramics of various cultures, and contemporary ceramic artists will also be important subjects in this course. .

### 723 - Ceramics II

0.5 Credit

**Class Status:** 10-12

SCED: 05159

**Sequence:** Level 2 – Concentration

**Prerequisite:** 721 – Ceramics I

**Essential Questions:**

- What techniques and skills are needed to create more refined and creative ceramic works of art?
- How can I express myself through ceramic arts?

**Course Description**

This course is a continued study of ceramic techniques with a greater emphasis on artistic expression through clay. Hand building techniques will continue to be emphasized while wheel throwing, extruder, and advanced glazing techniques will also be introduced. Research into the ceramics of other cultures and contemporary artists will be required.



## VISUAL ARTS PATHWAY

### 726 - Ceramics Honors

1 Credit

**Class Status:** 11-12

SCED: 05159

**Sequence:** Level 3 – Specialization

**Prerequisite:** 723 – Ceramics II

**Essential Questions:**

- Where do working artists find inspiration?
- How does an artist maintain focus and skilled execution while still creating fresh, new works of art?

**Course Description:**

This course is an advanced ceramic experience that will help students develop a fine arts portfolio or prepare them for AP Visual Art and Design: 3D. Students will be required to critique each other's work upon completion and participate in conceptual discussions frequently. An oral presentation, research paper, and significant work outside of class will be expected. Students will be responsible for exhibiting their best work as a capstone project.

### 741\_CTE – Photography I

0.5 Credit

**Class Status:** 10 – 12

SCED: 05167

**Sequence:** Level 2 – Concentration; This is a **REQUIRED** course for Pathway Completion

**Prerequisite:** None

**Essential Questions:**

- How does photography work?
- How do you compose a memorable image?
- What tools do you need to take a good photograph?

**Course Description:**

Students will explore the science behind exposure in photography, and develop skills in camera and darkroom techniques. Students will have a hands-on experience exploring the history of photography by creating traditional darkroom photograms and building their own cameras. Students will transition to the digital realm by applying knowledge of camera operations to learning how to use a DSLR. Emphasis will be on understanding camera controls and what makes a good photographic composition. Students will learn technical information and vocabulary while examining the underlying concepts of this expressive medium.

## VISUAL ARTS PATHWAY

743_CTE – Photography II		0.5 Credit
<b>Class Status:</b> 10 – 12		SCED: 05167
<b>Sequence:</b> Level 2 - Concentration; This is a <b>REQUIRED</b> course for Pathway Completion		
<b>Prerequisite:</b> 741_CTE – Photography I		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can a better understanding of photography and creative use of camera controls increase your creative potential?</li> <li>• How can you manipulate a photograph in the darkroom to make it better?</li> </ul>		
<b>Course Description:</b> Students will build upon their knowledge/skills learned in Photography 1 by returning to the darkroom. Students will shoot black and white film using a SLR camera. Students will learn how to process film and make black and white prints in the darkroom. They will learn how to manipulate images in the darkroom and have a better understanding of how to manipulate images in a digital format. Students will learn technical information and vocabulary regarding both film and digital photography while studying the underlying concepts of this expressive medium.		

745 – Photography III		0.5 Credit
<b>Class Status:</b> 11 – 12		SCED: 05167
<b>Sequence:</b> Level 3 – Specialization		
<b>Prerequisite:</b> 743_CTE – Photography II		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can you manipulate a photograph to make it great?</li> <li>• What tools do you need to create effective photographs?</li> <li>• How do professional photographers make great photographs?</li> </ul>		
<b>Course Description:</b> Students will build upon knowledge/skills learned in Photography II. Students will explore advanced imaging techniques, and develop higher-level creative skills in digital imaging. Students will explore how to do traditional darkroom techniques with digital tools. They will also research possible occupations in photography as well as the work of professional photographers.		

