

# ROGERS HIGH SCHOOL

Program of Studies  
2022-2023

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## ***The Viking Vision***

Rogers will empower students to think critically, engage with civility, and be active citizens in their community.

### ***RHS HABITS OF WORK AND LEARNING (H.O.W.L.'S)***

The Rogers High School Community has identified and adopted habits of work and learning that support the accomplishment of the school's vision. Each H.O.W.L. has been voted on and approved by the faculty.

#### **1. Responsibility**

- I own my education;
- I hold myself accountable for my actions;
- I can and will determine my own level of success.

#### **2. Growth Mindset:**

- I can do it if I try;
- I believe there is always more to learn and room to grow;
- I have confidence in myself and am up for the challenge;
- I believe that making mistakes and revision are part of learning.

#### **3. Collaboration:**

- I will share my ideas and listen to the ideas of others;
- I will be positive and offer constructive criticism to focus on what works;
- I will work as part of a team to prepare, present to the class and help where I can.

#### **4. Critical Thinking:**

- I have an open mind and consider multiple perspectives;
- I analyze information and creatively solve problems by using what I learn;
- I ask questions and offer suggestions to deepen my understanding.

#### **5. Engagement:**

- I will be an active learner;
- I will advocate for myself;
- I will be open to feedback;
- I will be self-aware.

#### **6. Kindness**

- I treat others as I would like to be treated;
- I will be civil and courteous to everyone;
- I will work purposefully to include others who might be left out.

#### **7. Curiosity**

- I ask questions that matter to me;
- I try to find answers on my own;
- I make connections between my world and what I want to know more about.

#### **8. Reflection**

- I pause and think about what I am doing;
- I think about whether I did my best or not;
- I consider what I might need to do in order to improve.

#### **9. Organization**

- I create systems to help me get things accomplished;
- I keep track of deadlines;
- I make plans in order to fulfill my responsibilities.
-

## **GRADUATION REQUIREMENTS**

- Credit Requirements
  - A minimum of **20** credits is required for a Rogers High School diploma.
- Participation in the PSAT 10, SAT & RI Next Generation Science Assessment
- End of Course Assessments
- Senior Project

## **Minimum Course Requirements**

- English (4 years)
- Mathematics (4 years)
- Science (3 years; 2 with lab)
- Social Studies (3 years of which 1 year is US History 2)
- Physical Education & Health (4 semesters) **OR** JROTC (4 years) & Health (1 semester)
- Technology (.5 credit)
- Art or Music (.5 credit)
- Electives\* and/or Career & Technical program courses

NOTE:\* A minimum of 2 consecutive years of the same language should be considered if the student is anticipating college enrollment.

### **Promotion and Retention Policy: High School, Grades 9-12**

#### A. Procedure

Students enrolled in High School shall progress from grade to grade up to grade 12 with their designated cohort upon entry into grade 9. Students who transfer to the high school after the start of grade 9 will be placed based on information from his or her previous school. Consideration for placement will be based on academic information such as the student's grade at the previous school, the student's coursework prior to transfer, the number of years the student has been enrolled at the high school level and the number of high school credits earned.

B. General Requirements Credits must be met according to the graduation requirements, pathways and certification chosen by the student according to the Program of Studies.

C. Retention Students need to complete all graduation requirements outlined in the program of studies in order to complete grade 12 and graduate. If a student in grade 12 does not complete all of the graduation requirements he or she will hold status in said grade until completion of the requirements.

D. Individualized Learning Plans Every student shall have a written Individualized Learning Plan (ILP) which is administered through the guidance department in accordance with the RI Board of Regents Regulations.

## SENIOR PROJECT

Schools must be sure that all students successfully complete a rigorous diploma program that gives them access to college or post-secondary training, whether immediately after high school or when and if they so choose. Rogers High School, in compliance with state regulations, has determined that it will use the following as evidence of proficiency for graduation:

- Common Core Assessments/Performance Based Assessments for each course
- Senior Project

The focus of the current senior project structure is to build upon the academic component by supporting the transition from high school to the student's post-secondary choice. To this end, all seniors are required to complete the following:

- **College/Career Component**
  - Resume
  - College or Employment sample application (completion verified by guidance; actual application not required)
  - Essay utilizing a topic from the current common college application
- **Community Service Project** (minimum 15 hours, logged, and monitored)
  - Letter of Intent preceded by community service or job shadow/internship proposal form that ***must be approved prior to starting the project.***
  - Consent & Commitment form (signed by all parties)
  - Community Service log
- **Job Shadowing or Internship** (minimum 15 hours, logged and monitored)
  - Letter of Intent preceded by Job Shadow/Internship proposal which must be approved and assigned prior to starting the project
  - Consent form (signed by all parties)
  - Job Shadow/Internship log
- **Portfolio**, which will contain...
  - Resume
  - Letter of Intent
  - Essay
  - Thank you letter to mentor
  - Evaluation of student, to be completed by mentor
  - Exhibition power-point, video, Prezi or other communication medium
- **Exhibition/Interview** – presented to faculty/staff panel

### **Grading of Senior Project:**

Senior Project or a comparable product is a requirement of Rogers High School and, therefore, must bear some weight in the graduation process. One-half credit (0.5) value will be entered on the transcript upon completion of all components and is obligatory if a student is to be awarded a district diploma. Each component is scored and has a due date attributed to it. This process will be monitored and scored by the Senior Transition Coordinator.

The Senior Project process is a self-determined experience and therefore, can be completed at any point beginning in the junior and completed prior to the end of third

quarter of senior year. An overall score of either (P)-pass (being the optimum score) or (F)-failure will be entered by the end of the fourth quarter marking period.

- o In order to receive a passing mark of (P) the student must meet the requirements for each project component **and** achieve a mark of either (3) or (4) on the established 4 point rubric for each scored item that is due. Failure to do so will result in the earning of an (F), which will not impact the overall student GPA, but will be reflected on the report card as such. A FINAL mark of (P) is obligatory for the earning of the 0.5 credit and to receive a diploma.

**PROFICIENCY on Performance-Based Assessments  
is REQUIRED in ALL courses.**

**GRADING SYSTEM – un-weighted, used for Honor Roll purposes**

A+	=	97-100	<b><u>Midterm Effort Mark</u></b>
A	=	93-96	4 Above Standard
A-	=	90-92	3 Standard
B+	=	87-89	2 Nearly Achieved Standard
B	=	83-86	1 Below Standard
B-	=	80-82	
C+	=	77-79	
C	=	73-76	
C-	=	70-72	
D+	=	67-69	
D	=	65-66	
D	=	64.5 (Effort based)	
F	=	Fail	
P	=	Pass	
M	=	Medical	

**GRADE POINT AVERAGE**

Rogers High School determines a student’s Grade Point Average (GPA) through the use of a weighted system. In this weighted system, courses are given different numerical values depending on the demands of the course and the level of difficulty. The weighted system is divided into three levels as described below.

**Based upon weighted GPA Calculator with 4.0 as guide**

WEIGHTED SYSTEM				
Grade	Value	AP Level I	Honors Level II	College Prep Level III
A+	97 – 100	5.0	4.5	4.0
A	93 – 96	5.0	4.5	4.0
A-	90 – 92	4.7	4.2	3.7
B+	87 – 89	4.3	3.8	3.3
B	83 – 86	4.0	3.5	3.0
B-	80 – 82	3.7	3.2	2.7
C+	77 – 79	3.3	2.8	2.3
C	73 – 76	3.0	2.5	2.0
C-	70 – 72	2.7	2.2	1.7
D+	67 – 69	2.3	1.8	1.3
D	65 - 66	2.0	1.5	1.0
F	Below 65	0.0	0.0	0.0

A chart that shows the weighted level of every course offered at Rogers High School is available in the Guidance Office and is updated annually.

A student's Grade Point Average (GPA) is determined in the following manner. The numerical equivalent of the final grade for each course is arrived at using the weighted system chart. The numerical equivalent is then multiplied by the number of credits awarded in the course. These are totaled and divided by the total number of credits attempted. This is the yearly Grade Point Average (GPA).

### **RANK IN CLASS**

Rank in class is determined *three* times. Rank will be reported at the end of the *fourth* semester and the *sixth* semester and *seventh* semester of a student's program. Rank in class is calculated for the purpose of assisting universities and colleges, and will be used in determining scholarships and awards. Final rank for all seniors is determined at the end of the third quarter of the senior year.

Transfer students will have their grades translated into the Rogers' weighted system and be ranked in class if possible. A's from another school system will not be converted into A+'s in the Rogers system unless they are officially validated with a numerical value, e.g., 97-100 by the previous school. It shall be the responsibility of the student and parent to obtain the verification.

Senior transfer students planning to attend college have the option of not having their grades converted into our current grading system. If electing this option, they will NOT be ranked with current seniors. They would then relinquish their eligibility for Rogers' top academic scholarships, honors, and awards. In such cases, a copy of their previous school transcripts for grades 9 – 11, plus their current 12<sup>th</sup> grade report card shall be submitted when a transcript is requested.

### **HONOR ROLL**

- **High Honors** – Newport Public Schools policy (No. 5410) maintains that students who receive grades no lower than an A minus in any course for a marking period shall be designated as having earned "High Honors".
- **Honors** – Newport Public Schools policy maintains that students with an average of "B", when all grades are considered, shall be designated as having earned "Honors".

Since good citizenship is also a factor, the administration may exclude any student from the honor roll who abuses the rules and regulations of the school.

### **NATIONAL HONOR SOCIETY**

Membership in the National Honor Society is open to students in grades eleven and twelve. A student is considered for membership based on the four criteria of Academics, Character, Service, and Leadership as outlined below:

- **Academics:** Students must have a minimum of a 4.0 grade point weighted average at either the end of four semesters or six semesters to qualify academically.
- **Character:** In order to meet the character requirement, a student must uphold principles of morality and ethics, comply with school regulations as outlined in the Student Handbook, demonstrate the highest standards of honesty and reliability, and show courtesy, concern and respect for others. If a student's character is called into question by any faculty member, the student may be asked to conference with the National Honor Society Faculty Council. If a student demonstrates unfavorable character either by documented event or staff concerns, this student will be allowed to petition the National Honor Society Faculty Council.
- **Service:** In order to meet the service requirement, a student must show courtesy and willingness to work with others and volunteer their assistance in the community. Students will need to verify required volunteer service hours rendered in the community.
- **Leadership:** In order to meet the leadership requirement, a student must demonstrate initiative in promoting school activities, contribute ideas that improve the school community, exercise influence on peers in upholding school ideals, and successfully hold school offices or positions of responsibility. More specifically, the student must be an active member of at least one school extracurricular activity.

Requirements for membership in the Honor Society are demanding. Not all students are awarded membership in the National Honor Society the first time their achievements are reviewed. A student who does not qualify as a junior may re-apply as a senior as long as he/she qualifies academically at the end of the sixth semester.

**PLEASE NOTE:** The final selection of the student to the Rogers Chapter of the National Honor Society is by a majority vote of the National Honor Society Faculty Council as specified in the National Honor Society Constitution. The students selected for the National Honor Society are inducted into the society during the first semester every year in a formal ceremony. A National Honor Society Member is entitled to wear a gold honor cord at graduation.

### **RHODE ISLAND HONOR SOCIETY**

Membership in the Rhode Island Honor Society is an honor bestowed upon a student based on outstanding character and scholarship. In order to be eligible for the Rhode Island Honor Society, a student must have an overall weighted GPA of 3.8.

### **WORLD LANGUAGE HONOR SOCIETIES**

La Société Honoraire de Français is an honor bestowed upon a student in recognition of his/her academic achievement in the French language. To qualify, a student must maintain an A- average for 2.5 years of study, having achieved French 3 or higher to be eligible.

The Rogers High School Spanish Honor Society is designed to recognize students for their academic achievement in the Spanish Language. To qualify, a student must maintain an A- average for 2.5 years of study, having achieved Spanish 3 or higher to be eligible.

## **COURSE REGISTRATION**

Students pre-register for the courses of their choice in the spring; however, the administration reserves the right to cancel elected classes for insufficient registration or for staff or space limitations. It is expected that once a program of study has been approved, the student will follow this program for the coming year without change.

## **ADVANCED PLACEMENT COURSES**

Rogers High School actively participates in The College Board's Advanced Placement (AP) Program.

Students should consult their teacher or department head and, within scheduling limitations, may enroll in any of the following college level courses as offered:

- Advanced Placement Biology (**Offered 2022-23 school year**)
- Advanced Placement Calculus AB
- Advanced Placement Statistics
- Advanced Placement Chemistry (**Offered 2023-24 school year**)
- Advanced Placement Language and Composition
- Advanced Placement Literature and Composition
- Advanced Placement Physics: Algebra-Based
- Advanced Placement U.S. History
- Advanced Placement Comparative Government
- Advanced Placement European History
- Advanced Placement Psychology
- Advanced Placement Computer Science
- Advanced Placement Computer Science Principles

**PLEASE NOTE:** In May of each year, standardized examinations are given in each AP course and students **are expected** to take these examinations to receive AP weight, otherwise the student transcript will reflect honors level weight. Colleges may, according to their individual policies, award credit, advanced placement standing, or both for the achievement of specified scores on these examinations. Details are available in the Guidance Office and from department chairpersons.

## **DUAL AND CONCURRENT ENROLLMENT OPPORTUNITIES**

Both dual and concurrent programs are for high school students desiring to attend college while in high school. In 2013, the Rhode Island General Assembly passed legislation (RIGL 16-100) that called for the adoption of a statewide policy for dual enrollment that allows students to take college courses to earn credit at both the secondary school and the higher education institution. Subsequently, the Board of Education adopted regulations in April of 2015, that provide all qualified Rhode Island

high school students access to college level coursework while still in high school. Students can access college level courses in two ways by taking:

1. **Concurrent enrollment courses at their high school:** these courses are the same courses that are taught at the college, but are approved to be taught at the high school, by the high school teacher.
  - a. **Rhode Island College (RIC) Early Enrollment Program** - In this program, students taking the Rogers High School courses listed below may receive RIC credit as well as credits toward graduation. Faculty members who teach the Early Enrollment Program courses at Rogers are appointed to adjunct faculty status at RIC.
  - b. **University of Rhode Island College Writing** – Students taking this course may receive URI credit as well as credit toward graduation. Faculty members who teach this course at Rogers are URI-approved to instruct students in this course.

<b>RHS / RIC Course Alignment</b>			
<b>Rogers High School</b>		<b>Rhode Island College</b>	
AP Biology	Full year	Biology 111	4 credits
AP Chemistry	1 <sup>st</sup> semester	Chemistry 103	4 credits
AP Chemistry	2 <sup>nd</sup> semester	Chemistry 104	4 credits
AP Physics	Full Year	Physics 109/110	4 credits
<b>RHS/URI Course Alignment</b>			
College Writing	Semester	Writing 104	3 credits
AP Computer Science A	Full Year	CSC 211	4 credits
AP Computer Science Principles	Full Year	CSC 106	4 credits
Academy of Information Technology 2	Full Year	CSC 101	4 credits

### **BRISTOL COMMUNITY COLLEGE (BCC) ARTICULATION AGREEMENT**

Students completing three years of the Academy of Information Technology (AOIT) program will qualify for 6 college credits at Bristol Community College should they elect to enroll at BCC. In addition, students receiving their IC3 certification during AOIT II may receive college credit at colleges and universities that are members of the American Council on Education (ACE). Furthermore, students in the third year of the program will be given the opportunity to take online courses at BCC for three transferable college credits. Additionally, students enrolling in AOIT II and III will receive level 1 course weighting (equivalent to AP course weighting).

**PLEASE NOTE:** Credits are not limited to students who plan to attend RIC, URI or BCC. They are accepted by colleges which have reciprocal agreements with these institutions. Students are responsible to acquire their transcript from RIC, URI or BCC and send it to their chosen university.

- 2. Dual enrollment courses at the institution's campus:** these courses are part of the institution's regular schedule and are taught by a college professor. An example of a dual enrollment program is CCRI's *Running Start Program*. It is a dual enrollment program for high school seniors who have demonstrated the academic achievement and maturity necessary to enroll in college courses during their senior year of high school. Seniors who wish to study at CCRI on a full-time basis (12 credits) during the day may be eligible to earn college credit and credit toward high school graduation simultaneously. There are specific requirements, such as the Accuplacer, along with a minimum GPA of 3.0 and a completed application that are required for this program.
- a. **Enrichment Courses through the Community College of Rhode Island** – students in their junior and senior year are eligible to take 2 courses per the fall and spring semesters at CCRI and may apply the earned credits to their high school transcript as well as begin to build their college transcript. Interested students should meet with their school counselor prior to the start of the expected college semester to assist in the enrollment process. Under the enrichment course guidelines, textbooks purchases may be reimbursed by the district with the understanding that the books will be returned to the district at the end of the semester. Students are required to provide their own transportation to and from CCRI.

Upon successful completion of a dual or concurrent course, students will earn credit toward their high school graduation requirements and they will earn credit with the higher education institution where they are enrolled for the course. Depending on their plans after high school, students can choose to transfer the credit to another institution. Through the *PrepareRI* Dual Enrollment Fund, qualified public high school students can take dual and concurrent coursework with CCRI, RIC and URI and other institutions (as identified through RIDE's Advanced Coursework Network) at no costs to them or their families. Please access the following link for more information.

