

PAWTUCKET SCHOOL DEPARTMENT PROGRAM OF STUDIES

**Jacqueline M. Walsh School for the Performing and Visual Arts
2008-2009**

PAWTUCKET SCHOOL DEPARTMENT PAWTUCKET, RHODE ISLAND PHILOSOPHY OF EDUCATION

The Pawtucket School Department believes that public education is necessary for the achievement of democratic ideals which depend upon an informed, responsible, and literate citizenry. Education should stimulate cognitive and emotional growth, the development of moral and aesthetic sensitivity, social skills, vocational and technological competencies, cultural and economic awareness, and physical maturation. The Pawtucket School Department recognizes the right of each individual to have the opportunity to reach optimum growth in all these areas.

The educational programs should develop self-disciplined, critically-thinking individuals who are capable of making rational and ethical decisions when confronted by social, political, economic, and personal questions, thereby enabling our youth to develop into healthy, honest, and responsible future leaders of our community. Recognizing the mutual dependency of the community- at- large and the educational system which serves it, the Pawtucket School Department is committed to the concept of active community involvement in educational decision making.

POLICY STATEMENTS

PROHIBITING DISCRIMINATION IN EDUCATION

In accordance to applicable laws and regulations, the Pawtucket School Department prohibits discrimination on the basis of age, sex, race, religion, national origin, color, or disability. All courses of study, disciplinary standards and procedures, extra-curricular activities, services, and employment opportunities are available without regard to age, sex, race, religion, national origin, color, or disability. Inquiries regarding compliance with applicable laws and regulations may be directed to:

Mr. Thomas J. Conlon

Affirmative Action Officer

School Administration Building

286 Main Street, Pawtucket, RI

Telephone: 729-6312

If any student feels that he/she is being discriminated against, the student/guardian can file a grievance with the principal of the school. If the issue is not resolved in 10 days, the student/guardian may contact the Assistant Superintendent of Schools. If the complaint remains unresolved after 10 days, the student/guardian may appeal to the Superintendent of Schools. Should the student/guardian not be satisfied with the Superintendent's decision, the student/guardian may submit his/her complaint to the

School Committee within 20 days. Any decision of the School Committee can be appealed to the Rhode Island Commissioner of Elementary and Secondary Education and/or to the Board of Regents.

Advanced Standing Opportunities

It is important that each and every student challenge themselves with rigorous and relevant courses. Recognizing that the JMW students have committed themselves to excellence, the Pawtucket School Department wants to increase the opportunities for more students to earn "Advanced Standing" credit for courses. As a result, next year some courses will offer the opportunity for students to engage in a more challenging set of course criteria if they so desire. Course syllabi will be developed to reflect the basic elements and criteria for the course as well as a more challenging set of "optional criteria" which may include additional reading, written assignments, or projects. Students who successfully complete the more challenging criteria will receive "Advanced Standing" designations on their transcript. Courses indicated with an asterisk in the course description section of this booklet will offer this option.

Schedule

Daily Schedule for the Jacqueline M. Walsh School for the Performing and Visual Arts
2008-2009

8:00	8:50	Period 1
8:53	9:43	Period 2
9:46	10:36	Period 3
10:39	11:29	Period 4
11:32	11:51	Lunch
11:54	12:44	Period 5
12:47	1:37	Period 6
1:40	2:30	Period 7
2:33	3:23	Period 8

FOR THE MOST PART STUDENTS WILL BE ENGAGED IN THEIR CORE ACADEMIC COURSES DURING PERIODS 1 THROUGH 4, WITH THE EXCEPTION OF ELECTIVES, SCIENCE OR SPANISH. DURING THE REMAINING PERIODS STUDENTS WILL TAKE A DOUBLE PERIOD IN THEIR MAJOR ARTS AREA AND SOME ELECTIVE, SCIENCE, OR FOREIGN LANGUAGE CLASSES. FINALLY, SENIORS WILL BE WORKING ON SENIOR PROJECTS DURING A SPECIFIED PERIOD DESIGNATED FOR THAT PURPOSE.

MEASURES OF GRADUATION BY PROFICIENCY

The Pawtucket School Department has established the following graduation by proficiency requirements for all students in accordance with the Board of Regents' High School Regulations.

The Pawtucket School Department has chosen the following assessment measures for its students to demonstrate measures of graduation by proficiency:

1. Proficiency-based Departmental Course Assessments
2. Graduation Portfolios
3. Participation in State Assessments in English language arts and mathematics (science beginning in the year 2008)

Proficiency-based Departmental Course Assessments: Proficiency-based departmental course assessments align to the individual course requirements, the appropriate Grade Span Expectations, Applied Learning Standards, Learner Expectations, and appropriate National Content Standards. Each course will include multiple opportunities for students to demonstrate proficiency on the required standards and/or learner outcomes. All students must achieve standard or higher. Performance portions of these assessments may become part of the Graduation Portfolio.

Graduation Portfolio: Students will maintain a Graduation Portfolio that represents evidence of proficiency achieved in all academic areas. The Graduation Portfolio is composed of a sub-set of successful student work tied to the district's Academic Expectations/Learner Outcomes, Grade Span Expectations, or National Content Standards.

State Assessments: Students will be required to participate in the Grade 11 New England Comprehensive Assessment Program (NECAP).

HONOR ROLL

Placement on the Honor Roll for any given trimester is based on trimester grades. A grade of *incomplete* will keep a student off the Honor

Roll until grades are made up.

Highest Honors: 90% or over (an A is required in every subject.)

Honors: 80% is required (A or B in every subject)

HONOR SOCIETIES

NATIONAL HONOR SOCIETY

- Candidates must be members of the junior @ JMW
- Candidates must have a cumulative scholastic average of **at least 87% (unweighted)**. Candidates shall then be evaluated on the basis of **scholarship, service, leadership, and character**.
- Candidate eligibility for National Honor Society with respect to character is at the discretion of the Faculty Council.
- For National Honor Society, a minimum active participation and organization of two school directed service projects per academic year is required, one of which must be completed prior to induction. In addition, a minimum of 20 hours of community service is required. Ten hours of community service must be completed outside of school and reported from the organization on letterhead and ten hours completed inside of school.
- Annual individual member dues charged in the National Honor Society are determined by the faculty council.
- Candidates become members when inducted at a special ceremony.

RHODE ISLAND HONOR SOCIETY

Rhode Island Honor Society is open solely to seniors. A total average of 85% must be maintained for the classes of 2009 and 2010 as follows:

- 2009 – two semesters and eight trimesters
- 2010 (and beyond) – eleven trimesters

SUMMER SCHOOL POLICY (Grades 9-12)

In order for a student to be eligible to attend Summer School, the following guidelines must be met:

1. A student must receive a minimum of 60 as a final failing grade to be eligible to attend summer school. If a student receives a final grade lower than 60, he/she may appeal his/her case to a committee* which determines eligibility for summer school. All assigned students must attend summer school.
2. A student must be in attendance for 88% of a class which meets for a trimester (53 of 60 days) for a half -unit. If a student is in attendance for less than 53 of the 60 days due to extenuating circumstances, he/she may appeal his/her case to the committee* which determines eligibility for summer school.
3. All students attending summer school must complete 20 hours to make up a half-unit course failed.
4. A student may take a maximum of 2 units per summer.
5. All students must attend a city approved summer school. Should there be a request for a student to receive another form of tutoring to make up for a failing grade, the decision would be made by the Superintendent of Schools.
6. The student is not to receive a grade higher than 70 for courses taken in summer school. His/her grade of 70 is to be recorded on the student's permanent record card.

