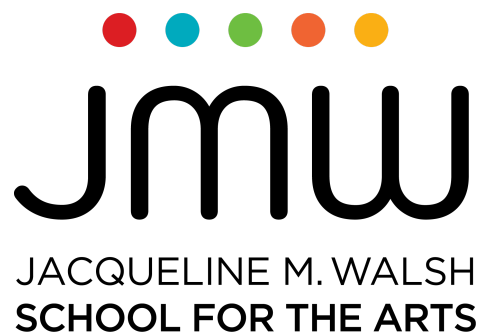




## High School Program of Studies 2025-2026





### Pawtucket School Committee

**Omar Reyes**  
Chairman

**Joanne Bonollo**  
Deputy Chair

**James T. Chellel Jr.**

**Kimberly Grant**

**Juan Pablo Barrera**

**Angeliz Rosa**

**Matthew Wildenhain**

### District Administration

**Randy Buck**  
*Acting Superintendent of Schools*

**Dr. Mark Andrade**  
*Chief of Operations*

**Hersh Cristino**  
*Chief Information  
Innovation Officer*

**Lee Rabbitt**  
*Asst. Superintendent of Schools*

**Dale McGhee**  
*Chief Financial Officer*

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

**Charles E. Shea High**  
**School**

**William E. Tolman**  
**High School**

**Anne Lagace**  
*Director*

**Matthew Bergeron**  
*Principal*

**Ai-Ling Cheng**  
*Assistant Principal*

**Thomas Geruso**  
*Assistant Principal*

**Jennifer Vorro**  
*Principal*

**George Albuquerque**  
*Assistant Principal*

**Christopher Corsini**  
*Assistant Principal*

**Laura Lutz**  
*Assistant Principal*

Guidance Counselors  
Christine Garvey

Guidance Counselors  
Elizabeth Fasteson, *Chair*  
Rosemary Gomes  
Richard Kucal

Guidance Counselors  
Nicole Lemire, *Chair*  
Carla Barbosa  
Christopher Greene  
Karen Schmidt

Telephone Numbers  
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(400)729-6530 (Guidance)

Telephone Numbers  
(401)729-6445 (Main Office)  
(400)729-6461 (Guidance)

Telephone Numbers  
(401)729-6400 (Main Office)  
(400)729-6432 (Guidance)



### **Mission**

Pawtucket Schools provide high-quality, engaging, and rigorous academic opportunities by fostering culturally competent and equitable learning environments for all students and families within our community.

### **Vision**

Continuously improving educational excellence and global citizenship for ALL, Together: Every Student, Every Day.

### **Values**

**Excellence** - We pursue the highest standards in academic achievement and organizational performance.

**Equity** - We foster an environment that serves ALL students and aspires to eliminate opportunity gaps.

**Student Focus** - We singularly focus on meeting our students' needs and supporting them in fulfilling their potential.

**Innovation** - We encourage creativity and adaptability to new ideas and methods that will support and improve student learning.

**Accountability** - We accept responsibility for our successes and challenges and seek to transparently share our work ethically as we strive towards innovative improvement.

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## **NON-DISCRIMINATION/UNLAWFUL HARASSMENT AND SEXUAL HARASSMENT POLICY AND PROCEDURES**

The Pawtucket School Department is committed to maintaining an educational atmosphere in which each and every individual can pursue scholastic achievement and personal fulfillment. Accordingly, it is the policy of the Pawtucket School Department that no employee or student shall be subjected to discrimination/unlawful harassment, or sexual harassment, or retaliation. The Pawtucket School Department prohibits any form of discrimination or unlawful harassment on the basis of disability, marital status, national origin, race, color, religion (creed), age, sex, sexual orientation, and gender identity or gender expression with respect to both its education programs and employment with the School Department. Furthermore, the Pawtucket School Committee is committed to ensuring those complaints of discrimination/unlawful harassment or sexual harassment are promptly and fairly investigated, and that appropriate discipline is applied to those employees and students who violate this Policy. The Pawtucket School Department is committed to ensuring that all employees and students have equal access to all school sponsored activities.

### **NOTICE OF POLICY**

The Pawtucket School Department shall provide notice of this Policy and its grievance procedures to all applicants for admission and employment, students, parents and legal guardians, and all unions and/or professional organizations holding agreements with the Pawtucket School Department. Additionally, this Policy, together with the Title IX Coordinators contact information, shall be posted on the School Department's website, in any of the handbooks provided to the groups identified in this section, and shall also be prominently posted in each school. A copy of the Pawtucket School Department nondiscrimination/unlawful harassment policy may also be obtained at The Human Resources Office, School Administration Building, 286 Main St. Pawtucket, Rhode Island. At the secondary level, this policy shall be explained to all students on an annual basis. In addition, all employees shall receive annual training with regard to this Policy.

### **Sexual Harassment Definitions**

**Complainant:** A person who is alleged to be the victim of conduct that could constitute sexual harassment, and is a party to the grievance process.

**Discrimination:** The act of treating persons differently or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected class.

**Education program or activity:** Any location, event, or circumstance over which the School Department exhibits substantial control over both the alleged harasser and the context in which the harassment occurred within the United States.

**Formal complaint:** A document filed by the complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the School Department investigate the allegation of sexual harassment.

**Harassment:** Unwelcome verbal, written or physical conduct directed at a person based on their actual or perceived membership in a protected class that is determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School Department's education program or activity.

**Respondent:** An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment, and as a result, is a party to the grievance process.

**Sexual harassment:** Conduct on the basis of sex that satisfies one or more of the following:

- An employee of the School Department conditioning the provision of an aid, benefit, or service of the School Department on an individual's participation in unwelcome sexual conduct, referred to as quid pro quo sexual harassment;

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School Department's education program or activity; or
- Sexual assault as defined in 20 U.S.C. § 1092(F)(6)(A)(v), dating violence as defined in 34 U.S.C. § 12291(a)(10), domestic violence as defined in 34 U.S.C. § 12291(a)(8), or stalking as defined in 34 U.S.C. § 12291(a)(30).

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of sexual nature, where acquiescence to such conduct:

- is made either explicitly or implicitly a term or condition of an individual's employment, grades, or participation in a program operated by the Pawtucket School Committee;
- is used as the basis for decisions affecting such individual's employment, grades, or participation in a program operated by the Pawtucket School Committee; or
- has the purpose or effect of unreasonably interfering with an individual's work performance or education, or creating an intimidating, hostile, or abusive working or learning environment.

Sexual harassment may include, but is not limited to:

- Verbal, written, online, or physical harassment or abuse;
- Pressure for sexual activity;
- Commentary about an individual's body, sexual prowess or sexual deficiencies,; and sexual orientation;
- Leering, whistling, pinching or touching;
- Insulting or obscene comments or gestures;
- Display in the workplace of sexually suggestive objects or pictures;
- Physical aggression or force, or threats of the same, involving the touching of another person's intimate parts.

**Supportive measures:** Non-Disciplinary and non-punitive individualized services, including, but not limited to counseling, course modifications, schedule changes, and increased monitoring or supervision.

#### **TITLE IX COORDINATOR**

The Pawtucket School Department has designated the following individual to serve as the Title IX Coordinator authorized to coordinate the School Department's compliance efforts:

Name and/or title:	Carla Gallo
Email address:	Galloc@psdri.net
Office address:	286 Main St. Pawtucket, RI 02860
Telephone number:	401-729-6300

All inquiries related to the application of Title IX and its regulations to the Pawtucket School Department may be referred to the above-named Title IX Coordinator and/or externally to the Assistant Secretary of the Office of Civil Rights in the United States Department of Education.

### **INDIVIDUAL LEARNING PLANS (ILP)**

Every student, beginning in grade 6, is required to complete an Individual Learning Plan (ILP) that reflects the student's personal, social, and academic goals. The Individual Learning Plan (ILP) is a student-directed planning and monitoring tool that customizes learning opportunities throughout a student's secondary school experience. The ILP supports students directly by: Broadening their perspectives, and supporting attainment of academic and career goals.

The ILP also guides students on the application process for those interested in Career and Technical Education programs. The applications include an interview, as well as a completed application, in order to ensure students have an understanding of the expectations and outcomes required by the Rhode Island Department of Education and the CTE Board of Trustees.

### **SCHEDULE CHANGES**

Students choose courses and programs based on the recommendations and best judgment of teachers, guidance counselors, students, and parents. A schedule is used to arrange programs and students in some systematic order. A schedule can be most complex and a change in one area often causes changes in other areas. A student is given considerable time to choose proper courses. Schools do recognize the need for valid changes. All requests for change will be decided on an individual basis taking into consideration all circumstances involved. Staffing and class size will be considered regarding the proposed change. Requests for a change may be initiated by a student, teacher, parent, guidance counselor, administrator, or a director of special programs. All involved parties will be asked for their input regarding the request for change. Once the request has been processed, the counselor will approve or deny the request for change. If denied, the parent has a right to appeal to the building Principal.

### **PROCEDURE TO REQUEST A SCHEDULE CHANGE IN HIGH SCHOOLS:**

1. Many requests for schedule changes are made on a case to case basis involving only the student and his/her guidance counselor. These changes are a result of scheduling conflicts, necessary sequential classes, consolidation of classes, classes which are eliminated, subjects which must be repeated, or required subjects or programs.
2. Class changes for any other reason than the ones listed above must be requested by the student or parent/guardian. The student or parent/guardian who requests a change will discuss the request with the student's guidance counselor. The student's counselor will confer with the student, teacher, parent/guardian, and any other appropriate parties and then expedite the request.
3. If the request is approved, the counselor will make the change. The student must validate the change by having the affected teachers initial the appropriate school form. The form is then returned to the guidance counselor. All books must also be returned to the appropriate teachers.
4. If the request is denied, the parent/guardian may appeal the denial. The appeal request will be heard at a conference with the student, parent, teacher, guidance counselor and the Building Principal. A further appeal may be heard by the Assistant Superintendent, the Superintendent, and then the School Committee.



## **GRADUATION REQUIREMENTS**

### **Senior High School Promotion Requirements**

A student's grade level status is determined by the number of credits needed each year.

Students must earn:

5 credits to become a sophomore

11 credits to become a junior

17 credits to become a senior

22 credits to graduate

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

### **High School Graduation Requirements**

The Pawtucket School Department has established the following graduation requirements for all students in accordance with the Rhode Island Department of Education. High school graduation marks certification by the Pawtucket School Department that a student completed the necessary obligations and demonstrated the necessary proficiencies to earn a high school diploma.

In order to earn a diploma from the Pawtucket School Department, students must successfully complete the Proficiency Based Graduation Requirements and course work requirements.

### **Proficiency-Based Graduation Requirements (PBGR)**

Demonstrations of proficiency for high school graduation are intended to:

1. assure that graduates possess the knowledge and skills needed to be successful post-graduation
2. describe the manner in which proficiency is demonstrated. Students have multiple opportunities and support to demonstrate proficiency. Students demonstrate proficiency by collecting evidence from several sources including: performance on state assessments, coursework, comprehensive course assessments, and portfolio submissions that demonstrate proficiencies. Access to instruction designed to get students to proficient levels is central to the achievement of proficiency.

All students in Pawtucket have access to curriculum and instruction designed to help them achieve proficiency in all disciplines. Meeting proficiency, however, is not the same as meeting a graduation obligation or requirement.

### **Modified Proficiency Standards**

Pawtucket School Department believes that all students who successfully complete established and approved graduation requirements outlined in collaboration with school officials should be awarded 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 Pawtucket School Department's 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 Transition Pathway for graduation with recommendations from school officials and approval from the 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 22 academic credits inclusive of transition courses and pathway programs as documented.
- Successful completion of Portfolio
- Successful completion of transition goals and career/life experiences as documented.

**Required Course Work**

The following coursework is required to receive a diploma:

<b>COURSE</b>	<b>CREDITS REQUIRED</b>
ELA 9, ELA 10, and two of the following: ELA 11, ELA 12, AP Literature, AP Language	4
Mathematics (Algebra I, Geometry, Algebra II and 1 advanced mathematics course)	4
Science (2 must be lab courses)	3
Social Studies (1 course must be U.S. History)	3
Physical Education / Health	2
Arts (Music, Theater, Art, etc.)	.5
Technology	.5
Career & Technical Education 9th Grade Exploratory	.5
Electives (Sufficient to meet graduation requirement)	

*\*Financial Literacy requirement is embedded within identified courses*

*\*For the Class of 2028, 2 credits of World Language in the same world language*

*\*For the Class of 2028, civics and computer science will be embedded*

**Appeals Procedure for Diploma Denial**

Students who believe that they have been improperly denied a diploma may utilize the district's appeal procedure to resolve the issue. Before initiating a formal complaint, an attempt must be made to resolve the issue through a discussion with the student and/or parent/guardian and relevant school personnel (i.e., teacher(s), guidance counselor(s), and assistant principal and/or principal). If a resolution has not been reached with appropriate school personnel, then the student and/or parent/guardian may file a written complaint to the Superintendent of Schools who investigates the complaint and provides a written report of the investigation and the decision.

If the student and/or parent/guardian disagree with the Superintendent's findings, they may appeal the decision to the School Committee who also provides a written report of the investigation and the decision to the student and/or parent/guardian.

The formal complaint process, including appeals to the School Committee, is concluded within 60 calendar days from the Superintendent of School's receipt of the written complaint, unless the parties agree in writing to an extension of time. Any complaint may be appealed to the Commissioner of Education within 15 calendar days of receiving the School Committee's decision.

## **ACADEMIC 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, world language, 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 SKILLS**

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:

- 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.

### **REPORT CARDS**

Student report cards shall be published at the end of each quarter. Letter grades shall be used to designate a student's academic progress. Comments relating to conduct, attitude, work ethics and skills shall be printed on the report card for each subject area. Grades shall be cumulative from the beginning of the course to its end.

Mid-quarter dates are identified on the district calendar to give students and parents an opportunity to gauge student progress in our SIS system.

### **SECONDARY GRADING (MARKING) SYSTEM GUIDELINES**

The minimum passing grade for a course is a 65. Each course grade is a composite of various assessments. These assessments may include:

- Quizzes
- Tests
- Writing Assignments
- Tasks
- Comprehensive Course Assessments
- Projects

A minimum of 7 pieces of student work must be considered when determining a student's grade. Student performance in intervention course work is evaluated as Pass/ Fail. The credit earned is considered elective credit.

### **HOMEWORK POLICY**

The Pawtucket School Department believes that homework can help support students' learning in relation to the purposes outlined below.

#### **Purposes of Homework**

Any homework given should meet one or more of these purposes.

1. Prepare for the next day's lesson.
2. Complete work not finished in school, if required by the teacher.
3. Complete or make progress on long-term assignments.
4. Make up work due to absence.
5. Provide essential, meaningful practice in needed skill areas.
6. Develop:
  - a sense of proper time management for students
  - the power to work independently
  - study skills and work habits
  - skill in utilizing outside resources
  - an individual sense of responsibility, self-discipline, and independence

Homework is determined on a teacher to teacher basis in order to satisfy the above rationale and various class expectations. Even if regular homework is not assigned, teachers should continually be encouraging practice of essential skills related to content and curriculum (e.g. literacy, scientific inquiry, mathematical skills) outside of school hours. Each teacher should clearly articulate his or her homework policy to students and parents at the beginning of the year and include details about support for homework available in the school and community. Efforts should be made to coordinate with other teachers, when possible, across teams and departments, to ensure that students are not receiving excessive homework that exceeds the guidelines listed below unless by special circumstance (e.g. Making up work from an absence).

### **Time Allotment**

When assigning homework, teachers should consider the approximate time it will take the student to successfully complete each assignment and observe the following guidelines. At the secondary level, teachers should make an effort to coordinate with other teachers to ensure the maximum time is not exceeded. This maximum time does not include daily reading:

**MAXIMUM SUGGESTED TIME GUIDE FOR HOMEWORK PER NIGHT: 2 Hours (9-12)**

### **Teachers' Responsibilities**

1. Daily Assigned Homework should not account for more than 10% of a student's grade.
2. Teachers will keep accurate records of homework assignments given and received.
3. Teachers must give a clear, concise explanation of the homework assignments.
4. Homework assignments are not to be a form of punishment under any circumstances.
5. Teachers should make efforts to differentiate and individualize any homework given to best meet the needs of all students.
6. Teachers at the secondary level should make efforts to coordinate homework with other teachers to avoid excessive time spent on assignments.

### **Student Responsibilities**

1. Students must complete homework assignments as a necessary preparation for class.
2. Homework assignments must be completed neatly and on time using a format as determined by each teacher.
3. Homework assignments missed through absenteeism must be turned in on a schedule determined by the teacher.

### **Parents' Responsibilities**

1. Read and support the homework policy as outlined by the classroom teacher.
2. Work with the teacher, school, and community resources, to ensure that your child has the support he or she needs to complete work out of school time.

### **RANK IN CLASS POLICY**

1. The Rank-in-class of each student will be computed at the end of each semester. The final rank-in-class will be determined at the end of the first semester of the senior year.
2. Classes for credit will be used to determine class rank.
3. The final cumulative grade of each completed course will be used to calculate class rank. Course Recovery grades will not count in the computation of class rank.
4. All academic courses are weighted to reflect the difficulty of course content, or to reflect the level of instruction for that class, as per the chart below.
  - Weighted grades are grades that are assigned a numerical advantage when calculating a grade point average, or GPA. For example, a 100% in a class would be worth 4.0 GPA points in a College/Career Readiness Class, 4.4 GPA Points in an honors class, and 5.0 GPA points in an Advanced Placement class. Every numerical grade has an associated GPA weight as determined by the Superintendent.

<b>TYPE OF COURSE</b>	<b>DESCRIPTION OF COURSE</b>
ADVANCED PLACEMENT (AP)/ COLLEGE ACCREDITED	These courses proceed at a rigorous pace using a college level curriculum. Heavy emphasis is placed on research, individual projects, independent study, and reports. These courses prepare students for college admission to degree

	granting colleges. Students in these courses may be eligible to receive college credit.
HONORS	These courses proceed at an accelerated pace through the high school curriculum and work with college level material. Emphasis is placed on research, individual projects, independent study, and reports. These courses prepare students for admission to degree granting colleges.
COLLEGE/ CAREER READINESS CLASSES	These courses offer rigorous curriculum utilizing in-depth materials and challenging concepts. Emphasis is placed on research, reports, and projects. These courses help students develop the knowledge and skills to prepare them for various types of post-secondary education.

5. The student with the highest final index is the number one rank-in-class student. The other students are ranked in the descending order of their indices. When two or more students have the same scholastic index, they are given the same rank-in-class. However, the next number (or numbers) in rank are skipped. For example, if 2 students have the same scholastic index, both are ranked 15 and the next student is ranked 17; if 4 students have the same scholastic index, all 4 are ranked 35, and the next student will be ranked number 39.

6. Valedictorian and Salutatorian responsibilities shall be made by the building principal. Valedictorians and Salutatorians must have been actively enrolled for a full academic year before being designated as such.

### HONOR ROLL

Making the Honor Roll for any given quarter is based on semester grades. Incomplete and/or a failing grade of 64% or below 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)

### NATIONAL HONOR SOCIETY

Membership in local chapters of the National Honor Society is an honor bestowed upon a student. Selection for membership is by a five member faculty council and is based on outstanding scholarship, character, leadership, and service. Once selected, members have the responsibility to continue to demonstrate the qualities of scholarship, leadership, service and character.

- Candidates must be members of the junior or senior class, and must have been in attendance at the school for the equivalent of three quarters.
- Candidates must have a cumulative scholastic average of at least 87% (un-weighted). 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.
- 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 are determined by the faculty council.
- Candidates become members when inducted at a special ceremony.

### **RHODE ISLAND HONOR SOCIETY**

Membership in the Rhode Island Honor Society is an honor bestowed upon a student. To be eligible for membership, the candidate must be a member of the senior class.

Candidates must have a cumulative high school scholastic average of at least 85 percent. Academic eligibility will be determined at the end of the first semester of the senior year.

### **COURSE RECOVERY PROGRAM**

The course recovery program allows currently enrolled students who fail courses in any of the secondary schools to obtain proficiency in necessary courses for promotion and/or graduation. Students have the opportunity to receive teacher-led and/or online instruction in some courses they have failed. Teachers monitor these courses and support students. A fee may be assessed for student participation in course recovery.

Students must successfully complete the appropriate assessments to recover the failed course. The following guidelines also apply:

- The student is not to receive a grade higher than 65 for courses taken through course recovery.
- His/her grade of 65 is recorded on the student's transcript in addition to the original grade.

