

PROGRAM OF STUDIES 2023-2024



Barrington High School
220 Lincoln Avenue
Barrington, RI 02806
401-247-3150
www.barringtonhigh.org

**Barrington Public Schools
Program of Studies
2023-2024
Barrington High School
Grades 9 – 12**

Mr. Christopher J. Ashley, Principal

**Mrs. Allison F. Scanlon, Assistant Principal
Mr. Edward M. Daft, Assistant Principal
Mr. George E. Finn, Dir. of Athletics/Student Activities**

SCHOOL COUNSELORS

**Mrs. Toni Corry.....Director of School Counseling
Mrs. Dawn Cacchillo.....Counselor
Mrs. Dana Pagliaro.....Counselor
Mrs. Samantha Stebenne.....Counselor
Mrs. Vanessa Wood.....Counselor**

DEPARTMENT CHAIRS

**Mr. Brian DeLaire- STEM/Business
Mrs. Lauren Tucciarone – Art
Dr. Kevin Blanchard – English
Mrs. Cynthia Navarro – World Languages
Mr. Robert Marley – Mathematics
Mrs. Barbara Hughes/Mr. Nahum Mitnik – Music
Mr. Corey Downey – Physical Education/Health
Dr. Diana Siliezar-Shields – Science
Mr. Steven Pickford – Social Studies
Mr. Michael Genetti – Special Education**

BHS TELEPHONE NUMBERS

Administration Office	247-3150
School Counseling Office	247-3154
Special Education	247-3139

TABLE OF CONTENTS

FOREWORD	4
POLICY OF NON-DISCRIMINATION	4
STUDENTS WITH DISABILITIES	5
VISION OF THE GRADUATE	6
EXPECTATIONS FOR STUDENT LEARNING	7
GRADUATION REQUIREMENTS	8
SENIOR PROJECT	9
CTE PATHWAYS	11
NEW STUDENT REGISTRATION	21
TRANSFER STUDENTS	21
HONORING COURSE SELECTIONS	21
COURSE CHANGES	22
COURSE RECOMMENDATIONS	22
GRADING SYSTEM	23
INDEPENDENT STUDY PROGRAM	24
ADVANCED PLACEMENT COURSES	24
REPEAT COURSES	25
REVIEW (AUDIT) COURSES	25
EARLY ADMISSION TO COLLEGE	25
COLLEGE COURSES	25
EARLY GRADUATION	25
EARLY ENROLLMENT PROGRAM	26
ALL COURSE NETWORK	27
ACADEMIC SUPPORT	28
ART	29
BUSINESS EDUCATION AND INTERNSHIP PROGRAM	33
COMPUTER SCIENCE/TECHNOLOGY	37
ENGINEERING AND TECHNOLOGY/STEM	38
ENGLISH	40
MATHEMATICS	47
MUSIC	52
PHYSICAL EDUCATION/HEALTH	55
SCIENCE	56
SOCIAL STUDIES	60
SPECIAL SERVICES	66
THEATRE	70
WORLD LANGUAGES	72
EAST PROVIDENCE CAREER AND TECHNICAL CENTER	77

FOREWORD

Dear Families and Students,

The Barrington High School Program of Studies is organized to inform, support and guide students and families in developing a plan that best supports each student in their academic career. Our goal is for the Program of Studies to be used as a resource and reference as each student considers their interests and develops their academic plan both during and beyond Barrington High School.

A study of the contents will reveal the academic rigor of the curriculum as well as the diversity of course offerings. As part of our annual review, the faculty and staff take time to continually diversify and update our program offerings to best meet the changing needs of our students. Students, please continue to seek the input and advice of your teachers and counselors as you develop and refine your individual plan. Counselors will also continue to assist you in ensuring you meet state-required coursework in addition to any electives you are interested in.

Regardless of your particular course path at Barrington High School, continue to work hard and I am confident you will be well prepared for whatever path you pursue.

Sincerely,

*Chris Ashley
Principal*

POLICY OF NON-DISCRIMINATION

It is the policy of the Barrington School Department not to discriminate on the basis of age, sex, race, religion, national origin, color, disability or sexual orientation and gender identity/expression in its educational programs, activities, and employment practices in accordance with applicable laws and regulations. Additionally, the lack of English language skills of national minority persons will not be a barrier to admission and participation in educational programs. Inquiries regarding compliance to laws related to sex discrimination or handicapped accessibility may be directed to the Superintendent of Schools, 283 County Road, Barrington, RI 02806, telephone 245-5000. Any questions related to equal educational and employment opportunity (Affirmative Action) may also be directed to Boston Office for Civil Rights, U.S. Department of Education, 33 Arch Street, Suite 900, Boston, MA 02110-1491, Telephone: 617-289-0111, FAX: 617-289-0150; TDD: 877-521-2172, Email: OCR.Boston@ed.gov.

STUDENTS WITH DISABILITIES

Barrington High School is committed to providing educational opportunities for all students to achieve high standards and will ensure that all students with disabilities have access to general education curriculum, content and peers.

In compliance with federal and state law, Barrington High School provides special education to students meeting eligibility criteria as determined by the **Individuals with Disabilities Education Act (IDEA)**. The goal of Special Education is to improve the academic, social and post school success of students with disabilities. Students eligible for special education require specially designed instruction and related services as needed to meet their unique needs.

In addition to IDEA regulations, Barrington High School maintains compliance with the Section 504 regulations as outlined in the Rehabilitation Act of the Americans with Disabilities Amended Act. Students meeting eligibility requirements are provided with necessary modifications and accommodations allowing equity and access to educational programs.

Barrington High School



Vision of the Graduate

Barrington Public School's mission is to empower all students to excel in character, citizenship, collaboration, creativity, communication, and critical thinking, so that they may positively impact the future.

Barrington High School's Vision of the Graduate is a learner who excels in

- **Citizenship:** Thinking like a global citizen and considering global issues
- **Character:** Understanding how to be a life-long, deep learner
- **Collaboration:** Working interdependently with others while making important decisions together, and learning from and contributing to the learning of others
- **Communication:** Communicating clearly, in a variety of ways, for specific audiences
- **Critical Thinking:** Evaluating information and argument, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world
- **Creativity:** Creating new ideas, seeing and taking opportunities, and leading others

Expectations for Student Learning

Barrington High School students will:

Academic Expectations

Problem Solving

- Think critically and reason effectively to solve complex problems.

Literacy

- Write effectively.
- Read with understanding a wide variety of texts.
- Communicate orally in a variety of situations.

Technology

- Apply technology skills to access information, analyze data, and communicate ideas and information.

Understanding the world community

- Demonstrate an understanding of various past and present political, social, and economic systems.

The Arts

- Create or perform in and respond to one of the arts (music, visual, dance or theatre).

Social Expectations

Act responsibly and respectfully toward self and others.

- Design an Individual Learning Plan.
- Respect diversity and the importance of balancing individual freedom with the needs and rights of others.
- Accept responsibility for one's own learning and behavior.
- Accept and apply constructive feedback.

Work actively and cooperatively to achieve group goals and resolve issues.

- Use positive interpersonal skills.
- Demonstrate a willingness to collaborate.
- Monitor behavior as a group member.

Make appropriate choices affecting their physical, social, and emotional well-being.

- Access support personnel and programs.
- Participate in co-curricular activities.

Civic Expectations

Demonstrate a personal sense of ethics that includes honesty, integrity, and self-control.

- Adhere to school policies on academic honesty.
- Follow the expectations outlined in the school's Code of Conduct.

Contribute to society as a responsible and skilled citizen.

GRADUATION REQUIREMENTS FOR THE CLASS OF 2024-2027

All students must demonstrate proficiency in the 6 core areas (English, Math, Science, Social Studies, The Arts, Technology and Financial Literacy) and participate in school day PSAT 10, SAT assessment and NGSA (Next Generation Science Assessment). To help individual students attain proficiency, an Individual Learning Plan must be created to provide a framework to identify a student’s goals and the pathways used to achieve the necessary skills for success. Students must maintain and update an ILP on a yearly basis. A student’s ILP is a dynamic process that will be actively used by educators, students, and families to guide and monitor student progress along individual pathways toward proficiency for graduation and post-secondary work or schooling.

Students must earn the required number of credits based on their chosen program of studies as follows:

Course(s)	Credit(s)
English	
<ul style="list-style-type: none"> ● Language & Literature 	1.00
<ul style="list-style-type: none"> ● American Literature/American Studies 	1.00
<ul style="list-style-type: none"> ● AP Language & Composition or World Literature 1 	1.00
<ul style="list-style-type: none"> ● AP Literature & Composition or World Literature 2 	1.00
Mathematics 3 credits must be in core mathematics courses and 1 credit may be in an approved math full-year course Middle School High School courses (Geometry Honors and Algebra 2 Honors and above are eligible for high school credit)	4.00
Science	3.00
Social Studies	
<ul style="list-style-type: none"> ● World History 	1.00
<ul style="list-style-type: none"> ● United States History 	1.00
<ul style="list-style-type: none"> ● American Government 	.50
<ul style="list-style-type: none"> ● Economics 	.50
World Language Complete 2 credits. *One of which can be earned at the middle school. Students must show proficiency on the final exam to earn one full credit at the middle school. <ul style="list-style-type: none"> ● IEP teams may waive this requirement 	2.00*
Technology	.50
Arts	.50
Physical Education/Health	2.00
Electives (Reduced if pursuing a Pathway Endorsement)	4.00
Financial Literacy (on-line module, course, test out)	Must pass
Senior Project*	Must Meet Proficiency
Total Credits	23 (Traditional) 22 (If pursuing 1 pathway) 21 (If pursuing 2 pathways)

***SENIOR PROJECT**

All seniors are required to complete the [Senior Project](#) that entails a research paper on a topic of the student's choice, 20+ hours of fieldwork on that topic, and an oral presentation on the results of this work at the end of the school year. Work on the **Senior Project** will be supported in English classes during both the first and the second semesters, and successful completion of the project will count toward the student's grade in these senior English classes. All students must take a full year English class for credit during their senior year.

Parent(s)/Guardian(s) of a student who has not met the above requirements, has an active Individualized Education Program (IEP), is eligible for a Free and Appropriate Public Education (FAPE) until the age of twenty-two, will have completed four years of high school and who wishes to participate in the graduation ceremony with his or her class, may request that the student participate in graduation ceremonies. Parent(s)/Guardian(s) must notify the high school principal prior to October of the school year in which they wish to have their child participate. A student may still receive a Barrington High School Diploma in the event that he/she should subsequently meet all of the above requirements. See additional details on the [Senior Project](#) website.

DRAFT GRADUATION REQUIREMENTS FOR THE CLASS OF 2028 & BEYOND

All students must demonstrate proficiency in the eight core areas (English, Math, Science, Social Studies, The Arts, Physical Education/Health, Financial Literacy, and Computer Science). All students must participate in school day PSAT 10, NGSA (Next Generation Science Assessment) and SAT assessment. All students must successfully complete a Senior Project.

To help individual students attain proficiency, an Individual Learning Plan (ILP) is created to provide a framework to identify a student's goals and the pathways used to achieve the necessary skills for success. Students will maintain and update the ILP on a yearly basis. A student's ILP is a dynamic process that will be actively used by educators, students, and families to guide and monitor student progress along an individual pathway toward proficiency for graduation and post-secondary work or schooling.

Students must earn the required number of credits based on their chosen pathway of studies as follows:

Course(s)	Credit(s)
English	
• Language & Literature	1.00
• American Literature/American Studies	1.00
• AP Language & Composition or World Literature 1	1.00
• AP Literature & Composition or World Literature 2	1.00
Mathematics *Middle School High School courses (Geometry Honors and Algebra 2 Honors are eligible for high school credit)	4.00
• Algebra 1	1.00
• Geometry	1.00

<ul style="list-style-type: none"> Algebra 2 	1.00
<ul style="list-style-type: none"> 1 additional credit in an approved math full-year course 	1.00
Science 3 credits of Science including two lab sciences	3.00
Social Studies 3 credits of Social Studies	
<ul style="list-style-type: none"> World History 	1.00
<ul style="list-style-type: none"> United States History 	1.00
<ul style="list-style-type: none"> American Government/Civics <ul style="list-style-type: none"> Including Civics project 	.50
<ul style="list-style-type: none"> Economics 	.50
World Language Complete 2 credits in the same language. *One of which can be earned at the middle school. Students must show proficiency on the final exam to earn one full credit at the middle school. <ul style="list-style-type: none"> IEP teams may waive this requirement 	2.00*
Computer Science	.50
Arts	.50
Physical Education/Health	2.00
Electives (Reduced if pursuing a Pathway Endorsement)	4.00
Financial Literacy (on-line module, course, test out)	Must pass
Senior Project*	Must Meet Proficiency
Total Credits	23 (Traditional) 22 (If pursuing 1 pathway) 21 (If pursuing 2 pathways)

Students must also successfully complete a Senior Project and demonstrate proficiency in seven Academic Areas (English, Math, Science, Social Studies, The Arts, Physical Education/Health and Computer Science) and maintain six credits through each academic year.

Barrington Public Schools

PATHWAYS

What are the benefits of completing a Pathway at Barrington High School?

Completing a Career and Technical Education (CTE), Experiential, or Transitional Pathway allows students to personalize their education and pursue their learning passion by cultivating transferable work habits including self-reflection, self-direction, and perseverance through valuable real-world experiences. The completion of a Pathway also signals to employers, colleges, universities, training programs, and the military that a student has completed a comprehensive, in-depth course of study in a specialized area by providing learning opportunities that are diverse, rigorous, and connected to the world outside of the school building. Students pursuing a Pathway will also be allowed a reduction in necessary academic credits to graduate in order to allow time for their experiential learning opportunities.

The descriptions of CTE, Experiential, and Transitional Pathways are listed below.

Career and Technical Education Certification (CTE) Pathways

CTE pathways result in an industry-recognized and professional certification through course completion, work-based learning and a state-required assessment.

In order to enroll in a CTE Pathway, students need to schedule a meeting with their assigned school counselor to discuss their options. All students who wish to enroll in a CTE Pathway must declare their enrollment by the end of their sophomore year.

CTE (Career and Technical Education) Pathway Options

<p style="text-align: center;">3-D Design Pathways Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Computer-Aided Design <input type="checkbox"/> Graphic Design <input type="checkbox"/> Fine Arts Elective(s) - Studio Art or Drawing I are recommended. Must take one full year credit <input type="checkbox"/> Digital Imaging <p style="text-align: center;">Work-Based Learning</p> <p>80 hours over 4 years <i>(options include: 50 hours of internship, apprenticeship, service-learning, and industry project)</i></p> <p style="text-align: center;">Assessment for Certification</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adobe Certification or SolidWorks Certification <p style="text-align: center;">Core Classes</p> <ul style="list-style-type: none"> <input type="checkbox"/> All Graduation requirements outlined in the Program of Studies AND math courses must include a minimum of Pre-calculus 	<p style="text-align: center;">Architecture Pathways Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wood-Working <input type="checkbox"/> Computer-Aided Design <input type="checkbox"/> Fine Arts Elective - Studio Art or Drawing I are recommended <input type="checkbox"/> EEP Architectural Design <p style="text-align: center;">Work-Based Learning</p> <p>80 hours over 4 years <i>(options include: 50 hours of internship, apprenticeship, service-learning, and industry project)</i></p> <p style="text-align: center;">Assessment for Certification</p> <ul style="list-style-type: none"> <input type="checkbox"/> State-approved NOCTI Assessment or <input type="checkbox"/> SolidWorks Certification <p style="text-align: center;">Core Classes</p> <ul style="list-style-type: none"> <input type="checkbox"/> All Graduation requirements outlined in the Program of Studies AND math courses must include a minimum of Pre-calculus 	<p style="text-align: center;">Audio Engineering (NEW 2023) Pathways Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Electronic Music 1 <input type="checkbox"/> Audio Production 1 <input type="checkbox"/> Electronic Music 2 <input type="checkbox"/> Audio Production 2 <p style="text-align: center;">Work-Based Learning</p> <p>80 hours over 4 years <i>(options include: 50 hours of internship, apprenticeship, service-learning, and industry project)</i></p> <p style="text-align: center;">Assessment for Certification</p> <ul style="list-style-type: none"> <input type="checkbox"/> EEP credits for Electronic Music <input type="checkbox"/> EEP credits for Audio Production 1 <p style="text-align: center;">Core Classes</p> <ul style="list-style-type: none"> <input type="checkbox"/> All Graduation requirements outlined in the Program of Studies
--	--	---

<p style="text-align: center;">Computer Information Sciences Pathways Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Python <input type="checkbox"/> APP Inventor <input type="checkbox"/> AP Principles of Computer Sciences <input type="checkbox"/> AP Computer Science A - JAVA <input type="checkbox"/> Computer-Aided Design <p style="text-align: center;">Work-Based Learning</p> <p>80 hours over 4 years <i>(options include: 50 hours of internship, apprenticeship, service-learning, and industry project)</i></p> <p style="text-align: center;">Assessment for Certification</p> <ul style="list-style-type: none"> <input type="checkbox"/> AP Principles of Computer Science - Required <input type="checkbox"/> AP Computer Science A - JAVA Required 	<p style="text-align: center;">Pre-Engineering Pathways Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Computer-Aided Design <input type="checkbox"/> Pre-engineering <input type="checkbox"/> EEP Architectural Design or AP Principles of Computer Sciences <input type="checkbox"/> Drawing I is recommended if EEP Architecture Design is chosen <p style="text-align: center;">Work-Based Learning</p> <p>80 hours over 4 years <i>(options include: 50 hours of internship, apprenticeship, service-learning, and industry project)</i></p> <p style="text-align: center;">Assessment for Certification</p> <ul style="list-style-type: none"> <input type="checkbox"/> SolidWorks Certification <p style="text-align: center;">Core Classes</p> <ul style="list-style-type: none"> <input type="checkbox"/> All Graduation requirements outlined in the Program of Studies AND math courses must include 	<p style="text-align: center;">Television Audio Production Pathways Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Electronic Music I <input type="checkbox"/> Audio Production I and II <input type="checkbox"/> Introduction to Television/Video Production <input type="checkbox"/> Broadcast Journalism or Event Broadcasting <input type="checkbox"/> One of the following: Graphic Design, Journalism, Acting for Film and Television, Creative Writing, Digital Imaging, Public Speaking or International Studies, Electronic Music I and II <p style="text-align: center;">Work-Based Learning</p> <p>80 hours over 4 years <i>(options include: 50 hours of internship, apprenticeship, service-learning, and industry project)</i></p> <p style="text-align: center;">Assessment for Certification</p>
--	--	---

<ul style="list-style-type: none"> <input type="checkbox"/> SolidWorks certification - optional <p style="text-align: center;">Core Classes</p> <ul style="list-style-type: none"> <input type="checkbox"/> All Graduation requirements outlined in the Program of Studies AND math courses must include a minimum of Pre-calculus 	<p>a minimum of Pre-calculus AND science courses must include Chemistry and Physics</p>	<ul style="list-style-type: none"> <input type="checkbox"/> State-approved EEP Program or State Approved NOCTI <p style="text-align: center;">Core Classes</p> <ul style="list-style-type: none"> <input type="checkbox"/> All Graduation requirements outlined in the Program of Studies
---	---	--

<p style="text-align: center;">Television Graphics Communication Pathways Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Graphics Design <input type="checkbox"/> Digital Imaging <input type="checkbox"/> Introduction to Television/Video Production <input type="checkbox"/> Broadcast Journalism <input type="checkbox"/> Event Broadcasting <input type="checkbox"/> One of the following: Journalism, Acting for Film and Television, Creative Writing, Public Speaking or International Studies, Electronic Music I and II, Audio Production I and II <p style="text-align: center;">Work-Based Learning</p> <p>80 hours over 4 years <i>(options include: 50 hours of internship, apprenticeship, service-learning, and industry project)</i></p> <p style="text-align: center;">Assessment for Certification</p> <ul style="list-style-type: none"> <input type="checkbox"/> State-approved EEP Program or State Approved NOCTI <p style="text-align: center;">Core Classes</p> <ul style="list-style-type: none"> <input type="checkbox"/> All Graduation requirements outlined in the Program of Studies 	<p style="text-align: center;">Television Production Pathways Course</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction to Television/Video Production <input type="checkbox"/> Broadcast Journalism <input type="checkbox"/> Event Broadcasting <input type="checkbox"/> Film Studies <input type="checkbox"/> Two of the following: Graphic Design, Journalism, Acting for Film and Television, Creative Writing, Digital Imaging, Public Speaking or International Studies <p style="text-align: center;">Work-Based Learning</p> <p>80 hours over 4 years <i>(options include: 50 hours of internship, apprenticeship, service-learning, and industry project)</i></p> <p style="text-align: center;">Assessment for Certification</p> <ul style="list-style-type: none"> <input type="checkbox"/> State-approved NOCTI Assessment <p style="text-align: center;">Core Classes</p> <ul style="list-style-type: none"> <input type="checkbox"/> All Graduation requirements outlined in the Program of Studies 	
---	--	--

Experiential Pathways

Experiential Pathway: This option will allow students to declare an Experiential Pathway during the second semester of sophomore year. There is a series of required coursework, optional coursework, and 30 hours of work-based learning. In addition, an application project must be completed. There is not a required certification assessment, and this is not recognized by the State of Rhode Island. *See the program of study for more guidelines and specifics. Both options allow students to take 1 less credit to graduate (22 instead of 23). *See program of study for more guidelines and specifics.