<http://www.ride.ri.gov/StudentsFamilies/EducationPrograms/AdvancedCoursework.aspx>

## **NEWPORT SCHOOL DEPARTMENT POLICY CONCERNING EARLY GRADUATION**

The Newport School Department has no formal policy for early graduation and therefore, a student who wishes to pursue a graduation earlier than the expected date, should meet with their school counselor to understand the options. However, qualified students interested in enrolling in one or more courses/programs offered at colleges within commuting distance may do so while concurrently or dually enrolled at Rogers High School. Students must make such arrangements with their school counselor. ALL RHS and RIDE requirements must be completed prior to graduation.

## **PRIVACY ACT**

The Federal Education Amendments of 1974, which included Section 513, Part C of the General Education Provisions Act, entitled "*Protection of the Rights and Privacy of Students*," will be fully implemented by the Newport School Department under the leadership of the School Committee and the Superintendent of Schools.

Since the legislation relating to students' records has important implications for administrators, parents, teachers, and students, a policy statement has been

disseminated throughout the Newport School Department and implemented by all appropriate professional personnel.

In addition, a statement of the rights of students and parents under this act is published on a yearly basis. Basically, this includes the types of information and records maintained by the schools, the policies for reviewing the records, and the categories of information, which have been designated as directory information.

## **THE POLICY OF THE NEWPORT SCHOOL DEPARTMENT REGARDING DISCRIMINATION**

The Newport School Department does not discriminate on the basis of race, color, national origin, age, sex, sexual orientation, citizen status or disability in admission to, access to, treatment in or employment in its programs and activities. Ms. Colleen Burns Jermain, Superintendent of Newport Public Schools, 109 Old Fort Road, Newport, Rhode Island 02840, 401-847-2100, has been designated to handle inquiries regarding the non-discrimination policies. Inquiries concerning the application of non-discrimination policies may also be referred to the Regional Director, Office for Civil Rights, U.S. Department of Education, Susan Rhodes, J.F. Kennedy Federal Building, Rm 1875 Boston, MA 02203.

## **GUIDANCE AND COUNSELING SERVICES**

Rogers High School's Guidance and Counseling Department has adopted the National Standards for School Counseling Programs. The American School Counseling Association (of which we are a member) believes these standards to be the essential elements of a high quality, effective school-counseling program. The nine standards are equally divided under the components of Academic Development, Career Development, and Personal/Social Development. These standards address program content and the knowledge, attitudes and skill competencies that all students will develop as a result of being a member of this high school. All students will have an Individualized Learning Plan (ILP) that is available to parents and students as part of the comprehensive school counseling program.

### **NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS**

The National Standards for School Counseling Programs are what the ASCA believes are the essential elements of a quality and effective school-counseling program. The standards address program content and the knowledge, attitudes, and skill competencies that all students will develop as a result of participating in a school-counseling program.

- **Academic Development**
  - **Standard A.** Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
  - **Standard B.** Students will complete school with the academic preparation essential to choose from a wide variety of substantial post-secondary options, including college.
  - **Standard C.** Students will understand the relationship of academics to the world of work, and to life at home and in the community.
- **Career Development**
  - **Standard A.** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- **Standard B.** Students will employ strategies to achieve future career success and satisfaction.
- **Standard C.** Students will understand the relationship between personal qualities, education and training, and the world of work.
- **Personal/Social Development**
  - **Standard A.** Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.
  - **Standard B.** Students will make decisions, set goals and take appropriate action to achieve goals.
  - **Standard C.** Students will understand safety and survival skills.

## SUGGESTED COURSES OF STUDY

Students and their families work with their school counselors to create a personalized program of study that fulfills the academic and post-secondary goals of the student's Individual Learning Plan (ILP). To ensure that a student is able to meet all graduation requirements AND post-secondary goals (college, technical school, career or military), the relationship between the student and his/her counselor in mapping out long-term course needs is an integral part of a student's ILP. All currently enrolled students carry a minimum of 7 credits per school year. The suggested courses of study that follow are designed to show how a student might meet and complete all requirements.

### COLLEGE PREPARATORY COURSE OF STUDIES

Students who desire to pursue the *College Preparatory (CP) Program* should refer to the following outline as a guide while selecting courses. This program meets the requirements of the Board of Regent's articulation between high schools and colleges, and can be modified to meet the needs of individual students. Along with the basic requirements for graduation, a student should complete **at least** two credits of a world language.

Grade 9	Grade 10
<ul style="list-style-type: none"> <li>● English</li> <li>● Biology</li> <li>● World History</li> <li>● Algebra 1 or Geometry</li> <li>● World Language</li> <li>● Essentials of Computer Technology</li> <li>● Physical Education/Health/JROTC</li> <li>● Elective (may include CTE courses)</li> </ul>	<ul style="list-style-type: none"> <li>● English</li> <li>● Chemistry</li> <li>● US History I &amp; Civics</li> <li>● Geometry or Algebra 2</li> <li>● World Language</li> <li>● Fine/Performing Arts Elective</li> <li>● Physical Education/Health/JROTC</li> <li>● Elective (may include CTE courses)</li> </ul>
Grade 11	Grade 12
<ul style="list-style-type: none"> <li>● English</li> <li>● Physics</li> <li>● US History II</li> <li>● Algebra 2 or Pre-Calculus</li> <li>● World Language</li> <li>● Physical Education/Health/JROTC</li> <li>● Elective (may include CTE courses)</li> </ul>	<ul style="list-style-type: none"> <li>● English</li> <li>● Science Elective</li> <li>● Social Studies Elective</li> <li>● Pre-Calculus or Calculus</li> <li>● Physical Education/Health/JROTC</li> <li>● Elective (may include CTE courses)</li> </ul>

## HONORS COURSE OF STUDIES

Students who desire to pursue the *Honors Course of Studies* should refer to the following outline as a guide in the selection of courses.

<b>Grade 9</b>	<b>Grade 10</b>
<ul style="list-style-type: none"> <li>● Honors English 9</li> <li>● Honors Biology</li> <li>● Honors World History</li> <li>● Honors Geometry</li> <li>● World Language</li> <li>● Essentials of Computer Technology</li> <li>● Physical Education/Health/JROTC</li> <li>● Elective (may include CTE courses)</li> </ul>	<ul style="list-style-type: none"> <li>● Honors English 10</li> <li>● Honors Chemistry</li> <li>● Honors US History I &amp; Civics</li> <li>● Honors Algebra 2</li> <li>● World Language</li> <li>● Fine/Performing Arts Elective</li> <li>● Physical Education/Health/JROTC</li> <li>● Elective (may include CTE courses)</li> </ul>
<b>Grade 11</b>	<b>Grade 12</b>
<ul style="list-style-type: none"> <li>● AP Language &amp; Composition</li> <li>● AP Biology or AP Chemistry/Honors Physics</li> <li>● AP US History</li> <li>● Honors Pre-Calculus</li> <li>● World Language</li> <li>● Physical Education/Health/JROTC</li> <li>● Elective (may include CTE courses)</li> </ul>	<ul style="list-style-type: none"> <li>● AP Literature &amp; Composition</li> <li>● AP Biology or AP Chemistry/AP Physics</li> <li>● AP Psychology or AP European History</li> <li>● Calculus/AP Calculus</li> <li>● World Language</li> <li>● Physical Education/Health/JROTC</li> <li>● Elective (may include CTE courses)</li> </ul>

## INTERNATIONAL STUDIES AND LEADERSHIP PROGRAM

The RHS International Studies and Leadership Program is a rigorous 4-year interdisciplinary pathway to high school graduation. It is designed to meet all RI Department of Education Graduation requirements and content is accessible to all learners. Newport students will be exposed to the world around them while gaining global competency and leadership skills. Students will have the opportunity to earn a IS&LP designation on their RHS diploma and the potential for college credits in specific Advanced Placement and early enrollment classes.

### **One Rise, All Rise.**

#### **Instructional Strategy**

In an effort to provide a comprehensive educational experience, the instructional strategy includes interaction (lessons and country presentations) with up to 24 international officers from the Naval Staff College and 12 community leaders throughout the course of the academic year. In addition to the daily contact with the content area teacher, this interaction will provide a diverse spectrum of the following teaching and learning outcomes:

- Improved academic vocabulary and language skills
- Cooperative learning/peer evaluation
- Directed instruction
- Discovery/Inquiry based learning
- Effective questioning skills and debate techniques
- Socratic method seminars

- Formative Assessment and Reflection
- Academic lecture series

In addition to the content area requirements for all students, students seeking enrichment through the International Studies & Leadership Program would include the following history/social science course selections and expectations listed below to their course of study.

<b>Grade 9</b>	<b>Grade 10</b>
<ul style="list-style-type: none"> <li>• World History (602) or</li> <li>• Honors World History (602H)</li> <li>• Service Learning through Community – Focus = 10 hours at local level</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• US 1 (670 or 670H)</li> <li>• RI History</li> <li>• International Studies &amp; Leadership 1</li> <li>• Service Learning through Community – Focus = 10 hours - state</li> </ul>
<b>Grade 11</b>	<b>Grade 12</b>
<ul style="list-style-type: none"> <li>• US2 or</li> <li>• AP US History</li> <li>• International Studies 1 or 2</li> <li>• Service Learning through Community – Focus = 10 hours - national</li> </ul>	<ul style="list-style-type: none"> <li>• Service Learning through Community – Focus = 10 hours – global</li> </ul> Electives: <ul style="list-style-type: none"> <li>• AP Comparative Governments and Politics</li> </ul>

IS&LP includes an incentive based Field Studies Program designed to increase international awareness.

### **CAREER & TECHNICAL COURSE OF STUDIES**

The **Newport Area Career and Technical Center** programs are designed for individuals who are interested in entering the workforce and/or preparing for careers and who want to take advantage of post-secondary education and/or training opportunities. Career and Technical Education (CTE) programs give students a path to success and help reduce college tuition costs. CTE gives students a competitive advantage for future postsecondary placement and/or employment opportunities through career awareness, exploration and preparation through hands-on learning experiences, which are critical components of our CTE programs.

The Newport Area Career and Technical Center is accredited by the **New England Association of Schools and Colleges, Inc.**, a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it

will continue to do so in the foreseeable future. Instructional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial, but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution’s accreditation by the New England Association should be directed to the administrative staff of the school or college.

Students interested in a career and technical pathway as part of their high school experience may **apply** to start in either their 9<sup>th</sup> or 10<sup>th</sup> grade year. In order to get the full benefit of career and technical education, most programs require a 3-year commitment. Due to program guidelines, PTECH and Cosmetology require a 4-year commitment.

Students who wish to pursue the *Career & Technical Course of Studies* should refer to the following chart as a guide in the selection of courses. In some cases, the credits earned may fulfill health and/or science requirements as indicated by \*.

**Note:** All Career and Technical programs require an application and acceptance prior to the selection of courses. In order to move to the next CTE course sequence, students must maintain a minimum grade of (C) and meet program attendance requirements.

### Career and Technical Course of Studies

<b>Program</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Academy of Information Technology (AOIT)</b>	AOIT 1 #705 1.0 credit	AOIT 2 #710 1.0 credit	AOIT 3 #712 1.0 credit	AP Computer Science #711 1.0 credit AP Computer Principles #704 1.0 credit
<b>Advertising Design &amp; New Media</b>	ADM #724 1.0 credit	ADM #725 1.0 credit	ADM #726 1.0 – 2.0 credits	ADM #729 1.0 credit
<b>Automotive Technology</b>	AT #713 2.0 credits	AT #714 2.0 credits	AT #715 3.0 credits	AT #716 3.0 credits
<b>Cosmetology</b>	Cosmetology #717 1.0 credit	Cosmetology #718 2.0 credit	Cosmetology #719 2.5 credits	Cosmetology #720 2.5 credits
<b>ProStart Culinary Arts (PCA)</b>	PCA #751 1.0 credits	PCA #752 2.0 credits	PCA #753 2.0 credits	PCA #754 2.0 credits
<b>Construction Technology</b>	RCT #739 2.0 credits	RCT #740 2.0 credits	RCT #741 2.0 credits	RCT #742 2.0 credits
<b>JROTC</b>	JROTC 1 1.0 credit	JROTC 2 1.0 credit	JROTC 3 1.0 credit	JROTC 4 1.0 credit
<b>Pro Start Hospitality</b>	PSHTM Beginner 1.0 credits	PSHTM Intermediate 1.0 credit		

<b>and Tourism Management</b>				
<b>Maritime Electrical</b>	Beginner 1.0 credit	Intermediate 1.0 credit	Advanced 1.0 credit	
<b>Visual Arts</b>	<i>SEM 1</i> Studio Art 2D Design 0.5 credit <i>SEM 2</i> Painting 0.5 credit	SEM 1 Foundations of 3D Design .5 credit SEM 2 Foundations of Drawing .5 credit	SEM 1 Art History .5 credit  SEM 2 Pre-AP Studio Art .5 credit	

### **Pathways in Technology Early College High School (PTECH)**

Students who would like to pursue the *PTECH Course of Study* should refer to the following outline as a guide in the selection of courses, which, depending upon the student’s individualized learning plan, may take 4-6 years to earn BOTH a high school diploma and an associate’s degree in Cybersecurity from CCRI.

The PTECH model utilizes the Summit personalized learning platform (PLP) which allows students to navigate through content at their own pace and teachers to customize access to that content based on data. In addition, Summit is a holistic model that focuses on cognitive skills, content knowledge, “Habits of Success” and experiential learning. While students spend a chunk of time in school or after school in “personalized learning time” (PLT), acquiring content area knowledge at their own pace, this is just one of the larger picture. Cognitive skills, such as modeling, hypothesizing, active listening, and contextualizing sources, are taught in “project time”, through investigations, experiments, seminars, papers and multimedia presentations.

### **PTECH Course of Study**

<b>Rogers High School Diploma Requirements (24 credit minimum)</b>		<b>College Requirements for AS in Computer Studies and Information Processing (Cybersecurity) (61 credit minimum)</b>	
English	4	ENGL – 1010 Comp 1	3
Math	4	MATH – 1210 College Trigonometry	3
History/Social Sciences	3	MATH – 1200 College Algebra	3
		MATH – 1430 Math for Liberal Arts	3
Science	3 (minimum 2 with lab)	Elective – Humanities	3
Physical Education & Health	2 (0.5 per year)	Elective – Social Science (2)	6
		COMI – 1150 Programming Concepts	3
Art/Music	1 semester	COMP – 1200 Database Design and Management	3
Technology	1 semester	COMI – 2035 Introduction to Computer Forensics	3
World Language	2 – minimum suggested for college entrance	COMI – 2036 Introduction to Computer Ethics	3
		COMI – 2037 Introduction to Cybersecurity	3
Electives	5 – may include qualifying coursework completed via AS program	COMP – 2430 Operating Systems	3
		CNVT – 1810 Networking Technology	3
		CNVT – 1820 Intermediate Networking	3
		CNVT – 1830 LAN Design and Management	3

Senior Project		CNVT – 2200 Network Security Hardware	4
		CNVT – 1200 Introduction to Wireless Networks	3
		COMP – 2500 Internship	3
		COMI 1510 or 1225 – Programming Language Elective	3

### **ACADEMY OF INFORMATION TECHNOLOGY**

The goal of the Academy of Information Technology (AOIT) is to introduce students to a wide variety of skill and knowledge areas in the field of computer technology. Students must come to the class with a fundamental knowledge of Word, Excel and PowerPoint. Additional, advanced skills in these areas, as well as Access Database, will be learned. Hands-on activities are offered whenever possible and students work directly with computer components and peripherals. Students also learn HTML and web design, as well as flowcharting and programming. In the second year of the program, students prepare for and earn the Internet and Computing Core Certification (IC3). IC3 is the first globally accepted, standards-based, validated certification program for basic computing skills, demonstrating that a student possesses the knowledge required for basic use of computer hardware, software, and the Internet. The program leading to this certification gives individuals Internet and computing literacy skills to enter current job markets or begin higher education programs. The program is an excellent complement to a college preparatory or honors program of study, with many of the students being accepted to outstanding colleges and universities. Furthermore, the AOIT program has articulation agreements with Bristol Community College, New England Tech and CCRI. Students completing the program and enrolling at any of these schools will be given college credits.

<b>AOIT 1 (#705)</b>	<b>Grade 9</b>	<b>1.0 credit</b>
<b>AOIT 2 (#710)</b>	<b>Grade 10, 11</b>	<b>1.0 credit</b>
<b>AOIT 3 (#712)</b>	<b>Grade 11, 12</b>	<b>1.0 credit</b>

### **AUTOMOTIVE TECHNOLOGY**

The Automotive Technology program is designed to prepare students for careers in the automotive trade. The program encompasses mechanical and technological skills and is certified by the National Automotive Technology Education Foundation (NATEF) and Automotive Youth Educational Systems (AYES). At each level the mastery of business and industry standards are met through a variety of assessment techniques.

The program offers instruction and practical experience in the repair of all types of vehicles. This includes hydraulic systems, heating and air conditioning systems, alignment and electrical systems, engine performance, engine repair, brake systems, suspension systems, steering systems, as well as engine tune-ups.

At the advanced level, students are required to analyze and troubleshoot problems and to determine a course of action for the service they must perform. Students have the opportunity to practice their new found knowledge and skills on donated automobiles and when prepared, service automobiles belonging to the general public. Co-operative placements with major automotive businesses are available to advance students.

Upon successful completion of the entire program, the student has the opportunity to become certified through the NATEF and AYES licensing processes by completing a series of computer-based tests. NATEF and AYES Certification will give the student a choice to seek professional employment or to further their education in a post-secondary institution.

Participate in Work Based Learning - 80 hours - This standard acknowledges and adopts the Work Based Learning (WBL) Standards as approved by the RI Governor's Workforce Board and will use Professional/Workplace Skills (SkillsUSA Connect Curriculum).