## VISUAL ARTS PATHWAY

716_CTE – Digital Media	1 Credit
<b>Class Status:</b> 10 – 12	SCED: 05162
<b>Sequence:</b> Level 2 – Concentration; This is a <b><u>REQUIRED</u></b> course for Pathway Completion	
<b>Prerequisite:</b> Visual Arts Pathway: 751_CTE Foundations in Art: 2-D or 755_CTE Foundations in Art: Drawing	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do students use digital media to communicate ideas visually?</li> <li>• How do artists create art digitally?</li> </ul>	
<b>Course Description:</b> <b>This course runs every other year in conjunction with Graphic Design. It will be offered again in 2022-2023 and in 2024-2025.</b> Students in this course will have a hands-on experience using current technology to create art and design in the digital realm. Students will study key elements of digital media such as graphics, web design, animation and video production. Students will use their creativity, artistic knowledge and skills to create effective multimedia presentations using the Adobe Creative Suite and Final Cut Pro. The knowledge and skills acquired in this class will enable students to successfully perform and interact in today's technology-driven society.	

770_CTE – Graphic Design	1 Credit
<b>Class Status:</b> 10 – 12	SCED:05162
<b>Sequence:</b> Level 2 – Concentration; This is a <b><u>REQUIRED</u></b> course for Pathway Completion	
<b>Prerequisite:</b> 751_CTE - Foundations in Art: 2-D or 755_CTE - Foundations in Art: Drawing	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do students develop and refine solutions through the creative process?</li> <li>• How do students communicate using a visual language?</li> </ul>	
<b>Course Description:</b> <b>This course runs every other year in conjunction with Digital Media. It will be offered for the 2021-2022 school year and again in 2023-2024.</b> Students will explore the art of visual communication through two-dimensional design. Students will learn the elements and principles of design, careers in graphic design, the psychology of advertising, and the design-to-production process. Beginning projects will be created by hand using a variety of media with the goal of generating personal style, problem solving and creative brainstorming. Students will learn how to design visual media on a computer using Adobe Photoshop. Emphasis of student work will be on the creative organization of space using type and the visual image. The culmination of the course will emphasize different forms of digital based design from illustration, package design and web based media.	

## VISUAL ARTS PATHWAY

### 772 – Yearbook Publishing

1 Credit

**Class Status:** 10-12

SCED: 11104

**Sequence:** Level 1 – Foundation

**Prerequisite:** None

**Essential Questions:**

- What are the fundamental tools and techniques of visual art and art making?
- How do artists communicate using a visual language?
- How does a Design TEAM work together to create ONE final artistic product?

**Course Description:**

Students will learn the history, purpose, content, structure, materials and production process of the annual PHS yearbook, the *Tomahawk*. Focus of instruction will be layout design, typography, copywriting, digital photography, thematic development, organizational planning, and fundraising, as well as meeting deadlines, working in teams and developing leadership skills. Students will use state-of-the-art publishing techniques and digital cameras. Commitment and responsibility to the group and to the real-world job at hand is expected. Yearbook students are encouraged to work additional hours to meet deadlines and during fundraising activities.

### 774 – Advanced Yearbook Publishing

1 Credit

**Class Status:** 11 – 12

SCED: 11104

**Sequence:** Level 2 – Concentration

**Prerequisite:** 772 – Yearbook Publishing

**Essential Questions:**

- What are the fundamental tools and techniques of visual art and art making?
- How do artists communicate using a visual language?
- How does a Design TEAM work together to create ONE final artistic product?

**Course Description:**

Students will learn how to take a leadership role within the yearbook staff. Students will build upon the skills previously acquired in Yearbook Publishing through this individually tailored curriculum. Yearbook students must commit to additional hours during deadlines and fundraising activities.