Students are eligible to earn an Experiential Pathway Endorsement if they have successfully completed three components:

- Academic study (courses beyond core requirements)
- 30 hours of work-based learning (ex. internship/externship)
- Application of skills (ex. Senior Project)
- Students are also eligible to propose an individual Pathway to the PBGR team for approval

Experiential Pathways

Arts Pathway (Music Technology)	Arts Pathway (Music Teaching)	
<p>2 Core Course Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Electronic Music <input type="checkbox"/> Audio Production <p>Recommended courses beyond the core (Must select 1 course beyond core)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Electronic Music 2 <input type="checkbox"/> Independent Study in Music Technology <input type="checkbox"/> Perform in an ensemble such as Band, Jazz Ensemble, Chorus, Choral Ensemble etc. <input type="checkbox"/> A course in Music Technology at an outside location such as the RI Philharmonic Music School 	<p>1 Core Course Requirement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Music Theory <input type="checkbox"/> Electronic Music <input type="checkbox"/> Audio Production <input type="checkbox"/> Drumming Class <input type="checkbox"/> Music History <p>Recommended courses beyond the core (Must select 1 course beyond core)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concert Band <input type="checkbox"/> Jazz Band <input type="checkbox"/> Concert Choir <input type="checkbox"/> Choral Ensemble 	<p>Recommended courses beyond the core (Must select 1 course beyond core) <i>(Courses outside the music department and suggested for music teaching are:)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Psychology <input type="checkbox"/> World Language (especially Latin, French, Italian and German for vocal music) <input type="checkbox"/> Art History <input type="checkbox"/> Anatomy and Physiology <input type="checkbox"/> All Course Network Courses related specifically to education

<p style="text-align: center;">Arts Pathway (Creative Writing)</p> <p>All Core Courses Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Language and Literature <input type="checkbox"/> American Literature or American Studies <input type="checkbox"/> World Literature 1 or AP Language and Composition <input type="checkbox"/> World Literature II or AP Literature and Composition <input type="checkbox"/> Creative Writing <input type="checkbox"/> Playwriting <p>Recommended courses beyond the core (Must select 1 beyond the core:)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Young Adult Literature <input type="checkbox"/> Zombies, Aliens, and Plagues: Post-Apocalyptic Literature and Culture <input type="checkbox"/> Gender Games: A Study of the Role of Gender Through Literature 	<p style="text-align: center;">Arts Pathway (Theater)</p> <p>All Core Courses Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction to Theater <input type="checkbox"/> Acting 1 <input type="checkbox"/> Acting for Film and TV OR Playwriting and Screenwriting <p>Recommended courses beyond the core (Must select 1 beyond the core:)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acting for Film and TV (in addition to Playwriting and Screenwriting) <input type="checkbox"/> Playwriting and Screenwriting (in addition to Acting for Film and TV) <input type="checkbox"/> Studio Art <input type="checkbox"/> Basic Drawing <input type="checkbox"/> Digital Imaging <input type="checkbox"/> Graphic Design 1 <input type="checkbox"/> Printmaking 1 <input type="checkbox"/> Audio Production <input type="checkbox"/> Jazz Ensemble <input type="checkbox"/> Concert Band <input type="checkbox"/> Chorus <input type="checkbox"/> Electronic Music <input type="checkbox"/> Choral Ensemble 	<p style="text-align: center;">Arts Pathway (Music Performance)</p> <p>1 Core Course Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concert Band <input type="checkbox"/> Concert Choir <input type="checkbox"/> Jazz Ensemble <input type="checkbox"/> Choral Ensemble <p>Recommended courses beyond the core (Must select 2 courses beyond core)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Music Theory <input type="checkbox"/> Electronic Music 1 <input type="checkbox"/> Electronic Music 2 <input type="checkbox"/> Audio Production <input type="checkbox"/> Introduction to Drumming <input type="checkbox"/> Music History <input type="checkbox"/> History of Popular Music of the 20th century <p>Must select 1 Performing Art</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction to Theater <input type="checkbox"/> Art History <input type="checkbox"/> TV and Video Production
---	---	---

<p style="text-align: center;">Business Pathway (Entrepreneurship)</p> <p>3 Core Course Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Sports Marketing <input type="checkbox"/> Accounting 1 or Business Law <p>Recommended courses beyond the core (Must select 1 course beyond core)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Personal Finance 1 <input type="checkbox"/> Personal Finance 2 <input type="checkbox"/> Business Law <input type="checkbox"/> Accounting 1 <input type="checkbox"/> Public Speaking <input type="checkbox"/> Fashion Merchandising 	<p style="text-align: center;">Business Pathway (Finance)</p> <p>3 Core Course Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Personal Finance 1 or 2 <input type="checkbox"/> Accounting 1 <input type="checkbox"/> Business Law <p>Recommended courses beyond the core (Must select 1 course beyond core)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sports Marketing <input type="checkbox"/> Personal Finance 1 <input type="checkbox"/> Personal Finance 2 <input type="checkbox"/> Public Speaking <input type="checkbox"/> Fashion Merchandising 	<p style="text-align: center;">Business Pathway (Marketing)</p> <p>3 Core Course Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sports Marketing <input type="checkbox"/> Fashion Merchandising <input type="checkbox"/> Business Law <p>Recommended courses beyond the core (Must select 1 course beyond core)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Accounting 1 <input type="checkbox"/> Personal Finance 1 <input type="checkbox"/> Personal Finance 2 <input type="checkbox"/> Public Speaking <input type="checkbox"/> Graphic Design
---	--	--

	<p style="text-align: center;">STEM Pathway (Robotics)</p> <p>3 Core Course Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Biology <input type="checkbox"/> Chemistry <input type="checkbox"/> Physics <p>2 Course Options or *Required Beyond Core:</p> <ul style="list-style-type: none"> <input type="checkbox"/> AP Computer Science A - JAVA <input type="checkbox"/> Python <input type="checkbox"/> App inventor(Math) <input type="checkbox"/> Coding <input type="checkbox"/> CAD <input type="checkbox"/> Statistics <input type="checkbox"/> Pre-Engineering 	<p style="text-align: center;">STEM Pathway (Laboratory Technician)</p> <p>3 Core Course Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Biology <input type="checkbox"/> Chemistry <input type="checkbox"/> Third Year of science <p>Recommended courses beyond the core (Must select 3 courses beyond core)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Statistics <input type="checkbox"/> Flinn Scientific safety course (online)
<p style="text-align: center;">Government and Citizenship Pathway</p> <p>4 Core Course Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> World History <input type="checkbox"/> United States History <input type="checkbox"/> American Government and Politics <input type="checkbox"/> Economics <p>Recommended courses beyond the core (Must Select 3 courses beyond core)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Journalism <input type="checkbox"/> International Studies <input type="checkbox"/> Advanced Journalism <input type="checkbox"/> Public Speaking <input type="checkbox"/> Media and Cultural Studies <input type="checkbox"/> Other approved courses, including the All Course Network 	<p style="text-align: center;">STEM Pathway (Coding)</p> <p>Course Options Beyond Math Requirements (Must choose at least 3):</p> <ul style="list-style-type: none"> <input type="checkbox"/> AP Computer Science A - JAVA <input type="checkbox"/> Python <input type="checkbox"/> APP Inventor <input type="checkbox"/> Any other approved course(s) taken outside of BHS (<i>i.e. All Course Network</i>) 	<p style="text-align: center;">STEM Pathway (Science Research)</p> <p>3 Core Course Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Biology <input type="checkbox"/> Chemistry <input type="checkbox"/> Third Year of science <p>Recommended courses beyond the core (Must Select 3 courses beyond core)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anatomy and Physiology <input type="checkbox"/> Statistics <input type="checkbox"/> AP Computer Science A - JAVA <input type="checkbox"/> Python, APP Inventor, Calculus/Statistics (5th math) and any other approved course taken outside of BHS (<i>ie. All Course Network</i>)

Out of District Student CTE Pathways Enrollment Information

All students interested in participating in a CTE Pathway Program who did not meet or exceed the standard on a recent Rhode Island State Assessment or comparable standardized diagnostic assessment must be diagnostically assessed to determine their level of proficiency as it relates to established program criteria. Barrington High School may select an alternative diagnostic assessment to determine students' mathematics and reading grade-level ability. Students who do not meet the established level of proficiency in Reading and Mathematics (as outlined below) on the state or comparable standardized diagnostic assessments and who do not take these diagnostic exams, may not be considered for admission to Barrington High School's CTE Pathway Programs. This assessment requirement does not apply to students who are enrolled in a CTE Pathway Program at Barrington High School and who are interested in continuing a sequence of pathway courses in their home school.

All students*, in order to be considered for general admission to a Barrington CTE Pathway Program, must meet the established level of proficiency in Reading and Mathematics as follows:

Pathways Enrollment Criteria

- Entering Freshmen and Fall Semester Sophomores only Examine the wording for this enrollment criteria. This may be for out-of district students
- Strong academic standing in the prior school year (see Out of District for specific academic requirements)
- Documented level of proficient or higher on state math and literacy assessment or other District approved assessment
- Strong record of attendance
- Exemplary conduct record
- Out of District Students must remain enrolled in the program, remain in good standing, and complete all criteria outlined to maintain enrollment at Barrington High School
- All seats are first awarded to Barrington students after course selection is completed.

For students who do not meet the established criteria under the general admissions process, an additional review, including additional testing and a collected portfolio of the student's work in Mathematics and Language Arts, may be undertaken.

Enrollment criteria shall not unfairly target students on the basis of color, gender, sexual orientation, race, religion, national origin, or disability. The enrollment policy shall be published in the student handbook. Career preparation program policies shall include a review and appeals process for students denied access to a preparation program due to admissions criteria or whose enrollment has been suspended and/or terminated. A copy of program policies shall be provided to each student and family upon enrollment in the career preparation program.

To apply to the Barrington High School CTE program as an out of district student, please complete the [Barrington High School CTE Pathway Application for Out of District Students](#).

Notification of Right to Appeal:

Every student who is qualified and accepted for admission into a Barrington High School CTE Pathway Program (college, career and technical education program) shall have access to such

programs, enrollment permitting, and shall be provided free attendance by their local school committee, i.e., tuition and transportation, when appropriate.

If a student is not accepted for enrollment in the Barrington CTE Pathway Program the parent/student will receive a denial letter and be informed of the appeal process. The parent/student will also be informed about the procedures for reapplication, steps the student can take to increase the likelihood of later acceptance, and the appeal process.

Appeals Process:

Any student denied placement in a CTE Pathway Program at Barrington High School shall have the right to appeal that decision. The parent/student may appeal the decision directly to the principal, then to the Superintendent, then to the Barrington School Committee with a right of further appeal to the Commissioner of Education. The Commissioner's hearing should be conducted and a decision rendered within 15 days of receipt of the appeal. Nothing in this provision shall be construed to deny students with disabilities or their parents from availing themselves of Due Process rights under state special education regulations.

Removal from Programs:

In programs that require safety standards (OSHA, etc.), students must consistently meet those expectations. In the event that a student fails to consistently meet safety standards, a retraining opportunity will be provided and documented. Subsequently, if a student continues to not meet safety standards, the Superintendent may remove the student from his/her CTE Pathway Program, with notification to the sending district, when appropriate. Students may also be removed from programs for not meeting continued enrollment criteria or for not following the Code of Conduct for Barrington High School and the policies of the Barrington School District. Excessive unexcused absences, excessive tardiness, or serious and/or excessive discipline referrals may impact the student's enrollment in the CTE Pathway Program.

Transitional Pathway

Barrington High School believes that all students who successfully complete established and approved graduation requirements outlined in collaboration with school officials deserve a high school diploma. Students who achieve modified proficiency standards applied to coursework requirements and who are eligible for the alternate assessment, or who require a Transition Experiential Pathway including significant interventions and supports under federal law, state rules and regulations, and as noted in the student's Individualized Education Plan (IEP), may, at LEA discretion, be awarded a diploma.

As such, to achieve a high school diploma, students working toward modified proficiency standards may opt to enroll in an alternate Transitional Pathway for graduation. A meeting between school officials, parent(s), student, and the IEP team to discuss a Transitional Pathway recommendation must be held before the end of sophomore year. The requirements for this individual Pathway will be established with the High School Proficiency Based Graduation Team and other relevant school professionals and presented to student and parent(s) during this IEP meeting. All students opting to take the Transitional Pathway must sign, and have a parent sign, a Transitional Pathway Agreement before the start of the student's junior year and complete an ORS application in order to be eligible to complete the Transitional Pathway to earn their diploma.

All decisions regarding Transition Pathway eligibility will be made by the student's IEP team.

Students who successfully complete this Transition Pathway Program in accordance with their IEP will receive a high school diploma. The successful criteria for completing this program are as follows:

- Successful completion of a minimum of 21 academic credits inclusive of both mandatory core classes and transition courses as documented in the student's ILP. Please see page 2 for more details and course requirements.
- Successful completion of the requirements for a stackable work-readiness certificate identified as a component of their transition plan.
- Successful completion of an Individual Learning Plan (ILP).
- Successful completion of Senior Project.
- Participation on the state assessments in sophomore and junior year, or an alternate assessment in junior year.
- Successful completion of a Transition Skills Portfolio.

Transition Pathway Graduation Requirements

In order to graduate from Barrington High School via the Transition Pathway, students must earn the following core credits:

Core Classes

1. 4.0 credits in **Math***
2. 4.0 credits in **English**
3. 3.0 credits in **Science** or
2.0 credits in Science and 1.0 credit in 769 Daily Life - Independent Living
4. 3.0 credits in **Social Studies** or
2.0 Social Studies and 1.0 credit in 772 Community Competency - Me and My Community
5. 2.0 credits in **Physical Education/Health**
6. 0.5 credits in **Arts**
7. 0.5 credits in **Technology**

*Students can choose to take Personal Finance 1 & 2 to satisfy 1.0 Math credit or 762 Essentials of Finance

Total Core Credits: 17

In addition to earning the core credits listed above, students who choose to pursue graduation via the Transition Pathway must earn the credits in the areas listed below.

Transition Pathway Courses

1. 2.0 credits in **Work Readiness**
 - a. 677 Internship
 - b. 770 Community Competency - Work Readiness and 771 Work Exploration
2. 1.0 credit in **Financial Literacy**
 - a. 620 and 621 Personal Finance 1 and 2
 - b. 762 Essentials of Finance
3. 1.0 credit in **Community Interaction**
 - a. 773 Community Competency - Community Integration
4. 1.0 credit in **Electives****
 - a. 766 - Computer Applications and Safety
 - b. 767 - Current Events
 - c. 780 - Healthy Cooking and Living

**Elective Credits are only necessary for students using Personal Finance 1 & 2 to satisfy a full Math Credit.

Total Transition Course Credits: 4.0

Total Core Credits (17.0) + Transition Course Credits (4.0) = 21

NEW STUDENT REGISTRATION

Who must register?

Students who live in Barrington and that enrolled at a private school
Students who have moved to Barrington

Where do they register?

Online registration is now available. Access the ["Student Registration"](#) link on the Barrington Public Schools website.

Once the registration is complete. The Barrington High School Counseling/Main office staff will receive notification. The School Counseling Department will reach out to families to schedule a time to meet.

TRANSFER STUDENT

The transcripts of students who transfer from another school will be reviewed to determine alignment of course and credit. Assessment or other criteria may also be reviewed. Please note-student's official transcript from other schools are kept separate from Barrington High School's transcript.

HONORING COURSE SELECTIONS

Course selection is one of the most important commitments that take place each year. Discuss your choices with your counselor, teachers and parents. Teaching personnel, rooms, textbooks, and materials are all planned for with your selections in mind. Once enrollment has been determined, teachers and rooms have been assigned. Out of fairness to all, we must assume that your schedule for the upcoming year has been finalized. Students and parents, therefore, should plan to make adjustments in course selections prior to the start of the new school year. It is important to note that courses will be offered pending sufficient enrollment and availability of staff. Students who have selected a course that is canceled will be asked to make an alternate selection.

Based on the courses that students and parents have requested, we build a master class schedule that attempts to accommodate the requested course selections. In some cases, students may have scheduling conflicts that will have to be resolved with the counselor through the selection of alternate courses. Because the number of classes to be offered, class size and teacher assignments are determined during this process, late course changes may be impossible to arrange.

COURSE CHANGES

The master schedule of courses in high school are determined by the student's course requests. Do not register for the classes with the idea that changes will be made if things do not work out. A decision to elect a course is much like a contract. Therefore, once the student has made his/her initial course selections, he/she should not consider requesting changes unless absolutely necessary. All changes in a student's schedule will be made in accordance with the following guidelines and restrictions:

1. Student schedules will be distributed in the spring to provide students the opportunity to make changes or correct scheduling errors before the beginning of school.
2. Course changes are subject to the availability of space in the requested course.
3. Schedule changes may be made for reasons including:
 - Correcting an error in your schedule
 - Changing a class as a result of summer school
 - Adding an additional course (students are responsible for all work covered during their absence) Students are not allowed to enter a new course after the 10th day of a semester.
 - Changing one elective to another elective (**All elective changes must be made within the first 7 school days. After that point, students cannot make elective changes**). This encourages students to make thoughtful decisions regarding their course selection.
 - Dropping a course only if the 2.75 credits per semester requirement is met and 6.00 credits per year requirement is met.
 - Changing a curriculum level following a counselor/teacher/parent communication.
**Complete the add/drop form for any elective and course level change
4. A student may drop a course up to one week after the midpoint of the first and third marking periods without any notation appearing on the transcript (**around the first week of October**). After that point, a withdrawal (W) will be recorded on the transcript. Adding a replacement course at this time is not possible.
5. If a marking period has passed, the student's grade will be noted on the permanent record/transcript for that marking period; a withdrawal (W) will be noted for subsequent marking period.
6. A student **may not drop** a course in the last **two weeks** of any quarter.

COURSE RECOMMENDATIONS

When the course selection window opens during the winter months, students are encouraged to talk with their teachers, school counselors and families about the course selections for the following school year. We want all students to have a balanced academic workload and ask students to think carefully about clubs, athletics, work and family commitments that are an important part of student life.

Level 1: These courses are offered at an accelerated pace for students who are eager to pursue advanced coursework. Most courses at this level are designated as Advanced Placement or Honors.

Level 2: These courses are offered at a challenging pace with a focus on ensuring mastery-level achievement for college preparatory work. Most courses at this level are of a traditional college preparatory nature.