### **WORK-BASED LEARNING**

Work-Based Learning Activities are a component of experiential learning that offer students the opportunity to explore career options and gain real world experience.

A work-based learning activity is a planned, structured learning experience that provides students with real-life or simulated work experiences where they can develop and apply academic, technical, and essential skills; and contributes to the achievement of their postsecondary and employment goal(s).

- The Work-Based Learning Activity must be an extension of the classroom and must be rigorous, relevant, reflective, interactive, and integrated. It must not be simply to advance the operations of the employer.
- There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.
- The Work-Based Learning Activity should be designed to develop the following skills: collaboration and teamwork; communication; critical thinking and problem solving; initiative and self-management; professionalism.
- There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
- There is routine feedback by the experienced supervisor.
- When applicable, there are resources, equipment, and facilities provided by the host employer that support learning objectives and goals.
- All Work-Based Learning Activities must be monitored by the teacher of record
- All Work-Based Learning Activities must be approved by the Pawtucket School Department

Academic credit may be an option for some students. If the Work-Based Learning Activity occurs outside of school hours, compensation may be an option.

The Pawtucket School Department reserves the right to refuse service to those who unlawfully discriminate in the selection of employees on the basis of age, national origin, race, religion, sexual orientation, disability or any other basis prohibited by applicable Federal and State laws.



### **EARLY ENROLLMENT PROGRAM (EEP)**

Early Enrollment Program (EEP) courses are college-level courses designed for high school students who want to receive early college credits through Rhode Island College. Early enrollment program teachers are required to be trained in the appropriate curriculum in order to teach these courses and have little flexibility regarding topics taught. Pawtucket Public Schools offers early enrollment program courses in the following subjects: Accounting, Business Management, Music, Spanish and Portuguese.

### **CONCURRENT AND DUAL ENROLLMENT**

The University of Rhode Island, Rhode Island College, Roger Williams University and the Community College of Rhode Island offer both Concurrent Enrollment and Dual Enrollment courses through various Career and Technical Education Programs for college credit. These credits may or may not be transferable to other colleges.

### **HIGH SCHOOL ENRICHMENT PROGRAM**

The High School Enrichment Program at the Community College of Rhode Island offers high school juniors and seniors the opportunity to pursue educational experiences not available to them in high school. It is a part-time program, whereby high school students may enroll in up to 6 (six) credits or two courses per semester. Course selection is made at the discretion of the high school guidance counselor. Credits earned by students are in addition to earned credits at the high school and are not considered to be in place of high school courses.

### **ALL COURSE NETWORK**

Rhode Island students have the opportunity to access expanded course offerings such as college courses from Roger Williams University, University of Rhode Island and New England Institute of Technology along with AP courses and other enrichment courses through the All Course Network. Information is available at: <https://enrollri.org/acn>

### **RUNNING START PROGRAM**

Running Start is a program offered at the Community College of Rhode Island for high school students who have demonstrated academic achievement and maturity needed 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.

### **UPWARD BOUND (Shea)**

Upward Bound is designed to provide low-income, potential first generation college students with the skills and motivation to complete high school and to enter and graduate from college. The goal of Upward Bound is to increase the high school graduation rates of program participants and provide academic and college application assistance. Students work with program counselors and teachers from Rhode Island College, attend a summer residence program, take Saturday classes, and receive tutoring support. Prospective students complete applications, including interviews, and can start the program in 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade and continue to meet through 12<sup>th</sup> grade.



**ONWARD WE LEARN (Shea - JMW - Tolman)**

The mission of Onward We Learn is to prepare and inspire young people in Rhode Island to become the first in their families to attend and complete college. From the time they join through their early years of college, participants experience the steady, nurturing presence of caring adults and participate in programs that focus on academic enrichment, personal development, career exploration and preparation for college.

**WORKING PAPERS**

An application for working papers may be obtained at the guidance office and in the school administration building. Proof of age must be presented when the working papers are received.

**SCHOLARSHIPS & AWARDS**

Many sources are available to students interested in obtaining financial assistance. Information and applications for many local and national sources can be obtained by seeking counselor assistance and using resources materials available in the counseling office. Guidance offices at each school conduct Financial Aid Nights to review FAFSA applications, scholarships and awards.

### **CAREER and TECHNICAL EDUCATION**

The Pawtucket School Department is offering nineteen Rhode Island Department of Education Career and Technical Education (CTE) programs. The Career and Technical Education programs in Pawtucket are designed to provide students with the academic and applied skills they need to be successful in the workforce as well as postsecondary education. In an effort to meet the needs and interests of our diverse student body, our high schools offer a variety of CTE programs that are designed to prepare students for a specific field or area of focus. The programs at the Jacqueline M. Walsh School for the Performing and Visual Arts are four year programs and students must audition and be accepted into one of the following:

- Jacqueline M. Walsh School for the Performing and Visual Arts:
  - Dance
  - Music
  - Theater
  - Video and Film Production
  - Visual Arts

The programs at both Charles E. Shea and William E. Tolman High Schools are in three sequential levels: Year 1 (Sophomore), Year 2 (Junior), and Year 3 (Senior). The curriculum for each course is aligned with the Rhode Island Department of Education Career and Technical Education Standards. Students are expected to complete a program of study that includes both required and suggested courses. Participation in internships and work-based learning experiences is also an expectation of the program. Additionally, CTE courses may be taken for college credit. Certifications will be noted on participating students' transcripts upon successful completion of the program. Concurrent and Dual Enrollment opportunities are also offered in some of our CTE programs.

Students in grade 9 will participate in a **required** CTE Technical Exploratory course either Semester 1 or 2, where they will rotate through a few weeks of hands-on experiences in each of the CTE programs offered at their school. At the end of this process, students will get a better understanding of which career fields would be the best fit for them.

- Charles E. Shea High School:
  - Biomedical Science
  - Community Health Worker
  - Culinary Arts
  - Graphic Design
  - Hospitality & Tourism Management
  - Information Technology
  - Pre-Engineering
  - Teaching as a Profession
- William E. Tolman High School:
  - Certified Patient Care Technician (CPCT)
  - Engineering Technician
  - Finance
  - Firefighter & EMS
  - Junior ROTC
  - Law and Forensics
  - Marketing and Management
  - Teaching as a Profession

**SkillsUSA, HOSA and DECA**

SkillsUSA, HOSA and DECA are Career and Technical Student Organizations (CTSO's) designed for CTE students. We have a SkillsUSA Chapter at each of our high schools. HOSA serves the needs of our Biomedical and Community Health Worker students at Shea. DECA serves the needs of the Marketing and Management students at Tolman. All three organizations provide students with opportunities to develop leadership skills, to become involved in community service, enhance their employability skills, and to compete in their technical skills areas. The highest visibility element of SkillsUSA, HOSA and DECA are the student competitions. Students compete in their technical specialties at the school level.

**Career and Technical Education Programs at the Jacqueline M. Walsh  
School for the Performing and Visual Arts**

**DANCE - PLAN of STUDY**

**DANCE** – The Dance Department is process-oriented and is designed to immerse students in the fundamentals of dance from beginner to advanced Technique. The program teaches dance techniques in Ballet and Modern dance as well as *Progressing Ballet Technique (PBT)*. The course of study for majors also includes anatomy & injury prevention, dance history, choreography, and pedagogy skills. In addition, dancers are exposed to a variety of styles and techniques through visiting artists and residency programs with various professional dance companies. In and out of the classroom, formal and informal performances help students develop performance skills and the ability to give and take constructive criticism from their peers and Dance Artists from the community. In Advanced Dance Technique, students focus on the audition process, concert/dance production, and choreography, culminating in a formal dance concert. All dancer majors are expected to perform or work backstage for this concert on an annual basis starting in their first year. The Dance department is designed to graduate students with the ability to successfully audition into a college dance program or move directly into the field of Dance Education, Performance, or Choreography.

First Year	
Semester 1	Semester 2
Introduction to Dance Technique	
Second Year	
Semester 1	Semester 2
Intermediate Dance Technique	
Third and Fourth Year	
Semester 1	Semester 2
Advanced Dance Technique A* Advanced Dance Technique B*	

\*Courses alternate every other year

Additional Required Courses		
Dance History	Dance Composition	Anatomy & Injury Prevention for the Moving Body

### MUSIC - PLAN of STUDY

**MUSIC** – This course program is designed for music majors. The three main components of study over the four years will include Solo Repertoire, Music Theory (with Traditional Notation), and Aural Development. The students will learn the following musical skills: Sight Singing, Ear Training, Aural Awareness, Harmony, Rhythm, Melody, Composition and Improvisation. These skills will be expanded on with the use of piano, guitar, and voice training. Knowledge will continue in a more advanced level through each grade level. Students will complete an adult level piano course instruction over the four years. In the junior year, music students will be required to complete 12 chapters of a college level music history course and finish the other 12 chapters in their senior year. During the senior year, students will be required to take the AP Music Theory course and have the option of taking the AP Music Theory Test. The AP Music course has been approved by the College Board and the syllabus has been adopted to meet the required course curriculum. Finally, seniors will be required to perform a Senior Recital as part of the final requirement of the course load.

First Year	
Semester 1	Semester 2
Music Foundations	
Second Year	
Semester 1	Semester 2
Intermediate Music	
Third Year	
Semester 1	Semester 2
Advanced Placement Music Part I	
Fourth Year	
Semester 1	Semester 2
Advanced Placement Music Part II	
Additional Required Courses	
Chorus	Intermediate Chorus
Advanced Chorus	Honors Chorus
Optional Electives	
Piano	Guitar
Songwriting & Music Production	Performance Ensemble

### THEATER - PLAN of STUDY

**THEATER** – The JMW theater program is process oriented. The student actor will explore voice and movement, dramatic texts and interpretation as well as learning how to create and sustain believable characters through collaborative and truthful storytelling. Formal and informal performances, in and out of the classroom, help students develop performance skills and the ability to give and take constructive criticism from their peers. Students will graduate with the ability to successfully audition into a college theater program.

First Year	
Semester 1	Semester 2
Introduction to Theater	Introduction to Acting
Second Year	
Semester 1	Semester 2
Introduction to Script Analysis	Introduction to Scene Study
Third & Fourth Year	
Semester 1	Semester 2
Theater History* Introduction to Audition Technique*	Classical Scene Study** Theater Seminar**
<i>*These courses alternate every other year</i> <i>**These courses alternate every other year</i>	
Additional Required Courses	
Introduction to Actor Movement	
Optional Electives	
Dramatic Literature	Non-Western Theatrical Traditions
Theater Works	Chorus

### VIDEO & FILM PRODUCTION - PLAN of STUDY

**VIDEO & FILM PRODUCTION** - The Video & Film pathway will provide training for entry-level employment in the production industry. Students will get the opportunity to explore A/V technology that exposes them to multiple real-world work opportunities in film. Other work possibilities could lead to work in cable television, education, radio, and A/V business-related fields. This CTE program will have students using professional-grade equipment and software. They will create student-driven productions. They will obtain a solid foundation in audio, video, and film-style projects. Students will develop video recording/editing skills, audio recording/editing, video production, screenwriting, animation, web design, lighting techniques, and crew positions. In addition, students in this program will apply their knowledge and skills in industry work experiences that may lead to paid or unpaid internships.

First Year	
Semester 1	Semester 2
Film Appreciation	Introduction to Video Production
Second Year	
Semester 1	Semester 2
Production Techniques	
Third & Fourth Year	
Semester 1	Semester 2
Studio Production* Advanced Narrative Production*	

*\*These courses alternate every other year*

Additional Required Courses	
Film History*	Contemporary American Film**

*\*This course is offered through the History Dept. \*\*This course is offered through the English Dept.*

Optional Electives	
Special Effects	Client Media Production
Media Advertising	Narrative & Documentary Film
Digital Media and Design	
Film Technique Implementation and Literary Interpretation *	Screenwriting*
Animation**	Drawing and Storyboard**

*\*This course is offered through the ELA Dept. \*\*This course is offered through the Visual Art Dept.*

### VISUAL ART - PLAN of STUDY

**VISUAL ART** – The JMW visual art course of studies is a four year curriculum designed to build an increasingly advanced set of art skills and experiences. The first two and a half years lays a comprehensive foundation of techniques and materials for drawing, printmaking, sculpture, painting, and art history. The last year and a half, students focused on creating a personal body of work for their college admissions portfolio, exhibits, and public art. Professional guest artists bring specialized instruction to the classroom and connect the classes to the working art world.

First Year	
Semester 1	Semester 2
Materials and Techniques	
Second Year	
Semester 1	Semester 2
Color and Anatomy	
Third & Fourth Year	
Semester 1	Semester 2
Landscape and Figures* Portfolio and Public Art*	

*\*These courses alternate every other year*

Additional Required Courses
Art History*

*\*This course is offered through the History Dept.*

Optional Electives	
Drawing & Storyboard	Ceramics
Comic Illustration	Sculpture
Animation	Life Drawing
Special Effects*	Digital Media and Design*

*\*This course is offered through the Video and Film Production Dept.*



**Career and Technical Education Programs at  
Charles E. Shea High School**

**BIOMEDICAL SCIENCE - PLAN of STUDY**

**BIOMEDICAL SCIENCE** - The focus of this program is a three-course Project Lead The Way (PLTW) sequence that allows students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students engage in activities like investigating the death of a fictional person to learn content in the context of real-world cases. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of disease, all while working collaboratively to understand and design solutions to the most pressing health challenges of today and the future. Each course in the Biomedical Science sequence builds on the skills and knowledge students gain in the preceding courses.

**9th Grade CTE Technical Exploratory**

First Year	
Semester 1	Semester 2
PLTW Principles of Biomedical Science	
Second Year	
Semester 1	Semester 2
PLTW Human Body Systems	
Third Year	
Semester 1	Semester 2
PLTW Medical Interventions	
Optional Electives	
Genetics*	Human Anatomy*
Probability and Statistics**	Human Physiology*

\*This course is offered through the Science Dept.

\*\*This course is offered through the Math Dept.

### COMMUNITY HEALTH WORKER - PLAN of STUDY

**COMMUNITY HEALTH WORKER** - The focus of this program is a three-course sequence that focuses on community health, the various careers in community health, organizational skills, leadership skills, communication skills and ethics. Students will focus on the community health worker core competencies such as Outreach Methods and Strategies, Individual and Community Assessment, Effective Communication, Cultural Responsiveness and Mediation, Education to Promote Healthy Behavior Change, Care Coordination and System Navigation, Use of Public Health Concepts and Approaches, Advocacy and Community Capacity Building, Documentation and Professional Skills and Conduct.

#### 9th Grade CTE Technical Exploratory

First Year	
Semester 1	Semester 2
NCHSE Foundations of Healthcare Professions*	
Second Year	
Semester 1	Semester 2
NCHSE Essential Healthcare Practices**	
Third Year	
Semester 1	Semester 2
NCHSE Human Structure, Function & Disease***	
	CHW Internship****
Optional Electives	
CPR & First Aid**	World Language(s)
Probability and Statistics	Psychology

\*Students enrolled in this course must take the YouScience Exam for Foundations of Healthcare Professionals.

\*\*Students enrolled in this course must take the YouScience Exam for Essential Healthcare Practices. In addition, students will also be required to be CPR/First Aid Certified.

\*\*\*Students enrolled in this course must take the YouScience Exam for Human Structure, Function & Disease.

\*\*\*\*Upon completion of the three year sequence, graduation and their 18th birthday, students will be able to enroll in the CHW Certification Program at RIC through the RI Association of Community Health Workers

### CULINARY ARTS - PLAN of STUDY

**CULINARY ARTS** – Our Culinary Arts program is for students who consider themselves enthusiastic foodies and enjoy pairing new and unique flavors and food combinations. In this program, students learn to multitask, listen carefully, and communicate clearly as they develop the proficiency, knowledge, and skills necessary for success in the food, beverage, and hospitality industry. Students gain authentic food preparation and hospitality skills using *ProStart* Curriculum. Students gain experience in the planning and production of catering opportunities such as trade shows and community functions.

#### 9th Grade CTE Technical Exploratory

First Year	
Semester 1	Semester 2
Culinary I: Restaurant & Culinary Foundations	
Second Year	
Semester 1	Semester 2
Culinary II: Restaurant Management Essentials	
Third Year	
Semester 1	Semester 2
Culinary III: Advanced Principles in Food Preparation	
Optional Electives	
CPR & First Aid	World Language(s)
Event Planning	Event Design

*\*Students will complete Level 1 & Level 2 of ProStart National Certification as well as ServeSafe Manager Certification.*

### GRAPHIC DESIGN - PLAN of STUDY

**GRAPHIC DESIGN** - The focus of this program is a three-course sequence that focuses on

#### 9th Grade CTE Technical Exploratory

First Year	
Semester 1	Semester 2
Graphic Print Design I*	
Second Year	
Semester 1	Semester 2
Graphic Print Design II**	
Third Year	
Semester 1	Semester 2
Graphic Print Design III***	
Optional Electives	
Digital Media & Design	Web Design I

\*Students enrolled in this course must take the YouScience Exam for Graphic Print Design I

\*\*Students enrolled in this course must take the YouScience Exam for Graphic Print Design II

\*\*\*Students enrolled in this course must take the YouScience Exam for Graphic Print Design III

### HOSPITALITY and TOURISM MANAGEMENT - PLAN of STUDY

**HOSPITALITY and TOURISM MANAGEMENT** - This program focuses on preparing students with the experience, commitment, and skills they need for management, marketing and operations within the hospitality and tourism service industry. Students will be prepared for a wide variety of careers in food and beverage management, hotel/resort management, travel management, food marketing and distribution, and event management.

#### 9th Grade CTE Technical Exploratory

First Year	
Semester 1	Semester 2
Hospitality & Tourism Management I	
Second Year	
Semester 1	Semester 2
Hospitality & Tourism Management II	
Third Year	
Semester 1	Semester 2
Hospitality & Tourism Management III	
Optional Electives	
Geography	Public Speaking
Event Planning	Event Design

*\*Students will complete Level 1 & 2 of Certified Hospitality & Tourism Management Professional Certification (CHTMP); Certified Guest Service Professional (CGSP); Tips Certification*

### INFORMATION TECHNOLOGY - PLAN of STUDY

**INFORMATIONAL TECHNOLOGY (COMPUTER SCIENCE)** - The focus of this program is on careers related to computer programming and/or cybersecurity. Students will develop an understanding of what computer and data science is, as well as begin the journey into different programming languages used to develop applications, software and websites. This program is offered in conjunction with the University of Rhode Island and Rhode Island Department of Education's CS4RI program.

9th Grade CTE Technical Exploratory	
First Year	
Semester 1	Semester 2
PLTW Computer Science Essentials	
Second Year	
Semester 1	Semester 2
PLTW Computer Science Principles	
Third Year	
Semester 1	Semester 2
PLTW Computer Science A, OR PLTW Cybersecurity	
Optional Electives	
Probability and Statistics	AP Statistics
PLTW Engineering Essentials**	

### PRE-ENGINEERING - PLAN of STUDY

**PRE-ENGINEERING** - The focus of this program is to prepare students for careers and/or postsecondary study in civil engineering, mechanical engineering, robotics, and occupations related to advanced manufacturing, construction, mechanical engineering, and computer design related occupations. There is also a corollary program/bonus with WindWINRI involving wind turbines, environmental science and various end course certifications. See Offshore Wind Energy Program.

#### 9th Grade CTE Technical Exploratory

First Year	
Semester 1	Semester 2
PLTW Engineering Essentials	
Second Year	
Semester 1	Semester 2
PLTW Introduction to Engineering Design	
Third Year	
Semester 1	Semester 2
PLTW Principles of Engineering, OR Wind Energy and Turbine Technology	
Optional Electives	
Introduction to Robotics	Advanced Robotics

### TEACHING AS A PROFESSION - PLAN of STUDY

**TEACHING AS A PROFESSION** – This program focuses on preparing students with the experience, commitment, and skills they need for becoming PK-12 Teachers. Students will have the opportunity to engage in lesson and unit planning, classroom management, and explore a new paradigm of teaching while working with students and teachers within the Pawtucket School Department. The coursework and curriculum is aligned with the *Educators Rising*, where students will delve into topics such as Formative Assessments, Classroom Culture, Anti-Bias Instruction, Checks for Understanding, High Order Questioning, Differentiation, Scaffolding, Student Engagement, and Collaboration. Students will also have the opportunity to take key assessments needed for teaching such as ParaPro and Praxis Core Assessment.

