



PROGRAM of STUDIES

for 2025-2026

BLOCK ISLAND SCHOOL

New Shoreham School Department
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ADMINISTRATION

John Martin, Superintendent
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SCHOOL COMMITTEE

Christopher Willi, Chair
Ann Hall, Ryan McGarry, Charles Weber & Greta Heinz

MISSION STATEMENT

The purpose of Block Island School is to educate young people intellectually, socially, and physically through a challenging curriculum and to encourage their healthy, moral, and emotional development. Block Island School seeks to instill appreciation of individual differences and skills necessary to become responsible and contributing citizens in a unique community. Block Island School advocates student knowledge and respect for our fragile environment and its protection. Recognizing the importance of technology, Block Island School is committed to incorporating technological experiences cross-curriculum. Students should learn to develop personal goals and come to understand that learning is a life-long process. Cooperation among students, faculty, parents, and community members should successfully support this statement of purpose.

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GRADING SYSTEM FOR GRADES K-7

Kindergarten

Kindergarten students will receive a written narrative at the end of the first and third quarters. The report will be grouped into four areas of development: social-emotional, motor, cognitive, and language. At the midpoint and end of the year, students will receive a checklist type progress report that focuses on grade level expectations in language arts, mathematics, and social skills. Performance in art, music, health, library, and physical education will also be evaluated.

Elementary Grades

Students in grades 1, 2, 3, and 4 will receive quarterly reports that focus largely on progress in the literacy development areas of spelling, reading, writing, mathematics, social studies, and science/health. Performance in art, music, physical education, and library are also evaluated. Work habits and social skills are assessed and reported via a format that uses the following keys:

5	The student consistently meets and frequently exceeds grade level expectations with relative ease, and grasps, applies, and extends key concepts, processes, and skills.
4	The student regularly meets the grade level expectations at this time, and, with limited errors, grasps and applies key concepts, processes, and skills for the grade level.
3	The student is progressing towards meeting the grade level expectations at this time, and nearly grasps and applies the key concepts, processes, and skills.
2	The student performs below the grade level expectations at this time. The student demonstrates limited skill in grasping and applying key concepts and processes.
1	The student does not demonstrate progress toward meeting grade level expectations at this time.
E	Excellent/Consistently
G	Good/Usually
P	Progressing/Sometimes
N	Needs improvement/Seldom

Middle Grades

In grades 5, 6, and 7 students receive quarterly reports and the evaluations and instructional emphasis is in content areas, such as reading, writing, math, social studies, science, and health, as well as physical education, music, and art. Assessments are reported using a 100 point scale for educational achievement. An EPGN scale is used to assess work habits and social skills. (E = Excellent/Consistently, G = Good/Usually, P = Progressing/Sometimes, N = Needs improvement/Seldom)

Homework

Students are expected to be fully prepared for their classes every day. Homework does not mean simply doing assigned written work. It should include reviewing the lesson the teacher taught that day using notes taken in class. Each teacher will inform the students about the homework requirements of their courses.

Parents should ensure their child brings his or her books home daily to assist in written assignments and studying for tests. Parents may contact the school and the respective teacher to assist their child in determining the nightly homework.

Student use of homework planners is strongly encouraged. Homework Club is available to assist all secondary students in their studies Monday-Thursday after school.

GRADING SYSTEM FOR GRADES 8-12

Grade Reports

- Grade reports will be distributed four times per year using a numerical grade point system based on 100 points. A grade of 64 or less is failing; Pass (P) or Fail (F) is assigned to selected courses. The semester grade is the equally-weighted average of two quarter grades and includes the semester exam weighted 20%. The final grade is the equally-weighted average of the two semester grades.
- Because any grade from 65 to 69 is listed as an unsatisfactory passing grade, this could have a negative impact on a student's transcript as many universities and colleges expect a student to attain a 70 or better in each course taken.
- Every quarterly grade report will also include an effort and conduct assessment and their corresponding rubrics. These do not impact formulas for determining class rank or honor roll.

Incomplete Grades

Students who receive a grade of Incomplete (I) must contact the respective teacher to request makeup arrangements for the missing work. All such work must be completed within two weeks of the end of the quarter.

Progress Reports

Mid-quarter progress is reported in Aspen at the midpoint of each quarter and at other times as deemed necessary. Parents of at-risk students may request more frequent progress reports through the School Counseling Office, as necessary. Parents must be notified in writing by the teacher (for example, by letter or progress report) at least one week prior to the close of the grading period if a student is in danger of failing a course. Failure to notify the parent in this matter will allow a parent to appeal a failing grade so as to change it to an Incomplete.

Semester Exams

A teacher may give comprehensive midterm and final exams at his or her discretion during the exam week which takes place during the last week of each semester. The (unofficial) traditional schedule runs as follows:

Monday	normal schedule – review day	
Tuesday	period A exam	period B exam
Wednesday	period C exam	period D exam
Thursday	period E exam	period F exam
Friday	period G exam	make-up exam

It is important for students to take major scheduled exams on time. Students who miss a semester exam must present a doctor's note indicating serious illness or have permission from the administrator in order to make it up. If the reason for missing a scheduled exam is not legitimate, the administrator and the teacher will determine what sanctions may be imposed, and under what circumstances the makeup, if allowed, shall take place.

Students will be afforded open campus privileges during exams according to *Policy IH: Examination Period Open Campus*. Students must sign in and out at the office when entering or

leaving campus beyond the normal opening and closing times. Upon signing out, a student must immediately leave the school building and grounds. Students attending two exams should spend study time between exams in the library or designated area. Students attending only the second exam should notify the school each morning by 8:30 a.m. that they intend to be present for their exam. Students become responsible for their own transportation if not arriving or departing during scheduled bus times. Privileges shall be revoked by the administrator if students do not comply with the prescribed regulations.

GPA/ Honors

(See Policy FBG: Honor Roll/Class Rank)

Academic achievement is publicly recognized to encourage academic excellence.

Weighted GPA (based on a 4.0 scale) will be as follows:

- The numerical grade of an honors course shall be multiplied by a factor of 1.07 to determine the weighted numerical grade point average.
- The numerical grade of an advanced placement course shall be multiplied by a factor of 1.1 to determine the weighted numerical grade point average.

Honor Roll

Recognition is given to students who achieve Highest Honors, High Honors, and Honors on their quarterly grade report.

- Highest Honors: High school students earn highest honors with a grade point average (GPA) of 90% or higher with no grades below a 90 in any course.
- High Honors: High school students earn high honors with a grade point average (GPA) of 90% or higher with no grades below an 85 in any course.
- Honors: High school students earn honors with a grade point average (GPA) of 85% with no grade below an 80 in any course.

Valedictorian & Salutatorian

All numerical grades earned from high school courses (9th-12th grade) will be used to calculate the GPA. All courses are weighted according to the number of meeting times per week, and the level and duration of the course.

Valedictorian/Salutatorian honors shall be determined at the end of the third quarter of the 12th grade. The senior class member with the highest weighted GPA will be named valedictorian, provided a minimum unweighted GPA of 85% is achieved. The individual with the second highest weighted GPA will be named salutatorian, provided a minimum unweighted GPA of 85% is achieved.

In order for a grade to be part of a GPA computation, it must be submitted directly from an accredited institution, whether it is another high school, a distance learning program, or an accredited homeschool course. If necessary, the guidance counselor, in consultation with the superintendent's administrative assistant and the educational institution, will determine the numerical value of any submitted letter grades. In no case shall a grade submitted by a parent be considered eligible.

To be eligible for valedictorian or salutatorian honors, a student must be enrolled at the Block Island School for at least 12 of the 16 academic quarters during grades 9-12. The student must be enrolled at the Block Island School from the first day of the third quarter of grade 12 through

graduation. During any breaks of enrollment the student must complete all course work through an accredited school or program. Time spent enrolled in accredited programs and institutions shall not be construed as a break in this continuum as long as the student spends at least half of the year in question at the Block Island School.

National Honor Society: Block Island Chapter

In order to be eligible for the National Honor Society a student must earn a GPA of at least 85% at the end of grade 10; have an 85% GPA quarter one of junior year; and have no grade lower than 70%. Students who meet these academic criteria will then be invited to apply for admission to the honor society by completing the following:

- submit two letters of recommendations from a faculty or community member not related to the student
- document at least twenty hours of community service and evidence of leadership activities in school and in the community
- receive acceptable character ratings from faculty members

Contact the National Honor Society advisor Roberta Closter for more information.

Honors Program

Students in grades 9 through 12 may elect to earn honors credit for specific honors designated courses. Honors courses are designated as such in the Program of Studies. Offerings may differ from year to year. Honors credit is earned through exemplary work and entails intellectual curiosity, academic accomplishment, and responsibility above and beyond that which is typically expected in the classroom. It is expected that students seeking honors have a history of on time and exemplary classroom work.

