

*Exeter-West Greenwich
High School
Course Selections
2023-2024*





Exeter-West Greenwich Senior High School

930 Nooseneck Hill Road
West Greenwich, RI 02817
401-397-6893

January 10, 2023

Dear Parents and Guardians:

*Mrs. Susan J. Chandler,
Principal*

*Mr. Christopher B. Anthony,
Asst. Principal*

*Mr. Craig Main,
Athletic Director
Dean of Student, JHS*

*Stacy Haines-Mayne
Student Support Specialist*

It is with great pride and excitement that we present you with the 2023-2024 Exeter-West Greenwich High School Program of Studies. We offer one of the most comprehensive academic programs and enjoy meeting the needs of all learners. Our goal is to develop well-prepared adults, the greatest task in any community. We are confident this Program of Studies will ensure that all graduates exit college and career ready, having met our rigorous 21st Century Learning Expectations.

The guidance counselors will use this Program of Studies to work with your child in selecting courses for next year. In fact, your child and the counselor will focus on a four-year plan of courses. Talk with your child about the path of courses. If you have questions, please call your child's counselor at ext. 211. The 2023-2024 Program of Studies is a document that you will want to refer to often, both this year and next year. This guide has information concerning graduation requirements and the courses that your child needs to achieve a high school diploma as well as exciting endorsements and pathways available to them. In addition, the Program of Studies includes descriptions of courses of interest to your child that he/she may choose to support career opportunities after high school.

Please keep in mind some of the courses listed in this Program of Studies may not run next year. This happens for two reasons: First, because we compile this document prior to the finalization of the school budget, our staffing sometimes changes. Second, some courses are canceled or combined because there is not enough student interest. However, in all instances, students will be able to take the courses that are required for graduation. Unfortunately, we cannot always schedule students into every course they want. The master schedule is developed to maximize each student's opportunity to take at least one course (at the appropriate level) in English, social studies, mathematics, science, modern language, fine arts, business and PE/health.

I hope that this guide helps you understand the many course selections and helps you to guide your child. I look forward to continuing our partnership in providing the high school experience that is needed to help our students realize their goals.

If you have any questions, concerns or simply need clarification, please feel free to contact your child's school counselor, the department chairs, the student support specialist or myself.

Whenever possible, our staff is here to help.

Sincerely,

Susan J. Chandler
Principal, Exeter-West Greenwich Senior High School

**EXETER WEST GREENWICH SENIOR HIGH SCHOOL
PROGRAM OF STUDIES
2023-2024
FINE AND APPLIED ARTS
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Exeter-West Greenwich Regional High School
930 Nooseneck Hill Road
West Greenwich, Rhode Island 02817
401 397-6893
ewgrsd.org

TITLE	PERSONNEL	EXTENSION
Principal	Susan J. Chandler	203
Principal's Secretary	Deborah O'Brien	203
Attendance Clerk	Dolleen Lacombe	201
Assistant Principal	Christopher B. Anthony	201
Student Support Specialist	Stacy Haines-Mayne	218
School Nurses	Jackie Casavant/ Joanne Lupo	224
Athletic Director/ JHS Dean of Students	Craig Main	213
Student Info System Technician	Julie Dionne	397-5125 x 34
School Counselor	Deb Guglielmo	217
School Counselor	John Krom	215
Counseling Office Secretary	Ellie Balasco	211
English Dept. Chair	Brent Robitaille	220
Math Dept. Chair	Tonya LeCour/Robin Borges	210
Science Dept. Chair	Katie Kocab	240
History Dept. Chair	Barbara Wilmot	226
World Languages Dept. Chair	Wendy McArdle	229
Physical Education Dept. Chair	Timothy Daft	242
Special Services Dept. Chair	Lisa Ross	233
Fine and Applied Arts Dept. Chair	Deborah Onanian	202
Business & Media Tech. Dept. Chair	Art Searle	202

All EWGHS Staff emails are in the following format: first name _ last name @ewg.k12.ri.us

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MISSION STATEMENT

The mission of the Exeter-West Greenwich Senior High School is to graduate young adults with the knowledge, skills, and abilities needed to achieve their goals and become responsible members of their communities.

Core Values

Respect

Responsibility

Kindness

Integrity

Perseverance

STUDENT LEARNING EXPECTATIONS

Students will demonstrate proficiency in the following:

APPLIED LEARNING

- **Communication:** Students effectively and clearly transfer information from one group (or individual) to another according to the conventions of the discipline.
- **Critical Thinking:** Students gather and evaluate information from various sources and use that information as a guide to form and justify opinions or conclusions.
- **Problem-solving:** Students identify a problem, employ a strategy to solve the problem based on available information/data, then propose a solution for the problem.
- **Collaboration:** When working toward a common goal or group task, students contribute information and/or feedback, consider and respect the ideas/opinions of others.
- **Research:** Students gather sufficient data, information, and/or facts from appropriate sources in order to complement content knowledge.

CIVIC AND SOCIAL

- **Responsibility:** Students attend and participate in classes, prepared and on time, and produce the highest quality work of which they are capable.
- **Respect:** Students demonstrate self-worth, exhibit courteous behavior, and value the beliefs and opinions of others.
- **Community Service:** Students will complete 10 hours of community service.

CROSS CURRICULAR EXPECTATIONS

COLLEGE & CAREER READY ACADEMIC SKILLS/WORK ETHIC

- Actively participate in classroom discussions and learning activities.
- Work both independently and cooperatively.
- Successfully complete short and long term out-of-class assignments.
- Take responsibility for his or her academic performance.
- Assimilate information.
- Be an independent thinker.
- Be a reflective thinker.
- Prioritize tasks and demonstrate long-range planning skills.
- Demonstrate a serious investment in the subject matter.
- Demonstrate the maturity and responsibility to handle a rigorous course, with a variety of demanding assignments, designed to nurture academic growth.

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READING & WRITING

READING

- Describe and analyze the characteristics of various reading selections.
- Determine and analyze the purpose/intent of a reading selection.
- Analyze and synthesize information from multiple sources.
- Examine and explain alternative perspectives across a variety of sources.
- Identify and discuss how common issues and themes are found across texts from different disciplines and cultures.
- Able to read critically and to integrate information from a variety of sources (primary, secondary, critical, etc.)
- Develop hypotheses and perform complex analyses of all the connections among texts/sources.

WRITING

- Identify and properly use Standard English grammatical structures, mechanics, usage, and punctuation, and refer to resources for correction and revision.
- Employ a variety of sentence patterns and demonstrate sentence fluency.
- Compose various writing forms (essays, summaries, lab reports, etc.) that illustrate logical organization.
- Produce a complete (main ideas, pertinent details) written summary of any selection.
- Support ideas with details and examples and textual references.
- Revise and edit writing to produce a clear, fluent progression of ideas that reveals higher-level thinking.
- Able to write critically, demonstrating a higher-level thinking synthesis and analysis of information from a variety of sources (primary, secondary, critical, etc.).
- Compose various writing formats that demonstrate a synthesis and analysis of complex ideas or themes.
- Write with a distinct voice that indicates a deep awareness of purpose and of audience.
- Create writing pieces that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes.

IMPORTANT REFERENCE INFORMATION

The Exeter-West Greenwich School Department has established the following “Graduation by Proficiency” requirements for all students in accordance with the Board of Regents’ High School Regulations.

- Completion of a Capstone Project & Comprehensive, Proficiency-Based Course Assessments
- Successful completion of 24 credits as outlined in the chart below
- Successful completion of 10 hours of community service

All graduation requirements must be completed no later than three days prior to the graduation date.

- Juniors and Seniors transferring to EWG from other RI high schools that have already completed a capstone or similar graduation project may be waived from completing capstone project.
- Other individual transfer situations will be addressed on a case-by-case basis with approval from the principal and superintendent

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Required Courses	Credits	Number of Courses
English	4.0	Elements of Writing or Elements of Literature 9 English: 10, 11, and 12
Math	4.0	At least one credit must be from a geometry course.
Science	3.0	Physical Science, Biology, and Chemistry, or Natural Chemistry.
History	3.5	Western Civilization I, US History 10, and US History & the World (1.5)
Physical Ed.	2.0	Physical Education: 0.5 credits each year. Students must take Physical Education each year.
Health	1.0	Health: (2 courses at 0.5 each) 9/10 and 11/12
Technology	0.5	Introduction to Computing and Data Science or Computing 101
Personal Financial Literacy	0.5	Personal Financial Literacy in 11th or 12th grade
Fine Art	0.5	1 elective in Visual Arts or Music
Electives	5.0	= 24 of Total Required credits

The Board of Regents' Regulations include the following:

- Each student must exhibit proficiency in a common, academic, core curriculum, including the arts, technology, and applied learning skills.
- All 9th, 10th, and 11th grade students are required to take math. All sophomores are encouraged to take math in both semesters. In order to be competitive for college admissions and the job market, all students are strongly encouraged to take math during every year of high school.
- Per School Committee Policy, participation in State testing is a graduation requirement. Currently, the high school state assessments are PSAT for sophomores and SAT for juniors. Once each year, when designated by RIDE, EWGHS will administer both during the school day, free of charge.
- For a strong four-year college preparatory course sequence, students are encouraged to take a 4th credit in mathematics, science, or social studies, and 2 to 4 credits in world languages, in addition to 4 credits of English in college preparatory level, or higher.

Grade Level	Minimum Credits
9 to 10	6
10 to 11	11
11 to 12	16

*A student must meet all the criteria for becoming a senior in order to participate in senior class activities.

Grades Analysis and Honor Roll Standards:

An average of 90, with no grade below an 80	High Honor Roll
An average of 83, with no grade below a 70	Honor Roll
Grade of 65	Minimum passing grade
Grade of 64 or below (failing grade)	No credit

* A student must be enrolled in a minimum of 3 credits to be eligible for honor roll.

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A course's final grade is calculated as follows: .85 (Semester Grade) + .15 (Final Exam)

CREDIT RECOVERY GUIDELINES	
•	A course taken through credit recovery must be equivalent to the course failed at EWGHS.
•	Credit recovery grades do not replace the grade from the failed course. A failing grade remains on the transcript and is included in the GPA. A credit recovery grade is indicated with P/F grade on the student transcript and is not included in the GPA.
•	Passing credit recovery grades apply towards graduation credit and for entry into the next level course

***Please note: Students should always consult with their school counselor regarding credit recovery. Course selections and college entrance requirements should also be discussed with the school counselor.**

GPA CALCULATION

- **To calculate the unweighted cumulative GPA:**
 1. Assign each course the appropriate credit (courses are either 1.0 credit or 0.5 credit)
 2. Assign each 1.0 credit course the appropriate non-weighted quality point value.
 3. Assign each 0.5 credit course ½ the appropriate non-weighted Quality Point value.
 4. Total the quality point values
 5. Divide by the total number of attempted credits EXCEPT those courses designated as “Pass/Fail”
- **To calculate the weighted cumulative GPA**
 1. All Honors and Advanced Placement courses are given a statistical boost using the weighted quality points system (see below). All other courses are given the non-weighted quality points.
- **The cumulative weighted GPA is calculated at the end of the semester and determines class rank.**
- **Class rank is reported to colleges, along with the unweighted and weighted GPAs (on a 4.0 scale).**

Numerical Value	Un -Weighted GPA	Weighted GPA - Honors	Weighted GPA-AP
93-100	4.00	4.50	5.50
90-92	3.67	4.17	5.17
87-89	3.33	3.83	4.83
83-86	3.00	3.50	4.50
80-82	2.67	3.17	4.17
77-79	2.33	2.83	3.83
73-76	2.00	2.50	3.50
70-72	1.67	2.17	3.17
67-69	1.33	1.83	2.83
65-66	1.00	1.50	2.50
0-64	0.00	0.00	0.00

CAREER PATHWAYS

- Students have several options for pursuing endorsed career-oriented pathways:
 - Agriculture (Plant & Animal Science) (Approved CTE Program)
 - Biotechnology/Biomedical Science (Approved CTE Program)
 - Business Administration (Approved CTE Program)
 - Childhood Development (Approved CTE Program)
 - Computer and Data Science
 - Information & Technology Specialist (Approved CTE Program)
 - Graphics Communications Technology (Advertising/Marketing)
 - Criminal Justice
 - Journalism (Communications)
 - Music Performance and Education
 - Nutrition & Culinary Arts
 - Off-Shore Wind Energy (Approved CTE Program)
 - Social Sciences (Humanities)
 - Visual Arts (Approved CTE Program)
- Students are also capable of establishing individual career pathways when the course sequencing allows.
- All pathways include 3 components:
 - Academic Study- A minimum of 3 courses in a related career field.
 - Career & Interest Engagement- Participation in a minimum of 80 hours of work based learning that could include internships, service learning projects, school-based enterprises or industry projects.
 - Application of Skills- Capstone Project aligned to chosen pathway.
- All students are required to take any assessments necessary to earn a particular pathway's credential. Any costs associated with earning that credential will be paid for by the district.

Agriculture/ Plant or Animal Science (CTE)

Grade Level	Plant Science Required Courses	Animal Science Required/Recommended Courses
9	Intro to Agriculture	
10	Environmental Horticulture I	Animal Science I
11	Environmental Horticulture II	Animal Science II
12	Floriculture	Wildlife/AP Biology

All students will be required to take the OSHA Certification course as well as the appropriate NOCTI exam as part of this pathway as well as be expected to participate in FFA

Biomedical Science (CTE)

Overview and Intent of Pathway

Whether discovering new cancer treatments or teaching healthy lifestyle choices to their communities, today's biomedical science professionals are tackling big challenges to make the world a better place. The Biomedical Science pathway is a nationally recognized and accepted series of courses prepared by Project Lead The Way. In these courses, students will be taking on these same real-world challenges as biomedical professionals. You will be working with the same type of tools used by professionals in hospitals and labs, engaging in compelling, hands-on activities and working together to find solutions to problems. Students will take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they take. PLTW is committed to preparing students for lasting careers by making a difference in the classroom with hands-on and relevant experiences

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Grade Level	Required/ Recommended Courses
9	PLTW Principles of Biomedical Science
10	Biotechnology I
11	PLTW Medical Interventions & Human Anatomy
12	PLTW Biomedical Innovation & Biotechnology II

***All students will be required to take the OSHA-10 certification course as part of this pathway ***

Business Administration (CTE)

Overview and Intent of Pathway

Students entering the business pathway are exposed to a variety of academic courses focused on entrepreneurship, marketing, investing, and finance with an opportunity to earn certification in financial literacy through Westerly Credit Union. Additionally, College credit is available to students upon successful completion of Accounting I. Exeter West Greenwich High School is a member of DECA, the prestigious pre-professional business association for young business leaders and entrepreneurs. The DECA business club competes at all DECA competitions at state and international levels.

Grade Level	Required Courses
9	Marketing
10	Entrepreneurship & 1 Business Elective
11	Accounting I* & 1 Business Elective
12	Personal Finance & 1 Business Elective

All students must take this course for Rhode Island College credit

Childhood Development (CTE)

Grade Level	Required/ Recommended Courses
9	Child Development I
10	First Aid
11	Child Development Preschool/ Psychology
12	Child Development Elementary

All students will be required to take the Para-Pro test at the end of the sequence

Computer and Data Science

Overview and Intent of Pathway

The field of computer science education has come a long way in just a few years. Computer Science (CS) gives students opportunities to be creators — not just consumers — in the digital economy, and to be active citizens in our technology-driven world. CS can also help foster computational thinking skills that are relevant to many

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disciplines and careers, such as breaking a large problem into smaller ones, recognizing how new problems relate to problems already solved, setting aside details of a problem that are less important, and identifying and refining the steps needed to reach a solution. Our economy is rapidly shifting, and both educators and business leaders are increasingly recognizing that computer science (CS) is a “new basic” skill necessary for economic opportunity.

Required/ Recommended Courses				
GRADE	Information Technology Specialist (CTE) (12 URI Credits Available)	IT Specialist Leading to 3-Year URI CS Degree (12 URI Credits Available)	Graphic Communications: Advertising/Marketing (Multimedia)	Mobile Apps/ Software Engineering
9th	Introduction to Computing and Data Science* & 1 Media Level I Elective			
10th	Cyber Security/A+ I * Coding I*	Cyber Security/A+ I * Coding I* *	2 Media Level I Elective	Mobile Apps I & II
11th	AP CS Principles* Coding II	AP CS Principles* Coding II	1 Media Level II Elective	AP CS Principles*
12th	1 Computer Science Elective & Capstone	AP Computer Sci A* & Capstone	1 Media Level II Elective & Capstone	Software Engineering & Capstone

**=4 URI Credits available*

Computer Science Electives Computing 101 Drones 101 Mobile Apps I & II Robotics I & II Web Development	Media Electives 2D/3D Modeling/Design I & II Digital Design I & II Digital Photography I & II Graphic Design I & II Social Media I Video Production I & II Web Development
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Criminal Justice

Overview and Intent of Pathway

One of the goals of the Criminal Justice Pathway is to allow students to learn about a variety of career opportunities in criminal justice and law enforcement, and if they chose to, to decide what avenue in this field is the right fit for them. In addition to potential career paths, students will learn about the functions and purpose of the law, gain insight into society, individuals, and themselves, and improve their own abilities and their knowledge of the world around them.

Grade Level	Options for Courses
9/10 (choose one each year)	Introduction to Criminal Justice, Public Speaking, Speech Debate, Current Events or Total Fitness

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11 (choose two)	Crime, Punishment & the Law, Business Law, Forensic Science, Sociology or First Aid and Emergency Management
12 (choose one)	AP Psychology or CP Psychology or AP Government and Politics

Journalism (Communications)

Overview and Intent of Pathway

One of the goals of the Journalism Pathway is to allow students to learn about a variety of career opportunities in journalism, including broadcast journalism, print journalism, and on-line media journalism. In addition to potential career paths, students will learn about the functions and purpose of journalism, gain insight into various forms of journalistic communication, and improve their own communication and research abilities and knowledge.

Grade Level	Required/Recommended Courses
9/10 (choose one each year)	Public Speaking, Speech Debate, Current Events, Video Production, Digital Photography or Sports & Society
11 (choose two)	Video Productions II, Digital Photography II, Current Issues & Controversies, War, Genocide & Peace, Sociology or Crime, Punishment & the Law
12	Journalism/Writing to Inform & Explain

Music Performance & Education

Grade Level	Required/Recommended Courses
9-12 (as able)	Wind Ensemble I & II and/or Chorus I & II
10	Piano
11	Guitar I & II
12	Elementary Music Theory

Nutrition & Culinary Arts

Grade Level	Required/Recommended Courses
9	Nutrition & Culinary Arts I
10	Nutrition & Culinary Arts II
11	Nutrition & Culinary Arts III
12	Nutrition & Culinary Arts IV

All students will be required to take the SafeServ Food Handlers Certification as part of this pathway

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Off-Shore Wind Energy (CTE)

Overview and Intent of Pathway

The Off-Shore Wind Energy Pathway (WindWinRI Certificate) is a diverse pathway that includes engineering and design, environmental science, data analysis, and physics. Travel to the Block Island Wind Farm, compete against other schools at the RI KidWind Competition, become OSHA certified, and earn your captain's license. The WindWin RI Off-Shore Wind Energy Certificate is comprised of required content in the following disciplines: Engineering & Technology, Environmental Science, Marine Safety, Marine Transportation (Optional)

Grade Level	Required Components		
	Pathway Courses (Developed in conjunction with the NK Chamber of Commerce)	Science Courses	Math Courses
9	ICDS	3 science lab courses including chemistry	4 math credits including Precalculus
10	Environmental Engineering for Offshore Wind		
11/12	Physics & 2D/3D Design		

All students will be required to take the Marine Transportation (6 pack/launch driver license) 1/2 ACN and OSHA-10 certification as part of this pathway.

Social Sciences (Me, You & Society)

Overview and Intent of Pathway

This pathway is designed for students who have a strong interest in the humanities, but even more specifically in the Social Sciences. Students who want to explore the human condition, now, in the past, and in the future will find numerous avenues for academic and career exploration. This pathway may nurture students aiming for careers involving Psychology, Sociology, Government, Urban Planning, Education, or History. Students who ask questions like Who am I? Why does society function in this way? How did we, as a society, get to this place in time? Does the past repeat itself? How can I interact with my community and improve it? How can I successfully communicate ideas which compel others to follow me? Humanities in its most basic form is simply the study of "Me, You, and Society."

Grade Level	Options for Courses
9/10 (choose at least one)	Child Development, Sports & Society, Face the Music: American History Through Song, Current Events, Modern Explorations, History through Cinema
10/11 (choose at least one)	CP Psychology, War, Genocide & Peace, Journalism Dystopian Literature, Current Controversies, Business Law, Social Media Marketing, Speech & Debate
11/12 (choose at least one)	Crime, Punishment & the Law, Sociology, AP Psychology, AP Art History From A Bomb to Ground Zero, AP European History

Visual Arts Pathway (CTE)

Overview and Intent of Pathway

The Visual Arts Pathway recognizes, endorses and certifies the student accomplishment of deep learning in a chosen area in art and design to prepare the student for future employment and/or further education in an art and design career path. This pathway endeavors to personalize the art student diploma, to publicly recognize specific skills, to provide strong incentive for art students to meet high standards beyond the normal high school diploma, to help students find relevance in their own life and the work world ahead, and to provide a flexible and personalized high school experience in the arts.

Grade	Required Courses
9	Drawing 1 & Painting 1 or Drawing 2
10	Painting 1 or Drawing 2 & Sculpture 1
11	Painting 2 & choose 1 of the following: Interior Design 1, Sculpture 2, Art History, Advanced Art Studio
12	AP Senior Art Portfolio

SPECIAL PROGRAMS

Seal of Biliteracy Council Designation

The Seal of Biliteracy celebrates students who have multilingual competence – a critical skill in today’s global society. The Seal of Biliteracy certifies that a student has demonstrated skills in English language and one or more other World Languages. Students earn a Seal of Biliteracy by demonstrating competence in both state-adopted high school English Language Arts standards and nationally-recognized World Language standards (e.g. ACTFL). The Seal is a nationally recognized award and was adopted by the State of Rhode Island in 2016.

What is Biliteracy?

- The ability to speak, listen, read, and write in English AND
- The ability to speak, listen, read, and write in language/s other than English at a proficiency level of Intermediate Mid or higher.
- Differs from “bilingualism”, which tends to describe only oral proficiency, or speaking and listening, in a language.

ELA Requirements:

- Demonstrating proficiency in ONE of the following assessments **in Grade 10 or later:**
 - PSAT or SAT (grade-level benchmark score of college and career readiness)
 - ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners): Minimum proficiency level 4.5/6.0 Composite Literacy Score and 5.0/6.0 Composite Comprehension Score and 4.5/6.0 Composite Oral Score
 - ACT English Minimum score 18
 - ACCUPLACER Reading Comprehension: Minimum score 78/120

World Language Requirements:

- Native speaker

OR demonstrating proficiency in Grade 10 or later:

- AAPPL (ACTFL Assessment of Performance toward Proficiency in Languages)
 - **SILVER** - **Intermediate Mid** score in all four skill areas (corresponds to four years of language learning)
 - **GOLD** - **Advanced Low** score in all four skill areas (corresponds to five years of language learning)
- All students taking Level IV & AP World Language classes will sit for the AAPPL proficiency test.
- Based on the AAPPL results, eligible students will complete the Seal of Biliteracy application.

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Advanced Placement (AP) Courses

These classes are offered in collaboration with the College Board. They feature curricula on par with college-level classes. They are designed to prepare students to take AP exams through the College Board in the spring. Students that achieve a 3, 4, or 5 on their exams can receive college credit in those courses at many colleges across the US. Each class' requirements and expectations can be found within their respective department's offerings in this document. The [College Board website](#) allows students and families to check colleges' Advanced Placement credit policies.