#### 9th Grade CTE Technical Exploratory

First Year	
Semester 1	Semester 2
Introduction to Teaching and Learning	
Second Year	
Semester 1	Semester 2
Introduction to Educational Development	
Third Year	
Semester 1	Semester 2
The Psychology of Learning	Teaching as a Profession Educational Practicum*
Optional Electives	
CPR/First Aid	Public Speaking
World Language(s)	

\*Students will complete the Parapro Assessment and Praxis Core Test



**Career and Technical Education Programs at  
William E. Tolman High School**

**CERTIFIED PATIENT CARE TECHNICIAN (CPCT) - PLAN of STUDY**

**CERTIFIED PATIENT CARE TECHNICIAN** - The focus of this CPCT program is a three-course sequence that prepares students for entry-level positions in healthcare. Through a combination of classroom instruction and hands-on clinical experience, students learn essential skills in areas such as vital signs monitoring, patient hygiene and mobility assistance, phlebotomy and EKG administration, and basic medical terminology and safety procedures. The program is designed to align with industry standards and culminates in eligibility to sit for the CPCT certification exam—typically offered by organizations like the National Healthcareer Association (NHA). Upon successful completion, students can graduate high school with a nationally recognized certification and be ready to work in hospitals, nursing homes, or other medical settings, or pursue further education in the healthcare field.

**9th Grade CTE Technical Exploratory**

First Year	
Semester 1	Semester 2
NCHSE Essential Healthcare Practices*	
Second Year	
Semester 1	Semester 2
Anatomy & Physiology I**	
Third Year	
Semester 1	Semester 2
Advanced Anatomy & Physiology***	
	CPCT Internship****
Optional Electives	
CPR & First Aid	Psychology
AP Biology	

\*Students enrolled in this course will be required to take the YouScience NCHSE Essential Healthcare Practices Exam and CPR Certification

\*\*Students enrolled in this course will be required to take the YouScience Medical Anatomy & Physiology Exam

\*\*\*Students enrolled in this course will be required to take the YouScience Advanced Medical Anatomy & Physiology Exam

\*\*\*\*Students enrolled in this course will be eligible to take the National HealthCareer Association (NHA) Certified Patient Care Technician Provisional License (upon 18th Birthday)

### ENGINEERING TECHNICIAN- PLAN of STUDY

**ENGINEERING TECHNICIAN** - The focus of this program is to prepare students for careers and/or postsecondary study in civil engineering, mechanical engineering, robotics, and occupations related to advanced manufacturing, construction, mechanical engineering, and computer design related occupations.

9th Grade CTE Technical Exploratory	
First Year	
Semester 1	Semester 2
PLTW Engineering Essentials*	
Second Year	
Semester 1	Semester 2
PLTW Introduction to Engineering Design*	
Third Year	
Semester 1	Semester 2
PLTW Principles of Engineering(*)(**)	
Optional Electives	
Probability & Statistics	Robotics
Advanced Robotics	

\*Students will receive PLTW Course Completion Certificates

\*\*Students will complete OSHA 10 Certification; NOCTI Pre-Engineering Exam

### FINANCE - PLAN of STUDY

**FINANCE PATHWAY** - The focus of this program is to prepare students for careers in financial and investment planning, banking, insurance and business financial management. Finance career opportunities are available in every sector of the economy and require skill in organization, time management, customer service and communication.

#### 9th Grade CTE Technical Exploratory

First Year	
Semester 1	Semester 2
Financial Literacy	Financial Planning
Second Year	
Semester 1	Semester 2
Banking and Credit	Stock Market

*\*Students enrolled in this course are eligible for three college credits from Rhode Island College*

Third Year	
Semester 1	Semester 2
Accounting*	
Finance Internship	

### FIREFIGHTER & EMS - PLAN of STUDY

**FIREFIGHTER & EMS** - The focus of this program is to prepare students to apply technical knowledge and skills required to perform entry-level duties in law enforcement, firefighting, emergency medical services, and other public safety services. This program stresses the techniques, methods, and procedures specific to the areas of criminal justice, fire protection, and emergency medical services especially in emergency and disaster situations. Physical development and self-confidence skills are emphasized due to the nature of the specific occupation(s). In addition to the application of mathematics, communication, science, and physics students receive training in social and psychological skills, map reading, vehicle and equipment operations, the judicial system, firefighting, pre-hospital emergency medical care and appropriate emergency assessment, treatment and communication.

#### 9th Grade CTE Technical Exploratory

First Year	
Semester 1	Semester 2
Firefighter I	
Second Year	
Semester 1	Semester 2
Firefighter II*	
Third Year	
Semester 1	Semester 2
Advanced Firefighting**	
	EMS Training***
Optional Electives	
Public Speaking	Sociology
Psychology	Environmental Science

\*Students will receive CPR, First Aid & Stop the Bleed Certifications through American Safety Programs & Training

\*\*Students will complete the NEPA 1001 Certification Exam with written and physical components and training as well as NIMS Certification through American Safety Programs & Training

\*\*\*Students will complete EMS Training through American Safety Programs & Training

### JROTC - PLAN of STUDY

**JROTC - Marine Corps Junior ROTC Program** - The focus of JROTC is to instill in the values of citizenship, service to the U.S., personal responsibility and a sense of accomplishment. JROTC explores multiple enlisted service career fields and officer track careers in all five branches of the U.S. Armed Forces. This academy is hosted in conjunction with the U.S. Marine Corps.

<b>9th Grade CTE Technical Exploratory</b>	
<b>OR JROTC Level 1</b>	

<b>First Year</b>	
<b>Semester 1</b>	<b>Semester 2</b>
<b>JROTC Level 1</b>	

<b>Second Year</b>	
<b>Semester 1</b>	<b>Semester 2</b>
<b>JROTC Level 2</b>	

<b>Third Year</b>	
<b>Semester 1</b>	<b>Semester 2</b>
<b>JROTC Level 3</b>	

<b>Fourth Year</b>	
<b>Semester 1</b>	<b>Semester 2</b>
<b>JROTC Level 4</b>	

<b>Optional Electives</b>	
<b>Emergency Response</b>	<b>American Government &amp; Civics</b>
<b>Public Speaking</b>	<b>Geography</b>

### LAW and FORENSICS - PLAN of STUDY

**LAW and FORENSICS** - The focus of this program is to educate and prepare students for careers in Government, Law Enforcement, Legal Careers, Criminal Justice, Forensic Science, and Law. Students will be skilled at navigating the Justice System including the formation and enforcement of laws and the intersection between crime and punishment. Students will practice the investigative process, including procedure, Forensic Science and will navigate the Trial Court and Correctional systems. Students will be capable of applying their understanding of psychological principles to the aforementioned areas while preparing for internships in their respective fields. In addition students also explore Forensic Science as it relates to criminal justice and the legal system.

#### 9th Grade CTE Technical Exploratory

First Year	
Semester 1	Semester 2
Introduction to Criminal Justice*	

*\*Students enrolled in this course are eligible for three college credits from Roger Williams University*

Second Year	
Semester 1	Semester 2
Forensics*	
Responding to Emergencies**	

*\*Students enrolled in this course are eligible for three college credits from Roger Williams University*

*\*\*This course is offered through the Physical Education Dept.*

Third Year	
Semester 1	Semester 2
Law & Society Criminal*	Law & Society Civil*
Legal & Law Enforcement Career Applications	Legal & Law Enforcement Career Applications

*\*Students enrolled in this course are eligible for three college credits from Roger Williams University*

Optional Electives
American Government & Civics Advanced Forensic*

*\*Students enrolled in this course are eligible for three college credits from Roger Williams University*

### MARKETING and MANAGEMENT - PLAN of STUDY

**MARKETING AND MANAGEMENT–** The focus of this program is on business, marketing and management. This program is ideal for students who have an interest in the world of business, finance and marketing. This program is best for students who enjoy helping, leading and working with people and for those who are comfortable working with computers and technology. Students will also participate in organizing and planning activities. Students in this program are members of DECA and have an interest in working in a business environment and pursuing continued training in Business, Finance, or Marketing.

#### 9th Grade CTE Technical Exploratory

First Year	
Semester 1	Semester 2
Business Management*	

*\*Students enrolled in this course are eligible for three college credits from Rhode Island College*

Second Year	
Semester 1	Semester 2
Marketing	

Third Year	
Semester 1	Semester 2
Digital Media & Design	
Marketing and Management Internship	

Optional Electives	
Accounting*	Web Design

*\*Students enrolled in this course are eligible for three college credits from Rhode Island College*

### TEACHING AS A PROFESSION - PLAN of STUDY

**TEACHING AS A PROFESSION** – This program focuses on preparing students with the experience, commitment, and skills they need for becoming PK-12 Teachers. Students will have the opportunity to engage in lesson and unit planning, classroom management, and explore a new paradigm of teaching while working with students and teachers within the Pawtucket School Department. The coursework and curriculum is aligned with the *Educators Rising*, where students will delve into topics such as Formative Assessments, Classroom Culture, Anti-Bias Instruction, Checks for Understanding, High Order Questioning, Differentiation, Scaffolding, Student Engagement, and Collaboration. Students will also have the opportunity to take key assessments needed for teaching such as ParaPro and Praxis Core Assessment.

#### 9th Grade CTE Technical Exploratory

First Year	
Semester 1	Semester 2
Introduction to Teaching and Learning	
Second Year	
Semester 1	Semester 2
Introduction to Educational Development	
Third Year	
Semester 1	Semester 2
The Psychology of Learning	Teaching as a Profession Educational Practicum*
Optional Electives	
CPR/First Aid	Public Speaking
World Language(s)	

*\*Students will complete the Parapro Assessment and Praxis Core Test*



## CAREER & TECHNICAL EDUCATION EXPLORATORY

<b>703</b>	<b>9th Grade CTE Exploratory</b>	<b>Credit: .50</b>	<b>SHEA - TOLMAN</b>
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**Mandatory course for grade 9 students attending Shea or Tolman High School**

The CTE Exploratory Program allows students to explore the technical programs offered at Shea High School or Tolman High School. This is a valuable opportunity for students to spend time immersed in each program and gain insight into career options available, post-secondary training, and what skills are needed in each program. Through hands-on activities, students learn about basic fundamentals, safety, equipment, and trade terminology. Students will develop independent ideas about their own interests as well as displaying higher levels of engagement and motivation when they have a clear understanding of what they want to do. Students will rotate every few weeks and explore the CTE pathways with reflections on their experiences. The Exploratory and CTE programs, in general, provide students with the skills, knowledge, and encouragement they need to get the most out of their desired career path.

## ENGLISH DEPARTMENT: REQUIRED CORE COURSES

<b>101</b>	<b>Honors English Language Arts 9</b>	<b>Credit: 1.00</b>	<b>JMW - SHEA - TOLMAN</b>
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**Prerequisite: Proficiency on 9th grade ELA Placement Exam or district approval**

This course is offered to students who have already demonstrated grade level proficiency in reading and writing and are interested in pursuing a rigorous course of study that is both expanded and enriched. Students study poetry, drama, short stories, and novels. Focus is on literary analysis; small and large group discussion and informational writing. Students complete extended text-based projects and oral presentations. Summer reading is mandatory, is intended to enhance your learning, and is factored into the grade for the course.

<b>102</b>	<b>English Language Arts 9</b>	<b>Credit: 1.00</b>	<b>JMW - SHEA - TOLMAN</b>
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This course is required for all 9th grade students not enrolled in Honors English Language Arts 9. Students study poetry, drama, short stories, and novels. Focus is on literary analysis; small and large group discussion and informational writing. Students complete extended text-based projects and oral presentations.

<b>111</b>	<b>Honors English Language Arts 10</b>	<b>Credit: 1.00</b>	<b>JMW - SHEA - TOLMAN</b>
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**Prerequisite: Successful completion of Honors ELA 9 and/or district approval**

This course is offered to students who have already demonstrated grade level proficiency in reading and writing and are interested in pursuing a rigorous course of study that is both expanded and enriched. Students study poetry, drama, short stories, and novels. Focus is on literary analysis; small and large group discussion and informational writing. Students complete extended text-based projects and oral presentations. Summer reading is mandatory, is intended to enhance your learning, and is factored into the grade for the course.

<b>112</b>	<b>English Language Arts 10</b>	<b>Credit: 1.00</b>	<b>JMW - SHEA - TOLMAN</b>
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This course is required for all 10th grade students not enrolled in Honors English Language Arts 10. Students study poetry, drama, short stories, and novels. Focus is on literary analysis; small and large group discussion and informational writing. Students complete extended text-based projects and oral presentations.

<b>121</b>	<b>Honors English Language Arts 11</b>	<b>Credit: 1.00</b>	<b>JMW - SHEA - TOLMAN</b>
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**Prerequisite: Successful completion of Honors ELA 10 and/or district approval**

This course is offered to students who have already demonstrated grade level proficiency in reading and writing and are interested in pursuing a rigorous course of study that is both expanded and enriched. Students study poetry, drama, short stories, and novels. Focus is on literary analysis; small and large group discussion and informational writing. Students complete extended text-based projects and oral presentations. Summer reading is mandatory, is intended to enhance your learning, and is factored into the grade for the course.

<b>122</b>	<b>English Language Arts 11</b>	<b>Credit: 1.00</b>	<b>JMW - SHEA - TOLMAN</b>
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This course is required for all 11th grade students not enrolled in Honors English Language Arts 11. Students study poetry, drama, short stories, and novels. Focus is on literary analysis of American Literature; small and large group discussion and informational writing. Students complete extended text-based projects and oral presentations.

<b>131</b>	<b>Honors English Language Arts 12</b>	<b>Credit: 1.00</b>	<b>JMW - SHEA - TOLMAN</b>
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**Prerequisite: Successful completion of Honors ELA 11 or any of the following, AP Lit, AP Lang, district approval**

This course is offered to students who have already demonstrated grade level proficiency in reading and writing and are interested in pursuing a rigorous course of study that is both expanded and enriched. Students study poetry, drama, short stories, and

novels. Focus is on literary analysis of British and World Literature; small and large group discussion and informational writing. Students complete extended text-based projects and oral presentations. Summer reading is mandatory, is intended to enhance your learning, and is factored into the grade for the course.

132	English Language Arts 12	Credit: 1.00	JMW - SHEA - TOLMAN
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This course is required for all 12th grade students not enrolled in any AP English course. Students study poetry, drama, short stories, and novels. Focus is on literary analysis of British and World; small and large group discussion and informational writing. Students complete extended text-based projects and oral presentations.

135	AP English Language and Composition	Credit: 1.00	SHEA - TOLMAN
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**Students enrolled in this course are required to take the AP Exam.**

This course is geared to preparing motivated students for the Advanced Placement Exams in English Language and Composition. Students will engage in studying and writing various kinds of analytic or persuasive essays on non literary topics. Additionally, the course is offered and approved by Rhode Island College's Early Enrollment Program for possible college credit.

\*Summer reading is mandatory, is intended to enhance your learning, and is factored into the grade for the course.

136	AP English Literature and Composition	Credit: 1.00	JMW - SHEA - TOLMAN
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**Students enrolled in this course are required to take the AP Exam.**

This course is designed for motivated students with a command of standard English and an interest in exploring and analyzing challenging classic and contemporary literature, and a desire to analyze and interpret dominant literary genres and themes.

\*Summer reading is mandatory, is intended to enhance your learning, and is factored into the grade for the course.

## ENGLISH DEPARTMENT: ELECTIVE COURSES

109	Writing Lab 9	Credit: 1.00	JMW - SHEA - TOLMAN
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**For identified grade 9 students not enrolled in ELA 101**

This course is required for all identified 9th grade students. In this course, students will receive explicit writing instruction and strategies that reflect and support the coursework in their concurrent English 102 course. Students will study argument, expository, and narrative writing aligned with English 102.

140	Introduction to Screenwriting	Credit: .50	JMW
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Introduction to Screenwriting gives students a foundation in the principles and techniques of writing for Film and Television. Areas of focus include story structure, character development, tone, genre, and attention to audience. Equal consideration is given to both the technical and creative aspects of the medium. Using industry standard Final Draft software, students will develop and produce finished works at a level that is both effective and reflective of individual voices. This course is a requirement for the JMW Video and Film Production CTE pathway. ***Elective courses do not fulfill ELA graduation requirements.***

151	Creative Writing	Credit: .50	JMW - SHEA - TOLMAN
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This course focuses on drawing out the creative side of the student writer. Through structured in-class exercises, assigned readings, peer-editing and informal group discussions, students produce and critique creative writing poems, essays, and short stories. ***Elective courses do not fulfill ELA graduation requirements.***

154	Public Speaking	Credit: .50	JMW - SHEA - TOLMAN
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Speaking before an audience doesn't need to be an intimidating experience. In this course, students examine a variety of public speaking genres, styles and strategies. Students apply these strategies to evaluate, prepare, and deliver various presentations. This course is open to Juniors and Seniors only at Shea and Tolman. Open to all at JMW. ***Elective courses do not fulfill ELA graduation requirements.***

156	Contemporary American Film	Credit: .50	JMW
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***Lights! Camera! Action!*** If you love to watch, think and talk about movies then this is the course for you. This course focuses on film as a storyteller. Students explore leading film genres including action-adventure, comedy, drama, romantic, sports, musical/dance, mystery, science fiction/fantasy, the biopic and documentaries. It examines the impact of film on popular culture and in turn how film represents modern culture. The role of literature on film is also considered. Readings include works of fiction, journalism, and social history. This course culminates in a multimedia presentation. This course is a requirement for the JMW Video and Film Production CTE pathway. ***Elective courses do not fulfill ELA graduation requirements.***

157	Theater	Credit: .50	SHEA - TOLMAN
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*Another Opening! Another Show!* This course is designed to introduce students to various aspects of the theater. Areas explored include the history of theater, acting, directing, script writing, technical design and production. Students read, view and critique drama and have the opportunity to participate in authentic theater experiences. **Elective courses do not fulfill ELA graduation requirements.**

164	Writing 104	Credit: .50	JMW - SHEA - TOLMAN
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**Prerequisite:** Grade 11 and 12 ONLY

URI Writing 104 is a concurrent enrollment course, focuses on and emphasizes the rhetorical situation and helps students understand audience and purpose for everything they write, to see writing as a rhetorical opportunity, and crafting a fitting response to and shift between different genres and stances. This course requires several major projects plus other brief or informal writings. Students who successfully complete this course will earn 3 college credits for free. **Elective courses do not fulfill ELA graduation requirements.**

165	SAT Preparation: English Language Arts	Credit: .50	JMW- SHEA - TOLMAN
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**Recommendation:** Students in enrolled in grades 9 and 10 Honors ELA.

**Requirement:** Runs concurrent with SAT Preparation: Math

This course will increase active engagement in the SAT preparation process. The course will give direction, focus preparation, and teach specific skills and effective test-taking students need to be successful on the SAT. The SAT Reading Test Preparation portion of the course will emphasize strategies on comprehension and reasoning skills. **Elective courses do not fulfill ELA graduation requirements.**

## MATHEMATICS DEPARTMENT: REQUIRED CORE COURSES

202	Algebra I	Credit: 1.00	JMW - SHEA- TOLMAN
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This course is a requirement for 9th grade students who have not successfully completed Algebra I in middle school. The course introduces students to fundamental algebraic concepts. Connections are made to real world applications. The development of conceptual understanding is balanced with the need for the development of efficient skills. Topics include: interpreting and using variables, expressions, and equations; linear and nonlinear functions and relationships; scatter plots and systems of linear equations; exponents and polynomials, and introduction to quadratics.

209	Honors Algebra II	Credit: 1.0	JMW - SHEA -TOLMAN
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**Prerequisite:** AS Geometry or teacher recommendation is required

The course is offered to students interested in pursuing a rigorous course of study that is both expanded and enriched. It is an in-depth study of relations and functions, monomials and polynomials, quadratic functions, complex numbers, linear systems, linear and quadratic inequalities, radical expressions, rational expressions, and exponential and logarithmic functions.

212	Algebra II	Credit: 1.0	JMW - SHEA -TOLMAN
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**Prerequisite:** Algebra I; Geometry is suggested, but not required

This course is a graduation requirement and is an in-depth study of relations and functions, monomials and polynomials, quadratic functions, complex numbers, linear systems, linear and quadratic inequalities, radical expressions, rational expressions, and exponential and logarithmic functions.