Students who wish to select an honors course must do so during the course selection period of the preceding year. Students must have an 85 or higher Semester One grade in their current class in that academic area to be eligible. Their selection request will be approved by the teacher as part of the course selection process. At the start of the next school year, students will review expectations and responsibilities with their teacher. Some teachers may require the students to sign a contract at that point specific to the requirements and demands of their particular class. During the course change period at the start of the school year, students will have the opportunity to decide not to pursue the honors path and to return to the college prep level. After the course change period ends, no changes can be made and students are expected to remain at the honors level through the end of the school year.

Grades in the honors courses are weighted due to the additional, more challenging work involved and therefore are multiplied by a factor of 1.07 for the purposes of determining grade point average.

SCHOOL COUNSELING SERVICES

The mission of the Block Island School School Counseling Department is to provide services that allow all high school students to develop the educational, career and social goals that are part of their Individual Learning Plan (ILP) in order to become life-long learners and responsible self-directed individuals.

The ILP is based on nine counseling standards published by the American School Counselor Association, and has been adopted by RIDE and the Block Island School.

- Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- Students will graduate with the essential academic preparation for choosing from a range of postsecondary options, including college.
- Students will understand the relationship of academics to the world of work, and to life at home and in the community
- Students acquire the skills to investigate the world of work in relation to self-knowledge and to make informed career decisions.
- Students will employ strategies to achieve future career success and satisfaction.
- Students will understand the relationship between personal qualities, education and training, and the world of work.
- Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
- Students will make decisions, set goals, and take necessary action to achieve goals
- Students will understand safety and survival skills.

School Counseling activities will include but not limited to:

- Individual meetings for the purpose of post-secondary planning
- Individual meetings for appropriate academic placement/course registration
- Informational newsletter and school website posting regarding testing and scholarship opportunities, college and career planning
- Providing informational programs on a variety of school and post secondary related topics
- Employment and military information as needed
- Referrals to outside programs and agencies as needed
- Consultations with teachers and other professionals
- Assistance with college application / essay process
- Small group meetings with individual classes for the purpose of disseminating information

The counselor is available to meet with students one (1) to two (2) days per week. The School Counselor will let students know which days she/he will be in the following week.

Student/Parent conferences are available as needed to address students' academic, personal, social, & emotional concerns.

REQUIREMENTS FOR GRADUATION

(See Policy #FBF Graduation Requirements)

Students must demonstrate proficiency in applied learning skills such as problem solving, critical thinking, research, reflection, and evaluation in courses across a wide curriculum that meet Rhode Island Grade Span Expectations (GSEs). Proficiency is demonstrated by passing end-of-course, performance-based assessments linked to GSEs, and by a Senior Project/Exhibition. *

Every student must be fully scheduled (35 periods) each year in high school. If a student does not complete the minimum graduation requirements, then he or she will not be granted a diploma, nor be allowed to participate in senior activities and graduation ceremonies.

Requirements for graduation are as follows:

- Successful completion of a minimum of 23 course credits (Carnegie Units)
- 4 credits of English
- 4 credits of Math (Algebra I & II, Geometry required for Class of 2028 and beyond, PreCalculus recommended for the 4th year of Math).
- 3 credits of Social Studies
- 3 credits of Laboratory Science**
- 2 credits of Physical Education
- 1 credit of Health
- 1 credit of Computer Applications
- 0.5 credit of Fine Arts
- 0.5 credit of Personal Finance
- 2 credits of the same World Language (Class of 2028 and beyond)
- Successful completion of Senior Project/Exhibition*(.5 credit)
- Civics (0 credit earned for class of 2028 and beyond)
- General Electives**

*Successful completion and presentation of a **Senior Project/Exhibition**. With initial planning actually beginning during the junior year, students do fieldwork on a research topic of their choice along with a mentor who has expertise in the chosen field. Students then compose a research paper of 8-10 pages, and make a subsequent presentation that summarizes their project to teachers, parents, and members of the community. Contact the Senior Exhibition Coordinator for additional information.

**For students who plan to enroll in a four-year college or university directly from high school, science courses should include biology and chemistry; mathematics should include Algebra 1 and 2 plus Geometry with PreCalculus recommended. Class of 2028 students and beyond are required to take Algebra 1, Algebra 2 and Geometry. In addition, college bound students should complete a minimum of two consecutive years of the same foreign language and consider choosing electives in line with their interests and goals. Please note that beginning with class of 2028, 2 years of the same foreign language is required as per RIDE.

MANDATORY STUDENT LEARNER OUTCOMES

The statements below describe the Student Learner Outcomes required for graduation from the Block Island School. Each learner outcome, accompanied by its own rubric, constitutes a measurable indicator of proficiency in an area. In order to be eligible for a diploma, students must demonstrate proficiency a total of three times in each learner outcome. Rhode Island Grade Span Expectations (R,W,OC,M), Applied Learning Standards (NS-AL), and/or content standards (G&C,VA, HIO) are referenced in () when applicable.

The student will:

1. *communicate effectively in oral and written form;*
 - 1.01 The student is able to organize and convey information in written form (e.g. an informational report, persuasive writing, or procedure). (W-10-6,7,8;NS-AL-A2)
 - 1.02 The student is able to demonstrate interactive listening. (OC-10-1;NS-AL-A2)
 - 1.03 The student is able to make oral presentations. (OC-10-2)
2. *demonstrate an ability to read and process information well;*
 - 2.01 The student is able to understand, analyze, and interpret literary texts. (R-10-4,5,6)
 - 2.02 The student is able to understand, analyze, and interpret informational texts. (R-10-7,8)
3. *demonstrate and apply mathematical skills and concepts;*
 - 3.01 The student demonstrates an understanding of numbers and operations by accurately solving problems. (M-NO-10-2, 4)
 - 3.02 The student demonstrates conceptual understanding of geometry and measurement of solving problems. (M-GM-10-2,4,5,6,7,9)
 - 3.03 The student demonstrates conceptual understanding of algebraic expressions and equality by solving problems. (M-AF-10-1,2,3,4)
 - 3.04 The student is able to interpret and analyze data and statistics and solve problems involving probability. (M-DSP-10-1,2,3,4,5)
4. *demonstrate a sense of personal, social, and civic responsibility;*
 - 4.01 The student demonstrates an understanding of his/her civic responsibility and rights as a citizen (exam may be used as a partial indication of understanding).(G&C 1,2,3,4)
5. *demonstrate proficiency in science;*
 - 5.01 The student demonstrates the ability to extend his or her knowledge of scientific principles through inquiry and critical analysis. (PS2[9-11]-6, LS1[9-11]-1, LS4[9-11]-9)
6. *use the research process in order to develop reasonable conclusions;*
 - 6.01 The student will research by reading multiple sources to solve a problem, make a decision, to formulate a judgment, or support a thesis. (R-10-15)
7. *demonstrate knowledge of positive health habits;*
 - 7.01 The student understands ways in which s/he can enhance and maintain his/her own health and well-being.(RIDE HIO 1)
8. *demonstrate proficiency in the use of technology in everyday life;*
 - 8.01 The student is able to create, edit, and revise in digital format.(NS-AL-A3)
9. *apply problem solving strategies in purposeful ways;*
 - 9.01 The student is able to use a variety of strategies to solve a problem.(NS-AL-A1,A4)
10. *create, perform, and/or respond to performing or fine arts.*
 - 10.01 The student is able to create, perform, and/or evaluate a piece of visual art, music, dance, or theater, showing evidence of analysis, synthesis, and evaluation.(VA 1.2,2.2,5.2)

A. Applied Learning Standards:

NS-AL	A1	Problem Solving
	A2	Communication Tools/Techniques
	A3	Information Tools/Techniques
	A4	Learning and Self-Management Tools/Techniques
	A5	Tools and Techniques for Working with Others

B. Early Graduation Program

The Block Island School encourages students to remain in school for the full sequence of years in order to provide the best possible preparation for post-secondary life. It is recognized that, in a very small number of cases, graduation at the end of eleventh grade or during twelfth grade (Early Graduation) may be both possible and beneficial. Students considering early graduation are encouraged to explore dual enrollment as a preferred alternative (see section C). Early graduation is a serious step and should be considered and attempted only after careful consideration and review by a student and family conducted in consultation with school personnel. For a realistic chance of success, students considering early graduation should minimally have earned 14 credits and be on track with required courses at the end of grade 10.

1. Students attempting early graduation must fulfill the graduation requirements of the Block Island School. No graduation requirements shall be waived. Students attempting early graduation bear the responsibility of fulfilling the necessary course credits and all other requirements prior to graduation. Administrative approval is required.

2. Students attempting early graduation are considered in the appropriate grade according to credits earned: attempting early graduation does not confer senior status in and of itself. Students successfully completing early graduation may participate in graduation and related activities along with all other successful graduates. Should graduation requirements not be fulfilled early, the student may participate in the graduation ceremony after which requirements are met.