Dual Enrollment

A student is enrolled in a secondary school while enrolled part-time or full-time as a non-matriculating student at a postsecondary institution. The criteria to enroll is based on the student's academic, behavioral, and attendance record and, if applicable, the student's results on an ACT, SAT or ACCUPLACER. There are three ways to enroll in a dual enrollment program.

1. **Senior Year Early Exit (full time):** Entire Senior Year is completed at a College. Students must meet the college program requirements, a good attendance/conduct record, administrator / school counselor recommendation, and have completed all required 9-11th coursework and benchmarks. To do this, students must inform their counselor of their intent to do so by **February 1st** of their junior year, complete the EWGHS Early Exit application and enroll in an approved academic program.
2. **Second Semester Early Exit (part time):** Seniors, who have completed all required courses for graduation and all benchmarks by the end of first semester senior year, a good attendance/conduct record and administrator / school counselor recommendation may opt to enroll in an academic program outside of EWG for the second semester of their senior year. To do this, students must inform their counselor of their intent to do so by **June 1st** of their junior year, complete the EWGHS Early Exit application and enroll in an approved program.
3. **High School Enrichment Extended Day:** Students enroll in evening classes or Advanced Course Network classes in addition to a full 8.0 credit course-load.

RI Dual Enrollment Opportunities

The "**Prepare RI Dual Enrollment Fund**" currently provides funding for every qualifying student to take college courses from Rhode Island's public higher education institutions as part of their [high school requirements](#) at no cost to the student or family. This means that students do not have to pay the cost of tuition or fees as long as the fund exists.

- A. **CCRI Running Start:** Full-Time Senior Year at CCRI is for [high school seniors](#) who have demonstrated the academic achievement and maturity necessary to enroll in college courses during their senior year of high school. Students must take 12 credits at CCRI during the day and are eligible to earn college credit and credit toward high school graduation simultaneously. For admission criteria and application click on the following link.
<http://www.ccri.edu/oes/admissions/pdfs/rsapplicationpacket.pdf>
- B. **CCRI High School Enrichment Program:** Part-Time 2nd Semester Senior Year and extended day option that offers high school juniors and seniors the opportunity to pursue educational experiences not available to them in high school. Students may enroll in up to six (6) credits (or two courses) per semester. Course selection is at the discretion of the high school counselor who must recommend the student as capable of earning college credit.
- C. **URI Dual Enrollment:** The Dual Enrollment Program at the University of Rhode Island offers high school students the chance to study college level courses on the

URI campus and receive college credit for their efforts. This program is designed for motivated students, typically juniors and seniors, who seek to get a head start on college credit and who are looking to be challenged academically while in high school. Students are expected to have a 3.0 minimum high school GPA and will need to meet any URI pre-requisites for open courses. For admissions info go to the following link:

<http://web.uri.edu/prov/future-students-admission/dual-enrollment-program/>

D. Rhode Island College Dual Enrollment: (Same as URI)

Johnson & Wales' Early Enrollment Program is an early admissions program for high school students who are seriously motivated, focused on a possible career path, and capable of taking another step beyond high school. Students earn college credit and complete high school requirements, while attending Johnson & Wales during their high school senior year. Students remain a member of their high school class and participate in graduation with their peers.

Students must inform their counselor in semester two of their junior year if they wish to apply.

JOHNSON & WALES TUITION AND FEES ARE THE STUDENT'S RESPONSIBILITY

Concurrent enrollment allows specific college classes to be taught by a certified EWGHS teacher meaning that students can earn college credit without leaving high school. If applicable, this information is noted within a course description.

IMPORTANT TO NOTE:

In order to graduate and receive an EWGHS diploma, students must still meet all EWGHS graduation requirements.

SCHOOL COUNSELING

The EWGHS School Counseling Department offers a comprehensive program based on national standards established by the American School Counseling Association (ASCA). It addresses all students' development in the following areas: academic success, college and career readiness and social/emotional development. The counselors work collaboratively with teachers, administrators, parents, and the student support team to provide opportunity and access to all students through a variety of programs and services. Counselors are also responsible for overseeing a student's Individual Learning Plan (ILP), a required component of the RI High School Diploma System.

The following chart is the anticipated counselor assignments for the 2023-2024 school year:

GUGLIELMO	KROM
A-L	M-Z

EWGHS COURSE SELECTION

Each student has the responsibility to plan a realistic educational program for the following year. Students are requested to thoroughly study the Program of Studies, and in consultation with their teachers, counselor, and parents, make wise course selections for the school year. All students will meet with their counselors regarding their educational program for the following year.

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Having the right to make decisions also includes the responsibility of fulfilling one's commitment, so please choose your program carefully. You are making a commitment as you select your courses. Students should choose courses and levels that are **appropriate** to their needs, abilities, and the competitive realities of college admissions and employment opportunities. Adequate schedule planning, budgeting, and efficient curriculum management can take place only when school personnel can consider course selections final and binding.

Process:

1. Where applicable, teachers will make course recommendations for the following year in the student information system.
 - a. Teacher recommendations for core courses will be followed. Students have the option of completing a placement waiver if they disagree with the teacher's recommendation.
2. School counselors will present the program of studies and explain the course selection process and students will select their courses online in the student information system.
3. Students are encouraged to discuss course selection with their parents and teachers, ensuring that they are requesting a full 8.0 credit course load and elective alternatives.
4. Counselors meet with students to discuss and finalize course requests, reviewing teacher recommendations, parent input, and ILP goals.
5. After all student requests are processed and courses with low numbers of requests are dropped, counselors will meet with affected students to revise their course selections or will replace said course with a student requested alternative.
6. Students are permitted to change requests during the process until **April 30th**.
7. Upon receipt of their final schedules, students will be permitted to **request course changes** through their counselor under the guidelines below.

COURSE DROP/ADD AND CHANGE POLICY

- a) The add/drop period for all students seeking to request a course change will **end on the first day of the semester**.
- b) Students seeking course level changes may do so in the first 3 weeks of each semester.
- c) Schedule changes after the Add/Drop period are allowed for special circumstances.
 1. Extended illness/absence from school
 2. Students transferring from another school
 3. Recommendation of teacher, case manager, or counselor.

*Students will not be allowed to change their schedules with the intent of changing teachers within the same level of an offering.

* The administration reserves the right to approve or deny all schedule changes based upon the unique needs of our students and the school as a whole.

Important Message: The Master Schedule at Exeter-West Greenwich High School may change due to the resources available to the school district for any academic year. Every effort will be made to match students with the courses they have requested in accordance with what the school department is able to offer in the academic year.

CAPSTONE PROJECT

Capstone Project Mission Statement

The mission of the Exeter-West Greenwich High School Capstone Project is to empower all seniors to identify an area of great personal interest related to their goals, and produce physical/written products, oral presentations, and in-depth, extended project work in their area of interest. By completing a successful capstone project, students will demonstrate a mastery of deep content knowledge while applying and connecting knowledge in real world settings.

WHAT IS CAPSTONE PROJECT?

The Capstone Project is a proficiency based graduation requirement mandated by the Department of Education. The Capstone Project allows students to engage in a personalized learning experience utilizing interdisciplinary skills and knowledge while investigating an area of personal interest. The Capstone Project offers broad opportunities so that **all** students can achieve at high standards and apply their knowledge and skills in real world situations. Capstone Project allows students to demonstrate proficiency through a comprehensive exhibition which makes a meaningful connection between the skills they have acquired during their years in the Exeter-West Greenwich Regional School District and the outside world. The Capstone Project has four mandatory components

1. **Product** – Students create a demonstrable product based on their chosen topic. It is suggested topics should be based on a student’s goals and interests. Topics must be approved by the Capstone Project Coordinator, pathway teachers (if applicable) and parent (s) or guardian (s). A demonstrable product could be a physical product, planning an event, or designing or improving a system or career exploration. Although it is not required, it is recommended that a student choose a mentor who is an expert in the student’s chosen field and who will assist them in their project. Field work must include a minimum of 40 documented hours, which require a written and photographic record.
2. **Research**– Students will complete research related to their chosen topic. The topic must be legal, safe and moral, and must include deeper learning and/or stretch a student from their comfort zone. The research should assist with the student’s lack of knowledge related to their topic. Research should emphasize this depth of knowledge, and include analysis, interpretation, and evaluation. Options to demonstrate the knowledge gained can include but are not limited to writing a 1500-2000 word thesis-driven paper or produce a TedTalk or other similar presentation format.
3. **Portfolio**- Students showcase the connection between their research and their product, documenting the deeper learning and providing evidence of all required components of the process (ex. journal entries, interview questions, pictures and videos). Students will be provided with the template for creating the portfolio.
4. **Presentation** – Students present a culminating oral presentation (8-10 minutes) about their research and product utilizing the information contained in the portfolio to a panel of judges composed of school and community members. Students respond to questions from the panel about their experience.

Students may start the Capstone Project at the conclusion of junior year. Those engaged in a career pathway will be expected to connect their project to the pathway, as part of their work based learning experience. Some of the project requirements will be completed as components of their pathway coursework under the direction of the respective teachers.

ENGLISH

Please note: All electives, with the exception of those designated as Honors, will follow CP expectations.

<i>COURSE #</i>	<i>COURSE TITLE</i>	<i>CREDITS</i>	<i>GRADE</i>
ENW309	<u>ELEMENTS OF WRITING 9</u>	1.0	9
ENL309	<u>ELEMENTS OF LITERATURE 9</u>	1.0	9
ENL409	<u>ELEMENTS OF LITERATURE 9 Honors</u>	1.0	9
EN310	<u>ENGLISH 10 CP</u>	1.0	10
EN410	<u>ENGLISH 10 Honors</u>	1.0	10
EN211	<u>ENGLISH 11 Foundations</u>	1.0	11
EN311	<u>ENGLISH 11 CP</u>	1.0	11
EN411	<u>ENGLISH 11 Honors</u>	1.0	11
EN212	<u>ENGLISH 12 Foundations</u>	1.0	12
EN312	<u>ENGLISH 12 CP</u>	1.0	12
EN412	<u>ENGLISH 12 Honors</u>	1.0	12
EN512AP	<u>ENGLISH 12 AP LITERATURE & COMPOSITION</u>	1.0	12
EWRT	<u>WRITING TO INFORM AND EXPLAIN</u> <i>*Open to Seniors & Highly Qualified Juniors</i>	1.0	12, 11*
ESRP	<u>SENIOR CAPSTONE</u>	.50	12
ECRW2	<u>CREATIVE WRITING I</u>	.50	10-12
EDSL	<u>LIVING THE NIGHTMARE: DYSTOPIAN SOCIETIES IN LITERATURE</u>	.50	10-12
EFBF	<u>FROM BOOKS TO FILM</u>	.50	10-12
EJOU	<u>JOURNALISM</u>	.50	10-12
GSAT	<u>SAT PREP</u>	.50	11-12
ESPE	<u>SPEECH AND DEBATE</u>	.50	9-12
<i>COURSES NOT RUNNING 2023-2024</i>			
EMTL	<u>MYTHOLOGICAL TRADITION IN LIT.</u>	.50	9-12

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ECRW	<u>CREATIVE WRITING II</u>	.50	10-12
EDRI	<u>DRAMA I</u>	.50	9-12
EDR2	<u>DRAMA2</u>	.50	10-12

The English Department supports and engages students in activities that promote effective communication through speaking, writing, listening and reading, critical thinking and problem solving, effective and responsible use of technology, and exploration of creativity and curiosity. The English Department is committed to the rigorous content and performance standards described in the Common Core State Standards for English Language Arts, the RI Applied Learning Standards, the National Council of English Teachers' Standards and the 21st Century Student Learning Expectations as outlined in EWGHS's Mission Statement. The department's goal is to provide all students with the opportunity to achieve these standards embedded in every course. Throughout the tenure of the four-semester study of English, students will be instructed and assessed on all the Common Core State Standards for English Language Arts, as well as the standards outlined by the National Council of Teachers of English (NCTE). Our Courses at each grade level offer multiple opportunities for self-responsibility, recognition and respect for differences and diversities, and appreciation and respect for the achievements and abilities of others. Each course also offers the opportunity to practice leadership and membership skills by working in groups to solve problems

<u>ENW309</u>	<u>Elements of Writing</u>	1.0	9
<p><i>A grammar and writing course with an emphasis on literary analysis and argument, Elements of Writing is required for selected grade 9 students, based on teacher recommendation. This course will allow for coordinated and consistent instruction in the areas of grammar and writing. Students will review the fundamentals of sentence structure and variation, while working on the basics of paragraph and essay development with an emphasis on cohesion and coherence. Students will also review the fundamentals of literary analysis through the study of a novel and selected short stories, poetry, and literary terms. Students engage in peer and teacher conferencing and editing, and the writing process. An emphasis is placed upon instruction of the MLA format. Elements of Writing provides step-by-step, activity-based instruction for the Common Core State Standards in the areas of Argumentative Writing and Analysis. This course may satisfy the first English credit required for graduation.</i></p>			

<u>ENL309</u>	<u>Elements of Literature</u>	1.0	9
<p><i>This course is required for selected ninth grade students based on teacher recommendation. In this course, students will expand and enrich their vocabularies and review Standard English grammar. Instruction in sentence construction, paragraph development, summation, and composition work will be included using the writing as process format. Emphasis will be placed on the fact that these skills are academically important and career-related. In addition, the course will introduce the requirements for the analytical essay, and will require an in-depth study of literature. Students will be expected to write character descriptions, summaries, essays, reports, and other appropriate assignments based on their reading, as they will develop strong critical reading and thinking skills. Along with their reading and writing skills, students will be challenged to use their language arts skills in a creative and useful fashion. Students may be assigned book projects, short reports, essays, and creative writing assignments. Furthermore, they will be required to demonstrate both independence and responsibility in completing individual and group projects. Finally, students are expected to be active participants in the class, to take academic initiative, and to be responsible for their performance.</i></p>			

<u>ENL409</u>	<u>Elements of Literature Honors</u>	1.0	9
<p><i>This is the most challenging English college-preparatory course for freshmen who have been recommended to have the ability to meet the Honors expectations. Students must possess excellent language arts skills and a rich vocabulary to meet the demands of this course. They will study a broader range of literature and to a greater depth than those in English 309, and significant emphasis is placed on the development of critical thinking and reading skills and analytical writing, which will demand insightful analysis supported with properly embedded textual references that are appropriate.</i></p>			

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Extensive outside reading and writing assignments will be required. Students are expected to be active participants in the class, to take academic initiative, to be responsible for their scholastic performance, and to present the maturity and responsibility to handle a rigorous course with a variety of demanding assignments designed to nurture academic growth. Further, students in this honors class must be seriously invested in the literature being studied, and they must consistently demonstrate both independence and responsibility in completing individual and group projects.

<u>EN310</u>	<u>English 10 CP</u>	1.0	10
<p><i>Having successfully completed Elements of Writing or Elements of Literature, students in this course will continue to expand their vocabulary and will refine their grammatical skills to exhibit growth and sophistication in their style and command of the language. They will experience a variety of language activities such as writing character descriptions, critical reviews, essays, research projects, and other appropriate assignments that arise from their study of literature. Students will continue to receive instruction that will enable them to expand their reading, writing, listening, speaking, and thinking skills. In addition, they will be introduced to the fundamental techniques of public speaking, will practice good listening skills and study habits, and they will continue to develop their critical reading and thinking skills. Further, students will be required to demonstrate both independence and responsibility in completing individual and group projects. Finally, students are expected to be active participants in the class, to take academic initiative, and to be responsible for their scholastic performance.</i></p>			

<u>EN410</u>	<u>English 10 Honors</u>	1.0	10
<p><i>*Teacher recommendation and/ or have earned at least a B- in Grade 9 Honors, or at least an A- in Grade 9 CP</i> <i>Being recommended as having the ability to meet Honors-level expectations, and having successfully completed Elements of Writing or Elements of Literature, students taking this demanding course must have consistently demonstrated exceptional language arts skills and a rich speaking and writing vocabulary. Students will read additional works of literature and study them to a broader degree than those in the standard college preparatory program. They will receive intensive instruction in essay development and analytical reading and thinking skills. Reading, writing, thinking, listening, and speaking skills are integrated in the course requirements, and significant emphasis is placed on the development of critical thinking and reading skills and analytical writing, which will demand insightful analysis supported with properly embedded textual references that are appropriate. Extensive outside reading and writing assignments will be required, and students must be able to make their own text-to-text, text-to-self, and text-to-world connections on a regular basis. Students are expected to be active participants in the class, to take academic initiative, to be responsible for their scholastic performance, and to demonstrate the maturity and responsibility to handle a rigorous course with a variety of demanding assignments designed to nurture academic growth. Responsible for major projects that will display their language arts skills in both creative and analytical manners, students in this honors class must be seriously invested in the literature being studied, and they must consistently demonstrate both independence and responsibility in completing individual and group projects.</i></p>			

<u>EN211</u>	<u>English 11 Foundations</u>	1.0	11
<p><i>This course is designed for students who intend to pursue a trade or business immediately after high school. Students will continue to receive instruction that will enable them to expand their reading, writing, listening, speaking, and thinking skills. In addition, they will continue to develop their skills and techniques in public speaking, practice good listening skills and study habits, and they will continue to develop their critical reading and thinking skills. Emphasis will be placed on developing these skills in the context of business and workplace literacy.</i></p>			

<u>EN311</u>	<u>English 11 CP</u>	1.0	11
<p><i>Having successfully completed English 10, students in this course will study in-depth examples of American literature in each of the genres. Students will continue to receive instruction that will enable them to expand their reading, writing, listening, speaking, and thinking skills. In addition, they will continue to develop their skills and techniques in public speaking, practice good listening skills and study habits, and they will continue to develop their critical reading</i></p>			

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and thinking skills. To this end, students will be expected to engage in a number of writing assignments which will be designed to exhibit their critical and analytical thinking ability. Written and oral tests, journals, logs, projects, outside reading assignments, analytical essays, and creative writing assignments may comprise the evaluation process. Students will be required to demonstrate both independence and responsibility in completing individual and group projects. Finally, students are expected to be active participants in the class, to take academic initiative, and to be responsible for their scholastic performance.

<u>EN411</u>	<u>English 11 HONORS</u> *** (Concurrent w/ RIC's ENGL 118/ 4 college credits) ***	1.0	11
<p>* Teacher recommendation and/or have earned at least a B- in Honors, or at least an A- in English CP. Run under the aegis of Rhode Island College, this course is available for college credit. As this is a college course offered in the High School, it is designed for students in the top 10% of their class. The rigors of a college course, both in workload and work ethic, are part and parcel of Grade 11 Honors American Literature. Students taking this very demanding course must have consistently demonstrated exceptional language arts skills, a rich spoken and written vocabulary, as well as an understanding command of English grammar and spelling. Students will be held accountable for prior learning, and must come to the course with a broad reading base of classical literature, biblical stories (as didactic tales), and Greek and Roman mythology. All of these foundational works have a great impact on American writers and will contribute to an understanding of allusions, metaphors, and metaphysical examination of American Literature. Honors American Literature seeks to educate students to "read differently," thereby enlarging their vision and developing in them habits of inquiry, research, concentration, scrutiny, and with a particular focus on an understanding of the implications of historical, political, social, artistic, and scientific developments in America (and the world) on American authors and their works. Students MUST HAVE excellent critical reading, writing, and thinking skills in order to meet the demands of this course. Often simultaneously, students are tasked with independent reading novels, class-assigned works of literature, and any in-class readings on the syllabus, coupled with background research on authors and their works. Students will complete an annotated bibliography (literary criticism) project which will involve research at a nearby university, along with the production of a 7-10 page paper on a student-generated topic on some facet of American literature. Supplementing the course will be unit-driven shorter papers that examine the journey motif in American literature.</p>			

<u>EN212</u>	<u>English 12 Foundations</u>	1.0	12
<p>This course is designed for students who intend to pursue a trade or business immediately after high school. In the context of a British Literature curriculum, students will continue to receive instruction that will enable them to expand their reading, writing, listening, speaking, and thinking skills. In addition, they will continue to develop their skills and techniques in public speaking, practice good listening skills and study habits, and they will continue to develop their critical reading and thinking skills. Emphasis will be placed on developing these skills in the context of business and workplace literacy.</p>			

<u>EN312</u>	<u>English 12 CP</u>	1.0	12
<p>The successful student in this course must have a solid foundational language arts skill set. Important representative writers of the major periods of British literature from the Anglo-Saxon era to the Twentieth Century will be studied. Vocabulary enrichment and research and writing skills, as well as critical and analytical thinking skills, will be emphasized, and students will be expected to do a significant number of outside reading and writing assignments. Students are expected to be active participants in the class, to take academic initiative, and to be responsible for their scholastic performance. Finally, students will be required to demonstrate both independence and responsibility in completing individual and group projects.</p>			

<u>EN412</u>	<u>English 12 Honors</u> *** (Concurrent w/ URI's ENG 110/ 4 college credits) ***	1.0	12
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***Minimum 3.0 GPA; teacher recommendation and/or have earned at least a B- in Honors, or at least an A- in CP.** At first glance, witches, goblins, demons, and even the “boogey man” are sometimes what we think of when we hear the word “monster”. However, could the definition of a monster go beyond the scope of otherworldly creatures? English 12H, a course that runs in URI’s concurrent enrollment program, attempts to redefine the term “monster” upon analysis and consideration of topics within the major British literary and historical time periods. This course will provide advanced instruction and practice with the skills necessary to discuss literature, craft & defend literary arguments, and engage in meaningful discourse. Assignments will challenge students to deepen their active, close, and analytical reading skills. Additionally, students will be responsible for a 6-page analytical essay that defends a literary argument through close read analysis and/or literary criticism. Students taking this course should be mature learners who are highly dependable and who are comfortable managing a reading schedule, completing independent work, and actively engaging in whole class conversations. **NOTE: Students taking this course will be eligible to receive (4) English URI credits and are subject to URI’s policies for non-matriculating students. This course begins the student’s permanent college transcript.**

EN512	English 12 Advanced Placement Literature & Composition	1.0	12
<p>*Teacher recommendation and/or have earned at least a B- in Honors, or at least an A- in CP. This is an extremely rigorous course modeled after a college course in the study of literature. The Advanced Placement English Literature course involves students in both the study and practice of writing and the study of literature. Students learn to use the characteristic modes of discourse and to recognize the assumptions underlying various literary devices. Through speaking, listening, and reading, but chiefly through the experience of their own writing, students become more aware of the resources of language. Advanced Placement English is not a survey course; it is, rather, a course to help students develop critical judgment and expressive skill. Students are encouraged to read analytically and sensitively carefully chosen high-quality selections, to enhance personal communicative styles, and to reflect honesty and precision in the use of the language. Responsible for major projects that will display their language arts skills in both creative and analytical manners, students in this AP class must be seriously invested in the literature being studied, and they must consistently demonstrate both independence and responsibility in completing individual and group projects. All students in the class are required to take the Advanced Placement exam in May which may provide eligibility for college credit.</p>			

EWRT	Writing to Inform & Explain, Honors *** (Concurrent w/ URI’s WRT 104/ 3 college credits) ***	1.0	11-12
<p>*This course is recommended for the Communications Pathway Offered in conjunction with the University of Rhode Island’s Early Credit High School Program, Writing to Inform and Explain, is exactly the same course offered to students at URI’s Kingston campus. In this college-level, semester-long, full credit course, students will use URI’s standard course syllabus, texts and assignments. The course covers the varieties and strategies of expository writing for different audiences and situations. Students are introduced to a number of different genres, including reports, proposals, letters, reviews, websites, and academic essays. This course provides extensive practice in writing effectively, reading complex texts, and using information technologies. The class requires five major projects and other brief or informal writings. Students who take this course are strongly encouraged to elect to be registered at the University of Rhode Island; they may elect to pay a fee to the University allowing them to earn three college-level (transferable) credits concurrent with EWG’s course credit. Because this is a college-level course, students must exhibit intellectual curiosity and interest; proficiency in reading and writing at a high level; the ability to take direction from the teacher but work independently; time management skills to juggle the creation and revision of several papers; willingness to work hard, reading and re-reading, writing and rewriting all assignments until meaning is mastered; and determination to finish all projects and succeed in all aspects of the course. (Senior Project Research Paper is Written in this Class in lieu of ESRP) NOTE: This course begins the student’s permanent college transcript. Students taking this course for college credit are subject to URI’s policies for non-matriculating students.</p>			

ESRP	Senior Capstone Research and Development	.50	12
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This elective course supports students through the completion of their Project requirements, including (as applicable) a website and fieldwork journal. Students will receive detailed, personalized assistance with the research process, as well as instruction in good research habits. They will produce a letter of introduction, annotated bibliography, and outline, as well as a research paper, website, research poster, or video presentation.