221	Honors Geometry	Credit: 1.0	JMW - SHEA - TOLMAN
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**Prerequisite:** Proficiency on 9th grade Algebra I Placement Exam or district approval

This course is offered to students who are interested in pursuing a rigorous course of study that is both expanded and enriched. It introduces students to geometric thinking, proofs, and applications. Topics include the relationships of points, lines, planes, and space, geometric constructions, properties of the common geometric figures (angles, triangles, quadrilaterals, circles, polygons and spheres), congruence and similarities of geometric figures, areas, perimeters and volume, right triangle trigonometry and transformations.

222	Geometry	Credit: 1.0	JMW - SHEA - TOLMAN
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**Prerequisite:** Algebra I

This course introduces students to geometric thinking, proofs, and applications. Topics include the relationships of points, lines, planes, and space, geometric constructions, properties of the common geometric figures (angles, triangles, quadrilaterals, circles, polygons and spheres), congruence and similarities of geometric figures, areas, perimeters and volume, right triangle trigonometry and transformations.

232	Pre-Calculus	Credit: 1.0	JMW - SHEA - TOLMAN
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**Prerequisites:** Algebra II and Geometry

This course is designed to prepare students for Calculus or as a preparation for college level mathematics. Topics include linear relations and functions, the nature of graphs, polynomial and rational functions, trigonometric functions and their graphs, identities and equations, conics, complex numbers, and exponential and logarithmic functions. If time permits, polar coordinate topics will be introduced. All topics routinely require the use of the graphing calculator

133	Advanced Placement Pre-Calculus	Credit: 1.0	JMW - SHEA - TOLMAN
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**Prerequisites:** Algebra II and Geometry. Students enrolled in this course are required to take the AP Exam.

This course is designed to prepare students for Calculus or as a preparation for college level mathematics. Topics include linear relations and functions, the nature of graphs, polynomial and rational functions, trigonometric functions and their graphs, identities and equations, conics, complex numbers, and exponential and logarithmic functions. If time permits, polar coordinate topics will be introduced. All topics routinely require the use of the graphing calculator. This course runs synchronously with Pre-Calculus. Students are required to complete the College Board Progress Checks and AP Classroom Assignments.

241	Advanced Placement Calculus	Credit: 1.0	JMW - SHEA - TOLMAN
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**Prerequisites:** Pre-Calculus or AP Precalculus. Students enrolled in this course are required to take the AP Exam.

AP Calculus is a full-year course with a required Advanced Placement exam at the end of the school year. 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 are determined and verified using the graphing calculator.

242	Calculus	Credit: 1.0	JMW - SHEA - TOLMAN
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**Prerequisites:** Pre-Calculus or AP Precalculus

This course 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, differential equations and integrals and their applications. Solutions are determined and verified using the graphing calculator.

261	Probability and Statistics	Credit: 1.0	JMW - SHEA - TOLMAN
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**Prerequisites:** Algebra II and Geometry

In this semester course, students develop and apply mathematical concepts necessary for career pathways in forensics, health sciences, social sciences, business and educational studies. It provides students with a basic knowledge of probability and statistics including counting, organizing, and reporting data, measures of central tendency, standard deviation, area models for probability, line plots, stem and leaf plots, and graphs.

262	Advanced Topics in Mathematics	Credit: 1.0	JMW - SHEA - TOLMAN
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**Prerequisites:** Juniors and Seniors Only

Advanced Topics in Mathematics is a full-year course covering selected topics in mathematics from the following areas: Financial Literacy, Data Analysis, Statistics & Probability, Number Theory, and Problem solving within each topic. ***This course fulfills the financial literacy graduation requirement***

264	Advanced Placement Statistics	Credit: 1.0	SHEA - TOLMAN
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**Prerequisite:** Strong reading comprehension skills are needed and successful completion of Algebra II; Students enrolled in this course are required to take the AP Exam.

AP Statistics is a full-year course with a required Advanced Placement exam at the end of the school year. The course covers four major themes: exploratory data analysis; planning a study; probability; and statistical inference.

## MATHEMATICS DEPARTMENT: ELECTIVE COURSES

266	On Ramp to Algebra I	Credit: 1.00	JMW - SHEA - TOLMAN
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For identified grade 9 students

This course is taken concurrently with Algebra I (202)

This course is required for all identified students in grade 9 who did not reach proficiency on RICAS and/ or have historically low math proficiency. It is designed to ensure that students are successful in Algebra 1 by building upon and solidifying the foundational skills and conceptual understandings needed for high school math. This course runs concurrently with Math 202 Algebra I. ***This course does not meet Math graduation requirements.***

265	SAT Preparation: Mathematics	Credit: .50	JMW - SHEA - TOLMAN
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**Prerequisite:** Students in grades 9 and 10 who tested out of Math 200.

**Requirement:** Runs concurrent with SAT Preparation: ELA

This course will increase active engagement in the SAT preparation process. The course will give direction, focus preparation, and teach specific skills and effective test-taking students need to be successful on the SAT. This SAT Math prep course is to familiarize students with mathematical concepts as tested on the math section of the SAT. ***This course does not meet graduation requirements.***

## SOCIAL STUDIES DEPARTMENT: REQUIRED CORE COURSES

311	Honors United States History I	Credit: 1.0	JMW - SHEA - TOLMAN
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This course is offered to sophomores who have demonstrated grade level proficiency in reading and writing and are interested in pursuing a rigorous course of study that is both expanded and enriched. The American story, starting with the writing of the Constitution and concluding with the closing of the frontier in the late 19<sup>th</sup> century, is studied.

312	United States History I	Credit: 1.0	JMW - SHEA - TOLMAN
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This course is a survey of the American story starting with the writing of the Constitution and concluding with the closing of the frontier in the late 19<sup>th</sup> century. Students study, analyze, and interpret the important issues and events of our history during this period of time.

321	Honors United States History II	Credit: 1.0	JMW - SHEA - TOLMAN
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**Prerequisite:** US History I

This course is offered to students who are interested in pursuing a rigorous course of study that is both expanded and enriched. It continues the survey of the American story begun in United States History I. Students study, analyze, and interpret important developments that influenced the history of the United States from the Gilded Age to the present.

322	United States History II	Credit: 1.0	JMW - SHEA - TOLMAN
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This course continues the survey of the American story started in United States History I. Students study, analyze, and interpret important developments that influenced the history of the United States from the Gilded Age to present.

323	Advanced Placement US History	Credit: 1.0	SHEA - TOLMAN
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**Prerequisite:** Students enrolled in this course are required to take the AP Exam.

This Advanced Placement course is for students who have mastered the content and skills in US History I, and who want to study history at a greater depth. Summer reading and research projects are required. This college level course begins a chronological survey of US History from the colonial period through post-Civil War Reconstruction with instruction in historical research interpretation and analysis of primary sources. Whenever possible, national events will be viewed at the local or state level. Students enrolled in this course are expected to register and sit for the AP exam. Satisfactory scores on the AP exam may provide the student with college credits at many colleges and universities. Students will be advised to obtain a supplemental test preparation workbook.

331	Honors World History	Credit: 1.0	JMW - SHEA - TOLMAN
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The course is offered to entering freshmen who have demonstrated grade level proficiency in reading and writing and are interested in pursuing a rigorous course of study that is both expanded and enriched. Students study, analyze and interpret historical events to 1600. The expansion of European influences to become global in nature by 1600 is stressed, while Eastern influences will be introduced to complete the discussion.

332	World History I	Credit: 1.0	JMW - SHEA - TOLMAN
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In this course students study, analyze, and interpret historical events to 1600. An overview of European influences and their expansion is presented and contrasted with world events in the development of the Americas.

342	World History II	Credit: 1.0	SHEA - TOLMAN
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**Prerequisite:** World History I

This course continues the discussion and analysis of world events and influences from 1600 to the present. Exploration, trade between eastern and western cultures, the growth of democracy, immigration, and twentieth century events will be stressed.

343	Advanced Placement World History	Credit: 1.0	TOLMAN
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**Prerequisite:** Students enrolled in this course are required to take the AP Exam.

This Advanced Placement course is for students who have mastered the content and skills in World History I, and want to study history at a greater depth. Summer reading and historical research is required. This college level course begins a survey of World History from the Neolithic Revolution to our Modern society. There is historical research, interpretation and analysis of several primary sources. Students enrolled in the course are expected to register and sit for the AP exam. Satisfactory scores on the AP exam may provide the student with college credits at many colleges and universities.

## SOCIAL STUDIES DEPARTMENT: ELECTIVE COURSES

<b>350</b>	<b>Sociology</b>	<b>Credit: .50</b>	<b>JMW - SHEA - TOLMAN</b>
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This introductory course provides an overview of sociology as a discipline and includes an introduction to sociological concepts, methods, and perspectives. It also applies these concepts directly to social institutions such as family, religion, and politics. The sociological perspective of this course enables the student to view the surrounding world in a different light.

<b>351</b>	<b>Psychology</b>	<b>Credit: .50</b>	<b>JMW - SHEA - TOLMAN</b>
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This is an introductory level course that covers the history, concepts, disorders and related therapies involved in the study of psychology. Elements of criminal and deviant behavior are also introduced.

<b>352</b>	<b>Law and Society - Criminal</b>	<b>Credit: .50</b>	<b>JMW - SHEA</b>
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Law and Society connects the government, the American legal system, and the society in which the student lives. It is committed to the student's understanding of the foundation of law and ethical, societal obligations.

<b>353</b>	<b>Law and Society - Civil</b>	<b>Credit: .50</b>	<b>JMW - SHEA</b>
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This course explores the connections among the government, the American legal system, and our society. It examines tort, family law, and the basic principles of immigration law. Career pathways in these fields are examined and employment opportunities are researched.

<b>370</b>	<b>Law and Society - Criminal for Law &amp; Forensics CTE</b>	<b>Credit: .50</b>	<b>TOLMAN</b>
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**Prerequisite:** Seniors Only enrolled in Law & Forensics CTE Pathway

Law and Society connects the government, the American legal system, and the society in which the student lives. It is committed to the student's understanding of the foundation of law and ethical, societal obligations.

<b>371</b>	<b>Law and Society-Civil for Law &amp; Forensics CTE - Civil</b>	<b>Credit: .50</b>	<b>TOLMAN</b>
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**Prerequisite:** Seniors Only enrolled in Law & Forensics CTE Pathway

This course explores the connections among the government, the American legal system, and our society. It examines tort, family law, and the basic principles of immigration law. Career pathways in these fields are examined and employment opportunities are researched.

<b>355</b>	<b>Human Geography</b>	<b>Credit: .50</b>	<b>JMW - SHEA - TOLMAN</b>
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Human Geography focuses on the spatial aspects of population growth and distribution, cultural differentiation, urban growth and decline, the spread of ideas and innovations, regional development, and the location of economic activity. The central focus is the analysis of the relationship between society, place and space. The course focuses on social, economic, political, cultural and human-environment processes and patterns and how they change over space and time.

<b>356</b>	<b>American Government and Civics</b>	<b>Credit: 1.0</b>	<b>JMW - SHEA -TOLMAN</b>
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The objective of this course is to understand the structure and function of government, to help students become more aware of their opportunities and obligations as citizens, and to develop citizenship skills. The U.S. Constitution is a major focus of this course.

<b>357</b>	<b>Rhode Island History</b>	<b>Credit: .50</b>	<b>SHEA - TOLMAN</b>
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This course traces RI History from the early exploration to the current age of reform. The contributions of RI and its people to the development of the United States will be included. Current issues and challenges are examined.

<b>361</b>	<b>Introduction to Criminal Justice</b>	<b>Credit: 1.0</b>	<b>TOLMAN</b>
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**Prerequisite:** Sophomores ONLY in Law & Forensics CTE Pathway

This course introduces the student to the United States criminal justice system. Emphasis is placed on criminal law, law enforcement and criminology. Criminal cases are studied as a means to understanding the workings of the system. Various careers within the field are explored and field service experiences are incorporated into the program.

<b>363</b>	<b>Legal and Law Enforcement Career</b>	<b>Credit: 1.0</b>	<b>TOLMAN</b>
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	<b>Applications</b>		
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**Prerequisite:** Seniors ONLY in Law & Forensics CTE Pathway

This course provides students the opportunity for job experience, job shadowing, and possible internship positions in the legal and law enforcement career areas. Student coursework is individualized and differentiated to meet their needs and interests.

<b>364</b>	<b>Advanced Placement Psychology</b>	<b>Credit: 1.0</b>	<b>SHEA - TOLMAN</b>
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**Prerequisite:** Juniors and Seniors Only; Students enrolled in this course are required to take the AP Exam.

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

<b>310</b>	<b>Firefighter I</b>	<b>Credit: 1.0</b>	<b>TOLMAN</b>
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**Prerequisite:** Sophomores ONLY in Firefighter CTE pathway.

This course introduces the basic principles and history related to the national firefighter life safety initiatives, focusing on the need for cultural and behavioral change throughout the emergency services. In addition, this course focuses on an intense hands-on approach to firefighting, which promotes both skill competency and an understanding of the fireground. Students complete numerous fireground-speed evolutions, and rolling responses, which encourage them to apply their skills to a variety of scenarios.

<b>313</b>	<b>Firefighter II</b>	<b>Credit: 1.0</b>	<b>TOLMAN</b>
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**Prerequisite:** Firefighter I; Juniors ONLY in Firefighter CTE pathway or district approval.

This course is a continuation of Firefighter I providing more skills and training in advanced firefighting techniques. Students will learn about foam fire streams, vehicle rescue, fire communications, sprinkler and fire alarm system operations, fire origins, fire attacks, fire investigations and additional fire safety skills. Students will also participate in hands-on training with local fire departments and organizations.

<b>315</b>	<b>Advanced Firefighter &amp; EMS Training</b>	<b>Credit: 1.0</b>	<b>TOLMAN</b>
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**Prerequisite:** Firefighter II; Seniors ONLY in Firefighter CTE pathway or district approval.

This comprehensive course is designed for experienced emergency responders seeking to enhance their knowledge and operational skills in advanced firefighting and emergency medical services (EMS). Through a combination of classroom instruction, scenario-based simulations, and hands-on training, students will deepen their understanding of fire behavior, advanced suppression techniques, rescue operations, and pre-hospital emergency medical care. Topics include high-risk incident response, hazardous materials awareness, technical rescue, mass casualty incident (MCI) management, advanced airway and trauma care, and integration of EMS protocols with firefighting operations. Emphasis is placed on interagency coordination, leadership under pressure, and critical decision-making in dynamic environments. Successful completion of this course prepares students for leadership roles within fire and EMS departments and meets or exceeds national standards for advanced responder training.

<b>690</b>	<b>Economics</b>	<b>Credit: .5</b>	<b>JMW</b>
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This course emphasizes analysis of the American economic system as it relates to the individual and other economic systems. Specific units will cover financial literacy and microeconomic issues such as the law of supply and demand, factors of production, and the business cycle. Macroeconomic issues will include money and banking, monetary and fiscal policy, international trade and comparative economic systems. We will be touching on the history of economic thought as well as current economic issues. ***This course fulfills the financial literacy graduation requirement***

## SCIENCE DEPARTMENT: REQUIRED CORE COURSES

<b>401</b>	<b>Physical Science</b>	<b>Credit: 1.0</b>	<b>JMW - SHEA - TOLMAN</b>
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This course introduces students to the fundamental concepts, skills and techniques used in chemistry and physics. The topics of study in semester one include: scientific tools and measurements, physical and chemical properties and changes, properties of matter, basic atomic structure and the periodic table. Semester two will focus on: forces and motion, speed, velocity and acceleration and Newton's Laws.

<b>402</b>	<b>Honors Biology</b>	<b>Credit: 1.0</b>	<b>JMW - SHEA - TOLMAN</b>
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### LAB SCIENCE

This course is offered to students who are interested in pursuing a rigorous course of study that is both expanded and enriched. Students taking this course have demonstrated proficiency in the reading and writing state standards. Biology is the study of life.

In this laboratory science course students will study molecules, cells, organisms and their relationship to each other and the world they inhabit. The course builds on the understanding of cells and moves through cell reproduction and genetics, as students learn how organisms have evolved from simple to complex life forms. Students will apply the principles of the scientific method both in their thinking and in their lab work. Topics of study include the structure and function of living things, DNA, the code of life, interactions between and among organisms and the environment, the theory of evolution, and how technology has advanced our understanding of these topics.

403	Biology	Credit: 1.0	JMW - SHEA -TOLMAN
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#### **LAB SCIENCE**

Biology is the study of life. In this laboratory science course students will study molecules, cells, organisms and their relationship to each other and the world they inhabit. The course builds on the understanding of cells and moves through cell reproduction and genetics, as students learn how organisms have evolved from simple to complex life forms. Students will apply the principles of the scientific method both in their thinking and in their lab work. Topics of study include the structure and function of living things, DNA the code of life, interactions between and among organisms and the environment, the theory of evolution, and how technology has advanced our understanding of these topics.

410	Advanced Placement Biology	Credit: 1.0	SHEA - TOLMAN
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#### **LAB SCIENCE**

**Prerequisite: Biology or Honors Biology; Students enrolled in this course are required to take the AP Exam**

Content will consist of rapid review of general biology and include but not be limited to an in-depth study of general biological concepts such as genetics, biological energetics, mechanism of enzyme action, and protein synthesis. This course is designed to be equivalent to the general biology course taken in the first year of college.

420	Honors Chemistry	Credit: 1.0	JMW - SHEA -TOLMAN
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#### **LAB SCIENCE**

This course is offered to students who are interested in pursuing a rigorous course of study that is both expanded and enriched. Students taking this course have demonstrated proficiency in the reading, writing, and mathematics state standards. Chemistry is a laboratory science course in which students investigate the properties and structure of matter and the physical and chemical changes it undergoes. Students use science process skills and problem solving to study the periodic table, the fundamental structure of atoms, how atoms combine to form compounds, the interactions between matter and energy and the stoichiometric relationship between substances. Students explore chemistry concepts through a variety of classroom and laboratory activities.

421	Chemistry	Credit: 1.0	JMW - SHEA - TOLMAN
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#### **LAB SCIENCE**

Chemistry I is a laboratory science course in which students investigate the composition of matter and the physical and chemical changes it undergoes. Students use science process skills and problem solving to study the properties and structure of matter, periodic table, the fundamental structure of atoms, how atoms combine to form compounds, the interactions between matter and energy, the gas laws, and the stoichiometric relationship between substances. Students explore chemistry concepts through a variety of classroom and laboratory activities.

431	Physics	Credit: 1.0	SHEA - TOLMAN
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#### **LAB SCIENCE**

This physics course is designed to instruct students in the classical physics concepts of kinematics, Newton's Laws of energy, electromagnetism and waves. The course will prepare students to exist in an increasingly technological society, develop the students' analytical, problem solving, and laboratory skills.

463	Environmental Science	Credit: 1.0	JMW - SHEA - TOLMAN
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This course provides students with the foundational understanding of the knowledge and skills to deal effectively with environmental problems such as global warming, acid rain, endangered species, and invasive plants and animals. Students learn a variety of basic laboratory and field techniques. Students also gain a broad awareness of environmental science and technological career opportunities. An emphasis is placed on the development of critical thinking and analytical skills to make a positive impact on the environment.

465	Advanced Placement Environmental Science	Credit: 1.0	TOLMAN
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**Prerequisite: Students enrolled in this course are required to take the AP Exam**

The AP Environmental Science course is designed to be the equivalent of a one-semester introductory college course in environmental science. The goal of APES is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.



493	Advanced Placement Chemistry	Credit: 1.0	SHEA TOLMAN
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**LAB SCIENCE**

**Prerequisite:** Students enrolled in this course are required to take the AP Exam; Chemistry or Honor Chemistry

AP Chemistry is a college-level course analogous to General Chemistry 1 and General Chemistry 2. Topics covered include gas laws, kinetics, chemical equilibrium, bonding theory, electrochemistry, thermochemistry, and other general-chemistry topics. Focus is on lab work, analysis, and writing with a great deal of mathematics applications. Fluency with algebra and ability to work independently in and outside of the classroom are strongly recommended

407	PLTW Principles of Biomedical Science	Credit: 1.0	SHEA
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**LAB SCIENCE**

**Prerequisite:** Sophomores ONLY enrolled in the CTE Biomedical Pathway

In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems.