C. Dual and Concurrent Enrollment

The dual and concurrent school enrollment program allows eligible students to take college level and/or enrichment courses at the same time he/she is taking courses at the Block Island School. Concurrent courses are taught by a BI teacher and take place during the school day. Dual courses are taught by an instructor outside of the BI school such as a professor/instructor at a local college/ The costs associated with dual and concurrent courses vary. ACN and Dual Enrollment at CCRI. RIC and URI are currently paid for by Prepare RI. All other courses are the responsibility of the family.

Grade Status

Students progressing towards graduation move from grade to grade according to credits earned. It is the intent to allow students to move through the grades as long as they maintain a pace of earned credits that reasonably allows graduation requirements to be fulfilled through a regular year schedule at the Block Island School. Such status shall be determined accordingly:

<u>Grade</u>	<u>Credits</u>
Sophomore (10)	5
Junior (11)	10
Senior (12)	16

SPECIAL EDUCATION SERVICES

Karen MacBeth, Director of Special Education, kmacbeth@bischool.net

Michael O'Brien, Special Educator, mobrian@bischool.net

Victoria Carson, Special Educator, vcarson@bischool.net

Kathleen Mello, Special Educator, kmello@bischool.net

What is Special Education?

Special Education is specially-designed instruction provided to children who are identified with a disability. A child is determined to have one of 13 disabilities by a team, based on evaluation in accordance with regulations, which adversely affects educational performance to the degree that special education and related services are required. Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction—(i) To address the unique needs of the child that result from the child's disability; and (ii) To ensure access of the child to the general curriculum. The federal law under which children are identified and served is the Individuals with Disabilities Education Improvement Act of 2004. Rhode Island establishes state regulations for implementing IDEA: Rhode Island Regulations Governing the Education of Children with Disabilities - effective 1/9/2019 to current.

Who Is Eligible?

Areas of disability served under the law are:

Autism Spectrum Disorder Deafness Visual Impairment including blindness Orthopedic Impairment Deaf-Blindness Speech or Language Impairment Emotional Disturbance	Hearing Impairment Other Health Impairment Multiple Disabilities Specific Learning Disability Traumatic Brain Injury Intellectual Disability Developmental delays includes ages 3 through 8
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The Referral Process

- A parent, teacher, or administrator may make a referral to the Evaluation Team (ET).
- A referral form (available in the Special Education office) must be completed.
- Before a referral is made to the Evaluation Team, a student is typically referred to the Response to Intervention Team (RIT) / Multi Tiered System of Support (MTSS) for immediate intervention.
- The concern can be about academic, emotional, or behavioral performance.
- The parent **must be** informed when a referral is being made.
- The Evaluation Team, which includes parents, will convene to determine if evaluations are needed.
- Parents are required to sign a consent form before any testing will occur.
- The Evaluation Team reconvenes after testing is completed to determine if the child is eligible for special education services.
- Parents must execute a consent form before any services can be provided.
- The process is governed by regulatory guidelines to ensure timeliness and the protection of parent/student rights.

The Evaluation

The Evaluation Team may recommend the following assessments for a suspected disability: Psychological, Educational, Classroom observation by a team member other than the child's teacher, a social history (completed by the school social worker), a speech or language evaluation, or other evaluations the team feels are needed. The evaluation must be completed within 60 calendar days upon receipt of parental consent.

Disability Determination Meeting

Should your child be diagnosed with one of the above conditions, or if you or your child's teacher suspects a disability, a referral form should be obtained from the Office of Pupil Personnel Services. The Evaluation Team will meet to review the referral and decide if further evaluation is necessary. The Evaluation Team (ET) may consist of the following: Special Education Administrator, Principal, Parents, Regular Education Teacher, Special Education Teacher, Speech/Language Pathologist, School Psychologist, Social Worker, and related service provider if appropriate. When all the evaluations are completed, the Evaluation Team, including the parents, review the results as a team to determine if your child meets the criteria for eligibility under one or more of the eligible disability categories. If identified with a disability two additional standards must be determined: does the disability adversely affect performance in school and does the student require specialized instruction. Should all three criteria occur, an Individual Education Program (IEP) will be proposed. The program includes goals, objectives, and basis for measuring progress towards meeting the goals within a specified period of time.

What is an IEP?

Once a child is determined eligible for special education services, and the parents consent to the child receiving services, an individual education plan (IEP) is written. The IEP is a document identifying a student's needs and current level of performance, including strengths and weaknesses. The plan is written for one year, is reviewed at least annually and revised based on the child's progress. A parent, teacher, or any service provider may request an IEP review which must take place within 10 school days.

For more information about Special Education please, contact:

Director of Special Education, Karen MacBeth at kmacbeth@bischool.net 401-466-5600
Administrative Assistant, Hanna Martin at hmartin@bischool.net 401-466-5600

SECTION 504 PLAN

What is a Section 504 Plan?

A Section 504 Plan is guided by the Americans with Disabilities Act (ADA) to ensure that a student with a disability has access to accommodations that improve academic functioning. In order to qualify for a 504 Plan, a student must have a diagnosis for a physical or emotional disability, or impairment (e.g., ADHD) that restricts one or more major life activities (e.g., attention, class participation).

A Section 504 Plan can also provide extended time or small group administration for statewide testing for your child. It can allow for accommodations like frequent breaks, fidgets, or modified homework assignments.

For more information about Section 504 Plan please, contact:

Dr. Pamela Austen, Principal pausten@bischool.net 401-466-5600

SOCIAL WORK

Madison Carey, Social Worker, mcarey@bischool.net
Camille Starr, Interim Social Worker, cstarr@bischool.net

The School Social Worker at the Block Island School can provide services to all students Pre-K through twelfth grade. The services of the social worker are available to the entire school population. Services included are:

- Completing social histories and home visits for “identified students”
(with an IEP or 504)
- Providing social, emotional and academic support
- Social skill training
- Empathy training
- Crisis Intervention
- Group Work
- Behavior Management

Consent from the parent is required for a child to seek scheduled and on-going services. The parent with physical custody of the child at the time of referral can grant consent. However, students may be referred to the School Social Worker on an “as needed basis” prior to obtaining consent. Under such circumstances, parents will be notified as soon as possible.

What is Social Work?

“The applied science of helping people achieve an effective level of psychosocial functioning...”
Barker, R. (2003). The Social Work Dictionary. (4th ed.). Washington D C: NASW Press.

Mission:

“To enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed and living in poverty” NASW Code of Ethics, (1999).

ENGLISH

Maureen Flaherty, mflaherty@bischool.net
Michael Petrik, mpetrik@bischool.net

Overview of Grades 8-10

The goals of the English/Language Arts program are to develop precision, fluency, and creativity in the fundamental communication areas (reading, writing, speaking, and listening); to understand the nature, history, structure, varieties, and power of the English language; to experience, appreciate, and enjoy significant literary texts and the values inherent in these works.

Overview of Grades 11 & 12

The last two years of the English program at the Block Island School are designed to build students' strengths as close readers and critical thinkers through engagement with diverse texts and through the production of a wide-range of writing. Emphasis will be placed on building students digital literacy and research skills in preparation for writing across the curriculum, professional careers, and further academic studies.

REQUIRED COURSES:

Fundamentals of Writing (009)	Grade 8	0 Credit
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Course Description:

This course provides the students with opportunities to establish a firm foundation in the basic skills of communication, particularly grammar, academic writing, listening, and speaking.

Student Learner Outcomes Assessed: 1.01, 1.02, 1.03, 2.02

English 8 Literature (010)	Grade 8	0 Credit
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Course Description:

This course follows the broad outline of the Savvas Realize myPerspectives Grade 8 English and Language Arts curriculum. It is designed to help students improve their reading, writing, speaking, and listening skills. The writing process is stressed to improve both clarity of writing and proficiency with writing mechanics. Students study a variety of literary genres.

Student Learner Outcomes Assessed: 1.01, 1.02, 1.03, 2.01, 2.02

English 9 (020)	Grade 9	1 Credit
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Course Description:

This course follows the broad outline of the Savvas Realize myPerspectives Grade 9 English and Language Arts curriculum. It is designed to help students improve their reading, writing, speaking, and listening skills. The writing process is stressed to improve both clarity of writing and proficiency with writing mechanics. More research-based papers will be assigned. We will continue to read challenging works of classical literature alongside more modern works.

Student Learner Outcomes Assessed: 1.01, 1.02, 1.03, 2.01, 2.02

English 10 (030)	Grade 10	1 Credit
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Course Description:

This course follows the broad outline of the Savvas Realize myPerspectives Grade 10 English and Language Arts curriculum. It is designed to help students improve their reading, writing, speaking, and listening skills. Independent readings are required on a quarterly basis. The writing process is stressed to improve both clarity of writing and proficiency with writing mechanics. More research-based papers will be assigned.