<u>ESPE</u>	<u>Speech/Debate</u>	.50	9-12
<p><i>*This course will fulfill one required element of both the <u>Criminal Justice</u> and <u>Communications</u> Pathways.</i> <i>This is a course for students who wish to improve their oral communication skills. Persons skilled in oral language have a much better chance for success in their vocational, social, and academic lives. The course will cover a range of activities, including informative reports, instructional speeches, persuasive speeches, and Parliamentary Debate. Students will be expected to give oral presentations in a variety of forms, which will include the study and presentation of speeches written by accomplished orators. There will be self-evaluations and peer evaluation as well teacher evaluations focused on the various elements of successful public speaking. Finally, students are expected to be active participants in the class, to take academic initiative, and to be responsible for their scholastic performance.</i></p>			

<u>EJOU</u>	<u>Journalism</u>	.50	10-12
<p><i>*This course will fulfill one required element of the <u>Communications</u> Pathway.</i> <i>This course is organized around the production and maintenance of the school newspaper. Students will learn how to write in a variety of journalistic forms. Using an applied learning approach, students will also learn the fundamentals of interviewing, reporting, and editing along with the legal and ethical standards that govern the field. Students may also have opportunities to explore various journalistic areas, such as sports journalism, investigative reporting, feature writing, reviewing, and commentary.</i></p>			

<u>ECRW1</u>	<u>Creative Writing I</u>	.50	10-12
<p><i>This is a course for students who have exhibited imagination and creativity in their writing and who wish to expand their repertoire of skills. The opportunity to write poetry, short stories, myths, dramatic works, and other pieces will be encouraged. Exposure to exemplary writing models, critiques of students' writing, portfolio creation, and the publication of students' efforts will comprise the program. Students will be evaluated on the quality of their work and their demonstration of growth as writers. Finally, students are expected to be active participants in the class, to take academic initiative, and to be responsible for their scholastic performance.</i></p>			

<u>ECRW2</u>	<u>Creative Writing II (not offered 2023/24)</u>	.50	10-12
<p><i>Having successfully completed Creative Writing I, students in this elective course--which is designed to be the culminating experience for students interested in the advanced study of creative writing--will challenge themselves to grow as writers. This class will be designed to guide the students in developing clarity, force and fluidity in their writing. Instruction will be guided by the students' individual interests, strengths and needs. While the principle, traditional forms of fictional writing will be explored, including the character sketch, short story, poetry, and drama, students will be encouraged to discover and reflect their voice in the form most suitable. Experimentation will be encouraged in both conventional and divergent modes. An emphasis will be placed on publication. Finally, students are expected to be active participants in the class, to take academic initiative, and to be responsible for their performance.</i></p>			

<u>EMTL</u>	<u>The Mythological Tradition in Literature (not offered 2023/24)</u>	.50	9-12
<p><i>The Mythological Tradition in Literature is based on the premise that much of the Western literary tradition is based on or contains references to ancient myths and legends. It is important for students pursuing a study of literature to be</i></p>			

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familiar with these literary foundations. To that end, this course provides students with a study of Egyptian myths, Greco-Roman myths, Norse myths, and a selection of other world myths. Furthermore, the course seeks to show how the stories of these cultures are similar to each other and how the stories evolved from common human experiences. The books to be read include selections from *Parallel Myths*, *The Tales of Ancient Egypt*, *Bulfinch's Mythology*, and *Myths of the Norsemen*. Through reading these texts, the students will develop their vocabulary and demonstrate their knowledge of the multiple meanings of words. Additionally, the students will recognize the use of symbolism and its cultural origin. They will also demonstrate the ability to make deductions about each culture based on the stories which each culture created. Finally, the students will further their own storytelling skills by composing presentations for the purpose of teaching their classmates about various myths.

<u>EDSL</u>	<u>Living The Nightmare: Dystopian Societies In Fiction</u>	.50	10-12
<p>Reality television, obsession with technology, and the need to conform to societal expectations-- these are some of the core elements that exist in the dystopian worlds within classic and current dystopian literature. Dystopian Literature is a one-semester course that challenges students to explore the political, societal, and cultural constructs that went wrong in the settings of various novels, short stories, films, and music. This multidisciplinary course focuses on literary analysis with respect to several themes, such as escapism, totalitarianism, and censorship. This course is ideal for literature enthusiasts who like to read and discuss novels.</p>			

<u>EFBF</u>	<u>From Books to Film</u>	.50	9-12
<p>From Books to Film is an interdisciplinary elective English course. The curriculum focuses on deepening learning in the following four Common Core ELA skills categories: reading, writing, speaking/listening, and language use. Students will continue to study the principles of grammar as well as the processes used in writing. Students will read complex grade level texts, and will learn the differences between the literary structure of the novel and the cinematic structure of the film. This course will emphasize the use and analysis of literary techniques, schemes and tropes, both in print and in film. The students will demonstrate their knowledge of the following skills: correct structure and usage in writing research papers, critiques, comparative analyses and essays; logical and analytical reasoning in discussing both the literary works and the film adaptations; and proper public speaking skills in presenting oral reports. The students, additionally, will accept the responsibility of completing independent projects.</p>			

<u>EDR1</u>	<u>Drama I (Not offered 2023/24)</u>	.50	9-12
<p>This is a course for students who have an interest in the history, the genre, and the performance aspects of theater. They will be introduced to the basic terminology of the theater and the major theatrical periods from the ancient Greeks to the rise of Realism. Instruction in the actor's basic skills, craft, and performance will be included. Students will work on improvisations, scene presentations, and basic stagecraft. Finally, students are expected to be active participants in the class, to take academic initiative, and to be responsible for their scholastic performance.</p>			

<u>EDR2</u>	<u>Drama II (Not offered 2023/24)</u>	.50	10-12
<p>Advanced Drama will prepare students for performance and technical skills in a variety of formats to include: indoor live performance, outdoor live performance, performance for film and theater in the round. Having successfully completed Drama I, students will develop auditioning techniques, a working repertoire of monologues for auditions, a working knowledge of set construction/deconstruction and basic directing techniques. Students will engage in an end of the semester production which may be taped for local cable access and/or performed live. The emphasis of this course will be to prepare the students for post-secondary involvement in theater. Students are expected to be active participants in the class, to take academic initiative, and to be responsible for their scholastic performance. Each student will take an active role in the technical and performance aspects of the production. This is not optional.</p>			

MATHEMATICS

<i>COURSE #</i>	<i>COURSE TITLE</i>	<i>CREDITS</i>	<i>GRADE</i>
MA201	<u>ALGEBRA 1A</u>	1.0	9
MA202	<u>ALGEBRA 1B</u>	1.0	9-12
MFIN	<u>MATH & FINANCE</u>	1.0	11-12
MA203	<u>ALGEBRA 1C</u>	1.0	10-12
MA204	<u>FOUNDATIONS OF GEOMETRY</u>	1.0	10-12
MA308	<u>ALGEBRA I LINEAR</u>	1.0	9-12
MA309	<u>ALGEBRA I QUADRATIC</u>	1.0	9-12
MA409	<u>ALGEBRA I QUADRATIC Honors</u>	1.0	9-12
MA310	<u>GEOMETRY</u>	1.0	10-12
MA410	<u>GEOMETRY Honors</u>	1.0	10-12
MA311	<u>ALGEBRA II</u>	1.0	10-12
MA411	<u>ALGEBRA II Honors</u>	1.0	10-11
MTOP	<u>INTRODUCTION TO COLLEGE MATH</u>	1.0	11-12
MA312	<u>TRIGONOMETRY</u>	1.0	11-12
MA313	<u>PRE-CALCULUS</u>	1.0	11-12
MA413	<u>PRE-CALCULUS Honors</u>	1.0	11-12
MA512 / MA513	<u>AP CALCULUS</u>	1.50	12
GSAT	<u>SAT PREP</u>	.50	11-12*
MSTA	<u>STATISTICS</u>	.50	11-12
MART	<u>MATH & ART</u>	.50	11-12

- In order to meet each student's individual needs, branching off to another course sequence is possible. Please consult the Math Department first in order for us to develop a schedule that will provide a smooth transition between course sequences.
- Algebra II is the minimum math requirement for a four-year college. Some four-year colleges require Trigonometry/Precalculus

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SUGGESTED MATH COURSE SEQUENCE

	SEQUENCE 1	SEQUENCE 2	SEQUENCE 3	SEQUENCE 4
8th Grade	Algebra I Linear	Algebra I Linear	Algebra I Linear or Math 8	Math 8
9th Grade	Algebra I Quad Honors	Algebra I Quad	Algebra I Linear	Algebra 1A + Algebra 1B
10th Grade	Geometry H	Geometry	Algebra I Quad	Algebra 1C
	Algebra II H	Algebra II	Geometry	
11th Grade	Precalculus Honors	Trigonometry, Intro to College Math, Math & Finance, Statistics, Math & Art	Algebra II	Foundations of Geometry, Math & Finance
12th Grade	AP Calculus	Precalculus, Trigonometry, Intro to College Math, Math & Finance, Statistics, Math & Art	Trigonometry, Intro to College Math, Math & Finance, Statistics, Math & Art	Teacher Recommendation

<u>MA201</u>	<u>Algebra IA</u>	1.0	9
<p><i>*This course may not be elected by students who have passed Algebra I Linear</i> <i>Developing fundamental algebra skills and concepts by using a basic step-by-step approach is the major focus of this course. The course will begin with a study of algebraic terminology along with algebraic properties, including the distributive property and real number computations. Students will then learn how to simplify algebraic expressions and how to solve multi-step linear equations, linear inequalities, and equations involving absolute value. Graphing linear functions will be emphasized. It is strongly recommended that students retain their notebooks from this course to use as a reference in subsequent math courses. In this course, students will be exposed to part of the Algebra 1 Linear curriculum. The curriculum will be presented at a slower pace with more practice and review of material prior to assessments. Upon completion of this course, students will be prepared for Algebra 1B or Algebra 1 Linear after consulting with a math teacher/school counselor.</i></p>			

<u>MA202</u>	<u>Algebra IB</u>	1.0	9-10
<p><i>*This course may not be elected by students who have passed Algebra I Quadratic.</i> <i>This course continues the basic approach to algebra. Students will write equations of linear functions, create, graph, and solve systems of linear equations and systems of linear inequalities. Polynomial operations and an introduction to interpreting functions will also be covered. It is strongly recommended that students retain their notebooks from this course and previous math courses to use as a reference in subsequent math courses.. To be successful in this course, students need the skills outlined in Algebra IA. In this course, students will complete the Algebra 1 Linear curriculum. The curriculum will be presented at a slower pace with more practice and review of material prior to assessments. Upon completion of this course, students will be prepared for Algebra 1C, Algebra 1 Linear, Algebra 1 Quad or Math and Finance after consulting with math teacher/school counselor.</i></p>			

<u>MFIN</u>	<u>Math & Finance</u>	1.0	11-12
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This course will satisfy the state requirement for personal financial literacy while earning a math credit. This course is designed to teach students how to manage their personal resources while applying the math skills utilized in making informed financial decisions. Topics to be covered will include taxes, insurance, budgeting, loans, banking and credit. In order to be successful in this course, students will need the skills outlined in Algebra B.

<u>MA203</u>	<u>Algebra IC</u>	1.0	10-11
<p><i>*This course may not be elected by students who have passed Algebra I Quadratic.</i></p> <p><i>Algebra IC is designed for students who have successfully completed Algebra IA and IB, and is the third and final course in the Algebra I sequence which introduces Quadratics. The course will build on the basic concepts presented in the previous Algebra courses to encourage higher order mathematical thinking. This course will begin with factoring, exponents and exponential functions, and a study of solving and graphing quadratic equations and functions. Students will then learn operations with radicals, solving radical equations and the use of the Distance Formula. It is strongly recommended that students retain their notebooks from this course and previous math courses to use as a reference in subsequent math courses. To be successful in this course, students need the skills outlined in Algebra IB. Upon completion of this course, students will be prepared for Algebra I Quadratics or Math and Finance.</i></p>			

<u>MA 204</u>	<u>Foundations of Geometry</u>	1.0	11
<p><i>* This course may not be elected by students who have passed Geometry.</i></p> <p><i>The major focus of the course will be to develop fundamental geometry skills and concepts with an emphasis on application of geometry in a real world setting. Topics in this course will include right triangle trigonometry, the Pythagorean Theorem, applications and theorems involving polygons, measurements and modeling of two-dimensional and three-dimensional figures. It is strongly recommended that students retain their notebooks from this course and previous math courses to use as a reference for subsequent math courses. To be successful in this course, students need the skills outlined in Algebra IA.</i></p>			

<u>MA308</u>	<u>Algebra I Linear</u>	1.0	9-10
<p><i>Algebra I Linear, the first course in our Algebra I sequence, will cover the beginning half of the Common Core Algebra I curriculum. Students will study and investigate linear patterns, linear functions, and learn how to solve and graph first degree equations, inequalities, systems of equations, and systems of inequalities. The course will conclude with a study of functions, including function notation, and interpreting and building functions. By focusing on the first half of the Algebra topics, students will learn the fundamentals of Algebra in depth and reach a higher level of understanding. It is strongly recommended that students retain their notebooks from this course to use as a reference for the sequential courses in this course sequence. Students must have strong arithmetic skills including operations with integers, fractions, decimals and percents in order to be successful in this course.</i></p>			

<u>MA309</u>	<u>Algebra I Quadratic</u>	1.0	9- 11
<p><i>Algebra I Quadratic will cover the topics in the second half of the Common Core Algebra I curriculum. Having completed Algebra I Linear, students will have a solid foundation of fundamental Algebra and will begin their study of nonlinear functions and higher degree equations. Students will study inequalities, radicals, exponents, exponential functions, linear and nonlinear regression, polynomial operations and factoring. Quadratic functions and equations, along with applications will be emphasized. Students will be exposed to rational functions. Upon completion of Algebra I Quadratic, students will have studied an entire year of Algebra I in depth giving them the skills and concepts needed to advance to Algebra II. It is strongly recommended that students retain their notebooks from this course and previous math courses to use as references for the sequential courses in this course sequence. To be successful in this course, students will need the skills outlined in Algebra I Linear.</i></p>			

<u>MA409</u>	<u>Algebra I Quadratic-Honors</u>	1.0	9-10
<p><i>*Teacher recommendation and have earned at least a B- in 8th Grade Algebra or at least an A in Algebra I Linear (MA308).</i></p> <p>Algebra I Quadratic Honors will cover the topics in the second half of the Common Core Algebra I curriculum. Students will study quadratic, exponential, and square root functions in depth. Important algebra skills needed for higher-level mathematics, such as simplifying and factoring polynomials, applying the Quadratic Formula and simplifying radicals, will be emphasized. Working with real-life applications, developing good problem solving skills, and learning how to make mathematical connections will be a major focus. It is strongly recommended that students retain their notebooks from this course to use as a reference for the sequential courses in this course sequence. Students will need a strong foundation of the skills outlined in Algebra I Linear to be successful in this course. In all of our honors math courses, students should expect to have extensive and challenging assignments. They will need to be able to process information at a rapid pace, look at models and self teach, and be able to review for tests and quizzes on their own. Upon completion of Algebra I Quadratic Honors, students will have a solid foundation of Algebra I giving them the skills and concepts needed to be successful in Algebra II Honors.</p>			

<u>MA310</u>	<u>Geometry</u>	1.0	10-12
<p>The topics that will be studied in this course include exposure to proofs, an in depth study of congruent and similar figures, properties of polygons, special right triangles, right triangle trigonometry, the measurement of two-dimensional and three-dimensional figures, and the relationships in circles. It is strongly recommended that students retain their notebooks from this course and previous math courses to use as references. To be successful in this course, students must have the skills outlined in Algebra I Linear.</p>			

<u>MA410</u>	<u>Geometry-Honors</u>	1.0	10-11
<p><i>*Teacher recommendation and have earned at least a B- in Algebra I Quadratic Honors or at least an A in Algebra I Quadratic (0221).</i></p> <p>Students will study the same topics as in Geometry 233, but at a higher level. Topics will include constructions, transformations, proofs, congruent and similar figures, properties of polygons, special right triangles, right triangle trigonometry, measurement of two-dimensional and three-dimensional figures, and the relationships in circles. Challenging problems, along with higher order extension and exploration activities, and various assessment options serve to further enrich the course. It is strongly recommended that students retain their notebooks from this course and previous math courses to use as references subsequent math courses. In order to be successful in this course, students will need a strong foundation in the skills outlined in Algebra I Linear and Algebra I Quadratic Honors. In all of our honors math courses, students should expect to have extensive assignments that require sophisticated reasoning and analysis. They will need to be able to process information at a rapid pace, look at models and self teach, and be able to review for tests/ quizzes on their own.</p>			

<u>MA311</u>	<u>Algebra II</u>	1.0	10-12
<p>This course emphasizes working with algebraic expressions, including linear and quadratic forms, powers and roots, and functions based on these concepts. Students will study the key features of polynomial, rational, radical, logarithmic, and exponential functions for their properties and use these functions as tools for modeling real-world situations. A study of complex numbers, arithmetic and geometric sequences and series will also be included. Making mathematical connections and developing strong problem solving skills will be a major part of this course. It is strongly recommended that students retain their notebooks from this course and previous math courses to use as references. Students will need the skills outlined in Algebra I Linear and Algebra I Quadratic to be successful in this course.</p>			

MA411	<u>Algebra II Honors</u>	1.0	10-11
<p><i>*Teacher recommendation and have earned at least a B- in Algebra I Quadratic Honors or at least an A in Algebra I Quadratic (MA309).</i></p> <p><i>In Algebra II Honors, students will study quadratic, polynomial, rational, radical, exponential, and logarithmic functions and use these functions to model real world situations. Linear programming, complex numbers, conic sections, matrices, and arithmetic and geometric sequences and series will also be covered. It is strongly recommended that students retain their notebooks from this course and previous math courses to use as references. In order to be successful in this course, students will need a strong foundation in the skills outlined in Algebra I Linear and Algebra I Quadratic Honors. In all of our honors math courses, students should expect to have extensive and challenging assignments that require sophisticated reasoning and analysis. They will need to be able to process information at a rapid pace, look at models and self teach, and be able to review for tests and quizzes on their own. Upon completion of Algebra II Honors, students will have a solid foundation of Algebra II giving them the skills and concepts needed to be successful in Precalculus Honors.</i></p>			

MTOP	<u>Introduction to College Mathematics</u>	1.0	11-12
<p><i>This course is designed for students who would benefit from exposure to mathematical topics they will likely encounter in college. Topics will include statistics, probability, set theory, and logic. In order to be successful in this course, students will need the skills outlined in Algebra I Quadratics.</i></p>			

MA312	<u>Trigonometry</u>	1.0	11-12
<p><i>This course is designed for students who would benefit from a solid foundation of trigonometry before electing Pre-Calculus and then Calculus. Students will be introduced to the unit circle approach first then to right triangles. Trigonometric functions and their graphs, along with analytical trigonometry will be covered. Real-life applications and problem solving activities will be integrated throughout the course. In order to be successful in this course, students will need the skills outlined in Algebra II and Geometry.</i></p>			

MA 313	<u>Precalculus</u>	1.0	12
<p><i>This course is for students seeking more preparation in advanced algebra. Topics that will be covered are linear and quadratic equations and inequalities, graphs of equations including lines, parabolas, circles and ellipses, composition and inverses of functions, transformations of graphs, exponential and logarithmic functions, and trigonometric functions. The binomial theorem will also be explored. Students will be provided with an introduction to limits. To be successful in this course, students must have the skills outlined in Algebra II and Trigonometry. In addition, it is recommended that every student electing this course own a graphing calculator. The TI-84 plus calculator is the recommended model.</i></p>			

MA 413	<u>Precalculus-Honors</u>	1.0	12
<p><i>*Teacher recommendation and have earned at least a B- in Algebra II Honors or at least an A in Algebra II CP.</i></p> <p><i>Pre-calculus emphasizes the background theory a student must know to be successful in Calculus. This course will include a study of elementary and advanced functions, trigonometry, the binomial theorem, and an introduction to limits. Trigonometric functions and graphing circular functions will be explored in depth. Technology, problem-solving activities, real-life applications and proofs will be incorporated into the lessons. A graphing calculator is strongly recommended for this course. The TI-84 plus calculator is the recommended model. To be successful in this course, students must have the skills outlined in Algebra II Honors and Geometry Honors. Pace, depth of content, and activities are geared towards students who have strong math skills. In all of our honors math courses, students should expect to have extensive and challenging assignments that require sophisticated reasoning and analysis. They will need to be able to process information at a rapid pace, look at models and self</i></p>			

teach, and be able to review for tests and quizzes on their own. Upon completion of Precalculus Honors, students will have a solid foundation of Precalculus giving them the skills & concepts needed to be successful in AP Calculus.

<u>Calculus Advanced Placement, (AP) and/or (EEP)</u> Follows: Pre-Calculus Honors			
<u>MA512</u>	<u>Calculus Advanced Placement, (AP) and/or (EEP) (Sem. 1)</u>	1.0	12
<u>MA513</u>	<u>Calculus Advanced Placement, (AP) and/or (EEP) (Sem. 2)</u>	.50	12
<p><i>*Teacher recommendation and have earned at least a B- in Precalculus Honors (0254) or at least an A in both Trigonometry (0243) and Precalculus (0253).</i></p> <p><i>AP Calculus (AB) is an extremely challenging and demanding course. The primary concern of the course is to develop the student's understanding of the concepts of calculus and to provide experience with its methods and applications. Technology is used regularly to reinforce concepts and theorems, to implement experimentation and to assist in interpreting results. Graphing calculators are an integral part of the course and students are encouraged to purchase their own. Topics to be covered in this course include limits of functions, analysis of graphs, differentiation and integration with respect to rational, exponential, logarithmic and trigonometric functions, related rates and Riemann Sums. Students should expect to have extensive and challenging assignments that require sophisticated reasoning and analysis. They will need to be able to process information at a rapid pace, look at models and self teach, and be able to review for tests and quizzes on their own. A graphing calculator is strongly recommended for this course. The TI-84 plus calculator is the recommended model. A strong foundation in advanced math, including the skills outlined in Precalculus and Trigonometry, is needed for this course. All students in this course are required to take the Advanced Placement Calculus (AB) exam.</i></p>			

<u>GSAT</u>	<u>SAT Prep</u>	.50	11-12
<p><i>This is a half credit course for juniors (or seniors who plan to take the SAT in April). Half of the instruction will be provided by a math teacher and the other half by an English teacher. This course will provide you with an overview of the SAT and its format, tips and techniques for taking and preparing for the SAT, a review of English and Math topics that are on the SAT, and practice.</i></p>			

<u>MSTA</u>	<u>Statistics</u>	.50	11-12
<p><i>This elective course will provide students with an introduction to college-level statistics. Statistical concepts will be developed through active learning and the use of real-world data. The course will focus on topics such as distributions, sample surveys and experiments, curve fitting to data, and statistical inference. The use of graphing calculators will be integrated throughout the course. Students considering careers in science, health, social science, business, education, or math are encouraged to elect this course. The skills outlined in Algebra II are needed to be successful in this course.</i></p>			

<u>MART</u>	<u>Math & Art</u>	.50	11-12
<p><i>This elective course will explore mathematical topics related to art. Topics will include Fibonacci numbers and the golden ratio, fractals, tessellations and symmetry, platonic and archimedean solids, and the four color problem. Students will sometimes be completing small projects which showcase the topics covered. In order to be successful in this course, students will need the skills outlined in Algebra B (or equivalent) and Foundations of Geometry.</i></p>			

SCIENCE

Please note: All electives, with the exception of those designated as Honors or AP will follow CP expectations.