408	PLTW Human Body Systems	Credit: 1.0	SHEA
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**LAB SCIENCE**

**Prerequisite:** Juniors ONLY enrolled in the CTE Biomedical Pathway

This course is the second in the nationally recognized Project Lead the Way series, designed to investigate biomedical sciences through exciting hands-on projects and problems which encourage students to develop innovative, collaborative, critical thinking and problem-solving skills. Students will examine human body systems' interactions to explore identity, power, movement, protection, and homeostasis. Students will design experiments, investigate the human body's structures and functions, and use data acquisition software to monitor body functions such as muscle movement, reflexes, voluntary action, and respiration. Students explore science on the move, build organs and tissues on a mannequin, work through interesting real-world cases, and often play biomedical professionals' roles in solving medical mysteries.

409	PLTW Medical Interventions	Credit: 1.0	SHEA
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**LAB SCIENCE**

**Prerequisite:** Seniors ONLY enrolled in the CTE Biomedical Pathway

This course allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. The course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future.

## SCIENCE DEPARTMENT: ELECTIVE COURSES

440	Astronomy	Credit: .50	JMW - SHEA - TOLMAN
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**Prerequisite:** Juniors and Seniors Only

This course is a survey of modern astronomy. Topics covered will include: the solar system, galaxies, evolution of stars, black holes, and the methods used to explore these phenomena.

450	Oceanography	Credit: .50	JMW - SHEA - TOLMAN
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**Prerequisite:** Juniors and Seniors Only

This course deals with the physical, biological, and chemical aspects of our oceans. Examples of some of the topics that will be studied are; ocean geology, weather and climate, coastal science, marine life, ocean pollution, just to name a few. Special emphasis will be placed on our local and regional areas: current research and events will be explored as well as career paths in oceanography.

460	Anatomy & Physiology I	Credit: .50	JMW- SHEA - TOLMAN
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This course provides students with a comprehensive understanding of the functional anatomy of the human body at macroscopic level. Topics of study include the levels of organization in the human body and the body systems to include the skeletal, muscular, digestive, respiratory and cardiovascular systems. Laboratory work includes dissection of preserved specimens and microscopic study.

<b>461</b>	<b>Anatomy &amp; Physiology II</b>	<b>Credit: .50</b>	<b>SHEA - TOLMAN</b>
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This course provides students with a comprehensive understanding of the function of the human body. Topics of study include basic biochemistry, and the body systems of the integumentary, endocrine and nervous systems. Students will investigate disease pathologies affecting normal body function.

<b>464</b>	<b>Meteorology</b>	<b>Credit: .50</b>	<b>TOLMAN</b>
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This course is a study of the Earth's weather systems with an emphasis on atmosphere, global wind belts and pressure systems, and precipitation. Topics that will be covered include: how we monitor the weather through local weather stations, radars, and satellites, how the interactions between temperature, air pressure, wind, humidity, and precipitation create our weather, and how to forecast the weather on a daily basis. Other topics include severe weather events, including tornadoes, hurricanes, thunderstorms/lightning, and weather human hazards like global climate change.

<b>467</b>	<b>Genetics</b>	<b>Credit: .50</b>	<b>SHEA - TOLMAN</b>
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This course provides students with a comprehensive understanding of the science of genetics. Topics include the genetic and molecular basis of heredity and inherited traits, basic and polygenic inheritance, and mutations. They gain insights into both the negative and positive effects of mutations as they investigate the genetic basis of cancer and inherited disorders and explore how mutations increase variation within a population by changing the allelic frequency. Throughout the course, students debate controversial topics in the field, such as stem cell research and genetically modified foods.

<b>483</b>	<b>Forensic Science</b>	<b>Credit: 1.0</b>	<b>JMW - SHEA - TOLMAN</b>
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**Prerequisite:** Priority for Juniors enrolled in the Law & Forensics CTE Pathway (Tolman)

Forensic Science is the application of science to criminal and civil laws. In this course students will study relevant scientific and technological principles and techniques used to solve crimes. Topics of study include trace evidence analysis, fingerprints, impression evidence, blood spatter analysis, forensic serology, forensic Pathology and forensic document examination. Throughout the course, students will engage in a wide variety of hands-on laboratory activities, as they develop their problem solving and critical thinking skills. Forensic case studies of actual crimes will be reviewed and discussed. Students will use their new skills to work in teams to document, investigate, and analyze evidence to solve an end of course mock crime.

<b>484</b>	<b>Advanced Forensic Science</b>	<b>Credit: 1.0</b>	<b>TOLMAN</b>
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**Prerequisite:** Students who successfully complete the Forensic Science and Advanced Forensics can earn undergraduate credit at RWU

This course mirrors the forensic science course, but includes more in-depth topics of investigation, including forensic entomology, DNA analysis, arson and explosives, drugs & forensic toxicology, forensic odontology, accident reconstruction and computer forensics. Throughout the course students will compile a personal evidence portfolio.

## JROTC DEPARTMENT

<b>550</b>	<b>JROTC Leadership Education 1</b>	<b>Credit: 1.0</b>	<b>TOLMAN</b>
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LE1 is the introduction into the U.S. Marine Corps sponsored character and leadership development course primarily focused on teaching personal responsibility and teamwork. This elective will provide the student the basic introduction to JROTC where the cadet will learn to perform basic drill, proper uniform wear once per week and exercise twice per week.

<b>555</b>	<b>JROTC Leadership Education 2</b>	<b>Credit: 1.0</b>	<b>TOLMAN</b>
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LE2 is open to students who have successfully passed LE1 and desire to expand his or her leadership abilities and general military knowledge. The Cadet will be taught leadership techniques and expected to lead LE1 cadets within the classroom and during off campus events. All LE2 students will be held to a higher standard during the weekly uniform inspections and bi-weekly physical exercise training.

<b>560</b>	<b>JROTC Leadership Education 3</b>	<b>Credit: 1.0</b>	<b>TOLMAN</b>
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**Prerequisite:** Successful completion of JROTC 1 and 2 is required

LE3 stresses the command responsibility of a cadet noncommissioned officer and provides advanced leadership training and exercise of command. Related units include techniques in developing teamwork, small unit leadership and military teaching techniques. Cadets will be required to lead and teach JROTC 2 Cadets.

<b>561</b>	<b>JROTC Leadership Education 4</b>	<b>Credit: 1.0</b>	<b>TOLMAN</b>
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**Prerequisite: Successful completion of JROTC 3**

This course entails the study of leadership strategies, citizenship, and career planning. This course has an emphasis on American and Marine Corps history in the 20th and 21st Centuries. The 4th year Cadet will gain practical leadership experience by leading first year cadets in physical training, drill and uniform inspections. The 4th year Cadet will also learn methods of instruction by teaching formal classes to first year cadets.

## PHYSICAL EDUCATION DEPARTMENT

714	Contemporary Teen Issues and Wellness	Credit: .50	SHEA - TOLMAN
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The goal of this course is to prepare the student, with expanded knowledge and skills, to understand themselves and their place in their communities. Topics include personal fitness, injury prevention, substance abuse, mental health issues, emotional health issues, decision-making skills, communication skills, and healthy relationships. In order to make healthy lifestyle choices that will support an individual's whole "well-being," the information in this class will encourage them to make positive changes in their emotional and physical health behaviors.

880	Physical Education and Health (9 & 10)	Credit: .50	JMW - SHEA - TOLMAN
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The **Physical Education** curriculum focuses on the continuing total growth and development of the individual student. Students actively participate in a variety of practices, activities, and experiences to help achieve and maintain health-enhancing behaviors and to develop skills necessary to perform a variety of physical activities. It includes the development of personal health including physical fitness activities; lifetime sports, including individual, dual and team sports; and recreational and seasonal activities. Healthy competition, teamwork, healthy living, and physical conditioning are strongly emphasized.

**Health Education** is incorporated into the Physical Education program for all students in grades 11 and 12. The curriculum emphasizes the development of key skills including accessing information, community advocacy, and communication. Topics include injury prevention, personal risk assessment, nutrition, and mental and social health. The Health program strives to motivate students to practice health-enhancing behaviors, access information and services, set goals, and make informed decisions. This program also aims to help students understand the importance of health promotion as a foundation for a healthy life.

881	Physical Education and Health (11 & 12)	Credit: .50	JMW - SHEA - TOLMAN
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The **Physical Education** curriculum focuses on the continuing total growth and development of the individual student. Students actively participate in a variety of practices, activities, and experiences to help achieve and maintain health-enhancing behaviors and to develop skills necessary to perform a variety of physical activities. It includes the development of personal health including physical fitness activities; lifetime sports, including individual, dual and team sports; and recreational and seasonal activities. Healthy competition, teamwork, healthy living, and physical conditioning are strongly emphasized.

**Health Education** is incorporated into the Physical Education program for all students in grades 11 and 12. The curriculum emphasizes the development of key skills including accessing information, community advocacy, and communication. Topics include injury prevention, personal risk assessment, nutrition, and mental and social health. The Health program strives to motivate students to practice health-enhancing behaviors, access information and services, set goals, and make informed decisions. This program also aims to help students understand the importance of health promotion as a foundation for a healthy life.

885	First Aid & CPR	Credit: .50	SHEA - TOLMAN
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This course is designed to incorporate elements of physical training, techniques to avoid injury and caring for injuries when they occur. The student experiences a variety of fitness training activities focusing on proper technique. They also have field experiences caring for and rehabilitating injuries. With an emphasis on hands-on learning, our Red Cross-based First Aid/CPR/AED course will give you the skills to save a life. Certification is issued upon successful completion. CPR: Learn how to respond to cardiac and breathing emergencies in adults. First Aid: Learn how to respond to common first aid emergencies, including burns; cuts; head, neck and back injuries and more.

886	Methods of Personal and Fitness Instruction	Credit: .50	SHEA - TOLMAN
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The purpose of this course is to provide students with opportunities to develop an individual optimal level of physical fitness while acquiring knowledge of physical fitness concepts and understanding the significance of lifestyle on one's health and fitness. The content will include, but not limited to, knowledge of the importance of physical fitness, assessment of the health related components of physical fitness, knowledge of health problems associated with inadequate fitness levels, knowledge and application of biomechanical and physiological principles to improve and maintain the health related components of physical fitness, knowledge of safety practices associated with physical fitness including stress management, knowledge of sound nutritional practices related to physical fitness and knowledge of consumer issues related to physical fitness, technology applications, fitness program design, health problems associated with inadequate fitness levels, benefits derived from participation in physical activity.

898	Responding to Emergencies	Credit: .50	TOLMAN
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**Prerequisite: Juniors Only enrolled in the Law & Forensics CTE Pathway**

This course takes an in depth look at first response to emergencies. Students participate in career exploration of police, fire and rescue personnel. Students will explore the topics of emergency preparation, such as extreme heat, extreme cold and other natural disasters. The student experiences a variety of fitness training activities focusing on improving personal fitness levels focusing on the job requirements of individuals in the first responder industry. Classroom topics include, but are not limited to Red Cross- First Aid/CPR/AED with an opportunity of certification, NIMS and water safety. This course is recommended for those interested in a career in the healthcare industry or emergency response.

884	NCHSE Foundations of Healthcare Professions	Credit: 1.0	SHEA
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**Prerequisite:** Sophomores Only enrolled in the Community Health Worker CTE Pathway

Foundations of Healthcare Professions is the first course in the Community Health Worker CTE program. The course develops professional written and oral communication plans and addresses the foundation standards including health maintenance, employability skills, teamwork and safety practices to ensure effective patient-centered outcomes between healthcare professionals, patients and caregivers.

893	NCHSE Essential Healthcare Practices	Credit: 1.0	SHEA - TOLMAN
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**Prerequisite:** Juniors Only enrolled in the Community Health Worker CTE Pathway

Essential Healthcare Practices is the second course in the Community Health Worker CTE program. The course introduces basic medical terminology to help students communicate about body systems, diseases, and disorders. It also teaches students how to identify how key systems affect services performed and quality of care.

879	NCHSE Human Structure, Function & Disease	Credit: 1.0	SHEA
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**Prerequisite:** Seniors Only enrolled in the Community Health Worker CTE Pathway

Human Structure, Function and Disease is the third course in the Community Health Worker CTE program. The course introduces human anatomy, physiology, common diseases, and disorders. The focus is on Skeletal, Muscular, Respiratory, Integumentary, Cardiovascular and Lymphatic Systems. Students will also explore information technology in healthcare. Medical terminology and medical math are integrated throughout.

## BUSINESS DEPARTMENT

612	Financial Literacy for CTE Finance Pathway	Credit: .50	TOLMAN
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**Prerequisite:** Sophomores Only enrolled in the Finance CTE Pathway

Financial literacy is the ability to use knowledge and skills to manage one's financial resources effectively for lifetime financial security. In this course, the student finds, evaluates, and applies financial information; sets and achieves financial goals; develops income earning and saving potential; uses financial services; meets financial obligations; and builds and protects wealth. ***This course fulfills the financial literacy graduation requirement***

600	Financial Literacy	Credit: .50	SHEA - TOLMAN
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**Prerequisite:** Juniors & Seniors ONLY

Financial literacy is the ability to use knowledge and skills to manage one's financial resources effectively for lifetime financial security. In this course, the student finds, evaluates, and applies financial information; sets and achieves financial goals; develops income earning and saving potential; uses financial services; meets financial obligations; and builds and protects wealth. ***This course fulfills the financial literacy graduation requirement***

601	Accounting I (EEP)	Credit: 1.0	TOLMAN
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**Prerequisite:** Juniors enrolled in the Finance CTE Pathway have priority; Qualifies as a mathematics related course; This Early Enrollment Program (EEP) course is offered in cooperation with RI College.

Accounting I is an introduction to basic accounting systems, concepts, methods and applications of GAAP (Generally Accepted Accounting Principles). The course covers the identification, measurement, summarization, and reporting of financial events and their effect on the business enterprise. A general knowledge of accounting will provide students with the background necessary to study finance, management, marketing, financial markets, both profit and non-profit organizations, as well as other related fields.

602	Accounting II	Credit: 1.0	SHEA
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**Prerequisite:** Introduction to Accounting

Students apply the accounting standards learned in Introduction to Accounting to complete the accounting cycle of a merchandising corporation as well as accounting for a partnership. Accounting II reflects the importance of being able to understand, interpret, and use accounting information to make financial decisions. Students learn about planning and controlling principles used to evaluate the performance of an organization and apply differential analysis and present-value concepts to make decisions. In addition, students develop a working knowledge of employer payroll tax procedures and requirements to comply with tax laws and regulations. During the course, students complete an accounting simulation to reinforce and demonstrate their accounting knowledge.

<b>603</b>	<b>Accounting</b>	<b>Credit: 1.0</b>	<b>SHEA</b>
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This course introduces students to the accounting cycle from the original business transaction to closing books at year-end, including the preparation and interpretation of financial statements. Students are introduced to partnership and corporate accounting. They prepare, interpret and analyze financial statements using manual systems for merchandising a business organized as a partnership. This course is beneficial for the future accountant and for careers in many related business fields.

<b>630</b>	<b>Business Management</b>	<b>Credit: 1.0</b>	<b>SHEA</b>
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This course introduces students to principles of management, emphasizing various leadership styles. Topics include organizational structures, managerial decision-making, business ethics, labor and government regulations, and human resources management.

<b>631</b>	<b>Business Management (EEP)</b>	<b>Credit: 1.0</b>	<b>TOLMAN</b>
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**Prerequisite:** Sophomores enrolled in the Marketing CTE Pathway have priority; This Early Enrollment Program (EEP) course is offered in cooperation with RI College.

Business Management approaches business operations from the entrepreneurial and management perspective. This class provides business management concepts and principles in a realistic, investigative, and enriching manner. Functions of business management are covered extensively, including the use of technology and communications as tools of business. Students will enjoy exploring the global dimension of business and possible career opportunities as this class brings the world of business to them.

<b>635</b>	<b>Marketing</b>	<b>Credit: 1.0</b>	<b>TOLMAN</b>
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**Prerequisite:** Juniors Only enrolled in the Marketing CTE Pathway

Marketing takes students on a step-by-step journey through the world of marketing and digital marketing. Students encounter and learn about the key functions of marketing and how those functions are applied in the retail, sports, entertainment and fashion industries. This course provides students with the principles and concepts identified with marketing, and to develop critical thinking and decision-making skills through the application in these fast paced and expanding industries. In addition, this course will give students a general background in digital marketing.

<b>687</b>	<b>Stock Market</b>	<b>Credit: .50</b>	<b>SHEA - TOLMAN</b>
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**Prerequisite:** Financial Literacy

With an increasing complexity, financial markets exert a powerful presence in our lives and are central to the functioning of our economy. What role does the stock market play and how does it function? What factors govern stock market behavior and lead to market booms and busts? How is the price of a company's stock determined and how does it affect individual investors? This challenging course introduces the basic financial principles necessary to understand the role of the stock market in our economy and in our personal lives. Participants assume the role of money managers in order to gain an understanding of financial markets as they manage their own portfolio of stocks in a session-long stock market simulation game. Stock options and future contracts are added to the portfolio as the managers gain market expertise. Financial theories presented in class lectures, news of current and world events, and analysis of company reports are incorporated as the new money managers develop strategies to test their understanding of the market for stocks.

<b>689</b>	<b>Entrepreneurship</b>	<b>Credit: .50</b>	<b>SHEA - Tolman</b>
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Entrepreneurs are people who attempt to earn money and make profits by taking the risk of owning and operating a business. If you have ever provided a babysitting service or cut someone's lawn, you have already been an entrepreneur! Entrepreneurship introduces students to the skills needed to own/operate a business venture. The curriculum includes entrepreneurial learning experiences developed in conjunction with Johnson and Wales University and guidelines incorporated from the National Foundation for Teaching Entrepreneurship (NFTE) career training program. The goal of this course is to present students with a variety of employment options, stimulate Imagination, and ultimately prepare students to be creative thinkers in their future careers.

<b>691</b>	<b>Banking and Credit</b>	<b>Credit: .50</b>	<b>TOLMAN</b>
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**Prerequisite:** Seniors Only enrolled in the Finance CTE Pathway

This course presents a survey of the principles and practices of banking and credit in the United States. Students learn about the major functions of banks and other depository institutions, in-house operations and procedures, central banking through the Federal Reserve System and modern trends in the banking industry. The credit component provides an overview of credit functions and operations, including credit risk evaluation, loan creation and debt collection.

<b>692</b>	<b>Financial Planning</b>	<b>Credit: .50</b>	<b>TOLMAN</b>
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**Prerequisite:** Sophomores Only enrolled in the Finance CTE Pathway

A financial plan is a comprehensive evaluation of an individual's current pay and future financial state by using current known variables to predict future income, asset values and withdrawal plans. Topics include the cost of credit, time value of money, investments, asset allocation, retirement planning and risk management.

685	Finance Internship	Credit: 1.0	TOLMAN
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**Prerequisite:** Seniors Only enrolled in the Finance CTE Pathway

This is the final step to complete the requirements of the Finance Academy. Students will hone their skills in career planning and preparation, resume writing and job search, workplace practices and etiquette. Students will apply and interview for internships, according to the RI Internship guidelines, at local businesses and firms. A highlighted aspect of the class will focus on the knowledge and skills required to pass the EVERFI Financial Literacy and the related NOCTI exam to gain industry related certifications upon successful completion.

698	Marketing and Management Internship	Credit: 1.0	TOLMAN
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**Prerequisite:** Seniors Only enrolled in the Marketing CTE Pathway

You're hired! Marketing and Management Academy Internship gives students a solid grasp of how to prepare for work and life through career planning, money management, and independent-living techniques. Students will be introduced to some of today's hottest careers in the business field, taught easy-to-remember rules for improving study skills, and they will place a strong emphasis on critical SCANS workplace skills. Special focus will be provided with the tools needed to excel and succeed in both academic and professional business careers. Students will also be given the opportunities for job shadowing and job experience through internships within local businesses in the marketing and management field. Students may earn EVERFI Financial Literacy, National Retail Federation Customer Service and Sales, Quickbooks, and NOCTI General Management Certifications.

## EDUCATION DEPARTMENT

608	Introduction to Teaching and Learning	Credit: 1.0	SHEA - TOLMAN
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**Prerequisite:** Sophomores ONLY enrolled in Teaching as a Profession CTE Pathway

In this course, students explore the culture of teaching, the role of a teacher, student learning, multicultural and diverse backgrounds, and the influence society has on education and learning. Topics include current learning standards, lesson plan components, the realities of teaching as a career, certification requirements, professional expectations, and an introduction to teaching strategies. This course provides students with the opportunity to explore the field of teaching, reflect on their interest in education, create and present an instructional lesson, and develop connections with other future educators.