Student Learner Outcomes Assessed: 1.01, 1.02, 1.03, 2.01, 2.02, 6.01

English 11 (040)

Grade 11

1 Credit

Course Description:

This course follows the broad outline of the Odell Education High School Literacy Grade 11 English and Language Arts curriculum. Major writing assignments include research based argumentative essays, a textual analysis, and narrative writing. We will continue to develop students' skills in analyzing complex literary and informational texts as we read a range of works and genres drawn from both classics and contemporary literature, including *Binti* by Nnedi Okorafor, *The Open Boat* by Stephen Crane, *The Marrow Thieves* by Cherie Dimaline; excerpts from *Hamlet* and W.E.B. DuBois *The Souls of Black Folk* and a wide-range of works of poetry.

Student Learner Outcomes Assessed: 1.01, 1.02, 1.03; 2.01, 2.02; 6.01; 8.01; 9.01; 10.01

English 12 (050)

Grade 12

1 Credit

Course Description:

This course follows the broad outline of the AP Literature and Composition course. Students will engage with literature in a variety of forms and genres with a focus on preparing for their futures and for the reading, writing, and critical thinking that will be required of them. Major writing assignments will include a Personal Narrative that aligns with the Common Application Essay, a textual analysis, and their research-based argument for their senior paper. Along with selected short works, we will read *Persepolis* by Marjane Satrapi, *A Streetcar Named Desire*, and other book length works. Our focus when reading will be on understanding diverse perspectives and complex ideas, analyzing central ideas and character development, and understanding rhetoric.

Student Learner Outcomes Assessed: 1.01, 1.02, 1.03; 2.01, 2.02; 6.01; 8.01; 9.01; 10.0

English 11 Honors (040H)

Grade 11

1 Credit

English 12 Honors (050H)

Grade 12

1 Credit

Course Description:

Honors course work is a supplement to the regular course work of each class and consists of independent analytical reading, writing, and mixed media assignments as well as leading class discussions and presenting their independent work to either the English 11 or 12 class. Over the course of the year in honors, you can plan to read approximately four-book length works in addition to the usual English 11 or 12 coursework. Some of those works will be assigned, and some will be selected by the individual, but they will all connect to our English 11 or 12 coursework.

Prerequisite: Semester One average of 85 or above in the current English class. Receiving teacher will review and approve as part of the course selection process.

AP English Literature and Composition

Grade 12

1 Credit

Course Description:

Learn how to understand and evaluate works of fiction, poetry, and drama from various periods and cultures. Students will read literary works and write essays to explain and support their analysis of them. This class will also include all of the work being completed in English 12, but will supplement those readings and assignments with additional challenging texts that require students to produce independent literary analysis at a college level.

ELECTIVES:**Creative Writing (067)****Grades 10-12****1 Credit****Course Description:**

This course will engage with three major genres of creative writing: Fiction, Poetry, Creative Nonfiction. We will read a variety of works in each genre, with an emphasis on reading as writers and paying attention to the elements of craft used by authors to develop a strong voice and convey meaning. In addition students will produce their own pieces of poetry, fiction, and creative non-fiction. Our course will also include an introduction to the workshop process and the workshopping of student writing in all three genres. After the workshops students will select some work to revise and resubmit as a part of their end-of-the-year Creative Portfolio.

Throughout the year we will touch on the publishing process and students will be encouraged to submit their revised work for publication.

Student Learner Outcomes Assessed: 1.01, 1.02, 1.03, 2.01, 2.02, 10.01

Advanced Creative Writing**Grades 11-12****1 Credit****Course Description:**

This course will run concurrently with the Introduction to Creative Writing. Students will read independently from a list based on their interests designed in conjunction with the teacher.

Writing assignments will build upon assignments from the previous course, but students will focus on revising their work, mentoring the Creative Writing students, and submitting their work for publication.

MATHEMATICS

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Julia Arena, jarena@bischool.net

Jessica Wood, jwood@bischool.net

Overview

Mathematics is a key ingredient in many facets of our daily life. These include construction, scientific advancement, medicine, music, banking and personal finance. Therefore, it is imperative that each student has a solid foundation in Mathematics in order to be academically equipped to be successful in these real life endeavors. Currently, Algebra 1, Geometry, Algebra 2, and Pre-Calculus comprise the traditional mathematics curriculum at Block Island High School. Students however, may elect to pursue advanced mathematics through online college programs or virtual high school.

REQUIRED COURSES:

Math 8 (110)

Grade 8

0 Credits

Course Description:

This course is designed to meet the 28 Common Core grade 8 mathematical standards and prepare students for the new state assessments called PARCC (Partnership for Assessment of Readiness for Colleges and Careers). Students will work with rational and irrational numbers, radicals, and integer exponents, linear relationships, functions, congruence and similarity, the Pythagorean Theorem, three-dimensional figures, and bivariate data. (NOTE: Seventh grade students may be eligible to be placed in Algebra 1 instead of Math 8 for their 8th grade math class based on teacher recommendation, strong past math performance and the student's level of maturity.)

Student Learner Outcomes Assessed 3.01, 3.02, 3.03, 3.04

Students use Eureka math²

Prerequisite: Successful completion of Math 7

Algebra I (130)

Grade 9

1 Credit

Course Description:

This course is designed for all students, who have met the Grade 8 Common Core Standards in Numbers and Operations, Algebra, Geometry, and Probability and Statistics. Students will work on number systems and algebraic expressions and equations, inequalities, word problems, and graphing. Students will have their grade computed based on class participation, study skills, homework, quizzes, tests, midterm exam, and an end of the year.

Student Learner Outcomes Assessed 3.01, 3.02, 3.03, 3.04

Students use Pearson Algebra 1, CPM's Core Connections Algebra, Martin-Gay with MyMathlab

Prerequisite: Successful completion of Math 8 or Teacher Recommendation

Geometry (140)

Grade 10

1 Credit

Course Description:

This course is designed for all students, who have met the Algebra 1 Common Core Standards in Numbers and Operations, Algebra, Geometry, and Probability and Statistics. Students will review selected Algebra 1 topics, Geometry topics will include, but not be limited to, proofs, area of two dimensional geometric figures, lateral area, total area, and volume of geometric solids, and similar solids. Students who are enrolled in this course will have their grade

computed based on class participation, study skills, homework, quizzes, tests, midterm exam, and an end of the year assessment.

Student Learner Outcomes Assessed 3.01, 3.02, 3.03, 3.04

Students use Pearson Geometry, CPM's Core Connections Algebra, Martin-Gay with MyMathlab

Prerequisite: Successful completion of Algebra I

Algebra II (135)

Grade 11

1 Credit

Course Description:

This course is designed for all students, who have met the geometry Common Core Standards in Numbers and Operations, Algebra, Geometry, and Probability and Statistics. Students will review selected Algebra 1 and Geometry topics. Algebra II topics will include but not be limited to Geometry topics, solutions of equations in one or two variables, factoring, synthetic division, radicals, complex numbers and systems of equations. Students who are enrolled in this course will have their grade computed based on class participation, study skills, homework, quizzes, tests, midterm exam, and an end of the year assessment

Student Learner Outcomes Assessed 3.01, 3.02, 3.03, 3.04

Students use Pearson Algebra 2, Martin-Gay with MyMathlab

Prerequisite: Minimum grade for Algebra I or Geometry of 70% and/or with a sufficient score on a placement test (as needed) / Teacher recommendation.

Precalculus (150)

Grade 12

1 Credit

Course Description:

This course is appropriate for students who are considering further education in mathematics, business, science or engineering. It covers topics in advanced algebra, trigonometry and analytic geometry. Graphing calculators are used to explore mathematical relationships and to solve problems. Graphing calculators are recommended.

Student textbooks T.B.D.

Prerequisite: With the institution of the Common Core Standards, Block Island students will be prepared for precalculus upon successful completion of Algebra II and/or with a sufficient score on a placement test (as needed) / Teacher recommendation.

ELECTIVES:

AP Computer Science Principles (750)

Grades 11-12

1 Credit

Course Description:

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. This is a college-level introduction to computational thinking / programming course following the College Board AP Computer Science Principles standards. It includes a course-long programming project, and a course-long research paper on the impact of computing on society. It teaches computing creativity, algorithms, data management, about the Internet, and computer programming. Some of the topics covered in this course will be data representation, HTML, CSS, JavaScript, and Cyber Security. URI College credits (4) for CSC 106 are awarded under the State's Concurrent Enrollment program upon successful completion of this course.

Prerequisite: Students must have a GPA of at least 85 and instructor recommendation.

SCIENCE

Roberta Closter, robertac@bischool.net

Joanne Bernier, jbernier@bischool.net

Overview

The Block Island School Science Department seeks to foster thoughtful use of the scientific process to ask and answer questions about the scientific principles that guide our natural world. Teaching methods emphasize critical thinking, organization, and evaluation of accepted and alternative solutions to prove and disprove hypotheses and theories and test scientific laws. A variety of teaching methods and activities are used to support and encourage diverse learning styles. Use of hands-on laboratory activities, computer technology and community resources for learning are stressed. At least five science courses will be offered each school year. The combination of advanced and elective science courses such as, Field and Marine Biology, and Human Anatomy offered in any one school year will be based on both department and student needs.