Honors Credit: Students can enroll in Honors level courses or particular Honors option courses (Honors Distinction). Students in an Honors option course can choose to receive Honors credit by demonstrating advanced analysis and syntheses of essential standards. Honors credit is noted on a student’s transcript for students successfully completing an Honors option course. It is important to note a student can opt into honors options each semester. Honors option courses is available for the following courses:

- English 112 Language & Literature
- English/Social Studies 125/225 American Studies (interdisciplinary English and Social Studies)
- Social Studies 221 US History
- English 131 World Literature

GRADING SYSTEM

A+	97-100	4.33
A	93-96	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.00
D-	60-62	0.67
F	0-59	0.00

P	Passing
I	Incomplete
W	Withdrew
AUD	Audit
MED	Medical

Grade Point Average is based on the unweighted average grades in all courses (except Independent Study) taken only at Barrington High School using the scale above. Class rank is not reported. Students are allotted credit for courses they pass on the basis of the semester average. Semester grades are calculated by the following: Each quarter is worth 45% and the cumulative examination is worth 10%. Quarter 1, Quarter 2 and the midterm exam are calculated to obtain the first semester grade. Quarter 3, Quarter 4 and the final exam are calculated to obtain the second semester grade. The transcript will include Quarter and Semester grades only (exam grades are not visible).

INDEPENDENT STUDY PROGRAM

The goals of the Independent Study Program (ISP) are to nurture independent thinking, creativity and self-direction by allowing students to develop individual interests and talents or pursue a topic of interest in greater depth. This program allows students to work independently under the direction of a Barrington High School teacher who will serve as a sponsor. The ISP may NOT be used to satisfy course requirements for graduation. ISP must be selected in addition to the 6.00 credits students must carry per year. No more than one ISP credit may be used for a graduation requirement. Students may choose a semester project (1/2 credit) or a yearlong project (1 credit). After the student has completed the ISP, the teacher will submit an evaluation form to the school counselor. Once successfully completed, the student's transcript will signify that an ISP was undertaken, the area in which it was pursued, a grade of Passing (P), and the credit earned. The ISP will not appear on a student's schedule since students generally work on this topic either during a study period or after school hours. In order to be considered for approval, the fully completed ISP form must be submitted to the school counselor no later than two weeks into the semester during which the ISP will be pursued. The following procedures must be followed:

1. Identify a topic of interest for the ISP.
2. Confer with the school counselor regarding the ISP proposal.
3. Obtain an ISP form from the school counseling office.
4. Find a teacher (in the subject area) to serve as the sponsor and to clarify the scope of the ISP.
5. Complete the ISP form (goals and objectives, a detailed description of the project and deadlines for submission of work).
6. Obtain final approval from the teacher, school counselor, department chair, and principal.

ADVANCED PLACEMENT COURSES

Barrington High School participates in the College Entrance Examination Board's Advanced Placement Program. Qualified students may enroll in the following courses:

Advanced Placement Art History
Advanced Placement Biology
Advanced Placement Calculus (AB Level)
Advanced Placement Calculus (BC Level)
Advanced Placement Chemistry
Advanced Placement Computer Science Principles
Advanced Placement Computer Science A
Advanced Placement English Language & Comp
Advanced Placement English Literature & Comp
Advanced Placement French Language & Culture

Advanced Placement Latin: Vergil & Caesar
Advanced Placement Macroeconomics
Advanced Placement Physics C: Mechanics
Advanced Placement Spanish Language & Cult.
Advanced Placement Statistics
Advanced Placement Studio 2D Art & Design
Advanced Placement US Government & Politics
Advanced Placement United States History
Advanced Placement World History
Advanced Placement Chinese Culture*
Advanced Placement Environmental Science*
***Subject to approval**

In May of each year, National Standardized Examinations are given in each course. Students should make every effort to take these examinations. Fees payable by the student, for these tests are set by the CEEB. Colleges may, according to their individual policies, award credit, advanced placement standing, or both for the achievement of specified scores on these examinations. Students may take these examinations without having taken the particular course. Details are available in the School Counseling Office.

REPEAT COURSES

A repeat course is one that the student takes during the academic year after previously failing that course. A student who passes a repeat course will have both the failing and the repeat grade computed in the GPA. A student who fails a required course and who does not attend summer school will normally be expected to make up this course during the following academic year. Courses taken during the summer are not factored in the GPA but will be placed on a supplemental transcript.

REVIEW (AUDIT) COURSES

A review course is one that a student has taken previously and for which credit was received. When the student completes the review course, no credit or grade is given. The transcript will reflect an (AUD). If a student chooses to take a course that he/she has already passed, the original grade and credit will still stand. Students who are auditing a course are still required to enroll in a minimum of 6.00 credits in addition to the audited course.

EARLY ADMISSION TO COLLEGE

Students admitted to college before completing the requirements for graduation may receive a diploma on presentation of the official college transcript indicating successful completion of all requirements. A written parental request must be obtained for all students.

EARLY GRADUATION

Students may opt to develop a plan to graduate early; prior approval from administration is required. A written parental request must be obtained for all students who wish to complete the requirements for graduation in less than four years and receive a diploma at the next scheduled graduation ceremony. These students are eligible for senior awards, including election to the National Honor Society. It must be understood, however, that as graduates, formal participation in select school activities may not be allowed.

COLLEGE COURSES

A student may, upon approval of the school counselor or principal, take courses carrying college credit during a semester or summer session and receive one-half credit for each three credit course. Grades for college courses are not included in determining Grade Point Average (GPA). College courses are not funded by Barrington Public Schools. Transfer of credits to a university or college is the responsibility of the student. Students can learn more about Dual and Concurrent enrollment opportunities at CCRI, RIC and URI through the [Rhode Island Department of Education](#).

EARLY ENROLLMENT PROGRAM (EEP)

The Early Enrollment Program is a partnership with Rhode Island College that provides juniors and seniors the opportunity to earn college credit while fulfilling their graduation requirements at Barrington High School.

Rhode Island College

Some students will be able to use these earned credits to reduce their course load in college, allowing them to focus on other courses for their major, or fewer courses entirely. Students must earn a passing grade in their Barrington High School course, which has been approved for its rigor and content by Rhode Island College. No additional assessments or coursework is required: Courses we offer Early Enrollment Credits for include: Music History 954, Music Theory 955, Economics 235, Electronic Music 945, Popular Music of the 20th Century 947, Audio Production 958 and Architectural Design 725. These courses qualify for college credit

The University of Rhode Island

Courses we offer for college credit from the University of Rhode include: Advanced Composition 156 and AP Computer Science Principles 472.

CCRI Running Start Program

Running Start is a program offered at the Community College of RI for high school students who demonstrate the academic achievement and maturity necessary to enroll in college courses during their senior year. Seniors who study at CCRI on a full-time basis during the day may be eligible to earn college credit and credit for high school graduation simultaneously.

CCRI High School Enrichment Program

The High School Enrichment Program at the Community College of Rhode Island offers high school juniors and seniors an opportunity to pursue educational experiences not available to them in high school. It is a part-time program that allows high school students to enroll in up to two courses (8 credits) Course selection is at the discretion of the high school counselor and students may be responsible for earning college credit. A high school counselor must recommend the student as capable of earning college credit.

Johnson & Wales University

If you are a high school junior with your mind set on college and your heart set on a career, the Early Enrollment Program at Johnson & Wales University can give you a head start on your future plans. With the early enrollment Plan, you can be earning credits for college your senior year of high school. EEP students are eligible for reduced tuition, housing in our residence halls and JWU scholarships. This program allows juniors to get started on college a year early. You can earn both high school and college credits at the same time, while still participating in your high school activities.

New England Institute of Technology

The following courses are available for college credit from the New England Institute of Technology: Personal Finance I and Personal Finance II. Please keep in mind that credits are issued once the student matriculates to The New England Institute of Technology.

ALL COURSE NETWORK

Rhode Island All Coursework Network

The new RI All Course Network provides qualified high school students the chance to take an exciting catalog of college and career preparatory courses at no cost to participating students. The ACN offers students the opportunity to pursue college, high school, AP and elective course offerings that may not be available at Barrington High School. **Please note-The ACN course and grade will be included on the Barrington High School Transcript.**

Dual Enrollment

Dual Enrollment courses are taught on the institutional campus. URI, RIC, and CCRI have established criteria for high school students to find out if they are ready to take college courses. Dual enrollment means you receive the approval of your school counselor or administrator to take a college class that is taught by a professor on the college campus and receive high school credit at the same time.

Concurrent Enrollment

Concurrent enrollment courses are college classes that are taught by high school teachers, which means students can take a college class and earn college credit without leaving Barrington High School. Visit <https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/EarlyCollegeOpportunities.aspx> for additional information.

ACADEMIC SUPPORT

An emphasis on the growth and support for all students is essential to our school mission. Students with intervention plans are enrolled in courses that will support their academic and social growth while maintaining credit. These courses meet on a daily or every other day basis and will work in conjunction with the regular education curriculum.

Intervention specialists, support staff, and regular education will provide tailored interventions through small group instruction to provide direct, differentiated support. Progress monitoring will be systematically assessed, recorded and shared with the student's support team using a standards-based growth model.

183 ACADEMIC LITERACY (Grades 9-12)

◆ Full Year ◆ All Grades

Students requiring a literacy intervention plan are enrolled based on the District Literacy Continuum and the Response to Intervention support team recommendations. The primary focus of the course is to improve students' success in literacy with an emphasis on silent and oral reading fluency, comprehension, and vocabulary. Additional practice will support digital literacy skills, writing and research strategies, and organizational habits. Instruction is provided in a small-group setting and with an online component (1/4 credit per semester, Pass/Fail).

186 ACADEMIC NUMERACY (Grades 9-12)

◆ Full Year ◆ All Grades

Students requiring a numeracy intervention plan are enrolled based on a district screener, a teacher recommendation, and/or a recommendation from the Response to Intervention support team. The primary focus of the course is to improve students' success in numeracy with an emphasis on improving conceptual understanding of math concepts, computational fluency, and the use of math practices. Instruction is provided in a small-group setting.

190 FOUNDATIONS OF ENGLISH (Grades 9-10)

◆ Full Year ◆ All Grades

191 FOUNDATIONS OF ENGLISH (Grades 11-12)

Students with active designation as a Multi Language Learner (non-native speakers of English) will be enrolled. Students are screened for eligibility with the WIDA ACCESS Tests and a review of their previous academic performance. The purpose of this course is to expand students' skills in reading, writing, listening, and speaking English, while providing support to students with their current studies and classroom content area material.

ART

SUGGESTED COURSE SEQUENCES

1. Students wishing to meet their fine arts requirement for graduation should consider taking the following introductory courses: *Ceramics I, Drawing I, Graphic Design I, Digital Imaging, Printmaking I, Studio Art 2D, and Studio Art 3D.*
2. Students interested in pursuing art beyond the introductory experiences should consider the following courses: *Ceramics II, Drawing and Painting II, Graphic Design II, Printmaking II, AP 2D Design, and Art Portfolio.*
3. Students interested in earning Advanced Placement credits should consider either AP Art History or AP 2D Design, both full year courses.

Below is a suggested sequence for students planning to take art classes throughout their high school career.

<u>GRADE 9</u>	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>
Basic Printmaking Ceramics I Drawing I Graphic Design I Studio Art 2D Studio Art 3D	Advanced Printmaking Basic Printmaking Ceramics I Ceramics II Digital Imaging Drawing/Painting II Drawing I Graphic Design I Graphic Design II Studio Art 2D Studio Art 3D	Advanced Printmaking AP 2D Design AP Art History Basic Printmaking Ceramics I Ceramics II Digital Imaging Drawing/Painting II Drawing I Graphic Design I Graphic Design II Studio Art 2D Studio Art 3D	Advanced Printmaking AP 2D Design AP Art History Art Portfolio Basic Printmaking Ceramics I Ceramics II Digital Imaging Drawing/Painting II Drawing I Graphic Design I Graphic Design II Studio Art 2D Studio Art 3D

901 STUDIO ART 2D

½ Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

**Fulfills the Art requirement*

This course provides students with an introductory series of studio experiences with two-dimensional media, including: drawing, painting, printmaking, graphic design, & mixed media. Elements and principles of art & design are explored through critiques of master artists and application of concepts through the creation of artwork. Creative thinking and the artistic process are emphasized and supported by instruction in design and technique in all media areas. Studio Art 2D is for students wanting a general introduction and exploration of two dimensional art or as an introduction to future two-dimensional courses in visual arts such as Drawing, Drawing & Painting, Printmaking, Graphic Design.

902 STUDIO ART 3D**½ Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12****Fulfills the Art requirement*

This course provides students with an introductory series of studio experiences with sculptural, three-dimensional media, including: wire, plaster, clay, and found & recycled objects. Elements and principles of art & design are explored through critiques of master artists and application of concepts through the creation of artwork. Creative thinking and the artistic process are emphasized and supported by instruction in design and technique in all media areas. Studio Art 3D is for students wanting a general introduction and exploration of three dimensional art or as an introduction to future three-dimensional courses in such visual arts courses as Ceramics 1 & 2.

905 DRAWING I**½ Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12****Fulfills the Art requirement*

This course introduces students to essential drawing techniques. Perspective, proportion, line, composition and tonal values are emphasized using materials such as pencil, charcoal, conte, ink and watercolor. Studies in still life, objects from nature, landscapes and human form will be explored. Students are required to complete sketchbook assignments in addition to the drawings made in class. Sketchbooks submitted for weekly review by the instructor and class critiques are part of the evaluation process. This course is strongly recommended for students who plan on pursuing a career in art, architecture, or design. The natural progression beyond this class would be Drawing & Painting II, followed by Art Portfolio and/or AP 2D Art & Design

906 DRAWING AND PAINTING II**1/2 Credit ♦ One Semester ♦ Level 1 ♦ Grades 10-12***Prerequisite: Successful completion of Drawing I***Fulfills the Art requirement*

This course is designed for students who have a special interest in further developing the skills learned during Drawing I and who are seeking an introduction into painting styles and techniques, drawing on historical examples. This advanced course offers students experiences in creative drawing and painting from interpretation and observation. A variety of materials such as pastels, charcoal, mixed media, and acrylic paints are explored.

911 BASIC PRINTMAKING**1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12****Fulfills the Art requirement*

During this course students will learn the fundamentals of printmaking through techniques that are introductory and increase as the course progresses to create a challenging artistic experience for both the beginner as well as the seasoned art student. During Printmaking I, students will be introduced to basic methods in screen printing, relief printing, lithography, collagraphy and monotype printing. Students will also be introduced to the historic applications of all the above techniques.

914 ADVANCED PRINTMAKING**1/2 Credit ♦ One Semester ♦ Level 1 ♦ Grades 10-12***Prerequisite: Successful completion of Drawing I***Fulfills the Art requirement*

During this course students will engage in more sophisticated techniques within printmaking including lithography, intaglio, woodcut and screen printing. Each technique during this challenging yet rewarding course brings with it the opportunity for a great deal of individual growth through a variety of techniques and processes. Students will also be introduced to the applications of these techniques throughout history.

912 GRAPHIC DESIGN I

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

**Fulfills the Art or Technology requirement*

This course is designed to introduce students to various computer graphics software programs and techniques pertinent to the graphic design field. Emphasis will be on the communication of concepts through the medium of design and type. Students will explore the elements and principles of design by hand prior to using software to create finished designs. Images will be created from the purposes of advertising, promotion, editorial illustration, brand identity, and packaging. This course will have commercial, photographic and fine arts components.

913 GRAPHIC DESIGN II

1/2 Credit ♦ One Semester ♦ Level 1 ♦ Grades 10-12

Prerequisite: Successful completion of Graphic Design I

**Fulfills the Art or Technology requirement*

This course builds upon the design foundations explored in Graphic Design I. Students will further study the software programs introduced to them in the introductory course. Design projects will be more self-directed and advanced, and will be commonly themed by the principles of color, composition, spatial relationships, rhythm, and balance. A variety of design experiences may include: typography, symbolism, logos, varieties on singular themes, self-portraits, and the annual BHS Arts Night promotional posters.

917 DIGITAL IMAGING

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 10-12

**Fulfills the Art or Technology requirement*

This course introduces students to the range, origins, and artistic principles involved in photography. Students will learn about the basic functions of an SLR camera by working with both digital and analog models. Students will shoot assignments based on camera parts discussed, demonstrated, and explored in studio workshops. Students will edit their work using Adobe Bridge, Adobe PhotoShop, and Raw Capture to create final prints. Each student will curate their body of work on personal websites created at the beginning of the course. It is through these sites that students are expected to submit and share their photography with the class. The course will culminate in a self-directed final portfolio based loosely on historical photo research.

915 CERAMICS I

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

**Fulfills the Art requirement*

This course provides an introduction to clay as an art medium. Students will learn basic techniques of hand-building with clay, including pinch, coil, and slab construction methods. Students will also learn a variety of decoration and glazing techniques as well as a pottery studio vocabulary. An emphasis is placed on thinking critically in order to creatively solve problems in this 3D material. The goal of this course is for students to be able to create and appreciate personalized, expressive 3D forms in clay.

916 CERAMICS II

1/2 Credit ♦ One Semester ♦ Level 1 ♦ Grades 10-12

Prerequisite: Successful completion of Ceramics I

**Fulfills the Art requirement*

This course is designed for students who have a special interest in using clay as an art medium. Students need to have well-developed skills from Ceramics I to be successful in this course. Students will build on skills acquired in Ceramics I to design and create a more complex 3D artwork. Visual problem-solving and personal expression through the medium of clay is a focus of this course. Topics to be covered are: advanced hand-building and decoration techniques, introduction to the potter's wheel, and the history of ceramics.

923 ART PORTFOLIO**1/2 Credit ♦ One Semester ♦ Level 1 ♦ Grade 12***Prerequisite: Successful completion of Drawing I, and Drawing/Painting II***Fulfills the Art requirement*

This course is designed to assist the student that is considering applying to an art school or submitting an art portfolio to a liberal arts program, whether through a concentration in the arts or as a secondary interest. The intent of the course is to assist art students in identifying the strengths and weaknesses of their work and articulating a sense of independent direction or focus. Students will have the opportunity to evaluate their work in breadth and depth and develop and execute ideas for new work. Each student will create a digital portfolio via a personal website that will encompass the entirety of their focus within the arts including a body of work, statements of purpose for the work, an artist statement and a resume.

924 ADVANCED PLACEMENT ART HISTORY**1 Credit ♦ Full Year ♦ Level 1 ♦ Grade 11-12****Fulfills the Art requirement*

The Advanced Placement Art History course will engage students at the same level as an introductory college art history survey course. Students will develop an understanding and knowledge of diverse historical and cultural contexts within areas of art and design to include painting, sculpture, architecture, and other media. In the course, students will examine and critically analyze major forms of artistic expression from the past and present, and across a range of cultures. Since much of the curriculum centers around student preparation for the Advanced Placement Art History exam, students are expected to register for and take the AP exam in the spring.

925 ADVANCED PLACEMENT 2D DESIGN**1 Credit ♦ Full Year ♦ Level 1 ♦ Grade 11-12***Prerequisite: Successful completion of Drawing I, and Drawing/Painting II***Fulfills the Art requirement*

AP 2d Art & Design is an advanced 2D studio art course designed to accommodate students that are interested in a high level of artistic growth during the course of the school year. Through studio practice, students will participate in advanced applications of design, technique, and process. Students will create three portfolios of work during the course of the school year that include Quality, Concentration, and Breadth of work as required by the AP College Board. Students will learn how to maintain their digital art portfolios through photography and the AP digital website. Portfolios will be submitted and reviewed by the AP Board at the end of the course.