7. Summer school courses not taken for make up but for personal growth and development may not be substituted for regular school credit courses.

8. Seniors who failed to graduate may be granted credit for summer school courses and receive their diplomas only with the approval of the Superintendent of Schools.

9. All students must pass a standards-based course assessment administered by the Pawtucket School Department prior to receiving credit.

10. The standards-based course assessment will be administered on the last two days of the program.

*Committee to include: Principal, student's counselor, and classroom teacher from same subject area.

HIGH SCHOOL PROMOTION

1. All students attending JMW must meet the following requirements in order to be promoted to the next grade level.

a) A student's grade level status shall be determined by the number of units needed each year (Class of 2010 and beyond), or by the number of combined credits and units earned each year (Class of 2009).

b) In addition to the above requirement, a student must earn a minimum of 5.5 units in grade 9, in grade 10, in grade 11, and in grade 12.

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

NOTE: In some situations, a student may be considered a twelfth grade student if the number of units attempted and passed in grade 12 will equal the number of credits and or units necessary to graduate.

For the Class of 2010 and beyond at JMW

5.5 units are necessary in order to become a sophomore

11.5 units are necessary in order to become a junior

18.0 units are necessary in order to become a senior

25.0 units are necessary in order to graduate

CREDIT RECOVERY INFORMATION

The credit recovery program allows Juniors and Seniors currently enrolled in either high school who have failed courses and lack units for graduation to obtain the necessary units to graduate. The sending school will determine the course(s) the student needs to take prior to entrance. Permission must be obtained by both the sending school and parent/guardian. Cost is \$50.00 per course. The Credit Recovery Program offers students the opportunity to receive targeted instruction in academic areas in which they have failed to demonstrate proficiency. The sending school's Guidance Department makes student recommendations for enrollment. Referrals may include students

who:

- Have received a minimum of 60 as a final grade

- Have been in attendance for 88% of a class which meets for a trimester (53 of 60 days for a half unit)

(If a student has extenuating circumstances, he/she may appeal to a committee which will determine eligibility. This committee consists of the Principal, guidance counselor, and classroom teacher.)

Students must complete 20 hours to make up a .5 unit course.

Students may attend any or all of the three sessions.

PROGRAMS

SPECIALIZED HIGH SCHOOL PROGRAMS

Information regarding the *JMW School for the Performing and Visual Arts*, the *Alternative Learning Program*, and the *Diploma Plus*

Programs are available from the Pawtucket School Department Central Office.

MEASURES OF GRADUATION BY PROFICIENCY

The Pawtucket School Department has established the following graduation by proficiency requirements for all students in accordance with the Rhode Island Board of Regents' High School Regulations.

Graduation Requirements

1. Demonstration of proficiency
 - Proficiency-based Comprehensive Course Assessments
 - Graduation Portfolios
2. Participation in State Assessments in English language arts, mathematics, and science
3. Successful completion of twenty-five course units as outlined below.

Proficiency-based Comprehensive Course Assessments: Proficiency-based comprehensive course assessments are part of every aligned to the individual course requirement, and aligned to the appropriate Grade Span Expectations, Applied Learning Standards, Learner Expectations, and appropriate National Content Standards. These assessments provide students with opportunities to demonstrate a variety of proficiencies. The performance portions of these assessments may become part of the student's Graduation Portfolio.

Graduation Portfolio: Students will maintain a Graduation Portfolio that represents evidence of proficiency achieved in all academic areas. The Graduation Portfolio is composed of a sub-set of successful student work tied to the district's Academic Expectations/Learner Outcomes, Grade Span Expectations, Applied Learning Standards, and National Content Standards. Each course provides multiple opportunities for students to demonstrate proficiency on the required standards and/or learner outcomes.

State Assessments: Students will be required to participate in the Grade 11 New England Comprehensive Assessment Program (NECAP) in English Language Arts, Mathematics, and Science.

Course Unit Requirements

For the Class of 2012 and beyond, every student must successfully complete the following units:

English 5
Mathematics 4 (plus 1 additional Mathematics related unit)
Science 3
Social Studies 3 (one unit must be U. S. History I)
Art, Music, Theatre ½
Physical Education/Health 2
Technology ½
Electives 6 (Students are strongly encouraged to select electives that support their chosen pathway)

Total 25 Units

For the Class of 2011, every student must successfully complete the following units:

English 4.5
Mathematics 3.5 (plus 1 additional Mathematics related unit)
Science 3
Social Studies 3 (one unit must be U. S. History I)
Art, Music, Theatre ½
Physical Education/Health 2
Technology ½
Electives 7 (Students are strongly encouraged to select electives that support their chosen pathway)

Total 25 Units

For the Class of 2010, every student must successfully complete the following units:

English 4

Mathematics 3 (plus 1 additional Mathematics related unit)

Science 3

Social Studies 3 (one unit must be U. S. History I)

Art, Music, Theatre ½

Physical Education/Health 2

Technology ½

Electives 8 (Students are strongly encouraged to select electives that support their chosen pathway)

Total 25 Units

These units reflect minimum requirements for high school graduation and do not take into consideration requirements of Colleges/Universities and Technical schools (i.e. World Language requirements, etc.).

Certificate of Initial Mastery (CIM) - Students have the option of obtaining a CIM. The CIM is a set of assessments that students can use to demonstrate their mastery of academic and applied learning skills that are essential for their academic expertise and career development. Students earning a CIM will receive an endorsement on their high school diploma indicating their success in meeting the standard on rigorous assessments. The CIM has 4 basic components, each of which has multiple elements. Students must achieve standard or higher on all elements.

English Language Arts Two on-demand performance tasks **Math** Two on-demand performance tasks

One extended performance task one extended performance task

Scores on ELA state assessment Scores on Math state assessment

Work Habits Evaluation forms for teamwork and personal responsibility

Capstone Project The Capstone Project begins with a student's interest in exploring a question through in-depth learning and

research. The core question should focus on applied learning and works best when it is routed in real world issues. This core question will lead the student to the creation of an identifiable product that can be judged for how well it meets the applied learning and content standards chosen. The Capstone presentation is required after completing the Capstone project. The student will have the opportunity to describe the process of learning, along with the results to a judging committee.

EXPECTATIONS FOR STUDENT LEARNING

STUDENTS ARE EXPECTED TO MEET THE FOLLOWING **ACADEMIC, SOCIAL, and CIVIC EXPECTATIONS** and **demonstrate proficiencies in English language arts, mathematics, science, social studies, the arts, and technology:**

ACADEMIC EXPECTATIONS

A 1 Read effectively for a variety of purposes

A 2 Write effectively for a variety of purposes

A 3 Listen attentively, speak and converse intelligently, and view critically

A 4 Present oral reports and/or make presentations using a variety of media

A 5 Analyze problems, determine a course of action using a variety of skills and strategies

A 6 Use critical and analytical thinking for a variety of purposes

A 7 Demonstrate content knowledge through content specific, performance-based, and project-based assessments

A 8 Access information and apply technology to enhance the learning process

SOCIAL EXPECTATIONS

S 1 Promote, celebrate and respect diversity

S 2 Develop skills, competencies and qualities to succeed both personally and professionally

CIVIC EXPECTATIONS

C 1 Demonstrate personal responsibility for good citizenship

APPLIED LEARNING STANDARDS

Applied learning refers to the knowledge and skills that students need in order to **use** what they learn in school to meet the challenges of life. These include:

Applied Learning (AL)

AL 1 **Critical thinking:** The student detects incompleteness, inconsistency, and opportunities for expansion of ideas, products, procedures, etc. and formulates core questions and assertions about topics or areas of interest.