176	Introduction to Educational Development	Credit: 1.0	SHEA - TOLMAN
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**Prerequisite:** Juniors ONLY enrolled in Teaching as a Profession CTE Pathway

In this course, students will gain an overview of the history of teaching as a profession, examine current issues in education, research innovative schools, and design their own exemplary school. Students will examine the profession of teaching and its evolution through the Educators Rising Curriculum. In this course, students will also conduct 20 hours of observations in classrooms focused on classroom culture, student engagement, and teaching and learning, as well as assisting teachers when appropriate. Students will also create a lesson plan and present it to a host classroom, with assistance and observation of a Master Teacher.

## HOSPITALITY & TOURISM DEPARTMENT

607	Hospitality & Tourism Management I	Credit: 1.0	SHEA
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**Prerequisite:** Sophomores ONLY enrolled in Hospitality and Tourism CTE Pathway

This course provides students with the opportunity to explore the avenues of hospitality and tourism. Students will dive deep into all that has cultivated and developed this industry. This course will provide students with resources and rigorous content that will aid in the discovery of a potential career path in Hospitality and Tourism Management. In addition, this course provides a general overview of hospitality and tourism management, covering the growth and development, organization and structure, and all of the functional areas of the hospitality industry, including travel and tourism, lodging, food services, and recreation.

609	Hospitality & Tourism Management II	Credit: 1.0	SHEA
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**Prerequisite:** Juniors ONLY enrolled in Hospitality and Tourism CTE Pathway

This course is designed to expose students to the many career choices available within the hospitality industry. Students will learn career building skills as well as developing a professional network so vital to the hospitality industry. Students will gain input from guest speakers in addition to the faculty to expand exploration beyond the classroom. Development of professional skills through service learning opportunities as well as industry experience will be emphasized throughout the course.

614	Hospitality & Tourism Management III	Credit: 1.0	SHEA
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**Prerequisite:** Seniors ONLY enrolled in Hospitality and Tourism CTE Pathway

In this course, students continue to study advanced topics in Hospitality and Tourism Management. Topics include: Leadership Management, Hospitality Leadership Skills, Operational Leadership, Food and Beverage Service Leadership, Human Resources, Managing Operational Finance, Models of Global Planned Events. Students will complete Hospitality and Tourism Management



Exams for HTMP Year 1 and 2 and receive an Industry Certification, NOCTI Certification and TIPS Certification. In order to successfully obtain the Certified Hospitality & Tourism Management Professional designation, students must complete a 100-hour, on-site workplace requirement in a qualifying position. A qualifying position for the Hospitality and Tourism Management designation is defined as working/interning, whether paid or unpaid, in the hospitality industry.

<b>716</b>	<b>Culinary Arts I: Restaurant &amp; Culinary Foundations</b>	<b>Credit: 1.0</b>	<b>SHEA</b>
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**Prerequisite:** Sophomores ONLY enrolled in Culinary Arts CTE Pathway

This course provides students with the opportunity to explore the foundations and avenues of culinary arts. Students will dive deep into the history of culinary arts, recipe reading and writing, the production of various dishes, conducting experiments, and learning about food justice and mindful eating. This course will provide students with resources and rigorous content that will aid in the discovery of a potential career path or lifestyle change.

<b>717</b>	<b>Culinary Arts II: Restaurant Management Essentials</b>	<b>Credit: 1.0</b>	<b>SHEA</b>
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**Prerequisite:** Juniors ONLY enrolled in Culinary Arts CTE Pathway

This course is a continuation of Culinary Arts I. In this course, students will be challenged in more rigorous content that stems from their prior knowledge from Culinary Arts I. Students will be provided with more opportunities for work-based learning such as internships and community service. In addition, students will learn about different types of restaurants; managing kitchen and wait staff; food safety and hygiene; customer relations; marketing; using a point-of-sale system; scheduling employees; and dealing with difficult guests. Students will take these skills and apply them to real-world experiences.

<b>724</b>	<b>Culinary Arts III: Advanced Principles in Food Preparation</b>	<b>Credit: 1.0</b>	<b>SHEA</b>
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**Prerequisite:** Seniors ONLY enrolled in Culinary Arts CTE Pathway

This course includes, but is not limited to, front-of-the-house duties as well as back-of-the-house duties. Activities provide instruction in menu development management skills, and catering. Students participate in culinary competitions and acquire industry recognized certifications needed to succeed in the industry and postsecondary education. Students begin testing for industry recognized certification, such as ServeSafe, and National Prostart Certificate of Achievement. Students receive career oriented instruction in both classic and modern culinary arts with an emphasis on the skills needed to succeed in the industry and postsecondary education. Students must complete a 100-hour, on-site workplace requirement in a qualifying position. A qualifying position for the Culinary Arts designation is defined as working/interning, whether paid or unpaid, in the culinary industry.

<b>875</b>	<b>Event Design</b>	<b>Credit: .50</b>	<b>SHEA</b>
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In this course, students will collaboratively plan, design, and promote a local event in the community. Students will also create the script, design scenery, props, and costumes, and provide audio, visual, and lighting effects to influence the overall atmosphere of the event. In addition, students will utilize math skills to create a scaled model floor concept, allocate a budget for production, and construct a marketing plan.

<b>876</b>	<b>Event Production</b>	<b>Credit: .50</b>	<b>SHEA</b>
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In this course, students will create and produce a peer-developed plan for a local community event. Students will promote the event through a variety of media outlets, produce scenery, props, and costumes, and organize timelines and assignments for cast and crew. In addition, students will maintain records to ensure the budget is maintained, evaluate the response of the event by collecting data, and create tables and graphs to display that data.

## TECHNOLOGY DEPARTMENT

<b>640</b>	<b>PLTW Engineering Essentials</b>	<b>Credit: 1.0</b>	<b>SHEA - TOLMAN</b>
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**Prerequisite:** Sophomores ONLY enrolled in Pre-Engineering or Engineering Technician CTE Pathways

A NEW experience in PLTW Engineering, Engineering Essentials offers a multidisciplinary approach to teaching and learning foundational concepts of engineering practice, providing students opportunities to explore the breadth of engineering career opportunities and experiences and solve engaging and challenging real-world problems. By inspiring and empowering students with an understanding of engineering and career opportunities, Engineering Essentials broadens participation in engineering education and the engineering profession.

<b>641</b>	<b>Computer Applications I</b>	<b>Credit: .50</b>	<b>SHEA - TOLMAN</b>
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This computer literacy course introduces students to the basics of word processing, spreadsheets; database applications, and multimedia presentations using Microsoft Office and Google Applications. Students develop an understanding of computer

concepts, components and operations through project-based activities.

643	Digital Media and Design	Credit: .50	JMW - SHEA - TOLMAN
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**Prerequisite:** Priority for Seniors enrolled in Marketing CTE Pathway (Tolman)

Dare to go beyond the ordinary? Then prepare to unleash your imagination as it relates to digital media and the real world. Students will design magazines, menus, advertisements, brochures, booklets, newsletters, posters, business letterhead, business cards, and much more. Students will use software such as Google sites and other Google applications.

644	Web Design I	Credit: .50	TOLMAN
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**Prerequisite:** Digital Media and Design

Through a hands-on approach, students study fundamental concepts and terminology of web page design, elements of effective web design, ecommerce web design, ecommerce web sites, picture hyperlinks, and actual website production using various types of software and web design principles. Students survey the web to study the role of web sites in business and society, in information transmission, and in how web pages relate to various audiences today. Students prepare sample and personal web pages as they learn the various elements of web design by using HTML code. Students search the Internet to compare the features and costs of various host sites that allow them to display web pages that they might create outside of class.

647	AP Computer Science Principles	Credit: 1.0	SHEA
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**Prerequisite:** Juniors ONLY enrolled in the Information Technology CTE Pathway; Students must have successfully completed Algebra I. It is preferred but not required that students have taken an introductory course in computer science. Students enrolled in this course are required to take the AP Exam

AP Computer Science Principles is a full year introduction to computer science for a diverse group of students with different learning styles with a required advanced placement exam at the end of the year. It includes topics such as cryptography, data analysis, creation of technological artifacts (i.e., videos, audio files, spreadsheets), algorithms, and programming. It also takes a look at the impact of advancements in technology on society. This course is a wonderful way to prepare for college courses in computer science or computer programming. Students will earn 4 credits from URI through concurrent enrollment and successful completion of the course. This course is part of CS4RI.

648	Introduction to Computer and Data Science	Credit: .50	SHEA
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**Prerequisite:** Sophomores ONLY enrolled in the Information Technology CTE Pathway. Students enrolled in this course are required to take the URI college course consecutively.

Introduction to Computing & Data Science is a half year introduction to basic computational thinking skills completed through computer programming, Google suite applications and data study. Students will complete several projects including creating a data story and several programs. No prior computer science experience is required. Students will earn 4 credits from URI through concurrent enrollment and successful completion of the course. This course is part of CS4RI.

649	Computer Science Work-Based Learning	Credit: .50	SHEA
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**Prerequisite:** Seniors ONLY enrolled in the Information Technology CTE Pathway; Students must have been enrolled and been successful in Introduction to Computing & Data Science and AP Computer Science Principles. Computer Science Work-Based Learning is a course designed for Seniors to complete the 80 hours of work-based learning needed to earn CTE credit for their diploma. Students will work with industry professionals to plan, develop and market an app or website.

662	AP Computer Science A	Credit: 1.0	SHEA
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**Prerequisites:** Seniors ONLY enrolled in the Information Technology CTE Pathway; It is required that students have taken AP Computer Science Principles. Students enrolled in this course are required to take the AP Exam

AP Computer Science A is a full year introduction to Java programming for a diverse group of students with different learning styles with a required advanced placement exam at the end of the year. It includes topics such as analysis, writing and testing code through concepts like modularity, variables, and control structures. Students will earn 4 credits from URI through concurrent enrollment and successful completion of the course. This course is part of CS4RI.

702	Wind Energy and Turbine Technology	Credit: 1.0	SHEA
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**Prerequisite:** Seniors ONLY enrolled in the Pre-Engineering CTE Pathway; PLTW Engineering Essentials and Introduction to Robotics

Wind Energy and Turbine design and build is used to teach engineering principles and familiarize students with careers in engineering and Wind energy. Collaboration and project-based learning are important elements of the program. Working in teams, students design and build wind turbines and associated wind generation equipment. Along the way, they gain a better understanding of everything from engineering notation to kinematics, and engineering and critical thinking skills. Students will participate in turbine construction competitions and be eligible for technical certifications through a partnership with WindWin RI.

749	Pre-Engineering Internship Program	Credit: 1.0	SHEA
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**Prerequisite: Seniors ONLY enrolled in the Pre-Engineering CTE Pathway**

This course is an integral part of the Pre-Engineering Academy. Career pathways and research into the various employment opportunities in the related fields are emphasized and students gain “real-world” job skills crucial to success in the workplace and college/university studies. Students must be accepted by the Pre-engineering Internship Program. Internships are paid and non-paid assignments. Internships are available in the various manufacturing, constructional and engineering companies and businesses throughout Rhode Island and neighboring communities with special emphasis in Wind Energy. These internships allow students to gain experience in their field, enhance their resume, and improve their college application.

<b>756</b>	<b>Introduction to Robotics</b>	<b>Credit: .50</b>	<b>SHEA - TOLMAN</b>
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**Prerequisite: PLTW Engineering Essentials**

Introduction to Robotics is a lab-based course that uses a hands-on approach to introduce the basic concepts of robotics, focusing on the construction and programming of autonomous mobile robots, and 3D design to a lesser degree. Course information will be tied to lab experiments; students will work in groups to build and test increasingly more complex mobile robots culminating in an end-of-semester robot contest. Students will be using the *Lego Mindstorm*, *VEX* and/or *Fischertechnik Robotic Design/Build Systems*. Students will be divided into groups and complete a variety of robot construction and programming activities within the confines of these groups.

<b>761</b>	<b>PLTW Introduction to Engineering Design</b>	<b>Credit: 1.0</b>	<b>SHEA - TOLMAN</b>
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**Prerequisite: Juniors ONLY enrolled in the Pre-Engineering CTE Pathway at Shea**

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

<b>762</b>	<b>PLTW Principles of Engineering</b>	<b>Credit: 1.0</b>	<b>SHEA - TOLMAN</b>
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**Prerequisite: Seniors ONLY enrolled in the Pre-Engineering Pathway at Shea; Juniors ONLY enrolled in the Engineering Tech. Pathway at Tolman**

In this course, students have the opportunity to develop skills and understanding of course concepts through activity, project, and problem-based (APB) learning. By solving rigorous and relevant design problems using engineering and science concepts within a collaborative learning environment, APB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

<b>763</b>	<b>PLTW Civil Engineering &amp; Architecture</b>	<b>Credit: 1.0</b>	<b>TOLMAN</b>
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**Prerequisite: Seniors ONLY enrolled in the Engineering Technician Pathway**

Civil Engineering and Architecture (CEA) is a high school level specialization course in the PLTW Engineering Program. In CEA students are introduced to important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common design and development protocols such as project management and peer review. Students will develop skill in engineering calculations, technical representation and documentation of design solutions according to accepted technical standard

<b>660</b>	<b>Cybersecurity</b>	<b>Credit: .50</b>	<b>SHEA</b>
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**Prerequisite: Sophomores ONLY enrolled in the Information Technology Pathway; Algebra I**

This course is intended for students who are interested in learning more about the cyber threats and social impacts of cybersecurity in the current technological world. Students will get a better understanding of what cybersecurity is and why it is so important in our everyday lives. Topics include security breaches, cyber professions, basic cyber concepts, social engineering, cryptography, cyber threats, global impact, and incident response. Students will earn 4 credits from URI through concurrent enrollment and successful completion of the course. This course is part of CS4RI. This course is part of the Information Technology Pathway but would be useful for students who are interested in Cybersecurity or related fields.

<b>636</b>	<b>PLTW Computer Science Essentials</b>	<b>Credit: 1.0</b>	<b>SHEA</b>
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PLTW Computer Science Essentials is an introductory Informational Technology CTE course that provides students with a foundational understanding of computer science through hands-on, project-based learning. Designed for beginners, the course introduces core programming concepts using both block-based and text-based languages, such as Python. Students explore topics such as programming logic, algorithms, app development, user interfaces, and basic cybersecurity. Through engaging

projects, they build apps, create games, and solve real-world problems, developing critical thinking and problem-solving skills. This course prepares students for more advanced computer science studies and gives them practical experience in a growing and in-demand field.

637	PLTW Computer Science Principles	Credit: 1.0	SHEA
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**Prerequisite:** PLTW Computer Science Essentials

PLTW Computer Science Principles is a high school course that expands students' understanding of computer science by exploring its impact on society, economics, and culture. The course emphasizes creativity, communication, and collaboration as students work through real-world challenges using multiple programming languages and tools. They learn about algorithms, data analysis, the internet, and cybersecurity while developing computational thinking and problem-solving skills. Through hands-on projects, students design and build digital artifacts, analyze data to solve problems, and understand how computing innovations affect the world. This course prepares students for further studies in computer science and related STEM fields.

638	PLTW Computer Science A	Credit: 1.0	SHEA
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**Prerequisite:** PLTW Computer Science Principles

PLTW Computer Science A is a college-level high school course that focuses on object-oriented programming using the Java programming language. Students build on their foundational computer science knowledge to design, implement, and analyze solutions to problems using algorithms and data structures. The course emphasizes code organization, problem-solving, and software engineering practices while preparing students for the AP Computer Science A exam. Through engaging, real-world projects, students develop advanced programming skills and gain experience working with large, complex codebases, preparing them for further studies and careers in computer science and software development.

639	PLTW Cybersecurity	Credit: 1.0	SHEA
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**Prerequisite:** PLTW Computer Science Principles

PLTW Cybersecurity is a high school course that introduces students to the ever-evolving field of digital security. Students explore the principles of cybersecurity by investigating real-world challenges related to protecting information and systems. Through hands-on projects, they learn about network security, risk management, cryptography, and digital forensics. The course emphasizes ethical responsibility and problem-solving as students analyze vulnerabilities, defend against cyber threats, and understand the impact of cybersecurity on individuals and organizations. By the end of the course, students gain valuable experience and insight into careers in cybersecurity and related fields.

## UNIFIED ARTS: DANCE DEPARTMENT

826	The Moving Body	Credit: .50	JMW
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This course is a basic survey course in dance, open to all non-dance majors. Students will learn about and experiment with moving through space while exploring various dance techniques, including modern, jazz, ballet, improvisation, and movement somatic studies such as Yoga and Pilates. The goal is to create comfort and awareness of the body as an instrument.

955	Introduction to Dance Technique	Credit: 1.0	JMW
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Students will work predominantly in the genres of ballet and modern dance at the beginner level. They will learn basic vocabulary while working on musicality, strength building, proper dance alignment, and epaulement. *Progressing Ballet Technique* will be introduced to improve strength and technique, as well as preventing injury. Students will also begin to work on building kinesthetic awareness. Guest artists will be brought in to highlight and expand the students' coursework. At this level, basic Dance Pedagogy will be introduced. *Dance Criticism* will be explored by attending live performances and viewing recordings of masterworks.

956	Intermediate Dance Technique	Credit: 1.0	JMW
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**Prerequisite:** Introduction to Dance Technique; Permission of Instructor

This course is a continuation of *Introduction to Dance Technique*. Students will learn to apply proper dance alignment in both modern and ballet techniques while developing more advanced skills in both genres. Ballet technique will have a strong focus on consistent use of epaulement, basic classical patterning skills, and strong footwork. Some students may be placed en pointe at the discretion of the teacher. Modern technique classes will push students to develop a personal sense of phrasing while developing their own expression of personal voice. Students will continue to study *Progressing Ballet Technique* to improve strength and technique, as well as preventing injury. Guest artists will be brought in to highlight and expand the students' coursework. Dance Pedagogy will continue to be explored. Students will continue their study of Dance criticism, but it will be assessed on a higher, more analytical level in this course.

957	Advanced Dance Technique A	Credit: 1.0	JMW
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**Prerequisite:** Intermediate Dance Technique or Permission of Instructor

This course is a continuation of *Intermediate Dance Technique*. Students will work on complex rhythmic patterns and build skills to help them remember and perform extended exercises and combinations. Ballet technique will focus on the *Cecchetti Positions of the Body* and the *Five Cecchetti Arabesques*, along with a strong push for advanced and consistent use of epaulement. Pointe work will be strongly encouraged for most dancers at this level. In modern technique, work will focus on the use of the back, total Kinesphere awareness, and full-body movement/range of motion. At this level, *The Nest Technique* will be introduced, giving students a strong foundation in hybrid dance forms. Students will work on more advanced *Progressing Ballet Technique* exercises to improve strength and technique, as well as preventing injury. Dance Pedagogy will be more fully explored as students will be given the opportunity to design their own dance technique classes. Guest artists continue to be brought in to highlight and expand the students' coursework. The study of Dance Criticism will be polished and refined at this advanced level, and students should be well on their way to fulfilling the *Responding* requirements for portfolio-worthy critiques.

958	Advanced Dance Technique B	Credit: 1.0	JMW
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**Prerequisite:** Intermediate Dance Technique or Permission of Instructor

In this course, students will continue to focus on the skills introduced in *Intermediate Dance Technique* with a concentration on becoming a well rounded and marketable dancer. Additional focus will be on Dance Pedagogy, as well as the art of standing out from the masses in a large-scale audition or technique class. Students will develop their "dance personality," which will draw their audience to them. Choreography will also be a focus for student expression in this course. Guest artists will be brought in to highlight and expand the students' coursework. Pointe work will be strongly encouraged for most dancers at this level. Students will work on more advanced *Progressing Ballet Technique* exercises to improve strength and technique and prevent injury. *The Nest Technique* will be introduced, giving students a strong foundation in hybrid dance forms. The study of Dance Criticism will be polished and refined at this advanced level, and students should be fulfilling the *Responding* requirements for portfolio-worthy critiques. In addition, students will have the opportunity to explore the elements of concert production, including proposal writing, costuming, auditioning, and rehearsing dancers, as well as all of the technical & administrative aspects of the role of a concert producer. Students will demonstrate proficiency at the end of the course through a self-producing project.

961	Dance Composition	Credit: .50	JMW
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This course focuses on learning the basic tools of dance making and movement invention. Each student will work to find their 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 completion of this course, students can expect to have fulfilled a number of portfolio-worthy artifacts

962	Dance History	Credit: .50	JMW
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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.

963	Anatomy and Injury Prevention for the Moving Body	Credit: .50	JMW
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This course will give students a basic understanding of anatomy for dancers & other somatic practitioners, as well as a practical understanding of injury prevention and correction. The focus will be on proper dance technique applications for a career in performance or dance education.