BUSINESS EDUCATION

620 PERSONAL FINANCE I

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

Personal Finance I is designed to help students understand the impact of individual choices on occupational goals and future earnings potential. This course will provide a fundamental understanding for making informed personal decisions related to career exploration, budgeting, banking, buying/leasing a vehicle, and building and using credit. *This half credit course can be used to fulfill math requirements.*

621 PERSONAL FINANCE II

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

Students will learn how to navigate the financial decisions they must face and to make informed decisions related to funding higher education, saving and investing, insurance, taxes, and protecting oneself from fraud. Students will strengthen their understanding of concepts through the completion of Virtual Business Personal Finance simulations. Guest speakers are invited throughout the semester to reinforce course concepts. *This half credit course can be used to fulfill math requirements.*

622 ACCOUNTING I

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

Accounting I is an introductory course designed to provide students with a strong foundation in accounting principles and an understanding of the role accounting plays in the operation of a business. Students will learn the fundamentals of accounting using a sole proprietorship as a basis for study and will develop an understanding of business transactions, preparing financial statements, and interpreting financial statements as part of the management decision-making process. A combination of manual and computer-based automated accounting systems will be used.

623 ACCOUNTING II

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

Prerequisite: Accounting I

Continuing the studies of concepts and skills introduced in Accounting I, an emphasis will be placed on accounting for corporations and partnerships highlighting financial statement preparation and analysis, as well as uses of these financial statements by owners, stockholders, partners and interested third parties.

650 MARKETING-SPORTS AND ENTERTAINMENT

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

Marketing and social media influences are everywhere! Utilizing the **Sports and Entertainment Industries**, the major areas of marketing that will be covered are advertising, promotion, distribution, product development, sales promotion, and the marketing process. In this course students will learn how marketing and social media is used to influence consumer decision making. Students will also gain an understanding of how they can use marketing skills to positively promote themselves. In addition, students may engage in the operation and marketing of a Sports Franchise by controlling decisions through Virtual Business – Sports, a highly visual simulation of a sports franchise. A wide variety of career opportunities exist for both men and women in the sports and entertainment industries including event marketing, team promotion and management.

656 ENTREPRENEURSHIP

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

Starting your own business can be very rewarding but also very risky. The knowledge of all aspects that go into planning and operating a business is invaluable information. Students will

participate in a wide range of group activities designed to build small business skills and knowledge and to develop critical thinking and life skills. Students will learn to identify and develop necessary business skills to open their own business, scan the community for small business opportunities, and prepare a business plan that includes a marketing plan and financial projections. Students may take this plan a step further and actually open their own business within the community.

660 INTERNATIONAL BUSINESS

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

This course will introduce students to the understanding of the interrelationships between different countries' political and economic policies and business practices and is designed to help the student develop the knowledge, skills, abilities, and appreciation needed to live and work in a global marketplace. Topics to be addressed in this course will include cultural and social influences in business; international communications; importing, exporting, and international trade; and governmental, legal, economic and geographic influences of international business.

661 FASHION MERCHANDISING

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

Fashion Merchandising will explore a career in the fashion merchandising industry. The course will include the study of the design and production of ready-to-wear clothes, the distribution of merchandise, and the marketing of fashion apparel and accessories to the consumer. Field trips to local malls and guest speakers will be an important part of this course along with the planning of a fashion show.

663 BUSINESS LAW

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

Business Law is a dynamic course that addresses contracts, consumer protection, ethics of law, negotiable instruments, product liability, and the law of torts. Students will analyze case studies involving legal issues in their lives. Guest speakers, field trips, and simulated trials will be scheduled as well as a review of the court systems. This course is highly recommended for students intending to pursue a business-related major in college.

664 INTRODUCTION TO TELEVISION/ VIDEO PRODUCTION

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

**Fulfills the Technology requirement*

This course is designed to introduce students to the field of television production utilizing the BHS television/video production studio. This course will focus on students demonstrating their ability to write scripts, conduct interviews, and learn video formatting. Students will learn to operate a video camera, techniques related to lighting, video and audio mixing, teleprompter controls and the basics of video editing utilizing Final Cut Pro. Working both in the field and the BHS television studio, students will be introduced to both on-camera techniques and production team roles working on various video projects such as commercials and news packages. Students will provide service to the community as part of the community engagement aspect of the course.

665 BROADCAST JOURNALISM

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

Prerequisite: Introduction to Television Production

Ideal candidates for Broadcast Journalism will be competent writers and oral communicators who share a keen interest in media and mass communications including both video and online reporting. Broadcast Journalism with its hands-on “production room” approach will allow students to further develop skills for script writing, producing, filming, editing, set design, and chroma key technology. The course will address all areas of news reporting, anchoring, sports commentary, video production and editing. Media professionals and news reporters will visit the class regularly as guest speakers and workshop leaders. Using Final Cut Pro software, students

will produce a bi-weekly news magazine ultimately used for broadcast on the Eagles News Network (ENN)

662 EVENT BROADCASTING

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

3,2,1 ... Showtime! Ever wonder how sports and major events are televised? This class is for you as students learn to set up and broadcast live events. From pre-production of equipment setup to capturing all the excitement, live broadcasts are the focus as students will learn to produce events for the school including sports and extracurricular activities. Opportunities within the school schedule include (interviews with coaches, athletes, advisers, and advisory events to engage the viewing audience). Students will have an opportunity to broadcast live shows in combination with news, sports, and entertainment events to air on the Eagles News Network (ENN).

This is a “hands on” course designed for students interested in event broadcast production. Students will become familiar with all aspects of live production including: Cameras, Remote Broadcasters, Video and Audio Mixers, Microphones, Intercoms, and Livestream Broadcast Transmitters. Students will utilize this equipment along with set design to broadcast live events, analyze individual and team performance, and produce programming for the Eagles News Network (ENN) to further advance skills, knowledge and interest.

677 INTERNSHIP PROGRAM 1/2 -2 Credits Summer♦Semester/ Full Year ♦ Level 2 ♦ Grades 10-12

Prerequisite: Personal interview with the Internship Coordinator, and application with signature endorsement from school counselor and assistant principal

Barrington High School offers students the unique opportunity to earn academic credit by combining significant work experience with academic study. An individualized plan of study will be prepared in collaboration with the intern, the Internship Coordinator, and the mentor. Interns will develop transferable academic, technical, and employability skills. They will also acquire social and critical thinking skills necessary to be successful in the world of work and to participate in the life-long learning process. Completion of an internship will help prepare students to make informed decisions regarding future academic study and career choice.

Flexible internship opportunities are available this summer and upcoming year.

The advantages of an Internship:

- Career-related employment that complements current academic studies
- Opportunity to investigate a career field of interest
- Valuable work experience
- Professional network and possible mentors
- Earn .5-2 academic credits (*50 hours = 0.5 credit*)

Internship Requirements:

- Interview with Internship Coordinator and/or worksite mentor
- Complete application, resume, and a letter of recommendation
- Students may secure internship placement on their own or with the assistance of the Internship Coordinator
- Provide proof of insurance or obtain insurance via the school's insurance program
- Submit weekly timesheets
- Submit quarterly evaluations
- Complete reflection journal through online portfolio
- Complete a proper Thank You letter
- Complete a Final Portfolio
- Complete an Exit Interview

Examples of the opportunities for internal and external internship placements below:

Internal Internship Opportunities:	External Internship Opportunities:
iCreate Lab Student Leader	Medical
STAT	Legal
Eagles News Network: Broadcasting	Business, Culinary, and many others
Summer Internships are available including PrepareRI through Skills RI	

COMPUTER SCIENCE/TECHNOLOGY

471 APP INVENTOR

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

Prerequisite: Algebra 1

**Fulfills the Technology requirement*

In this course students will be introduced to the logic and architecture of app development. Computer Science concepts will be learned through the creative design of apps used in Android mobile devices such as smartphones. In order to more easily facilitate the familiarization of app creation, students will use the MIT App Inventor, a free visual blocks-based programming system for Android mobile devices. Some of the concepts students will learn will include how to create games using timing and animation, texting technology, text to voice technology and how components and blocks work together. Students will learn how to use conditional statements, looping structures, lists and procedures.

476 CODING IN PYTHON

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

Prerequisite: Algebra 1

**Fulfills the Technology requirement*

In this course students will learn how to write programs using Python, a dynamic object-oriented programming language that can be used for many kinds of software development projects. At the start of the course students will learn the basics of programming including elementary data types (numeric types, strings, lists, dictionaries and files), control flow, functions, objects, methods, fields and mutability. Students will learn object oriented programming and will use fundamental principles from computer science such as designing effective data structures for representing information and writing efficient code modules that are extensible, maintainable, and reusable. The main emphasis of this course is to produce dynamic programs by creating games utilizing the Python language.

This course is recommended for students seeking an intermediate course in Computer Science. For this reason it is expected that students have some coding experience and/or have very good logic, problem solving skills.

477 ADVANCED PLACEMENT COMPUTER SCIENCE A - JAVA

1 Credit ♦ Full Year ♦ Level 1 ♦ Grades 10-12

Prerequisite: Algebra 2

**Fulfills the Technology requirement*

This is a rigorous introductory computer science course that emphasizes object oriented programming methodology, the analysis of algorithms, recursive functions, and fundamental/advanced data structures. Students design and write programming solutions to problems in several application areas. These applications are used to develop student awareness of the need for particular algorithms and data structures as well as to provide topics for programming assignments to which students can apply their knowledge. Students are required to learn a case study. This allows students to see concretely the design and implementation decisions leading to a solution to a problem and allows them to focus more effectively on these aspects of the programming process. Students taking this course will be prepared for the Advanced Placement Exam and are expected to take it.

472 AP COMPUTER SCIENCE PRINCIPLES (EEP)

1 Credit ♦ Full Year ♦ Level 1 ♦ Grades 10-12

Prerequisite: Algebra 1

**Fulfills the Technology requirement*

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use

current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

ENGINEERING AND TECHNOLOGY

711 WOODWORKING I

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 9-12

**Fulfills the Art requirement*

This introductory woodworking course introduces the students to the essential principles of woodworking. Topics include wood technology, use of hand tools, portable power tools, project estimating and basic machine operations. Emphasis is placed on proper technique, safety and shop policies for the woodworking facility. Students are required to complete a series of projects designed to develop primary woodworking skills.

715 CONSTRUCTION TECHNOLOGY

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 10-12

Prerequisite: Woodworking

This course provides students with an opportunity to explore the construction industry and its impact on society. Students are introduced to state and local zoning, building and planning/surveying codes. Topics include site selection and plot surveying, percolation testing, foundation, wood frame and steel construction. Other topics include insulation, heating, plumbing, and wiring systems. A working model will be required.

720 ROBOTICS ENGINEERING TECHNOLOGY

1 Credit ♦ Full Year ♦ Level ♦ Grades 9-12

**Fulfills the Technology requirement*

The Robotics Engineering Technology course is designed for students who have an interest in robotic systems and pursuing an Engineering and/or STEM career. The course concentrates around the design, building and programming skills required in order to perform real world tasks. Students will focus on the application of the engineering design process, utilizing hardware and software to problem solve. Students in this course will also be expected to participate in the FIRST Tech Challenge robotics competition during the course of the year.

724 COMPUTER-AIDED DESIGN

1 Credit ♦ Full Year ♦ Grades 9-12

**Fulfills the Art or Technology requirement*

This course will focus on basic and advanced Computer-Aided Design skills using the latest release of CAD software utilizing 2D & 3D drawings to create virtual and solid models. Content will include file management, edit commands, coordinate systems, drawing set-ups, drawing aids, layer usage, drawing geometric shapes, editing objects, array, text applications, and dimensioning. 3D Parametric Modeling will be performed through the use of SolidWorks® and other software. A design portfolio with an animated design will be required. Real World problem solving and Critical Thinking skills will be developed and expanded upon using the Engineering Design Model. Upon completion of this course, students will qualify to enroll in Pre-engineering. Students will set-up and properly utilize 3D printers, laser cutters, vinyl cutters and CNC machines to create working models.

725 ARCHITECTURAL DESIGN (EEP)

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 10-12

**Fulfills the Art or Technology requirement*

This course focuses on the use of computer-aided architectural software (Chief Architect) to complete a residential building design project. Students will design a complete set of plans including floor, foundation, electrical and elevation views. These plans will be subject to state and local building codes. Other aspects in architecture such as contemporary issues and trends in the industry, environmental sensitivity, alternate energy sources, and hurricane protection and construction principals in the architectural industries are covered. A visual or structural model will be required.

726 PRE-ENGINEERING

1 Credit ♦ Full Year ♦ Level 1 ♦ Grades 10-12

Prerequisite: Computer-Aided Design

**Fulfills the Technology requirement*

Through a combination of lecture, hands-on exercises and drawing assignments, students will create Models through the use of a 3D Printer and 3D animation software including (Draftsight® and SolidWorks®). This course is designed to provide the students with the necessary skills to streamline drawing tasks in order to solve real world problems through the Engineering Design Process. Students in engineering teams will apply (STEM), Science, Technology, Engineering and Mathematics, to solve current world design problems to create and publish solutions and working virtual/solid models. Computer simulations and hands-on modeling will be analyzed, improved upon and tested using equipment including 3D printers, laser cutters, Vinyl Cutters, CNC machines, Arduinos and Raspberry PI's. Areas of emphasis will include student and teacher selected fields including Mechanical Engineering, Energy and Power, Transportation, Manufacturing, Robotics, Sustainable Design, Electronics and others.

ENGLISH

➤ Required Yearlong Courses

- **Grade 9:** Language and Literature
- **Grade 10:** American Literature, American Studies
- **Grade 11:** World Literature I, AP English Language & Comp
- **Grade 12:** World Literature II, AP English Literature & Comp

- **Optional Semester Long Electives:** Students in Grades 9-12 can also select from a variety of genre, topic and literature-based electives offered through the English Department.

111 LANGUAGE AND LITERATURE HONORS

1 Credit ♦ Full Year ♦ Level 1 ♦ Grade 9

This course is fundamentally the same in its structure and purposes as 112, but the complexity of the texts selected and tasks assigned, and the pace of the class assume greater readiness for independent work from the students who select it. Learning is assessed in a variety of ways including Common Course Assessments given to all Language and Literature students (English 111 and 112).

112 LANGUAGE AND LITERATURE

1 Credit ♦ Full Year ♦ Level 2 ♦ Grade 9

Honors Distinction Option Available

Language and Literature 112 is a college preparatory genre study course designed to develop students' proficiency as readers and writers. Formal and informal writing assignments are designed to develop the narrative, expository and argument proficiencies named in the Common Core Standards for the end of 10th grade. Similarly, the use of texts in a variety of genres develop Common Core Standards Reading proficiencies, and an emphasis on presentations and group work develop Common Core Standards Oral Communication proficiencies. Learning is assessed in a variety of ways including Common Course Assessments given to all Language and Literature students as well as meeting each student's needs with respect to text and task complexity and collaborative work with heterogeneous groups. Students enrolled in 112 Language and Literature can declare for Honors Distinction. Students aspiring to Honors Distinction will be required to demonstrate advanced analysis and syntheses of essential standards through common assessments and tasks. Honors credit is noted on a student's transcript for students successfully completing an Honors option course. It is important to note a student can opt into honors options each semester.

121 AMERICAN LITERATURE HONORS

1 Credit ♦ Full Year ♦ Level 1 ♦ Grade 10

This course is fundamentally the same in its structure and purposes as 122, but the complexity of the texts selected and tasks assigned and the pace of the class assume greater readiness for independent work from the students who select it. Learning is assessed in a variety of ways including the Common Course Assessments given to all American Literature students (English 121 and 122.)

122 AMERICAN LITERATURE

1 Credit ♦ Full Year ♦ Level 2 ♦ Grade 10

American Literature is a course in which students read extensively from pre-Colonial to present day American literature. The course is organized thematically by essential questions, while preserving chronological sequencing. Through a careful investigation of the past and an analysis of the values of our modern, complex society, students attain an awareness of our American heritage. The students will consider the historical setting together with the literature of the period. Each student is expected to learn the techniques of literary analysis, discover themes, identify literary techniques and devices, and develop an understanding of various genres. A major goal is that the students learn to express their understanding of American literature in various genres of writing, especially exposition and argument as emphasized in the Common Core Standards. In addition, students continue to widen their breadth and usage of vocabulary; improve grammar, mechanics, and sentence structure; and develop speaking skills through a variety of oral projects and presentations. Skills and content are assessed through Common Course Assessments given to all American Literature students as well as meeting each student's needs with respect to text and task complexity and collaborative work with heterogeneous groups.

125 AMERICAN STUDIES

2 Credits ♦ Full Year ♦ Level 2 ♦ Grade 10

Honors Distinction Option Available

This course combines U.S. History and American Literature to deepen the student's understanding of America. Through interdisciplinary readings, varied writing assignments, and individual and group presentations, students will enhance their skills in composition, discussion, understanding literature, critical thinking, research, and historical analysis. The course will be co-taught by an English and a history teacher during two consecutive class periods. Students will receive one combined grade and will receive credit for both American Literature and U.S. History. Enrollment will be limited to 150 students. If more than 150 students register for the course, students will be selected by lottery. This course will be equivalent to completing either 121 or 122 American Literature, and 221 U.S. History. Learning is assessed in a variety of ways including Common Course Assessments. Students enrolled in 125/225 American Studies can declare for Honors Distinction. Students aspiring to Honors Distinction will be required to demonstrate advanced analysis and syntheses of essential standards through common assessments and tasks. Honors credit is noted on a student's transcript for students successfully completing an Honors option course. It is important to note a student can opt into honors options each semester.

131 WORLD LITERATURE I

1 Credit ♦ Full Year ♦ Level 2 ♦ Grade 11

Honors Distinction Option Available

World Literature I is a course in which students read extensively from a wide range of genres and texts from around the world. The course is organized thematically by essential questions about the relationship between the individual and their past, family and community. Students develop and show their initial understanding and complex analysis of text through cooperative learning groups, exhibitions and dramatic presentations, and formal and informal writing and testing. Major writing assessments include argumentative, informational, literary, and rhetorical analyses. Students conduct research by reading texts and creating and supporting thesis and controlling statements. Common midyear and final assessments require students to read texts and generate written responses. Students enrolled in World Literature I can declare for Honors Distinction. Students aspiring to Honors Distinction will be required to demonstrate advanced analysis and

syntheses of essential standards through common assessments and tasks with an emphasis on reading literature. Honors credit is noted on a student's transcript for students successfully completing an Honors option course. It is important to note a student can opt into honors options each semester.

141 WORLD LITERATURE II

1 Credit ♦ Full Year ♦ Level 2 ♦ Grade 12

World Literature II is a course in which students read extensively from a wide range of genres and texts from around the world. The course is organized thematically as a continuation of World Literature I, with a shift to essential questions concerning the relationship between the individual to their future and the world as a global community. Students develop and show their initial understanding and complex analysis of text through cooperative learning groups, exhibitions and dramatic presentations, and formal and informal writing and testing. Major writing assessments include argumentative, informational, literary, and rhetorical analyses. Students conduct research by reading texts and creating and supporting thesis and controlling statements. Additionally, students will be guided as they read multiple sources and documents, formulate judgments, and organize notes, outlines, and drafts for their Senior Project Paper. Common midyear and final assessments require students to read texts and generate written responses.

198 ADVANCED PLACEMENT

1 Credit ♦ Full Year ♦ Level 1 ♦ Grades 11

ENGLISH LANGUAGE & COMP

Advanced Placement English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. The primary goal of the course, in addition to preparing students to take the AP exam, is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Although assignments emphasize the expository, analytical and argumentative writing that forms the basis of academic and professional communication, students also practice personal and reflective writing that fosters the development of writing facility in any context. The course is designed around several mature, contemporary themes—education, race, gender and class in America—and requires students to read works of nonfiction of varying lengths. Students are expected to register for and take the Advanced Placement Literature and Composition exam in the spring. Those who do so and who have maintained a B average are exempt from taking a final examination in the course.