AL 2 **Problem solving:** The student organizes and conducts a process to create intellectual or physical products, holds an event, or otherwise moves towards the solution of an identified issue or problem.

AL 3 **Research:** The student uses information tools and technology to learn and deepen his or her understanding about a topic or area of interest.

AL 4 **Communication:** The student questions, informs, and learns from others.

AL 5 **Reflection and Evaluation:** The student reviews and thinks critically about past activity and plans for the future; and thinks critically about a completed activity or project and uses insights based on the review to change planned activities.

RHODE ISLAND GRADE SPAN EXPECTATIONS & NATIONAL CONTENT STANDARDS

ENGLISH LANGUAGE ARTS

Rhode Island Grade Span Expectations READING (R)

R – 2 Identifies the meaning of unfamiliar vocabulary

R – 3 Shows breadth of vocabulary knowledge through demonstrating understanding of word meaning and relationships

R – 4 Demonstrates initial understanding of elements of literary text

R – 5 Analyzes and interprets elements of literary text, citing evidence where appropriate

R – 6 Analyzes and interprets author's craft, citing evidence where appropriate

R – 7 Demonstrates initial understanding of informational text (expository and practical texts)

R – 8 Analyzes and interprets informational text, citing evidence as appropriate

R – 11 Reads grade-level appropriate material with accuracy and fluency

R – 12 Demonstrates ability to monitor comprehension and strategy use for different types of text and purposes

R – 13 Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text

R – 14 Demonstrates the habit of reading widely and extensively

R – 15 Researches by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis

R – 16 Generates a personal response to what is read

R – 17 Demonstrates participation in a literate community

Rhode Island Grade Span Expectations WRITING (W)

W 1 Demonstrates command of the structures of sentences, paragraphs, and text

- W 2 Shows understanding of ideas/concepts and plot in response to literary and informational text
- W 3 Makes and supports analytical judgments about text in response to literary and informational text
- W 4 Organizes and relates a story line/plot/series of events in written narratives
- W 5 Demonstrates use of narrative strategies to engage the reader
- W 6 Organizes ideas/concepts in informational writing
- W 7 Effectively conveys purpose in informational writing
- W 8 Demonstrates use of a range of elaboration strategies in informational writing
- W 9 Demonstrates command of appropriate English conventions in independent writing
- W 10 Uses a writing process, including pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products
- W 11 Demonstrates the habit of writing extensively
- W 12 Demonstrates awareness of purpose in writing poetry
- W 13 Uses language effectively in writing poetry
- W 14 Explores and shares thoughts, observations, and impressions in reflective writing

Rhode Island Grade Span Expectations ORAL COMMUNICATION (OC)

- OC 1 Demonstrates interactive listening
- OC 2 Makes oral presentations

MATHEMATICS

Rhode Island Grade Span Expectations Mathematics (M)

Number & Operation (MNO)

- MNO 2 Demonstrates understanding of the relative magnitude of real numbers
- MNO 4 Accurately solves problems
- MNO 6 Uses a variety of mental computation strategies to solve problems
- MNO 7 Makes appropriate estimates
- MNO 8 Applies properties of numbers to solve problems

Geometry and Measurement (MGM)

- MGM 2 Creates formal proofs and makes and defends conjectures, constructs geometric arguments, uses geometric properties, or uses theorems to solve problems
- MGM 4 Applies the concepts of congruency
- MGM 5 Applies concepts of similarity
- MGM 6 Solves problems involving perimeter, circumference, or area
- MGM 7 Uses units of measure appropriately and consistently when solving problems across content strands; makes conversions within or across systems and makes decisions concerning appropriate degree of accuracy in problem situations
- MGM 9 Solves problems on and off the coordinate plane
- MGM 10 Demonstrates conceptual understanding of spatial reasoning and visualization

Functions and Algebra (MFA)

- MFA 1 Identifies, extends, and generalizes a variety of patterns
- MFA 2 Demonstrates conceptual understanding of linear and nonlinear functions and relations
- MFA 3 Demonstrates conceptual understanding of algebraic expressions
- MFA 4 Demonstrates conceptual understanding of equality

Data, Statistics, and Probability (MDSP)

- MDSP 1 Interprets representations of data
- MDSP 2 Analyzes patterns, trends, or distributions in data in a variety of contexts
- MDSP 3 Organizes, identifies, and describes representations or elements of representations that best display a given set of data or situation
- MDSP 4 Uses counting techniques to solve contextualized problems
- MDSP 5 Solves problems involving experimental or theoretical probability
- MDSP 6 Conducts a data investigation

SCIENCE

Rhode Island Grade Span Expectations for LIFE SCIENCE (LS)

LS 1 All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, and species)

LS 2 Matter cycles through an ecosystem

LS 3 Groups of organisms show evidence of change over time (structures, behaviors, and biochemistry)

LS 4 Humans are similar to other species in many ways, and yet are unique among Earth's life forms

Rhode Island Grade Span Expectations for PHYSICAL SCIENCE (PS)

PS 1 All living and non-living things are composed of matter having characteristic properties that distinguish one substance from another (independent of size or amount of substance)

PS 2 Energy is necessary for change to occur in matter; energy can be stored, transferred, and transformed, but cannot be destroyed

PS 3 The motion of an object is affected by forces

Rhode Island Grade Span Expectations for EARTH & SPACE SCIENCE (ESS)

ESS 1 The Earth and earth materials as we know them today have developed over long periods of time, through continual change processes

ESS 2 The earth is part of a solar system, made up of distinct parts that have temporal and spatial interrelationships

ESS 3 The origin and evolution of galaxies and the universe demonstrate fundamental principles of physical science across vast distances and time

SOCIAL STUDIES

Rhode Island Grade Span Expectations for HISTORICAL PERSPECTIVES (HP)

HP 1 History is an account of human activities, that is interpretive in nature

HP 2 History is a chronicle of human activities, diverse people, and the societies they form

HP 3 The study of history helps us understand the present and shape the future

National Standards in HISTORICAL THINKING (HT)

HT 1 The student thinks chronologically

HT 2 The student comprehends a variety of historical sources

HT 3 The student engages in historical analysis and interpretation

HT 4 The student conducts historical research

HT 5 The student engages in historical issues-analysis and decision-making

Rhode Island Grade Span Expectations for GOVERNMENT and CIVICS (GC)

GC 1 People create and change structures of power, authority, and governance in order to accomplish common goals

GC 2 The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches

GC 3 In a democratic society all people have certain rights and responsibilities

GC 4 People engage in political processes in a variety of ways

GC 5 As members of an interconnected world community, the choices we make impact others locally, nationally, and globally

National Standards for UNITED STATES HISTORY (USH)

Era 1: Three Worlds Meet (Beginnings to 1620)

USH 1.1 Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450

USH 2.1 How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples

Era 2: Colonization and Settlement ((1585 – 1763)