## VISUAL ARTS PATHWAY

### 790.1\_CTE – EEP Studio Art Early Enrollment Program

1 Credit

**Class Status:** 11 – 12

SCED: 05172

**Sequence:** Capstone; This is one of the **REQUIRED** courses for Pathway Completion

**Prerequisite:** 780.2\_CTE – Studio Art I

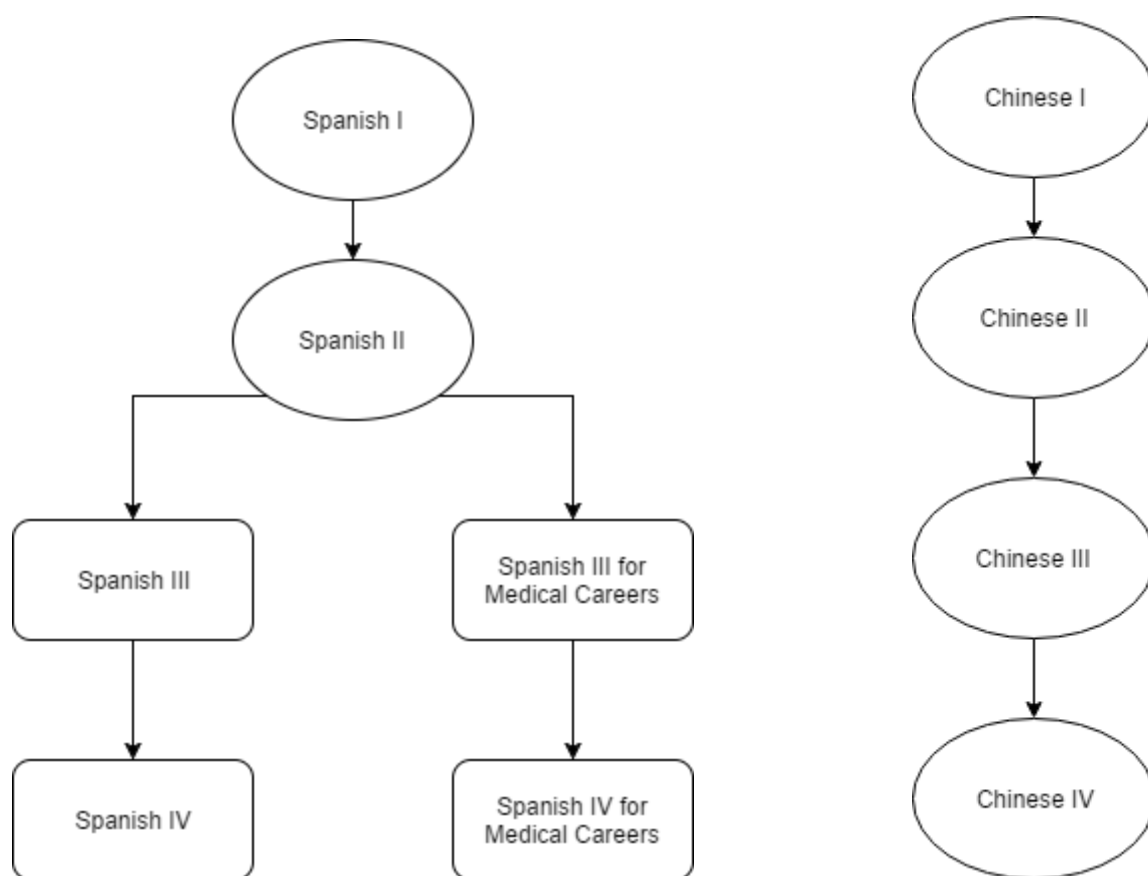
**Essential Questions:**

- What are the qualities of a strong visual arts portfolio?
- How does an artist maintain focus and skilled execution while still creating fresh, new works of art?

**Course Description:**

This course is a Rhode Island College -Ponaganset High School partnership that offers students the opportunity to earn four college credits while completing high school graduation requirements. This course is an advanced studio experience that will help students create a fine arts portfolio and prepare them for AP Visual Art & Design. Students will develop their artwork through an investigation of techniques. Students will also engage in aesthetic analyses of art styles and history in order to further develop their own individual work. Students will be required to critique each other's work upon completion and participate in conceptual discussions frequently. Second semester coursework will build on the thematic vision of the student and culminate in the presentation of a fine arts portfolio. An oral presentation, research paper, and significant work outside of class will be expected. Students will be responsible for exhibiting their best work as a capstone project.