199 ADVANCED PLACEMENT

1 Credit ♦ Full Year ♦ Level 1 ♦ Grade 12

ENGLISH LITERATURE & COMP

Advanced Placement English is intended to unite high school and college curriculums by training motivated students to do college level English work. Materials used in this course come from a variety of genres from world literature. The literary study may be organized in a variety of ways. Chronological, generic and thematic plans are the most common, although the three may be mixed. The course presumes the mastery of skills that help the student to read the material with a high level of proficiency. Students read essays, poems, and short stories as well as several full length books. Students are asked to consider and analyze specific literary techniques and their effects on a text as a whole. To aid in the understanding of these literary works, students must read and utilize literary criticisms that delve into the deeper meaning behind these works. Students are given many opportunities to analyze literature and create interpretations that culminate in thesis driven essays. Advanced Placement students are required

to write critically and maturely, implementing materials studied. As required in college courses, all major written assignments must be typed. Additionally, the students are asked to create various oral presentations that call for careful analysis of specific texts. Students will also be given guidelines for the completion of the Senior Project. The final examination for the course reflects the structure, rigor, and substance of the actual Advanced Placement Literature and Composition Exam. Since much of the curriculum centers around student preparation for the exam, students are expected to register for and take the Advanced Placement Literature and Composition exam in the spring. Students who do so and who have maintained a B average are exempt from taking a final examination in the course.

ENGLISH ELECTIVES

Listed in order of availability by grade level

151 ACADEMIC WRITING

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-10

This course is designed for freshmen and sophomores who want additional instruction and practice in the primary modes of high school academic writing. Students receive support in writing a/an: reflective essay, text-to-self connection, informational research paper, argumentative research paper, literary analysis, and a book review. Students will learn and use a range of pre-writing/thinking practices; effective information gathering processes; and organizational and elaboration strategies, especially as they apply to exposition and persuasion. They will focus on achieving increased coherence at the sentence and paragraph levels, increased fluency of sentence structure, and increased ability to produce conventionally correct expository prose independently.

152 JOURNALISM

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

Journalism not only introduces students to the major genres of the craft - hard news, feature stories, entertainment reviews, sports writing, columns and editorials - but also gives them a chance to practice these skills in an authentic newsroom environment as staff members of *The Talon*, Barrington High School's student-run and student-written newspaper. In addition to providing them with a thorough understanding of the purpose and nature of journalism in a democratic society, the course provides students with opportunities to explore related issues such as ethics, print and non-print journalism-e.g., television, radio, internet-and the changing nature of the news industry in 21st century America. Frequent guest journalists from local newspapers and other news outlets will complement the hands-on learning students do as *Talon* staff members throughout the semester.

158 MEDIA AND CULTURAL STUDIES

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

This course examines the growth of American mass media in the 20th and 21st centuries with special emphasis placed on the influence that communications technology has had on contemporary culture. These media are both electronic (i.e. radio, television, internet) and print (i.e. magazines, newspapers, blogging). Students will assume the role of critics of contemporary mass media. Sample units of study include the impact of television on society, violence in the media, social media, music as media, and the influence of advertising on the individual. Readings from the course anthology and regular current handouts provide students with the necessary factual information concerning the functioning of various media. Readings include Kosinski's novella *Being There*, MacLuhan's *The Medium Is The Message*, and Postman's *Amusing Ourselves To Death*, along with media criticism, and a student choice rock and roll

auto/biography. Formal essays, discussions, and projects will be assigned on topics such as media icons, reality television, popular music, and online media.

154 PUBLIC SPEAKING

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

How does a coach get her athletes to perform? How does a president speak to a nation in times of turmoil? How does the character in a movie win back his love interest? The answer: by delivering an effective speech. Indeed, a well written and intentionally delivered speech has the power to inform, persuade, entertain, inspire, challenge and even anger its listeners. In this course, students will closely examine real speeches delivered over the last 50 years, as well as those performed in film and drama. Students will analyze the methods used and judge how - or even if- the speech was effective. Students will also deliver speeches, both those that have been written by someone else, and those that the students craft on their own. This cross-curricular elective values creativity and individuality and will prove useful in other courses as well as in preparation for the new SAT exam.

162 YOUNG ADULT LITERATURE

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

Young Adult Literature is a course for 9-12 graders that offers students a chance to read and study fictional literature written for adolescent audiences (ages 12-18) with the understanding that mature topics will be addressed and discussed. Students will learn about the characteristics of young adult fiction as they read a variety of texts across multiple genres. Though students will come to understand the structural differences between the young adult and adult fictional genres, the course texts will be critically examined for their individual literary and artistic merits. Serious young adult fiction, though written for adolescents, not only reflects the social concerns of burgeoning adults, but also reveals truths of the universal human experience, and thus students will read course literature with serious academic intent and purpose. This course provides an opportunity for students to develop a love for reading while simultaneously fine-tuning and improving their skills as critical, analytical readers, writers, and thinkers. Students will write in a variety of forms, both formal and informal, and they will discuss texts using both oral and technological formats. In addition to assigned texts, students will engage in outside reading projects to conduct author studies, make thematic connections, and read multiple works from a novel series. Course units are organized thematically using essential questions, and reading and writing activities are aligned with Common Core Standards. Texts address mature themes and subject matter and include John Greene's *Paper Towns*, Laurie Halse Anderson's *Speak*, and Rainbow Rowell's *Eleanor and Park*.

156 ADVANCED COMPOSITION (EEP)

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 10-12

Advanced Composition is a college-level writing course taught in conjunction with the University of Rhode Island. It is designed to prepare students to better meet the rigors and the variety of writing tasks they will encounter as college freshmen. The course requires students to write five papers – including multiple drafts, revising, and editing – each designed to meet the requirements of a distinct mode or purpose for writing. Students begin by writing a personal essay, appropriate for use in applying to college, then write an informational report, argumentative essay, rhetorical analysis, and a letter. The course specifically addresses such aspects of writing as use of appropriate voice, audience awareness, effective phrasing, logical arrangement of ideas, development by detail, and editing for correction. Revision and peer review are substantial aspects of the course experience. Assessment includes submission of a portfolio of selected polished work. Successful completion of the course is recognized by the University of Rhode Island as completion of Writing 104, Basic Composition, worth three college credits which are transferable to most colleges and universities.

155 ADVANCED JOURNALISM

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 10-12

Prerequisite: Journalism

Advanced Journalism is designed to allow serious journalism students to hone and develop their reporting, interviewing and writing skills. Taught primarily in a hands-on, “newsroom” environment, the course will stress in-depth and investigative reporting for both print and non-print media. Students will take a leadership role in the writing, editing, design, and marketing of *The Talon* as well as producing segments for BHS news video programming in conjunction with Advanced Video Production students. Frequent guest journalists from local media outlets will complement the news skills and approaches students employ as print/video *Talon* staff members throughout the semester.

153 CREATIVE WRITING

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 10-12

The Creative Writing course is designed to introduce students to a style of writing that is different from traditional analytical writing. Students will be required to experiment and challenge themselves to write in varied forms. Students will be expected to keep an organized daily journal which compiles class assignments such as: writing from prompts; free-writing exercises; descriptive, reflective, dramatic and narrative writings; and character sketches. Students will use their daily journal to brainstorm topics for final assignments, including writing original short fiction and poetry. Students will participate in group critiques of their original creative work; hence, students must be dedicated to improving their writing skills and sharing the experience with the class. Additionally, students will be reading and analyzing literature in order to apply literary devices to their own original works. Student assessment is based on effort, dedication to growth in writing, final writing assignments-including a final portfolio presentation, and classroom participation.

**163 ZOMBIES, PLAGUES & ALIENS:
POST-APOCALYPTIC LIT. & CULTURE**

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 10-12

Zombies, Plagues, and Aliens undertakes a close study of the popular genre of post-apocalyptic literature and media. Beginning with an exploration of such contemporary texts as Max Brooks’ *World War Z*, Robert Kirkman’s *The Walking Dead*, and George Romero’s *Night of the Living Dead*, the course provides students with valuable context for these popular works through complex nonfiction texts so they may understand the societal and cultural influences behind this phenomenon. To further explore this trend, students will also read and view early post-apocalyptic texts and media to determine if this trend is “new” to our society or rather a genre that repeats itself during times of great social and/or political upheaval. These may include works by Stephen King, Margaret Atwood, Nevil Shute, H.G. Wells, Mary Shelley, and others, as well as excerpts from *The Bible* and *The Epic of Gilgamesh*. In this way, the texts serve as a platform for critical socio-cultural thinking as well as the focus of frequent reading, writing, and speaking and listening assignments.

159 FILM STUDIES

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 11-12

This course employs a genre approach to film. The students are introduced to a wide variety of movies, including the silent film, the feature length film, the documentary, the adaptation of fiction into film, and animation. Students will become familiar with film language as well as production techniques. Class discussion will follow each film shown, and students are expected to keep a detailed notebook. Regular attendance is especially important because these films can only be viewed in class. Assessments can include quizzes after the viewing of a film and class discussion, writing a critical review of the film, an oral presentation on a film selected by the student, and developing a screenplay and original film production.

161 GENDER GAMES:

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 11-12

GENDER IN LITERATURE

The objective of *Gender Games* is to introduce students to various forms of literature that addresses the personal, cultural, social, political identities of various individuals in a wide range of texts. With the goal of becoming better readers, writers and thinkers, students will be exposed to various gender-related topics through their study of both fiction and nonfiction texts. The course will focus on five gender-related themes: Gender Identity, Femininities, Masculinities, Ethnicities and Identities, and The Role of Women and Men in Society. Students will read and view works of both fiction and nonfiction works and embrace and/or challenge the ideology surrounding it. Students will be asked to engage in thoughtful analysis and discussion concerning the characterization of others in works of fiction and nonfiction such as: *Divergent*, *The Hunger Games*, *Miss Representation*, *A Long Way Gone*, *A Farewell To Arms*, *The Mask You Live In*, *Annie John*, *Twelve Years a Slave*, and *Boys Don't Cry*.

**160 MULTICULTURAL LITERATURE
IN AMERICA**

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grade 11-12

Multicultural Literature in America is a semester-long English elective course focusing on the literature of first generation Americans and indigenous Americans written during the 20th and 21st centuries. Students will read a variety of short and long works of fiction and nonfiction to gain a unique understanding, perspective, and insight into the multicultural and “global” nature of contemporary American society and culture. Topics include issues of assimilation, marginalization, and cultural conflict, as well as themes of hope, perseverance, and identity. Students will develop and demonstrate their understanding of texts through structured cooperative learning activities, individual and collaborative presentations, and frequent informal and formal writing assignments. Authors may include: Cisneros, Hong Kingston, Potok, Naylor, Alexie, Roy, Lahiri, Tan, Su, Kadi, and Alvarez.

MATHEMATICS

Math Courses 2023-2024

Grade 9	Grade 10	Grade 11	Grade 12
410 Algebra 1 (Skills)	430 Geometry	419 Algebra 2	441 College Algebra
411 Algebra 1	431 Geometry	421 Algebra 2	450 Pre-calculus
431 Geometry	421 Algebra 2	450 Pre-calculus	452 Calculus
433 Geometry (H)	423 Algebra 2 (H)	451 Pre-calculus (H)	499 AP Calculus (AB)
		497 AP Statistics	497 AP Statistics
		441 College Algebra	498 AP Calculus (BC)
		438 Statistics	438 Statistics
		439 Statistics	439 Statistics

410 ALGEBRA 1 (Skills)

1 Credit ♦ Full Year ♦ Level 2 ♦ Grade 9

This course is taken in addition to **ALGEBRA 1 411**. The course is intended for those students who would have difficulty completing Algebra 1 411 at a standard pace (1 period). Students are instructed at a pace that allows for more time to be devoted to doing more examples and developing understanding. Additional instruction gives the teacher the flexibility to provide support to students and address any gaps in their prior knowledge.

Enrollment will be based on team recommendation.

411 ALGEBRA 1

1 Credit ♦ Full Year ♦ Level 2 ♦ Grade 9

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout the course and, together with the Common Core content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into seven units, are as follows: One-variable Statistics, Linear Equations/Inequalities/Systems, Two-variable Statistics, Functions, Introduction to Exponential Functions, Introduction to Quadratic Functions, and Quadratic Equations.

419 ALGEBRA 2

1 Credit ♦ Full Year ♦ Level 2 ♦ Grade 11

Prerequisite: Algebra 1 and Geometry

Building on their work with linear, quadratic, and exponential functions from Algebra 1, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout the course and, together with the Common Core content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into six units, are as follows: Sequences and Functions, Polynomial and Rational Functions, Complex Numbers and Rational Exponents, Exponential Functions and Equations, Transformations of Functions, and Statistical Inferences.

This course is appropriate for students who wish to cover algebra 2 at a standards-based level. Additional support is provided to students.

421 ALGEBRA 2

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 10-11

Prerequisite: Algebra 1 and Geometry

Building on their work with linear, quadratic, and exponential functions from Algebra 1, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout the course and, together with the Common Core content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into six units, are as follows: Sequences and Functions, Polynomial and Rational Functions, Complex Numbers and Rational Exponents, Exponential Functions and Equations, Transformations of Functions, and Statistical Inferences.

This course is appropriate for students who wish to cover the standards for algebra 2 at a typical pace and level of rigor.

423 ALGEBRA 2 HONORS

1 Credit ♦ Full Year ♦ Level 1 ♦ Grade 10

Prerequisite: Geometry 431 or Geometry Honors 433

Building on their work with linear, quadratic, and exponential functions from Algebra 1, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout the course and, together with the Common Core content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into six units, are as follows: Sequences and Functions, Polynomial and Rational Functions, Complex Numbers and

Rational Exponents, Exponential Functions and Equations, Transformations of Functions, and Statistical Inferences. Additional topics such as conic sections, nonlinear systems, and systems of 3 variables are explored.

This course is appropriate for students who wish to cover the standards for algebra 2 at a fast pace and high level of rigor.

430 GEOMETRY

1 Credit ♦ Full Year ♦ Level 2 ♦ Grade 10

Prerequisite: Algebra 1

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into seven units, are as follows: Constructions and Rigid Transformations, Congruence, Similarity, Right Triangle Trigonometry, Solid Geometry, Coordinate Geometry and Circles.

This course is appropriate for students who wish to cover geometry at a standards-based level. Additional support is provided to students.

431 GEOMETRY

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 9-10

Prerequisite: Algebra 1

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into seven units, are as follows: Constructions and Rigid Transformations, Congruence, Similarity, Right Triangle Trigonometry, Solid Geometry, Coordinate Geometry and Circles.

This course is appropriate for students who wish to cover the standards for geometry at a typical pace and level of rigor.

433 GEOMETRY HONORS

1 Credit ♦ Full Year ♦ Level 1 ♦ Grade 9

Prerequisite: Algebra 1

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. The Mathematical Practice Standards apply throughout the course and,

together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into seven units, are as follows: Constructions and Rigid Transformations, Congruence, Similarity, Right Triangle Trigonometry, Solid Geometry, Coordinate Geometry and Circles.

This course is appropriate for students who wish to cover the standards for geometry at a fast pace and high level of rigor.

438 STATISTICS

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 11-12

Prerequisite: Algebra 1, Geometry, and Algebra 2

This course will include the study of various components in data collection, organization, and numerical analysis. Students will be introduced to the principles of statistics that will include topics such as central tendency, standard deviation, histograms, box and whisker plots, stem and leaf diagrams, probability, binomial distributions and normal distribution.

439 STATISTICS

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 11-12

Prerequisite: Algebra 2 and Statistics 438

This course continues with the topics studied in Statistics 438. Units studied in this course include: random variable, sampling distributions, estimating a parameter, testing a claim, comparing two populations or treatments, and inference for distributions and relationships.

441 COLLEGE ALGEBRA

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 11-12

Prerequisite: Algebra 1, Algebra 2 - 421 and Geometry

This course has two goals: (1) bridge the gap between Algebra 2 and Precalculus by giving students more exposure to algebra concepts before they take a formal precalculus course and (2) prepare students to take a college level course - statistics, college algebra, or precalculus. Units of study include: statistics and probability, linear functions, quadratic functions, exponential and logarithmic functions, finance applications, sequences and series and trigonometry. The course emphasizes modeling and application of concepts through real world tasks and problems.

450 PRE-CALCULUS

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 11-12

Prerequisite: Algebra 1, Algebra 2 - 421 or 423 and Geometry - 431 or 433

This course incorporates graphing technology to better prepare students for further study in mathematics and science. Students explore problems that arise from real world situations. They complete this course with a better understanding of mathematics and a solid intuitive foundation for calculus. Students explore the following families of functions - polynomial, rational, exponential, logarithmic, and trigonometric. Students learn operations on functions, composition of functions, graphs of functions, transformations of functions, zeros of functions, and inverse functions. In addition, students explore topics from discrete mathematics, statistics, and trigonometry.

451 PRE-CALCULUS HONORS

1 Credit ♦ Full Year ♦ Level 1 ♦ Grade 11

Prerequisite: Algebra 1, Algebra 2 - 421 or 423 and Geometry - 431 or 433

This course incorporates graphing technology to better prepare students for further study in mathematics and science. Students explore problems that arise from real world situations. They complete this course with a better understanding of mathematics and a solid intuitive foundation for calculus. Students explore the following families of functions - polynomial, rational, exponential, logarithmic, and trigonometric. Students learn operations on functions,

composition of functions, graphs of functions, transformations of functions, zeros of functions, and inverse functions. In addition, students explore topics from discrete mathematics, statistics, and trigonometry.

This course is appropriate for students who wish to cover the standards for pre-calculus at a fast pace and high level of rigor.

452 CALCULUS

1 Credit ♦ Full Year ♦ Level 2 ♦ Grade 12

Prerequisite: Pre-Calculus/Trigonometry - 450 or 451

This course is designed for students who have completed Pre-Calculus and would like to continue with mathematics, but are not ready for the rigors and pace of Advanced Placement Calculus. Principles and the underlying concepts of analytical geometry are incorporated into the study of differential and integral calculus. Technology is incorporated into the instruction making the successful study of calculus realistic for the student. Topics include functions, limits and continuity, differentiation and applications, integration and applications, transcendental functions, and techniques of integration.

497 ADVANCED PLACEMENT STATISTICS

1 Credit ♦ Full Year ♦ Level 1 ♦ Grades 11- 12

Prerequisite: Algebra 2 423 or Precalculus 450 or 451

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data – Describing patterns and departures from patterns, (2) Sampling and Experimentation – Planning and conducting a study, (3) Anticipating Patterns – Exploring random phenomena using probability and simulation, (4) Statistical Inference – Estimating population parameters and testing hypotheses. Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course. Students taking this course will be prepared for the Advanced Placement Exam and are expected to take it.

498 ADVANCED PLACEMENT CALCULUS (BC) (CALCULUS 2)

1 Credit ♦ Full Year ♦ Level 1 ♦ Grade 12

Prerequisite: AP Calculus (AB)

Students who have completed Advanced Placement Calculus (AB) may elect this course. Topics include: advanced integration techniques, L'Hopital's Rule, improper integrals, sequences, series, convergence, divergence, parametric functions, vectors, polar functions, hyperbolic functions, 1st order linear differential equations, centers of mass, and conics. Time will be set aside to discuss sample tests to prepare for the Advanced Placement examination (BC level). Students taking this course will be prepared for the Advanced Placement Exam and are expected to take it.

499 ADVANCED PLACEMENT CALCULUS (AB)

1 Credit ♦ Full Year ♦ Level 1 ♦ Grade 12

Prerequisite: Pre-calculus (Honors) 450 or 451

This course is designed for students who are planning a scientific, mathematical or engineering program in college. Principles and the underlying concepts of analytic geometry are incorporated into the study of differential and integral calculus. Technology is incorporated into the instruction making the successful study of calculus realistic for the student. Topics include functions, limits and continuity, differentiation and applications, integration and applications, transcendental functions, and techniques of integration. This selection of topics meets the requirements set forth in the syllabus of the College Entrance Examination Board for the Advanced Placement examination (AB level). Students taking this course will be prepared for the Advanced Placement Exam and are expected to take it.