Students will earn Industry Recognized Credential  
ASE Auto Maintenance and Light Repair Certification Test (G-1)

<b>AUTOMOTIVE TECHNOLOGY Level 1 (#713)</b>	<b>Grade 9</b>	<b>1.0 credit</b>
<b>AUTOMOTIVE TECHNOLOGY Level 2 (#714)</b>	<b>Grades 10, 11</b>	<b>2.0 credits</b>
<b>AUTOMOTIVE TECHNOLOGY Level 3 (#715)</b>	<b>Grades 11, 12</b>	<b>2.0 credits</b>
<b>AUTOMOTIVE TECHNOLOGY Level 4 (#716)</b>	<b>Grades 11, 12</b>	<b>2.0 credits</b>

### **ADVERTISING DESIGN & NEW MEDIA**

The Advertising Design & New Media program offers instruction in four levels to grades 9-12 in the areas of MultiMedia, Video Production, Photography and Advertising Design. Students will explore a variety of careers that are directly related to the media field. Students may then choose to further their education or become directly involved in the industry. Successful completion of this course will provide the student with knowledge of the industry and an understanding of how to construct and implement a basic design. Each student will develop professional skills that will enable him/her to become a more competent employee in the media field.

This program is dedicated to training visual specialists who will shape the world of media. This field skillfully integrates creative thinking, computer technology, photography, digital imaging, animation and sound recording technologies. In addition to career preparation, students will apply the skills learned in this program to senior projects and presentations, as well as digital portfolios. Computer programs used in the class include: Adobe Photoshop, Illustrator, Indesign, Final Cut Pro, Motion, StudioPro, Soundtrack, and Flash.

Participate in Work Based Learning - 80 hours - This standard acknowledges and adopts the Work Based Learning (WBL) Standards as approved by the RI Governor's Workforce Board and will use Professional/Workplace Skills (SkillsUSA Connect Curriculum).

Students will earn at least one of the following Industry Recognized Credentials  
Certificate (GAERF-PrintED  
Adobe  
Skillconnect  
NOCTI (National Occupational Competency Testing Institute)  
AutoDesk, specialized proprietary software)

<b>ADVERTISING DESIGN &amp; NEW MEDIA Level 1 (#724)</b>	<b>Grades 9 – 11</b>	<b>1.0 credit*</b>
<b>ADVERTISING DESIGN &amp; NEW MEDIA Level 2 (#725)</b>	<b>Grades 9 – 11</b>	<b>1.0 credit*</b>
<b>ADVERTISING DESIGN &amp; NEW MEDIA Level 3 (#726)</b>	<b>Grades 11-12</b>	<b>1.0 credit*</b>
<b>ADVERTISING DESIGN &amp; NEW MEDIA LEVEL 4 (#729)</b>	<b>Grade 12</b>	<b>1.0 credit</b>

## **COSMETOLOGY**

Students interested in the Cosmetology program **must commit** to four years in order to satisfy the **1200-hour R.I. State Licensing** requirements. This program is designed to assist students in meeting the **Cosmetology National Standards** and to equip students with the entry-level skills salons require for employment.

- Cosmetology Beginning - Basic vocabulary and practical work on mannequins
- Cosmetology Intermediate - Beginning theory, practical work on mannequins and each other
- Cosmetology Advanced - Mid-level and advanced theory, practical work on each other and clients and community service.
- Students will possess a working knowledge of chemistry, anatomy and physiology, English language arts standards and math standards, as they directly relate to the field of Cosmetology.
- Manipulative (hands-on) skills are practiced on mannequins, other students and weekly clients requesting services. Students' skills are further enhanced by community service in our many outreach programs.

Upon graduation from the Cosmetology program, students will have entry level skills in hair styling, hair cutting, hair coloring, permanent waving, chemical hair straightening, skin, nail care, and salon management. Students successfully completing the program must sit for the **R.I. Cosmetology State Board Exam**. Upon passing the state board exam, graduates will have the option of becoming employed immediately and/or to continue their education in a post-secondary institution.

Participate in Work Based Learning - 80 hours - This standard acknowledges and adopts the Work Based Learning (WBL) Standards as approved by the RI Governor's Workforce Board and will use Professional/Workplace Skills (SkillsUSA Connect Curriculum).

<b>COSMETOLOGY Level 1 (#717)</b>	<b>Grades 9, 10</b>	<b>1.0 credit</b>
<b>COSMETOLOGY Level 2 (#718)</b>	<b>Grades 10-11</b>	<b>2.0 credits</b>
<b>COSMETOLOGY Level 3 (#719)</b>	<b>Grades 11-12</b>	<b>2.0 credits</b>
<b>COSMETOLOGY Level 4 (#721)</b>	<b>Grade 12</b>	<b>2.0 credits</b>

## **ProStart CULINARY ACADEMY®**

The Culinary Arts four-year program provides an extensive program in entry-level cooking and baking. Students perform active, practical applications in a full service commercial kitchen with an accompanying 50-seat restaurant dining room. Culinary academics are a major portion of the curriculum and give individuals a well-rounded education in food preparation.

The ProStart Culinary program is aligned with the National Restaurant Association standards and industry certification. The objective of this course is to provide hands-on learning experiences related to the food service industry. Students successfully completing the course will be prepared for entry-level positions within the culinary/baking-pastry areas of the food service industry. Students will utilize the minimum industry accepted standards of punctuality, accuracy, timeliness, cost-effectiveness, ability to get along with and work cooperatively with others, to accept responsibility and work independently. Upon completion of the program, students are well positioned to be accepted in post-secondary culinary schools and/or enter the private sector in this field.

Participate in Work Based Learning - 80 hours - This standard acknowledges and adopts the Work Based Learning (WBL) Standards as approved by the RI Governor's Workforce Board and will use Professional/Workplace Skills (SkillsUSA Connect Curriculum).

Students will earn the following Industry Recognized Credentials

American Culinary Federation (ACF) accreditation for culinary education

ProStart National Certificate of Achievement (COA)

ServSafe Food Safety Manager Certification

ServSafe Allergen Training Certification

<b>ProStart CULINARY ACADEMY® Level 1 (#751)</b>	<b>Grades 9, 10</b>	<b>1.0 credit</b>
<b>ProStart CULINARY ACADEMY® Level 2 (#752)</b>	<b>Grades 10,11</b>	<b>2.0 credits</b>
<b>ProStart CULINARY ACADEMY® Level 3 (#753)</b>	<b>Grades 11,12</b>	<b>2.0 credits</b>
<b>ProStart CULINARY ACADEMY® Level 4 (#754)</b>	<b>Grade 12</b>	<b>2.0 credits</b>

### **ProStart HOSPITALITY and TOURISM MANAGEMENT**

The Hospitality and Tourism four-year program provides an extensive pathway to entry-level hospitality and hotel management. Students perform active, practical applications in a classroom environment along with internship opportunities in local hotels. Hospitality and Tourism academics are a major portion of the curriculum and give individuals a well-rounded education in hotel management.

The ProStart Hospitality and Tourism program is aligned with the Hospitality and Tourism Management Program standards and industry certification. The objective of this course is to provide hands-on learning experiences related to the hotel management service industry. Students successfully completing the course will be prepared for entry-level positions within the hotel management/hospitality industry. Students will utilize the minimum industry accepted standards of punctuality, accuracy, timeliness, cost-effectiveness, ability to get along with and work cooperatively with others, to accept responsibility and work independently. Upon completion of the program, students are well positioned to be accepted in post-secondary culinary schools and/or enter the private sector in this field.

Participate in Work Based Learning - 80 hours - This standard acknowledges and adopts the Work Based Learning (WBL) Standards as approved by the RI Governor's Workforce Board and will use Professional/Workplace Skills (SkillsUSA Connect Curriculum).

Students will earn Industry Recognized Credentials

Certified Hospitality and Tourism Management Professional Certification (CHTMP)

Certified Guest Service Professional (CGSP)

**ProStart HOSPITALITY AND TOURISM MANAGEMENT Level 1 (#755) Grades 9, 10,11  
1.0 credit**

**ProStart HOSPITALITY AND TOURISM MANAGEMENT Level 2 (#756) Grades 10,11, 12  
1.0 credit**

## **CONSTRUCTION TECHNOLOGY**

The objective of the Residential Carpentry program is to instruct students to become competent individuals in the field of construction. Carpentry skills taught include, but are not limited to the use of hand and power tools, equipment and materials, construction of residential structures, renovations, and minor electrical and plumbing. The students will understand that education is a cooperative venture between student, teacher, and the community. This course offers a solid foundation for a career in construction or as a stepping-stone to other trades.

Students successfully completing the course will be prepared for entry-level positions within the construction industry utilizing the minimum industry accepted standards of punctuality, accuracy, timeliness, cost effectiveness, ability to work cooperatively as part of a team, accept responsibility, and work independently. Students will be prepared for post-secondary education or training. Students will be granted a certification or credits by the National Center for Construction Education and Research (NCCER).

Participate in Work Based Learning - 80 hours - This standard acknowledges and adopts the Work Based Learning (WBL) Standards as approved by the RI Governor's Workforce Board and will use Professional/Workplace Skills (SkillsUSA Connect Curriculum).

Students will earn industry recognized credentials NCCER Carpentry Level 1 and Level 2

<b>CONSTRUCTION TECHNOLOGY Level 1 (#739)</b>	<b>Grades 9, 10</b>	<b>1.0 credit</b>
<b>CONSTRUCTION TECHNOLOGY Level 2 (#740)</b>	<b>Grades 10,11</b>	<b>2.0 credits</b>
<b>CONSTRUCTION TECHNOLOGY Level 3 (#741)</b>	<b>Grades 11,12</b>	<b>2.0 credits</b>
<b>CONSTRUCTION TECHNOLOGY Level 4 (#742)</b>	<b>Grade 12</b>	<b>2.0 credits</b>

## **MARITIME ELECTRICAL**

The Electrical Technology program will provide students with the foundation to become effective electrical workers in the Maritime Industry. Course offerings will include the study of electrical systems in the maritime industry. Course offerings include everything from entry level trades courses, all the way to national certification. Students will train at the career centers and at Electric Boat in North Kingstown. Current and traditional building practices are included, while updated and advanced electrical techniques are emphasized. Course offerings are intended to promote career pathways for those just entering the industry. There are certificate options at the Career Center. This is a business and industry driven program to create a pipeline for students to enter the work force. Students who successfully complete this program may seek entry-level employment as an Electrician in the Maritime Industry. Students will be granted a certification or credits by the National Center for Construction Education and Research (NCCER). Co-operative education opportunities in the construction field are available to advanced students. Credits are awarded based upon the number of sessions per bell schedule cycle.

Participate in Work Based Learning - 80 hours - This standard acknowledges and adopts the Work Based Learning (WBL) Standards as approved by the RI Governor's Workforce Board and will use Professional/Workplace Skills (SkillsUSA Connect Curriculum)

<b>MARITIME ELECTRICAL ADVANCED (#761)</b>	<b>Grades 10, 11, 12</b>
<b>1.0 credit</b>	

## **VISUAL ARTS**

The CTE Program of the Visual Arts Pathway is a rigorous program intended to prepare students to investigate careers in creative industries and in the Arts. All Visual Arts Pathway Courses are based on the National and Rhode Island Standards for Visual Art. Students will engage in activities that focus on the essential skills spanning advanced drawing and design abilities, three-dimensional sculptural forms as well as idea development techniques. All projects are aimed at creating individual portfolios for each student that highlights both the breadth and depth of their knowledge and geared toward AP Art certification. Included in course structures are Pre-AP coursework to better prepare for the support and adaptations necessary to achieve AP Course success.

Visual Arts Pathway students will interact with leading professionals in the creative industry with the completion of 80 hours of work through relationships, internships, and apprenticeships, with prominent businesses and Art institutions throughout the state. Students explore with their leaders and visiting artists problem solving techniques in order to create unique and personalized imagery.

Students will also learn pivotal skills in writing and speaking about a savvy worldwide perspective in business and how it is integral in the global industry of art and careers. With established fieldtrips and a variety of experiences from art schools, hands-on projects, exhibitions, gallery and curatorial work, and collaboration with other in-house NACTC/CTE programs, students will truly experience success in the field of Art as a career.

Throughout this study, core standards of drawing, painting, design in two and three dimensions, color theory, fashion design, jewelry and metalcraft, architectural design, AP Studio Arts and AP Art History will be part of these exciting studio experiences. Students will probe into Art movements and prominent Artists throughout various eras while interacting with statewide leading professionals in the Arts industry.

In addition, CCRI, Newport, is partnering with the Visual Arts Pathway offering several transcribed college level credit art courses offering further enhancement of the program and career gateway.

### **VISUAL ARTS - Year 1**

#### **(Semester 1)**

**Studio Art: 2D Design (#780)                      Grades 9, 10    0.5 credit**

This course is designed as part of the Visual Arts Pathway Program for serious art students addressing development of various art skills and 2-D design concepts based on the elements of Art. Explore your creativity as never before, refining basic design and painting techniques, perspective, still-life composition, figure proportion, color theory, printmaking, color pencil, and pen and ink. Students will work throughout the course compiling a portfolio of two-dimensional works and visual compositions that demonstrate mastery utilizing these various mediums and concepts allowing submission for AP Studio Art 2D College Credit. In addition, careers in creative industries will be investigated fostering other exciting art courses in the Visual Arts Pathway Program.

#### **(Semester 2)**

**Painting (#781)    Grades 9, 10    0.5 credit**

This course is designed as part of the Visual Arts Pathway Program introducing students to the fundamentals of artistic expression and understanding of painting techniques, concepts and



## **ADDITIONAL OFFERINGS IN TECHNOLOGY**

### **ESSENTIALS OF COMPUTER TECHNOLOGY (#702)**

**0.5 credit**

#### **Grade 9**

Essentials of Computer Technology is a course designed to prepare students for the requirements of a proficiency-based graduation. It will provide students with the computer technology skills that are necessary to successfully complete a high school education including conducting academically-sound research and giving appropriate credit for sources of information using MLA Format. In addition to advanced word processing skills in Google Docs, students will also review presentation software (Slides/PowerPoint) and public speaking techniques as well as spreadsheets (Sheets/Excel), including graphing. File management, email etiquette and an overview of Senior Project are covered in class. This course or AOIT 1 is required for all grade 9 students.

### **AP COMPUTER SCIENCE PRINCIPLES (#704)**

**1.0 credit**

#### **Grades 10-12**

This course is equivalent to a first-semester introductory college computer science course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and work with large data sets to visualize and draw conclusions from trends. Students will be engaged in the creative aspects of computer science by developing computational artifacts based on their interests. Communication and collaboration are imperative to this course as students are expected to work independently and collaboratively to write and discuss solutions and impacts of technological innovations on their community, society and the world. Most of the programming in this course involves Javascript language. Students enrolled in this course have the opportunity to earn college credit at the University of Rhode Island that can transfer to most institutions of higher education. All students are expected to take the Advanced Placement Exam in May and complete the Digital Portfolio on the AP College Board website.

### **AP COMPUTER SCIENCE A (#711)**

**1.0 credit**

#### **Grades 10-12**

This course is equivalent to a first semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data, approaches to processing data, analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. All students enrolled in this course are expected to take the Advanced Placement Exam in May.

**Prerequisite:** Essentials of Computer Technology & Algebra 1

### **APPLIED TECHNOLOGY COURSE (C9780)**

**0.5 credits**

#### **DESCRIPTION**

The primary purpose of this course is to provide students with real world technology experience and the study of technology integration in an educational context. Students will be required to track, assess and document technical issues, devising the best approach in issue resolutions

both individually and as a team. In addition, students will research and document emerging technologies relative to educational technology integration and share their knowledge with others. 20% of the class time is spent on innovation based upon clear goals. Student assessment includes Help Desk support provided, communication via team (class) website, class participation and contributions to in class collaborative activities and projects.

## COURSE HIGHLIGHTS

The Applied Practical Technologies course is geared toward support of blended learning in our school utilizing the ISTE Standards for Students. This is a blended class that focuses on:

- Goal Setting
- Implementing Goals
- Reflecting and Redirecting Goals
- Showcasing Goals
- Collaboration and Support

### 1. The Student Help Desk

- a. Students will collaborate to schedule Help Desk coverage every month. This will be kept on a shared Google Calendar for all to access and see. Students will also review and maintain the school's Ticketing system using Google Forms, where students and faculty submit requests for assistance with technology in the school.
- b. Students are members of a technical team in which collaboration is expected for group discussions and partner work or working in small groups.
- c. State of Technology: Collaborative monthly reports will be written by students that include analysis of issues to identify trends, resolutions and propose action steps to prevent reoccurrence.
- d. Student Voice: Students will engage in student-voice either by conducting surveys and or assessing the effectiveness of technology in the school for reflective practice and continuous improvement.

### 2. Digital Portfolio

- a. Students must create and maintain a Blog/Website that will chronicle their progress and serve as the reflective piece of this course. A minimum of four pages will be required, along with a weekly blog post reflecting on the learning experience. Students should synthesize their learning with their progress and the products they create. This portfolio will be a living, sustainable history of the student's learning in this course.
- b. The portfolio will serve as a digital resource that will demonstrate student learning and understanding throughout the course of the semester. Digital portfolio will be linked to the School's Help Desk Online website, providing students with a wider, authentic audience.
- c. Students will select one article or essay each week from a popular technology website or blog, read the piece, bring it to class for discussion, and then present a critical analysis of the piece on your digital portfolio. Their components of the Digital Portfolio should consist of the following items:

1. Blog – Monthly reflection of learning experiences in class and Help desk support
2. Emerging Technologies Module Products – A site page for the topic chosen containing a product review, tutorials and video as well as reflective pieces throughout the project.
3. Critical Analysis – A site page to post these pieces at least once a week. They should include the link to the article covered, the title of the article and the author’s name. The student should provide a thorough analysis of this article and be prepared to discuss it in class.

