



# **PROGRAM OF STUDIES**

## **2023-2024**

East Providence High School  
2000 Pawtucket Avenue  
East Providence, RI 02914  
[www.eastprovidencehighschool.com](http://www.eastprovidencehighschool.com)

***East Providence High School***

***Program of Studies***

***2022-2023***

***Grades 9-12***

**Sandra Forand, *Superintendent***

**Celeste Bowler, *Assistant Superintendent***

**Bill Black, *Principal***

***Assistant Principals***

**Lian Furtado, Shane Messier**

***Deans of Students***

**Alex Butler, Jon Stringfellow, and Richard Small**

***Career Technical Director***

**Robert Hanlon**

***Department Chairs***

***School Counselors***

**Kathryn Newman**.....Department Chair  
**Marshall Duran**..... Counselor  
**Patrick O’Brien**..... Counselor  
**Elizabeth Pacheco** ..... Counselor  
**Richard Silva**..... Counselor  
**Robert Traverse**..... Counselor

**Heather Coughlin** - English  
**Maryann LaSorsa** – Fine Arts  
**Ozlem Lamontagne** - Mathematics  
**Sara Duarte** – Health & Phys. Ed.  
**Joel Swan** - Science  
**Michael Silva** - Social Studies  
**Deborah Ormerod** – Special Education  
**Crissa Carlotti** – World Language

East Providence High School does not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status.

Celeste Bowler, Title IX Coordinator, 145 Taunton Ave., East Providence, R.I. 02914 401-435-7500

# Table of Contents

Counseling and Guidance Department.....	4
Honor Societies.....	9
School Personalization.....	9
Curriculum: Course Alignment.....	9
Computer Science Department.....	10
English Department .....	12
Multi-Language Learners.....	17
Fine and Performing Arts Department.....	21
Art.....	21
Music.....	25
Mathematics Department.....	29
Physical Education Department .....	32
Science Department.....	33
Social Studies Department .....	36
Special Education.....	42
World Language Department .....	43
Experiential Pathways.....	46
Career and Technical Education.....	54
CTE Application Procedure.....	54
Automotive Tech Program.....	56
Computer Science.....	57
Construction Technology Program.....	59
Culinary Arts.....	60
Dental Assistant.....	61
Electrical Technology.....	61
Forensics Science.....	62

<b>Graphic Communications.....</b>	<b>63</b>
<b>Health Occupations.....</b>	<b>64</b>
<b>Pre-Engineering.....</b>	<b>65</b>
<b>EPHS Internship Program.....</b>	<b>66</b>

# ***SCHOOL COUNSELING AND GUIDANCE DEPARTMENT***

Welcome to East Providence High School. You are about to participate in and become part of a long and honored tradition known as "Townie Pride." We hope that in the next four years you will grow to achieve your full educational potential.

As a comprehensive high school, East Providence offers its students a wide range of academic opportunities. Take full advantage of everything East Providence High School has to offer so that your education will be productive and fulfilling. We encourage you to participate in the many extracurricular activities that are available. As you become involved in these activities, you will have a more enjoyable educational experience.

This Program of Studies includes information relating to all course offerings, sports, clubs, and services available at our school. This information plus other rules, regulations and procedures will assist you in making informed decisions while at East Providence High School.

All students are assigned a school counselor, who will provide individual and group counseling and guidance for each student.

## **DEPARTMENT SERVICES**

The School Counseling Program provides the following services in the areas of academic, career, and personal/social development:

- Individual and group counseling
- Coordination of services
- Consultation with parents, teachers, and outside agencies
- Leadership to improve school and student achievement
- Student advocacy
- Teaming and collaboration within the learning community
- College & career planning

## **COURSE SELECTION**

Students should always select those courses that will offer the greatest challenge and fulfill all requirements for graduation. All students also need to consider those specific requirements for their post-secondary education.

### **Advanced Placement**

AP is a college level program determined by a syllabus approved by the Advanced Placement Program of the College Entrance Examination Board. The AP program is intended for the self-motivated, academically talented individual who can work independently and use creative, analytical, and abstract thinking and problem solving skills. Summer reading and/or assignments are an integral part of each course. The AP student is encouraged to take the standardized AP exam at the completion of the program for potential college credit.

### **Honors**

Honors courses are academic programs intended for the self-motivated, academically talented student who can work independently and use creative, analytical, and abstract thinking and problem-solving skills. Courses are designed to exceed state standards in pace, depth, and expectations of independent learning.

### **Level 2**

Level 2 courses are challenging, standards-based academic programs that will prepare each student's college and career readiness. Students are expected to use creative and analytical thinking and problem-solving skills. They should be able to move from more structured tasks to independent learning activities.