COURSE #	COURSE TITLE	CREDITS	GRADE
SC209	<u>PHYSICAL SCIENCE FOUNDATIONS</u>	1.0	9
SC309	<u>PHYSICAL SCIENCE CP</u>	1.0	9
SC409	<u>PHYSICAL SCIENCE HONORS</u>	1.0	9
SC210	<u>BIOLOGY FOUNDATIONS</u>	1.0	10
SC310	<u>BIOLOGY CP</u>	1.0	10
SC410	<u>BIOLOGY HONORS</u>	1.0	10
SC211	<u>NATURAL CHEMISTRY</u>	1.0	11
SC311	<u>CHEMISTRY</u>	1.0	11
SC411	<u>CHEMISTRY HONORS</u>	1.0	11
SC512/513AP	<u>AP CHEMISTRY</u>	1.5	11-12
SC312	<u>CHEMISTRY II</u>	1.0	11-12
SIOC	<u>INTRODUCTION TO ORGANIC CHEMISTRY</u>	.50	12
SC514/515AP	<u>AP BIOLOGY</u>	1.5	11-12
SASI	<u>ANIMAL SYSTEMS I (INTRO TO VET SCIENCE)</u>	1.0	10-12
SANI2	<u>ANIMAL SYSTEMS II (AVS 101)</u>	1.0	11-12
SHORT	<u>ENVIRONMENTAL HORTICULTURE I</u>	1.0	10-12
SHORT2	<u>ENVIRONMENTAL HORTICULTURE II (WITH LANDSCAPE DESIGN)</u>	1.0	11-12
SFLO	<u>FLORICULTURE</u>	1.0	9-12
SWIL	<u>WILDLIFE MANAGEMENT AND NATURAL RESOURCE CONSERVATION</u>	1.0	10-12
SENV	<u>ENVIRONMENTAL SUSTAINABILITY</u>	.5	11-12
SEE	<u>ENVIRONMENTAL ENGINEERING: OFFSHORE WIND ENERGY</u>	1.0	10-12
SAGI	<u>INTRODUCTION TO AGRICULTURE</u>	1.0	9-10

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SANA	<u>HUMAN ANATOMY and PHYSIOLOGY</u>	1.0	11-12
SPHY	<u>PHYSICS</u>	1.0	11-12
SFOR	<u>FORENSIC SCIENCE</u>	.50	11-12
SGEN	<u>HUMAN GENETICS</u>	.50	11-12
SPBMS	<u>PLTW PRINCIPLES OF BIOMEDICAL SCIENCE</u>	1.0	9 - 10
SHBS	<u>PLTW HUMAN BODY SYSTEMS</u> (Offered 2024-2025)	1.0	10-11
SMI	<u>PLTW MEDICAL INTERVENTIONS</u>	1.0	11-12
SBT1	<u>BIOTECH I</u>	1.0	10-12
SBT2	<u>BIOTECH II</u>	1.0	11-12

The Science Department is committed to high performance and providing a rigorous curriculum as described by both the Exeter West-Greenwich 21st Century Learning Expectations and the RI Grade Span Expectations (GSEs) for Science, English Language Arts, and Mathematics. The goal of the science department is to provide students access and opportunity to meet all GSEs embedded within each course. In addition to the RI GSEs for Science that are aligned to each science course, the following RI GSEs for English Language Arts and Mathematics and Common Core State Standards are embedded within science courses.

<u>SC209</u>	<u>Physical Science Foundations</u>	1.0	9
<p><i>This college prep Physical Science course is designed to cover basic concepts in physics, astronomy and chemistry in a way that increases student understanding of the world around them as well as developing and strengthening the student's mathematical and critical thinking skills. The course focuses on the interaction of matter and energy and the application of these principles in our everyday world. Physical Science students will study motion and forces, introductory astronomy concepts and the basics of atoms and the structure of matter. Students will also study several types of energy including heat, light, sound, mechanical, chemical, electrical and nuclear and will relate these types of energy to changes in matter. Frequent demonstrations, activities, experiments, and applied learning projects are integrated throughout the course. Daily preparedness, participation and attendance are necessary for success.</i></p>			

<u>SC309</u>	<u>Physical Science CP</u>	1.0	9
<p><i>This college preparatory course provides students with an introduction to physics, chemistry and astronomy concepts using critical thinking skills and basic mathematical/algebraic skills. The course focuses on the interaction of matter and energy and the application of these principles in our everyday world. Physical Science students will study motion and forces, introductory astronomy concepts and the basics of atoms and the structure of matter. Students will also study several types of energy including heat, light, sound, mechanical, chemical, electrical and nuclear and will relate these types of energy to changes in matter. Frequent demonstrations, activities, experiments, and applied learning projects are integrated throughout the course. Daily preparedness, participation and attendance are necessary for success.</i></p>			

<u>SC409</u>	<u>Physical Science Honors</u>	1.0	9
<p><i>*Teacher recommendation and/or have earned at least an A- in 8th grade science.</i></p> <p><i>Honors Physical Science is a course for students who have the ability to learn difficult concepts quickly, work and manage their time efficiently, take responsibility for their own actions and achievement and demonstrate academic integrity in their work and personal interactions. In addition, students will need basic algebra skills in order to manipulate mathematical equations and solve problems relating to chemistry and physics. The success of a student in this course will depend upon</i></p>			

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these qualities. The course focuses on the interaction of matter and energy and the application of these principles in our everyday world. Honors Physical Science students will study motion and forces, introductory astronomy concepts and the basics of atoms and the structure of matter. Students will also study several types of energy including heat, light, sound, mechanical, chemical, electrical and nuclear and will relate these types of energy to changes in matter. Students are expected to master those science concepts quickly, and then use that knowledge along with critical thinking skills, to solve problems and answer questions relating to science. Frequent demonstrations, activities, experiments, and applied learning projects are integrated throughout the course. Daily preparedness, participation and attendance are necessary for success.

<u>SC210</u>	<u>Biology Foundations</u>	1.0	10-11
<p><i>In this college preparatory course, students will study the interaction between various life forms and their physical environments. The major themes explored include characteristics of life, cell structure and function, genetics, DNA, the diversity of life, and ecology. Students who enroll in Foundations of Biology will explore these major biological principles and learn how to think scientifically with an emphasis on problem solving and application of these concepts in our everyday world. Frequent demonstrations, activities, experiments, applied learning projects and lab reports are integrated throughout the course. Daily preparedness, participation and attendance are necessary for success.</i></p>			

<u>SC310</u>	<u>Biology CP</u>	1.0	10-11
<p><i>This college preparatory course introduces students to the complexity of life and the major concepts of biology. Topics such as cell structure and function, DNA, genetics, the origin of life, evolution, ecology, the diversity among living things and human interactions with the environment are the major units of study. Emphasis on understanding the important life science issues relevant to society today (such as disease, cloning, stem cell research, human impact on the environment) will be included to improve student literacy and allow students to become informed decision makers. This course uses laboratory investigations, discussions, lectures, reading, and homework, both on the individual and cooperative levels, as ways to increase proficiency with these concepts.</i></p>			

<u>SC410</u>	<u>Biology Honors</u>	1.0	10-11
<p><i>*Teacher recommendation and/or have earned at least a B- in Physical Science Honors, or at least an A- in CP</i> <i>Honors Biology is a challenging, fast paced, rigorous laboratory course that primarily uses the inquiry approach for solving scientific problems as students learn the basics of molecular and cellular biology. Because students are assigned tasks that have high cognitive demands, they must be able to analyze data to recognize patterns in order to apply them to new situations. Topics such as cell structure and function, DNA, genetics, the origin of life, evolution, ecology, the diversity among living things and human interactions with the environment are the major units of study. Emphasis on understanding the important life science issues relevant to society today (such as disease, cloning, stem cell research, human impact on the environment) will be included to improve student literacy and allow students to become informed decision makers. This course uses laboratory investigations, discussions, lectures, reading, and homework, both on the individual and cooperative levels, as ways to increase proficiency with these concepts. Students who choose Honors Biology must be highly motivated, be able to work independently using critical thinking skills, and take responsibility for their learning.</i></p>			

<u>SC211</u>	<u>Natural Chemistry</u>	1.0	10-12
<p><i>Natural Chemistry is a hands-on college preparatory course designed to help students realize the important roles that chemistry plays in their personal lives. This course explores essential chemistry concepts and includes cooperative learning, cognitive skills and laboratory skills. The continued development of problem-solving skills will be an essential focus of the course. The topics covered include physical and chemical properties of matter, heat transfer, atomic structure and electron configuration, organization and use of the Periodic Table, chemical bonding, naming of compounds, describing and classifying chemical reactions, writing and balancing chemical equations. Students will use their knowledge of chemistry to make informed decisions about issues involving science and technology.</i></p>			

<u>SC311</u>	<u>Chemistry CP</u>	1.0	10-12
<p><i>Chemistry I is a rigorous course integrating science concepts, measurement, and mathematical formulas related to the composition, structure, and reactivity of matter. The chemistry curriculum is organized to use measurement and math concepts to reinforce increasingly abstract ideas and foster higher-level thought processes. A strong math background with an understanding and application of algebraic functions is a necessary skill for the course. The continued development of problem-solving skills will be an essential focus of the course. The topics covered include physical and chemical properties of matter, heat transfer, atomic structure and electron configuration, organization and use of the Periodic Table, chemical bonding, naming of compounds, describing and classifying chemical reactions, writing and balancing chemical equations, solving stoichiometric and limiting reactant problems, and gas laws.</i></p>			

<u>SC411</u>	<u>Chemistry Honors</u>	1.0	10-12
<p>*Teacher recommendation and/or have earned at least a B- in Biology Honors, or at least an A- in a CP <i>The course curriculum is designed for students who may be interested in a career in science in addition to those preparing for AP Chemistry and/or AP Biology. Honors Chemistry is a challenging first year chemistry course for highly motivated students who have a well developed habit for independent study. The topics include the physical and chemical properties of matter, thermochemistry, atomic theory including atomic spectra and electron configuration, periodic properties, chemical bonding, chemical naming, describing and classifying chemical reactions, the gas laws, and reaction stoichiometry, including limiting reactants and solutions. The majority of topics will be presented from a mathematical (quantitative) perspective involving calculations and graphical analysis of data; therefore, students are expected to have demonstrated exceptional math skills.</i></p>			

<u>Chemistry, Advanced Placement AP</u>			
<u>SC512</u>	<u>Chemistry, Advanced Placement (Sem. 1)</u>	1.00	11-12
<u>SC513</u>	<u>Chemistry, Advanced Placement (Sem. 2)</u>	.50	11-12
<p>*Recommendations: Earned at least an 85 in Honors Chemistry or at least a 90 in CP and consultation with the teacher <i>AP Chemistry (2nd year chemistry) is the equivalent of a first year general college chemistry course. This is a lab-intensive course which provides students an opportunity to explore advanced chemical topics such as kinetics, chemical equilibrium, thermodynamics, intermolecular forces, acids and bases, and electrochemistry. Students will learn these concepts through experimentation and data analysis by applying mathematical principles. In addition, students will gain experience in advanced laboratory procedures and techniques. Developing the requisite intellectual skills required of an AP Chemistry student demands at least ten hours a week in individual study outside the classroom. It is required that all students in the class take the AP exam in May.</i></p>			

<u>SIOC</u>	<u>Introduction to Organic Chemistry</u>	0.5	11-12
<p>*Recommendations: Biology, Chemistry <i>This course is designed for students interested in majoring in Chemistry, Engineering and the Health Science Professions, in particular Nursing, Physician's Assistants, or Pharmacy. The course combines the fundamentals of organic chemistry and biochemistry as applied to the health professions. The course is focused on the chemistry of carbon, hydrogen, nitrogen and oxygen containing compounds and examines the structures, properties, nomenclature, reactivity and, in some cases, synthesis of simple organic molecules. The structures and functions of biological macromolecules and common biochemical pathways are also examined as well as their relationship to human health.</i></p>			

<u>SC312</u>	<u>Chemistry II</u>	1.0	11-12
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***Recommendations:** Completion of the 1st year chemistry course, developed a mastery of the topics presented, possess a strong problem-solving ability and are confident in their time management and study skills.

This course is being offered for the student who has developed an interest in chemistry with a desire to continue the study of this central science beyond the first year course. Chemistry II will explore advanced chemistry topics such as gas laws, solutions, kinetics, equilibrium, acids and bases, electrochemistry, thermodynamics, and properties of matter involving intermolecular forces. The course will extend the fundamental knowledge, essential laboratory skills and problem-solving abilities acquired in 1st year chemistry in order to create the laboratory environment, mathematical problem-solving and independent learning requirements needed to prepare a student for success in a first year college chemistry course. **This course is not taught at the AP Chemistry Course level (1st Year College Chemistry) therefore the range and extension of topics, quantity and depth of mathematical problem-solving, development of reasoning abilities and mastery of learning outcomes needed to successfully prepare a student for the AP Chemistry Exam in May will not be an expectation for the student enrolled in the course.**

Biology, Advanced Placement AP

<u>SC514AP</u>	<u>Biology, Advanced Placement (Sem. 1)</u>	1.00	11-12
<u>SC515AP</u>	<u>Biology, Advanced Placement (Sem. 2)</u>	.50	11-12

***Recommendations:** Have earned at least an 85 in Honors Biology or at least a 90 in CP consultation with the teacher. Additionally, students must be either concurrently enrolled in, or have completed, CP/Honors chemistry.

AP Biology is challenging, the equivalent of a freshman-level college biology course. Students should be prepared to read and understand complex science texts and journals. Students will develop laboratory skills necessary to investigate modern biological issues. Topics are centered on the '4 big ideas': Evolution, Cellular processes and energy, Genetics and information transfer, and Interactions of systems and organisms. The course is demanding and fast paced, requiring students to work independently and collaboratively both in and out of class. It involves note taking, discussion, technical reading and lab work. Clear and supported writing and analytical skills are essential for success in this course. Success in AP Biology demands **at least ten hours a week** in individual study/reading outside the classroom. **It is required that all students in the class take the AP exam in May.**

<u>SASI</u>	<u>Animal Systems I (Introduction to Vet Science)</u>	1.0	10-12
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***Recommendations:** Must pass Biology and have an interest in exploring careers in animal science

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 I 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 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 used in veterinary or animal workplace settings. Students gain hands-on experience in safety, sanitation, small animal care and handling, first aid, and office management. A culminating activity in the FFA Vet Science Career Development Event will allow students to put their skills into practice as they compete against other schools. **FFA membership and an animal SAE are required for pathway students**

<u>SANI2</u>	<u>Animal Systems II (AVS 101)</u>	1.0	11-12
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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 II! This course is part of the Rhode Island Concurrent Enrollment Program, a partnership between EWG and the University of Rhode Island. The curriculum is aligned with the college's AVS101 (Animal and Veterinary Sciences) course. **Students who enroll in the concurrent enrollment program and 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 their knowledge of anatomy, physiology, and nutrition, as well as explore new topics like animal lactation, reproductive technologies, production practices, and livestock animal husbandry. FFA membership and an animal SAE are required for agriculture pathway students

<u>SHORT</u>	<u>Environmental Horticulture I</u>	1.0	10-12
<p><i>*Recommendations: Biology</i></p> <p><i>This college preparatory course is designed to give students a look into the exciting world of plants. Coursework will include topics such as plant cells and anatomy, genetics, growth, photosynthesis, tissue culture, health, and pest control. Emphasis will be placed on hands-on learning involving greenhouse crop management, plant propagation, landscape design and bedding plant production. Students will use the knowledge from class and hands-on learning to manage a 30' x 60' greenhouse facility, culminating in a spring plant sale. Students will be working both within and outside of the classroom throughout the semester. Topics include plant culture, growth, reproduction, genetics, tissue culture, health, pest control, greenhouse crop management, plant propagation and landscape design <u>Students who sign up for this course must participate in the 2 EWG high school plant sales in the spring.</u></i></p>			

<u>SHORT2</u>	<u>Environmental Horticulture II with Landscape Design</u>	1.0	11-12
<p><i>*Must have passed Environmental Horticulture I</i></p> <p><i>This college preparatory class is designed to give students a more in depth look into the world of plants. It takes the concepts learned from Horticulture I (entomology, soil chemistry, plant anatomy etc.) and goes into more plant structure and function detail. Students will use the knowledge from Horticulture I and this class and their hands-on learning in the greenhouse to grow vegetable and fruit crops, create and maintain gardens, research, design, and implement a landscape design around the school, and will be learning more on propagation techniques. Students will be working both within and outside of the classroom throughout the semester. Topics include plant culture, growth, reproduction, genetics, tissue culture, health, pest control, greenhouse crop management, plant propagation and landscape design. <u>Students who sign up for this class must participate in a showcase of their landscape design or pbl project.</u></i></p>			

<u>SFLO</u>	<u>Floriculture</u>	1.0	9-12
<p><i>This college preparatory class is a hands on course designed for students with interest in a career in the floriculture design and management industry. This course covers principles of floral art with an emphasis on commercial design. Coursework will include basic design styles and color harmonies; identification of equipment and flowers/plants, use, and care of processing of cut flowers and foliages; mechanical aids and containers; personal flowers; holiday designs; and plant identification, pricing, and care. Students will demonstrate the ability to identify floral design styles and color harmonies; identify cut flowers and foliages and the care and processing methods for extended vase life; select containers and mechanical aids; and create basic floral arrangements. The study of the general principles of plants, and their life processes and morphology, with emphasis on major floral crops are also covered.</i></p>			

<u>SWIL</u>	<u>Wildlife Management / Natural Resource Conservation</u>	1.0	11-12
<p><i>*Recommendations: Biology</i></p> <p><i>This college preparatory course is a hands-on course designed for students with an interest in careers in wildlife management, fishery management, environmental science, forestry, wetland conservation, ecology, soil, and water resource management, and land use planning. Students will explore four broad topics; Ecology, Forestry, Soils/Land Use, and Wildlife Management. Students will evaluate environmental problems, and examine alternative solutions for resolving and/or preventing them. In addition to traditional classroom work, students will be learning thorough research, field work, experimentation, and data analysis.</i></p>			

<u>SENV</u>	<u>Environmental Sustainability</u>	0.5	11-12
<p><i>*Recommendations: This course is open to serious science students interested in a career in Environmental Science/Sustainability. Must have successfully completed chemistry and biology and possess a strong problem-solving ability.</i></p> <p><i>The course will explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. Students will participate in laboratory investigations and field work including but not limited to explaining environmental concepts and processes, analyzing data, visual representations, and writings, applying quantitative methods in solving problems, proposing a solution for an environmental problem, supporting the idea with evidence, and analyzing a research study to identify a hypothesis. Topics to be covered include: Ecosystems, Biodiversity, Populations, Land and Water Usage, Energy Resources and Global Change. Eligible students may attempt the AP Environmental Science exam after completion of this course.</i></p>			

<u>SEE</u>	<u>Environmental Engineering: Offshore Wind Energy</u>	1.0	10-12
<p><i>*Recommendations: Concurrent enrollment or credit in Biology</i></p> <p><i>Environmental Engineering for Offshore Wind Energy involves looking at the environmental aspects of offshore wind energy to understand the positive impact that the use of a renewable energy – the WIND (which is indigenous, clean, and free because it uses no type of fuel and presents potentially less environmental risks such as carbon dioxide emissions, pollutants, etc.) and the potential negative environmental impact on the ocean or our marine environment (sea mammals, birds, cetaceans, landscape and sustainable land use). Areas of study include Foundations of Environmental Science, Human Population - Needs and Impacts, Wind Farm Installation, and Assessing the Impacts of Wind Farms. The course will conclude with a cumulative final project. This course is required for those students in the Wind Pathway.</i></p>			

<u>SAGI</u>	<u>Introduction to Agriculture</u>	1.0	9-10
<p><i>This course is for ninth and tenth graders exploring different topics in environmental and agricultural sciences.. This course is meant to give students a brief overview of topics in the field of agricultural sciences. It will include units from leadership, ecology, natural resources, plant biology, sustainability, animal science, forestry, and biotechnology. This course does not fulfill science graduation requirements.</i></p>			

<u>SANA</u>	<u>Human Anatomy and Physiology</u>	1.0	11-12
<p><i>*Recommendations: Biology</i></p> <p><i>Human Anatomy and Physiology is a college preparatory course that provides an in-depth study of the structure and function of the human body, with emphasis on the relationship among systems as the body maintains homeostasis. It is a great intro course for students interested in nursing, pharmacy, medical field, nutrition, biomedical sciences, PT, vet, and for anyone who wants to learn more about their body and how it functions! A solid foundation in biology is necessary for success in this course. This intensive laboratory course includes frequent experimentation and dissections of preserved organisms to provide a detailed look at the structure and physiological processes of the body. Additionally, ethical issues, pathology, health and medical issues will be discussed.</i></p>			

<u>SPHY</u>	<u>Physics</u>	1.0	11-12
<p><i>*Recommendations: Physical Science, Algebra Quad</i></p> <p><i>Physics is a rigorous mathematics-based college preparatory course that deals with the relationship between forces, motion and energy. Students must have algebra skills that include proficiency in manipulating and solving algebraic equations, along with a mastery of the basic trigonometric functions. Students will also participate in an engineering-based, hands-on group project focusing on design, documentation, and execution.</i></p>			

<u>SFOR</u>	<u>Forensic Science</u>	.50	11-12
<p>*Recommendations: Physical Science, Biology This course will fulfill one required element of the Criminal Justice Pathway. This course is designed to give students a look into the exciting world of crime scene investigation. Students will collect evidence from the “scene of a crime” (or lab investigation), analyze evidence, organize results and identify the most likely suspect. Skills such as observation and logical thinking are developed as students analyze unknown mixtures, skeletal structures, blood, hair, tool marks, etc. Frequently, students will write up their findings in crime scene reports and try to convince their classmates that they have solved the crime.</p>			
<u>SPBMS</u>	<u>PLTW Principles of Biomedical Science (PBMS)</u>	1.0	9 - 10
<p>*Recommendations: Concurrent enrollment or credit in Physical Science Principles of Biomedical Science (PBS) is the 1st course in the PLTW BioScience Pathway. This course serves to provide foundational knowledge and skills in fields such as biology, anatomy & physiology, genetics, microbiology, and epidemiology as well as engage students in how this content can be applied to real- world situations, cases, and problems. Through both individual and collaborative team activities, projects, and problems, students will tackle real-world challenges faced by biomedical professionals in the field. They will work with the same tools and equipment used in hospitals and labs as they engage in relevant hands-on work. Students will develop skill in technical documentation to represent and communicate experimental findings and solutions to problems. In addition, students will explore how connections to other disciplines such as computer science and engineering shape the future of medicine and practice collaboration techniques that will help them connect with professionals across any field.</p>			
<u>SHBS</u>	<u>PLTW Human Body Systems</u>	1.0	10 - 11
<p>*Recommendations: Concurrent enrollment or credit in Biology, credit in Physical Science This course will be offered during the 2024 - 2025 school year. In the Human Body Systems (HBS) is the 2nd course in the PLTW Biomedical Science Program. In HBS, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries. Students practice problem solving with structured activities and progress to open-ended projects and problem that require them to develop planning, documentation, communication, and other professional skills.</p>			
<u>SBT2</u>	<u>PLTW Medical Interventions</u>	1.0	11-12
<p>*Recommendations: PBMS and Biotech 1 and completion or concurrent enrollment in Human Anatomy Medical Interventions (MI) is the 3rd required course of the Bioscience pathway, and allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of interventions, reinforce concepts learned in the previous two courses, and present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future.</p>			