USH 2.1 Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean

USH 2.2 How political, religious, and social institutions emerged in the English colonies

USH 2.3 How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas

Era 3: Revolution and the New Nation (1754 – 1820s)

USH 3.1 The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory

USH 3.2 The impact of the American Revolution on politics, economy, and society

USH 3.3 The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815

to create the foundation of the American political system based on the US Constitution and the Bill of Rights

Era 4: Expansion and Reform (1801 – 1861)

USH 4.1 United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

USH 4.2 How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions

USH 4.3 The extension, restriction, and reorganization of political democracy after 1800

USH 4.4 The sources and character of cultural, religious, and social reform movements in the antebellum period

Era 5: Civil War and Reconstruction (1850 – 1877)

USH 5.1 The causes of the Civil War

USH 5.2 The course and character of the Civil War and its effect on the American people

USH 5.3 How various reconstruction plans succeeded or failed

Era 6: The Development of the Industrial United States (1870 – 1900)

USH 6.1 How the rise of corporations, heavy industry, and mechanized farming transformed the American people

USH 6.2 Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity

USH 6.3 The rise of the American labor movement and how political issues reflected social and economic changes

USH 6.4 Federal Indian policy and United States foreign policy after the Civil War

Era 7: The Emergence of Modern America (1890 – 1930)

USH 7.1 How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption

USH 7.2 The changing role of the United States in world affairs through World War I

USH 7.3 How the United States changed from the end of World War I to the eve of the Great Depression

Era 8: The Great Depression and World War II (1929 – 1945)

USH 8.1 The causes of the Great Depression and how it affected American society

USH 8.2 How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state

USH 8.3 The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the US role in world affairs

Era 9: Postwar United States (1945 – 1970s)

USH 9.1 The economic boom and social transformation of postwar United States

USH 9.2 How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics

USH 9.3 Domestic policies after World War II

USH 9.4 The struggle for racial and gender equality and the extension of civil liberties

Era 10: Contemporary United States (1968 – present)

USH 10.1 Recent developments in foreign and domestic politics

USH 10.2 Economic, social, and cultural development in contemporary United States

National Standards for WORLD HISTORY (WH)

Era 1: The Beginnings of Human Society

WH 1.1 The biological and cultural processes that gave rise to the earliest human communities

WH 1.2 The processes that led to the emergence of agricultural societies around the world

Era 2: Early Civilizations and the Emergence of Pastoral Peoples, 4000 – 1000 BC

WH 2.1 The major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus Valley

WH 2.2 How agrarian societies spread and new states emerged in the third and second millennia BCE

WH 2.3 The political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE

WH 2.4 Major trends in Eurasia and Africa from 4000 – 1000 BCE

Era 3: Classical Traditions, Major Religions, and Giant Empires, 1000 BCE – 300 CE

WH 3.1 Innovation and change from 1000-600 BCE: horses, ships, iron, and monotheistic faith

WH 3.2 The emergence of Aegean civilization and how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia, 600 – 200 BCE

WH 3.3 How major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE – 300 CE

WH 3.4 The development of early agrarian civilizations in Mesoamerica

WH 3.5 Major global trends from 1000 BCE – 300 CE

Era 4: Expanding Zones of Exchange and Encounter, 300 – 1000 CE

WH 4.1 Imperial crises and their aftermath, 300 – 700 CE

WH 4.2 Causes and consequences of the rise of Islamic civilization in the 7th to 10th centuries

WH 4.3 Major developments in East Asia and Southeast Asia in the era of the Tang dynasty, 600 – 900 CE

WH 4.4 The search for political, social, and cultural redefinition in Europe, 500 – 1000 CE

WH 4.5 The development of agricultural societies and new states in tropical Africa and Oceania

WH 4.6 The rise of centers of civilization in Mesoamerica and Andean South America in the first millennium CE

WH 4.7 Major global trends from 300 – 1000 CE

Era 5: Intensified Hemispheric Interactions, 1000 – 1500 CE

WH 5.1 The maturing of an interregional system of communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion

WH 5.2 The redefining of European society and culture, 1000 – 1300 CE

WH 5.3 The rise of the Mongol empire and its consequences for Eurasian peoples, 1200 – 1350

WH 5.4 The growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries

WH 5.5 Patterns of crisis and recovery in Afro-Eurasia, 1300 – 1450

WH 5.6 The expansion of states and civilizations in the Americas, 1000 – 1500

WH 5.7 Major global trends from 1000 – 1500 CE

Era 6: The Emergence of the First Global Age, 1450 – 1770

WH 6.1 How the transoceanic interlinking of all major regions of the world from 1450 – 1600 led to global transformations

WH 6.2 How European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1470 – 1750

WH 6.3 How large territorial empires dominated much of Eurasia between the 16th and 18th centuries

WH 6.4 Economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500 – 1750

WH 6.5 Transformations in Asian societies in the era of European expansion

WH 6.6 Major global trends from 1450 – 1770

Era 7: An Age of Revolutions, 1750 – 1914

WH 7.1 The causes and consequences of political revolutions in the late 18th and early 19th centuries

WH 7.2 The causes and consequences of the agricultural and industrial revolutions, 1700 – 1870

WH 7.3 The transformation of Eurasian societies in an era of global trade and rising European power, 1750 – 1870

WH 7.4 Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830 – 1914

WH 7.5 Patterns of global change in the era of Western military and economic domination, 1800 – 1914

WH 7.6 Major global trends from 1750 – 1914

Era 8: A Half-Century of Crisis and Achievement

WH 8.1 Reform, revolution, and social change in the world economy of the early century

WH 8.2 The causes and global consequences of World War I

WH 8.3 The search for peace and stability

WH 8.4 The causes and global consequences of World War II

WH 8.5 Major global trends from 1900 to the end of World War I

Era 9: The 20th Century Since 1945: Promises and Paradoxes

WH 9.1 How post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up

WH 9.2 The search for community, stability, and peace in an interdependent world

WH 9.3 Major global trends since World War II

World History across the Eras

WH 10.1 Long-term changes and recurring patterns in world history

National GEOGRAPHY Standards (G)

G 1 Uses maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective

G 2 Uses mental maps to organize information about people, places, and environments in a spatial context

G 3 Analyzes the spatial organization of people, places, and environments on Earth's surface

G 4 Demonstrates understanding of the physical and human characteristics of places

G 5 Demonstrates understanding that people create regions to interpret Earth's complexity

G 6 Demonstrates understanding of how culture and experience influence people's perception of places and regions

G 7 Demonstrates understanding of the physical processes that shape the patterns of Earth's surface

G 8 Demonstrates understanding of the characteristics and spatial distribution of ecosystems on Earth's surface

G 9 Demonstrates understanding of the characteristics, distribution, and migration of human populations on Earth's surface

G 10 Demonstrates understanding of the characteristics, distributions, and complexity of Earth's cultural mosaics

G 11 Demonstrates understanding of the patterns and networks of economic interdependence on Earth's surface

G 12 Demonstrates understanding of the process, patterns, and functions of human settlement

G 13 Demonstrates understanding of how the forces of cooperation and conflict among people influence the division of the Earth's surface

G 14 Demonstrates understanding of how human actions modify the physical environment

G 15 Demonstrates understanding of how physical systems affect human systems

G 16 Demonstrates understanding of changes that occur in the meaning, use, distribution, and importance of resources

G 17 Demonstrates understanding of how to apply geography to interpret the past

G 18 Demonstrates understanding of how to apply geography to interpret the present and the plan for the future

National Content Standards in ECONOMICS (E)

E 1 Understands that productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

E 2 Understands that effective decision making requires comparing the additional costs of alternatives with the additional benefits.