REQUIRED COURSES:

Physical Earth and Space Sciences I (334)

Grade 8

0 Credit

Course Description:

This is course I of a two course sequence (8th and 9th grades) in Physical, Earth and Space Science. This inquiry based, hands-on course will integrate physics and chemistry concepts with earth and space concepts. Course I covers scientific measurement, the scientific process, earth mapping, principles of motion and force, Newton's Laws, basic properties of matter, temperature and heat, atoms and the periodic table, chemical compounds, changes in matter, earth's history and rocks, and forces changing the earth. Each unit will include investigative labs, and students will keep an ongoing science log that tracks their work, ideas, and scientific writing over time.

Student Learner Outcomes assessed:

Textbook: Open Sci Ed, Physical, Earth and Space Science: An Integrated Approach (CPO Science 2010) and accompanying investigation and resource materials.

Physical Earth & Space Sciences II (335)

Grade 9

1 Credit

Course Description:

This is the second of a two course sequence (8th and 9th grades) in Physical, Earth and Space Science. This inquiry based, hands-on course will integrate physics and chemistry concepts with earth and space concepts. Course II covers Earth's atmosphere and weather, chemical cycles and climate change, electricity and magnetism, plate tectonics and forces that change the earth, water and solutions, water systems, weathering and erosion, waves and sound, light and optics, the solar system, stars and exploring the universe. Each unit will include investigative labs, and students will keep an ongoing science log that tracks their work, ideas, and scientific writing over time.

Student Learner Outcomes assessed: 1.01, 1.03, 2.02, 3.01, 5.01, 6.01, 9.01

Textbook: Open Sci Ed, Physical, Earth and Space Science: An Integrated Approach (CPO Science 2010) and accompanying investigation and resource materials.

Physical, Earth and Space Sciences II Honors (335 H)

Grade 9

1 Credit

Course Description:

Honors PES II is available to interested students, pending faculty and guidance counselor approval. Students earn honors credit within the regular PES II section (see course description above) by extending their knowledge through honors-level research, projects, and presentations that are in addition to the regular course section requirements.

Student Learner Outcomes assessed: 1.01, 1.03, 2.02, 3.01, 5.01, 6.01, 9.01

Textbook: Foss Web texts and online materials, and Physical, Earth and Space Science: An Integrated Approach (CPO Science 2010) and accompanying investigation and resource materials.

Prerequisite: Semester One average of 85 or above in the current science class. Receiving teacher will review and approve as part of the course selection process.

Biology (340)

Grade 10

1 Credit

Course Description:

This course develops an understanding and appreciation of biological concepts including unity and diversity of life, levels of organization inherent in all life, form follows function, interaction of life with its environment, relationship between evolution and adaptation, mechanisms of genetics, and manipulation of genetic material to artificially select for certain traits. Assessments will include homework, laboratory reports, quizzes, tests, simulation and/or dissection labs, scientific reports, and demonstration of scientific principles through hands-on projects.

Student Learner Outcomes assessed: 1.01, 1.03, 2.02, 5.01, 6.01

Textbook: Biology (Miller and Levine, 2021) and accompanying resource materials.

Biology Honors (340 H)

Grade 10

1 Credit

Course Description:

Honors Biology is available to interested students, pending faculty and guidance counselor approval. Students earn honors credit within the regular Biology section (see course description above) by extending their knowledge through honors-level research, projects, and presentations that are in addition to the regular course section requirements.

Student Learner Outcomes assessed: 1.01, 1.03, 2.02, 5.01, 6.01

Textbook: Biology (Miller and Levine, 2021) and accompanying resource materials

Prerequisite: Semester One average of 85 or above in the current science class. Receiving teacher will review and approve as part of the course selection process.

Chemistry (360)

Grade 11-12

1 Credit

Course Description:

This course exposes students to the fundamental concepts associated with matter and changes in matter. The project driven/inquiry based approach includes challenging projects and investigations to help students explore and integrate quantitative and qualitative analysis, electrochemistry, thermodynamics, kinetics and the periodic table. Students apply basic principles of chemistry to real world activities such as movie special effects, board games, artistic media, toy development, cooking/nutrition and forensic evidence.

Student Learner Outcomes assessed: 1.01, 2.02, 3.01, 5.01, 6.01, 9.01

Chemistry (Open Sci Ed) and accompanying online resource materials.

ELECTIVES:**Forensic Science (376)****Grade 11-12****1 credit****Course Description:**

Forensic Science is designed around authentic performance assessments with students working individually and in teams to solve crimes using scientific knowledge and reasoning. This course will incorporate all areas of science including biology, anatomy, chemistry, physics, and physical science with an emphasis in reasoning and critical thinking.

SOCIAL STUDIES

Jayne Conway, jconway@bischool.net

Overview

The Social Studies curriculum is designed to give each student an understanding of the contemporary world. Our core subjects are geared towards providing students with the ability to analyze, interpret, and contemplate the significant people, events, ideas, beliefs, and values that created the world we live in today. The high school curriculum includes four history courses that are designed to expose students to the development and evolution of world history.

REQUIRED COURSES:

Civics (210)

Grade 8

0 Credit

Course Description:

In this year-long course, students and teacher will explore the role of government in people's lives in the United States. Students will investigate the rule of law and how it is applied in the US. Students will have opportunities to access and gather information through reading, writing, listening, and the use of technology. In addition, students will practice analyzing information, communicating effectively (through writing and speaking), and utilizing problem solving strategies. Student's content knowledge and academic skills will be evaluated through analytical writing, verbal and visual presentations, unit tests, a final exam, homework, and participation in class discussions.

Student Learner Outcomes: 1.01, 1.02, 1.03, 2.01, 2.02, 4.01

Western Civilization (245)

Grade 9

1 Credit

Course Description:

In this year-long course, students and teacher will explore the main events, people, and themes that have shaped world history from the Fall of the Roman Empire through the Enlightenment. Students will have opportunities to access and gather information through reading, writing, listening, and the use of technology. In addition, students will practice analyzing information, communicating effectively (through writing and speaking), and utilizing problem solving strategies. Student's content knowledge and academic skills will be evaluated through analytical writing, verbal and visual presentations, weekly quizzes, unit tests, mid-term and final exams, research papers and participation in class discussions.

Student Learner Outcomes: 1.01, 1.02, 1.03, 2.01, 2.02, 4.01

Textbook: Prentice – World History (2014)

United States History I (233)

Grade 10

1 Credit

Course Description:

This year-long course will introduce students to the main events, people, and themes of US history from the Revolutionary period through the Civil War. Students will have opportunities to access and gather information through reading, writing, listening, and the use of technology. In addition, students will practice analyzing information, communicating effectively (through writing and speaking), and utilizing problem solving strategies. Students' content knowledge and academic skills will be evaluated through analytical writing, as well as verbal and visual presentations, unit tests, mid-term and final exams, research papers and participation in class discussions.

Student Learner Outcomes: 1.01, 1.02, 1.03, 2.01, 2.02, 4.01

Textbook: WW Norton - Give Me Liberty, Volume I (2020)

U.S. History II (235)

Grade 11

1 Credit

Course Description:

This year-long course will begin with Reconstruction and introduce students to the main events, people, and themes of US history from 1877 to the present. Students will have opportunities to access and gather information through reading, writing, listening, and the use of technology. In addition, students will practice analyzing information, communicating effectively (through writing and speaking), and utilizing problem solving strategies. Student's content knowledge and academic skills will be evaluated through analytical writing, verbal and visual presentations, unit tests, mid-term and final exams, research papers and participation in class discussions.

Student Learner Outcomes: 1.01, 1.02, 1.03, 2.01, 2.02, 4.01

Textbook: WW Norton - Give Me Liberty, Volume II (2020)

U.S. History II Honors (235 H)

Grade 11

1 Credit

Course Description:

Students may elect to earn honors credit through exemplary work and entails intellectual curiosity, academic accomplishment, and responsibility above and beyond that which is typically expected in the classroom. Honors course work is a supplement to the regular course work of each class and consists of independent analytical reading and writing assignments as well as teacher supported independent school/community projects. See course description above.

Prerequisite: Semester One average of 85 or above in the current social studies class.

Receiving teacher will review and approve as part of the course selection process.

Student Learner Outcomes: 1.01, 1.02, 1.03, 2.01, 2.02, 4.01

Textbook: WW Norton - Give Me Liberty, Volume II (2020)

ELECTIVES:

Advanced Placement US Government & Politics Grade 11-12

1 Credit

Course Description:

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

Student Learner Outcomes: 1.01, 1.02, 1.03, 2.01, 2.02, 4.01, 6.01

Textbook - WW Norton - American Government & Politics Today (AP Edition) (2022)

Prerequisite: Semester One average of 85 or above in US History II and instructor approval.