MUSIC

Listed in order of availability by grade level

Requirements and responsibilities for all performing organizations:

- Attendance at class and mandatory attendance at all rehearsals and performances
- Attitude compatible with achieving success in rehearsals and making daily progress
- Responsibility of knowing one's music and being prepared with instrument and necessary materials
- Cooperation in rehearsals and performances so that the performing organizations can achieve their maximum capabilities

945 ELECTRONIC MUSIC 1 (EEP)

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

**Fulfills the Art or Technology requirement*

This offering is a "hands on" studio course designed for students with little or no experience in electronic music. Students become familiar with the basic components (synthesizers, amplifiers, reel-to-reel recorders, and other recording equipment) of the electronic lab. Through the use of this equipment, students will learn to create their own electronic compositions. Students may elect to receive three credits from Rhode Island College's Early Enrollment Program while taking this course.

946 ELECTRONIC MUSIC 2

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

**Fulfills the Art or Technology requirement*

Prerequisite: Electronic Music 1

This offering is an advanced level of Electronic Music for those who have already completed Electronic Music 1. This course is a "hands on" studio course designed for students to expand on their knowledge of electronic music and recording software. Students will work with a variety of Digital Audio Workstations (DAW's) such as Adobe Audition, Ableton Live, and Mixcraft. Students will also use MIDI keyboards, Push 2 sequencing pads, microphones, plug-ins, and any other instruments students have experience with. Through the use of this equipment, students will learn to create their own electronic compositions..

947 POPULAR MUSIC OF THE 20TH CENTURY (EEP)

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

**Fulfills the Art requirement*

This course involves the study of popular music trends of the 20th century including, jazz, country, blues and rock and roll. Learn about the artists, bands, record labels, and major cities that helped invent each style such as New Orleans, New York City, Kansas City, Detroit, LA and Chicago to name a few. We will explore topics of race, religion, gender etc. through a diverse lens. Students will receive EEP credit through Rhode Island College.

948 JAZZ ENSEMBLE

1 Credit ♦ Full Year ♦ Level 1 ♦ Grades 9-12

**Fulfills the Art requirement*

Prerequisite: Audition

Jazz Ensemble is a select group of students who have advanced instrumental ability. Study of various jazz styles and improvisation will be stressed. The course allows all members to familiarize themselves with the principles of jazz theory, improvisation, and interpretation. The

course also provides students with many school, community, statewide, and festival performing opportunities. Acceptance into the ensemble is based on auditions which are held prior to the end of the school year. Each participant must re-audition every year.

949 INTRODUCTION TO PIANO

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

**Fulfills the Art requirement*

Learn to play piano! This course is designed for students with little or no experience with piano. The focus of the class is on reading and performing standard music notation, basic level piano repertoire, piano technique, sight-reading, improvisation, and basic harmony and music theory. Students will explore some of these topics through the use of music technology. This course is open to all students, regardless of their musical experience or background.

950 INTRODUCTION TO DRUMMING

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

**Fulfills the Art requirement*

Have fun playing drums while learning about the history and technique unique to each instrument. African, Afro Cuban and western rhythms will be covered as well as the hand or stick technique specific to the instrument. Pitched and non-pitched, keyboard and auxiliary percussion instruments will be used. Learn to read rhythms, play in a percussion ensemble, drum circle, as well as develop your own technique in a cooperative learning environment. No experience necessary. All levels are welcome.

951 CONCERT BAND

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 9-12

**Fulfills the Art requirement*

Concert Band is open to all students with prior instrumental experience. Development of a varied repertoire and ensemble performance skills are encouraged. Students are taught the fundamentals of good ensemble playing such as intonation, breath control, articulation, dynamics, posture, phrasing, balance, tone, and musicianship. Members of the concert band are expected to practice daily, attend all rehearsals and performances such as Friendship and Graduation services, Memorial Day Parade, and show continuous improvement throughout the year.

952 CHORUS

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 9-12

**Fulfills the Art requirement*

Chorus is open to all students. A variety of choral styles are studied while emphasizing proper vocal production. Each student is taught the fundamental skills of singing that include breath control, balance, dynamics, phrasing, and diction. The opportunity for solo and small ensemble singing is offered. Members of Chorus are expected to practice daily, attend all rehearsals and performances, and show continuous improvement throughout the year.

954 MUSIC HISTORY (EEP)

1/2 Credit ♦ One Semester ♦ Level 1 ♦ Grades 9-12

**Fulfills the Art requirement*

This course is dedicated to enriching the individual's knowledge of music and developing a greater appreciation of our musical heritage. Various musical periods and styles are investigated with an emphasis on developing better listening habits. Discussion of the art, social, historical, and literary influences of the period are included as they relate to the music discussed. This course does not require previous musical training and is open to all students. Students may elect to receive four credits from Rhode Island College's Early Enrollment Program while taking this course.

955 MUSIC THEORY AND COMPOSITION (EEP)**1 Credit ♦ Full Year ♦ Level 1 ♦ Grades 9-12****Fulfills the Art requirement*

This course is available to all students, preferably those with a strong musical background. Music Theory and Composition includes the study of the Circle of Fifths, major and minor scales, four part writing in an 18th century style, including tension, non-chord tones, figured bass, analysis and modulation. Second semester topics include the study of jazz theory, improvisation, chord scales and arranging. This course is strongly recommended for band and chorus students. Students who wish to be admitted second semester only must have the approval of the instructor. Students may elect to receive three credits from Rhode Island College's Early Enrollment Program while taking this course.

956 CHORUS**1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12****Fulfills the Art requirement*

Chorus is open to all students. A variety of choral styles are studied while emphasizing proper vocal production. Each student is taught the fundamental skills of singing that include breath control, balance, dynamics, phrasing, and diction. The opportunity for solo and small ensemble singing is offered. Members of Chorus are expected to practice daily, attend all rehearsals and performances, and show continuous improvement throughout the year.

953 CONCERT BAND**1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12**

Concert Band is open to all students with prior instrumental experience. Development of a varied repertoire and ensemble performance skills are encouraged. Students are taught the fundamentals of good ensemble playing such as intonation, breath control, articulation, dynamics, posture, phrasing, balance, tone, and musicianship. Members of the concert band are expected to practice daily, attend all rehearsals and performances such as Friendship and Graduation services, Memorial Day Parade, and show continuous improvement throughout the year.

957 AUDIO PRODUCTION 1 (EEP)**1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12***Prerequisite: Electronic Music or Permission of Instructor***Fulfills the Art requirement*

This offering is a "hands on" course designed for students interested in live and studio production. Students will become familiar with aspects of live audio (Microphones, Mixing Consoles, Equalizers, Portable Audio Systems) as well as studio based audio (computer platforms, digital audio workstations, MIDI, Virtual plug-ins and VST's). Through the use of this equipment, students will run live audio, record live performance, edit recordings, and produce recordings in the computer based studio.

958 AUDIO PRODUCTION 2**1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12***Prerequisite: Audio Production 1***Fulfills the Art requirement*

This "hands on" course is an advanced level course where students further their knowledge of live audio engineering. This course is designed for students interested in advancing their knowledge of live and studio production and becoming mentors for Audio Production 1 students. Students will learn advanced techniques of live audio (Microphones, Mixing Consoles, Equalizers, Portable Audio Systems) as well as studio based audio (computer platforms, digital audio workstations, MIDI, Virtual plug-ins and VST's). Through the use of this equipment, students will run live audio, record live performance, edit recordings, and produce recordings in the computer based studio.

959 CHORAL ENSEMBLE**1 Credit ♦ Full Year ♦ Level 1 ♦ Grades 9-12**

Prerequisite: Audition

**Fulfills the Art requirement*

Choral Ensemble consists of a select group of students who have an advanced singing ability. The course provides each student with an opportunity to study and perform a wide variety of

advanced literature that includes traditional and contemporary styles. The course also allows students to further develop their singing ability in a small ensemble. The group performs at concerts, festivals and community events. Acceptance into the ensemble is based on an audition in March of the previous year. Each participant must re-audition every year.

PHYSICAL EDUCATION/HEALTH

031-032 PHYSICAL EDUCATION/HEALTH

1/2 Credit ♦ Full Year ♦ Level 2 ♦ Grades 9-12

Physical education and health courses complement each other with shared goals including developing healthy behaviors and acquiring health related knowledge and skills needed to lead a healthy and active life.

In physical education courses, students acquire knowledge, skill, and confidence to enjoy a lifetime of healthful physical activity. The physical education activities are organized in two levels. Level I provides instruction for students to improve their basic skills, knowledge, strategies and performance. Level II provides instruction and practice which will enhance and refine skilled performance. Students choose the level of instruction which they feel is appropriate for their ability. Students participate in physical education for approximately 75% of the school year. Physical education activities include:

Archery	Floor Hockey	Speedball
Badminton	Golf	Tennis
Ballroom Dance	Line Dance	Ultimate Frisbee
Basketball	Physical Fitness Testing	Volleyball
Circuit Training	Pilates	Weight Training
Fit for Life	Soccer	Yoga
Flag Football	Softball	
Handball		
Fitness Walking		

In health education courses, students explore all concepts related to health promotion and disease prevention as a foundation for a healthy life. Students use strategies for problem solving, goal setting, and decision making to enhance their wellness. Students attend health education classes for approximately 25% of the school year. Health education topics include:

Disease Prevention	Personal Health
Injury Prevention	Sexuality and Family Life
Mental and Emotional Health	Substance Abuse Prevention
Nutrition	

Science Course Sequence

Grade 9	Grade 10	Grade 11	Grade 12
*521 Biology	527 Chemistry	*542 Physics	552 Forensic Science 551 Anatomy
	*531 Chemistry	*541 or 542 Physics 598 AP Chemistry 599 AP Biology 551 Anatomy 552 Forensic Science	597 AP Physics 598 AP Chemistry 599 AP Biology 551 Anatomy 552 Forensic Science
*520 Biology Honors	*530 Chemistry Honors	*541 or 542 Physics 598 AP Chemistry 599 AP Biology 551 Anatomy 552 Forensic Science	597 AP Physics 598 AP Chemistry 599 AP Biology 551 Anatomy 552 Forensic Science

*It is recommend that students should complete these courses by the end of the **Junior Year (Grade 11)** in order to prepare the student for the Science State Assessment (NGSA)

520 BIOLOGY HONORS

1 Credit ♦ Full Year ♦ Level 1 ♦ Grades 9

This course is designed for students who have demonstrated high ability in math and science and are motivated to take a rigorous, fast-paced NGSS (state standards) aligned biology course. Students are expected to work independently on outside classroom assignments. Emphasis is placed on the investigative roles of biologists in the laboratory. Biology concepts are explored through class discussion and lecture, reading assignments, and laboratory work. The course provides a survey of the concepts of the cell as the unit of life, the chemistry and physics of cell functions and genetics, life processes, physiology of celled animals, reproduction, lower organisms and plant life. The scope and depth of the course will prepare students for the SAT II – Biology Achievement Test and the Advanced Placement Biology course.

521 BIOLOGY

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 9

This course is designed for the student who wishes to cover the material presented in an NGSS (state standards) aligned biology course but require support for independent class assignments. Emphasis is placed on the investigative roles of biologists in the laboratory. Biology concepts are explored through class discussion and lecture, reading assignments, and laboratory work. The course provides a survey of the concepts of the cell as the unit of life, the chemistry and physics of cell functions and genetics, life processes, physiology of celled animals and reproduction. This course will satisfy the needs of the motivated student, desiring a first year class in biology. At the same time, the course will not require the out of class time commitment required by 520 Biology Honors .

527 CHEMISTRY**1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 10***Prerequisite: Biology and Algebra 1*

This is a laboratory course that meets college preparatory requirements. This course provides students with scaffolds and time to understand college preparatory standards. An emphasis will be placed on the role of chemistry in everyday life and on the development of problem solving skills. Students will gain experience in interpreting word problems, setting up and solving equations, and in applying the factor-label method. Topics include atomic structure, periodic table, chemical bonds, chemical formulas, chemical equations, chemical reactions, kinetic theory, gas laws, moles, stoichiometry, solutions, acids, bases, heat in chemical reactions, and nuclear chemistry.

530 CHEMISTRY HONORS**1 Credit ♦ Full Year ♦ Level 1 ♦ Grades 10**

Chemistry is designed for students who have demonstrated high interest in math and science and are motivated to take a rigorous, fast-paced chemistry course. Chemical principles and quantitative relationships are explored through class discussion, reading assignments, and laboratory work. The course provides a survey of the concepts of inorganic chemistry including atomic structure, nuclear chemistry, chemical periodicity, nomenclature, ionic and covalent bonding, mole, stoichiometry, states of matter, mixtures and solutions, thermochemistry, kinetics, equilibrium and acids and bases. Students are expected to use principles of quantitative (mathematically oriented) reasoning in solving problems. The scope and depth of the course will prepare students for the SAT II-Chemistry Achievement Test and the Advanced Placement Chemistry course.

531 CHEMISTRY**1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 10**

This course is a laboratory course that meets college level preparatory requirements and is designed for the student who wishes to cover the material presented in a traditional chemistry course but is not ready for the rigorous pace and in-depth abstract reasoning required in Honors Chemistry. Chemical principles and quantitative relationships are explored through class discussion, reading assignments, and laboratory work. Concepts such as atomic structure, chemical periodicity, nomenclature, ionic and covalent bonding, stoichiometry, states of matter, mixtures and solutions, thermochemistry, and acids and bases are among the traditional topics covered. The foundation of the course will be a quantitative (mathematically oriented) problem solving approach to chemistry. At the same time, the course will not require the time commitment or the advanced level of abstract reasoning demanded in the honors course.

541 PHYSICS**1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 11-12**

This math-intensive physics course is designed for college preparatory students who are interested in pursuing a scientific field in college may be required to take physics. Topics include mechanics, waves and sound, electricity and magnetism. An emphasis is placed on developing students' math and problem solving skills. This is a laboratory course.

542 PHYSICS**1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 11-12**

This course emphasizes the principles and concepts of physics and how they apply to the physical world. Topics include motion, forces, energy, waves, sound, light, electricity, and magnetism. This course will also cover space science. An emphasis is placed on development of laboratory work and problem solving skills. This course is designed for students who would

like to develop a general foundation in physics concepts.

551 ANATOMY AND PHYSIOLOGY

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 11-12

Prerequisite: Students should show a strong proficiency in both biology and chemistry.

This secondary level biology course provides an intensive study of the human body and is an excellent preparation for those students interested in the healthcare field. The course focuses on the forms, functions, and diseases of cells, tissues and organ systems and how their interplay makes up and affects the human body. Lab work, including dissection, is an important part of this course.

552 FORENSICS: DNA AND BIOTECHNOLOGY

1/2 Credit ♦ 1 Semester ♦ Level 2 ♦ Grades 11-12

Prerequisite: Biology and or Chemistry

This course is designed as a lab-based approach to the study of science for students who are interested in practical applications of biology and chemistry. Emphasis is placed on the process of scientific reasoning. Topics include the history of biotechnology, anthropology, microbiology, immunology, viruses, gel electrophoresis, biochemistry, and bioethics. Laboratory work is an important part of the course.

597 ADVANCED PLACEMENT PHYSICS C: MECHANICS

1 Credit ♦ Full Year ♦ Level 1 ♦ Grade 12

It is recommended that Calculus be taken concurrently or has been taken prior to enrollment but not required.

This calculus laboratory physics course is designed to instruct highly motivated students in the laws and relationships of physics on the college level. Students are assumed to have a basic physics background equivalent to a one-year algebra based introductory physics course. Topics from the first year course will be developed more rigorously while also incorporating calculus based physics concepts. Students taking this course will be prepared for the Advanced Placement Exam and are expected to take it.

598 ADVANCED PLACEMENT CHEMISTRY

1 Credit ♦ Full Year ♦ Level 1 ♦ Grades 11-12

Prerequisite: 531 Chemistry, Algebra 1 and Algebra 2

This course is designed as a first year college level laboratory course and is intended to prepare highly motivated students for the AP Chemistry exam. It is assumed that students taking this course have a thorough understanding of basic general chemistry from a year one course. Logical reasoning and problem solving skills are emphasized while presenting a balanced treatment of modern theoretical and descriptive chemistry. A high degree of analytical skill is needed in order to be successful in this class. Topics include atomic theory, chemical bonding, molecular geometry, gasses, liquids and solids, solutions, acids and bases, equilibrium reaction, kinetics, thermochemistry, thermodynamics, electrochemistry, and organic chemistry. Students taking this course will be prepared for the Advanced Placement Exam and are expected to take it.

599 ADVANCED PLACEMENT BIOLOGY

1 Credit ♦ Full Year ♦ Level 1 ♦ Grades 11-12

Prerequisite: Biology and Chemistry

This is a laboratory biology course for highly motivated students designed to meet the objectives of an introductory biology course at the college level. In addition to basic biological concepts, students become acquainted with current research and discoveries in the biological fields. The content of the course conforms to major areas and time allotment to the outline developed by the AP Biology committee. This course is structured around the four big ideas, enduring

understandings, and science practices. It is designed to create a learning environment for students to develop an appreciation for the study of life and help them to understand and identify unifying principles within biology. Topics to be covered in the first semester include biological chemistry, structure and function of cell organelles, mitosis, photosynthesis, fermentation, aerobic respiration, DNA, protein synthesis and gene regulation. The second semester will focus on molecular genetics, meiosis, genetics, inheritance patterns, human genetic defects, evolution, an in-depth study of plant anatomy and physiology, the structure and function of animal systems with an emphasis on human systems. Laboratory work is a vital part of this course. Therefore, the process of inquiry in science and developing critical thinking skills is a vital component of this course. At the end of this course, students will have an awareness of the integration of other sciences in biology. Students will understand how biological issues may potentially have an impact in their daily lives. Students taking this course will be prepared for the Advanced Placement Exam and are expected to take it.

600 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE *

1 Credit ♦ Full Year ♦ Level 1

Prerequisite: Biology and Chemistry

Grades 10-12

The AP Environmental class is a hands-on course introducing students to ecological survey and data collection techniques. The course is designed to provide authentic experiences for students to analyze data and apply their scientific understanding to solving real-world ecological problems.

The course will leverage the resources and expertise of individuals in the broader Rhode Island science community to provide our students with knowledge and experiences through a guest speaker series and field research. Students will demonstrate their knowledge through written and oral presentations on a variety of platforms both in and out of school. Lessons will be three dimensional, allowing students to learn content connected to the Big Ideas while engaging in the Science and Engineering practices. Preference will be given to 11th and 12th grade students if sections are limited.

***Subject to approval**

ANIMAL DISSECTION AND VIVISECTION

A parent, legal guardian, or student has the right to refuse to participate in the dissection and/or vivisection of a vertebrate or invertebrate animal, or a part of a vertebrate or invertebrate animal. Students in science courses may request alternatives to dissection and vivisection if they are opposed because of religious or ethical reasons. Students who request an alternative lesson plan will be granted the request without any pressure to do otherwise. Student grades will not be affected by the choice of the alternative lesson plan, and the student will not be discriminated against based upon his/her decision to exercise this right of choice. Teacher guidance and assistance will be available for those who choose alternatives.

SOCIAL STUDIES

All students are required to take:

- **Grade 9:** 211 World History
- **Grade 10:** 221 US History **or** 225 American Studies
- **Grade 11:** 234 American Government or 297 Advanced Placement US Government and Politics **AND** 235 Economics or 296 AP Macroeconomics (semester classes)

Note: Students that elect to enroll in either AP United States History or AP World History in the 11th grade may enroll in economics and government in the 12th grade.

- **Grades 10/11/12:** Students can select from a variety of electives that are offered through the Social Studies Department

211 WORLD HISTORY

1 Credit ♦ Full Year ♦ Level 2 ♦ Grade 9

This is a full year survey course that chronologically studies political, economic, religious, intellectual and artistic aspects of societies that are evident throughout world history. The complexities of today's world are in part a consequence of changes that have been in the making for centuries, even millennia. Important historical continuities can be discerned that link one period with another. And even though history may not repeat itself in any precise way, certain historical patterns do recur. Studying one development in world history in the light of an earlier, similar development can sharpen our understanding of both. World History is taught as a two-year loop beginning in the 8th grade. The major themes studied in World History 211 are: The Emergence of the First Global Age, An Age of Revolutions, A Half Century of Crisis and Achievements, and Promises and Paradoxes: The 20th Century. Within these units, an emphasis will be placed on critical thinking skills, historical research and writing skills, and speaking and listening skills. Students will be asked to read both primary and secondary sources and assess conflicting and corroborating sources. There will also be a focus on organizational skills and note-taking strategies.