World Language



## WORLD LANGUAGE

560 – Spanish I		1 Credit
<b>Class Status:</b> 9 – 12		SCED: 24052
<b>Prerequisite:</b> None		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>Where is the Spanish language spoken and why?</li> <li>Why is proper pronunciation so important?</li> <li>How are the Spanish/Hispanic cultures different from each other and from the American culture?</li> </ul>		
<b>Course Description:</b> This course introduces students to the Spanish-speaking world and its culture. Students will develop basic listening, reading, writing and speaking skills in the present tense. Topics include likes and dislikes, food and drink, sports, school, family and clothing. Spanish and Hispanic culture will be introduced through videos and reading selections. Daily dialogue in the Spanish language is expected and students will make short in-class presentations. Students are encouraged to use their new skills outside of the Spanish classroom.		

562 – Spanish II		1 Credit
<b>Class Status:</b> 9 – 12		SCED: 24053
<b>Prerequisite:</b> Spanish I		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do I initiate conversation in a foreign language?</li> <li>How do I communicate my own personal needs?</li> <li>How do I express myself in the past tense?</li> </ul>		
<b>Course Description:</b> This course focuses on augmenting vocabulary, acquiring new grammar skills and learning to speak in the past tense. Topics include household chores, travel, sports, shopping and daily routine. Reading, writing and speaking is more extensive and the focus is on comprehension of the written and spoken word. Students will continue their investigations into Hispanic culture through videos, research and readings from the text. Students will practice the oral language daily and refine their presentation skills in the target language.		

564 – Spanish III		1 Credit
<b>Class Status:</b> 10 – 12		SCED: 24054
<b>Prerequisite:</b> Spanish II		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do I express understanding or opinion after reading or listening to Spanish?</li> <li>How is the social life of a student living in a Hispanic country different from mine?</li> </ul>		
<b>Course Description:</b> Students continue to develop proficiency in reading, writing, listening, and speaking while focusing on processing the spoken language at a faster pace. Through videos and listening activities, students will refine their comprehension of the spoken language. During classroom presentations, students are expected to form questions and answer questions from classmates. New vocabulary is introduced along with advanced grammar points. There will be a focus on the difference between the preterit and imperfect past tenses. Students will further explore cultures with an in-depth study of Spanish and Hispanic food and legends.		

## WORLD LANGUAGE

580 – Spanish III for Medical Careers		1 Credit
<b>Class Status:</b> 10 – 12		SCED: 24099
<b>Prerequisite:</b> Spanish II		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do I obtain and convey pertinent medical information in Spanish?</li> <li>• What are the most urgent medical questions?</li> </ul>		
<b>Course Description:</b> This course is recommended for students in the Biomedical and Health & Fitness/EMT Pathways. In the medical field, effective communication can be a matter of life and death! Don't let language and cultural barriers interfere with your medical profession. This Spanish course will specifically help medical responders to control and secure the scene, make a personal connection with patients, question patients about their symptoms, injury and/or pain, gather and discuss basic information, as well as communicating about on-scene treatment being provided. Spanish IV for Medical Careers will be scheduled as needed for students enrolled in Biomed Career Pathway.		

568 – Spanish IV Early Enrollment Program		1 Credit
<b>Class Status:</b> 11 – 12		SCED: 24055
<b>Prerequisite:</b> 564 Spanish III		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do I use what I have learned to create an original expression?</li> <li>• What reading strategies can I use to find the meaning in an authentic text?</li> <li>• How do I express understanding after reading or listening to an authentic source?</li> </ul>		
<b>Course Description:</b> This course is a Rhode Island College-Ponaganset High School partnership that provides students the opportunity to earn four college credits while completing high school graduation requirements. If students choose to enroll to receive credit from Rhode Island College, they may carry over the credits to Rhode Island College or transfer them to many other colleges that accept Rhode Island College credits. Students are <b>not</b> required to enroll for college credit. The main focus in this class is on refining speaking and writing skills. Students will continue their study of grammar with an extensive look at the subjunctive tense and other fine grammar points to improve their writing. Students will read and discuss authentic literary pieces in Spanish dealing with such topics as dream versus reality and magical realism. Students will respond to these pieces by creating both written and oral responses. Culture and history are further explored through literature and movies in the target language. Students are expected to speak Spanish every day and are encouraged to find ways to use it outside of the classroom.		