<u>SGEN</u>	<u>Human Genetics</u>	.50	11-12
<p align="center">*Recommendations: Biology</p> <p><i>Human Genetics will build on the foundation of DNA and Mendelian genetics that students learned in Biology. Students will advance their knowledge of these topics and be exposed to non-mendelian genetics, pedigree analysis, Hardy-Weinberg Equilibrium and Chi-Square testing. Frequent lab work involving topics such as Plant tissue culture, DNA analysis, and bioinformatics offers a hands-on approach to complement classroom learning. Inheritance of diseases, cloning and its applications are all topics that will be studied through lab work, projects and classroom discussions. Ethical issues of new biotechnology procedures will be integrated throughout. As genetics relies heavily on statistics and probabilities, the ability to manipulate mathematical equations is necessary. Attendance in class is necessary for success.</i></p>			

<u>SBT1</u>	<u>Biotechnology I</u>	1.0	10-12
<p align="center">*Recommendations: PBMS</p> <p><i>Biotech I sets a foundation of how to operate in a lab-based environment with a 'learn it - do it' approach, where concepts are learned in the classroom, then applied in the lab. The course is divided into 4 major sections. The first involves development of Good Lab and Documentation Practices, where students are exposed to the basics of how to work in a lab based setting, set up and maintain a lab/research journal and learn the math skills typically involved with lab work. Next, students are exposed to metrology, or the selection and use of proper measurement equipment such a serological and micropipette. These measurement skills will be needed for the 3rd component of the course, which introduces students to the practice of solution and media preparation. Here, students will be asked to demonstrate the ability to perform calculations needed to prepare chemical solutions, then physically prepare the solutions. The final components of the course involve application of the solution and media prep. The media preparation skills will be tested through the development of plant cloning techniques. Plants will be cloned by designing media that varies levels of hormones plant tissues are exposed to. Solution preparation will be developed further with the introduction of spectrophotometry. Spectrophotometers use light to measure the concentration of solutions, and students will use the 'specs' to solve problems dealing with solution concentration levels. Use of a lab journal to document skills, collected data and observations, and experimental methods is an important part of any research process. Maintenance of a lab journal is therefore a major course assessment for this course and a required portion of components 1 and 2 of the Biotechnology pathway.</i></p>			

<u>SBT2</u>	<u>Biotechnology II</u>	1.0	11-12
<p align="center">*Recommendations: Physical Science, Biology, completion of Biotech I is suggested but not required</p> <p><i>Biotech II continues the foundation set forth in Biotech I and applies the knowledge and skills developed with metrology, solution and media preparation and experimentation in two major areas of study: DNA technologies and microbiology. Study of DNA includes a review of how DNA is read and proteins are formed, then moves to DNA sequencing via the Sanger Chain Termination Method and to gene mapping. Students learn these concepts in 'dry lab' environment, then transfer the knowledge to the lab. They will experience techniques with DNA transformation, adding genes from a jellyfish to E.coli bacteria so that they glow green under UV light, PCR and DNA electrophoresis. Study of DNA continues with an introduction to CRISPR and then forensic DNA analysis.. Following study of DNA, students develop the skills necessary to maintain and observe bacteria. Students will practice aseptic technique to develop and maintain pure cultures of bacteria, then perform stain techniques to observe their shape and arrangement, and finally perform biochemical tests to explore metabolic traits. Students demonstrate their abilities at the end of this section by isolating samples of Streptomyces bacteria collected from soil samples. Use of a lab journal to document skills, collected data and observations, and experimental methods is an important part of any research process. Maintenance of a lab journal is therefore a major course assessment for this course and a required portion of components 1 and 2 of the Biotechnology pathway.</i></p>			

HISTORY AND THE SOCIAL SCIENCES

Please note: All electives, with the exception of those designated as Honors, will follow CP expectations.

<i>COURSE #</i>	<i>COURSE TITLE</i>	<i>CREDITS</i>	<i>GRADE</i>
HI209	<u>WESTERN CIVILIZATIONS FOUNDATIONS</u>	1.0	9
HI309	<u>WESTERN CIVILIZATIONS CP</u>	1.0	9
HI409	<u>WESTERN CIVILIZATIONS H</u>	1.0	9
HI210	<u>US 10 FOUNDATIONS</u>	1.0	10
HI310	<u>US 10 CP</u>	1.0	10
HI510/511	<u>US HISTORY- ADVANCED PLACEMENT</u>	2.0	10 or 11
HI211/212	<u>US HISTORY and the WORLD FOUNDATIONS</u>	1.5	11
HI311/312	<u>US HISTORY and the WORLD CP</u>	1.5	11
HI411	<u>US HISTORY HONORS SEMINAR</u>	.5	11
HI513/514	<u>ADVANCED PLACEMENT PSYCHOLOGY</u>	1.5	11-12
HI517/518	<u>ADVANCED PLACEMENT U.S. GOVERNMENT & POLITICS</u>	1.5	11-12
HSOC	<u>SOCIOLOGY</u>	1.0	11-12
HPSY	<u>PSYCHOLOGY</u>	1.0	11-12
HAGL	<u>CRIME, PUNISHMENT AND THE LAW</u>	1.0	11-12
HCRJ	<u>INTRODUCTION TO CRIMINAL JUSTICE</u>	.50	9-10
HHTM	<u>FACE THE MUSIC: AMERICAN HISTORY THROUGH SONG</u>	.50	10-12
HSPO	<u>SPORTS AND SOCIETY</u>	.50	10-12
HHTC	<u>HISTORY THOUGH CINEMA</u>	.50	10-12
HCEC	<u>CURRENT EVENTS AND CONTROVERSIES</u>	.50	9-12
	<i>COURSES NOT RUNNING 2023-2024</i>		
HI515/516	<u>ADVANCED PLACEMENT EUROPEAN HISTORY</u>	1.5	11-12
HECN	<u>ECONOMICS</u>	1.0	10-12
HCUR	<u>CURRENT EVENTS</u>	.50	9-10

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HIPSY	<u>INTRODUCTION TO PSYCHOLOGY</u>	.50	
HISOC	<u>INTRODUCTION TO SOCIOLOGY</u>	.50	
HMOD	<u>MODERN EXPLORATIONS</u>	.50	
HCON	<u>FROM A-BOMB TO GROUND ZERO: MODERN US HISTORY</u>	1.0	11-12
HRPS	<u>RESEARCH PAPER RAMP UP SEMINAR</u>	.50	
HWAR	<u>WAR GENOCIDE AND PEACE</u>	.50	10-12

***PLEASE NOTE, Western Civilization I, World II/US I, and U.S. History & the World are required courses for graduation and it is suggested that students take the courses in that sequence.**

The History Department is committed to the RI Historical Perspectives Grade Level Expectations (HP), RI Government and Civics Grade Span Expectations, National Standards in Historical Thinking (HT), the National World (WH) and United States History Standards (USH), the National Council of Social Studies Standards (NCSS), and where appropriate, the National Standards for High School Psychology (NSP), the National Sociology Standards (NSS), the RI English Language Arts and Mathematics Grade Span Expectations, the RI Applied Learning Standards and the Common Core Reading and Writing Standards for Literacy in History. The department's goal is to provide all students with the opportunity to achieve the standards embedded in each course.

<u>HI209</u>	<u>Western Civilization - Foundations</u>	1.0	9
<p><i>After a brief overview of the key concepts of earlier eras, this course will acquaint students with the major themes of the development of western European nations from the Renaissance to the World War I era, including the religious, scientific, political, and philosophical revolutions that occurred. The impact of modern economic theory and imperialism on world events will also be introduced. Students will learn the cause and effect relationship among historical events. The History teacher will emphasize the development of critical reading, writing and thinking skills, using the course material as a framework for skills development. Students may be assigned long-term projects, as well as several short reports, and they will be expected to write several formal essays each quarter. Students are encouraged to become well-organized, self-directed, and active participants to successfully complete required work</i></p>			

<u>HI309</u>	<u>Western Civilization</u>	1.0	9
<p><i>After a brief overview of the key concepts of earlier eras, students will study the major themes of the development of western European nations from the Renaissance to the World War I era, including the religious, scientific, political, and philosophical revolutions that occurred. The impact of modern economic theory and imperialism on world events will also be studied. The historical goal is to eradicate the perception that events happen in isolation, or that one society is superior to another. Emphasis is placed on the development of writing and critical thinking skills. Students may be assigned long-term projects, as well as several short reports and they will be expected to write several formal essays each quarter. Students are expected to be active participants in the class, take academic initiative, and be responsible for their scholastic performance.</i></p>			

<u>HI409</u>	<u>Western Civilization Honors</u>	1.0	9
<p><i>*Teacher recommendation and/or have earned at least an A- in 8th grade Social Studies.</i> <i>As with our other ninth grade classes, this class will begin with a brief overview of the key concepts of earlier eras. It will then offer an in-depth examination of the development of western European nations from the Renaissance to the World War I era, including the religious, scientific, political, and philosophical revolutions that occurred. The</i></p>			

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impact of modern economic theory and imperialism on world events will also be investigated. The historical goal is to eradicate the perception that events happen in isolation, or that one society is superior to another. Great emphasis is placed on the development of analytical writing and critical thinking skills. Students must be aware that this fast-paced, rigorous course requires much dedication both in, and outside, of the classroom. Students will be assigned outside readings, short and long-term projects, and will be expected to write several formal essays demonstrating synthesis and analysis of material from a variety of sources.

<u>HI210</u>	<u>U.S. History 10 - Foundations</u>	1.0	10-11
<p><i>This United States History course will continue the students' exploration of the major themes of history which began during the freshman year. Students will be introduced to early American history from the development of the United States (post Revolution) through the Progressive Era. The History teacher will continue to emphasize the development of critical reading, writing and thinking skills, as conduits to understanding the historical concepts. Students will be responsible for individual and group assignments as well as written and/or oral presentations as assigned. Students are encouraged to become well-organized, self-directed, and active class participants to successfully complete required work.</i></p>			

<u>HI310</u>	<u>U.S. History 10 CP</u>	1.0	10-11
<p><i>In this college preparatory course students will continue to explore the major themes of history, via a historical understanding of the United States. Students will study the development of the United States (post Revolution) through the Progressive Era. Students will also be expected to write several formal analytical essays each quarter both in the classroom and as take-home assignments. Students are expected to be well organized, self-directed, and active class participants to successfully complete required work.</i></p>			

<u>United States History, Advanced Placement</u>			
<u>HI510</u>	<u>U.S. History II, Advanced Placement (AP) (Sem. 1)</u>	1.0	10-12
<u>HI511</u>	<u>U.S. History II, Advanced Placement (AP) (Sem. 2)</u>	1.0	10-12
<p><i>*Teacher recommendation and/or have earned at least a B- in Western Civilization Honors, or at least an A- in Western Civilization CP.</i></p> <p><i>Taught at the freshman college level, this course provides students with an in-depth study of American history from the colonial era to the present. It will develop the analytical skills and knowledge necessary for the critical interpretation of major issues. Students will be expected to take notes from a wide range of supplementary reading material and course text, as well as class lectures, prepare weekly essays, and write research papers. Students are reminded that this course will make the same demands as an introductory college course. Students are expected to be active participants in the class, take academic initiative, and be responsible for their scholastic performance. It is required that all students in the class take the national Advanced Placement test in May which provides eligibility for college credit. Students may also opt for college credit at Rhode Island College through the EEP Program. A formal research paper is required in the Advanced Placement United States History program. Students are expected to do extensive and critical research resulting in highly analytical products containing a 10 to 12 page essay component, utilizing at minimum, six sources.</i></p>			

<u>United States History and the World -Foundations</u>			
<u>HI211</u>	<u>U.S. History and the World- Foundations (Sem. 1)</u>	.50	11-12
<u>HI212</u>	<u>U.S. History and the World - Foundations (Sem. 2)</u>	1.0	11-12

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Utilizing both a chronological and topical approach, students will study the major themes in American history from the turn of the 20th century to the present. Through an analysis of the past, the student will appreciate their heritage as Americans, as well as develop an understanding of current policy. The History teacher will continue to emphasize the development of critical reading, writing and thinking skills, as conduits to understanding the historical concepts. Students will be responsible for individual and group assignments as well as written and/or oral presentations as assigned. Students are expected to be well-organized, self-directed, and active class participants to successfully complete required work. Students will be expected to do outside readings and assignments, and will, in this expanded course, write a formal research paper. Students are expected to write a properly documented essay component that demonstrates critical research and analysis. This paper will utilize, at minimum, four sources. Students are encouraged to become active participants in the class, take academic initiative, and be responsible for their scholastic performance.

<u>United States History and the World- CP</u>			
<u>HI311</u>	<u>U.S. History and the World- CP (Sem. 1)</u>	.50	11-12
<u>HI312</u>	<u>U.S. History and the World - CP (Sem. 2)</u>	1.0	11-12
<p>Utilizing both a chronological and topical approach, students will study the underlying concepts and major turning points in American history from the turn of the 20th century to the present. Through a careful analysis of the past, the student will appreciate their heritage as Americans, as well as develop an understanding of current policy. Students will be expected to do outside readings and assignments, and will, in this expanded course, write a formal research paper. Students are expected to write a five to seven page, properly documented, essay component that demonstrates critical research and analysis. This paper will utilize, at minimum, four sources. Students are expected to be active participants in the class, take academic initiative, and be responsible for their performance.</p>			

<u>HI411</u>	<u>U.S. History Honors Seminar</u>	.5	11-12
<p>*Recommendations: To enroll in U.S. History Honors Seminar, students should have completed AP US History. Taught at the freshman college level, this course provides students with an in-depth analysis of selected historical topics. The class will primarily entail working on research techniques, including but not limited to the process of creating a formal research paper. Students are expected to do extensive and critical research resulting in highly analytical products containing a 10 to 12 page essay component, utilizing at minimum, six sources. Additionally, students may review historical papers, analyze and critique historical books, and learn about historiography. Students must be self motivated and highly interested in the historical research process.</p>			

<u>HSOC</u>	<u>Sociology</u> (Students may not take both Intro to Sociology and Sociology)	1.0	11-12
<p>*This course will fulfill one required element of the Criminal Justice Pathway. Do you like to explore societal issues such as racism, criminality, the media, and family dynamics? This is the course for you! It will provide an introduction to how sociologists analyze societies. It will examine how societies develop and change, how they can be compared, and how societies influence the development of individuals. Students will examine issues that impact society as a whole and through analysis, that a fundamental understanding of this discipline is useful in everyday applications. Students will be assigned research issues as appropriate, will participate in group work and discussions, and be expected to produce critical analysis in a variety of written formats. Students are expected to be well organized, self-directed, and active class participants to successfully complete required work.</p>			

<u>HPSY</u>	<u>Psychology</u>	1.0	11-12
<p>*This course will fulfill one required element of the Criminal Justice Pathway.</p>			

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Do you want to understand what makes you tick? How do psychologists explain everyday behaviors and abnormal behaviors? Do you ask yourself, who am I and why? This is the course for you! This course will provide a survey of the causes and effects of human behavior and gain the skills that enhance their understanding of themselves and others. An emphasis is placed on major theories of behavior and applying them to common behavior and thought. Students will also study the uses of psychology as it applies to daily life. Assignments will include reaction essays, article critiques, book reviews and/or in-depth research projects. Students are expected to be well organized, self-directed, and active class participants in order to successfully complete required work.

<u>HAGL</u>	<u>Crime, Punishment and the Law</u>	1.0	11-12
<p>*This course will fulfill one required element of the <u>Criminal Justice</u> Pathway.</p> <p>Do you want to understand the American political system? Are you fascinated by criminal justice? Do issues like the death penalty, abortion, and students' rights keep you up at night? Then this is the course for you! This college preparatory course analyzes the framework of the American political system, with a strong emphasis on the United States Supreme Court and is best suited for the student who is currently taking, or has completed United States History. Students examine Supreme Court decisions and how those decisions affect their daily lives. Landmark Cases will be reviewed and students will learn how to write legal briefs on cases that involve the death penalty, abortion, affirmative action, students' rights, and various other timely and interesting topics. In addition, students will become familiar with various aspects of criminal law, juvenile law, and individual rights. Problems and concerns within the prison system in America and Rhode Island will be examined. As part of this examination, students will participate in a field trip to the Adult Correctional Institution and take part in a prisoner run program that provides a real in-depth look at prison life. Course requirements will include written legal briefs, position papers, group projects, debates and an in-class mock trial or formal debate. Students are expected to be well organized, self-directed, and active class participants to successfully complete required work.</p>			

<u>U.S. Government and Politics, Advanced Placement</u>			
<u>HI517</u>	<u>U.S. Government and Politics, Advanced Placement (Sem. 1)</u>	1.0	11-12
<u>HI518</u>	<u>U.S. Government and Politics, Advanced Placement (Sem. 2)</u>	.50	11-12
<p>*Students must be in the 11th or 12th grade, having successfully passed US History 10.</p> <p>This course will fulfill one required element of the <u>Criminal Justice</u> Pathway.</p> <p>Do you want to know the ins and outs of the American Legal System? Do you want to participate fully as an American citizen? Are you interested in being a lawyer, a police officer, a politician or do you just want to be in the know. Contemporary issues and ideas will be explored in this course through discussion, projects, and readings. Facts matter when it comes to government and politics. This is the course to help you explore the facts.</p> <p>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. Students are required to take the Advanced Placement US Government and Politics Test in May. The successful student needs to be aware of the academic rigor associated with a college level course and be able to devote the necessary time required, therefore students must be active participants in the class, take academic initiative, and be responsible for their scholastic performance</p>			

<u>Psychology, Advanced Placement</u>			
<u>HI513</u>	<u>Psychology, Advanced Placement (Sem. 1)</u>	1.0	11-12

<u>HI514</u>	<u>Psychology, Advanced Placement (Sem. 2)</u>	.50	11-12
<p><i>*Teacher recommendation and/or have earned at least a B- in United States History II AP/EEP, or at least an A- in United States History II CP</i></p> <p><i>This course will fulfill one required element of the Criminal Justice Pathway.</i></p> <p><i>Do you want to explore scientific research to better understand human behavior? This highly analytical course will enable you to grasp the essence of human behavior. If these ideas intrigue you, this is the course for you! In this college level course, students will examine the causes and effects of human behavior and gain the skills that enhance their understanding of themselves and others. An emphasis is placed on grasping the major theories in psychology and applying them to common human behavior and thought. Other topics covered include motivation, emotion, biological influences on behavior, human development, as well as psychological disturbances and treatment. Several research assignments are part of the course requirements. Students are required to take the Advanced Placement Psychology Test in May. The successful student needs to be aware of the academic rigor associated with a college level course and be able to devote the necessary time required, therefore students must be active participants in the class, take academic initiative, and be responsible for their scholastic performance</i></p>			

<u>HCRJ</u>	<u>Introduction to Criminal Justice</u>	.50	9-10
<p><i>If you are interested in policing, the law, and justice, this is the course for you! This course will begin with the foundations of the United States Legal System: The US Constitution as it applies to criminal justice. From there, the course will cover topics such as the Juvenile Justice System, Guns and the Law, Policing and the History of Crime, and Social Justice Issues. Students will participate in hands-on activities like the “Power Grab” Game to explore the Constitution, participate in debates and roundtable discussions on controversial legal issues, review case law to understand the rights and responsibilities of citizens and the police, and meet with professionals in the criminal justice field. Course content will be presented using both traditional and project based learning. This is an exciting course for those seeking to explore the field of criminal justice as a possible career and those who just find it fascinating.</i></p>			

<u>HHTC</u>	<u>History Through Cinema</u>	.50	10-12
<p><i>Did you see Saving Private Ryan? Gone with the Wind? Gladiator? Life Is Beautiful? How about Braveheart? Milk? Are you always wondering how much of the story is true? Do you like to learn by watching, then researching and analyzing? Then this is the course for you! This course will examine the presentation of history through the use of film. Students will develop the skills necessary to critically examine film for historical accuracy, accuracy of setting, mood, and characters and examine the values, agenda and effects of film. Students will compare films with critical and scholarly works, including primary and secondary sources. The course will cover a wide range of world and US history, focusing on the following themes: power and authority, science and technology, religious and ethical beliefs, cultural interaction, revolution, empire building and economics. Students will be expected to participate in class discussions and produce written analytical critiques and/or reflections as assigned by the teacher.</i></p>			

<u>HSPO</u>	<u>Sports & Society</u>	.50	9-12
<p><i>Are sports really your thing? Do you know that they are way bigger than just a game? They actually impact society, and you want to explore how? Then this is the course for you! This course will provide a survey of the role that sports have played in society's historical and more modern events and movements. Students will examine historical periods, movements, and concepts ranging from Civil Rights, gender role, regional sports identities, economics, and current events utilizing primary sources and secondary sources from a variety of formats. Individuals who transcended their times and their individual sports will also be examined in an effort to examine the place sports fits into today's culture. This course draws on the tools of sociology, history, economics, and other disciplines to provide new perspectives on the games people watch and play on a daily basis. Students will be responsible for assigned readings, reports, and presentations as a way to work to improve their written and verbal language skills.</i></p>			

<u>HCEC</u>	<u>Current Events & Controversies</u>	.50	9-12
<p><i>* This course will fulfill one required element of the Criminal Justice Pathway.</i></p> <p><i>This course is for students who love to explore the issues of the day. It is beyond just looking at the daily news (although that is part of it). What are the pressing issues of our time? Is racism still a factor? Do immigrants deserve sanctuary? Who will be the next world power? This course will focus on the events that students hear about on the news and want to know more about. The events will be viewed not only for their immediate impact, but also in their historical context. The course will utilize multiple news sources and mediums. Research skills, as well as written and verbal communication skills will be focused on through assigned readings, reports, and presentations. Students are expected to be well organized, self-directed, and active class participants to successfully complete required work. As a civics component, this course will explore the roles of the informed citizen. The design of government on a national, state and most importantly local level also will be addressed with a special emphasis on the state of Rhode Island as well as the towns of Exeter and West Greenwich. Panels composed of both students and community members will be created to address different subjects, and to allow for student participation in problem solving, deliberation and community involvement. Members of student council, class councils, and Model Legislature are all encouraged to take the course. Anyone who wants to explore the role of a citizen who faces difficult challenges ahead is also encouraged to take the course.</i></p>			

<u>HHTM</u>	<u>Face the Music: American History Through Song</u>	.50	11-12
<p><i>Do you know that music is more than just a song? Do you want to understand how music has impacted society and how society actually influences music? Do you want to know about African American history through their impact on American music? How does music speak to your generation? How did it speak to generations past? Does popular music actually matter? Students will explore the evolution of popular music throughout the 19th and 20th century and the relationship that this dynamic art form has had with the structure of American society. The course will focus on how music can be used as an awesome tool in exploring the intricate balance of human emotion and perception with accurate understanding of significant periods in history. Students will have the opportunity to investigate just how strongly popular music has influenced the political, social, and economic trends of America throughout the last century, and vice-versa. The course will be rooted in surveying race relations, protest, foreign policy, immigration, class struggles, and many other topics that can be revealed through studying music and the diverse group of artists who create it. Students will be expected to outside readings, presentations, and writing assignments. Students with a keen interest in the subject and a strong work ethic are best suited for this class.</i></p>			