221 U.S. HISTORY

1 Credit ♦ Full Year ♦ Level 2 ♦ Grade 10

Honors Distinction Option Available

Course Summary: United States History is a full-year survey course examining what it means to be an American in a multicultural and diverse society. Students in this course continue to develop the broad-based knowledge and skills needed to study history effectively. Students will be expected to apply their learning to the complex events and issues that have shaped the development of the American nation from the Civil War through the present day. Students will develop their critical thinking skills by analyzing and interpreting various historical documents, citing evidence from historical text, writing argumentative and informational research papers, writing reflective essays and writing historical narratives. Students will also further their oral communication skills through Socratic seminars, class debates and discussions, and oral presentations. A variety of instructional methods and materials will enable students to confidently research and interpret events of historical significance, effectively communicate through writing and speaking, and accurately establish and defend arguments. Students enrolled in US History can declare for Honors Distinction. Students aspiring to Honors Distinction will be

required to demonstrate advanced analysis and syntheses of essential standards through common assessments and tasks. Honors credit is noted on a student's transcript for students successfully completing an Honors option course. It is important to note a student can opt into honors options each semester.

225/125 AMERICAN STUDIES

2 Credits ♦ Full Year ♦ Level 2 ♦ Grade 10

Honors Distinction Option Available

This course combines U.S. History and American Literature to deepen the student's understanding of America. Through interdisciplinary readings, varied writing assignments, and individual and group presentations, students will enhance their skills in composition, discussion, understanding literature, critical thinking, research, and historical analysis. The course will be co-taught by an English and a history teacher during two consecutive class periods. Students will receive one combined grade and will receive credit for both American Literature and U.S. History. Enrollment will be limited to 150 students. If more than 150 students register for the course, students will be selected by lottery. This course will be equivalent to completing either 121 or 122 American Literature, and 221 U.S. History. Learning is assessed in a variety of ways including Common Course Assessments. Students enrolled in American Studies can declare for Honors Distinction. Students aspiring to Honors Distinction will be required to demonstrate advanced analysis and syntheses of essential standards through common assessments and tasks. Honors credit is noted on a student's transcript for students successfully completing an Honors option course. It is important to note a student can opt into honors options each semester.

234 AMERICAN GOVERNMENT

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 11-12

The purpose of this course is to give students a better understanding of present day politics and to foster citizenship by acquainting them with the basic principles of United States law and the Constitution. Ultimately, the goal is to allow students to apply the practical knowledge of the United States political system that is acquired in class and bridge it to the real world. Students are required to connect specific concepts from the course to current political events through writing assignments, seminars, and presentations. This will result in providing a foundation for the educated, sound political decisions that students will make in the future. Content vocabulary acquired will result in students being fully able to understand informational and functional texts such as government documents and primary sources. Topics covered include: constitutional underpinnings and the creation of the American government; principles of American democracy and federalism; political socialization and the political spectrum; the electoral process and voter behavior; institutions such as the mass media, interest groups, and political parties that link citizens with the government; civil liberties and civil rights; and finally, the formal institutions of the American political system, the executive, legislative and judicial branches of government.

235 ECONOMICS (EEP)

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 11-12

Course Summary: This course is designed to give both a theoretical and practical approach to fundamental economic concepts. The basic materials for this course are the textbook [Economics: Principles in Action](#), in-class activities and simulations, the video series "Economics USA," interactive computer simulations and current events discussions. Topic areas include: Scarcity and opportunity costs, markets and prices, the law of supply and demand, productivity, fiscal and monetary policies and financial literacy. In addition, students will analyze and interpret informational and functional texts; interpret charts, tables and diagrams; research by using multiple sources; and, identify and evaluate potential sources of information.

**296 ADVANCED PLACEMENT
MACROECONOMICS**

1/2 Credit ♦ One Semester ♦ Level 1 ♦ Grades 11-12

To facilitate a better understanding of economic principles, economists divide the study of economics into two branches: Microeconomics, which examines the behavior of individual businesses and individual households in economic decision-making; and macroeconomics, which focuses on the analysis of the economy as a whole dealing with the determination of national output, including national income, price levels, and total employment. The first area offers a microscopic view of economic decision-making, whereas the latter looks at the big picture.

AP Macroeconomics is designed to provide students with a thorough understanding of the principles of economics in examining aggregate economic behavior. Students taking the course can expect to learn how the measures of economic performance, such as GDP, inflation and unemployment, are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. Students will also learn the basic analytical tools of macroeconomics, primarily the aggregate demand and aggregate supply model and its application in the analysis and determination of national income, as well as evaluating the effectiveness of fiscal policy and monetary policy in promoting economic growth and stability. Recognizing the global nature of economics, students will also have ample opportunities to examine the impact of international trade and international finance on national economies. Various economic schools of thought are introduced as solutions to economic problems are considered. AP Macroeconomics is open to all high school students willing to do college-level work; students taking this course will be preparing for the Advanced Placement exam in May and are expected to take it.

**This course is only offered to Juniors and Seniors.*

**297 ADVANCED PLACEMENT
U.S. GOVERNMENT AND POLITICS**

1/2 Credit ♦ One Semester ♦ Level 1 ♦ Grades 11-12

Advanced Placement United States Government and Politics is an extensive study of government and the processes that make up the American political system. Students in this one semester course will study the political philosophies supporting the American political system and American political institutions. They will also debate historic and current controversies in American political life. This course of study will examine: constitutional underpinnings of the United States Constitution (federalism, separation of powers, etc.); political beliefs and behaviors held by different ethnic and minority groups, political parties, interest groups and mass media; formal and informal institutions of national government (Presidency, Courts, Congress); formation of public policy; and civil rights and civil liberties. In addition to knowing different facts, concepts and theories, students will be required to read and analyze primary sources and interpret basic data relevant to U.S. government and politics. This course will provide an analytical perspective on government and politics in the United States. Students taking this course will be prepared for the Advanced Placement Exam and are expected to take it.

**This course is only offered to Juniors and Seniors.*

SOCIAL STUDIES ELECTIVES

Listed in order of availability by grade level

230 WOMEN'S HISTORY IN AMERICA SINCE 1840

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 10-12

This course is both an introduction to gender studies as well as a survey course on the experiences of women since the middle of the 19th Century. Students will explore how gender has intersected with class, race, ethnicity, and other elements of social history as they analyze women's history beginning with the suffrage movement and ending in the present day. The class will discuss issues of gender, femininity, and sexuality. We will examine how the cultural, political, and economic developments in America shaped the lives and experiences of women. Additionally, we will study the many contributions women made to American society as we examine modern American history through the lens of gender. Students will be expected to read and interpret multiple primary and secondary sources and to communicate their understanding, analysis, synthesis, and evaluation of relevant course material in a variety of ways. This course is designed for any 10th-12th grader who is interested in learning more about the history of women in America and for those students seeking a greater understanding and appreciation for the role that gender plays in shaping American society and history.

233 THE SOCIAL HISTORY OF SPORTS IN AMERICA

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grade 10-12

The purpose of The Social History of Sports in America is to examine, from a historical perspective and methodology, the emergence of sport in modern society and to analyze its role in American life. The course is designed to give students a deeper understanding of the social, political, economic and cultural impact of sports in America. The units will examine the historical context of race/ethnicity, gender, politics, nationalism, social class, scandals, mass media and business and the relationship to the development of amateur and professional sports to various eras of American history. Students will be required to learn about the historical origin and development of sport throughout history. Students who take this class will be asked to analyze, discuss and synthesize a variety of sources to make sense of how sports have developed over time in American life and the influence sports and recreation has had on modern society. In-depth research, source analysis, oral presentations and class participation will drive the content of this course. Each unit will require students to consider multiple perspectives and to think critically about the cultural phenomena that has become sports in American life.

236 MODERN EUROPEAN HISTORY

1/2 Credit ♦ Second Semester Only ♦ Level 2 ♦ Grades 10-12

This course will examine the history of Europe from the era of the French Revolution to modern day. An overview of the developments in philosophy, theology, fine arts and literature will be given special attention in correlation to the historical places, figures and events that helped to shape the European continent. Students will learn skills such as historiographical interpretation and analytical thinking in order to fully examine, and form judgments about the relative importance of European involvement in an ever-growing international community. Topics that will be covered include: French Revolution, the Revolutions of 1848, European Imperialism, World War I, World War II, Decolonization of the post-WWII age and modern European political and economic policies.

237 EARLY EUROPEAN HISTORY**1/2 Credit ♦ First Semester Only ♦ Level 2 ♦ Grades 10-12**

This course will examine the history of Europe from the Renaissance to the French Revolution. An overview of the developments in philosophy, theology, fine arts and literature will be given special attention to correlation to the historical places, figures and events that helped to shape the European continent. Students will learn skills such as historiographical interpretation and analytical thinking in order to fully examine, and form judgements about the relative importance of the growth of European power and influence. Topics that will be covered include: Renaissance and Reformation, Age of Exploration, Wars of Religion, Absolutism, Industrialization and Enlightenment and Scientific Revolution.

**239 AFRICAN AMERICAN HISTORY
SINCE 1860****1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 10-12**

This one semester course provides an overview of the major events and developments in African-American history from 1860 to the present. Starting with the Civil War, the course traces the social, political, cultural, intellectual, and legal encounters of the black experience in the United States from the Civil War, through Reconstruction to the rise of Jim Crow, through the Great Migration and WWI, through the Great Depression and WWII. The course will examine the Long Civil Rights Movement, the rise of Black Power, and the contemporary period of racial politics ending with a discussion on race in the Obama years, the Black Lives Matter Movement, the Welfare Rights Movement, and the Prisoners' Rights Movement. Using a wide variety of texts, primary sources, images, and creative works, the course situates African American history within broader national and international contexts.

231 ANTHROPOLOGY**1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 11-12**

This course focuses on the study of culture – what it is; how it operates; and how and why cultures around the world have similarities and differences in their customs, behaviors, beliefs, forms of organization and artifacts. In this class, we will strive toward a broader knowledge and understanding of cultural diversity, a more global perspective on human behavior, and a greater sensitivity toward the beliefs and customs of other people by analyzing, interpreting, and synthesizing a variety of sources. Approached thematically, students will familiarize themselves with a wide and extensive range of informational and functional texts dealing with such areas as communication and language, social stratification, sex and gender, kinship, religion and magic and the arts. Particular focus groups include the cultural areas of the tribal societies of Africa and the Americas, the Middle East, Japan, India and China. Students will demonstrate this knowledge through written expression and oral communication strategies, including discussions and presentations.

232 INTERNATIONAL STUDIES**1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 11-12**

International Studies is a course designed to make complex international issues understandable and meaningful for students. Students who take this class will be asked to analyze and interpret a variety of documents such as UN resolutions and charters and treaties, while grappling with the same tough questions that confront policymakers. Students will learn to persuasively articulate their viewpoint in both written position papers and in oral debate format. This course will encourage students to understand the issues that shape the changing international environment: keeping peace in an age of conflict, shifting sands in the Middle East, emergence of China as a world class power, and genocide. Each unit is built around a framework of alternative policy options that challenge students to consider multiple perspectives and to think critically about the

issue at hand. Instructional strategies include, but are not limited to, debate and other oral presentations, model United Nations and other major conference simulations, newspaper publications, and interview techniques.

238 PSYCHOLOGY

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 11-12

Psychology is the study of human behavior. This course investigates the numerous fields within psychology, as well as the methods and materials available to gather information. The primary units of study are human growth and development; heredity vs. environment; learning; personality theories; and abnormal behavior. Students will read and analyze informational texts, supplementary readings in psychology, and articles from the news. These readings will require students to infer cause and effect, summarize key points and/or arguments, and predict and/or identify change in behaviors. Students will also be required to discuss and analyze various psychological theories, leading to a deeper understanding of the subject matter. Oral presentations require students to organize ideas, exhibit understanding, and communicate effectively. The culminating project, a thesis-driven paper, requires students to make an interpretive claim, make appropriate connections, analyze the significance of an event or issue, and draw inferences about the relationships among content and the themes of psychology.

240 SOCIOLOGY

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 11-12

Sociology is the study of behavior in human groups and the influence of society and culture upon this behavior. The course includes an introductory unit on the methods and materials available to sociologists. Other topics include: culture, conformity, stereotyping and ethnicity; education and religion as institutions in the United States; and, problems facing American society today. Students will analyze and interpret informational texts, supplementary readings, and articles from the news. Students will also be expected to infer cause and effect, summarize key points, and identify changes in the dynamics of social behavior and social institutions. Oral presentations require students to organize ideas, exhibit understanding, and communicate effectively. The culminating project, and research paper requires students to make an interpretive claim in the form of a thesis; analyze significance of an event and/or issue; and draw inferences about the relationships among content and the themes of sociology.

298 ADVANCED PLACEMENT

1 Credit ♦ Full Year ♦ Level 1 ♦ Grades 11-12

WORLD HISTORY: MODERN

Prerequisite: World History 211

This course highlights the nature of continuity and change over time and offers global coverage of Africa, Asia, Oceania, the Americas, and Europe. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. The course also exposes students to the influence of religious and philosophical ideas; the societies of Saharan and sub-Saharan Africa; the empires of China; Islam as a world system; the interaction between civilized and pastoral nomadic societies; Japanese Shogunates; the “rise” of the west, global conflicts, social and cultural history; and the international system of the 21st Century. Textbooks used include: Traditions and Encounters by Jerry Bentley and The Human Record by Alfred J. Andrea and James H. Overfield. The course focuses on six broad themes within historical chronological order: impact of trade and other systems of international exchange; continuity and change over time; impact of technology and demography on people and the environment; systems of social

structure and gender structure; cultural and intellectual developments among and within societies; and, changes in the functions and structures of states. This course is open to all those high school students who are motivated and willing to do college-level work. Students taking this course will be prepared for the Advanced Placement Exam and are expected to take it. *This course is only offered to Juniors and Seniors.*

299 ADVANCED PLACEMENT U.S. HISTORY

1 Credit ♦ Full Year ♦ Level 1 ♦ Grades 11- 12

Prerequisite: US History 221 or American Studies 225

This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems in United States history. The class prepares students for intermediate and advanced college courses by making demands upon them similar to those made by full year introductory college courses. Students will learn to assess historical materials, both primary sources and historiography. Students will be able to argue, reason, and evaluate a variety of historical sources in order to establish their own historical interpretations which will be expressed in a variety of written and spoken formats. Students will be required to demonstrate their knowledge, analysis, synthesis, and evaluation of history through Socratic seminars, document based questions, informal essays, and research papers, using a variety of historical sources and methods. Textbooks used include: America's History by Henretta, et al, the accompanying Sources reader, and Major Problems in American History Volumes I & II, edited by Elizabeth Cobbs Hoffman and Jon Gjerde. Supplementary readings from a variety of sources are also used. This course is open to high school students who are motivated and willing to do college-level work. Students taking this course will be prepared for the Advanced Placement Exam and are expected to take it. *This course is only offered to Juniors and Seniors.*

SPECIAL SERVICES

SPECIAL EDUCATION SERVICES

The Barrington Special Education Department offers a continuum of services for students with disabilities. Staff members and/or parents may initiate a referral for these services. The evaluation process includes an evaluation meeting with student and parent participation at the building level, specifying recommendations for a formal diagnostic evaluation performed by certified specialists when appropriate. Consultation with parents, students, teachers, school counselors, and administrators is inherent in the evaluation process. Special Education services include specially designed instruction provided by a special educator, related services and supplementary aids and services. Services are provided in both general education and special education settings.

Placement in special education courses is done through the IEP Team process. Students do not enroll themselves in these courses. The IEP team includes the student, at least one parent or guardian, a general education teacher, a special education teacher, the school counselor and related service providers as appropriate.

These courses provide small group and individualized specially designed instruction in a special education setting using a variety of instructional strategies to meet the unique needs of each student with a disability. Although the content parallels that of the general education curriculum, the instruction is geared to individual student needs, modified materials are used, and the emphasis is on foundational standards. Credit toward graduation will be awarded for successful completion of each course. Some of these courses may be offered only in alternate years.

760 MATH APPLICATIONS - **1 Credit ♦ Full Year ♦ Grades 9-12**
COMPETENCY BASED MATH #1

This course provides instructions in the base numeracy and math skills. Skills include money and coin identification skills, the numeric operations

761 MATH APPLICATIONS - **1 Credit ♦ Full Year ♦ Grades 9-12**
COMPETENCY BASED MATH #2

This course provides instruction in various areas of mathematics. Basic arithmetic skills are reviewed and mastered. Skills include money management, percentages, interest, time and job-related math applications. Problem solving is applied to daily living and work situations.

776 MATH APPLICATIONS - **1 Credit ♦ Full Year ♦ Grades 9-12**
INTEGRATED MATH

This course provides instruction in various areas of mathematics in an integrated manner that combines the base skills of both Algebra and Geometry. Students will learn the basics in algebraic thinking and concepts of applied geometry.

762 THE ESSENTIALS OF FINANCE **1 Credit ♦ Full Year ♦ Grades 9-12**

The Essentials of Finance will focus on basic math skills used in everyday situations - paying taxes, buying food, banking and investing, and managing a household.

763 COMMUNICATION SKILLS - LANG AND LIT**1 Credit ♦ Full Year ♦ Grades 9-12**

This course provides instruction in reading comprehension, vocabulary development and spelling. Oral communication is also emphasized. Basic literacy skills are reviewed and mastered through the study of an array of texts.

764 COMMUNICATION SKILLS-AMERICAN LIT**1 Credit ♦ Full Year ♦ Grades 9-12**

This course provides instruction in reading comprehension, vocabulary development and spelling. Oral communication is also emphasized. Basic literacy skills are reviewed and mastered through the study of American Literature texts.

**765 COMMUNICATION SKILLS-
LANGUAGE ARTS FOR THE WORKPLACE****1 Credit ♦ Full Year ♦ Grades 11-12**

Language Arts for the Workplace prepares students to find, get and maintain a job. In this class, students and adults prepare a personal career portfolio they can use in their future search for employment. Students also learn important interpersonal and communication skills-reading, writing, speaking and listening

766 COMPUTER APPLICATIONS AND SAFETY**1/2 Credit ♦ One Semester ♦ Grades 9-12**

Computer Applications and Safety will provide students with instruction on how to successfully use various educational computer applications such as Canvas and the suite of google applications (i.e. docs, slides, sheets, keep.) There will also be a focus on how to navigate the internet safely.

767 CURRENT EVENTS**1/2 Credit ♦ One Semester ♦ Grades 9-12**

Current Events will provide students with the opportunity to discuss and learn about news in their town, state, country, and other major happenings occurring in the world.

768 DAILY LIVING-SELF DETERMINATION**1 Credit ♦ Full Year ♦ Grades 9-10**

Self Determination is a course designed to promote student's ability to have agency over their own lives. Students will learn self-advocacy skills, decision making, goal setting and evaluation, and learn about who can help them along the way to becoming an adult learner.

769 DAILY LIVING-INDEPENDENT LIVING**1 Credit ♦ Full Year ♦ Grades 11-12**

Independent Living is a course designed to introduce students to life management skills. Students will take an intensive look at the decision making process and analyze all of the possible factors that influence the decisions one makes every day. Topics covered may include: the management process, understanding yourself, interpersonal relationships, managing family life, managing crises, emergencies, and illnesses, planning for work, making a financial plan, and managing housing decisions.

**770 COMMUNITY COMPETENCY
WORK READINESS****1 Credit ♦ Full Year ♦ Grades 9-12**

This course helps prepare students for the world of work, practicing skills like time management, interview skills, resume development, filling out applications, and workmanship.