WORLD LANGUAGE

Maura Cousins, mcousins@bischool.net

Gabriela Spier, gspier@bischool.net

Overview

The study of a modern world language provides the student with means to communicate with the broader global community. Reading, writing, and speaking all convey gradual acquisition in the target language and support growth in the native language. Studying diverse cultures builds international support and appreciation. The Block Island School offers an intense curriculum in Spanish, which is the fourth most commonly spoken language in the world. Our goal is to develop an appreciation for the Spanish language, art, music, literature, and science. Online opportunities for study in other world languages will be available.

Spanish for Young Learners

Grade 8

NA credit

Course Description:

Spanish for Young Learners (taken prior to 9th grade) provides beginning instruction of the Spanish language. This course prepares students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on concrete topics. These courses introduce the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

Spanish I (501)

Grades 9-11

1 Credit

Course Description:

This course introduces the student to the various countries of the Spanish speaking world and its customs. Students learn basic vocabulary including common verbs and nouns, as well as typical conversational phrases and introductions. Students will learn to describe themselves and others and activities they typically perform. Proper pronunciation is modeled and reproduced. Student knowledge will be assessed with nightly homework, weekly quizzes, and monthly chapter tests addressing vocabulary and grammar concepts.

Student Learner Outcomes assessed: 1.02, 2.02

*¡Qué chévere! **Prerequisite: There are no prerequisites; however, it is recommended that Spanish students have met their grade level expectations in English language courses. Strong memorization skills are helpful.***

Spanish II (502)

Grades 10-11

1 Credit

Course Description:

This course builds upon the vocabulary and grammar structures taught in Spanish I, beginning with a month-long review course. Students learn to describe daily routines, advanced interests, completed events, and practical Spanish to use in travel abroad. Classes are almost exclusively managed in the target language, and many opportunities for reading, writing, and speaking are provided. Student performance is assessed in the same manner as in Spanish I (501) with the expectation that more writing skills will advance beyond the simple sentence.

Student Learner Outcomes assessed: 1.02, 2.02

¡Qué chévere!

Prerequisites and/or Entrance Recommendations:

There are no prerequisites. A final Spanish I course grade of a C+ or higher is strongly recommended before taking Spanish II

Spanish III (503)

Grades 11-12

1 Credit

Course Description:

This Level III course continues to intensify the work of Level II. Therefore, mastery of the skills and vocabulary presented in the second year is expected. More intensive classroom work is done to improve the four skills of communication: reading, writing, listening, and speaking. Increased emphasis on idiomatic use of the language and the finer points of usage extending the student's control of the language as a tool. Required assignments, which include short stories and essays, are more extensive and comprehensive. The student will acquire a broader knowledge of Spanish civilization and culture through the introduction of literature.

Student Learner Outcomes assessed: 1.02, 2.02

¡Qué chévere!, Houghton Mifflin Harcourt, 2013, Collection of readings from Santillana, University of Salamanca

Prerequisites and/or Entrance Recommendations: Students must first pass Spanish II to enroll in this course. A Spanish II course grade of a C+ or higher is strongly recommended before taking Spanish

Prerequisite: Completed Spanish II successfully and/or teacher approval.

Spanish IV HONORS (504) Grade 12 and/or 9 to 12 Spanish Heritage Speakers 1 Credit

Course Description:

The Level IV course is designed to increase proficiency in the skills of speaking, writing, listening, and reading comprehension. Therefore, mastery of the skills and vocabulary presented in the third course is expected. This course is recommended to students who have demonstrated proficiency and high level interest in the language and culture and wish to further refine their language skills. Vocabulary and grammar are consistently reviewed and incorporated into all aspects of the course. Reading is emphasized and it provides a basis for most of the oral and written activities. The student deepens his/her knowledge of culture of Spanish through the study of art, film, and literature. Students enrolled in Spanish IV have the opportunity to enroll in the Early Enrollment Program in conjunction with Rhode Island College's Intermediate Spanish course #113. Those students who enroll and achieve a minimum grade of 80 in both semesters will earn four (4) college credits.

Student Learner Outcomes assessed: 1.02, 2.02

¡Qué chévere!, Houghton Mifflin Harcourt, 2013, Collection of readings from Santillana, University of Salamanca.

Prerequisites and/or Entrance Recommendations: Students must first pass Spanish III to enroll in this course. A final Spanish III course grade of a C+ or higher is strongly recommended before taking Spanish IV

Spanish V HONORS (504) Grade 12 and/or 9 to 12 Heritage Speakers

1 Credit

Course Description:

This course is a study of modern Spanish and Hispanic society and issues, as well as a development of more complex communication skills. Topics studied include global challenges, science and technology, contemporary life, self-discovery, family and community, art, and aesthetics. Students will further develop the interpretive, presentational, and interpersonal modes of communication through reading selections, listening selections, persuasive essays, email responses, dialogues, and oral presentations. Students will analyze the intent, audience, and tone of uncomplicated, lengthy texts. Students will be able to speak and write in strings of sentences and paragraphs to sustain conversation, ask questions, present information, entertain, or persuade

native speakers. This course is recommended to students who have demonstrated proficiency and high level interest in the language and culture and wish to further refine their language skills and/or Heritage Spanish speakers. Students enrolled in Spanish V Honors, have the opportunity to enroll in the Early Enrollment Program in conjunction with Rhode Island College's Intermediate Spanish course #114. Those students who enroll and achieve a minimum grade of 80 in both semesters will earn four (4) college credits.

COMPUTERS/BUSINESS

Matthew Moran, mmoran@bischool.net

Overview

The Block Island School believes that all students should have proficiency in keyboarding as well as software that will be used in the working world. Software applications used in the business community are also introduced.

Computer Applications (704)

Grade 9

1 Credit

Course Description-Graduation Requirement:

This course builds upon computer proficiency that began at the middle level. Students will have instruction on Windows operating systems. In the first semester the student will be introduced to the principles of data science through the CS4RI program. Among the topics covered are data analysis and computational thinking. These will include both pen and pencil activities as well as hands-on projects.

The second part of the course entails Desktop Publishing. Students will be able to create brochures, flyers, and newsletters, as well as be able to import graphics and clip art using Microsoft Publisher. The completion of the unit will be a simulation making various media, as well as creating a logo. The third part of the course will be the use of Microsoft Excel to create spreadsheets, as well as do long calculations. Students will be able to develop formulae to perform tasks. Student progress will be measured through daily in-class work, as well as short projects. The completion of this unit will be a simulation using Excel as part of the day-to-day operations of an amusement park.

Student Learner Outcomes Assessed 8.01

Texts: Learn by Doing: Microsoft Publisher 2013. Business Education Publishing, 2015. Gecawich, Michael. Frillio's Pizza Desktop Publishing Simulation, 2nd edition. Business Education Publishing, 2008.

Learn by Doing: Microsoft Excel 2013. Business Education Publishing, 2014.

Excellent Adventures. Business Education Publishing, 2014.

Personal Finance

.5 credit

Course Description-Graduation Requirement:

2 x week

This RIDE required course (starting with the class of 2023) provides students with skills supporting personal financial literacy aligned to state approved standards. Students learn how to create and manage a personal financial portfolio that will support their need for financial assets for sustainability and growth along with the business metrics investors use to make investment decisions. Based on the six steps of financial planning, students will establish short and long term goals, analyze their cash flow for their current financial situation, develop a budget to improve saving and reduce debt, create financial control statements, develop a personal financial plan, understand the mechanics for establishing good credit-to include consumer laws protecting credit, and ultimately, create and investment portfolio of financial resources. Activities include cash flow analysis, budgeting, methods for increasing net worth, banking, recording and reconciling accounts, understanding paychecks, taxation, stock portfolio management, and investment strategies to include stocks, bonds, and mutual funds. Skills acquired in this course can also help prepare students planning a career in finance or business management. Text book: Bacon, Scott, Gail Colbert, Cindy Fitzhum, et. al.. Financial Fitness for Life, 3rd edition. Council for Economic Education, 2019.

PHYSICAL EDUCATION

Robert Closter Jr., rcloster@bischool.net

Overview

The Block Island School's Secondary Physical Education program is designed to instill the joy of movement in all students grades 8-12. The program emphasis is on the psychomotor, cognitive, and affective areas of physical education. These domains are highlighted through units that are driven by a health-related exercise prescription (NASPE 3, 4, 6) and an appreciation of lifetime sports (NASPE 1, 2, 3).

Physical Education (802) (803) (804) (805) (806) Grades 8-12 .50 Credit Course Description: (no credit grade 8)

The Block Island School physical education student will understand and implement skills that support a positive learning environment and competitive restraint (NASPE 5, 6). The curriculum is sequential and students are exposed to a diverse program that promotes physical activity for a lifetime. Assessment will be in the form of skills tests, skill acquisition and effort rubrics, and knowledge and understanding written quizzes.