### 3. 20% Project: Emerging Technologies

- a. This portion of the course will run for the remainder of semester, with 20% of class time afforded to this work. Each student will focus on applications based on emerging trends in educational technology and apply use of the application in an educational context.
- b. Students will set objectives – What application do you want to cover? And why? How does this app fit into the educational context?
- c. Students will complete a breakdown structure with an estimated timeline for completion – How long do you expect this module creation to take? Follow up at the end of the project will include and updated work breakdown structure with actual time for completion.
- d. Students will create a training session which will serve as a learning series for our community and share their knowledge with others who would like to learn a new application. This will be accomplished by offering in-person training sessions, as well as webcasts that will be recorded for later viewing.
- e. Students will write a product review for posting in their digital portfolio. The product review should answer the question: How will my work contribute to the educational technology vision plan of South Kingstown High School.

### 4. Digital Citizenship

- a. Students will participate in activities that will include student directed, media rich activities that tackle real world dilemmas.
- b. Students will learn by collaborating with each other, sharing experiences with their peers.
- c. Students will learn by video conferencing with experts, sharing experiences with their peers and create collaborative projects that voice their ideas for making smart, save choices in a digital world.

## ENTREPRENEUR COURSE

**ENTREPRENEURSHIP 1 (#790)**

**Grades 9, 10**

**1.0 credit**

### DESCRIPTION

This course is designed to introduce students to entrepreneurship, and to provide them training and hands-on, real-world practice in applying both the technical and 'soft' skills that will assist them in achieving success in the future. This program prepares individuals to perform development, marketing and management functions associated with owning and operating a business.

### COURSEWORK:

**Business Essentials:** This is a core course designed to give students an overview of the business, marketing and finance career cluster occupations. Students will develop an understanding of how academic skills in mathematics, economics, and written and oral communications are integral components of success in these occupations. Students will examine current events to determine their impact on business and industry and legal and ethical behavior, acquire knowledge of safe and secure environmental controls to enhance productivity, determine how resources should be managed to achieve company goals, and identify employability and personal skills needed to obtain a career and be successful in the workplace. As students learn about different types of business ownership, they will interpret industry laws and regulations to ensure compliance, identify principles of business management, and analyze business practices to determine ethics and social responsibilities. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

**Business Technology Applications:** This course is designed for those students who have not mastered knowledge and skills related to business technology applications prior to entry into high school. This course is designed to assist students in developing technological proficiencies demanded by business. The course should utilize various forms of input technologies to cover units of instruction that may include word processing applications, spreadsheet development, database management, presentations, electronic communications, Internet services, graphics, desktop publishing, basic Web design, interactive media, ethical issues, and careers in business using technology applications. Students may be given opportunities for completing industry certification requirements.

**Marketing:** Students will develop a foundational knowledge of marketing and its functions including channel management, marketing information management, pricing, product/service management, promotion, and selling. Students will understand the interrelationships and contributions to business success. Students will understand the need for marketing strategies and market identification. Students will practice customer relationship skills, ethics, technology applications, and working in the regulatory environment.

## VIKING LEADERSHIP ACADEMY

### **JROTC BASIC LEADERSHIP COURSE 1 (#951)**

**1.0 credit**

#### **Grades 9 – 12**

The Basic Leadership Course is designed to introduce new cadets to the foundations of leadership, as well as being a follower. Cadets will begin learning leadership at the squad level and will develop intrapersonal leadership skills. These skills will teach self-reliance and self-accountability to aid in character development as a leader/follower. Cadets will receive and learn to care for their uniform and personal appearance to promote *esprit de corps*. The course content will also include but is not limited to, basic Drill and Ceremonies, history of the United States Army; physical fitness and wellness; first aid, and substance abuse prevention. Upper-class cadets serve as assistant instructors and mentors.

### **JROTC INTERMEDIATE LEADERSHIP COURSE 2 (#952)**

**1.0 credit**

#### **Grades 10-12**

The Intermediate Leadership Course is an honors level course that will build on the foundation of the Basic Leadership Course as Cadets begin to work on leadership principles and citizenship at the platoon level. Cadets will learn about organizational structure; command and staff, and how to apply the different styles of leadership. This course will also contain, basic U.S. History, air-rifle safety and marksmanship, and Citizen Roles in American Democracy. In this course Cadets will continue drill and physical fitness as they begin to hone in their ability to lead it as junior instructors.

**Prerequisite:** JROTC Basic Leadership Course

### **JROTC ADVANCED LEADERSHIP COURSE 3 HONORS (#953)**

**1.0 credit**

#### **Grades 11-12**

The Advanced Leadership Course will emphasize leadership development and will serve to strengthen students' leadership skills including planning, problem-solving, motivation, performance appraisal and management while allowing them to assume leadership duties at the company level, amongst other lessons such as conflict resolution, public speaking, and even personal finance. Cadets will participate as leaders in different JROTC projects such as the Continuous Improvement project, and the Service Learning Project, which is a constructive community service project. Cadets will also study *The United States Army and the Forging of a Nation 1775-1917*. At this level, cadets will begin to develop a vision of their role in society after high school and will explore career pathways and opportunities.

**Prerequisite:** JROTC Intermediate Leadership Course

### **JROTC MASTER LEADER INTERNSHIP 4 HONORS (#954)**

**1.0 credit**

#### **Grade 12**

The Master Leader Internship is the capstone for JROTC Cadets. At this level, Cadets will apply their leadership knowledge and skills at the battalion level. Cadets will operate as members of Staff and Chain of Command to plan, organize, and execute Service Learning and Continuous Improvement Projects in order to maintain JROTC Program for Accreditation standards. Here, Cadets will also act as class leaders and mentors to younger cadets to promote morale within the battalion. Course content will include *The United States Army in a Global Era 1917-2008*, as well as Leadership Theory and Application. As Master Leaders, cadets will work to develop and refine the curriculum and classroom methods for the battalions drill program, fitness and wellness program, and mentor-counselor systems. Cadets will also create a senior project as a practical application for cadets in the real world.

**Prerequisite:** JROTC Advanced Leadership Course

## **JROTC TEAMS**

### **DRILL TEAM**

#### **Armed/Unarmed**

On the Viking Battalion Drill team, cadets work to study and master drill and ceremonies on a competitive level. Cadets get the opportunity to go to competitions around New England sponsored by the Southern New England Drill League. The Drill Team allows cadets to advance themselves among their peers and earn a high distinction within the program. The Team consists of an unarmed team which competes in regular drill, and an armed team which competes using “dummy” rifles in armed drill.

### **COLOR GUARD**

The Viking Battalion Color Guard is a competitive and ceremonial team. Cadets can join the Color Guard to compete alongside Drill Team at competitions around New England or they can join the Ceremonial Team which performs at different assemblies or functions around the State of Rhode Island. This team is highly distinguished and cadets are expected to maintain standards that are above average.

### **RAIDER TEAM**

The Viking Battalion Raider Team is a physically competitive team that participates in two major competitions during the year. On the team, cadets learn in depth about physical fitness and wellness, performing first aid, and knot tying for the one rope bridge. Cadets work to compete in the National Guard Warrior Challenge, and the JROTC Raider Challenge, where individuals can also compete for the title of Iron Man and Iron Woman.

### **AIR RIFLE MARKSMANSHIP TEAM**

Cadets may participate on the Air Rifle Marksmanship Team as a varsity sport. Cadets will first study air rifle safety and procedures and must pass a safety exam with 100% before they are allowed to go into the range to begin practicing. The team is heavily supervised by the Army Instructor or Senior Army Instructor to ensure the highest level of safety for cadets. Cadets compete in brigade competitions for a chance to earn special awards and recognition as well as a Varsity Letter.

### **JLAB/CYBER PATRIOT ACADEMIC AND LEADERSHIP TEAM**

The JLAB Academic and Leadership Teams are academically competitive teams that prepare cadets for the JROTC Leadership and Academic Bowl. There are three levels to the Bowl and if cadets are able to pass all three, they will get the opportunity to compete in the JLAB finals held in Washington D.C. with all expenses paid.

### **SABRE TEAM**

The Sabre Team is a ceremonial team that performs Sabre Drill at different events throughout the year. The team studies sabre drill and the proper care of sabres and perform special drills at the Homecoming Football Game, Military ball as well as a few other events. The team may also serve as an honor guard for special occasions.

## **ACADEMIC EXPECTATIONS**

Since the early 1900s, the Rogers JROTC program has motivated young people to become better citizens. The values and skills learned serve students in any future profession or occupation. JROTC is not a military recruiting forum nor does it train war fighting skills. No military obligation is incurred by participating in the program. Additionally, the Department sponsors four competitive teams: Varsity Rifle, Drill, Raiders and Academic Decathlon.

1. Students will demonstrate the acquisition of a body of knowledge by:

- Understanding the importance of high school graduation to a successful future and developing a strategy to achieve it.
  - Applying basic first aid, map reading, navigation, marksmanship and drill and ceremony skills.
  - Understanding and applying basic organizational command and staff procedures.
  - Understanding the basic principles and ideas underlying the American political system and applying those which are essential to good citizenship.
  - Integrating and applying reading and research skills using a variety of papers, projects and oral presentations.
  - Demonstrating knowledge of the effects and dangers of drug abuse, ways to resist negative peer pressure, and how to support others in drug use avoidance.
2. Students will communicate effectively by:
    - Applying the skills necessary to lead and manage in order to achieve specified goals.
    - Understanding and applying information technology to assist in collecting, analyzing and presenting information.
    - Reading critically, speaking concisely and writing clearly.
    - Recognizing and applying good communications skills.
    - Effectively presenting information orally.
    - Demonstrating effective writing skills by writing original thought essays.
    - Presenting or assisting in presenting a period of instruction.
  3. Students will demonstrate the ability to think critically and to work cooperatively and independently to solve problems by:
    - Demonstrating proficiency in basic skills necessary to function effectively as a member of a team.
    - Functioning effectively with others to achieve shared goals.
    - Defining problems and collecting and organizing information.
    - Selecting, implementing and evaluating courses of action.
    - Performing as a role model, coach or counselor to other students.
    - Executing basic drill procedures as a JROTC cadet leader.
    - Teaching, coaching and mentoring subordinates.
  4. Students will demonstrate a knowledge and understanding of the rights and responsibilities necessary to learn, live and work in a culturally diverse and democratic society by:
    - Adhering to the rules of Rogers HS and demonstrating a high standard of behavior as delineated in the RHS Handbook and the Viking Battalion Handbook.
    - Participating in at least one community support or service learning project each year.
    - Displaying leadership potential and the ability to work cooperatively with others.
    - Demonstrating leadership in situations involving conflict resolution.
    - Demonstrating positive self-esteem and winning behavioral concepts in a culturally diverse cadet battalion.
    - Demonstrating knowledge of the dangers of substance abuse and the importance of mental management, including goal setting.
    - Continually modeling productive citizenship.

Rogers High School is one of thirty-five high schools in New England with a charter to have an Army Junior Reserve Officer Training Corps. The detachment has been in place since the early 1900s, and counts among its many graduates an Army Major General. This activity is open to all male and female students, 13 years of age or older in grades nine through twelve. The program prepares high school cadets for challenging leadership roles while making them aware of their rights, responsibilities, and privileges as citizens of the city, state, and nation. This program has been recognized multiple times by the Department of the Army as an "Honor Unit With Distinction," its most prestigious award. The underlying philosophy of the program stated succinctly is that "self-discipline is the only real discipline." It is designed to be a challenging but thoroughly enjoyable stimulus for promoting graduation from high school, and provides instruction and community-oriented activities that benefit the cadet, community, and the nation.

No military obligation is incurred with the JROTC Program, and it is not a recruiting forum. The values and skills learned serve students well in any occupation or profession; however, the program has proven to be of great value to students who later choose to enter the US Armed Forces, apply for senior ROTC (Army, Navy, or Air Force), college scholarships, or apply to one of the military academies. The instructors are retired, thoroughly experienced, Army commissioned and noncommissioned officers. The US Army provides all textbooks, uniforms, and equipment at no expense to the students.

The Drill Team, Air Rifle Team and “Raider Challenge” Team host events and travel throughout New England to participate in competition. The Color Guard also participates in numerous school and community activities during the year. The annual Military Ball is one of the social highlights of the school year. The program has been carefully designed to supplement and enhance the entire high school experience. Our goal is to graduate students who are self-disciplined and self-confident, armed with the knowledge that they can truly be all that they want to be, regardless of what future occupation they pursue.

Students will participate in 80 hours of Work Based Learning

## ENGLISH

### **ACADEMIC EXPECTATIONS**

1. Students will demonstrate the acquisition of a body of knowledge by:
  - Integrating and applying research skills and the use of a variety of technology tools to papers, projects, oral presentations and career decisions.
  - Reflecting and responding to the various literary genres through writing assignments and tests and quizzes, which demonstrate thoughtful analysis and grammatical correctness.
  - Presenting reflective oral responses both individually and cooperatively.
2. Students will communicate effectively by:
  - Actively listening to obtain knowledge and with a respect for differences in opinions and ideas.
  - Writing clear and concise forms of expression in a thoughtful manner.
  - Participating in class discussions and presentations to demonstrate knowledge.
3. Students will demonstrate the ability to think critically and to work cooperatively and independently to solve problems by:
  - Defining the problem accurately.
  - Collecting, organizing and analyzing information.
  - Identifying and evaluating appropriate strategies.
  - Selecting, implementing and evaluating a plan of action expressed through writing assignments, class discussions and presentations, and other projects.
  - Drawing logical, in-depth conclusions.
4. Students will demonstrate a knowledge and understanding of the rights and responsibilities necessary to learn, live and work in a culturally diverse and democratic society by:
  - Recognizing and acknowledging that personal words, actions and choices affect a larger community. With this in mind, students will contribute to this atmosphere by:
    - Being on time to class
    - Attending class regularly
    - Abiding by classroom rules and expectations for conduct and respect
    - Being prepared with all necessary materials
    - Listening attentively
    - Completing all assigned work with integrity
    - Meeting assignment deadlines
    - Expressing opinions appropriately without prejudice or bias
    - Helping others who need assistance

**ENGLISH 9 (#292)**

**1.0 credit**

**HONORS ENGLISH 9 (#292H)**

**1.0 credit**

The 9<sup>th</sup> grade English curriculum, followed by both English 9 and Honors English 9, addresses specific skills and concepts: establishing purposeful reading strategies, introducing close reading, and practicing the writing process in a variety of genres, including argument, narration, and the reporting of information. Students are encouraged to participate in scholarly small and large group discussions and to use analytical thinking as a routine in both reading and writing. Units of study are presented around the themes of navigating a path through society, exploring the complexity of relationships, and understanding personal accountability. Examples of texts that may be used to study the thematic units are *Romeo and Juliet* by William Shakespeare, *Long Way Down* by Jason Reynolds, *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie, *The Cellist of Sarajevo* by Steven Galloway, and poems and short stories by a diverse range of authors. Honors 9 is open to any 9th grader who is willing to take on the challenge of a more quickly paced course that explores literature and writing with greater complexity and depth.

**ENGLISH 10 (#202)****1.0 credit****HONORS ENGLISH 10 (#202H)****1.0 credit**

The 10<sup>th</sup> grade English curriculum, followed by both English 10 and Honors English 10, will further develop the writing process, including crafting a more complex argument by incorporating criticism. The students participate in Socratic seminars and maintain analytical thinking as a routine in both reading and writing. The thematic units include the examination of power and choice, understanding one's place in society, and exploring future personal goals. Issues, themes, and ideas are studied and interpreted through a variety of texts and genres. Examples of texts that may be used to study the thematic units include *The Crucible* by Arthur Miller, *Macbeth* by William Shakespeare, *The Other Wes Moore* by Wes Moore, *Of Mice and Men* by John Steinbeck, and *Refugee* by Alan Gratz. Honors 10 is open to any 10<sup>th</sup> grader who is willing to take on the challenge of a more quickly paced course that explores literature and writing with greater complexity and depth.

**ENGLISH 11 (#212)****1.0 credit**

The 11<sup>th</sup> grade English curriculum includes texts that require increasing rhetorical sophistication. Students improve and develop skills of literary analysis with an awareness of embedded structures in a variety of writing genres, including argument, narration, and the reporting of information. Students continue to develop skills by actively participating in Socratic seminars. The thematic units of study include ethics and morality, exploring citizenship, and understanding global society and its impact on personal choices and future goals. Examples of texts that may be used to study the thematic units include *The Catcher in the Rye* by J.D. Salinger, *Othello* by William Shakespeare, *Mudbound* by Hillary Jordan, *The Great Gatsby* by F. Scott Fitzgerald, and *The Nickel Boys* by Colson Whitehead.

**ADVANCED PLACEMENT- LANGUAGE AND COMPOSITION (#271)****1.0 credit****Grade 11**

The Advanced Placement Language and Composition course follows the College Board's suggested curriculum, which is designed to parallel college-level English courses. All students in this course are expected to take the Advanced Placement Examination in May. The AP English Language and Composition course exposes students to prose written in a variety of periods, disciplines, and rhetorical contexts. This course emphasizes the interaction of authorial purpose, intended audience, and the subject at hand. Through these, students learn to develop stylistic flexibility as they write compositions covering a variety of subjects intended for various purposes.