E 3 Understands that different methods can be used to allocate goods and services.

E 4 Understands that people respond predictably to positive and negative incentives.

E 5 Understands that voluntary exchange occurs only when all participating parties expect to gain.

E 6 Understands that when individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.

E 7 Understands that markets exist when buyers and sellers interact. This interaction determines market prices, and thereby allocates scarce goods and services.

E 8 Understands that prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.

E 9 Understands that competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most themselves.

E 10 Understands that institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and well-enforced property rights, is essential to a market economy.

E 11 Understands that money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

E 12 Understands that interest rates, adjusted for inflation, rise and fall to balance the amount saved with the amount borrowed, thus affecting the allocation of scarce resources between present and future uses.

E 13 Understands that income for most people is determined by the market value of the productive resources they sell.

- E 14 Understands that entrepreneurs are people who take the risks of organizing productive resources to make goods and services.
- E 15 Understands that investment in factories, machinery, new technology, and the health, education, and training of people can raise future standards of living.
- E 16 Understands that there is an economic role for government to play in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.
- E 17 Understands that the costs of government policies sometimes exceeds benefits.
- E 18 Understands that a nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies, and others in the economy.
- E 19 Understands that unemployment imposes costs on individuals and nations. Unexpected inflation imposes costs on many people and benefits some others because it arbitrarily redistributes purchasing power. Inflation can reduce the rate of growth of national living standards, because individuals and organizations use resources to protect themselves against the uncertainty of future prices.
- E 20 Understands that federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices.

VISUAL and PERFORMING ARTS

RHODE ISLAND STANDARDS for DANCE (D)

Creating/Choreography (DC)

- DC 1 Solves movement problems
- DC 2 Uses choreographic forms and elements
- DC 3 Communicates ideas, emotion, or cultural aesthetic
- DC 4 Expresses a quality, style, and/or musicality

Performing (DP)

- DP 1 Shows kinesthetic awareness and movement skills
- DP 2 Demonstrates rhythmic acuity
- DP 3 Demonstrates dynamic range and artistic expression
- DP 4 Performs dance of two different genres or styles with stylistic fluency

Responding (DR)

- DR 1 Answers aesthetic questions about dance
- DR 2 Writes a significant number of dance reviews that show knowledge of dance as an art form, and of the process of dance criticism
- DR 3 Writes research papers on varied topics that show knowledge of dance as an art form
- DR 4 Passes an oral or written exam with above or at standard grades

RHODE ISLAND STANDARDS for MUSIC (M)

Creating (MC)

- MC 1 Improves melodies, variations, and accompaniments
- MC 2 Composes and/or arranges music within specified guidelines

Performing (MP)

- MP 1 Performs alone and with others a varied repertoire of music, including music of diverse genres
- MP 2 Shows evidence of music literacy by sight reading music at an appropriate level

Responding (MR)

- MR 1 Listens to, analyzes and describes music
- MR 2 Evaluates music and music performances
- MR 3 Understands the relationship between music, the other arts, and disciplines outside the arts
- MR 4 Understands music in relation to history and culture

RHODE ISLAND STANDARDS for THEATER- ACTING (THA)

Creating (THAC)

THAC 1 Creates characters through the use of observation, personal experience, imagination, improvisational techniques, and research

THAC 2 Demonstrates ability to analyze a script

THAC 3 Demonstrates knowledge of the language, terminology, common procedures, and traditions of theater

Performing (THAP)

THAP 1 Demonstrates artistic discipline in performance

THAP 2 Demonstrates vocal and physical acting technique

THAP 3 Demonstrates ability to take direction from the director and to interact with cast and audience

Responding (THAR)

THAR 1 Demonstrates ability to analyze and evaluate performances

THAR 2 Demonstrates ability to analyze and evaluate own performance

THAR 3 Demonstrates ability to accept and respond to feedback

RHODE ISLAND STANDARDS for TECHNICAL THEATER (THT)

Creating (THTC)

THTC 1 Demonstrates general knowledge of the terminology, language, common procedures, and traditions of theater

THTC 2 Demonstrates conceptual understanding of the director's vision through a design rendering or plot

THTC 3 Demonstrates knowledge of artistic, historical, cultural, and socioeconomic rendering or plot

THTC 4 Demonstrates understanding on how the elements of design psychologically affects the audience

Performing (THTP)

THTP 1 Applies technical knowledge by realizing a functional design or plot through its construction

THTP 3 Performs as a technician during performance

THTP 4 Appropriately maintains, strikes, stores, and cares for tools and materials used

Responding (THTR)

THTR 1 Demonstrates the ability to analyze and evaluate the productions of others regarding directorial and production concepts

THTR 2 Demonstrates the ability to analyze and evaluate own design, plot, and performance

THTR 3 Demonstrates ability to collaborate and communicate with director, other designers, technicians, and crew

RHODE ISLAND STANDARDS for the VISUAL ARTS (VA)

Creating (VAC)

VAC 1 Engages in self or group expression by creating original artwork and interpreting works of art

VAC 2 Develops the ability to communicate in the language of art forms through the use of materials, tools, and techniques

VAC 3 Makes connections between the visual arts and other disciplines

Responding (VAR)

VAR 1 Chooses and evaluates a range of subject matter, symbols, and ideas

VAR 2 Understands the relationship within personal, social, cultural, and historical contexts

VAR 3 Makes connections between visual arts and other disciplines

WORLD LANGUAGES

American Council on the Teaching of FOREIGN LANGUAGE Content Standards (FL)

FL 1 Communicates through reading, writing, speaking, listening, and viewing in languages other than English

FL 2 Gains knowledge and understanding of other cultures

FL 3 Connects with other disciplines and acquire information

FL 4 Develops insight into the nature of language and culture

FL 5 Participates in multi-lingual communities at home and around the world

COURSE DESCRIPTIONS

ENGLISH

GENRE STUDY 9*

Code: JMW102

In this course students examine all literary genres and the use of literary devices. Students apply balanced literacy strategies to core reading/writing assignments. The course includes extended text-based projects.

Summer reading is mandatory.

AMERICAN LITERATURE 10*

Code: JMW112

Students examine American Literature and are exposed to the works that have shaped American culture. A balanced approach to literacy is used for core reading/writing assignments that include response to literature, narrative account, report of information, and persuasion. Group work and oral presentations are components of this course.

Summer reading is mandatory.

BRITISH LITERATURE 11*

Code: JMW122

This course is a survey of British Literature and exposes students to the many works that demonstrate the influence of the British tradition on the world. A balanced approach to literacy is used for core reading/writing assignments that include response to literature, narrative account, report of information, and persuasion. Group work and oral presentations are components of this course.

Summer reading is mandatory.

ENGLISH 12*

Code: JMW132

WORLD LITERATURE 12

This course is a survey of World Literature with an emphasis on analysis and interpretation and an appreciation of Western and non-western literature. A balanced approach to literacy is used for core reading/writing assignments that include response to literature/critical analysis, persuasion, oral presentations, and the college application essay and two major research projects with reflection. The six units, six weeks each in length, and encompassing literature from all continents, will be thematic in structure: Unit 1 Government and Power, Unit 2 Justice, Unit 3 Ethics and Morality, Unit 4 The Mind, Unit 5 Colonialism and Magic Realism, Unit 6 Feminism.