Adaptive Physical Education (801) Grades 8-12 .50 Credit Course Description: (no credit grade 8)

For all practical purposes, Adaptive Physical Education is developmentally appropriate physical education. It involves differentiating instruction so the physical activity is as appropriate for the person with a disability as it is for a person without disability. The emphasis of adaptive physical education is to facilitate participation of students with disabilities with typically developing peers in age-appropriate activities.

HEALTH

Dr. Victoria Carson, vcarson@bischool.net

Overview

The High School Health Curriculum begins where the middle level leaves off, building on concepts that students have been studying over prior years, and expanding on prior knowledge. The sequential curriculum follows the Rhode Island Comprehensive Health Instructional Outcomes and National Health Education Standards for each grade level, and is aligned with Common Core Expectations.

REQUIRED COURSES:

Health

Grade 8

0 Credit

Course Description:

Students follow a curriculum aligned with State and National Health Standards, as well as *Common Core* Expectations, to build upon prior knowledge in the areas of Mental, Physical, and Social Health, and begin to employ what they know to become advocates for a Healthy Community and Society, as well as for personal and family health. Students begin more independent exploration of valid health resources, and independently investigate and report on how health-related issues affect society and individuals. Assessments take place in the form of written products (short answer questions as well as longer research pieces), class discussion including manipulatives and visuals to address varied learning styles, and a variety of projects involving output such as posters and brochures. American Heart Association Training in first aid and CPR are also conducted as a part of the class.

Primary Text Used – Teen Health c. 2021

American Heart Association Curriculum and Materials for First Aid and CPR.

Eighth Grade also employs a Safe Dates/Healthy Relationships Component as required by RI Law (2024 Rhode Island General Laws Title 16 - Education Chapter 16-21 - Health and Safety of Pupils Section 16-21-30 - Dating violence policy.)

Health (803) (804)

Grades 9/10

.25 Credit

Course Description:

1x week full year

The series of courses explores the three aspects of health, physical, mental, emotional, intellectual, and social, as equally essential to balanced health and wellness. Students also are guided in exploring resources for valid health information, and work on evaluating the validity and reliability of various sources (the World Wide Web, various magazines, books, and other publications). The consecutive courses guide students through a variety of assignments designed to help them achieve mastery of selected Rhode Island Department of Elementary and Secondary Education – Comprehensive Health Instructional Outcomes – Grade level 9/10 – using curriculum which is aligned to Common Core Expectations. Student knowledge is assessed using written products including posters, brochures, chapter quizzes, and assignments in a question/answer format, as well as participation in class discussions including manipulatives and visuals to address varied learning styles, with the emphasis being increasingly on application of knowledge to resolve or deal with health scenarios which are presented. Students are trained and if eligible certified in American Heart Association First Aid and CPR.

Student Learner Outcomes Assessed 1.01, 1.02, 2.02, 4.01, 6.01, 7.01, 10.01.

Students will use Primary Text – Glencoe Health, c. 2022.

American Heart Association Curriculum and Materials for First Aid and CPR.

9/10 Grade health education also employs a Safe Dates/Healthy Relationships Component as required by RI Law. (2024 Rhode Island General Laws Title 16 - Education Chapter 16-21 - Health and Safety of Pupils Section 16-21-30 - Dating violence policy.)

Health (805) (806)

Grades 11/12

.25 Credit

Course Description:

1x week full year

These classes build upon the concepts taught in the prior courses, expecting students to complete a series of research type assignments. The emphasis here is on students developing their abilities to access and utilize valid health information locally as well as on a broader level. Students do a number of independent research projects as they practice obtaining and evaluating health information. The course content and assignments are designed to help them achieve mastery of selected Rhode Island Department of Elementary and Secondary Education – Comprehensive Health Instructional Outcomes – Grade level 11/12 – using curriculum which is aligned to Common Core Expectations. Student knowledge and, ability to apply that knowledge, is assessed using weekly and longer term assignments (posters, brochures, assignments in a question/answer format), and opportunities for discussion including manipulatives and visuals to address varied learning styles, which review more complex health concepts as well as several research projects on selected health topics. Any text work is based off of the Glencoe Health, c. 2022 program. Students are trained and if eligible certified in American Heart Association First Aid and CPR.

Student Learner Outcomes addressed: 1.01, 1.02, 2.02, 4.01, 6.01, 7.01, 10.01.

11/12 Grade health education also employs a Safe Dates/Healthy Relationships Component as required by RI Law. (2024 Rhode Island General Laws Title 16 - Education Chapter 16-21 - Health and Safety of Pupils Section 16-21-30 - Dating violence policy.)

MUSIC

Maximilian St. George, mstgeorge@bischool.net

Overview

The Music Department encourages all students to work to their full potential within the Music Program offered at the Block Island School. For the success of our students we offer several performance ensembles, music theory, and voice. Students selecting to fulfill their Proficiency Based Graduation Requirements in the Fine Arts must demonstrate proficiency in either Visual Arts or Music. A student selecting Music must demonstrate proficiency in two of the following three domains, one of which must be performing.

Performing

- Perform a varied repertoire alone and with others
- Show evidence of music literacy (ability to read music)

Creating

- Improvise melodies variations and accompaniments
- Compose and arrange music within specified guidelines

Responding

- Listen to, analyze, and describe music
- Evaluate music and music performances
- Demonstrate understanding of relationships between music, the other arts, and disciplines outside the arts.
- Demonstrate understanding of music in relation to history and culture

Music Independent Study (495)

Grades 10-11

1 Credit

Course Description:

5x week full year

This course will provide an opportunity for high school students interested in continuing their musical studies in a small group or with individualized instruction. Students may select from the following instruments: voice, guitar, piano, ukulele and composition. Students will be assessed on individual progress, contribution to the ensemble and performance. As individuals or as an eclectic ensemble students will participate in a minimum of two performances.

VISUAL ARTS

Lisa Robb, lrobb@bischool.net
Marilyn Caruso, mcaruso@bischool.net

Overview

The Block Island School Visual Arts Program incorporates National Art Education Standards, RI requirements and Block Island School Student Learner Outcomes.

The purpose of the Art Program at Block Island School is to heighten awareness of self and sensitivity to our environment through the creative expression of ideas. The art program, process not product-oriented, seeks to foster critical thinking and creative problem solving skills, develop a student's ability to make qualitative visual judgments, and share knowledge of our collective heritage. Block Island School believes that all students shall have the opportunity to be exposed to a core of visual arts knowledge through meaningful and varied experiences. Generally students are assessed on daily performance (50%), homework (20%) and projects/tests (30%).

Foundations in Art II (402)

Grade 8

0 Credit

Course Description:

Fall Semester

Continues Foundation I program by strengthening principles of design, composition, and builds aesthetic vocabulary. Includes creative projects, written and oral presentations, and research. Introduction to High School diploma proficiency in the Visual Arts.

Students use sketchbooks and e-portfolios.

History of Art (404)

Grade 9

.5 Credit

Course Description:

2x/week

The History of Art is a survey class that studies the significance of paintings, drawings, sculptures and architecture throughout history into the modern world. Through hands-on projects, research and class discussions, students in this course will gain an understanding of how the world impacted the arts and how the arts impacted the world. Students use provided handouts and journals. Assessment utilizes self-critiques, reflections and rubrics.

Student Learner Outcomes Assessed 10.01

Students use provided handouts and articles as the primary text.

Drawing I (412)

Grades 10-12

.5 Credit

Course Description

2x week full year

Intensive exploration of drawing styles in various media such as charcoal, graphite, ink, etc., technique and genre (still life, landscape, perspective, people, etc.). Assessment utilizes self-critiques and rubrics.

Students use sketchbooks and e-portfolios.

Prerequisite: Successful completion of Foundations I & II or demonstrated skills proficiency.

Ceramics I (426)

Grades 10-12

1 Credit

Course Description:

5x week full year

(Limited to 7 students)

Students learn the art of hand building and throwing on the pottery wheel. This course focuses on low fire oxidation, and glazes. Students are evaluated on end of term critiques, research papers and a final portfolio and are graded by the quality of their work and the degree of completion of assigned projects or problems. Students are required to keep a digital journal of their work. Cooperation in cleaning up and participation in studio maintenance chores are also

factored into the grade.

Student Learner Outcomes Assessed 1.02, 2.02, 7.01, 10.01

Students use various handouts, Ceramics Monthly, Studio Potter, notebook.

Studio Art

Grade 10-12

1 credit

Course Description:

In the course, students will explore various 2D and 3D media to develop their craft as artists and enrich their portfolio. Each quarter will be a different area of visual arts, beginning with Painting (1st quarter), Printmaking (2nd quarter), Sculpture (3rd quarter) and Photography (4th quarter).

Students will be assessed based on individual projects and a final portfolio.

Students must enroll for the full year for credit.