## **GRADING**

To the extent possible, the district will provide teachers with district wide/school-wide rubrics for assessment in the content areas. In order to develop consistent rubrics for assessing the content areas where rubrics do not exist to date, teachers shall collaborate with grade level colleagues, other teachers instructing the same course, building administration, or a department chairperson in choosing the appropriate grading scale. Scales must contain as equal intervals as possible.

In East Providence Schools, a variety of assessment methods will be used to monitor and evaluate a student's depth of understanding of course content and progress toward demonstrating proficiency in meeting content standards. At the end of each quarter, each grade will reflect the student's individual growth toward or mastery of state standards (or other content standards for non-core areas), based on multiple and varied tasks and assessments.

Parents should check the Skyward link located on the East Providence High School website. All parents and students are assigned a username and password to access student grades. Grades are updated on a regular basis.

**Numeric grades are distributed quarterly:**

- 90-100 A
- 80-89 B
- 70-79 C
- 65-69 D
- Below Failing (no credit earned)

<b>AP &amp; Levels 1-2</b>	<b>Class Weight</b>
<b>AP:</b> Advanced Placement	1.8
<b>Level 1:</b> Honors/EEP Level	1.6
<b>Level 2:</b> College Preparatory	1.4

**GRADING SYSTEM**

The grade point average (**GPA**) is cumulative beginning with first quarter freshman grades.

<b>Letter Grade</b>	<b>Numerical Grade</b>
<b>A</b>	90-100
<b>B</b>	80-89
<b>C</b>	70-79
<b>D</b>	65-69
<b>F</b>	64-0
<b>Aud</b>	<b>Audit:</b> Students who enter too late to receive a grade
<b>W</b>	<b>Withdrawal:</b> Student withdrew from a course without receiving a final grade

**GPA/CLASS RANK**

The student's cumulative average (GPA) is based on the unweighted average of grades in all courses with the exception of physical education.

Class rank is determined by use of a weighted ranking system. English, Mathematics, Science, Social Studies and World Language are the primary courses which are leveled and a weighted average is computed for class rank. Other courses which may be included are: AP Computer Science, AP Studio Art, Survey of Music EEP, Wind Ensemble Honors & Meistersingers Honors. Final averages are multiplied by the weight of each subject; this weighted average is then used to compute the student's rank in class.

## **COURSE WITHDRAWAL**

Students with valid reasons may request a change in schedule. Requests will be reviewed by the East Providence High School administration for approval and may depend on course availability.

If a course is dropped after the add/drop period has ended, the student will receive a grade of “**W**” on his/her transcript to indicate the student has withdrawn from the course. This grade may affect class standing, eligibility for honor societies, college admission and merit scholarships. No credit will be given for work completed prior to course withdrawal. In some cases grade advancement/graduation could be affected.

## **HOMEWORK/PREPAREDNESS**

Homework will be assigned in order to preview, review, reinforce, or extend concepts in the curriculum. It is critical for students to complete homework, as it directly impacts their level of understanding. Preparedness to participate in class also falls under this category. Homework completion/preparedness may account for a percentage of the total grade.

## **ACADEMIC DISHONESTY: *Cheating and Plagiarism***

Cheating and plagiarism are intellectually dishonest. These are extremely serious offenses and can result in loss of credit for assignments and/or disciplinary action.

### **All of the following constitute cheating or plagiarism:**

- Any use of outside resources, materials, manipulatives or inappropriate use of technology that circumvents regular testing procedures.
- Failure to document with quotation marks or by indentation any material copied directly from other sources.
- Failure to acknowledge paraphrased material.
- Failure to cite sources and/or provide a bibliography.
- Use of others' work as one's own.
- Use of others' ideas as one's own for themes, poems, musical compositions, or artwork.

The faculty will ensure that all students are given the necessary instruction on how to avoid plagiarism on a repeated basis. Students must ensure that they clearly understand how to properly cite others' works and thoughts or seek assistance to clarify these procedures.

**Consequences:** At the discretion of the school administration after consultation with the teacher, the parent/guardian will be notified and the student will re-do the original work to pass. A determination will be made by the administrator as to the location where the make-up will occur. If plagiarism re-occurs, more serious consequences will result as outlined in the district's Code of Conduct.