**ENGLISH 12 (#222)****1.0 credit**

The 12<sup>th</sup> grade English curriculum builds on the 11<sup>th</sup> grade English curriculum. Students extend and elaborate on the ability to write with an awareness of the audience, especially as it affects university study or career pathways. The writing process continues to stress the improvement and development of skills of literary analysis with an awareness of embedded structures in a variety of writing genres including argument, narration, and the reporting of information. Students are expected to fully participate in Socratic seminars. Thematic units of study include transformation and personal philosophy, power and authority, and reflecting and solidifying one's personal goals. Examples of texts that may be used to study the thematic units include *Extremely Loud and Incredibly Close* by Jonathan Safran Foer, *Their Eyes Were Watching God* by Zora Neale Hurston, *Drown* by Junot Diaz, *Purple Hibiscus* by Chimamanda Ngozi Adichie, and *Hamlet* by William Shakespeare.

**ADVANCED PLACEMENT - LITERATURE AND COMPOSITION (#272)****1.0 credit****Grade 12**

The Advanced Placement Literature and Composition course follows the College Board's suggested curriculum, which is designed to parallel college-level English courses. All students in this course are expected to take the Advanced Placement Examination in May. The AP English Composition course enables students to develop critical standards for evaluating literature. Students study language, character, and theme in works of recognized literary merit. Additionally, students work to enrich their understanding of literary devices such as connotation, metaphor, irony, syntax, and tone in these texts. Students write extended research essays with literary analysis, develop argumentative essays, and create narrative texts.

**NEWPORT PROJECT****1.5 credits****Grades 10 – 12****ENGLISH 10 (#202-1.5)****ENGLISH 11 (#212-1.5)****ENGLISH 12 (#222-1.5)**

The Newport Project is an interdisciplinary collaborative college preparatory class that explores the rich natural, historical, and cultural offerings of the city of Newport through the dual lenses of English Language Arts and Integrated Science. Through fieldwork and in-class study, students meet content-area proficiencies and acquire transferable skills as they gain access and exposure to sites and experts in the community. In the spirit of interdisciplinary study, students explore and respond in writing to relevant literature and non-fiction, including dramatic works and authentic scientific and historical documents. Recent literary readings include an August Wilson author study and Octavia Butler's *Xenogenesis* trilogy. Laboratory investigations work in tandem with fieldwork experiences at such diverse sites as Rose Island, Preservation Society mansions, and the Blue Garden. In addition, each student chooses a personalized area of study, conducting research and developing community partnerships in order to craft a final project and presentation. Students may join the program in 10th or 11th grade. Once enrolled in the Newport Project, students remain until graduation. Students must be concurrently enrolled in Integrated Science I, II, or III.

**URI WRITING 104 @ RHS (Fall Semester) (#231)****0.5 credit**

This course is a concurrent enrollment course through the University of Rhode Island. It satisfies a general education requirement for first-year college students and focuses on writing as the sharing of information with a variety of audiences through different media, modes, genres. Students are expected to meet the demands of different rhetorical situations and are asked to develop their ability to reflect on the effectiveness of their writing and writing processes as well as those of others. In addition, this course provides extensive practice in using digital composing tools and digital information technologies. Writing effectively and demonstrating information literacy are required for the general education program at URI and are integrated into the assignments and activities of this course, which requires the following: a combination of extensively revised and polished compositions as well as shorter, more informal writing-to-learn assignments; a focus on revision, with peer review and formative teacher response; an opportunity to discover and use URI library resources including research databases and electronic tutorials; the use of different kinds of research and evidence to inform, explain, or persuade. This fall semester course will allow students to meet the Common Core State Standards for reading and analyzing non-fiction; research; and non-fiction writing that are required for graduation. To meet the Common Core State Standards for

reading and analyzing literature, students will need to successfully complete English Literature 12 in the spring semester.

**ENGLISH LITERATURE 12 (Spring Semester) 0.5 credit**

This literature course is taught in the spring as a required companion to URI Writing 104. Students will continue to develop their skills of literary analysis using contemporary and canonical texts as they work toward proficiency in the reading of fiction and non-fiction. Thematic units of study may include transformation and personal philosophy, power and authority, and reflecting and solidifying one's personal goals. Among texts that may be read are *Extremely Loud and Incredibly Close* by Jonathan Safran Foer and *Hamlet* by William Shakespeare. Students must successfully complete both URI Writing 104 (fall) and English Literature 12 (spring) in order to meet graduation requirements.

**LITERACY (#260 #261 #262 #263) 1.0 credit  
Grades 9-12**

Literacy offers intensive intervention and support for the struggling reader. The course is designed to address the needs of students who test below average in reading comprehension and fluency. Intensive intervention is a mandated practice by the Rhode Island Department of Education.

**- ENGLISH ELECTIVES -**

These courses may be taken for elective credit but do not fulfill English graduation requirements.

**CREATIVE WRITING (#233) 0.5 credit  
Grades 9-12**

Creative Writing will provide aspiring and/or novice writers the space and time to experiment and explore the craft of writing. Students will be expected to produce at least one piece of writing per week or the equivalent to a piece that may be a continuation of a work in progress. Students must be willing to read their work aloud as part of a writers' workshop of "critical friends" ready to receive and administer warm or cool feedback. Students will read a number of contemporary and classic works to analyze those elements that distinguish a particular genre. Students will be encouraged to compile their works into a literary magazine.

**IDEOLOGY OF FAIRY TALES (#234) 0.5 credit  
Grades 10-12**

This elective will explore the genre of classic tales and provide students the opportunity to compare and contrast the "original" tales with modern film versions. Students will look at the common themes between the texts and films, analyzing how the dominant ideology is portrayed to the appropriate audiences. Students will make analytical connections to literary criticism to further their understanding of the themes, values and ideologies present in both literature and the films.

**FILM STUDIES (#235) 0.5 credit  
Grades 10-12**

This elective will explore the various genres of film, such as science fiction, horror, mystery, war, the musical, and suspense. Students will look at the characteristics of common themes through readings and viewing of various texts and films, both contemporary, such as *Master and Commander* and *1917*, and classic, such as *The Wizard of Oz* and *Citizen Kane*. Through close analysis of cinematic representations and adaptations, students will begin to recognize common threads that run throughout the history of storytelling. They will be guided to make connections between narrative strategies in literature and film and study the different techniques of directors such as George Lucas, Steven Spielberg, Stanley Kubrick, Francis Ford Coppola, Orson Welles, and Alfred Hitchcock. They will also study cinematic techniques such

as mise-en-scene, cinematography, montage, and sound. Through their work, students will analyze both the storytelling and techniques used across film.

### **HIP HOP AS CONTEMPORARY POETRY (#236)**

**0.5 credit**

#### **Grades 10-12**

This elective explores the genre of hip hop in a safe and innovative space that promotes literacy and fosters creativity, self-expression, and collaboration. Students will learn how hip hop can be applied through an *educational and positive lens* to the study of contemporary and classic literature. They will deconstruct literature (class texts) and construct related raps, potentially leading to deconstruction and construction of raps related to other subjects such as history, math and science. Students will produce songs to be shared through NPS-approved electronic platforms as well as performances in individual classes and larger school venues.

## **ENGLISH LANGUAGE DEVELOPMENT (ELD)**

### Course Description

English Language Development is a rigorous class that aims to develop student's English proficiency levels in all four domains of language (reading, writing, speaking, and listening). It is also meant to support students in their other general education classes through the development of critical thinking skills, academic vocabulary, and writing skills. Each lesson is designed to teach students content and oral/written language skills. The curriculum is developed with WIDA standards, SIOP, Common Core standards, and College Readiness Standards.

ELD 1: This course is offered to English learners with limited or no formal schooling in their native language and no/minimal experience with English. It provides the requisite language skills and strategies newly arrived students need to function in society. Basic interpersonal communication skills are emphasized in conjunction with critical academic language proficiencies. Literacy development ranges from phonological awareness and the formation of letters to the tasks of writing and reading both stories and informational texts. Although the initial focus is on the development of key listening and speaking skills, basic reading and writing are included from the beginning. Critical "survival" vocabulary is emphasized along with the introduction of key academic vocabulary, preparing students for the demands of a more rigorous focus on the development of advanced literacy skills required in ELD 2.

WIDA *overall score* range: 1.0-2.4, utilize *Edge* Fundamentals

ELD 2: This course provides students with an overview of reading selections from the content areas of social studies, science, and English. Critical reading and writing strategies and content area vocabulary are emphasized. During each quarter, students will create a variety of written and verbal responses to their reading including expository and persuasive essays. Vocabulary instruction will be integrated across the curriculum in the literature units. Instruction in grammar and mechanics will be a part of all formal written work augmented with teacher chosen lessons.

WIDA *overall score* range: 2.5-3.2, utilize *Edge* Level A

ELD 3: Advanced ESL builds on the beginning and intermediate levels, further developing grammar, sentence patterns, vocabulary and literature, research, conversation and presentations are included in this level. This Advanced ESL course is designed to challenge students to think critically as they acquire and process the English language. It is designed to

teach and reinforce the acquisition of all four language skills: listening, speaking, reading and writing. This class is designed to help you improve your ability to read and write the English language. The goal is to refine skills in reading comprehension and composition, as well as, control of grammar, spelling, and mechanics.

WIDA *overall score* range: 3.3+, utilize *Edge* Level B

## FINE AND PERFORMING ARTS

In addition to Math, English, Science, Social Studies, World Language, and Physical Education/Health all students are required to demonstrate proficiency in the ARTS and technology for graduation. Students may elect to demonstrate proficiency in Music, Visual Arts, Media Arts or Theater. These proficiencies must be demonstrated through satisfaction of all bullet points from National Core Arts Standards replacing the RI Arts Grade Span Expectations (GSEs).

<b>MUSIC</b>
<p><b>Curricular Courses</b></p> <ul style="list-style-type: none"> <li>· Band/Basic Ensemble</li> <li>· Chorus</li> <li>· Symphonic Orchestra</li> </ul> <p><b>Music Electives</b></p> <ul style="list-style-type: none"> <li>· Music Production Studio 1</li> <li>· Music Production Studio 2</li> <li>· Modern Band</li> </ul>
<b>THEATRE</b>
<p>Theatre 1 Theatre 2</p>

<b>VISUAL ARTS</b>
<p><b>Core Courses</b></p> <ul style="list-style-type: none"> <li>· Art 1</li> <li>· Studio Art</li> <li>· Ceramics</li> </ul> <p>NOTE: All art classes incorporate STEAM components See ARTS Supervisor or Art Instructors for additional information.</p>

### **ACADEMIC EXPECTATIONS**

1. Students will demonstrate the acquisition of a body of knowledge by:
  - Applying a variety of selected Visual Art & Design concepts for two and three-dimensional works of art.

- Using observation to develop a reasonably accurate visual representation of a variety of subject matter.
  - Documenting and evaluating personal progress through a portfolio of self-created artwork identifying strengths and weaknesses.
2. Students will communicate effectively by:
- Reflecting upon, analyzing and evaluating the work of self and others, verbally and through writing.
  - Using art to demonstrate the values and ideas of human experience, community and civilization.
  - Using art as a vehicle for expression and communication through the referencing of historic and contemporary art.
3. Students will demonstrate the ability to think critically and to work cooperatively and independently to solve problems by:
- Following Lesson Guidelines and Meeting Deadlines
  - Working independently and in groups to solve artistic problems
  - Participating in school, local and state wide art exhibitions.
4. Students will demonstrate a knowledge and understanding of the rights and responsibilities necessary to learn, live and work in a culturally diverse and democratic society by:
- Respecting the rights, similarities and differences of others
  - Constructively criticizing the work of self and others.
  - Demonstrating behavior as delineated in the RHS Student Handbook.

<b>VISUAL ARTS</b>
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**ART 1 (#0371)**  
**Grades 9-12**

**0.5 credit**

This semester course provides an introduction to the Visual Arts. Students will learn and apply the Elements and Principles of Art and Design to produce creative art projects that reflect their creativity and developing skills. A variety of materials will be introduced and explored in both two and three dimensional design.

\*Note: This course is recommended for 9<sup>th</sup> and 10<sup>th</sup> graders intending to follow an Art & Design Pathway.

**STUDIO ART (#0391)**  
**Grades 10-12**

**1.0 credits**

Studio Art will focus on the creative process. Various materials and projects will be explored to further communicate and express ideas through art. Students will be encouraged to develop their own personal style and to create a portfolio of their work.

\*Note: Students can elect to take this class for additional honors level credit. Advanced students will focus on the development of a portfolio. Projects will be given with the expectation that students will follow directions and arrive at their own creative solutions. Art history, contemporary artists and career paths in the field of art and design will be explored.

**Prerequisite:** Completion of Art 1 and an art elective or with the permission of the instructor.

**CERAMICS (#024)**  
**Grades 9-12**

**0.5 credit**

This course allows students to explore ceramic pottery. Learners will use hand building, surface design and glazing techniques of both functional and sculptural ceramic forms. The history of ceramics, ceramics of various cultures and contemporary ceramics will also be important subjects in this course. Students taking this course will experience what it is like to work in a real ceramics studio.

\*Note: **ADVANCED CERAMICS** Opportunity

Students can elect to take this class for additional honors level credit. Advanced students will expand upon their basic knowledge and skills in hand building. Students will also explore wheel-throwing techniques. More emphasis will be placed on the craftsmanship and quality of the finished product. Students will propose projects of their own design as well as teacher-designed projects.

**Prerequisite:** Completion of Art 1 or grade 10 and up.

## MUSIC

### **ACADEMIC EXPECTATIONS for MUSIC**

1. Students will demonstrate the acquisition of a body of knowledge by:
  - solving musical problems through the use of acquired musical skills;
  - participating in public performances;
  - evaluating performances of themselves and others;
  - auditioning for All State ensembles (Advanced and Honors Ensemble); and
  - documenting ongoing private study with an expert instructor on their instrument (at least 6 lessons per quarter for Advanced and Honors Ensemble).
2. Students will communicate effectively by:
  - articulating musical thoughts in verbal and in written form;
  - participating in public performances;
  - critiquing performances using specific guidelines;
  - writing and presenting reflections on performances;
  - performing a solo at Rhode Island Music Educators Association (RIMEA) Solo and Ensemble Festival (Advanced and Honors Ensemble); and
  - participation in one additional performing group either in school or outside of school (Chamber Ensemble, community groups, etc.). for Honors Ensemble.
3. Students will demonstrate the ability to think critically and to work cooperatively and independently to solve problems by:
  - working independently and in groups to solve musical problems;
  - developing independent preparation skills through daily practice;
  - participating in music festivals, clinics and workshops; and
  - performing a solo recital (one major work) each semester, the first in front of their core performance class in school and the second in the evening with full piano or ensemble accompaniment (Honors Ensemble).
4. Students will demonstrate a knowledge and understanding of the rights and responsibilities necessary to learn, live and work in a culturally diverse and democratic society by:
  - being on time and prepared for each rehearsal;
  - actively and effectively contributing and participating in their ensemble and ensemble events;
  - effectively working together in groups;
  - performing in public concerts;
  - respecting the rights, similarities and differences of others; and
  - demonstrating a high standard of behavior as delineated in the RHS Student Handbook.

### **BAND /BASIC ENSEMBLE (#800) Grades 9-12**

**1.0 credit**

Experience is provided in instrumental ensemble performance with training toward achieving the standards established by the National Association for Music Education (NAFME) for music. Students will be able to learn or further their skills in various instruments such as trumpet, saxophone, percussion, guitar, piano, etc. This class will focus on modern songs with band instrument arrangements, jazz and blues. Students are required to fulfill the following to meet the requirements of the course: attend and actively participate in rehearsals and performances; actively participate in the development of their musical skills; reflect comportment suitable to a positive ensemble environment.

**Prerequisite:** Ability to perform on a wind, percussion, keyboard, or string instrument and/or permission of instructor.

**CHORUS/BASIC ENSEMBLE (#802, 802A, 802H) 1.0 credit**

**Grades 9-12**

Students will participate in singing in a choir and smaller chamber vocal groups. Students will learn songs by reading music and develop ear-training skills to improve musicianship as vocalists. There will be opportunity to learn basic skills on various instruments and how they are used in vocal pieces. The goal is for students to be confident in their singing and to collaborate with other students. Literature from major musical periods is studied in rehearsal and performed for the public. Students are required to fulfill the following to meet the requirements of the course: attend and actively participate in rehearsals and performances; actively participate in the development of their musical skills; reflect comportment suitable to a positive ensemble environment.

**SYMPHONIC ORCHESTRA/BASIC ENSEMBLE (#803, 803A, 802H) 1.0 credit**  
**Grade 9-12**

Orchestra

Students in orchestra will build upon their previous playing experience and hone in on advanced string instrument playing techniques, including shifting, vibrato, and bow articulations. Advanced music literacy skills will be developed, as well as improvisation and composition skills as related to orchestral instruments. Students will collaborate as musicians to perform in school concerts, community events, and adjudicated festivals. A varied repertoire of music, including classical, baroque, Broadway, pop, jazz, rock, and others, will be explored in relation to historical and social contexts. Additional instrumentalists and vocalists may be used to execute repertoire effectively for performance.