Summer reading is mandatory.

ADVANCED PLACEMENT WORLD LITERATURE 12

CODE: TBA

1 Unit

This course is offered to students who have already demonstrated grade level proficiency in English Language Arts and are interested in pursuing a rigorous course of study that is both accelerated and enriched. It is an intensive study of World Literature with an emphasis on literary criticism and an appreciation for Western and non-western literature. A balanced approach to

literacy is used for core reading/writing assignments that include response to literature/critical analysis, persuasion, oral presentations, the college application essay and two major research papers with reflection. This course is geared to preparing students for the Advanced Placement Exam in English Language Arts. The six units, six weeks each in length, and encompassing literature from all continents, will be thematic in structure: Unit 1 Government and Power, Unit 2 Justice, Unit 3 Ethics and Morality, Unit 4 The Mind, Unit 5 Colonialism and Magic Realism, Unit 6 Feminism. In addition, students will study and respond to works written by great writers and thinkers through history from Plato to Nietzsche.

Summer reading is mandatory.

SOCIAL STUDIES

UNITED STATES HISTORY I*

Code: JMW312

This course is a survey of the American story starting with the 1750's and concluding with the closing of the frontier. Students will study and analyze the important issues and events of our history during this period of time.

UNITED STATES HISTORY II*

Code: JMW322

This course continues the survey of the American story begun in United States History I. This course deals with those important developments that influenced the history of the United States from the Gilded Age to the present.

Standards: All Historical Thinking Standards and United States History Standards Eras 6 through 10

Prerequisite: US History I

*Students who successfully complete the more challenging criteria will receive "Advanced Standing" designations on their transcript.

WORLD HISTORY I

Code: TBA 1 Unit

This college preparatory course requires the student to understand our past history to 1600. Students will explain events and elements of world culture during this period. How European influences expand to become global in nature by 1600 is stressed, while Eastern influences will be introduced to complete the discussion. This course is suggested for all ninth grade students before beginning the US History program.

Standards: All Historical Thinking Standards, World History Standards for Eras 1 through 5, and 10, E1, E2, E6, G1, G2 **Wt. 3**

Suggested elective for students in the Public Administration Academy

MATHEMATICS

ALGEBRA I + MATH I

Code: TBA

Algebra I + covers all of the standards addressed in a traditional Algebra I course, plus additional material. It focuses on the conceptual aspects of mathematics with an

emphasis on mathematical ideas that are drawn from real world situations.

Hands-on activities, group work, and individual learning styles are encouraged.

Communication, reasoning and higher-order thinking are emphasized. Topics

include functions, multiple representations of linear relationships, a data study, polynomials, solving linear and non-linear equations, and solving systems of linear equations.

Standards: MNO2, MNO6, MNO7, MNO8, MFA1, MFA2, MFA3, MFA4, MDSP1, MDSP2, MDSP3, MDSP6

GEOMETRY + * MATH II

Code: TBA

Geometry + covers all of the standards addressed in a traditional Geometry course, plus additional units on probability and statistics. Topics include the relationships of points, lines, planes, and space, properties of the common geometric figures (angles, triangles, quadrilaterals, circles, polygons and spheres), congruence and similarities of geometric figures, right triangle trigonometry, area, perimeter, volume, probability, measures of central tendency, representations of data, and a data study.

Standards: MNO4, MNO6, MGM2, MGM4, MGM5, MGM6, MGM7, MGM9, MGM10, MDSP1, MDSP2, MDSP3, MDSP4, MDSP5, MDSP6

** Advanced Standing designation is available for any student enrolled in the course. Those students will receive enhanced homework assignments and assessments reflecting an extended and deeper knowledge of the concepts.*

ALGEBRA II + MATH III

Code: TBA

Algebra II + covers all of the standards addressed in a traditional Algebra II course, plus additional material. Topics include solving systems of linear inequalities, linear programming, polynomials, rational exponents and roots, quadratics, rational expressions, exponential equations, and logs.

Standards: MNO1, MNO4, MFA2, MFA3, MFA4

Prerequisites: Algebra I

ADVANCED STANDING PRE-CALCULUS MATH IV

Code: TBA

This course is offered to students who are interested in pursuing a rigorous course of study that is both accelerated and enriched. It is designed to prepare students for Calculus or as a preparation for college level mathematics. Topics include linear relations and functions, systems of linear equations and inequalities, the nature of graphs, polynomial and rational functions, trigonometric functions, graphs, identities and equations, complex numbers, exponential and logarithmic functions, and polar coordinate topics. All topics will routinely require the use of the graphing calculator.

Standards: MFA1, MFA2, MFA3, MFA4, MGM6, MGM9, MGM10

Prerequisites: Algebra II and Geometry

Graphing Calculator Required (TI-83+ Recommended)

INTEGRATED MATHEMATICS IV

Code: TBA

This standards-based course develops and strengthens the skills, concepts and problem solving explored in Integrated Mathematics I, II, and III. Hands-on activities, group work, and individual learning styles are encouraged. Communication, reasoning and higher-order thinking are emphasized. Topics include constant, average and variable rates of change, leading to the development of derivatives, trigonometric functions, polar coordinates and Pythagorean identities, graphical analysis of functions on the coordinate plane, normal distributions, standard deviation and margins of error.

Standards: MFA1, MFA2, MFA3, MGM6, MGM9, MGM10

Prerequisite: Integrated Mathematics III

ADVANCED PLACEMENT CALCULUS

Code: TBA

This course is offered to students who are interested in pursuing a rigorous course of study that is both accelerated and enriched. It is a prerequisite for any extended work in mathematics, science or social sciences at the college level. Topics include lines, functions and graphs, limits and continuity, derivatives and their applications, integrals and their applications, differential equations and mathematical models. Solutions will be determined and verified using the graphing calculator. This course prepares the student to take the Advanced Placement Exam to obtain possible college credit for Calculus.

Standards: MFA1, MFA2, MFA3, MFA4, MGM6, MGM9, MGM10

Prerequisite: Pre-Calculus

Graphing Calculator Required (TI-83+ Recommended)

SCIENCE

BIOLOGY I*

Code: JMW403

This course is offered for the student interested in developing an appreciation of biological principles. This course examines the principles and concepts of the living world. Topics include: The Scientific Method, Ecology, Evolution/Fossil Record, Classification, the Cell, Mitosis/Meiosis, Genetics, DNA/Protein Synthesis, and Homeostasis.

CHEMISTRY I*

Code: JMW421

This course is designed to introduce students to principles of chemistry. Quantitative skills are promoted and lab work is an essential part of the course. Topics include: Scientific Method, Matter, Energy in Chemical Systems, Modern Atomic Theory, the Periodic Table, Chemical Formulas, Balancing Chemical Equations, the Mole, Stoichiometry, and Gas Laws.