**771 COMMUNITY COMPETENCY -
WORK EXPLORATION****1 Credit ♦ Full Year ♦ Grades 11-12**

In Work Exploration, students will participate in learning the necessary skills to gain

employment: Students will visit job sites to explore careers and gain practice performing tasks in both independent and supported employment settings.

**772 COMMUNITY COMPETENCY -
ME AND MY COMMUNITY**

1 Credit ♦ Full Year ♦ Grades 9-12

Through Me and My Community, students will learn about their surrounding community and how to be an active member of it. Student's will have lessons on leisure activity and travel planning, exploring restaurants, stores, cooking, shopping, and adult service agencies.

**773 COMMUNITY COMPETENCY -
COMMUNITY INTERACTION**

1 Credit ♦ Full Year ♦ Grades 11-12

In Community Interactions, learners will get hands-on experience with things like public transportation, shopping, attending a restaurant or leisure event. They will gain practice in community etiquette and interpersonal and social skills.

**775 COMMUNICATION SKILLS -
READING AS A LIFELONG LEARNER**

1 Credit ♦ Full Year ♦ Grades 11-12

Students will work to develop a personal connection and passion for literature as they work on independent reading selections that cover writing styles such as historical fiction, fantasy, poetry, narrative, speeches, and biographies. Students will explore a variety of texts that they will help reinforce a continued connection to literature that will lead into their adult lives.

780 HEALTHY COOKING AND LIVING

1 Credit ♦ Full Year ♦ Grades 11-12

Students will learn the basics of home cooking skills, how to prepare meals, budget and comparison shop for groceries, and general kitchen safety. They will also learn about how to plan for and prepare healthy balanced meals. There will be a focus on learning independent food preparation skills that will allow for students to make healthy meals on their own using a variety of appliances and techniques.

THEATRE

Theatre is an opportunity to express oneself through images, characters, and stories. Drama classes offer something for students of all experience levels. Though some classes may culminate in a performance, the focus of all classes will be on the process. Students will be expected to participate and be evaluated on their individual growth. Theatre classes encourage participants to:

- think creatively
- develop personal skills
- investigate the social and historical context in which they live
- make responsible choices
- form artistic judgments

The ultimate goal is to promote an appreciation of the arts, a deeper self-awareness for the students, and a more sensitive understanding of the world. Furthermore, students who participate in drama classes will be given a set of skills to better prepare them for senior presentations. These skills will include:

- an awareness of body language
- expressive voice
- communication skills
- listening skills
- problem-solving
- better diction and projection
- self-confidence
- understanding of audience
- thinking “on your feet”

880 INTRODUCTION TO THEATRE

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

**Fulfills the Art requirement*

This course is dedicated to enriching the student’s knowledge of theatre and developing a greater appreciation of the arts. Students will explore theatre from various viewpoints including: acting, directing, and production. Students will attend a live theatre performance and implement critical thinking skills through analysis and critique of design elements. This course will also include an overview of technical theatre and stage craft. This course does not require previous experience and is open to all students.

881 ACTING I

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

Prerequisite: Introduction to Theatre or Permission of Instructor

**Fulfills the Art requirement*

This course emphasizes basic acting skills through drama exercises including improvisation, movement, concentration, voice production and character development. Acting techniques are presented, as well as an assortment of theatre games and team building exercises. Students will learn mime and perform monologues throughout the semester.

882 ACTING FOR FILM AND TELEVISION

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12

**Fulfills the Art requirement*

This course builds on the skills from Acting I, paying special attention to the differences between stage performance and acting for film and television. Students will become familiar with the tools, terminology, and procedures necessary for a career in film. In addition to acting for the camera, students will learn how to audition for a commercial as well as build a reel of their work.

883 PLAYWRITING AND SCREENWRITING**1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 9-12***Prerequisite: Introduction to Theatre or Permission of Instructor***Fulfills the Art requirement*

This course is designed to familiarize students with the process of writing for theatre and film. Students will explore playwriting and screenwriting techniques through group and independent dramatic writings. Students will have exercises in filmic and theatrical writing by producing monologues, commercials and scenes in preparation for writing both a one-act play and a screenplay for a film-short which may be shared in a staged reading at the end of the semester.

WORLD LANGUAGES

311 FRENCH I

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 9-12

This course gives the student basic proficiency in listening, speaking, writing, and reading skills in the French language. Students begin their French communication with vocabulary related to basics of school, home life, and activities, as well as common expressions related to time, dates, ages, and numbers. Students learn to use the present tense of verbs and the agreement of nouns, adjectives, and articles. They use an on-line program to develop listening and speaking skills and to compare cultural aspects of French-speaking countries with their own. Students use online programs in the language lab to improve their aural/oral skills. Through role-playing, pairing, open-ended conversations, and in small groups, they creatively use the language they are learning. Students use technology in their projects on the family and travel.

312 FRENCH II

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 9-12

Prerequisite French I

In French II, students increase their proficiency in the four skills, with an increased emphasis on communication and writing. Vocabulary is related to daily topics such as leisure activities, health, and technology. Grammar includes, among other things, the partitive, double object pronouns, the passé composé, the imperfect, interrogation, and negation. Students learn to increase their potential for communication through listening for gist and inferring from context. They continue to study French culture through an online program and other activities, comparing that culture with their own. Using the online program and the language lab, it will allow students to improve their listening and speaking skills. Through role-playing, pairing, structured drills, and open-ended conversations in small groups, students creatively use the language they are learning. They use technology in their projects on French culture and geography.

313 FRENCH III

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 10-12

Prerequisite: French II

In French III, students continue to increase their proficiency in the four skills, with an increased emphasis on vocabulary building and reading. Increased vocabulary, more complex now than in French I and II, allows students to connect the French language and culture with their own lives. Situations from texts serve not only to introduce new cultural topics but also to help students connect with their own experiences by producing similar skits and through interaction in the class. Vocabulary will include new words and idioms, especially as related to French culture. Grammar introduced in French II is reinforced and the subjunctive is presented. Through an online program and the language lab, students will continue to gain proficiency in speaking and listening. They will continue creative use of the language in class with role-playing, pairing, open-ended conversations with the teacher or in small groups, and class presentations. Students will use technology to widen their community by researching current events from French news sites.

314 FRENCH IV

1 Credit ♦ Full Year ♦ Level 1 ♦ Grades 11-12

Prerequisite: French III

French IV provides students with opportunities to refine the four skills (listening, speaking, reading and writing) necessary for learning a language. Students enhance their study of French with an emphasis on historical events from prehistory to the 19th Century. Speaking will be addressed through planned presentations and conversations. Students read works by French

speaking authors from diverse literary periods as well as periodicals and internet articles. They will write informally and formally on a regular basis. Previously studied grammar is reviewed and reinforced. Passé simple, a literary tense, is also studied. In the lab, students will continue creative use of the language with listening and speaking activities related to historical events and grammar dictations. Students will compare francophone cultures with their own as cultural topics are revealed in the texts studied this year.

316 ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

1 Credit ♦ Full Year ♦ Level 1 ♦ Grade 12

Prerequisite: French IV

Advanced Placement French provides students with an opportunity to develop their proficiency in all four language skills (listening, speaking, reading and writing) by working at a college level and to prepare for the Advanced Placement exam given in the spring. Conversation and composition are emphasized through the study of advanced readings, grammar, and audio-visual activities. Contemporary periodicals, videos, and Internet assignments will supplement the program and allow students to refine their communication skills. Students taking this course will be prepared for the Advanced Placement Exam and are expected to take it. Students have access to an online program. This course is conducted in French.

321 SPANISH I

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 9-12

Spanish I provides students with an introduction to the language and culture of the Spanish-speaking world. The course helps students develop all four communication skills (listening, speaking, reading, and writing), with special emphasis on listening and speaking. Vocabulary at this level is basic, including idiomatic expressions of weather, time, etc. Grammar includes the present and present progressive of both regular and irregular verbs. Students learn both grammar and vocabulary in the context of the contemporary Spanish-speaking world, and learn to connect this world to their own life and experience. In the language lab, students develop listening and speaking skills. An audio/video program also increases these skills, while authenticating Hispanic culture and building vocabulary. In the lab, students take part in structured drills, role-playing, pairing, pronunciation practice, and free expression. Recording and playback allow for student feedback, and recorded speaking tests provide student assessment.

322 SPANISH II

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 9-12

Prerequisite: Spanish I

In Spanish II, students review Spanish I, improving their four communication skills. Both the preterit and imperfect tenses are studied. At the end of the second level, students will have a command of basic Spanish vocabulary and structures necessary for practical use. In the language lab, students develop listening and speaking skills. An audio/video program also increases these skills, while authenticating Hispanic culture and building vocabulary. In the lab, students take part in structured drills, role -playing, pairing, pronunciation practice, and free expression. Recording and playback allow for student feedback, and recorded speaking tests provide student assessment. Students learn about the diverse cultures of the Spanish-speaking world, as well as the Hispanic presence in the United States. They learn to compare these cultures to each other and with their own culture.

323 SPANISH III

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 10-12

Prerequisite: Spanish II

In Spanish III, students continue to gain proficiency in the four basic communication skills. They review all tenses and learn the two basic subjunctive tenses. Their vocabulary increases, allowing them to write compositions on selected topics. They gain listening and speaking practice through discussions, oral reports, skits, and proficiency-oriented activities. In the language lab, students continue to develop listening and speaking skills through an audio/video program, which also authenticates Hispanic culture and builds vocabulary. Students take part in structured drills, role-playing, pairing, pronunciation practice, and free expression. Recording and playback allow for student feedback, and recorded speaking tests provide student assessment.

324 SPANISH IV

1 Credit ♦ Full Year ♦ Level 1 ♦ Grades 11-12

Prerequisite: Spanish III

In Spanish IV, students refine their listening and speaking skills as they become more able to communicate in the language. They make more connections with the Spanish-speaking world through discussing and writing about such topics as ecology, social change, politics, and the Hispanic presence in the United States. They compare Spanish-speaking cultures with their own. They increase their sense of the Hispanic community not only geographically but also temporally through reading selections from the different literary genres: poetry, short stories and excerpts from novels. They also use periodicals and internet articles to supplement the basic text. Through film and video materials with native speakers, students improve their listening and speaking proficiency. A video program builds vocabulary, enhances listening and speaking, and provides cultural comprehension. The language lab continues to be integral to the course. Students do role-playing, paired conversations, pronunciation practice, and free expression. They receive feedback throughout. They also are assessed through recorded speaking tests.

326 ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE

1 Credit ♦ Full Year ♦ Level 1 ♦ Grade 12

Prerequisite: Spanish IV

Advanced Placement Spanish provides students with an opportunity to develop their proficiency in all four language skills (listening, speaking, reading, and writing) by working at a college level and to prepare for the Advanced Placement exam given in the spring. Conversation and composition are emphasized through the study of advanced readings, grammar, and audio-visual activities. Contemporary periodicals, videos, and internet assignments will supplement the program and allow students to refine their communication skills. Students taking this course will be prepared for the Advanced Placement Exam and are expected to take it.

327 SPANISH FOR HEALTH CARE

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 11-12

Prerequisite: Spanish I, II, and III

This course is designed to provide students with real-world language and culture training so that they can master the “need-to-know” language related to health care and develop cultural insights significant to patient care. Key vocabulary, focusing on core expressions for occupational use, will be presented and reinforced by the use of art, photographs, realia, and brief dialogues. Communicative survival will be emphasized and supported by listening and speaking activities to be done in the language laboratory and in -the classroom. Grammar practice will be embedded in context.

This course has been designed for students who have completed Spanish I, II, and III; however, it is not equivalent to Spanish IV and will not prepare students to take AP Spanish.

328 SPANISH FOR BUSINESS

1/2 Credit ♦ One Semester ♦ Level 2 ♦ Grades 11-12

Prerequisite: Spanish I, II, and III

This course is designed to provide students with real-world language and culture training so that they can master the “need-to-know” language related to business and develop cultural insights significant to working with clients. Key vocabulary, focusing on core expressions for occupational use, will be presented and reinforced by the use of art, photographs, relia and brief dialogues. Communicative survival will be emphasized and supported by listening and speaking activities to be done in the language laboratory and in the classroom. Grammar practice will be embedded in context.

This course has been designed for students who have completed Spanish I, II and III; however, it is not equivalent to Spanish IV and will not prepare students to take AP Spanish.

331 LATIN I

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 9-12

The objectives of Latin I are to read Latin well, to develop an understanding of the nature of language, and to discover the relationship between the Roman way of life and our own. Students will master the basic grammar of Latin literature, will develop a strong vocabulary base, helpful for both Latin and English studies, and will read short stories in Latin. Cultural units will focus on Roman mythology and basic history.

332 LATIN II

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 10-12

Prerequisite: Latin I

This course continues the sequential study of Latin grammar begun in Latin I. Readings in Latin prose, connections between Latin and English grammar, and the introduction of new Latin grammar will comprise the core of the second year course. Cultural units will focus on Roman daily life and history. By the end of the year, students will read authentic Latin from selections of Caesar and Pliny.

333-334 LATIN III, IV

1 Credit ♦ Full Year ♦ Level 1 ♦ Grades 11-12

Prerequisite: Latin II

This course offering is for students interested in furthering their knowledge of Latin through extensive reading of Latin prose and poetry. In the 2022-2023 year, students will read the works of Latin prose authors Caesar, Cicero, Pliny, and Terence. Students will improve their communication skills in both Latin and in English by learning to recognize and use figures of speech and to appreciate the fine art of literature. Through the study of archaeology, students will better understand Roman life and will develop a greater appreciation for cultural diversity of various communities.

Students will be responsible for both understanding and interpreting literature. In the 2023- 2024 year, students will read the works of the Latin poets Catullus, Horace, Plautus, and Vergil. The year’s study includes the reading of Vergil's *Aeneid* in English as a reflection of Roman culture and society. Versification and grammar particular to the poetry of the Augustan Age are also addressed.

335 ADVANCED PLACEMENT

1 Credit ♦ Full Year ♦ Level 1 ♦ Grade 12

LATIN VERGIL AND CAESAR

Advanced Placement Latin covers a substantial amount of Vergil's *Aeneid* and Caesar's *Gallic Wars*. Students will translate accurately from Latin to English and will demonstrate a grasp of grammatical structures, vocabulary, literary techniques, and poetic meters. Stylistic analysis is an integral part of the advanced work. Focus is on the literature, history, politics and art of the late Republican and early empire periods will supplement the reading.

341 MANDARIN CHINESE I

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 9-12

This course provides students with an introduction to the Chinese language and culture. Students will develop basic proficiency in all four language skills: listening, speaking, reading, and writing. Vocabulary acquisition will be stressed. Using spoken language in everyday situations will be emphasized through pronunciation drills and listening/speaking activities in classes. Basic grammar will also be introduced through practice exercises. Students will begin to recognize and write Chinese characters.

342 MANDARIN CHINESE II

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 10-12

Prerequisite: Chinese I

This course is an advanced beginner's course in Mandarin Chinese. By consolidating their mastery of the fundamental sentence patterns of Chinese, students will improve their proficiency in the four language skills (listening, speaking, reading, and writing.) They will extend their ability to communicate verbally and in writing in everyday situations. They will also continue to develop their knowledge of Chinese culture. On completion of the course, it is anticipated that students will be able to express themselves effectively in an increasing number of routine situations.

343 MANDARIN CHINESE III/IV

1 Credit ♦ Full Year ♦ Level 2 ♦ Grades 11-12

Prerequisite: Chinese II/III

At this level, the students will continue to improve their language skills and cultural understanding. They will develop the skills necessary to carry on a more advanced-level discussion in Chinese, expressing their opinions as they talk about issues related to daily life and aspects of Chinese culture, such as food, holidays, and seeing a doctor, etc. They will also begin to learn to write paragraphs or short passages on related topics.

344 ADVANCED PLACEMENT CHINESE CULTURE * **1 Credit ♦ Full Year ♦ Level 1 ♦ Grades 11-12**

AP Chinese Language and Culture is conducted exclusively in Chinese. The course prepares students to demonstrate their level of proficiency across the three communicative modes (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities). Students taking this course will, a. Develop their proficiency in all four language skills (reading, listening, speaking and writing) by working at a college level, and be prepared to take the Advanced Placement exam, which they will be expected to take. In preparation for the AP Chinese Language and Culture exam in May, students will be engaged in performance-based activities that are age- and level-appropriate, while utilizing authentic cultural context. As the exam is a paperless Internet-Based Test (iBT), students will be expected to use their Chromebooks in order to become familiar with the standard process, instructions and time allotted during the exam. This will help them feel familiar with the format of the exam by the time they take it in May.

*** Subject to approval**

EAST PROVIDENCE HIGH SCHOOL CAREER AND TECHNICAL CENTER

The East Providence High School Career and Technical Center provides a unique educational opportunity to students from the city of East Providence and surrounding Rhode Island communities.

East Providence High School Career Technical Center Programs

- Automotive Technology
- Computer Science
- Construction
- Culinary Arts
- Electrical Technology
- Forensic Science
- Graphic Design
- Health Occupations & Dental Assisting
- Pre-Engineering

The East Providence High School Career and Technical Center (EPCTC) provides a unique opportunity for students who are admitted to one of its 9 programs by providing them with:

- knowledge and skills in the career field of their choice
- industry credentials & post-secondary credits
- valuable hands-on work-based learning experiences
- readiness to enter a career or post-secondary education

While East Providence High School is committed to providing access to CTC programs to all students, residents of East Providence AND surrounding communities, there are a limited number of seats available in each program. Therefore, we follow a clear, equitable, and inclusive process of admitting students to the CTC, as well as a fair and open retention process. This process will support students to realize the full benefits of the CTC programs in preparation for successful futures.

EPCTC Programs Admissions Process

Interested students should:

1. Become familiar with what the EPCTC has to offer:
 - a. 8th grade tour
 - b. EPHS Open House
 - c. Contact the Director of Career and Technical Education ghanlon@epschoolsri.com and your Barrington Middle School school counselor for more information.
2. Complete your application
 - a. Fill out an online [Registration Form](#)

- b. Complete the one-page (250 words or less) [cover letter](#).
- c. For *Out of District Students ONLY*- Print and have your School Counselor and Superintendent sign the [Acknowledgement Form](#). Your superintendent should send this completed form to the Director of the East Providence Career and Technical Center. rhanlon@epschoolsri.com

Applications must be received no later than March 15th in order for a student to be considered for admission to the EPCTC for the following school year.

As long as there are seats available within a program, all completed applications by eligible students will be honored. If there are more applicants than spots available, students will be admitted based on the criteria listed below. If a student's application to his/her first choice of program is denied due to space limitations, he/she will be placed on a waiting list for that program and offered a second or third choice if space is available in one of those programs.

EPCTC Admission Criteria

- 1. Residency-** Since we recognize our dual responsibility as a Career and Technical Center to provide opportunity to both East Providence students and those from other districts. First priority will be given to East Providence students. Then, students who reside in the East Bay Region (Barrington, Bristol-Warren) will be given second priority. And finally, we will consider student-applicants from outside the region.
 - 2. Commitment to the Field of Study-** When residency has been fully considered and there are still more applicants for a program than there are seats available, the EPCTC will consider a student's level of commitment to the field as the admission criteria. This will be determined by an admission committee made up of an administrator, teacher, and school counselor who will read and compare the students' cover letters. This reading will be done blind, without knowledge of the students' name or demographic information. When there is consensus among the committee that a student's cover letter displays exemplary commitment to the field of study, that student will be given priority in admission.
 - 3. Educational Record-** Finally, if residency and cover letters have been considered and there are still more viable applicants than seats available in a program, then the admission committee will consider the student's academic record. The committee will compare attendance first, then conduct, and finally grades; assigning priority to students who have the strongest records.
- If after all 3 criteria above have been exhausted, and there are still more applicants than seats, the remaining students will be admitted by random lottery.