**Prerequisite:** Ability to perform on an orchestral instrument or permission of instructor.

All Ensembles may be taken at Advanced or Honors level by satisfying the below criteria:

- **Advanced Ensemble (Designated with ‘A’)** Includes criteria from the Basic Ensemble (#800) with addition of the following:
  - o Documented ongoing private study with an expert instructor on their instrument or voice (minimum of 6 lessons per quarter)
  - o Audition for All-State ensemble (band, orchestra, chorus or jazz ensemble)
  - o Solo performance at RIMEA Solo and Ensemble Festival in the spring
  - o Attend one formal non-Newport School Department concert each quarter and write a concert review using specified guidelines.
- **Honors Ensemble (Designated with ‘H’)** In addition to the above criteria and from Basic Ensemble (#800)
  - o Performing a solo recital (one major work) each semester, the first in front of their core performance class in school and the second in the evening with full piano or ensemble accompaniment.

**MUSIC PRODUCTION STUDIO (#809) 0.5 credit**

**Grade 9-12**

Experience is provided in music production through the use of the digital-audio software, music notation software, online resources and midi on the Macintosh computer. Working alone and in small groups, students will create their own songs, arrange and loop recorded

songs and fine-tune with a computer mixer. Students are required to fulfill the following to satisfy the course requirements: attend and actively participate in all class work; produce several diverse projects using midi, digital audio technology and notation software

**Note:** The ability to perform on a musical instrument is not a *Prerequisite* for this class.

### **MUSIC PRODUCTION STUDIO 2 (#810)**

**0.5 credit**

#### **Grade 9-12**

This course is designed to further develop the knowledge and skills learned in Music Production Studio 1 with an emphasis on multi-media production, music composition and film-scoring. Addition focus on the history of music technology is included as well as practical applications in society. Students can expect to be involved in at least one community-based project.

**Prerequisite:** Successful completion of Music Production 1 and/or permission of instructor.

### **MODERN BAND (#805)**

**0.5 credit**

#### **Grades 9-12**

Students will be able to learn the art of playing guitar, bass, ukulele, piano, drums, and singing. The goal is to gain an understanding of how to learn songs on your own and to play in a group with other musicians playing other instruments. Students will learn how to read various types of notated music and will participate in beginner ear training exercises to shape their musicianship. Students are required to attend and actively participate in all class work; prepare for each class by reviewing assignments at home, and actively participate in the development of their musical skills.

## **THEATRE**

### **THEATRE 1 (#051)**

**0.5 credit**

#### **Grades 9-12**

This course is dedicated to enriching the student's knowledge of theatre and developing a greater appreciation of the arts. Students will explore theatre from various viewpoints including: acting, directing, and production. Students will attend or take part in a live theatre performance, by the end of the semester. This course will also include an overview of technical theatre and theatre history.

This course does not require previous experience.

### **THEATRE 2 (#052)**

**0.5 credit**

#### **Grades 9-12**

This course emphasizes basic acting skills through drama exercises including improvisation, movement, concentration, voice production and character development and auditioning. Acting techniques are presented, as well as an assortment of theatre games and team building exercises. Students will attend a live theatre performance, as well as create their own theatrical presentation (either as a group or as a monologue) at the end of the semester.

**Prerequisite:** Theatre 1

## MATHEMATICS

### **ACADEMIC EXPECTATIONS**

1. Students will demonstrate the acquisition of a body of mathematical knowledge by:
  - Producing evidence that demonstrates understanding of number and operation concepts, geometry and measurement concepts, statistics and probability concepts, and function and algebra concepts.
  - Producing evidence that demonstrates the ability to use the basic skills of mathematics effectively by:
    - Properly using the language of mathematics.
    - Organizing and presenting work clearly and correctly.
    - Presenting and explaining logical arguments and mathematical concepts clearly.
    - Participating actively and productively in cooperative learning groups.
2. Students will demonstrate the ability to think critically and to work both collaboratively and independently to solve problems by:
  - Using mathematical concepts and skills to solve a wide variety of non-routine problems that do not lay out specific and detailed steps to follow.
  - Employing forms of mathematical reasoning and proof appropriate to the solution of a problems at hand, including deductive and inductive reasoning.
  - Drawing logical, in-depth conclusions.
  - Exhibiting the proper *Habits of Mind* necessary to be productive thinkers and successful learners.
3. Students will demonstrate a knowledge and understanding of the rights and responsibilities necessary to learn, live, and work in a culturally diverse and democratic society by:
  - Attending class regularly and on time.
  - Being prepared to learn in the classroom.
  - Contributing positively to the establishment of an environment of mutual respect and integrity within the classroom.
  - Consistently completing daily homework assignments and long-term projects.
  - Actively participating in cooperative learning groups.

### **ALGEBRA I COLLEGE PREP (#407)**

**1.0 credit**

Algebra 1 coursework may include, but is not limited to the study of properties and operations of the real number system, simplifying and evaluating algebraic expressions, solving and graphing first degree equations and inequalities, problem solving skills, exploring functions, operations with and factoring of polynomials and solving simple quadratic equation.

### **GEOMETRY COLLEGE PREP (#421)**

**1.0 credit**

Geometry is designed to introduce the fundamentals of geometry and right triangle trigonometry. Geometry includes, but is not limited to the study of geometric figures and shapes, their properties and relationships, coordinate geometry, transformations, right triangle trigonometry and applications of geometry in the real world. Logical reasoning and formal proofs of geometric theorems are also included.

**Prerequisite:** Algebra 1

### **GEOMETRY HONORS (#421H)**

**1.0 credit**

**Prerequisite:** Algebra 1 and teacher recommendation or Department Chair approval

**ALGEBRA 2 COLLEGE PREP (#402)****1.0 credit**

Algebra 2 may include, but is not limited to, the exploration of functions including linear, quadratic, radical, rational, polynomial, exponential and logarithmic functions, their applications and systems of two or more functions.

**Prerequisite:** Algebra 1 and Geometry

**ALGEBRA 2 HONORS (#402H)****1.0 credit**

**Prerequisite:** Algebra 1, Geometry and teacher recommendation or Department Chair approval

**PRE-CALCULUS (#412)****1.0 credit**

Pre-Calculus provides the foundation for success in higher level college mathematics, specifically Calculus. The course starts with an extensive study of the properties of relationships and functions that are important to our world. During the second semester students will explore conic sections and trigonometric functions, with a focus on analytic trigonometry and its applications.

**Prerequisite:** Algebra 2

**PRE-CALCULUS HONORS (#412H)**

Honors Pre-Calculus provides the foundation for success in AP Calculus or Calculus at the college level. The course is divided into two somewhat discrete semesters. The first focuses on a study of the twelve basic functions and then proceeds to study each in more depth, including real world applications. A brief overview of conic sections is also covered. The second semester concentrates on trigonometric functions and then explores analytic trigonometry and its applications.

**Prerequisite:** Algebra 2 and teacher recommendation or Department Chair approval.

**CALCULUS (#413)****1.0 credit**

Calculus may include, but is not limited to, the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus.

**Prerequisite:** Pre-Calculus

**ADVANCED PLACEMENT CALCULUS AB (#414)****1.0 credit**

This course follows the College Board's suggested curriculum designed to parallel college-level calculus. The following topics will be covered: limits and continuity; differential calculus (including derivatives, derivative formulas, and applications of the derivative including optimization problems); and integral calculus (including integration, anti-derivative formulas and the application of definite integrals).

**Prerequisite:** Pre-Calculus Honors and teacher recommendation or Department Chair approval.

**PROBABILITY & STATISTICS (#431)****1.0 credit**

Probability and Statistics introduces the study of likely events and the analysis, interpretation, and presentation of quantitative data. Course topics generally include basic probability and statistics: discrete probability theory, odds and probabilities, tree diagrams, populations and samples, frequency tables, measures of central tendency, and presentation of data (including graphs). Course topics also include normal distributions, measures of variation, and use of technology (graphing calculators) to analyze them.

**Prerequisite:** Algebra 2 and teacher recommendation or Department Chair approval

**ADVANCED PLACEMENT STATISTICS (#436)****1.0 credit**

This course follows the College Board's suggested curriculum designed to parallel college-level statistics. The AP Statistics course is a rigorous, college-level class that provides an opportunity to gain the skills and experience colleges recognize. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing

conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data: Describing patterns and departures from patterns; (2) Sampling and Experimentation: Planning and conducting a study; (3) Anticipating Patterns: Exploring random phenomena using probability and simulation; and (4) Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. All students enrolled in this course are expected to take the Advanced Placement Exam in May.

**Prerequisite:** Algebra 2 and teacher recommendation or Department Chair approval

**CONSUMER MATHEMATICS (#411)**

**1.0 credit**

**Grades 11, 12**

Consumer Mathematics reinforces general math skills and applies these skills to consumer problems and situations. Topics covered in this course include, but are not limited to, calculating discounts and sales tax, calculating gross and net pay, insurance, checking and savings accounts, credit cards, home and car ownership, budgets, and taxes.

**BUSINESS MATH (#410)**

**1.0 credit**

**Grades 11, 12**

In this course students apply arithmetic and data analysis skills to a variety of real-world business and financial situations. Current employer, employee, and customer scenarios and business trends are explored in application units that include the business climate, globalization, sales and marketing, and business costs. Metrics from business reports, graphs, data tables, and sales results are interpreted to understand actual and forecasted business results.

**BUSINESS MATH (#415) Semester**

**0.5 credit**

**Grades 11, 12**

In this course students apply arithmetic and data analysis skills to a variety of real-world business and financial situations. Current employer, employee, and customer scenarios and business trends are explored in application units that include the business climate, globalization, sales and marketing, and business costs. Metrics from business reports, graphs, data tables, and sales results are interpreted to understand actual and forecasted business results.

**PERSONAL FINANCE (#406)**

**1.0 credit**

**Grades 11, 12**

This course provides students the knowledge to budget, save, spend wisely, avoid debt, and make financially sound decisions. Students will develop an education and career plan that will help them obtain and grow their income over time. In this year long course, students will cover an introduction to personal finance, savings, budgeting, debt, life after high school, consumer awareness, bargain shopping, investing and retirement, insurance, money and relationships, careers and taxes, and giving.

**PERSONAL FINANCE (#416) Semester**

**0.5 credit**

**Grades 11, 12**

This course provides students the knowledge to budget, save, spend wisely, avoid debt, and make financially sound decisions. Students will develop an education and career plan that will help them obtain and grow their income over time. In this semester long class, students will cover an introduction to personal finance, savings, budgeting, debt, insurance, careers and taxes.

**FINANCIAL ALGEBRA (#417) Semester****0.5 credit**

This course engages students in real-world financial applications, blending personal finance topics with relevant math concepts. Students will explore: Checking and Linear Equations, Saving & Systems of Equations, Budgeting & Systems of Inequalities, and Investing and Exponential Functions.

**MATH LAB (#992)****1.0 credit**

Math Lab is for building skills and reinforcing concepts necessary to be successful in Algebra

**ACADEMIC & BEHAVIORAL EXPECTATIONS**

1. Students will demonstrate the ability to think critically and to work cooperatively and or independently to solve problems by:
  - Applying movement concepts and principles to the learning and development of motor skills.
  - Demonstrating responsible personal and social behavior in a physical activity setting.
  - Demonstrating understanding and respect for differences among people in Physical Education.
  - Engaging in self or group expression by creating original or interpreting works of art.
  - Observing and experiencing objects and ideas through a multitude of senses and form while forming a sophisticated, informed response.
  - Demonstrating an understanding of the relationships within personal, cultural, and historical contexts.
  - Demonstrating the ability to access valid health information and health-promoting products and services.
  - Demonstrating the ability to use goal setting and decision making skills to enhance health
  - Demonstrating the ability to advocate for personal, family, community, and environmental health.
1. Students will demonstrate the acquisition of a body of knowledge as contained in the Rogers High School academic expectations by:
  - Demonstrating competency in many movement forms and proficiency in a few movement forms.
  - Applying movement concepts and principles to the learning and development of motor skills.
  - Engaging in self or group expression by creating original, or interpreting, works of art.
  - Relating arts knowledge and skills within and across the arts and other content areas.
  - Understanding concepts related to health promotion and disease prevention as a foundation for a healthy life.
  - Demonstrating the ability to practice health enhancing behaviors and reduce health risks.
  - Demonstrating the ability to use goal setting and decision making skills to enhance health.
  - Demonstrating the ability to advocate for personal, family, community, and environmental health.
2. Students will demonstrate a knowledge and understanding of the rights and responsibilities necessary to learn, live and work in a culturally diverse and democratic society by:
  - Demonstrating responsible personal and social behavior in a physical activity setting.
  - Demonstrating understanding and respect for differences among people in Physical Education.
  - Analyzing the influence of culture, media, technology and other factors on health.
  - Demonstrating the ability to advocate for personal, family, community, and environmental health.

## **PHYSICAL EDUCATION/HEALTH**

This course provides all students with opportunities to develop skills and habits that promote lifelong fitness and wellness. Students will actively participate in an environment which encourages lifelong responsibility to physical activity and healthy behaviors. Students who actively participate in this course will learn the social aspects, challenges, and leadership opportunities involved with Physical Education/Health activities. The successful completion of Physical Education/Health is required for all students in each of their four years to be eligible for graduation.

**PHYSICAL EDUCATION/HEALTH (#821)**

**Grades 9, 10**

**0.5 credit**

**PHYSICAL EDUCATION/HEALTH (#831)**

**Grades 11, 12**

**0.5 credit**

**HEALTH (#826)**

**0.5 credit**

**Grades 9-12**

In this course, students will learn how to maintain, reinforce, and enhance their health, health-related skills, health attitudes and practices. The goal of this course is to enable the student to assess their own lifestyle and risk behaviors and make informed, educated decisions about health issues. Topics may include personal health, mental and emotional health, injury prevention, nutrition, sexuality and family life, disease prevention and control, and substance use and abuse. **This course will not be offered during the 2021-22 school year.**

## SCIENCE

### **ACADEMIC EXPECTATIONS**

1. Students will demonstrate the acquisition of a body of knowledge about:
  - The properties and structure of matter, forms and transfer of energy, and the physical and chemical interactions of matter and energy.
  - The processes of cellular life and the fundamental life systems.
  - The processes of the earth's systems, and the structure and dynamics of the earth and other celestial bodies.
  - The understanding of the connections among the science disciplines and the relationships of science and technology to other areas.
  - The understanding of the interrelationship between human activity and the natural environment.
2. Students will communicate effectively by:
  - Representing data and results in multiple ways.
  - Reading critically, comprehending and questioning.
  - Speaking concisely
  - Writing clearly
  - Listening carefully and giving constructive feedback.
  - Framing questions so as to encourage inquiry.
3. Students will demonstrate the ability to think critically and to work cooperatively and independently to solve problems by:
  - Applying the scientific method
  - Applying scientific principles
  - Using traditional laboratory equipment and current technological tools.
4. Students will demonstrate a knowledge and understanding of the rights and responsibilities necessary to learn, live and work in a culturally diverse and democratic society by:
  - Maintaining high standards of academic honesty.
  - Accepting responsibility for personal decisions and actions.
  - Exhibiting punctuality and regular attendance.
  - Completing assignments as scheduled.
  - Displaying appropriate classroom behavior.

### **BIOLOGY/LAB SCIENCE – Grades 9 -12**

This course is designed to provide information regarding the fundamental concepts of life and life processes. Biology may include, but is not limited to, such topics as cell structure and function, general plant and animal physiology, genetics and taxonomy.

**COLLEGE PREPARATORY BIOLOGY/LAB SCIENCE (#533) 1.0 credit**

**HONORS BIOLOGY/LAB SCIENCE (#533H) 1.0 credit**

**ADVANCED PLACEMENT BIOLOGY/LAB SCIENCE (#535) 2.0 credits**  
**Grades 11-12**

Adhering to the curricula recommended by the College Board and designed to parallel college-level introductory biology courses, AP Biology stresses basic facts and their synthesis into major biological concepts and themes. These courses cover three general areas: molecules and cells (including biological chemistry and energy transformation); genetics and evolution; and organisms and populations (i.e. taxonomy, plants, animals and ecology). AP Biology includes college-level laboratory *experiments*. All students in this course are expected to take the Advanced Placement Exam in May. Students who are enrolled in this course may participate in Rhode Island College's (RIC) Early Enrollment Program. See page 11 for more information. **This course will be offered during the 2022-2023 school year.**

**Prerequisite:** B- or better in CP Biology or Department Chair approval.

### **CHEMISTRY/LAB SCIENCE – Grades 10 - 12**

Chemistry involves the study of composition, properties, and reactions of substances. This course may include, but is not limited to, the behavior of solids, liquids, and gases and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.

**COLLEGE PREPARATORY CHEMISTRY /LAB SCIENCE (#543) 1.0 credit**

**HONORS CHEMISTRY/LAB SCIENCE (#543H) 1.0 credit**

**ADVANCED PLACEMENT CHEMISTRY/LAB SCIENCE (#544) 2.0 credits**  
**Grades 11-12**

Adhering to the curricula recommended by the College Board and designed to parallel college-level introductory chemistry courses. Basic concepts of inorganic chemistry are reviewed and explored at greater depth than in the first year course. New areas are introduced and previous topics are covered such as: nuclear chemistry, thermodynamics, equilibrium, electro-chemistry and gas laws. The primary focus of this course is mathematical problem solving in chemistry. All students in this course are expected to take the Advanced Placement Exam in May. Students who are enrolled in this course may participate in Rhode Island College's (RIC) Early Enrollment Program. See page 11 for more information. **This course will be offered during the 2021-2022 school year.**

**Prerequisite:** College Prep Chemistry and Department Chair approval

**EARTH SCIENCE/LAB SCIENCE - Astronomy (#571) 0.5 credit**  
**Grades 10-12**

This course is an in-depth study of the principles of astronomy, including the solar system, galaxy, and universe. Laboratory exercises are an integral part of this course.