919	Progressing Ballet Technique	Credit: .50	JMW
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## UNIFIED ARTS: MUSIC DEPARTMENT

840	Music Appreciation	Credit: .50	SHEA - TOLMAN
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This course is offered to musicians and non-musicians alike, as it is not performance based. Students become more informed listeners through the study of music history, musical instruments, technique and styles. A great deal of this class focuses on listening and responding to music of various instrumentation and from various cultures. Students research composers, investigate the sounds around them and learn about acoustics and concert etiquette.

841	Chorus	Credit: 1.0	JMW - SHEA - TOLMAN
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This is a performance-based course in which students will develop vocal technique, vocal production, music literacy skills, and ensemble skills through singing a wide variety of music from both conservatory and contemporary genres in a 3 or 4 part Mixed Chorus. Performances may include special concerts, school events, and community events throughout the year. Attendance at these performances are mandatory.

844	Survey of Music (EEP)	Credit: 1.0	SHEA
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**Prerequisite:** This course may be taken in the Early Enrollment Program (EEP) offered through RIC for college credit upon approval.

This course is designed to develop the student's listening abilities and to heighten their interest in music. The goals of the course are to involve the student as an active listener-participant. Lectures, demonstrations, listening and discussions of music elements, forms and stylistic periods in music will occur. Facts and musical thinking are required, but the purpose is to stimulate the student's curiosity, enthusiasm and to develop the love of music. There is a large focus on in-depth readings and writing. This course is ideal for the rising Junior or Senior who is interested in receiving college credit in the arts.

845	Chorus II	Credit: 1.0	TOLMAN
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**Prerequisite:** Chorus I or permission of the instructor

Offered to students in grades 11 and 12. This performance-based course delves deeper into the art of choral singing. Students will build upon their experience from Chorus I in order to prepare and perform a more challenging selection of vocal music from various genres. Performances may include but not limited to seasonal concerts, school and community events. This course may be repeated.

850	Piano I	Credit: .50	JMW - SHEA
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Students learn basic keyboard skills, including note reading and chords for the piano. A variety of music, including solo, duet, trio and quartet work is available in all styles. Performance opportunities include school concerts, informal performances for the class, and performances for the teacher. No prior experience necessary.

851	Piano II	Credit: .50	SHEA
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**Prerequisite:** Piano I or permission of the instructor.

Students continue their development of sight reading skills begun in introductory piano. They work with a greater variety and more advanced chords and techniques. Supplemental solo and ensemble materials are provided. Performance is an important part at this level and multiple opportunities are provided.

852	Guitar I	Credit: .50	JMW - SHEA - TOLMAN
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This is an introductory course offered to students with a desire to learn basic guitar skills. Students learn various techniques of guitar playing in both traditional and modern styles through solo literature, etudes, and ensemble playing. Students also study the history of the instrument, its performers, pioneers and literature.

853	Guitar Ensemble	Credit: .50	TOLMAN
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**Prerequisite:** Guitar I or permission of the instructor

This course is for students who have successfully completed Guitar I, or an audition to determine skill level. Guitar Ensemble students will build upon the skills learned in Guitar I and study more intensely both classical and popular guitar styles while focusing on pieces arranged for multiple guitars. Because different skills and pieces will be studied each semester, this course may be repeated for credit.

854	Band	Credit: 1.0	TOLMAN
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**Prerequisite:** Permission of the instructor

This course offers students who already know how to play an instrument an opportunity to rehearse and perform in a group. The Band will perform at school concerts and community events such as Veterans Day, Winter Wonderland, The May Arts Festival, and Graduation. Students must have experience reading music and playing an instrument and complete an audition with the instructor. This course may be taken for more than one semester.

855	Performance Ensemble	Credit: .50	JMW
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This course offers students, who already play an instrument and/or are vocalist, an opportunity to rehearse and perform in a group. The physical makeup of the group is determined by the musicians available and interested during each semester. Students will build the repertoire based on the group make-up. Possible genres will include, but not be limited to jazz, R&B, musicals, show tunes, and contemporary music. Students may also have the opportunity to expand their knowledge on composing/arranging and playing the piano and guitar. Students must have experience reading music, singing, and playing an instrument and complete an audition with the instructor. Students will be required to perform at various after school events throughout the year.

<b>864</b>	<b>AP Music Theory Part II</b>	<b>Credit: 1.0</b>	<b>JMW</b>
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**Prerequisite:** Senior students enrolled in this course are expected to register and sit for the AP exam; For JMW Students, course completion counts for approved CCRI Credit in Music 1060: Music After 1750 for students attending CCRI after graduation.

Continuation of Intermediate Music. Music literature to include basic three and four-part voice leading, figured bass, and harmonic analysis. Students' sight-singing and dictation will be dependent on the study of coursework and will include minor tonalities. Continued studies on piano students should be able to use one of the instruments to perform basic chord progression developed from their music literature. Students are required to study privately on their particular instrument/voice with a reputable instructor. Students should start developing a performance repertoire for college auditions. Vocalists should have prepared an English, Italian, French, Spanish, and/or German Art song from the 15th century to the present time. Instrumentalists 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 Classical to Modern Times (Ch 13-24); one major research paper is required. Students taking this course in their Senior year will prepare to take the AP Music Theory Exam in the Spring, along with preparations and performances for a Senior Recital.

<b>940</b>	<b>Songwriting and Music Production</b>	<b>Credit: .50</b>	<b>JMW - SHEA</b>
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Music creators today are increasingly expected to have a versatile skills set that combines songwriting and music production. This course is designed to give you an introduction to thrive in this multi-dimensional environment by strengthening your songwriting skills while also developing your ability to record and mix professional-sounding music using Pro Tools. Students will explore the role of the producer, how to get the best sounds from your DAW, and techniques for recording vocals and producing the voice, with an emphasis on capturing the proper emotion of a performance as the art of mixing to enhance the quality of recordings. No prior experience writing songs is required.

<b>945</b>	<b>Music Foundations</b>	<b>Credit: 1.0</b>	<b>JMW</b>
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**Prerequisite:** For JMW students, course completion counts for approved CCRI Credit in Music 1010: Foundations in Music for students attending CCRI after graduation.

This is a beginning study in music literacy, terminology, major scales and triads, diatonic intervals, sight-singing and melodic dictation. All students, regardless of instrument, will be required to learn piano and develop vocal technique. 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.

<b>946</b>	<b>Intermediate Music</b>	<b>Credit: 1.0</b>	<b>JMW</b>
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Continuation of Music Foundations. Music literature to include minor scales, chord inversions, 7th chords, the study of church modes, and basic harmonic analysis. Students' sight-singing and dictation will be dependent on the study of coursework. Independent study of piano and skills will continue on a once-a-week basis, emphasizing home practice. Students are required to study privately on their particular instrument/voice with a reputable instructor. Students' development of instrumental/voice will consist of continued formal and informal performances with an emphasis on at least four major works in a conservatory-style.

<b>947</b>	<b>AP Music Theory Part I</b>	<b>Credit: 1.0</b>	<b>JMW</b>
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**Prerequisite:** For JMW Students, course completion counts for approved CCRI Credit in Music 1050: Music Before 1750 for students attending CCRI after graduation.

Continuation of Intermediate Music. Music literature to include basic three and four part voice leading, figured bass and harmonic analysis. Students' sight singing and dictation will be dependent on the study of coursework and will include minor tonalities. Continued studies on piano students should be able to use one of the instruments to perform basic chord progression developed from their music literature. Students are required to study privately on their particular instrument/voice with a reputable instructor. Students should start developing a performance repertoire for college auditions. Vocalists should have prepared an English, Italian, French, Spanish, and/or German Art song from the 15th century to present time. Instrumentalists 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 Antiquity to early Baroque (Ch 1-12), one major research paper is required. Students taking this course in their Senior year will prepare to take the AP Music Theory Exam in the Spring, along with preparations and performances for a Senior Recital.

<b>834</b>	<b>Intermediate Chorus</b>	<b>Credit: 1.0</b>	<b>JMW</b>
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This is a performance-based course for students who have successfully completed one year of Chorus and wish to continue to develop vocal technique, vocal production, music literacy skills, and ensemble skills through singing a wide variety of music from both conservatory and contemporary genres in a 3 or 4 part Mixed Chorus. This course prepares students for more independent rehearsal practice with sectional work and small group settings in preparation for full group performances. Performances may include special concerts, school events, and community events throughout the year. Attendance at these performances are mandatory.

<b>835</b>	<b>Advanced Chorus</b>	<b>Credit: 1.0</b>	<b>JMW</b>
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This is a performance-based course for students who have successfully completed both Chorus and Intermediate Chorus course and wish to continue to develop vocal technique, vocal production, music literacy skills, and ensemble skills through singing a wide variety of music from both conservatory and contemporary genres in a 3 or 4 part Mixed Chorus. This course prepares students for more independent rehearsal practice with sectional work and small group settings in preparation for full group performances. Students also participate in repertoire selection and the ability to perform solo sections. Performances may include special concerts, school events, and community events throughout the year. Attendance at these performances are mandatory.

<b>836</b>	<b>Honors Chorus</b>	<b>Credit: 1.0</b>	<b>JMW</b>
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This is a performance-based course for students who have successfully completed Chorus, Intermediate Chorus, and Advanced course and wish to further develop vocal technique, vocal production, music literacy skills, and ensemble skills through singing a wide variety of music from both conservatory and contemporary genres in a 3 or 4 part Mixed Chorus. This course requires students to act as sectional leaders. As a sectional leader, the student must be able to teach vocal parts through the aid of piano accompaniment, warm up the sectional with appropriately prepared material, and manage the chorus repertoire by collecting and accounting for all scores. Performances may include special concerts, school events, and community events throughout the year. Attendance at these performances are mandatory.

<b>845</b>	<b>Percussion</b>	<b>Credit: .50</b>	<b>SHEA</b>
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The purpose of this course is to introduce and develop the basic techniques of music reading, and percussion playing, specifically as it relates to the snare drum. We will explore listening, and develop skills needed to perform basic drum cadences as a class.

## UNIFIED ARTS: THEATER DEPARTMENT

<b>821</b>	<b>Introduction to Theater</b>	<b>Credit: .50</b>	<b>JMW</b>
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Students become acquainted with various areas of theater: acting, basic technology, theater etiquette, movement, vocalization, and basic theater history. Students gain a general knowledge of basic theater arts and an appreciation of theater arts as an enjoyable activity. In-class performance and active class participation will be implemented. Students are assessed through in-class performances in terms of both end product and in-process preparation.

<b>838</b>	<b>Introduction to Playwriting</b>	<b>Credit: .50</b>	<b>JMW</b>
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This class introduces students to the concepts of dramatic writing, with emphasis on character and structure. Students will develop original plays that will be presented as staged readings.

<b>901</b>	<b>Dramatic Literature</b>	<b>Credit: .50</b>	<b>JMW</b>
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This class introduces students to the rich history of Western dramatic literature, beginning with its origins in classical Greece and ending with its diverse contemporary forms. Students will also learn to analyze and write about dramatic literature. (Reading intensive)

<b>949</b>	<b>Non Western Theater</b>	<b>Credit: .50</b>	<b>JMW</b>
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This class will provide a broad introduction to several traditions of non-western drama and theatrical practice including Kabuki, Noh, West African Storytelling, Wayang Puppetry and Beijing Opera.

<b>976</b>	<b>Theaterworks</b>	<b>Credit: .50</b>	<b>JMW</b>
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This class will provide students with a theoretical and practical understanding of the theatrical process as well as to develop critical standards and increase the enjoyment of theater as an art. Students will explore various plays theater jobs for non-actors

<b>990</b>	<b>Introduction to Script Analysis</b>	<b>Credit: .50</b>	<b>JMW</b>
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A study of dramatic structure and methods of script analysis as a preparation for writing, directing, designing, performing, and criticizing plays. (Writing Intensive)

<b>993</b>	<b>Theater History</b>	<b>Credit: .50</b>	<b>JMW</b>
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This class will survey the history of theater, from its origins in Ancient Greece through to theater in the 20th century. Students will read/view a variety of plays, explore period styles of acting, and develop a monologue and scene selection from a wide variety of historical eras.

<b>998</b>	<b>Introduction to Audition Technique</b>	<b>Credit: .50</b>	<b>JMW</b>
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A practical course that helps the student investigate, select, and prepare audition material appropriate to the individual and the audition call. The course includes exercises in handling “cold” readings and in learning to look at auditions from the casting director's point of view.

<b>848</b>	<b>Introduction to Acting</b>	<b>Credit: .50</b>	<b>JMW</b>
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This class focuses on the elements which are the foundations of acting. Its emphasis is on the actor's instrument: body, voice, intellect, and the resources in creating the role. These are explored through a series of acting exercises involving concentration, energy, sensory awareness, rhythm and imagination. The class includes discussion of theory and practice, an introduction to physical and vocal warm-ups, and basic scene work.

<b>849</b>	<b>Introduction to Scene Study</b>	<b>Credit: .50</b>	<b>JMW</b>
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An exploration of the actor's process and what it means to develop your own process of character development. Based on circumstances pulled from the playwright's text, we will go through the steps needed to create a fully developed and well-rounded character. You will learn how to apply text work to the emotional and physical life of the character, and you will learn how to discover this through preparation and rehearsal.

<b>858</b>	<b>Classical Scene Study</b>	<b>Credit: .50</b>	<b>JMW</b>
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In a workshop setting, students will read, explore, and act scenes/monologues from Classical plays. They will present a minimum of three fully prepared, rehearsed scenes. Plays will be selected from Ancient Greece through the 1800s. Students will learn to analyze and develop an understanding of the playwrights' craft as it applies to character objectives and actions.

<b>861</b>	<b>Theater Seminar</b>	<b>Credit: .50</b>	<b>JMW</b>
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This class is a laboratory for the exploration, development, and synthesis of all the elements of theater. This hands-on experience for students includes playwriting, devising, managing, producing, acting, stage design, lighting, sound, costumes, makeup, stage management, house management, assistant directing, understudying, etc.

<b>899</b>	<b>Introduction to Actor Movement</b>	<b>Credit: .50</b>	<b>JMW</b>
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This semester-long course provides high school students with a foundational understanding of actor movement, emphasizing physical awareness, control, and expressive capability. Students will explore various movement techniques and methodologies to develop a strong physical presence on stage, enhance their storytelling abilities, and create dynamic characters. Through practical exercises, ensemble work, and scene study, students will build confidence in their physicality and refine their ability to communicate through movement. This course is required of all theater students as a fundamental component of their performance training.

## UNIFIED ARTS: VIDEO and FILM PRODUCTION DEPARTMENT

<b>974</b>	<b>Narrative and Documentary Film</b>	<b>Credit: .50</b>	<b>JMW</b>
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This course provides a progressive, project-based video media program that builds on the skills learned in Film Appreciation and Intro to Video Production. Students will work both individually and in groups in the productions of video and new media projects. Students experience the creative and technical elements of film-making in the three stages of project creation: pre-production, production and post-production. There will be an emphasis on project management, oversight and methods of distribution.

<b>977</b>	<b>Introduction to Video Production</b>	<b>Credit: .50</b>	<b>JMW</b>
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This course provides a project based video media program which guides students to achieve the standards in the Arts, A/V Technology & Communications Career Cluster of the Career and Technical Education programs, by providing students with technical instruction and practical experiences for aspiring video and filmmakers in the production of film, video, audio and new media projects. Students will experience both the creative and technical aspects of film-making in conjunction with learning about historical and contemporary traditions. Students will be instructed on the three stages of production.

<b>978</b>	<b>Film History</b>	<b>Credit: .50</b>	<b>JMW</b>
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This course is an introduction to film history covering the periods from 1895-present time. Students will study the major industrial, technological, aesthetic, and cultural developments in motion picture history. Topics will include the invention of motion pictures, the establishment of a film industry and audience, the narrativization of film, developments in the use of cinematic technique, the history of theatrical film exhibition, the establishment of national cinemas, the ideas of film as art, changing notions of cinematic realism and its alternatives, and technological innovation.

<b>979</b>	<b>Production Techniques</b>	<b>Credit: 1.0</b>	<b>JMW</b>
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This course provides a progressive, project-based video media program that builds on the skills learned in *Film Appreciation and Introduction to Video Production*. Students will work both individually and in groups in the productions of video and new media

projects. Students experience the creative and technical elements of film-making in the three stages of project creation: pre-production, production and post-production. There will be an emphasis on project management, oversight and methods of distribution.

<b>999</b>	<b>Advanced Narrative Production</b>	<b>Credit: 1.0</b>	<b>JMW</b>
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Building upon what students have learned in Film Appreciation, Production Techniques, and Studio Production, they will create and independently produce original films using industry-standard equipment over the course of each semester. This will require long-term planning, organization, communication, and technical and artistic skills.

<b>863</b>	<b>Film Appreciation</b>	<b>Credit: .50</b>	<b>JMW</b>
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Film appreciation focuses on teaching students how to recognize and analyze the narrative and visual elements of film. This course illustrates the literary context of film's expressive potential, while also focusing on artistic styles. Students will get a chance to understand the basic elements of creating a film, and get the chance to examine how industry critics analyze, critique, and determine what makes a film exceptional.

<b>865</b>	<b>Studio Production</b>	<b>Credit: 1.0</b>	<b>JMW</b>
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Studio Production is a course that focuses on creating full-scale studio media production. Students will have the opportunity to use studio equipment to create their own unique talk show. This collaborative capstone course gives students the chance to use their artistic vision to produce a reoccurring show of their choice. Students will expand on the scheduling, structure, and industry management taught in the production techniques course to create a more immersive, structured, and scheduled episodic series that consist of artistic segments, sit-down interviews, and uses of modern technological strategies such as live streaming.

<b>866</b>	<b>Special Effects</b>	<b>Credit: .50</b>	<b>JMW</b>
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Special Effects focuses on the alteration of photo and video imagery. Students will have the opportunity to practice video manipulation through an intense study of analyzing 3D elements, dissecting imagery, and tampering with digital reality through the post-production techniques practiced in the industry. Students will also have the opportunity to earn college credit in this course through the URI concurrent enrollment program.

<b>867</b>	<b>Client Media Production</b>	<b>Credit: .50</b>	<b>JMW</b>
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This course focuses on creating dedicated content for a specific group or individuals. Students will have the opportunity to choose a client or brand that is in need of a commercial, interview, infomercial, or portfolio project. Students will get a chance to use advanced audiovisual equipment to create professional content while also building their own personal portfolio in representation for themselves.

<b>868</b>	<b>Media Advertising</b>	<b>Credit: .50</b>	<b>JMW</b>
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Media Advertising focuses on film advertisement in a modernized environment. Students will learn film and advertising techniques through modern practice and focus on making content for dedicated platforms. This course will elaborate on the difference between traditional advertising and modern commercials.

<b>869</b>	<b>Film Technique Implementation and Literary Interpretation</b>	<b>Credit: .50</b>	<b>JMW</b>
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This course focuses on film as a literary genre. Students will explore leading film genres, including comedy, drama, romance, musical/dance, mystery, science fiction/fantasy, biopic, and documentaries. They will observe and analyze the tools, techniques, and literary elements filmmakers use to create these genres. Readings will include works of short fiction, social history, and filmmaking articles. Students in this course are required to complete an extended multi-media

## UNIFIED ARTS: VISUAL ART DEPARTMENT

<b>800</b>	<b>Art I: Methods and Materials</b>	<b>Credit: .50</b>	<b>SHEA - TOLMAN</b>
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This course is designed as a foundation for all other visual art courses. Students are introduced to a variety of art making processes and materials, with an emphasis on developing skills in two-and three-dimensional design.

<b>806</b>	<b>Fundamentals of 2D and 3D Design</b>	<b>Credit: .50</b>	<b>SHEA - TOLMAN</b>
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This course emphasizes the design process from start to finish, taking an idea from a rough sketch all the way to a fully designed 3D form. Students produce creative abstract forms as well as functional objects.

<b>808</b>	<b>Color and Anatomy</b>	<b>Credit: 1.0</b>	<b>JMW</b>
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Color and Anatomy will teach sophomore students to paint and create a foundation of knowledge of the human figure which will be elaborated upon 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. Students will learn investigative drawing by examining bones and learning human anatomy through lectures and study of the human skeleton. The second semester will be devoted to portraiture. This intense exploration is designed to get students over "face fear" and will involve drawn, painted and sculpted heads.