<u>HCON</u>	<u>From A-Bomb to Ground Zero: Modern US History (College Prep or Honors Credit)</u>	1.0	11-12
<p><i>*Recommendations: Complete either AP US History OR completed United States History and the World. OK, so you took World History and US History, but you've just got to know more! Do you find yourself saying "We barely got to touch the Vietnam War or the Civil Rights Movement. I want to know what really happened on 9/11." This is the course for you! This college preparatory (or HONORS) course will begin with a survey of the major events of World War II, the subsequent Cold War interactions including the Korean and Vietnam Wars, as well as the United States seminal foreign policy pronouncements that resulted in years of tension between it and the USSR. Students will then examine the post-Vietnam War world, as the United States foreign policy initiatives become more focused and country-specific, especially after the dissolution of the Soviet Union and the tearing down of the Berlin Wall. Changes in the United States' approach to world events will be discussed as combating terrorism became the new focal point. Simultaneously, the issues of the American home front will also be examined starting with the Civil Rights Movement, other protest movements, to today's questioning of the government's need to know versus an individual's right to privacy. Students will be responsible for individual and group assignments as well as written and/or oral presentations as assigned. Students are expected to be well-organized, self-directed, and active class participants to successfully complete required assessments. To earn Honors credit, students must complete additional and more rigorous assignments.</i></p>			

<u>HCUR</u>	<u>Current Events</u>	.50	9-10
<p><i>*This course will fulfill one required element of the <u>Criminal Justice</u> Pathway.</i></p> <p><i>Are you a news junky and are looking for a place to discuss the issues of the day? OR, are you living under a rock, but just want to know more about the world around you? Either way, this fast-paced course is for you if you want to understand more about contemporary events. As the name implies, this course will focus on the events that students hear about on the news and want to know more about. The events will be viewed not only for their immediate impact, but also in their historical context. The course will utilize a subscription to weekly news magazines and will make use of the electronic news sources available at the school. Research skills, as well as written and verbal communication skills will be focused on through assigned readings, reports, and presentations. Students are expected to be well organized, self directed, and active class participants to successfully complete required work.</i></p>			

<u>European History, Advanced Placement</u>			
<u>HI515</u>	<u>European History, Advanced Placement (Sem. 1)</u>	1.0	11-12
<u>HI516</u>	<u>European History, Advanced Placement (Sem. 2)</u>	.50	11-12
<p><i>* Teacher recommendation and/or have earned at least a B- in AP United States History or at least a B+ in United States History II CP</i></p> <p><i>Western Civilization was a great class in 9th grade but we barely touched the surface. I am so much more sophisticated now, I want to know more. Is Europe the center of the modern world? Global rivalries, advancing science and technology, religious and ethnic challenges, warfare, identity, trade...these are all topics of interest for those who take this course. AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity. Students are required to take the Advanced Placement Psychology Test in May.</i></p>			

<u>HWAR</u>	<u>War, Genocide & Peace</u>	.50	10-12
<p><i>I don't know why, but the ugliness of war intrigues me. I want to investigate the human tendency to be destructive. Why is it that humans have attempted over and over again to slaughter entire ethnic or religious groups? How do we as individuals and as a society stop genocide and develop ethical and peaceful resolution to eradicate war?</i></p> <p><i>This course is designed to connect ideas and experiences by focusing on social, historical, philosophical, political, cultural and ethical issues surrounding war, genocide and peace. Not only will students examine these topics from a variety of media formats as a class, but they will also research and present individual projects based on these issues. Students must think critically and examine the assumptions concerning issues of war, Holocaust, genocide and peace. Specifically, students will explore their understanding of the following:</i></p> <ul style="list-style-type: none"> <i>• How prejudice, hatred, and dehumanization policies originate and manifest themselves.</i> <i>• How such patterns become rationalized within individuals and in society</i> <i>• How international conflicts evolve to war.</i> <i>• The study of specific wars (causes, tactics, resolutions) and generalizations toward war as an ultimate destructive force</i> <i>• Alternatives to war, genocide, and international conflict</i> <i>• How to nurture peaceful social and political relationships and encourage ethical decision making, especially through the study of historical peaceful resolutions to conflicts</i> 			

<u>HECN</u>	<u>Economics</u>	1.0	10-12
<p><i>*Students must have passed Algebra 1 Linear with at least a grade of an 80.</i></p> <p><i>This course will provide an introduction to the formal study of economics; the study of how individuals and societies use limited resources to attempt to address their unlimited wants. Concepts in both microeconomics and macroeconomics will be covered. These include supply and demand, types of economies, analysis of government intervention in the economy, wages, short-term and long-term economic growth, the behavior of consumers and businesses, how markets operate, inflation, and unemployment. Skills will include analyzing graphs in order to determine the cost of goods and services, comparing different kinds of economies, and the difference between micro and macroeconomics. This is not a personal finance or consumer economics course, but rather an introduction to the broader field of economics.</i></p>			

<u>HISOC</u>	<u>Introduction to Sociology (Students may not take both Introduction to Sociology and Sociology)</u>	.05	10-12
<p><i>This course provides a survey of the development of civilization and the process by which the individual becomes part of a society and its groups. It will also examine the topics of social influences whether by family, peer groups and/or social institutions as well as multicultural values and customs. Students will be assigned homework and research topics as appropriate. Students are expected to be well-organized, self-directed, and active class participants to successfully complete required work.</i></p>			

<u>HIPSY</u>	<u>Introduction to Psychology</u>	.50	11-12
<p><i>This survey course will expose the student to the different schools of psychology, as well as some of the discipline's major themes. The student will focus on the causes and effects of human behavior and gain skills that will enhance their understanding of themselves and others. Research skills, as well as written and verbal communication skills will be focused on through assigned readings, reports, group work and presentations. Students are expected to be well organized, self-directed, and active class participants to successfully complete required work.</i></p>			

<u>HMOD</u>	<u>Modern Explorations</u>	1.0	10-12
<p><i>Modern Explorations will cover explorations to remote parts of the world and in space during the past one hundred years. The course will outline the polar expeditions of Amundsen, Scott, Peary, and Shackleton and the route to reach the North and South Poles as well as a study of the first successful attempt of climbing Mount Everest. Major undersea explorations, including those of Jacques Cousteau and Dr. Robert Ballard will be discussed. The course will also detail space exploration and travel, including the first manned landing on the moon. Other explorations and explorers will be discussed based on student interest.</i></p>			

<u>HRPS</u>	<u>Research Paper Ramp up Seminar</u>	.05	11-12
<p><i>This course is designed to help those students who have not yet achieved their history research paper benchmark through any of the other avenues open to them. Students will be given individual attention to assist them in making the improvements that result in obtaining the history benchmark. This course will only be offered on an "as-needed basis" and is not open for student sign up. If numbers warrant, the Superintendent, High School Principal, Guidance Director, and History Dept. Chairperson will determine whether or not the course will run and students in need will be individually contacted and scheduled for the course. This course is a PASS/FAIL class. No numeric grade will be given</i></p>			

PHYSICAL EDUCATION/HEALTH

<i>COURSE #</i>	<i>COURSE TITLE</i>	<i>CREDITS</i>	<i>GRADE</i>
PE100	<u>PHYSICAL EDUCATION</u>	.50	9-12
PE101	<u>HEALTH I</u>	.50	9-10
PE102	<u>HEALTH II</u>	.50	11-12
PE103	<u>SPORTS AND FITNESS CONCEPTS</u>	.50	11-12
PE104	<u>TOTAL FITNESS</u>	.50	9-12
PE105	<u>FIRST AID AND EMERGENCY MANAGEMENT</u>	.50	10-12

**Students are required to take a physical education class every year, and a health class during grades 9 or 10, and 11 or 12. The Physical Education/Health Department is committed to high performance and providing curriculum as described by both the Exeter West-Greenwich RI Grade Span Expectations (GSEs) for Reading and Writing and the Common Core Standards for Reading and Writing.*

<u>PE100</u>	<u>Physical Education 9-12</u>	.50	9-12
<i>This program provides an overview of many individual and team fitness activities. The students taking Physical Education must have activity clothes in order to participate in this class. Each class consists of a 5 minute cardiovascular warm-up run followed by stretching which includes abdominal crunches and push-ups. Students will then move to their selected activity for the remainder of the class. Elective activities will be offered in extended units where at the end of each unit students will select a new activity. Activity choices may include basketball, badminton, cardiovascular fitness, core strengthening exercises, suspension training, flag football, floor hockey, golf, indoor soccer, lacrosse, pickleball, power walking, soccer, softball, step aerobics, table tennis, team handball, tennis, weight training, volleyball, yoga and general fitness activities.</i>			

<u>PE101</u>	<u>Health I</u>	.50	9-12
<i>This course places emphasis on the comprehension and demonstration of the components of health related fitness. Students will incorporate their knowledge of health related fitness to design a personal fitness goal setting plan. Basic concepts of bones, muscles, joints and the heart will be recognized and labeled. Students will also discuss health risk factors, what they are, how to identify them, how to prevent them and how to maintain a healthy lifestyle. Other topics in this course include the study of sexual harassment, dating violence, sexual health, HIV/AIDS awareness and basic CPR.</i>			

<u>PE102</u>	<u>Health II</u>	.50	9-12
<i>*Recommendations: To enroll in Health 11, students should have successfully completed Health 1. This course deals with the practice of life planning skills. Topics discussed will include dating and relationships, dating violence, domestic violence, sexual assault laws, goal setting/planning for the future, mental health, mental illness, suicide prevention, cancer and infectious disease prevention, sexual harassment in school and the workplace, birth control, STDs and STIs, current issues with substance abuse, HIV/AIDS awareness.</i>			

<u>PE103</u>	<u>Sports & Fitness Concepts</u>	1.0	9-12
<i>*Recommendations: Students should have successfully completed Health 1 and Health II.</i>			

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This course is designed for high school athletes that may be considering a career in health or a sport related area. Students will understand the value of sportsmanship and will demonstrate their value of ethical behavior. Students will know how to practice stress management techniques and study care and prevention of athletic injuries, including concussions and brain injuries. Other topics include the sports and fitness related career opportunities, dangers of drug and alcohol abuse, sports nutrition, politics in sports, PED's in sports, the history of the Olympic games, HIV/AIDS awareness and basic CPR.

<u>PE104</u>	<u>Total Fitness</u>	<u>.50</u>	<u>9-12</u>
<p><i>*This course will fulfill one required element of the Criminal Justice Pathway.</i></p> <p><i>Total Fitness is a physical education activity class designed to engage students in a variety of low impact aerobic and anaerobic activities designed to increase cardiovascular fitness, build muscular strength, endurance and flexibility. Activity choices may include power walking, jogging, step aerobics, yoga, zumba, stability ball workouts, weight training, suspension training and core strengthening exercises.</i></p>			

<u>PE105</u>	<u>First Aid & Emergency Management</u>	<u>.50</u>	<u>10-12</u>
<p><i>*This course will fulfill one required element of the Criminal Justice Pathway.</i></p> <p><i>Are you interested in emergency situations? Do you want to be the first one to take charge when a medical professional or emergency responder is not yet present? Do you have what it takes to manage emergency injuries or crises until professionals arrive? Do you want to know what to do when your buddy twists his/her ankle? First Aid and Emergency Management will provide students with the knowledge it takes to offer first responder care in an emergency situation. This course is designed to provide students with a deep understanding of the human body, proper care of it, including prevention of injury and the care required for common injuries and emergency situations. CPR, First Aid, and AED training and certification will be attained through this course. Students will also learn about the care and prevention of athletic injuries, including concussions, proper taping techniques and other important remedies and strategies to reduce injury and provide treatment strategies.</i></p>			

WORLD LANGUAGES

Why learn another language?

Have access to all the art, food, film, fashion, and history of another culture and make yourself more marketable as a college applicant or employee. The study of another language has been linked to increasing creativity, better standardized test scores, and more job opportunities.

Which language to choose?

FRENCH is offered because it is spoken on all five continents by over 200 million people in 29 countries around the world. It is the sixth most widely spoken language in the world and the third most useful language of business after English and Mandarin Chinese. Students who are interested in business, the arts (including dance, theater and culinary), international diplomacy, architecture, engineering, pharmacy or fashion will find particular value in knowing French. French was voted as the best language to know for job prospects.

SPANISH is offered because it is encountered frequently in many parts of the United States. With over 500 million speakers in the world, it is the third most widely spoken language after English and Mandarin. In the business field and the service industry, the ability to communicate in Spanish will help you stand out as a prospective employee. There are over 53 million Spanish speakers in the US, that is more than there are people in Spain!

***Students who excel at language learning are eligible for the [Seal of Biliteracy](#).**

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COURSE #	COURSE TITLE	CREDITS	GRADE
WF301	<u>FRENCH I</u>	1.0	9-12
WF302	<u>FRENCH II</u>	1.0	9-12
WF303	<u>FRENCH III</u>	1.0	10-12
WF403	<u>FRENCH III HONORS</u>	1.0	10-12
WF404	<u>FRENCH IV HONORS</u>	1.0	11-12
WF504/505	<u>ADVANCED PLACEMENT FRENCH</u>	1.5	12
WS301	<u>SPANISH I</u>	1.0	9-12
WS302	<u>SPANISH II</u>	1.0	9-12
WS303	<u>SPANISH III</u>	1.0	10-12
WS403	<u>SPANISH III HONORS</u>	1.0	10-12
WS304	<u>SPANISH IV CONVERSATION</u>	1.0	11-12
WS404	<u>SPANISH IV HONORS</u>	1.0	11-12
WS504/505	<u>ADVANCED PLACEMENT SPANISH LANGUAGE</u>	1.5	12

The World Language Department is committed to the high content and performance standards described in the ACTFL National Standards for Foreign Language Learning, and the RI Applied Learning Standards and the Common Core Reading and Writing Standards for Literacy. The department's goal is to provide all students with the opportunity to achieve standards that are embedded in every course.

<u>WF301</u>	<u>French I</u>	1.0	9-12
<p><i>Have you ever considered traveling the world? Would you like your educational or career plans to include living or working in another country? If you answered yes to either of these questions, then start here!!! French is spoken in more than 29 countries in the world as the primary or secondary language. This course introduces you to the basic components of learning French, stressing speaking, listening, reading and writing skills in real-life situations. Basic vocabulary, grammar and sentence structure are presented through simple conversations, readings and short writing assignments. We'll also learn about the culture of French-speaking parts of the world through music, videos and short readings. Start preparing yourself for a future with more opportunities!! Take French!!</i></p>			

<u>WF302</u>	<u>French II</u>	1.0	9-12
<p><i>*Successful completion of French I with a grade of 70 or better and/or teacher recommendation.</i> <i>Continue your journey on the road to travel, education and career opportunities by taking French II!! The study of the French language and culture continues in this second level by providing you with the skills you need to create language for communication. Listening, speaking, reading and writing skills will be further developed through the acquisition of more and more vocabulary to enhance and improve conversation and interaction with the French language. You will continue your study of the French culture and will be required to present dialogues and/or skits in French to practice communication skills in real-life settings. "Laissez le bon temps rouler!" and take French II!!!</i></p>			

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<u>WF303</u>	<u>French III</u>	1.0	9-12
<p><i>*Completion of French II with a grade of 70 or better and/or teacher recommendation.</i></p> <p><i>This course offers students the opportunity to use French in order to communicate on a more advanced level with cultural competence and understanding. Students will be able to function in a variety of situations with real-world applications. Students will be able to express themselves in the present, past and future; they will be able to express their emotions, doubts and possibilities; they will be able to compare educational systems around the world, holidays, family traditions, art and music through the use of contemporary, culturally-rich source material from the Francophone world. Take a trip through the Francophone world and become a global citizen!</i></p>			

<u>WF403</u>	<u>French III Honors</u>	1.0	10-12
<p><i>*Teacher recommendation and/or have earned at least an A- in French II.</i></p> <p><i>This course expands upon the speaking and listening skills mastered in level 2, along with a deeper focus on reading and writing. This honors course will require a high proficiency of the speaking, listening, reading and writing skills demanding the student be willing to take risks and have a mature attitude. The pace of the French III Honors class is faster than the college preparatory level and students are expected to become more independent learners. Advanced grammar concepts are presented through a communicative approach in both speaking and writing. Students will be able to: respond to factual and interpretive questions; read for comprehension from a variety of authentic material; read short literary selections of poetry, plays and short stories; complete authentic forms and documents; take notes that require familiar vocabulary and structures; and write paraphrases, summaries and brief compositions. Students continue the study of French and Francophone culture and better understand and appreciate other cultures by developing an awareness of current events in the culture. The Honors program's goal is to prepare students with the skills they need to successfully complete Honors Level IV and be on track to take the Advanced Placement test in Level V.</i></p>			

<u>WF404</u>	<u>French IV Honors</u>	1.0	11-12
<p><i>*Teacher recommendation and/or have earned at least a B- in French III Honors, or at least an A- in French III.</i></p> <p><i>The French IV honors class will be conducted entirely in French for instruction. Students are expected to listen, speak, read and write in the target language. Literature and film, as well as advanced conversation and written composition will be a focus. This course also enables students to: respond to factual and interpretive questions; express opinions and make judgments; give presentations on cultural topics; paraphrase or restate what someone else has said; read for comprehension from a variety of longer authentic materials; write well-organized compositions on a given topic; and begin using the language creatively. The continuation of the study of French history will be required. Students are encouraged to participate in a wide variety of co-curricular activities designed to enhance their interest and knowledge of the French language. It is mandatory that all students in this class take the AAPPL proficiency test. This testing fee is covered by the Exeter-West Greenwich School District. If a student satisfies the state requirements they will receive the Seal of Biliteracy on their diploma. Students who successfully complete this course will be well prepared for the level V AP course and are encouraged to plan for that next step.</i></p>			

<u>Advanced Placement French Language & Culture</u>			
<u>WF504</u>	<u>Advanced Placement French Language (Sem. 1)</u>	1.0	12
<u>WF505</u>	<u>Advanced Placement French Language (Sem. 2)</u>	.50	12
<p><i>*Teacher recommendation and/or have earned at least a B- in French IV Honors.</i></p> <p><i>This course is the 5th year of French language study. It is the equivalent of a third year of college level French and prepares the student to take the Advanced Placement French exam in the spring. This is an advanced level course that moves at a fast pace perfecting all aspects of written and oral communication. The emphasis is on perfecting the</i></p>			

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written composition and communicating about authentic materials from both today and historical times. Students are expected to reflect on intellectual interests in fine arts, literature, sports, current events and other cultural topics in French. **It is required that all students in the class take the national Advanced Placement test in May which provides eligibility for college credit.** If a student satisfies the state requirements, they will also receive the Seal of Biliteracy on their diploma.

<u>WS301</u>	<u>Spanish I</u>	1.0	9-12
<p>This college preparatory course provides the fundamentals of Spanish through the four basic language skills of listening, speaking, reading and writing. Students will develop the skills for direct conversation which includes both speaking and listening. The course provides opportunities to: respond to and give oral directions and commands; understand and use appropriate forms of address; ask and answer simple questions; comprehend brief written directions and information; read short narrative texts; and write familiar words and phrases. Projects, in addition to other activities, will be used to gain insight into the Spanish-speaking culture, and social practices and perspectives. Assessment will be in both oral and written form.</p>			

<u>WS302</u>	<u>Spanish II</u>	1.0	9-12
<p>*Successful completion of Spanish I with a grade of 70 or better and/or teacher recommendation. This college preparatory course continues the development of the four language skills and is a continuation of the Spanish I curriculum. Classroom activities will enhance vocabulary and conversational skills with a focus on more intense language acquisition through oral communicative exercises. Concrete grammar concepts will also be taught to advance reading and writing skills. Students will be able to: ask questions regarding routine activities; participate in conversations on a variety of topics; understand main ideas and facts from texts; read aloud with appropriate intonation and pronunciation; and write texts such as postcards, personal notes, phone messages and directions. Throughout the year, students will gain an even deeper understanding of the Spanish language and its culture through projects and other activities. Assessment will be both oral and written.</p>			

<u>WS303</u>	<u>Spanish III</u>	1.0	9-12
<p>*Successful completion of Spanish II with a grade of 70 or better and/or teacher recommendation. This course expands upon the speaking and listening skills mastered in level 2, along with a deeper focus on reading and writing. Advanced grammar concepts are presented through a communicative approach in both speaking and writing. Students will be able to: respond to factual and interpretive questions; read for comprehension from a variety of authentic material; read short literary selections of poetry, plays and short stories; complete authentic forms and documents; take notes that require familiar vocabulary and structures; and write paraphrases, summaries and brief compositions. Students continue the study of Spanish culture and better understand and appreciate other cultures by developing an awareness of current events in the culture.</p>			

<u>WS403</u>	<u>Spanish III Honors</u>	1.0	9-12
<p>*Teacher recommendation and/or have earned at least a B- in Spanish II Honors, or an A- in Spanish II. This course expands upon the speaking and listening skills mastered in level 2, along with a deeper focus on reading and writing. This honors course will require a high proficiency of the speaking, listening, reading and writing skills demanding the student be willing to take risks and have a mature attitude. The pace of the Spanish III Honors class is faster than the college preparatory level and students are expected to become more independent learners. The Honors program's goal is to prepare students with the skills they need to successfully complete Honors Level IV and be on track to take the Advanced Placement test in Level V. Advanced grammar concepts are presented through a communicative approach in both speaking and writing. Students will be able to: respond to factual and interpretive questions; read for comprehension from a variety of authentic material; read short literary selections of poetry, plays and short stories; complete authentic forms and documents; take notes that require</p>			

familiar vocabulary and structures; and write paraphrases, summaries and brief compositions. Students continue the study of Spanish culture and better understand and appreciate other cultures by developing an awareness of current events in the culture. The honors level also introduces the study of Spanish history.