**EARTH SCIENCE/LAB SCIENCE - Earth Systems (#572) 0.5 credit**  
**Grades 10-12**

This course is an in-depth study of the principles of meteorology, oceanography, and geology. Geological Earth Science is emphasized. Laboratory exercises are an integral part of this course.

**EARTH SCIENCE/LAB SCIENCE -Oceanography (#573) 0.5 credit**  
**Grades 10-12**

This course is an in-depth study of the principles of oceanography including the effect of the ocean on the climate, ocean features and life in the ocean. Laboratory exercises are an integral part of this course.

### **PHYSICS/LAB SCIENCE – Grades 10 - 12**

Physics involves the study of the forces and laws in nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes Newton's Laws, waves, and the examination of sound, light and electricity.

**COLLEGE PREPARATORY PHYSICS/LAB SCIENCE (#553) 1.0 credit**

**HONORS PHYSICS/LAB SCIENCE (553H) 1.0 credit**  
**Grades 11 -12**

**Prerequisite:** Algebra 2 Honors or Department Chair approval.

**ADVANCED PLACEMENT PHYSICS/LAB SCIENCE (#555) 1.0 credit**  
**Grades 11-12**

Designed by the College Board to parallel college-level physics this course provides a systematic introduction to the main principles of physics. Course content includes mechanics, kinematics, dynamics, energy, momentum, electrostatics, and basic electricity. All students in this course are expected to take the Advanced Placement Exam in May. Students who are

enrolled in this course may participate in the University of Rhode Island's concurrent enrollment Program.

**Prerequisite:** Students should be enrolled in either pre-calculus or calculus.

**INTEGRATED SCIENCE I, II, III/LAB SCIENCE**

**1.0 credit**

**Grades 10-12**

The Newport Project is an interdisciplinary collaborative college preparatory class that explores the rich natural, historical, and cultural offerings of the city of Newport through the dual lenses of English Language Arts and Integrated Science. Through fieldwork and in-class study, students meet content-area proficiencies and acquire transferable skills as they gain access and exposure to sites and experts of the community. In the spirit of interdisciplinary study, students explore and respond in writing to relevant literature and non-fiction, including dramatic works and authentic scientific and historical documents. Laboratory investigations work in tandem with fieldwork experiences at such diverse sites as Rose Island, Preservation Society mansions, and Ballard Park. In addition, each student chooses a personalized area of study, conducting research and developing community partnerships in order to craft a final project and presentation. Students may join the program in 10th or 11th grade. Once enrolled in the Newport Project, students remain until graduation. Students must be concurrently enrolled in Newport Project English 10, 11, or 12.

**INTEGRATED SCIENCE I (#511)**

**INTEGRATED SCIENCE II (#513)**

**INTEGRATED SCIENCE III (#515)**

**- SCIENCE ELECTIVES -**

**ANATOMY & PHYSIOLOGY/LAB SCIENCE HONORS (#561)**

**1.0 credit**

**Grade 12**

This course is an advanced approach to the study of the human body. Each organ system is studied in detail. Structure, function, and principles of health maintenance are emphasized. Dissection is a required part of the course.

**Prerequisite:** College Preparatory Biology

**AP COMPUTER SCIENCE A (#711)**

**1.0 credit**

**Grades 10-12**

This course is equivalent to a first semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data, approaches to processing data, analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. All students enrolled in this course are expected to take the Advanced Placement Exam in May.

**Prerequisite:** Essentials of Computer Technology & Algebra 1

**CRIMINALISTICS (#529)**

**0.5 credit**

**Grades 10-12**

Criminalistics looks at the world of the forensic scientist as applied to criminal investigations. Students are encouraged to participate in class discussions and activities. Activities and informal laboratories offer students the opportunity to practice actual techniques used by law enforcement officials including fingerprint lifting, hair analysis, ballistics comparisons, and interrogation techniques.

**HORTICULTURE I (#591), HORTICULTURE II (592)****0.5 credit****Grades 9-12**

This course will focus on introductory aspects of the plant sciences. Students will demonstrate proficiency in the classification and identification of specimens collected from field studies and will demonstrate knowledge of ornamental plant species, native plant species, lawn maintenance, perennials, annuals, evergreens, trees and vines. Students will also learn proper care and maintenance of plant species, as well as various propagation methods associated with horticulture.

**SCIENCE OF DRUG INTERACTIONS (#528)****0.5 credit****Grades 11-12**

This course will investigate information on physiological and toxic effects of chemical toxins and carcinogens. The focus will be on how humans process various drugs and toxins along with their short-term and long-term effects to the body and mind. A variety of drugs will be investigated.

**ENVIRONMENTAL SCIENCE (#545)****1.0 credit****Grades 10-12**

The goal of the Environmental Science course 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.

## HISTORY/SOCIAL STUDIES

### **ACADEMIC EXPECTATIONS**

In order to graduate from Rogers High School, three years of social studies are required.

1. Students will demonstrate the acquisition of a body of knowledge by:
  - Reading for comprehension in the Social Studies classes offered at RHS
  - Evaluating and interpreting a variety of historical data, including primary and secondary sources.
  - Connecting the meaning of time and chronology as the basis for organizing historical thought.
  - Developing historical knowledge of major events and phenomena through the development of World and US History while identifying major issues, problems, and decision making in regard to these historical events.
  - Analyzing the geographic world regions – using historical, cultural, economic, and political characteristics.
  - Understanding and applying the basic principles and ideas underlying the American political system.
  - Applying the Five Themes of geography in understanding the role of geography in the development of human history and activities.
  - Integrating academic and career decision making skills as related to the Social Sciences.
2. Students will communicate effectively by:
  - Listening, observing, and reading primary and secondary sources.
  - Locating, selecting and organizing information.
  - Using information technology to assist in collecting, analyzing, and presenting information.
  - Developing formal written reports organized in a logical and purposeful manner.
  - Communicating as an individual, in groups, and as a class.
  - Developing multi-media presentations combining various communication techniques.
  - Using the fundamental process of speaking and listening to express, learn, and explore the Social Sciences.
3. Students will demonstrate the ability to think critically and to work cooperatively and independently to solve problems by:
  - Applying the problem solving strategies in purposeful ways, both in situations where the problem and desired outcomes are clearly evident and in situations where they are not.
  - Organizing historical thoughts by gathering, organizing, examining, evaluating, and interpreting data.
  - Using research techniques in the classroom.
  - Creating original ideas and solutions when dealing with Social Science projects.
4. Students will demonstrate a knowledge and understanding of the rights and responsibilities necessary to learn, live and work in a culturally diverse and democratic society by:
  - Modeling productive citizenship
  - Managing and directing his/her own learning
  - Functioning effectively with others to achieve a shared goal.
  - Adhering to the class profile of expectations in the Social Studies course offerings.
5. Though slightly varied in classes, in general:
  - Attends class and arrives on time with appropriate tools
  - Plans and follows through with goals, assignments, projects, papers, etc.
  - Meets deadlines
  - Adhering to the discipline code of the school as outlined in the RHS handbook

**WORLD HISTORY (#602) Grade 9****1.0 credit**

World History is a survey course that covers history from early modern times to the present. Units of Study include: Early Modern Times: 1300-1800 (The Renaissance and Reformation, Scientific Revolution, European Exploration and Conquest; The Enlightenment and Revolution), 1700-1850 (American Revolution, French Revolution, Industrial Revolution), Industrialism and a New Global Age: 1800-1914 (Nationalism in Europe, Western Democracies, Imperialism, China and Japan), War and Revolutions: 1910-1955 (World War I, Russian Revolution, World War II and Aftermath); The World Since 1945: 1945-Present (The Cold War, Developing Nations, Regional Conflicts, Latin America, The Middle East, Asia, Africa, Globalization and the Global Economy). Students develop an understanding of the major themes in the study of World History, develop the ability to analyze historical evidence, and develop the ability to analyze and express historical understanding in writing.

**WORLD HISTORY HONORS (#602H) Grade 9****1.0 credit****Prerequisite:** Department Chair approval.**UNITED STATES HISTORY I - (1492-1877) AND CIVICS (#671)****1.0 credit****Grade 10**

Beginning a sequence of United States History that will be completed in grade 11, this required course surveys the development of the United States from the Age of Exploration through the end of Reconstruction. An in-depth focus on the Constitution, the Bill of Rights and civic responsibility is included. Students develop an understanding of the major themes in the study of US History, develop the ability to analyze historical evidence, and develop the ability to analyze and express historical understanding in writing.

**UNITED STATES HISTORY I - (1492-1877) AND CIVICS HONORS (#671H)****1.0 credit****Prerequisite:** Department Chair approval.**UNITED STATES HISTORY II - 1877-PRESENT (#672)****1.0 credit****Grade 11**

This is a survey course that traces the basic concepts of American History from the Compromise of 1877 through present day. This required course surveys the development of the United States using the History Standards which include: Chronological Thinking, Use of Historical Data, Analysis and Interpretation and Historical Knowledge. Students develop an understanding of the major themes in the study of US History, develop the ability to analyze historical evidence, and develop the ability to analyze and express historical understanding in writing.

**- HISTORY/SOCIAL STUDIES ELECTIVES -****ADVANCED PLACEMENT UNITED STATES HISTORY (#670)****1.0 credit****Grade 11**

Following the College Board's suggested curriculum designed to parallel college-level US History courses, AP US History provides students with the analytical skills and factual knowledge necessary to critically address problems and materials in US History. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course examines the discovery and settlement of the New World through the recent past. All students are expected to take the Advanced Placement Exam in May.

**Prerequisite:** Final grade of B or above in US History and Department Chair approval. Summer reading assignment must be completed.

**ADVANCED PLACEMENT EUROPEAN HISTORY (#632)**

**1.0 credit**

**Grades 10-12**

This course follows the Advanced Placement curriculum written by the College Board as preparation of the College Board Advanced Placement Exam. All students in this course are expected to take the Advanced Placement Exam in May. AP European History covers the period 1450 to present. Due to the level and purpose of this course, students must be prepared to do extensive reading of primary and secondary sources, research projects and essays. At least one term paper is required. A summer reading list must be completed. Emphasis is placed on cultural, scientific, and philosophical developments in European history, as well as political developments. This course provides an excellent opportunity for high school students to experience the pace of a college course. This is a course for students with a strong desire to study history or related fields in college.

**Prerequisite:** Final grade of B or above in previous Social Studies course and Department Chair approval. Summer reading assignment must be completed.

**INTERNATIONAL STUDIES AND LEADERSHIP (#612)**

**0.5 credit**

**Grades 9-12**

Dramatic changes are taking place in the world of the early 21st century. This class illuminates current world issues, events and people. Close attention is given to such topics as international relations, nuclear proliferation, human rights, terrorism, global business patterns, and major innovations that continue to shape the world we live in. Students will discuss current topics with international officers from the Naval War College and develop foundational leadership skills.

**INTRODUCTION TO PSYCHOLOGY (#684)**

**1.0 credit**

**Grades 11-12**

This course introduces students to the basic concepts of psychology. Topics include such areas as personality, human growth and development, counseling and psychotherapy. Students must be willing to participate in class discussions and work together on class projects. Critical essays, research papers and projects are required each quarter. This course is recommended for college bound students.

**ADVANCED PLACEMENT PSYCHOLOGY (#655)**

**1.0 credit**

**Grade 12**

AP Psychology follows the College Board's suggested curriculum designed to parallel a college-level psychology course. All students in this course are expected to take the Advanced Placement Exam in May. AP Psychology courses introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, expose students to each major subfield within psychology, and enable students to examine the methods that psychologists use in their science and practice.

**Prerequisite:** Final grade of B or above in US History II and Department Chair approval. Summer reading assignment must be completed.

**THE SOCIAL HISTORY OF SPORTS IN AMERICA (#609)**

**0.5 credit**

**Grades 9-12**

Leisure and recreation—and how they change over time—can reveal much about a culture. This course examines the history of sport in the United States in order to better understand American identity. From early games played by Native Americans, enslaved Africans, and English colonists to the global, multi-million-dollar spectacles of the 21st century, the course surveys the development of sport throughout the nation's history. Looking through the lens of

sport, this course explores issues of immigration, race relations, religion, class, gender, business, politics, and nationalism. Students have the opportunity to think about how sport mirrors—and at the same time shapes—critical ideas and values in American society.

**RHODE ISLAND HISTORY (#636)**

**0.5 credit**

**Grades 10-12**

This course examines the history and culture of the state of Rhode Island as well as the history of the City of Newport. From the founding by Roger Williams in 1636 to America's industrial revolution to facing the challenges of globalization in the twenty-first century, students will learn about what makes the smallest state in the union unique.

**SOCIOLOGY (#611)**

**0.5 credit**

**Grades 11-12**

This course examines human behavior by considering the impact of the group on the individual and conversely, the individual on the group. Associated subfields under consideration will include: cults, social problems and social change.

**YOUTH AND THE LAW (#654)**

**0.5 credit**

**Grades 10-12**

The focus in this course is the study of civil law, criminal law and the judicial process. In this course students will examine and participate in simulated cases of intentional and unintentional liability and various criminal offenses. Students will actively replay the judicial process. Guest speakers, field trips (where possible), and simulated experiences are widely used in this course of study. Essays, projects and research papers on the criminal justice system are required.

**ECONOMICS FOR ENTREPRENEURS (#677)**

**0.5 credit**

**Grades 10-12**

An entrepreneur is someone who discovers and provides for an unmet need by producing value for others in the community and for themselves. In short, entrepreneurs are both problem solvers and wealth creators. Creating and maintaining a culture that embraces entrepreneurship is critical to the long-term prosperity of our economy and our society. This course is designed to help students discover the value of entrepreneurship and the importance of strong character in a free and civil society. Students will learn a theoretical and practical approach to fundamental economic concepts. Topic areas include: Scarcity and opportunity costs, markets and prices, the law of supply and demand, productivity, fiscal and monetary policies and financial literacy.

**ADVANCED PLACEMENT COMPARATIVE GOVERNMENT (#673)**

**1.0 credit**

**Grade 12**

This AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. Six countries form the core of the AP Comparative Government and Politics course. China, United Kingdom, Mexico, Nigeria, Russia and Iran. This course connects students to current issues in world politics today.

All students are expected to take the Advanced Placement Exam in May.

Prerequisite: Final grade of B or above in US History and Department Chair approval.

## SPECIAL EDUCATION

Rogers High School's Special Education program is committed to allowing students of all abilities to actively participate in general education courses in the least restrictive environment. Academic Lab and collaborative courses will adhere to general education curriculum. This curriculum will be modified and accommodations will be made to meet students' needs.

Rogers High School will ensure all students with an Individual Education Plan (IEP), will have access to a rigorous curriculum that aligns with grade span expectations in order to prepare students for post-secondary education.

### **ACADEMIC LAB (#989/990)**

**0.5 to 1.0 credit**

**Grades 9-12**

***Credits based on time allotted in IEP.***

The Resource program is designed to support students with an Individualized Education Plans (IEP) to meet their IEP goals, which are designed to help them make progress in the general education curriculum. Students with IEPs meet with resource teachers and para-educators to remediate skills and develop strategies to be successful in their general education classes. In order to transition to post high school life, training in self-determination will be part of the resource curriculum.

### **LIFE MANAGEMENT 1 (#941)**

**1.0 - 2.0 credits**

**Grades 9-12**

***Credits based on time allotted in IEP***

This course is designed for students with an Individualized Education Plans (IEP) to introduce and reinforce daily living, personal, and social skills, as well as occupational guidance and preparation. Course content focuses on helping the student develop self-awareness, self-confidence, and independent living skills through classroom and community

### **TRANSITION (#923)**

**2.0 credits**

**Grades 10-12**

***Credits based on time allotted in IEP***

This course will with focus on vocational training and preparation. Participation in vocational assessments and on-the job internships are encouraged, especially in the senior year.

### **TRANSITION TO EMPLOYMENT (#948)**

**1.0 credit**

**Grade 12**

This job readiness course is designed to assist students in the planning for short-term and long-term employment. Students will learn to use resources to explore careers, write resumes, conduct job searches, and participate in the interview process. Guest speakers and job visits will be an integral part of the course. On-line surveys will be used to develop student profiles, and students will develop portfolios.

# RI Alternate Assessment Program at RHS

*Student Centered Learning focusing on Academics, Social-Emotional Learning, Transition Services, Self-Determination, and Work Readiness*



**Newport Public Schools**

Grades 9-12+

## INTRODUCTION

The Rogers High School RI Alternate Assessment program, sometimes referred to as the life skills program, is designed for students who have been identified, through evaluation and the IEP team process, as qualifying for the RI Alternate Assessment (RIAA). There are three criteria each team must consider in order to find a student eligible for RIAA.

1. The Student has a disability, or disabilities, that significantly impacts cognitive function and adaptive behavior.
2. The student's instruction is aligned to the Common Core State Standards but is adapted to reflect the knowledge and skills in the Core Content Connectors/Essential Elements. Instruction in science is aligned to the NGSS but is adapted to reflect the knowledge and skills in the AAGSEs/Essential Elements.
3. The student is unable to apply academic, life, and job skills in home, school, and community without intensive, frequent, and individualized instruction and supports in multiple settings.

Once a team determines that a student meets these criteria, the student's IEP team continues to meet annually to review and revise the IEP to address Academic and Functional areas of need.