Prerequisite: Foundations in art, Drawing 1 (preferred)

INDUSTRIAL TECHNOLOGY

Jessica Wood, jwood@bischool.net

Overview

The Block Island School Industrial Technology Department provides students with experiences in all four clusters of technology such as construction, communication, transportation, and manufacturing systems. The program will provide students with the experiences and education necessary for careers involving construction, design, and engineering. Students will have multiple hands-on real life applications that allow them to use the skills they acquire in math, science, and other core subjects. The lessons, projects, and activities involved with the program will teach and challenge the students to become creative problem solvers, innovators, inventors, and entrepreneurs. Throughout the students' work in the classroom they will learn to apply their skills for the advancement of knowledge, and service to the community and the advancement of technology worldwide.

Technical Math

Grade 8

0 credit

Course Description:

This course will provide students with experiences and skills in applying mathematics to automation and robotics situations. It will extend students' proficiency in mathematics, and apply these skills to automation and robotics, technical and/or real world situations and related problems. This course will prepare students for a variety of technical applications, it is not intended to serve as a remedial mathematics course. Technical Mathematics topics will include rational numbers; systems of measurements; tolerances; numerical languages; geometry; statistics; and using tables, graphs, charts, and other data displays. Technology will be integrated as appropriate.

Tech Ed / Intro to Industrial Arts

Grade 10-12

Credit varies (.5-1.0)

In this course students will first learn the basics of woodworking including general shop safety, the proper operation of power tools, hand tools, and woodworking machinery. The students will also have an opportunity to design and build a small project using a 3d printer or laser cutter combined with a computer-aided design program. They will apply mathematical skills during each project while designing and taking measurements. This course is project driven and designed to let the student work and learn at the same time. Students will continue to apply math skills. The course includes basic math concepts as well as essential math vocabulary. Students will demonstrate their understanding of the math concepts of: number operations, place value, fractions, decimals, and solving basic equations.

ADDITIONAL PROGRAMS

English for Multilingual Learners (MLLs)

Grades 8-12

1 Credit

Polly Barnes, pbarnes@bischool.net

Megan Hennessy, mhennessy@bischool.net

Carrah Castellanos- MLL Aid and Bilingual Parent, ccastellanos@bischool.com

English for Multilingual Learners (MLL) provides required, standards-aligned English language development (ELD) instruction and integrated language support for students whose home language is not English. Students are identified using the WIDA Screener and annual ACCESS assessments and placed in services based on assessment results and classroom observation.

Every MLL student in K-12 receives a dedicated ELD instructional period focused explicitly on language development (listening, speaking, reading and writing) aligned to WIDA ELD Standards and grade-level content expectations. In addition to the dedicated ELD block, students receive targeted language support inside their content classes (sheltered instruction, co-teaching, scaffolded materials) and access to home-language resources and translation when appropriate to ensure meaningful participation in grade-level learning. Services are individualized and monitored regularly; placement, progress, and exit decisions follow RIDE regulations and WIDA criteria.

Senior Project (graduation requirement)

Grade 12

.50 Credit

Maureen Flaherty, mflaherty@bischool.net

2x week full year

Senior Project provides students in grade 12 with guidance and regular feedback through the three senior project components: activity, research paper, and oral presentation. It also sets deadlines that, if followed, ensure timely completion of the project.

ADDITIONAL OPTIONS FOR COURSE WORK

A student who is unable to fulfill their ILP goals due to the scheduling limitations of the Block Island School should consult with the school's school counselor. The Block Island School will support the student's program with alternative coursework. No student is assured the availability of alternative coursework beyond what is required for graduation. Decisions on such requests will be based on:

- The capacity of Block Island School to meet the request
- Alignment of the request with the student's ILP
- Availability of existing coursework to meet the need

Some of the alternative programs a student might consider in this case are:

- Edgenuity Courses
- Virtual High School (VHS) Courses
- Independent Study – supervised by a BIS staff member within the school day
- Distant Learning Program such as Keystone, Penn Foster, University of Missouri
- Internships – within the school or in the community (graded on P/F system) (see next page)
- PrepareRI-dual enrollment courses offered by RIDE which includes ACN courses
- Running Start (CCRI)-this program is a full-time 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. In addition, students have an opportunity to explore an academic and career pathway while earning transferable college credits. Seniors take a full-time (12 or more credits) course load for the fall and spring semesters and are eligible to earn college credit for high school graduation simultaneously. Home school, private and out of state students are responsible for tuition and fees.

Under normal circumstances, students would be limited to one alternative credit per year. Exceptions may be approved by the principal if the student's schedule is affected by more than one limitation, such as:

- An irresolvable conflict exists between two or more courses in the student's schedule
- A course needed for graduation, or for a post secondary plan, is not being offered or does not fit into the schedule
- The student has an open period in his/her schedule for which no course is available
- The need to recover credits students failed to earn

Once a student has decided on a course of action, he/she should submit a letter of request to the principal for his/her approval.

INTERNSHIP PROGRAM

Definition of Program: Cooperative Work Study/Internship is a program which permits selected students to be released from school to work or perform a service in related occupational fields. The program is a supervised, coordinated, and accredited school program where accepted students gain realistic employment experiences and receive school credit towards graduation.

Mission Statement: The mission of the Work Study/Internship Program will be to foster post secondary study in an occupational or academic field of interest.

Objectives:

- To demonstrate work related skills such as task completion and punctuality;
- To develop/demonstrate positive work habits;
- To develop responsibility in an independent situation;
- To promote better understanding of the relationship between formal education and job success;
- To facilitate the transition from school to work;
- To provide career guidance that will serve as a sound basis for a career choice.

Who Should Apply?

Work Study/Internship experience is intended for:

- The student who desires to work in a job that is related to his/her expected career or profession.
- The student who is unsure of his/her career direction and would like to explore a variety of job possibilities.
- The student who feels that a supervised work experience outside of school might make school more meaningful to him/her.
- The student intends to seek full-time employment upon graduation and should develop the necessary skills, knowledge, and experience to do so.

Criteria for Participation:

- Limited to 12th graders who:
 - **Must be in good academic standing, passing with an average of 70+ in all classes at the end of the third quarter of junior year.**
 - **Must currently meet all academic requirements for graduation and maintain graduation eligibility during senior year.**
 - **Must not exceed 10% absences (from a total of 180 school days), a total of 13 by the end of the third quarter.**
- Approval of goals set forth by student, parent, project coordinator, and supervisor.
- It is understood that academic schedule is first priority. Work Study/Internship Program is scheduled around academic schedule.
- Passing grade must be maintained in Work Study/Internship Program.
- **NO MONETARY COMPENSATION WILL BE GIVEN TO STUDENTS PARTICIPATING IN WORK STUDY/INTERNSHIP PROGRAM DURING THE SCHOOL DAY.**
- **This is NOT a required program and may be denied or students may be “pulled” from a job experience for unethical, academic, or disciplinary matters. Students who no longer have an internship will be placed in an academic class based on availability.**

Responsibilities:

Student:

- Goal setting meeting between student and program coordinator must be held prior to final approval.
- Goals and objectives must be approved by employer.

- Must submit a weekly log/journal to program coordinator to assure that goals and objectives are being met.
- Must arrange transportation to training site.
- Must report to assignment on time; any day student is not in school he/she will notify supervisor and will not report to work.
- Must report to school assignments when he/she does not report to work.
- Must notify school office of any change in intern status or work schedule.
- Must sign out at school office upon leaving for assignment; sign in at school office upon returning to school.
- Must maintain the confidentiality required of an assignment.
- **Changes in placement will need to be approved by the administration and will be granted only if the internship aligns with the objectives of the program.**

Parent:

- Share with the school the responsibility for the conduct of the student while in training.
- Share with the student the responsibility of goal-setting.
- **Provide the needed equipment, clothing, and transportation the student needs for the work site.**

Employer/Mentor

- Offer the student the greatest possible variety of job experience within the student's capabilities.
- **Sign off on the paperwork needed by the school for the student to work at the work site**
- Permit school representatives to visit the training site to observe student progress.
- Notify the school office any time a student is dismissed from an assignment prematurely or excused from reporting on a specific day.
- Submit bi-monthly evaluations to the school of the student's progress.
- Cooperate with school on any matter requiring disciplinary action.
- **Inform the school, program supervisor of any problems with the student at the work site.**

School:

- **Conduct interview with the student after an application has been submitted requesting a work study/internship program.**
- Arrange interviews between prospective supervisors and students.
- Arrange a mutually agreeable schedule for student's released time.
- Cooperate with supervisors on any matter requiring disciplinary action.
- Maintain open communication with supervisors.
- Arrange for school representative to make at least one on-site visit for each Work Study/Internship Program experience.
- A quarterly academic (pass/fail) grade will be given to the student based on relative evaluation criteria.
- Academic credit will be given based on the number of hours per quarter participating in the Work Study/Internship Program.

Dismissal/Withdrawal: Student may withdraw from program without penalty up to two weeks after entry. Supervisor may dismiss student at any time for cause; student will have the right of due process. If dismissal occurs student should make every effort to enter a course for credit or audit a course if none other is available.

Program coordinator is a faculty member who agrees to oversee program (i.e. vocational education teacher) and/or the guidance counselor or principal.