WS304	<u>Spanish IV Conversation</u>	1.0	11-12
<p>* Completion of Spanish III with a grade of 70 or better and/or teacher recommendation. This course is perfect for the student who has completed Spanish Level III and would like to continue learning and using their Spanish in real-world situations. The focus of this college preparatory class is on interpersonal communication (listening and speaking) and will require students to create and present oral dialogs by memory two or three times weekly on a variety of everyday topics. Students are expected to communicate using more complex language structures and express themselves orally with reasonable accuracy and fluency. Students will be assessed on a variety of skills including comprehension, pronunciation, preparation, and impromptu conversations with the teacher using the presented vocabulary. Suggested topics will include shopping, ordering in a restaurant, making travel arrangements and talking about oneself and others. This course is not a pathway to Spanish V Honors and the Advanced Placement exam. All students will take the national AAPPL assessment of language proficiency at the end of the course. This testing fee is covered by the Exeter-West Greenwich School District. If a student satisfies the state requirements, they will receive the Seal of Biliteracy on their diploma.</p>			

WS404	<u>Spanish IV Honors</u>	1.0	11-12
<p>* Teacher recommendation and/or have earned at least a B- in Spanish III Honors, or an A- in Spanish III. The Spanish IV honors class will be conducted entirely in Spanish for instruction. The Honors program's goal is to prepare students with the skills they need to successfully complete Level V and the Advanced Placement test. Students are expected to listen, speak, read and write in the target language. Literature and film, as well as advanced conversation and written composition will be a focus. This course also enables students to: respond to factual and interpretive questions; express opinions and make judgments; give presentations on cultural topics; paraphrase or restate what someone else has said; read for comprehension from a variety of longer authentic materials; write well-organized compositions on a given topic; and begin using the language creatively. The continuation of the study of Spanish history will be required. Students are encouraged to participate in a wide variety of co-curricular activities designed to enhance their interest and knowledge of the Spanish language. It is mandatory that all students in this class take the AAPPL proficiency test at the end of the course. This testing fee is covered by the Exeter-West Greenwich School District. If a student satisfies the state requirements, they will receive the Seal of Biliteracy on their diploma. Students who successfully complete this course will be well prepared for the level V AP course and are encouraged to plan for that next step.</p>			

<u>Advanced Placement Spanish Language & Culture</u>			
WS504	<u>Advanced Placement Spanish Language (Sem. 1)</u>	1.0	12
WS505	<u>Advanced Placement Spanish Language (Sem. 2)</u>	.50	12
<p>*Teacher recommendation and/or have earned at least a B in Spanish IV Honors. This course prepares the student to take the Advanced Placement Spanish Language and Culture exam in the spring of the year. AP Spanish Language is an advanced level course that moves at a fast pace, perfecting all aspects of oral and written communication. The emphasis is on communicating about authentic materials from both today and historical times and perfecting the written composition. Students are expected to reflect on intellectual interests in fine arts, literature, sports, current events and other cultural topics in Spanish. It is required that all students in the class take the national AAPPL proficiency test and the Advanced Placement test in May which provides eligibility for college credit. If a student satisfies the state requirements, they will also receive the Seal of Biliteracy on their diploma.</p>			

FINE AND APPLIED ARTS DEPARTMENT

FINE ARTS COURSES <i>*These courses satisfy the Fine Arts graduation requirement.</i>			
COURSE #	COURSE TITLE	CREDITS	GRADE
FA100	<u>Art Explorations</u>	.50	9-12
FAD01	<u>Drawing 1</u>	.50	9-12
FAD2	<u>Drawing 2</u>	.50	9-12
FAP1	<u>Painting I</u>	.50	9-12
FAP2	<u>Painting 2</u>	.50	10-12
FAID1	<u>Interior Design & Textiles</u>	.50	10-12
FAID2	<u>Interior Design & Textiles 2</u>	.50	10-12
FAS1	<u>Sculpture I</u>	.50	9-12
FAS2	<u>Sculpture 2</u>	.50	10-12
FCER	<u>Ceramics</u>	.50	9-12
FAHIS	<u>Art History</u>	.50	9-12
FAMUS	<u>Museum Studies</u>	.50	10-12
FAADT	<u>Art and Design Technology</u> (not running in 23/24)	.50	10-12
FA411	<u>Advanced Art Studio, Honors</u>	1.0	11-12
FA512 /FA513	<u>Senior Art Portfolio AP</u> <u>AP Drawing, or AP 2D Design, or AP 3D Design</u>	1.50	12
MU100	<u>Music Appreciation</u>	.50	9-12
MU101	<u>Elementary Music Theory</u>	.50	11-12
MU200	<u>Piano</u>	.50	9-12
MU301	<u>Guitar I</u>	.50	9-12
MU302	<u>Guitar II</u>	.50	9-12
MU401 / MU 402	<u>Chorus</u>	.50	9-12
MU501 / MU502	<u>Wind Ensemble</u>	.50	9-12
APPLIED ARTS COURSES <i>*These courses DO NOT satisfy the Fine Arts graduation requirement.</i>			
FC101	<u>Nutrition & Culinary Arts I</u>	.50	9-12

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FC102	<u>Nutrition & Culinary Arts II</u>	.50	10-12
FC103	<u>Nutrition & Culinary Arts III</u>	.50	11-12
FC104	<u>Nutrition & Culinary Arts IV</u>	.50	11-12
FC201	<u>Child Development I</u>	.50	9-12
FC202	<u>Child Development Preschool</u>	.50	11-12
FC203	<u>Child Development Elementary</u>	.50	11-12
FC301	<u>Clothing Construction I</u> (not running in 23/24)	.50	9-12
FC302	<u>Clothing Construction II</u> (not running in 23/24)	.50	10-12

It is the primary goal of the EWG Fine and Applied Arts Department, as exhibiting and performing arts professionals, to offer a strong progression of courses that lead to varied and practical career choices in the Fine Arts field as well as career opportunities in the culinary arts and child development. Each student has the opportunity to explore opportunities as a complete beginner or pursue a highly rigorous course of study. Due to our structure, students are encouraged to pursue multiple opportunities of learning, across all strands of the Fine and Applied Arts curriculum. The Fine and Applied Arts Department is committed to the high content and performance standards described in the Common Core State Standards, the Rhode Island Applied Learning Standards, and the National Standards for the Visual Arts and Music. the National Standards for Family & Consumer Science, the RI Grade Span Expectations, the Common Core Reading and Writing Standards for Literacy in Technical Subjects, and 21st Century Skill expectations.

VISUAL ARTS

<u>FA100</u>	<u>Art Explorations</u>	.50	9-12
<p><i>Afraid to take art? This is the class for you! This introductory course is an excellent start to the EWG art program. This is also our only no homework art class- you will make art you can be proud of within the class time. Drawing, Painting, and 3D design will be covered. Students will create and respond to their own art as well as the art of others through many varied assignments. Art shows, demonstrations, workshops, visual presentations, and supportive critiques will be a part of this course.</i></p>			

<u>FAD1</u>	<u>Drawing 1</u>	.50	9-12
<p style="text-align: center;"><i>This course will fulfill one required element of the Visual Art Pathway</i></p> <p><i>This course is highly recommended for foundation course study in the visual art program. All other art courses are built on the knowledge learned in this class. Basic studio skills and techniques of drawing are taught as well as an exploration of exemplary drawing masters. Contour, composition, shaded drawing, graphite, pastel, and pen and ink will be explored. Students will be surprised by the success and improvement they will experience in the supportive environment of the EWG Art program. Bi-weekly critiques, skill-building homework assignments, and creative workshops are a part of this course. .</i></p>			

<u>FAD2</u>	<u>Drawing 2</u>	.50	9-12
<p><i>*Successful completion of Drawing 1 with a grade of 70 or better and/or art teacher recommendation.</i></p> <p><i>*This course is highly recommended for students considering Senior Art Portfolio and will fulfill one required</i></p>			

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element of the Visual Art Pathway

New media and techniques will be introduced through studio workshops and open exciting options to student work. Further development using art elements and principles will build design skills in composition, direct observation, perspective, and non-objective design problems. Students are encouraged to pursue a concentration in the second half of the course. Students can build a strong, personal portfolio for future opportunities in art.

<u>FAP1</u>	<u>Painting 1</u>	.50	9-12
<p>* Successful completion of Drawing 1. This course will fulfill one required element of the Visual Art Pathway This is a fun, fast-paced course built on observation skills learned in Drawing Foundations. Students will learn a wide variety of styles including Objective Accuracy, Surrealism/Fantasy, Fauvism, Cubism, Pop Art, Impressionism, etc. as well as techniques, and modes of expression including unusual painting experiments. Students will explore the personal meaning in their own work and respond to the work of classmates. Workshops, demonstrations, visual presentations, and supportive critiques will be done often.</p>			

<u>FAP2</u>	<u>Painting 2</u>	.50	10-12
<p>*Successful completion of Painting 1 with a grade of 70 or better and/or art teacher recommendation. This course will fulfill one required element of the Visual Art Pathway This advanced course is built on the skills learned in Drawing Foundations and Painting I. Students will advance their learning in many techniques, styles, and approaches to the wonderful art of painting. Students will concentrate on their personal expression and meaningful themes in their work using a chosen concentration. Workshops, demonstrations, visual presentations, and supportive creative critiques will be conducted often.</p>			

<u>FAID1</u>	<u>Interior Design & Textiles</u>	.50	10-12
<p>*Successful completion of Drawing I and Painting 1. This course will fulfill one element of the Pathway Students will develop the skills needed to plan and execute a successful interior design project. An area within the school will be transformed as a group project, using a client/designer format. Through varied design challenges, students integrate aesthetics and function. Student designers are given the experience a professional deals with, learning the appropriate steps from client interviews to presenting ideas and executing a redesign. Textiles for interiors as well as fashion products will be explored and developed culminating in a finished product. Topics include: Lighting as Art, Sustainable Design, Furniture Past and Present, and Fantasy Environments.</p>			

<u>FAID2</u>	<u>Interior Design & Textiles 2</u>	.50	10-12
<p>*Successful completion of Interior Design and Textiles 1 Building on the design fundamentals of Interior Design and Textiles I, students explore space planning and learn to create persuasive presentations. Class covers tools designers work with including color, materials, special finishes, etc. More advanced exploration of textiles and materials will be explored with an eye to sustainability. Creativity is fostered through a series of design problems reinforcing the logical nature of the design process.</p>			

<u>FAS1</u>	<u>Sculpture I</u>	.50	9-12
<p>*Successful completion of Drawing 1 or Art Explorations is highly recommended. *This course will fulfill one required element of the Visual Art Pathway This course is an introduction to sculptural approaches in a variety of media including traditional and experimental, focusing on skill building, problem solving and self expression. Some materials may include paper, wire, plaster, wood, foam, found objects and clay. Design elements and principles will be explored through hands-on sequential</p>			

assignments. There will be an emphasis on technical development and strong craftsmanship. Students can look forward to frequent workshops, periodic supportive critiques, and exploration of art history, cultural connections and contemporary art.

<u>FAS2</u>	<u>Sculpture 2</u>	.50	10-12
<p><i>*Successful completion of Sculpture I with a grade of 70 or better and/or teacher recommendation</i> <i>This course will fulfill one element of the Visual Art Pathway</i> <i>This exciting course focuses on the development of skills and techniques that students learned in Sculpture I, but applied to more theme oriented assignments. Individual creative expression in three dimensions will be enhanced by an expanded understanding of varied media and new techniques. Independent student study in an area of concentration will be encouraged, supported, and developed. Students can expect frequent hands-on demonstrations, skill-building sequential assignments and frequent supportive critiques.</i></p>			

<u>FCER</u>	<u>Ceramics</u>	.50	9-12
<p><i>In this course students will learn common techniques in hand building, such as pinch pot, coil and slab methods using earthenware clay. Students will create both non-functional and functional ceramic pieces through skill building and self expression. There will be an emphasis on technical growth and strong craftsmanship. Surface development, glazing, and kiln firing practices will be introduced. Students will gain perspectives in various historical trends and cultures as well as participate in self evaluation, reflections and peer critique.</i></p>			

<u>FAHIS</u>	<u>Art History</u>	.50	9-12
<p><i>*This course is highly recommended for students considering Senior Art Portfolio.</i> <i>This interesting course will focus on the people, events, cultures and styles in the study of art. This is an excellent course for the beginning student, as well as the serious art student preparing for Senior Art Portfolio their Senior year. Small, hands-on workshops and projects will illustrate developments and techniques in art. A variety of cultures will be explored based on curriculum and student interest. Art shows, demonstrations, slide presentations, and critiques will be conducted often.</i></p>			

<u>FAMUS</u>	<u>Museum Studies</u>	.50	11-12
<p><i>*Completion of Art History</i> <i>This course explores the function and powerful impact of the art museum, as well as the art within it. Museums reach far beyond the physical site. In Museum Studies we will explore the fast changing roles of museums, galleries, and the new giant art fairs. A unique partnership with the Museum of Art at the Rhode Island School of Design will provide students with world class experiences in curating, designing, and working “behind the scenes” of art exhibitions. Artwork within museum walls and on site installations will be considered. Museum field trips to actual exhibitions as well as Virtual museum tours will be an exciting part of the class.</i></p>			

<u>FAADT</u>	<u>Art and Design Technology</u>	.5	10-12
<p><i>*Completion of Drawing 1.</i> <i>This exciting course will combine pivotal skills learned in the art program such as accessing and developing creativity, ideation, hands-on design skills in drawing and composition, human figure drawing, creating three-dimensional forms, and push their development through technology based applications. Topics include: 3D Product Design, Interior Design, Human Anatomy and Science Fiction, Fashion Design, Scientific Illustration, and Animation. This course is geared toward students interested in developing their creativity and honing skills in art, design, and technology.</i></p>			

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<u>FA411</u>	<u>Advanced Art Studio, Honors</u>	1.0	11-12
<p><i>*Successful completion of Drawing 1 and Painting 1, or successful completion of Sculpture I AND Sculpture 2</i> <i>This course will fulfill one element of the Visual Art Pathway</i> <i>For students wanting further exploration and development in art curriculum- this course offers students the opportunity to do advanced studio work at a college level with a great deal of support. Assignments are theme based and will be completed in a variety of media. Students will choose an area of concentration that is personally meaningful and be a part of the curriculum design process. Students must be self motivated and highly interested in the exciting world of art. Focused independent work is nurtured and expanded upon, resulting in a major high level exhibition at the end of the year.</i></p>			

<u>FA512AP/ FA513AP</u>	<u>Senior Art Portfolio AP</u>	1.50	12
<p><i>*Successful completion of Drawing 1, Painting 1, and one other studio art course.</i> <i>This course will fulfill one required element of the Visual Art Pathway</i> <i>This course follows the AP Art Studio curriculum and syllabus. This class is for the serious art student who has a strong foundation of art skills. This is an excellent choice for the student considering an art-related career, or for the student who wants to experience a college level, challenging art course. Students will develop a professional quality visual art portfolio to enable them to pursue a career in the visual arts. Students must be committed to art and be prepared for work in college level writing assignments, as well as challenging studio work. Halfway through the course, students will choose their concentration and work more independently creating a Drawing/Painting or, 2D Design, or 3D Design portfolio. There will be sketchbook assignments, homework, frequent critiques, slide identifications, tests, research assignments, on-site museum assignments, and exams.</i></p>			

MUSIC

<u>MU100</u>	<u>Music Appreciation</u>	.50	9-12
<p><i>This standards based course explores a variety of music concepts such as melody, rhythm, harmony, form, and more. The class is geared towards the student who is interested in learning about music, but is not necessarily a musical performer. A wide variety of styles will be utilized (Classical, Blues, Jazz, Rock, Rap, R&B, etc.) to enhance understanding. Great emphasis is placed on group and individual projects including composition and listening assignments, many times utilizing "hands-on" experience in the study and creation of music. There is one short paper, which requires the development of literacy, research, and writing skills. Students will gain a greater appreciation of their own musical interests while developing listening skills and understanding of all types of music.</i></p>			

<u>MU101</u>	<u>Elementary Music Theory</u>	.50	11-12
<p><i>Pitch. Rhythm. Scales. Intervals. Chords. Harmony. If you're serious about music, these are fundamental concepts you need to understand and master. Elementary Music Theory is designed around preparing students for collegiate level Music Theory coursework. Students will review basic notation skills, scale construction, and intervals between notes. An introduction to creating chords and chord types easily transitions to composing original music and analysis of music. Students will learn to harmonize melodies and bass lines. This is a hands-on music course where students will excel if they already read standard music notation, but this skill isn't absolutely required as long as the student is motivated to learn more deeply about music.</i></p>			

<u>MU200</u>	<u>Piano</u>	.50	9-12
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*Learn to play piano. The course is for any student of any skill level in music-no previous experience is required. The class begins with an introduction to basic piano skills, while working through appropriate ability (beginner through advanced), the reading of standard music notation and piano technique. Students will have the opportunity to explore multi-track recording using both physical and virtual instruments. The tools to begin exploration in piano composition will include music theory concepts, such as scales, key signatures, tonality, melody, chord vocabulary and more. Students enrolled in this class will also have the opportunity to take on their own exploration of technology regarding electronic music, with guidance from their instructor, as it pertains to piano. Piano is one of the ultimate instruments to learn, as it unlocks the keys to some of the most important music elements such as melody (treble and bass), harmony (chords and arpeggiations), rhythm (a variety of meters/ time signatures) and independence between left and right hands. Finally, this music education will culminate in the student's ability to play songs on piano that are both required by the instructor, **but more importantly**, are chosen based on the student's **own musical interests**.*

<u>MU301</u>	<u>Guitar I</u>	.50	9-12
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*This standards based guitar class offers the beginning student instruction in how to play the guitar. Students will learn the basics up through chords/solos and the reading of standard music notation. Students will study a wide variety of styles from Classical to Rock. The students must provide their own guitar (acoustic or electric) unless arrangements have been made. ***Students are required to attend one or two after school/evening rehearsals/concerts in order to receive the full musical experience.***

<u>MU302</u>	<u>Guitar II</u>	.50	9-12
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****Successful completion of Guitar I***

*This standards based course is an extension of the Guitar Ensemble I class. It is appropriate for the student who wants to further their guitar education and experience and has completed Guitar Ensemble I. The class will finish the Guitar Methods I book and/or continue in the Guitar Methods II book. The experience grows deeper and the expectations/standards are one grade higher. Students will continue their study of chords/solos and the reading of standard music notation. They will study a wide variety of styles from Classical to Rock. Students must provide their own guitar (acoustic or electric) unless arrangements have been made to borrow a school-owned guitar (there are two). ***Students are required to attend one or two after school/evening rehearsals/concerts in order to receive the full musical experience.***

<u>MU401</u>	<u>Chorus Semester 1</u>	.50	9-12
<u>MU402</u>	<u>Chorus Semester 2</u>	.50	9-12

**** For All Year Chorus you must select both numbers****

It is highly recommended that students participate in full year (two semesters) Chorus whenever possible.** This class offers students with, or without musical training to sing four part harmonies (soprano, alto, tenor, and bass) from music in a variety of styles. The purpose is to help students develop sensitivity to music and to build a lifelong appreciation of music. The class is intended not only for students who enjoy singing, but also for those who are developing a pathway towards a music career. This class concentrates on proper vocal production, breath control, reading standard music notation, blending, interpretation of different styles, and intonation. ***Students are required to participate in all scheduled performances/concert/rehearsals, whether during or outside of the school day.

<u>MU501</u>	<u>Wind Ensemble Semester 1</u>	.50	9-12
<u>MU502</u>	<u>Wind Ensemble Semester 2</u>	.50	9-12

**** For All Year Wind Ensemble you must select both numbers****

*To be successful in this course, you must already play a woodwind, brass, or percussion instrument. **It is highly recommended that students participate in full year (two semesters) Wind Ensemble whenever possible.** Wind Ensemble will meet as an entire ensemble with sectionals occurring during the normal class schedule and at the discretion of the instructor. All students enrolled in Wind Ensemble understand that there are several out-of-school commitments that are required to maintain the success of the group. Final concert rehearsals may meet during the school day at the discretion of the administration, but may also meet after school. This ensemble will perform at least four concerts annually, performs at several football games in the fall, and also provides ceremonial music for the Senior High Graduation. Concert music will be selected prior to the beginning of each school year to include various pieces of curricular, compositional, and cultural significance. Membership in this ensemble also offers the opportunity to travel locally and out of state for performances, festivals, and competitions.*

The courses below are “NOT for credit”, but serious musicians would benefit greatly through this venue.

MUJAZZ

Senior High Big Band Jazz Ensemble

**(Offered before school to Grades 9, 10, 11, and 12)*

Must have 1 semester of successful participation in Concert Band and Audition/Instructor Approval

Membership in this ensemble is competitive and it is strongly recommended that each member be taking private lessons on his/her Jazz Ensemble instrument. Auditions will be held at the beginning of the school year. SHBBJE will meet before school Tuesday through Thursday from 6:30 a.m. to 7:20 a.m. Instrumentation is at the discretion of the instructor, but may be limited to 4 alto saxophones, 2 tenor saxophones, 1 baritone saxophone, 5 trombones, 5 trumpets, 1 guitar, 1 bass (upright or electric), 1 piano, 1 drum set, and 1 auxiliary percussion.. This ensemble will perform at least three concerts annually, which includes acting as the host ensemble for the EWG Annual Jazz Ensemble Festival.

MUPERC

Percussion Ensemble

** (Offered after school to Grades 9, 10, 11, and 12). Instructor Approval Required*

The Percussion Ensemble will meet once weekly for 60 minutes. Membership is open to any music student enrolled in Wind Ensemble, with a desire to learn about percussion ensemble repertoire. This ensemble will perform at least 2 concerts annually and may also include a performance trip to the RI Percussive Arts Society Annual Percussion Ensemble Festival. Concert music will be selected prior to the beginning of each school year to include various pieces of curricular, compositional, and cultural significance.

MUCHAM

Chamber Singers

(Offered after school to Grades 9, 10, 11, and 12)

This ensemble is considered to be the most advanced group of singers. We work on a diverse selection of music which is a notch above typical Senior High Chorus music in technicality. This requires that we hold auditions to be sure the singer is ready for Chamber Singers. The auditions are held in the first week of school. The singer chooses any song to sing a cappella privately for the instructor. The group will enjoy singing in concerts with our other choruses, perform at festivals, and participate in music field trips. This is also a great opportunity for instrumentalists who like to sing but are not able to fit Band and Chorus in their schedule. We meet for 45 minutes two times per week on Mondays and Wednesdays from 1:45-2:30. Good attendance is required.

APPLIED ARTS

FC101

Nutrition & Culinary Arts I

.50

9-12

This is an introductory course which covers diet/nutrition and principles/techniques of food preparation. Students will spend a portion of class time in a lab setting applying the culinary knowledge and nutritional life skills necessary for life long healthy living. Focus will be on food safety and sanitation, kitchen safety, measuring, table setting, etiquette, and use/care of kitchen equipment. Special interest topics such consumer awareness/skills, diet and health foods, and the processing of food are also covered. Students will also research the science of food production. Additionally students will conduct research, create a set of slides and give a presentation on various fad diets and food trends.

<u>FC102</u>	<u>Nutrition & Culinary Arts II</u>	.50	10-12
<p><i>Mastery of the following knowledge and skills is needed for success in this course; basic nutrition, table setting and etiquette, kitchen sanitation and safety, principles of cooking, techniques of food preparation, and use and care of kitchen equipment. Having completed Nutrition & Culinary Arts I, the focus of this course is on learning and practicing advanced techniques in food preparation. It emphasizes the planning and preparation of menus in terms of good nutrition, management of time, money and energy; consumer information; hospitality and social skills; and career exploration. Students are also introduced to various American regional and foreign foods. Students will use technology to research a specific country and its cuisine, prepare a detailed report and deliver an oral presentation. Students will also use techniques in food preparation to prepare an international buffet.</i></p>			

<u>FC103</u> <u>FC104</u>	<u>Nutrition & Culinary Arts III / IV</u>	.50	10-12
<p><i>*To enroll, highly motivated students should have a teacher recommendation and/or have earned at least a B in Nutrition & Culinary Arts I & II.</i></p> <p><i>This course is designed for students who wish to further their knowledge and skills in the area of FOODS and NUTRITION. Emphasis is given to restaurant management and career opportunities. Having successfully completed Nutrition & Culinary Arts I & II, the focus of this course will be on cooking skills, organizational techniques, meal service, time management, catering, event planning, food preparation for large groups and creativity in meal planning. This class also introduces students to the field of culinary schools, with field trips to Johnson & Wales Culinary School as well as demonstrations from culinary students. This course will give students an idea of different careers in the culinary industry including a professional chef, a food scientist, a nutritionist or dietician or a hospitality manager. An interest in trying new foods is a must!</i></p>			

<u>FC201</u>	<u>Child Development I</u>	.50	9-12
<p><i>This beginning course offers students the knowledge, experience and skills that prepare them for caregiving and future parenting. Instruction addresses the principles and procedures for promoting the physical, emotional, social, and intellectual development of infants and young children, including those with special needs. Topics include family lifestyles, human reproduction, prenatal development, and infant development. Emphasis is placed on the needs, behavior, care and guidance of children. The class is enhanced by several projects including the Realcare Baby simulators where theory is put into practice in a parenting simulation experience. In addition, students will write article reviews analyzing current topics in the field of child development, participate in group projects, deliver oral presentations, compose essays, and use technological competencies to complete a cost analysis of bringing a child into the world.</i></p>			

<u>FC202</u>	<u>Child Development Preschool</u>	1.0	11-12
<p><i>*To enroll, highly motivated students should have a teacher recommendation and/or have earned at least a B in Child Development I. This is a SPRING ONLY Course.</i></p> <p><i>Mastery of the following knowledge and skills is needed for success in this course: human reproduction, prenatal development, infant and toddler development, and infant and toddler behavior. Having completed</i></p>			

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Child Development I, in this advanced course, students will investigate the career of early childhood education. Students will continue to examine child growth and development and learn skills and strategies to deal effectively with young children (ages 3-5). Students will gain exposure and experience working with the preschool aged child as they will be assigned to various classrooms at Lineham Early Childhood Center. Students will also learn how to develop and write preschool lesson plans, work on group projects, write essays, give oral presentations. Students are expected to be well-organized, self directed and active class participants to successfully complete required work.