## DOCUMENTS

1. **The Transition IEP**-Students 14 years and older switch from an IEP designed for 3-13 year-olds, to a Transition IEP for ages 14-21. The Transition IEP includes transition questions about education, employment and independent living. The IEP also includes a list of Transition Assessments which give insight into the student's strengths and needs related to transition and Transition Goals which assist the IEP Team achieving the identified areas need.
2. **MAPS**-Beginning in middle school, the IEP Team as well as other important family and community members to the student gather to complete a MAP for the student. The MAP can be updated periodically to ensure that the team is focused on the student and family's preferences as the student transitions to adult life. MAPS is a creative planning tool that uses both process and graphic facilitation to create a shared vision of a positive future for individuals and families. MAPS draws on people's ability to visualize different futures and to plan for these

using the focus person’s unique gifts, strengths, interests and capacities. The MAPS session will be led by trained facilitators – a process facilitator who guides people through the stages and ensures that the focus person is at the centre throughout, and a graphic facilitator who creates a large graphic record of each of the steps in the MAP.

3. **Career Development Plan (CDP)**-Once the team has completed the MAPS process, a CDP is created. This document memorializes the students preferences towards employment and is periodically updated to include the student’s employment and internship opportunities that are provided through the school program. The document identifies the student’s employment strengths and barriers as well as accommodations needed in order to be successful in the workplace. It also tracks referrals to adult agencies that will be essential to the student’s success in adult life.

## PROGRAM OF STUDIES & CURRICULUM

The following grid indicates the graduation requirements for students participating in the RIAA program at RHS:

AREAS	GRADUATION PLAN (Years)
RIAA/Life Skills	4 or 5 year class
English/ Literacy	4 or 5
Math	4 or 5
Science	3
Social Studies	3
PE/ HEALTH	4
Technology	½ year
Electives	4 or 5
Job Exploration	2 or 3( 9/10th grade)
Job Shadow	2 or 3 (11 /12th/ 5th year )

**\*\*Please Note-**All sections of classes will be determined by the IEP team based on individual student need, i.e. Classes may be taught in the RIAA program, ALP program or general studies, etc.

Within the RIAA program, multiple curriculum resources are utilized to individualize student programming. Below are some of the resources:

1. Unique Curriculum-A comprehensive. Evidence-based content and instructional support with differentiated lessons and activities aligned to national and state standards in ELA, Math, Science, Social Studies, and transition.
2. News2You-News-2-A weekly newspaper connecting students to the world around them, enabling them to expand their horizons and engage in relevant current events topics. A supplementary tool for literacy and learning, News-2-You gives students the opportunity to have conversations both in and out of the classroom about relevant topics of the day.
3. Life Centered Education Curriculum-A research-based curriculum designed for students who have learning disabilities, mild intellectual disabilities, autism spectrum disorders, and students whose ability to live independently is in question. LCE identifies three critical domains for adult living in the 21st century - daily living skills, self determination and interpersonal skills, and employment skills. The curriculum includes 94 objectives for students within each of the categories and provides lessons that can be used to teach each of those skills, based on the student's individual need.
4. Supplemental Resources-As with all classes, additional resources are created by teachers or accessed online to provide comprehensive programming.
5. Comprehensive Assessment of Social Emotional Learning (CASEL)-A social-emotional learning matrix for students who require additional supports in behavior, interpersonal skills and self-regulation.

### **Graduation Pathway Sample Schedule**

<b>1st Year</b>	<b>2nd Year</b>	<b>3rd Year</b>	<b>4th Year</b>	<b>5th Year</b>
English/ Literacy	English/ Literacy	English/ Literacy	English/ Literacy	ELECTIVE
Math	Math	Math	Math	Math
RIAA/Life Skills	RIAA/Life Skills	RIAA/Life Skills	RIAA/Life Skills	RIAA/Life Skills
Job Exploration	Job Exploration	Job Shadow/ Internship	Job Shadow/ Internship	English/ Literacy
History/ Science	History/Science	History/Science	History/Science	Job Shadow/ Internship
PE	PE	PE	PE	Job Shadow/ Internship
ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE	Job Shadow/ Internship

## ELECTIVE CHOICES-based on student interest

### Science Related

Horticulture  
Criminalistics  
Science of Drug Interactions  
Robotics  
Core Science Classes

### History Related

History of Sports  
Youth and the Law  
RI History  
Core History Classes

### Band/ Music/ Fine Arts

Chorus	Theater	Music Production	Art
Ukulele	Guitar	Ceramics	Painting

### NACTC

Culinary	Cosmetology	Automotive	Carpentry	Graphic Design	ROTC
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## COMMUNITY EXPERIENCES

An essential part of the RIAA program is community based learning. For some students, this learning takes place in the school community, however, it is the goal for all students in the program to engage in the larger community of Newport in order to extend the learning of the students and to generalize skills. Through community based experiences, students build upon and hone skills which are targeted throughout the typical academic school day. In grades 9 & 10, the focus is on job exploration and work readiness skills. In grades 10-12+, the focus is on job shadowing and internships based on student's Career Development plans.

RHS currently has two in-house "job sites". Students work on academic, social, language, and vocational skills at each of these sites

- The Mobile Coffee Cart
- The Cafe
- NACTC programs

RHS also has one off-site work based opportunity. Students continue to work on the same skills as the in-house jobs but are able to expand those opportunities and engage with an outside employer.

- MLK Center

Regulatory Requirements for work based experiences include a total of 60 days. The hours of each day are dependent on the individual student's needs.

- Grades 9-12, at least 20 days
- Prior to program completion-40 additional days in the area of interest.

Some other community activities include:

- **Connect2Careers-** brings together business professionals representing various career fields and people with disabilities to practice interviewing skills and learn about different types of jobs. This event is a few hours which allows volunteers to make a huge impact on the lives of participants while promoting equal employment in RI.
- **Dare2Dream Leadership Conference-**The Rhode Island Department of Health, in collaboration with State partners including the Office of Rehabilitation Services and Rhode Island Department of Education, have held an annual D2D youth leadership conference for more than ten years. The RIDOH in collaboration with these partners build on momentum and facilitate a D2D 2.0 Youth Conference, which will provide youth with opportunities to explore individualized strengths that support social and emotional health.
- **Boys & Girls Club-**(2019-20)-Adaptive Swim & Gym. Students will attend the Boys & Club and participate in an adaptive swim & gym class one time per week.
- **Unified Basketball-**Special Olympics is dedicated to promoting social inclusion through shared sports training and competition experiences. Unified Sports joins people with and without intellectual disabilities on the same team. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding. RHS participates every year!

## RESOURCES

1. Information about Unique <https://www.n2y.com/unique-learning-system-brochure-pdf/>
2. Information about News2You <https://www.n2y.com/news-2-you-brochure-pdf/>
3. Information about CASEL <https://casel.org/core-competencies/>
4. Attached -Life Centered Education Curriculum Matrix

## WORLD LANGUAGE

### **ACADEMIC EXPECTATIONS**

1. Students will demonstrate the acquisition of a body of knowledge by:
  - Reading for understanding.
  - Organizing ideas for written and oral expression.
  - Interpreting oral information.
  - Expressing cultural awareness.
2. Students will communicate in the language by:
  - Expressing themselves in written and spoken forms.
  - Understanding and responding to various situations.
  - Using cultural forms of expression.
3. Students will demonstrate the ability to think critically and to work cooperatively and independently to solve problems by using appropriate vocabulary and grammatical structures in oral and written expression.
4. Students will demonstrate an understanding of their rights and responsibilities in the classroom setting by:
  - Developing an appreciation for world cultures.
  - Assuming responsibility for their learning and behavior.
  - Accepting consequences for any transgressions.

In addition, all World Language courses address the National World Language Standards based on American Council on the Teaching of Foreign Languages (ACTFL) guidelines and are in line with the mission and expectations document and departmental expectations.

Ninth grade students who enroll with previous World Language experience at the middle school level may enroll in higher levels, if they qualify through a placement exam. Students entering Rogers from any other school, who want to begin at an advanced level must meet with Rogers World Language Department Chairperson and pass a placement exam.

### **FRENCH 1 (#301)**

**1.0 credit**

#### **Grades 9-12**

French 1 introduces the four language skills of listening, speaking, reading, and writing along with the knowledge of the culture and customs of the French speaking countries. Students will acquire vocabulary and grammar necessary for advancement to French 2.

### **FRENCH 2 (#302)**

**1.0 credit**

#### **Grades 9-12**

French 2 enhances the four language skills of French 1 through continued study of contemporary situations, pronunciation, vocabulary, grammar, and exposure to contemporary reading selections. Cultural readings, free writing assignments, and communication are emphasized. Students will be able to express themselves in full sentences in the target language as well as write a short paragraph.

**Prerequisite:** Successful completion of French 1 or Department Chair approval.

### **FRENCH 3 (#303)**

**1.0 credit**

#### **Grades 10-12**

French 3 continues the four skills begun in French 2 through the study of more advanced vocabulary, communicative activities, pronunciation and grammar. In addition, students read selections from French/French Canadian/French speaking authors and begin to write creatively, analyze texts, and express themselves in French.

**Prerequisite:** Successful completion of French 2 or Department Chair approval.

**FRENCH 4 (#304)****1.0 credit****Grades 11-12**

French 4 provides the opportunity for the advanced French student to study major literary works. Emphasis is on speaking, enhancing writing skills through peer/teacher corrections, and strengthening student ability to analyze and discuss literature. The class is conducted in French.

**Prerequisite:** Successful completion of French 3 or Department Chair approval.

**FRENCH 5 (#305)****1.0 credit****Grades 11-12**

French 5 continues to provide the opportunity for the advanced French student to study major literary works. Emphasis continues on speaking, enhancing writing skills through peer/teacher connections, and strengthening student ability to analyze and discuss literature. The class is conducted entirely in French. **Prerequisite:** Successful completion of French 4 or Department Chair approval.

**SPANISH 1 (#331)****1.0 credit****Grades 9-11**

Spanish 1 introduces the four language skills of listening, speaking, reading and writing. Students will also gain knowledge of the institutions and customs of the many Spanish-speaking countries. Students will acquire vocabulary and grammar necessary for advancement to Spanish 2.

**SPANISH 2 (#332)****1.0 credit****Grades 9-12**

This course continues to work on pronunciation, vocabulary acquisition, communicative activities, grammatical concepts, cultural awareness and reading comprehension begun in Spanish 1. Grammatical concepts become more complex and add on to Spanish 1 content.

**Prerequisite:** Successful completion of Spanish 1 or Department Chair approval.

**SPANISH 3 (#333)****1.0 credit****Grades 10-12**

Spanish 3 continues to build upon the work begun in Spanish 2. There is more emphasis on speaking and listening skills than in level 1 or 2, and class is conducted almost entirely in Spanish. Students study the history and culture of Mexico through the readings and discussion of Mexican legends. Students will read and analyze a novel and other pieces of literature (i.e. short essays). Students will be able to write short paragraphs in Spanish in response to the readings.

**Prerequisite:** Successful completion of Spanish 2 or Department Chair approval.

**SPANISH 4 (#334)****1.0 credit****Grades 11-12**

This course emphasizes improving oral communication and written skills. Students study the history, culture, literature and art of Spain and Spanish speaking countries. Students read a variety of texts (novels, poems, essays, articles, etc.) and respond either in writing or orally. Students begin to show evidence that they use their knowledge of the language outside of the classroom. This class is conducted in Spanish.

**Prerequisite:** Successful completion of Spanish 3 or Department Chair approval.

**SPANISH 5 (#335)****1.0 credit****Grades 11-12**

This course continues to improve oral communication and written skills. Students will read novels in their original format without any adaption. Students will use the media to be exposed

to the various accents and terms in Spanish speaking countries. Emphasis is placed on writing and real world communication

**Prerequisite:** Successful completion of Spanish 4 or Department Chair approval.

### **SPANISH FOR NATIVE SPEAKERS**

Spanish for Native Speakers supports, reinforces, and expands student knowledge of their native language. Because students understand at least the rudiments and structures of the language and have a working vocabulary (to a greater or lesser degree), this course often moves faster than regular Spanish language courses and it emphasizes literary development with a study of literature and composition.

#### **SPANISH FOR NATIVE SPEAKERS I (#336)**

**Grades 9-12**

**1.0 credit**

#### **SPANISH FOR NATIVE SPEAKERS II (#338)**

**Grades 9-12**

**1.0 credit**

## ADDITIONAL LEARNING OPPORTUNITIES

### ALL COURSE NETWORK

0.5 – 1.0 credit

#### Grades 10 -12

Rogers High School, along with other Rhode Island public secondary schools, have the opportunity to expand the advanced level coursework available to their high school and middle school students through a new initiative, the Advanced Coursework Network.

Enriching experiences with advanced coursework help students get a head start on postsecondary success, master the skills required of a lifelong learner, and be prepared for jobs in sectors critical to Rhode Island's future prosperity. The Advanced Coursework Network is designed to help districts and schools meet this need by creating opportunities for Rhode Island students to envision, pursue and realize their individualized graduation pathway.

The course offerings may be half or whole year classes and will include advanced science and mathematics courses, as well as Advanced Placement (AP®), world languages, career-focused and dual/concurrent enrollment courses.

The options available to schools and students will be offered through high quality, state-approved course providers, with possibilities ranging from local industry training programs to advanced courses at Rhode Island's colleges and universities. Courses will be offered in a variety of formats including face to face, blended and virtual.

Students interested are asked to review the catalog of semester and year-long courses offerings, application requirements and speak with their school counselor. (<http://www.ride.ri.gov/StudentsFamilies/EducationPrograms/AdvancedCoursework.aspx#33621213-students-and-families>)

### THE VIRTUAL HIGH SCHOOL

0.5 - 1.0 credit

#### Grades 9-12

VHS, Inc. is a national nonprofit organization, which provides over 200 NetCourses online to participating schools across the country and around the world. Course offerings include a wide variety of high school level courses ranging from advanced academic courses to specialized courses and unique electives (CP, Honors, AP courses such as those listed within this program). VHS NetCourses are either a semester (15 weeks) or a year (33 weeks) in duration, and are delivered to students via the Internet. Using a private password, each student accesses his or her NetCourse from any computer with an Internet connection.

VHS NetCourses are seminar-based. Students interact, exchange information, and participate in group discussions with their classmates and their teacher. Students can join discussions and work on assignments at any time convenient to them, within a mandated schedule. Students and instructor never "meet" live; all discussions take place as postings within online discussion forums.

Students interested are asked to review the catalog ([VHSCollaborative.org/catalog](http://VHSCollaborative.org/catalog)) and see their school counselor if you are interested in a VHS course. Please note: Connection Learning Courses in the catalog are not available at RHS.

VHS courses are not typically recommended for students in the 9<sup>th</sup> grade. Students must be motivated, able to work independently, and meet all course deadlines.

### **RUNNING START PROGRAM AT COMMUNITY COLLEGE OF RHODE ISLAND**

The Running Start Program is a dual enrollment program for high school seniors who have demonstrated the academic achievement and maturity necessary to enroll in college courses during their senior year of high school. Seniors who wish to study at CCRI on a full-time basis (12 credits) during the day may be eligible to earn college credit and credit toward high school graduation simultaneously if the student meets the following:

1. A cumulative high school average of “B” and submission of an official high school transcript
2. Permission of parent or guardian
3. Recommendation from a school counselor or principal accompanied by a list of courses that includes requirements for graduation from high school and other recommended college courses
4. Accuplacer testing that demonstrates readiness at the college level in reading, writing, and math is required.

Students interested the Running Start program should meet with their school counselor and review program information located on the CCRI website. ([www.ccri.edu/oes/admissions/partnerships/runningstart](http://www.ccri.edu/oes/admissions/partnerships/runningstart) )

### **ENRICHMENT COURSES THROUGH THE COMMUNITY COLLEGE OF RHODE ISLAND**

Students in their junior and senior year may be eligible to take courses at CCRI and apply the earned credits to both high school and college transcripts. Interested students should meet with their school counselor prior to the start of the expected college semester. These opportunities are subject to availability and State policy pending changes.

### **ALTERNATIVE LEARNING PROGRAM**

The Alternative Learning Program (ALP) is an accelerated learning center for struggling students in grades nine through twelve. The purpose of the program is to provide students with the skills that will improve their academic performance, self-esteem, and sense of personal responsibility.

Although reasons vary for students to enter the ALP, a common thread among them is their inability to reach their full academic potential in a traditional class setting. With the benefit of smaller classes, the staff at the ALP can develop individual programs for students and maintain regular contact with parents/guardians. The ALP is based on the philosophy that students must assume greater responsibility for their learning and conduct. Students will receive the necessary support, trust, and freedom to take on this responsibility. The ALP staff, in partnership with parents, will work to ensure the

success of all students. Families are required to participate in team meetings with regard to student progress.

As the ALP is structured to provide a small, supportive structure, seats in this program are limited and require a referral or application process. The application process begins with an initial referral to RtI – Response to Intervention through the *Request for ALP* process for the regular education student, which may be made by the parent/guardian, a teacher, administrator, guidance counselor or the student. Through a team meeting with the RHS & ALP staff, the student and family an evaluation of academic and behavioral support needs and best fit solutions will determine whether ALP is appropriate for the student.

ALP is not necessarily a permanent placement so students who have met their desired goal may transition back to the traditional RHS setting at an appropriate time within the school year or at the start of the new school year.

Students who are interested in either full enrollment or remediation through ALP class offerings are asked to meet with their school counselor to explore the ALP option.