<b>810</b>	<b>Digital Photography I</b>	<b>Credit: .50</b>	<b>JMW - SHEA - TOLMAN</b>
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This course introduces students to the basics of digital photography hardware including camera operation, photographic composition principles, and beginning computer interface. Students explore image editing software applications. Emphasis is placed on the tools and techniques of the professional photographer.

<b>811</b>	<b>Digital Photography II</b>	<b>Credit: .50</b>	<b>JMW - SHEA - TOLMAN</b>
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**Prerequisite:** Successful completion of Digital Photography I

This course builds on the knowledge and skills acquired in Digital Photography I by applying previous learned methods toward more advanced application of the tools and techniques of the professional photographer. Emphasis will be placed on creating works of art transforming elements in photos.

<b>809</b>	<b>AP Studio Art</b>	<b>Credit: 1.0</b>	<b>JMW - TOLMAN</b>
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**Prerequisite:** Successful completion of Arts Methods, 2D 3D Design or Drawing or permission of the instructor. Students are required to meet AP exam requirements

This course is offered to students who are interested in developing a portfolio aligned with the College Board AP syllabus with the goal of presenting for college placement. Students will work either 2 dimensionally or 3 dimensionally to develop an individual language for visual communication as well as a more focused understanding of specific methods and materials in the visual arts. Students will complete at least two major projects per quarter culminating in a portfolio of work demonstrating their personal artistic vision. Students with an interest in a career in the visual arts are strongly encouraged to enroll.

<b>815</b>	<b>Drawing I</b>	<b>Credit: .50</b>	<b>SHEA - TOLMAN</b>
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This course introduces students to various drawing techniques and materials. Emphasis is on basic skills such as composition, value, and line. Media, such as pencil, charcoal, pen and ink, and pastel are used while working on a variety of subject matter.

<b>816</b>	<b>Drawing II</b>	<b>Credit: .50</b>	<b>SHEA - TOLMAN</b>
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**Prerequisites:** Drawing I or permission of the instructor

In Drawing II, students build on knowledge and skills acquired in the introductory drawing course. Students work from direct observation as well as invented images while incorporating advanced design principles such as figure/ground relationships. References to historic and contemporary drawing are integrated in all tasks.

<b>817</b>	<b>Painting and Design</b>	<b>Credit: .50</b>	<b>SHEA - TOLMAN</b>
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**Prerequisite:** Introduction to Art I, Art II, Drawing or permission of the instructor

In this course students learn basic studio techniques in painting such as pictorial composition and color theory. While working with a range of subject matter, students use several media including tempera, acrylic, and watercolor. Each student is encouraged to develop their own visual vocabulary while studying the styles and techniques of the masters.

<b>818</b>	<b>Comic Illustration</b>	<b>Credit: .50</b>	<b>JMW</b>
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This is a course about visual storytelling through sequential panels (comics), and animation. No expertise in drawing is required. This course is open to all students. This course will look at the work of professional illustrators and animators, covering a variety of story genres. Techniques for story-boarding and non-linear story creation will be covered so students can access their original voice. Techniques for inking, adding text in illustrator, and the basics of Adobe Premiere editing software will be taught.

<b>823</b>	<b>Art History I</b>	<b>Credit: .50</b>	<b>JMW</b>
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In this course students will study western art history from the prehistoric cave paintings to Roman art. The class will alternate between a traditional lecture/test format and creative projects to gain a deeper understanding of the artwork in context. Students will learn how to speak and write about art history through the creation of research based presentations and papers.

<b>824</b>	<b>Art History II</b>	<b>Credit: .50</b>	<b>JMW</b>
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In this course students will study western art history from early Christian to modern art. The class will alternate between a traditional lecture/test format and creative projects to gain a deeper understanding of the artwork in context. Students will learn how to speak and write about art history through the creation of research based presentations and papers.

<b>837</b>	<b>Materials and Techniques</b>	<b>Credit: 1.0</b>	<b>JMW</b>
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Materials and Techniques is a yearlong studio arts class designed to impart a foundation of skills and vocabulary which students will build on their entire career at JMW. We 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. Talking and writing about art will be required in critiques of student and professional work. All students will be provided with a sketchbook that will be collected every three weeks for a grade. The sketchbook is a place for exploration, spontaneity, and experimentation. Individual feedback will be given on each sketchbook entry

<b>846</b>	<b>Ceramics I</b>	<b>Credit: .05</b>	<b>JMW - SHEA - TOLMAN</b>
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This course offers the student a basic understanding of hand-building techniques in clay. Fundamental glazing and surface decoration techniques are demonstrated and applied to both sculptural and functional forms.

<b>847</b>	<b>Ceramics II</b>	<b>Credit: .50</b>	<b>SHEA - TOLMAN</b>
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**Prerequisite:** Ceramics I

This course is a continuation of Ceramics I. Alternative methods of glazing and firing practiced in other cultures will be introduced and applied to both sculptural and functional forms.

<b>857</b>	<b>Ceramics III</b>	<b>Credit: .50</b>	<b>SHEA - TOLMAN</b>
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**Prerequisite:** 85 or above in Ceramics II

This course is a continuation of Ceramics II. Students will refine technical skills in advanced hand-building techniques and beginning wheel throwing, develop individual artistic style and personal expression through ceramic work, and gain an understanding of advanced glazing and surface decorating techniques.

<b>927</b>	<b>Landscapes, Interiors and Figures</b>	<b>Credit: 1.0</b>	<b>JMW</b>
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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 experiences. 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).

<b>968</b>	<b>Sculpture</b>	<b>Credit: .50</b>	<b>JMW</b>
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This semester-long course will teach the fundamentals of figure/portrait sculpture and plaster casting. Students will learn how to build an armature and work from photographs, drawings, and the live clothed model to sculpt a 14" figure in class. Students will also sculpt and cast a portrait bust. No prior art experience is necessary.

<b>973</b>	<b>Animation</b>	<b>Credit: .50</b>	<b>JMW</b>
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Making pictures move began with zoetropes and flipbooks. Today animation is most often made on computers with 3D modeling software like Maya and Blender. In this class, we will make animatics, GIFs, stop motion animation, hand-drawn cell animation, and some 3D animation.

<b>982</b>	<b>Portfolio and Public Art</b>	<b>Credit: 1.0</b>	<b>JMW</b>
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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.

<b>871</b>	<b>Creative Process</b>	<b>Credit: .50</b>	<b>SHEA</b>
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Creative Process has a focus on refining skills and techniques, while continuing to grow and develop creative thinking skills and making personal choices while making art. Student Artists will be encouraged to experiment, take risks, and better define their personal aesthetic (what is beautiful/important to you and why?). Through intentional work and discussions centered on the Principles of Design as well as the Artist Habits of Mind, Student artists will gain the ability to clearly understand their creative process.

<b>872</b>	<b>Graphic Design I</b>	<b>Credit: .50</b>	<b>SHEA -TOLMAN</b>
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This course introduces students to photo editing, logo creation, type design and layout. Students utilize digital and hand-made

design tools to develop an understanding of digital media, marketing strategies, and graphic communication.

<b>873</b>	<b>Drawing and Storyboarding</b>	<b>Credit: 50</b>	<b>JMW</b>
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The first visual expression of a film project is the storyboard. This course will teach an array of drawing techniques that will make drawing storyboards accessible to anyone. Working from direct observation, we will focus on gesture, form, and light with traditional mediums, including pencil, charcoal, and ink. Techniques for photo collage and digital illustration will also be covered.

<b>874</b>	<b>Life Drawing</b>	<b>Credit: .50</b>	<b>JMW</b>
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This class will be devoted to observational drawing of the figure and portrait. We will work from the live clothed model. Techniques for capturing the gesture, form, anatomy, light, and shade will be taught. We will work in pencil, charcoal, ink, and marker.

<b>936</b>	<b>Graphic Print Design I</b>	<b>Credit: 1.0</b>	<b>SHEA</b>
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Graphic Print Design I introduces students to the fundamentals of visual communication and print media. Through hands-on projects and industry-standard software such as Adobe Photoshop, Illustrator, and InDesign, students will explore the principles of design, color theory, typography, layout composition, and image editing. Emphasis is placed on the design process from concept to final production, including file preparation for print. Students will create a variety of print-ready materials such as posters, business cards, flyers, and product packaging. The course also includes an introduction to print production techniques, such as screen printing, vinyl cutting, and digital printing. This class encourages creativity, critical thinking, and attention to detail while providing foundational skills for future coursework in graphic design, marketing, or media production.

## WORLD LANGUAGE DEPARTMENT

<b>511</b>	<b>Spanish I</b>	<b>Credit: 1.0</b>	<b>JMW - SHEA - TOLMAN</b>
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In the first level of Spanish students are introduced 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.

<b>512</b>	<b>Spanish II</b>	<b>Credit: 1.0</b>	<b>JMW - SHEA - TOLMAN</b>
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In the second level, Spanish skills taught in the first level are refined. 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.

<b>513</b>	<b>Spanish III</b>	<b>Credit: 1.0</b>	<b>JMW - SHEA - TOLMAN</b>
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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.

<b>514</b>	<b>Advanced Placement Spanish Literature and Culture</b>	<b>Credit: 1.0</b>	<b>TOLMAN</b>
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**Prerequisite:** Students enrolled in this course are required to take the AP Exam

The AP Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. It introduces students to texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature while providing opportunities for students to demonstrate their proficiency in Spanish outlined in the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century*. This course is taught almost exclusively in Spanish and prepares students to take the SAT II in Spanish and/or the Advanced Placement in Spanish in Literature and Culture in order to obtain possible college Credit. For Shea students, this course may also be taken in the Early Enrolment Program (EEP) offered through Rhode Island College for college credit upon approval.

<b>515</b>	<b>Advanced Placement Spanish Language and Culture</b>	<b>Credit: 1.0</b>	<b>SHEA - TOLMAN</b>
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**Prerequisite:** For Shea students, this course may also be taken in the Early Enrolment Program (EEP) offered through Rhode Island College for college credit upon approval; Students enrolled in this course are required to take the AP Exam

The AP Spanish Language and Culture course emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. This course prepares students to take the SAT II in Spanish and/or the Advanced Placement in Spanish in Language and Culture in order to obtain possible college Credit.

517	Honors Spanish III	Credit: 1.0	SHEA - TOLMAN
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**Prerequisite:** Spanish II or Placement Exam

This course continues to strengthen the listening, reading, writing, and speaking skills developed in the first two years of Spanish. Linguistic skills are reinforced through grammar, guided and creative compositions, and oral exercises in which students express original ideas. Students are introduced to a variety of Spanish history and short literary selections to strengthen reading skills.

521	Portuguese I	Credit: 1.0	SHEA - TOLMAN
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In the first level of Portuguese 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.

522	Portuguese II	Credit: 1.0	SHEA - TOLMAN
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**Prerequisite:** Portuguese I

In the second level of Portuguese there is a refining of skills taught in the first level of Portuguese. 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.

523	Portuguese III	Credit: 1.0	SHEA - TOLMAN
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**Prerequisite:** Portuguese II

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

524	Portuguese IV	Credit: 1.0	SHEA - TOLMAN
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**Prerequisite:** For Shea students, this course may also be taken in the Early Enrolment Program (EEP) offered through Rhode Island College for college credit upon approval; Students enrolled in this course at Shea are required to take the AP Exam;

In the fourth level of Portuguese, emphasis is focused on communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness.

## MULTILINGUAL LEARNER DEPARTMENT

953	English Language Development I 9/10	Credit: 1.0	SHEA - TOLMAN
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**Prerequisite:** District Recommendation MLL Level 1 (non LTEL)

This course is required for Newcomer/SIFE and level 1 MLL Students (Entering ELPs) in the 9th and 10th grades. This course runs concurrently with ELA 102 (9) or ELA 112 (10) and replaces the grade level Writing Lab. The ELD Intervention Course is designed to provide more intensive instruction for MLLs who are the least proficient in English.

954	English Language Development I 11/12	Credit: 1.0	SHEA - TOLMAN
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**Prerequisite:** District Recommendation MLL Level 1 (non LTEL)

This course is required for Newcomer/SIFE and level 1 MLL Students (Entering ELPs) in the 11th and 12th grades. This course runs concurrently with ELA 122 (11) or ELA 132 (12) and counts as an elective credit. The ELD Intervention Course is designed to provide more intensive instruction for MLLs who are the least proficient in English.

959	English Language Development II 9/10	Credit: 1.0	SHEA - TOLMAN
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**Prerequisite:** ELD Level 1 or District Recommendation MLL Level Emerging

This course is designed for level 2 MLL Students (Emerging ELPs) in the 9th and 10th grades. This course runs concurrently with ELA 102 (9) or ELA 112 (10) and replaces the grade level Writing Lab. The ELD Intervention Course is designed to provide more intensive instruction for MLLs who have advanced to the Emerging stage of English language proficiency.

971	English Language Development II 11/12	Credit: 1.0	SHEA - TOLMAN
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**Prerequisite:** ELD Level 1 or District Recommendation MLL Level Emerging

This course is designed for level 2 MLL Students (Emerging ELPs) in the 9th and 10th grades. This course runs concurrently with ELA 102 (9) or ELA 112 (10) and replaces the grade level Writing Lab. The ELD Intervention Course is designed to provide more intensive instruction for MLLs who have advanced to the Emerging stage of English language proficiency.

## LIFE SKILLS/TRANSITION: REQUIRED CORE COURSES

<b>LSMTH9</b>	<b>Life Skills Math 9</b>	<b>Credit: 1.00</b>	<b>SHEA - TOLMAN</b>
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This course is designed for students who need to complete their core requirements in mathematics who qualify for additional learning support according to the student's individualized education plan. This course is designed to improve and develop skills in numeracy and vocabulary development that is aligned with grade-level curriculum in accordance with the essential elements for math. Students will be assessed based on learning needs.

<b>LSMTH10</b>	<b>Life Skills Math 10</b>	<b>Credit: 1.00</b>	<b>SHEA - TOLMAN</b>
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This course is designed for students who need to complete their core requirements in mathematics who qualify for additional learning support according to the student's individualized education plan. This course is designed to improve and develop skills in numeracy and vocabulary development that is aligned with grade-level curriculum in accordance with the essential elements for math. Students will be assessed based on learning needs.

<b>LSMTH11</b>	<b>Life Skills Math 11</b>	<b>Credit: 1.00</b>	<b>SHEA - TOLMAN</b>
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This course is designed for students who need to complete their core requirements in mathematics who qualify for additional learning support according to the student's individualized education plan. This course is designed to improve and develop skills in numeracy and vocabulary development that is aligned with grade-level curriculum in accordance with the essential elements for math. Students will be assessed based on learning needs.

<b>LSMTH12</b>	<b>Life Skills Math 12</b>	<b>Credit: 1.00</b>	<b>SHEA - TOLMAN</b>
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This course is designed for students who need to complete their core requirements in mathematics who qualify for additional learning support according to the student's individualized education plan. This course is designed to improve and develop skills in numeracy and vocabulary development that is aligned with grade-level curriculum in accordance with the essential elements for math. Students will be assessed based on learning needs.

<b>LSENG9</b>	<b>Life Skills English 9</b>	<b>Credit: 1.00</b>	<b>SHEA - TOLMAN</b>
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This course is designed for students who need to complete their core requirements in English who qualify for additional learning support according to the student's individualized education plan. This course is designed to improve and develop literacy and vocabulary which are aligned with grade-level curriculum in accordance with the essential elements for English. Students will be assessed based on learning needs.

<b>LSENG10</b>	<b>Life Skills English 10</b>	<b>Credit: 1.00</b>	<b>SHEA - TOLMAN</b>
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This course is designed for students who need to complete their core requirements in English who qualify for additional learning support according to the student's individualized education plan. This course is designed to improve and develop literacy and vocabulary which are aligned with grade-level curriculum in accordance with the essential elements for English. Students will be assessed based on learning needs.

<b>LSENG11</b>	<b>Life Skills English 11</b>	<b>Credit: 1.00</b>	<b>SHEA - TOLMAN</b>
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This course is designed for students who need to complete their core requirements in English who qualify for additional learning support according to the student's individualized education plan. This course is designed to improve and develop literacy and vocabulary which are aligned with grade-level curriculum in accordance with the essential elements for English. Students will be assessed based on learning needs.

<b>LSENG12</b>	<b>Life Skills English 12</b>	<b>Credit: 1.00</b>	<b>SHEA - TOLMAN</b>
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This course is designed for students who need to complete their core requirements in English who qualify for additional learning support according to the student's individualized education plan. This course is designed to improve and develop literacy and vocabulary which are aligned with grade-level curriculum in accordance with the essential elements for English. Students will be assessed based on learning needs.

<b>LSSCI9</b>	<b>Life Skills Science 9</b>	<b>Credit: 1.00</b>	<b>SHEA - TOLMAN</b>
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This course is designed for students who need to complete their core requirements in science who qualify for additional learning support according to the student's individualized education plan. This course is designed to improve and develop functional science skills which are aligned with grade-level curriculum in accordance with the essential elements for Science. Students will be assessed based on learning needs.

<b>LSSCI10</b>	<b>Life Skills Science 10</b>	<b>Credit: 1.00</b>	<b>SHEA - TOLMAN</b>
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This course is designed for students who need to complete their core requirements in science who qualify for additional learning support according to the student's individualized education plan. This course is designed to improve and develop functional science skills which are aligned with grade-level curriculum in accordance with the essential elements for Science. Students will be assessed based on learning needs.

<b>LSSCI11</b>	<b>Life Skills Science 11</b>	<b>Credit: 1.00</b>	<b>SHEA - TOLMAN</b>
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This course is designed for students who need to complete their core requirements in science who qualify for additional learning support according to the student's individualized education plan. This course is designed to improve and develop functional science skills which are aligned with grade-level curriculum in accordance with the essential elements for Science. Students will be assessed based on learning needs.

<b>LSSCI12</b>	<b>Life Skills Science 12</b>	<b>Credit: 1.00</b>	<b>SHEA - TOLMAN</b>
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This course is designed for students who need to complete their core requirements in science who qualify for additional learning support according to the student's individualized education plan. This course is designed to improve and develop functional science skills which are aligned with grade-level curriculum in accordance with the essential elements for Science. Students will be assessed based on learning needs.

<b>LSSOC9</b>	<b>Life Skills Social Studies 9</b>	<b>Credit: 1.00</b>	<b>SHEA - TOLMAN</b>
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This course is designed for students who need to complete their core requirements in Social Studies who qualify for additional learning support according to the student's individualized education plan. This course is designed to improve and develop literacy and vocabulary which are aligned with grade-level curriculum in accordance with the essential elements for Social Studies. Students will be assessed based on learning needs.

<b>LSSOC10</b>	<b>Life Skills Social Studies 10</b>	<b>Credit: 1.00</b>	<b>SHEA - TOLMAN</b>
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This course is designed for students who need to complete their core requirements in Social Studies who qualify for additional learning support according to the student's individualized education plan. This course is designed to improve and develop literacy and vocabulary which are aligned with grade-level curriculum in accordance with the essential elements for Social Studies. Students will be assessed based on learning needs.

<b>LSSOC11</b>	<b>Life Skills Social Studies 11</b>	<b>Credit: 1.00</b>	<b>SHEA - TOLMAN</b>
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This course is designed for students who need to complete their core requirements in Social Studies who qualify for additional learning support according to the student's individualized education plan. This course is designed to improve and develop literacy and vocabulary which are aligned with grade-level curriculum in accordance with the essential elements for Social Studies. Students will be assessed based on learning needs.

<b>LSSOC12</b>	<b>Life Skills Social Studies 12</b>	<b>Credit: 1.00</b>	<b>SHEA - TOLMAN</b>
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This course is designed for students who need to complete their core requirements in Social Studies who qualify for additional learning support according to the student's individualized education plan. This course is designed to improve and develop literacy and vocabulary which are aligned with grade-level curriculum in accordance with the essential elements for Social Studies. Students will be assessed based on learning needs.

<b>LSTRN</b>	<b>Life Skills Transition</b>	<b>Credit: 1.00</b>	<b>SHEA - TOLMAN</b>
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**Prerequisite:** All academic graduation required courses must be completed prior to enrolling in Life Skills Transition

This course is designed for students who have completed their academic graduation requirements. Students who qualify for additional functional life skill support according to the student's individualized education plan. This course is designed to improve and develop skills in employability, community, lifelong learning, daily living skills, and personal life which are aligned with individual transition goals in accordance with their individualized education plan. Students will be assessed based on transition needs.