<u>FC203</u>	<u>Child Development Elementary</u>	1.0	11-12
<p><i>*To enroll, highly motivated students should have a teacher recommendation. This is a FALL ONLY Course.</i></p> <p><i>Students must be in their senior year and have mastered the knowledge and skills developed in Child Development I and Child Development Preschool before starting this internship program. This is an advanced course offered to students who are planning on pursuing a career in education. Throughout the course students will investigate the career of elementary education. Students will examine the growth, development, and learning skills of elementary aged children. Students will be placed in an elementary classroom within the district, where they will develop lessons and teach classes under the direction of a supervising teacher. In addition to developing, writing and implementing lesson plans, the students will work on group projects, write essays, give oral presentations, and apply technical knowledge to research lesson plan ideas. Students will create an electronic portfolio of all lessons and activities. Students are expected to be well-organized, self directed and active class participants to successfully complete required work. Students must wear professional style clothing when in the elementary classrooms. Students may take the Parapro (teacher assistant) exam at the end of this course.</i></p>			

<u>FC301</u>	<u>Clothing Construction I</u>	.50	9-12
<p><i>This beginning class introduces students to basic knowledge about sewing skills, techniques and textiles. Students will learn how to use sewing machines and patterns. Students will demonstrate their skills through projects and crafts; and will be encouraged to be creative, independent workers. A community service project is included in this course. In addition, students will utilize skills in research using technology, reading, writing, and speaking as they explore various elements of fashion history/design as well as the clothing of different cultures.</i></p>			

<u>FC302</u>	<u>Clothing Construction II</u>	.50	10-12
<p><i>Mastery of the following skills is needed to ensure success in this course: use of the sewing machine, hand sewing techniques, knowledge of textiles fibers, fabric construction, clothing care, and elements and principles of clothing design. Having completed Clothing Construction I, this advanced class will study past and current fashions, fabrics, and accessories. Students will learn sewing skills and demonstrate their understanding of clothing construction through independent projects. Students will be encouraged to be creative and independent workers. Handcrafts will also be introduced and a community service project is included in this course. Students will gain a thorough understanding of fashion history through research, written assignments, oral presentations, and group discussions. Students will research various career opportunities in the field of clothing and textiles. Students are expected to be well organized, self-directed, and active class participants to successfully complete required work.</i></p>			

BUSINESS AND MEDIA TECHNOLOGY

The Business and Media Technology Department is committed to the high content and performance standards described in the National Standards for Business Education, the ISTE (International Society for Technology Education) standards, the RI Applied Learning Standards, the RI Grade Span Expectations, the Common

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Core Reading and Writing Standards for Literacy in Technical Subjects, and 21st Century Skill expectations.

Please note: All electives, with the exception of those designated as AP, will follow CP expectations.

COURSE #	COURSE TITLE	CREDITS	GRADE
BACCT	<u>Accounting I</u>	1.0	10-12
BACCT2	<u>Accounting II</u>	1.0	10-12
BBLAW	<u>Business Law</u>	.50	11-12
BBMGT	<u>Entrepreneurship</u>	.50	9-12
BSTCK	<u>Investing and the Stock Market</u>	.50	11-12
BMKTG	<u>Marketing I</u>	.50	9-12
BPF11	<u>Personal Financial Literacy</u>	.50	11-12
BPSPE	<u>Public Speaking for Presentations</u>	.50	9-12
BSEEM	<u>Sports, Entertainment and Event Mgmt.</u>	.50	9-12
BMOD1	<u>2D/3D Modeling / Design I</u>	1.0	9-12
BMOD2	<u>2D/3D Modeling / Design II</u>	1.0	9-12
BDIGIT	<u>Digital Design I (Offered in Even Years)</u>	.50	9-12
BDIG2	<u>Digital Design II (Offered in Even Years)</u>	.50	9-12
BPHO1	<u>Digital Photography I</u>	.50	9-12
BPHO2	<u>Digital Photography II</u>	.50	9-12
BGRAP	<u>Graphic Design I (Offered in Odd Years)</u>	.50	9-12
BGRAP2	<u>Graphic Design II (Offered in Odd Years)</u>	.50	9-12
BMAP1	<u>Mobile Apps I</u>	.50	9-12
BMAP2	<u>Mobile Apps II</u>	.50	9-12
BSMMK	<u>Social Media Marketing</u>	.50	9-12
BVIDE	<u>Video Productions I</u>	.50	9-12
BVID2	<u>Video Productions II</u>	.50	9-12
B512AP/513AP	<u>AP Computer Science Principles</u>	1.5	10 -12
B514AP/515AP	<u>AP Computer Science A (Java)</u>	1.5	10-12
BCOD1	<u>Coding I</u>	.50	10-12
BCOD2	<u>Coding II</u>	.50	10-12
BCYS1	<u>Cyber Security / A+</u>	1.0	10-12

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BCOMP	<u>Computing 101</u>	.50	9-12
BDRO	<u>Drones 101</u>	.50	10-12
BCDS9	<u>Introduction to Computing and Data Science</u>	.50	9-12
BAUT1	<u>Robotics I</u>	.50	10-12
BAUT2	<u>Robotics II</u>	.50	10-12
BWEB	<u>Web Development I</u>	.50	10-12
BCAP	<u>IT Capstone/Senior Project</u>	1.00	12

<u>BACCT</u>	<u>Accounting I</u>	1.0	10-12
<p><i>*This course satisfies the requirement for a fourth credit in math but students must first complete 3 full credits sequentially from the math department offerings.</i></p> <p><i>This course explores the fundamentals of double entry accounting as it applies to the analyzing and recording of financial transactions of small businesses. Study will focus on the basic concepts and systems used in financial accounting for business organizations. Topics include the accounting cycle, financial statements, special journals, internal control, receivables, payables and inventory methods. A working knowledge of business mathematics, business vocabulary, and good work habits are emphasized throughout the course. Students will complete a full accounting cycle simulation. This course is highly recommended for those students preparing to study business in college and for those students interested in office occupations.</i></p>			

<u>BACCT2</u>	<u>Accounting II</u>	1.0	11-12
<p><i>This is a sequential course to Accounting I. Accounting II applies the principles and concepts learned in Accounting I to the partnership and corporation forms of business organization. Special attention is paid to the analysis and interpretation of financial data and to the measurement and control of costs. This course is highly recommended for those students preparing to study business in college and for those students interested in office occupations.</i></p>			

<u>BBLAW</u>	<u>Business Law</u>	.50	11-12
<p><i>*This course will fulfill one required element of the <u>Criminal Justice</u> Pathway.</i></p> <p><i>This exciting course explores the foundations of business law, while introducing personal law topics that interest students. Coverage includes contracts, torts, civil law, consumer protection, wills and estates, marriage and divorce, property law, agency, employment contracts, unions, commercial paper, and credit obligations. Students will examine the civil court system and research and analyze case law as it applies to civil decisions. Course activities will include mock trials, debates, guest speakers, and field trips to local courthouses when available to witness the judicial system in action. This course is highly recommended for students preparing to study business classes in college and for those students who have an interest in the legal system.</i></p>			

<u>BBMGT</u>	<u>Entrepreneurship</u>	.50	9-12
<p><i>The entrepreneurship course seeks to develop sound business skills within students and strengthen their ability to analyze, synthesize, and evaluate data from other areas of business as well as focus on how to develop, write and create a business plan. Students will learn what makes a strong business idea and analyze the risk costs and rewards of starting a business. Students will also explore the management processes of leading and directing an</i></p>			

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organization and how management techniques are used to effectively allocate human, financial, material, and intellectual resources. Students will study management functions, dynamic leadership skills, and management styles. This course is recommended for all students because as it's said in business, "Whatever you do in your professional life, the chances are that it will involve some 'business'."

<u>BSTCK</u>	<u>Investing & the Stock Market</u>	.50	11-12
<p><i>Investing and the Stock Market is designed to introduce students to personal investment options. The course will delve into topics involving investing and savings, and familiarize students with key investment terminology. The course consists of five units: savings vehicles and understanding the difference between saving and investing, understanding a variety of investment vehicles with particular emphasis on the stock market, mutual funds, investing for retirement (social security, traditional IRAs, pension plans, Roth IRAs, 401K/403B, Roth 401K), and the role of the Federal Reserve. The intent of the course is to help students demystify the investing process, understand the basic tools of investing, and give practical experience in establishing and monitoring a portfolio. This higher-level course will enable students to prepare investment strategies for their immediate future and their career years, as well as plan for their retirement years. Problem solving and decision-making skills will be stressed.</i></p>			

<u>BMKTG</u>	<u>Marketing I</u>	.50	9-12
<p><i>Marketing is recommended to any student interested in a business career or studying business in a post-secondary school. This course provides a foundation of economic and marketing concepts. Students will study the performance of activities that provide products and services for the satisfaction of consumer needs and wants. Students will learn the concepts of planning, pricing, promoting, and placement of goods and services in a project-based environment. Students will also use the case-study method to examine how marketing concepts are applied to real-world companies and their marketing campaigns. In addition, all marketing students will become participating members of the EWG Chapter of Distributive Education Clubs of America (DECA).</i></p>			

<u>BPF11</u>	<u>Personal Finance Literacy</u>	.50	11-12
<p><i>Personal Financial Literacy is a required course for all students and is offered to juniors and seniors. This course is designed to teach students how to manage their personal resources by making informed choices in the marketplace. The topics covered include how our economy functions, how to make purchases wisely, how to manage money, how to evaluate sales and advertising techniques and guard against fraud, how to fill out job application forms, how to file tax returns (1040EZ), how to finance higher education, and how to evaluate the purchase of insurance.</i></p>			

<u>BPSPE</u>	<u>Public Speaking for Presentations</u>	.50	9-12
<p><i>*This course will fulfill one required element of the Criminal Justice Pathway.</i></p> <p><i>This course is designed to develop good speaking techniques in delivering oral presentations. Public speaking is an important method for communicating knowledge and expressing ideas. Being able to communicate effectively verbally is essential both in school and at work. At EWG, all students are required to make many oral presentations as part of their coursework; as such, public speaking is highly recommended for all students who want to develop and sharpen their oral communication skills.</i></p>			

<u>BSEEM</u>	<u>Sports, Entertainment and Event Mgmt.</u>	.50	10-12
<p><i>Sports, Entertainment, and Event Management is a specialized course which provides students with the opportunity to learn business principles in the field of sports, recreation, and entertainment. Students will produce and market activities for athletic and entertainment programs at the high school. Programs in recreation and entertainment in the</i></p>			

private sector may be included. A plan to increase attendance and support at athletic and entertainment (music and theater) events in the school may be developed. The class may research and work with the private sector and community to help market recreation and entertainment programs. A significant portion of this program should include hands-on learning through student-developed activities to meet course goals. Instructional strategies may include computer/technology applications, real and/or simulated occupational experiences, and projects such as a campaign for a school/athletic program, or a school-based enterprise. Sports, Entertainment, and Event Management is recommended for students interested in studying business or interested in a career in business.

<u>BMOD1</u>	<u>2D/3D Modeling / Design I</u>	1.0	9-12
<p><i>This is an excellent survey course for those students interested in technical drawing and 2D and 3D modeling. Students will learn modeling/design software and then have an opportunity to apply that knowledge to develop an individualized project based on interests such as technical drawings, sculptural modeling, and game design among others. Students may also be exposed to modeling/design applications that will print 3D models.</i></p>			

<u>BMOD2</u>	<u>2D/3D Modeling / Design II</u>	1.0	9-12
<p><i>This course is an extension of 2D/3D Modeling & Design. This technology course will facilitate students deeper exploration and experience into careers and industries that use computer-aided design (CAD) software, such as engineering, digital design, industrial design, and manufacturing. Advanced 2D/3D Modeling & Design will develop skills as students learn to reverse engineer parts, design detailed 3D models, perform computer simulations and tests on 3D models, and print 3D parts to test and modify. The CAD and STEAM skills developed in this course will create opportunities for students in the form of jobs and higher educational opportunities beyond their EWG careers.</i></p>			

<u>BDIGI</u>	<u>Digital Design I</u>	.50	9-12
<p><i>Digital Design I is an introductory level course for students interested in digitally designing and creating graphic content for the web. Students will learn the skills necessary to create and critique various digital graphics through an interactive, project-based curriculum. Topics may include: digital graphics and animations, technology tools for digital designers, web design, digital portfolio development, and digital media marketing.</i></p>			

<u>BDIG2</u>	<u>Digital Design II</u>	.50	9-12
<p><i>This course is a continuation of Digital Design I. It is a student-driven class which explores advanced digital art/illustration skills, digital manipulation skills, digital painting, and incorporation of multiple Adobe Suite software components. Students in this class will develop a rich design portfolio.</i></p>			

<u>BPHO1</u>	<u>Digital Photography I</u>	.50	9-12
<p><i>Digital Photography I is designed to give students the necessary skills to use digital methods to obtain photographic quality prints and to explore new avenues in digital printmaking. Topics covered may include: basic principles of photography, careers in photography, digital cameras, scanning, color management, and Photoshop techniques.</i></p>			

<u>BPHO2</u>	<u>Digital Photography II</u>	.50	9-12
<p><i>This course is a continuation of Digital Photography I. It is a student-driven class which explores advanced technical photography skills, photo manipulation skills, HDR photography, astro photography, and other emerging photography fields. Students in this class will develop a rich photo portfolio.</i></p>			

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<u>BDRO</u>	<u>Drones 101</u>	.50	10-12
<p><i>Students are introduced to the world of unmanned aircraft systems (UAS), more commonly known as drones. The course will cover both large and small drones and teach students which drones are best suited for different applications and industries. Students will learn advanced coding procedures to control the drones using Python and DroneBlocks. Students will receive simulated, as well as, real-flight experience through the use of RealFlight Simulator software and Ryze Tello drones. Students will also build their very own drone kit and learn about soldering, electronics, voltage, python coding, Raspberry Pis , and power distribution. They will also have the opportunity to take the FAA Part 107 certification test to become a professional remote pilot operator.</i></p>			

<u>BGRAP</u>	<u>Graphic Design I</u>	.50	10-12
<p><i>Graphic Design I is designed to be an introduction to the principles of computerized drawing and design. Using basic concepts, drawing tools, and vocabulary of various illustration and design software, students will learn to create effective visual communication. This course is project-based where students will create promotional products of their own design.</i></p>			

<u>BGRAP2</u>	<u>Graphic Design II</u>	.50	10-12
<p><i>This course is a continuation of Graphic Design I. It is a student-driven class which explores advanced graphic design competencies, typography, digital manipulation skills, commercial art design, and incorporation of multiple Adobe Suite software components. Students in this class will develop a rich design portfolio.</i></p>			

<u>BMAP1</u>	<u>Mobile Apps I</u>	.50	9-12
<p><i>Today's applications are increasingly mobile. Computers are no longer confined to desks and laptops but instead live in our pockets and hands. This mobile apps course is designed to expose students to current and emerging technologies in a collaborative, project-based environment. Students will be exposed to mobile applications for Android and/or iOS devices and create applications that are designed with the end user in mind. Students will be exposed to the basics of computer science as they navigate through the mobile app design process.</i></p>			

<u>BMAP2</u>	<u>Mobile Apps II</u>	.50	9-12
<p><i>This course is a continuation of Mobile Apps I. This course teaches students how to program mobile apps, such as those for personal devices. Students will add to their skill set by learning further developments of mobile app layouts and styling. Students will learn about structure, syntax, and reasons for custom functions and add multiple pages to their mobile applications. More advanced topics will include the power of component properties and state changes that add speed, flexibility and scalability to apps. It is an elective that addresses and teaches enterprise app programming.</i></p>			

<u>BSMMK</u>	<u>Social Media Marketing</u>	.50	10-12
<p><i>Mail? Forget it. TV commercials? Meet the DVR. Email? Old school. It's all about Facebook, Foursquare, Twitter, Instagram, Snapchat, QR codes G+ and apps. Many students already use most of these tools in their personal life. Now is the time to learn how to use these new digital and social media tools in the world of business. This course will provide students with a foundation and skill set in the new, evolving world of social media tools and strategies. Topics covered include what social media is and why it is important, how to use social media tools to build relationships and increase productivity, the importance of building an online community, creating and executing social media</i></p>			

campaigns, trends in mobile applications, real world case studies of the effective use of social media within business-to-business and business-to-consumer settings. This is truly a hands-on class as students will create QR codes, launch Facebook Pages, and begin building their resume on LinkedIn, as well as curate a Youtube Channel.

<u>BVIDE</u>	<u>Video Productions</u>	.50	9-12
<p><i>This course is a one-semester introduction to video production. This course will consist of theory and practical application of pre-production (planning, outlining, scripting), production (using camcorder, remote and studio shoots, sounding and lighting) and post-production (digital editing). Students will create a variety of short video projects as part of the course requirements.</i></p>			

<u>BTMCI</u>	<u>Video Productions II</u>	.50	9-12
<p><i>*Students are strongly encouraged to take the Video Productions I course prior to Video Productions II.</i> <i>In Video Productions II, students will be expected to have a basic working knowledge of digital editing, digital camcorders, and techniques in broadcast journalism (such as that gained from successful participation in the Video Productions course). Students will further hone their skills in video production by examining the theory behind and developing the skills needed for studio and remote recording, lighting, sound, and desktop editing. Students will learn how to write scripts, perform interviews, create voice-over narrations and anchor news broadcasts to be streamed over EWG TV. They will also participate in the production of studio shows, being exposed to various studio crew positions including camera operation, sound, lighting, floor management, on-air talent, direction and production. Students will also learn how to research material for broadcast spots/stories using various media such as television, periodicals, and the Internet. There will be opportunities and requirements for remote shoots after school hours as needed. The production of short creative projects such as music videos and advertisements will also be required.</i></p>			

<u>B512AP/513AP</u>	<u>AP Computer Science Principles</u>	1.5	10-12
<p><i>The AP Computer Science Principles Course (CSP) is a new computer science course designed to give students foundational computing skills, an understanding of the real-world impact of computing applications, and programming literacy. CSP offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to Hardware, Networking design, Cryptography, data analysis and processing. Students will also explore creative aspects of programming, using abstractions and algorithms, working with large data sets, understandings of the Internet and issues of Cyber Security, and impacts of computing that affect different populations. CSP will give students the opportunity to use current technologies to solve problems and create meaningful computational artifacts. The AP CSP Course and Exam Description (.pdf/3.61 MB) provides an in-depth look at the course content, through-course assessment and end-of-year exam. Students will be concurrently enrolled at the University of Rhode Island and be eligible to receive four college credits upon successful completion of the class. In addition, it is mandatory that all students take the Advanced Placement exam in May which may provide eligibility for college credit. The AP exam fee will be waived for students officially participating in this course. (4 URI Credits are available for this class)</i></p>			

<u>B514AP/515AP</u>	<u>AP Computer Science A (Java)</u>	1.5	10-12
<p><i>AP Computer Science A is equivalent to a second semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. In addition, it is mandatory that all students take the Advanced Placement exam in May which may</i></p>			

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provide eligibility for college credit. The AP exam fee will be waived for students participating in this course.

<u>BCOD1</u>	<u>Coding I</u>	.50	10-12
<p><i>This course provides students with an introduction to structured, object oriented programming. Students will learn and practice a structured approach to coding by using Javascript. The students will complete a variety of programming assignments based on real world applications, including game design and implementation. (4 URI credits available)</i></p>			

<u>BCOD2</u>	<u>Coding II</u>	.50	10-12
<p>*Recommendation: To enroll in Coding II, students should have earned at least a B average in Coding I. This course is a sequential extension of the Coding I course. Dynamic Web/Javascript and Dynamic Web/jQuery techniques will be used to create dynamic web pages, dynamic forms, animations, and special effects on web pages. The Python language will also be a focus of this class.</p>			

<u>BCYS1</u>	<u>Cyber Security/A+</u>	1.0	9-12
<p><i>This course is designed to expose students to The Computer Technology Industry Association's A+ Certification (http://www.comptia.org/certification/a/). A+ Certification is advantageous in highly competitive technology markets. Through classroom texts, online curriculum and hands-on projects, students will learn how to configure and customize computers to suit specific applications. Maintenance and upgrades of school hardware may be done. This class requires extensive reading, detailed assignments, and explores topics such as virtualization, digital data, Linux OS, digital forensics, python, networking, virtualization, an introduction to digital forensics, ransomware, malware, data breaches and white-horse hacking. This course is recommended for anyone interested in learning about personal computers and earning enhanced credibility in the computer technology field. (4 URI credits available)</i></p>			

<u>BCOMP</u>	<u>Computing 101</u>	.50	9-11
<p>*This course satisfies the technology graduation requirement. <i>Computing 101 will help students develop the computing and tech skills needed for success at EWG High School and beyond. The Computing 101 course provides students with a basic understanding of the operations and concepts of technology systems; social, ethical, and responsible use of technology; productivity tools to enhance learning and promote creativity; the use of a variety of media and formats to communicate information; the use of technology as a research tool; and the use of technology resources for solving problems and making informed decisions. Students will complete projects in the areas of digital communications, digital imagery, video, and audio production, data science, coding, and robotics. Students will collaborate, practice advanced presentation techniques, and strengthen their media and communications technology literacies.</i></p>			

<u>BCDS9</u>	<u>Introduction to Computing and Data Science</u>	.50	9-12
<p>*This course is the Computer Science Pathway start point and satisfies the technology graduation requirement <i>Introduction to Computing and Data Science is a one semester course for students interested in a computer science pathway. This course introduces computing and data science principals in an engaging, fun, creative way while helping students develop the computational thinking skills required for programming, algorithm development, simulation and big data set analysis. Skills developed in this</i></p>			

class can be used in other classes, such as NGSS science classes, math classes, and beyond the high school environment. This course is a solid launch point for the Computer and Data Science pathway. (4 URI credits available)

<u>BAUT1</u>	<u>Robotics I</u>	.50	10-12
<i>Students will be introduced to basic robotic fundamentals. Students will program computers that will connect to lights, motors, and sensors. Robotics is a hands-on, project-based class run in a pre-engineering environment. Students will be faced with problems based on challenges one finds in industry models.</i>			

<u>BAUT2</u>	<u>Robotics II</u>	.50	11-12
<i>This course is designed for the student who intends to follow a computer science or engineering major in college. This course will use the EV3 kits and EV3 programming language to explore automation and robotics problems, which exceed the scope of Robotics I. Artificial intelligence, cooperative robotic behavior, and “unmanned” missions, will be the focus of this course. It is highly recommended that students complete Robotics I with a B average before enrolling in Robotics II.</i>			

<u>BWEB</u>	<u>Web Development I</u>	.50	10-12
<i>HTML5, CSS, the practice of good color theory, and a solid understanding of typography form the foundation of every great web page. In this course, students will build web pages by applying HTML, style sheets, and good design practices. Students will create, and edit pages with tools as simple as a text editor and publish pages using resources such as Hostgator and Wordpress. This course is ideal for students interested in learning about world wide web applications and development.</i>			

<u>BCAP</u>	<u>Capstone/Senior Project</u>	1.0	12
<p><i>*This course is required to complete the Computer and Data Science Pathway.</i></p> <p><i>*This course fulfills requirements of the Exeter-West Greenwich Capstone.</i></p> <p><i>This is the culminating course for all BMT pathways. Students will develop a substantial product from requirements to delivery using the skills and knowledge acquired during their BMT pathway coursework. Students will be required to participate in an internship with an agency that aligns with their capstone project. Project specifications and requirements will be personalized on a student by student basis in collaboration with the agency through which the student aligns. This course addresses the requirements of, will align with, and will meet expectations of the Exeter-West Greenwich Senior High School Capstone.</i></p>			