Prerequisite: Algebra I or Integrated Mathematics I

PHYSICAL SCIENCE

Code: TBA

PHYSICAL SCIENCE

The purpose of Physical Science is to introduce students to the concepts of matter and energy. Emphasis will be placed on conceptual learning, with mathematical concepts being taught based on student preparation. Topics include:

Part a: Matter, Structure of an Atom, Periodicity, and Nuclear Reactions
Part b: Forces and Motion, Waves, Light, Sound, and Electricity and Magnetism
Standards: PS1, PS2, PS3, ESS1 **Wt. 3**

ADVANCED PLACEMENT BIOLOGY II

CODE: TBA

This course is intended for students who are seeking to further their foundation in Biology or who want in-depth preparation for the Biology AP exam. It is designed to be the equivalent of the General Biology Course usually taken during the first year of college. Students should be prepared and motivated to work at a fast pace, and devote considerable time to reading and writing assignments. Laboratory activities are included in the course. Topics include:
Part a: Chemistry of Life, Cells, Cellular Energetics, Heredity, Molecular Genetics, and Ecology
Part b: Evolutionary Biology, Diversity of Organisms, and Structure and Function of Plants and Animals **Wt. 4**
Standards: LS1, LS2, LS3, LS4, LS9, PS2
Prerequisite: Biology I, Chemistry I, Physics I (may be taken concurrently)

WORLD LANGUAGE

SPANISH I

Code: JMW511

In the first level of Spanish there is an introduction to the sound system, with listening and oral practice receiving major emphasis. Basic reading and writing skills are established, and a systematic approach to the structure of the language is used. Oral presentations are a course requirement.
Prerequisite: Spanish I or equivalent

SPANISH II

Code: JMW512

In the second level of Spanish there is a refining of skills covered in the first level of Spanish. Listening, oral practice, and basic writing are continued in order to increase the student's command of the language. Increased emphasis is placed on cultural reading and proficiency in self-expression. Oral presentations are a course requirement.
Prerequisite: Spanish I or equivalent

SPANISH III

Code: JMW513

In the third level of Spanish emphasis is placed on the technical aspects of sentence structure to increase oral proficiency and writing skills as a means of self-expression. Spanish literature is introduced in order to develop skills in reading for basic understanding, analysis and interpretation. Oral presentations are a course requirement.
Prerequisite: Spanish II or equivalent

PHYSICAL EDUCATION/HEALTH

The **Physical Education** curriculum includes physical fitness activities, individual, dual and team sports, along with recreational and seasonal activities. Healthy competition, team work, healthy living, and physical conditioning are strongly emphasized. An Adapted Physical Education program is available for those students whose Individual Education Plans specify the need for such a class as well as for those students whose participation in the regular program is limited due to medical or physical conditions. **Health Education** is incorporated into the Physical Education program for all students in grades 9 through 11. The curriculum covers environmental health, nutrition, mental health, substance abuse, human sexuality, and communicable diseases. The Health program strives to motivate students to develop good health habits and to develop positive decision making regarding their health. This program also aims to help students understand the importance of health promotion as a foundation for a healthy life.

Code: JMW880 Freshmen/Sophomore
Code: JMW881 Junior /Senior

MAJORS

DANCE

DANCE SEMINAR (Freshmen/Sophomores)

Code: JMW960

Anatomy for Dancers

This course will give students a basic understanding of anatomy for dancers as well as practical understanding of injury prevention and correction. Focus will be on proper dance technique applications for a career in performance or dance education.

Dance Composition

This course focuses on learning the basic tools of dance making and movement invention. Each student will work to find his/her individual voice while finding solutions to various creative problem solving experiences provided by the teacher. Since choreography demands inventiveness, judgment, and insight on the part of all participants, students will participate in the many stages of the creative process, as both creators and peer-mentors. Students will analyze and discuss choreography and works of art produced by professional working artists as well as effectively analyze the creative work of fellow classmates. At the completions of this course, students can expect to have fulfilled the portfolio requirements of (C1) in the Creating section of the RI State Dance Standards.

DANCE COMPOSITION (JUNIORS)

Code: JMW961

Dance History

This course is a basic survey of dance history and dance appreciation. It will provide students with a solid background in dance history with a strong focus on the early forms of performing arts in America, early classical dance, and the founders of Modern dance. Students will view, read about, & reconstruct historic dance works & styles, research the roots of dance in America, and study and perform masterworks through the use of the *American Dance Legacy Institutes Repertory Etudes™* packages.

DANCE HISTORY (Seniors)

Code: JMW962

Senior Seminar

In this course students will prepare to use their four years of intensive dance study for real world applications. The year will begin with audition preparation for conservatory programs as well as for professional dance company positions. Once students are properly prepared for the audition process coursework will focus on the elements of concert production including funding, proposal & grant writing, costuming, auditioning and rehearsing dancers, as well as all of the technical & administrative aspects of the role of concert producers. At the end of the course student will demonstrate proficiency through a self-producing project called "Senior Night". This will allow student to fulfill the remaining Creating proficiency requirements of (C2, C3, & C4) of the RI State Dance Standards.

MUSIC

FRESHMAN MUSIC

Code: JMW935

This class is designed to emerge students into the fundamentals of music. Students will study music notation, major and minor scales and triads, and diatonic intervals. Students will also learn how to sight read in unison and parts using solfege syllables and will be able to aurally identify and dictate rudimentary melodies and rhythms. All students, regardless of instrument, will be required to play piano, guitar, and develop vocal technique. Piano development will be based on individual skill with the overall completion of a beginner adult series piano book and gain enough technical skills to perform on the piano by graduation. Guitar instruction will include basic open chords and boxed scale patterns. Vocal technique will include choral ensemble using standard vocal repertoire. Outside of school, students are required to study privately on their particular instrument/voice with a reputable instructor. Students will give formal and informal performances in and outside the classroom and are expected to give constructive criticism to their peers as well as reflective responses for their portfolio. The emphasis of study for the first year will be based on the student's interest in contemporary music with the understanding that by the end of the first year the student will begin developing repertoire based on the teacher's recommendation.

SOPHOMORE MUSIC

Code: JMW936

Continuation of 9th grade music course study. Music literature to include chord inversions, 7th chords, study of church modes and basic harmonic analysis. Students sight singing and dictation will be dependant on the study of course work. Independent study of piano and guitar skills will continue on a once a week basis with emphasis on home practice. Vocal technique will continue will the use of standard repertoire at a level of grade 2-3. Students development of instrumental/voice will consist of continued formal and informal performances with an emphasis on at least two major works. One piece from the 20th century and the other by an earlier composer.

JUNIOR MUSIC

Code: JMW937

Continuation of 10th grade music course study. Music literature to include basic three and four part voice leading, figured bass and harmonic analysis. Students sight singing and dictation will be dependant on the study of course work and will include minor tonalities. Continued studies on piano and guitar technique, at this point students should be able to use one of the instruments to perform basic chord progression developed from their music literature. Vocal technique will include standard repertoire at a level of 3-4, based on student enrollment. Students should start developing a performance repertoire for college auditions. Vocalist should have prepared an English, Italian, French, Spanish, and/or German Art song from 15th century to present time. Instrumental should also have at least two major pieces with multiple movements from the same time period. Students will also use *The Concise History of Western Music* to study ancient times to early Baroque, one major research paper is required.

SENIOR MUSIC

Code: JMW940

Continuation of 11th grade music course study. Music literature will be based on Baroque to 20th century technique. Students will be required to analyze and compose based on time period of study. Students will use *The Concise History of Western Music* to study early Baroque to contemporary times, one major research paper is required. Students will be required to analyze and solfege all of their performance repertoire. Performance repertoire should include selections as noted in 11th grade course study and should include pieces from a level 4-6 with the use of live accompaniment. Final performance will include a senior recital, in which a student must prepare 4 major pieces to perform.