## WORLD LANGUAGE

### 572 – Chinese I

1 Credit

**Class Status:** 9 – 12

SCED: 24402

**Prerequisite:** None

**Essential Questions:**

- How is the Chinese language written?
- What are some ways I can use Chinese immediately?
- How does the Chinese culture differ from American culture?

**Course Description:**

This is an introductory course in Mandarin Chinese (Putonghua), designed for students who have had no prior exposure to Chinese language. The course emphasizes basic syntax, vocabulary, written characters, and spoken tone so that students can begin to read, write, speak and understand the language on a basic level. Students learn basic sentences and expressions which can be applied to personal situations, such as common objects, places, daily activities, hobbies, etc. An introduction to Chinese culture through music, readings, and exposure to authentic products gives students an awareness of the Chinese-speaking world, its people, geography and history.

### 574 – Chinese II

1 Credit

**Class Status:** 9 – 12

SCED: 24403

**Prerequisite:** Chinese I

**Essential Questions:**

- How do I initiate conversation in Chinese?
- How do I gain knowledge, understanding and appreciation of the Chinese language and culture through music, readings, and products?

**Course Description:**

Chinese II is designed for students who have completed Chinese I. This course will continually focus on listening and speaking, communicative competencies and skills, and basic knowledge of Chinese (Mandarin) characters and character-writing techniques. Special emphasis is placed on vocabulary building, the attainment of the ability to communicate in a variety of social situations, and the development of reading facility. More advanced grammar and idiomatic usage are taught. Cultural awareness is developed through enriched observation and discussion.

## WORLD LANGUAGE

576 – Chinese III	1 Credit
<b>Class Status:</b> 10 – 12	SCED: 24404
<b>Prerequisite:</b> Chinese II	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can I express myself in Chinese in a variety of social situations?</li> <li>• How can I enhance my knowledge, understanding and appreciation of the Chinese language and culture?</li> </ul>	
<b>Course Description:</b> Chinese III is an intermediate level course, designed for the students who have accomplished the courses of Chinese I and Chinese II. It will focus on the expansion and reinforcement of the proficiency in listening, speaking, reading, and writing; the development of sentence patterns of modern spoken Chinese; the enrichment of the knowledge of Chinese characters; the improvement of character-writing techniques; the development of reading comprehension and writing facilities. Special emphasis is placed on vocabulary building and oral expression for the transition from the intermediate to the advanced; the practice leading to a high level of oral expression to communicate in a larger variety of social settings. This course aims at preparing the students with well-rounded development in language and good cultural awareness for the pre-advanced level.	

578 – Chinese IV	1 Credit
<b>Class Status:</b> 10 – 12	SCED: 24405
<b>Prerequisite:</b> Chinese III	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can I enhance my knowledge, understanding and appreciation of the Chinese language and culture?</li> <li>• How can I use Chinese in my own life?</li> </ul>	
<b>Course Description:</b> Chinese IV is an intermediate level course, designed for the students who have accomplished the courses of Chinese I, Chinese II, and Chinese III. It will focus on the reinforcement of the proficiency in listening, speaking, reading, and writing; the development of complex sentence patterns of modern spoken Chinese; and the enrichment of the knowledge of Chinese characters; and the improvement of character-writing techniques. Special emphasis will be placed on vocabulary building, for the transition from the intermediate to the advanced; the practice leading to a high level of oral expression to communicate in a larger variety of social settings; and the development of reading comprehension and writing facilities. More grammatical and idiomatic sentence structures and patterns are taught. This course aims at preparing the students with well-rounded development in language and good cultural awareness for the pre-advanced level.	