THEATRE

Theatre I (Freshmen)

Code: JMW980

This course will provide theatre students with an introduction to the theatre arts and provide a stable foundation upon which future courses will grow. Students will explore how the theatrical tradition began in the western world. Beginning with the Greeks and ending with Shakespeare, students will read dramatic literature and explore a wide variety of source documents in an effort to discover the relevance of theater through the ages. Students will also develop, communicate, and sustain believable characters through the study and performance of scenes and monologues from a variety of theatre styles. Improvisation games and workshops will improve collaborative skills. Students will learn to critique both formal and informal theatrical productions. Students will learn to speak with clarity and increase awareness of their physical self. Students will analyze and critique professional and nonprofessional theater performances.

Theatre II (Sophomores)

Code: JMW981

Students will continue to develop skills and techniques from Theatre I. Students will explore script writing through workshops that enable them to draft, edit, stage readings, and ultimately perform. Students continue to will explore how theatre developed in the western world; focusing on Moliere, English Restoration through early melodrama and end with realism and Chekov. Students will analyze and critique professional and non professional theatre performances.

Theatre III (Juniors)

Code: JMW977

Students will continue building and developing skills acquired in Theatre II. Students will also conduct advanced text analysis and scene study from both modern and historic literary texts. Students will work with The Gamm Theatre and establish internships that enable the student to acquire valuable firsthand experience working on a professional production. Continued study of drama will include Expressionism, Epic Theatre, and the Theatre of the Absurd.

Theatre IV (Seniors)

Code: TBA

Students will prepare themselves for theatre after high school through a variety of practical experiences. Students will learn to select, prepare, and present audition materials (monologues, cold readings, headshots, resumes) in order to improve their audition techniques. Students will direct scenes and one-act plays focusing on interpretation, casting, and rehearsal procedures. Students will help with community outreach programs that will use improvisation to foster creative expression for children. A selected area of theatre will be explored in depth by each student, culminating in a major research paper and oral presentation. Continued study of drama will include mid to late 20th century English-language theatre through to our contemporary theatre. Students will continue internships with The Gamm Theatre.

VISUAL ARTS

MATERIALS AND TECHNIQUES (Freshmen)

Code: JMW915

Materials and Techniques is a year long studio arts class designed to impart a foundation of skills, vocabulary, and art history knowledge which students will build on their entire career at JMW. Lessons in drawing will focus on observational drawing of still-life objects. Still-life subjects will increase in difficulty as skills to express proportion, perspective, light and shade, and composition are mastered. Students will learn processes for positive block printing and intaglio printing as well as techniques for carved and modeled sculpture. Art history will be taught throughout the year through lectures, reading, projects and papers, and museum visits.

COLOR AND ANATOMY (Sophomores)

Code: JMW916

Color and Anatomy will teach sophomore students to paint and create a foundation of knowledge of the human figure which will be elaborated in the junior year. The first half of the year will be devoted to color theory and painting in acrylics and watercolor. Still-life and master copies will be the subject as students learn to mix color, apply paint, and understand value. The second half of the year will be devoted to learning investigative drawing in examination of bones and learning human anatomy through lectures and the creation of a scale model of human skeleton in clay. The final project will allow students to apply their skills in self-defined projects as they start to explore self expression. Art history will be taught throughout the year, continuing from where we left off the prior year in Jonson's Art History Book.

LANDSCAPE/ INTERIORS AND THE FIGURE (Juniors)

Code: JMW917

Students will start the year taking advantage of the warm weather to try open-air painting, exploring the traditions of the impressionists. Students will learn to edit the immense detail and complexity of the outdoors to the essentials for communicating their personal experience. Students will go on to learn the rules of perspective and depict complex architecture and interior spaces. Midyear we will connect the anatomy learned in the sophomore year to the actual body. By the end of the section, students will be able to draw a believable figure in any position from their imagination or from life. The class will culminate in large scale painting where students will place the figure in an environment (interior or exterior)

PORTFOLIO/PUBLIC ART (SENIORS)

Code: JMW 918

Senior year will begin with portfolio preparation for art college admissions. Once students have their admissions portfolios in order, we will explore the world of site specific art for the public. Students will design murals and sculptures for sites in the community. The process of writing proposals and budgets for public arts contests and grants will be covered. Students will learn techniques for creating scale models and enlarging and will work with guest artists who concentrate on public art. Students will work individually and in groups where teamwork and compromise are necessary to project advancement.

ELECTIVES

ECONOMICS (SENIORS ONLY)

Code: JMW882

ECONOMICS AND THE WORLD OF FINANCE

Code: 690 .5 Unit

This course covers macro and micro economics that provides an understanding of how our market economy functions in a global setting. It provides students with a survey of economic concepts including all of the basic principles recommended by the National Council on Economic Education. In addition, a unit on capital markets acquaints the student with the role that various markets and securities play in the United States economy. **Wt. 3**

Standards: NBES-EC2, NBES-EC3, AL2

SONG WRITING I & II

CODE: TBA

This course is designed for students of any music level to immerse themselves into the art of song writing. Students will study the musical and lyrical elements of song from various examples of music and poetry. Students will then apply their knowledge by creating various styles of original pieces. Students must be willing to sing their own songs in front of their peers, however

students will not be graded on vocal ability. Final major project will be a performance of songs at a local venue and the creation of a class CD recording.

COMIC ILLUSTRATION II/ANIMATION I & II

CODE: TBA

In this class students will learn the basics of visual story-telling and work to produce the school comic "Atomic Space Octopus". Students will learn basic animation techniques to produce short films for the Atomic Space Octopus web site.

THEATRE

THEATRE IMPROV (elective)

CODE: TBA

This course focuses on improvisation as a form of performance with a teamwork emphasis. Students will learn the basic rules of improvisational theatre, from the pitfalls of denial to the importance of supporting fellow performers, as well as numerous games that have the dual purpose of entertainment and skill building. Comedy will be explored, but de-emphasized, while working within an ensemble will be highly emphasized. Each lesson will focus on a particular aspect of improvisation, such as character, location, miming, relationships, status, and denial, and will consist of warm-up games, exercises, scene work with commentary, group games, and cool-down.

BEGINNING BALLET

CODE: TBA

Beginner Ballet *(Elective)

In this course students will learn the basic fundamentals of classical ballet. Curriculum will include an introduction to the exercises performed at the barre before progressing into basic exercises performed in the centre. Open to ALL students, including freshmen and sophomore dance majors with little to no ballet experience. Proper dance attire is required for this course.

SENIOR PROJECTS/CAPSTONE (SENIORS ONLY)

CODE: TBA

Seniors at JMW will be engaged in activities to complete all portfolio requirements. Additionally, students will work on a Capstone in their respective arts disciplines for graduation presentation.

SPANISH CULTURE

CODE: TBA

It has been more than 500 years since Columbus sailed to the new world bringing with him European culture, the Spanish language and the Catholic religion. This course will explore the many influences that have shaped Latin American culture including native peoples such as the Maya, Inca and Aztec, the "mother country" Spain and the African slaves brought over to

work the plantations. From the stones of Machu Picchu to the modern influences in painting and architecture Latin American culture is as varied and dynamic as the many countries that comprise it.