## GRADUATION REQUIREMENTS

The student must meet the minimum requirements for graduation established by the Rhode Department of Education Graduation by Proficiency Diploma System. The Program of Studies approved for East Providence High School requires that each student successfully complete the following requirements to obtain an East Providence High School Diploma:

1. Students must successfully complete the following minimum requirements:

SUBJECTS	MINIMUM REQUIREMENTS
<b>English</b>	4 Credits (grades 9, 10, 11, and 12)
<b>Mathematics*</b>	4 Credits (Algebra I* and Geometry plus 2 other math classes or Algebra I*, Geometry, one other math class plus one math related)
<b>Science</b>	3 Credits (Physical Science, Life Science and Science elective)
<b>Social Studies</b>	3 Credits (All students must take US History and Civics or related elective and one more SS credit)
<b>Fine Arts</b>	.5 Fine Arts Credit (Music or Art class)
<b>Physical Education/Health</b>	2 Credits (PE/Health grades 9, 10, 11, 12)
<b>Financial Literacy or Equivalent</b>	.5 Credits
<b>5 Elective Classes</b>	5 Credits (5 elective credits in any subject).
<b>Senior Project</b>	Must Meet Proficiency
<b>PSAT</b>	Must Participate
<b>Community Service</b>	<b>24 Hours</b>
<b>Total Credits</b>	<b>22 Credits</b>

\* Students who completed Algebra I in 8<sup>th</sup> grade successfully will fulfill the requirement by successfully completing Algebra 2.

2. Every student is required to complete a **Senior Project**.
3. Completion of State Testing Requirement
4. Each student is required to complete a total of **24** hours in service to the community.

## PROMOTION/RETENTION

Students must earn a minimum of

- 4 credits to be a sophomore
- 8 credits to be a junior
- 15 credits to be a senior
- 22 credits to graduate



**Attendance:** Students are required to be in class each day. Attendance is taken during the first period, parents will be notified and tardiness may result in Social Probation, detention or a meeting with the assistant principal. If a student is absent his/her parent should call school and send in a note the following day.

**Participation:** Class participation is defined as active student involvement. This includes: arriving to class on time, taking notes, possessing the correct materials, participating in group activities, or anything the teacher deems appropriate.

## **SECONDARY CREDIT RECOVERY**

The credit recovery program allows currently enrolled students who fail courses in secondary schools to obtain the necessary credits to be promoted or graduate. Students have the opportunity to receive online instruction in some courses they have failed. This instruction may take place outside the school day. Teachers monitor these courses and are available to assist students as needed. In addition, students must successfully complete the appropriate course assessments to recover the failed credit. A student may participate in credit recovery for failing the first semester of a class that runs through the school year as they continue the course in the second semester. Summer School is also an option for students to recover credits. Students whose final grade is 50 to 64 may enroll in a four week summer session.

### **The following guidelines also apply:**

- The student is not to receive a grade higher than 70 for course interventions taken through credit recovery. His/her grade is recorded on the student's transcript.
- If the student's end of semester grade is less than a 50, he/she must complete the full online version of the course to recover credit.
- With the approval of the Superintendent of Schools, seniors who failed to graduate with their class may be granted credit for completing courses or meeting PBGR and receive their diplomas; all missing work must be completed and documented before the first day of the following school year.

### **Students Requiring Special Consideration:**

Reasonable accommodations will be made for students with an Individualized Education Plan (IEP), 504 Plan, or English Language Learners (ELL).

A transfer student will be exempt from completing EPHS graduation requirements prior to his/her enrollment. However, to earn a diploma, the requirements will be prorated based on the length of time they are enrolled in East Providence High School. Work accomplished from prior schools may be submitted for review and applied towards these requirements.

## **REPORT CARDS**

Report cards are uploaded to Skyward quarterly at the end of each marking period. Parents are expected to access their Skyward account frequently as grades are updated weekly.

## **HONOR ROLL**

Standards for Honor Roll recognition are as follows:

- **Highest Honors** – Quarterly GPA of 90-100 with no grade below 70
- **High Honors** – Quarterly GPA of 85-89 with no grade below 70
- **Honors** – Quarterly GPA of 80-84 with no grade below 70

## **HONOR SOCIETIES**

### **NATIONAL HONOR SOCIETY**

In order to be considered for membership in the **National Honor Society**, a student must fulfill the following criteria:

1. Average of 89.5% or better for 2.5 years
2. High moral character, leadership, and community involvement
3. Fifteen hours of documented community service

4. Selection by faculty and administration during second semester junior year and first semester senior year 5.  
Application process

## **RHODE ISLAND HONOR SOCIETY**

In order to be considered for membership in the **Rhode Island Honor Society**, a student must fulfill the following criteria:

1. Maintain a cumulative average of 85 or better in all courses. (They may not receive a cumulative failing grade in any course.)
2. A student is ineligible for membership if he/she has dropped a subject after receiving a failing grade at the quarter or semester marking period.
3. No failing cumulative averages.
4. No failing grades during the 4th quarter of senior year.

A transfer student from a school in the Honor Society whose record entitled him/her to membership will be eligible in the receiving school. The Principal shall certify the list of eligible candidates.

## **SCHOOL PERSONALIZATION**

### **ADVISORY**

Every student at EPHS is assigned to an advisory that meets frequently with approximately fourteen other students and a teacher. The objective of advisory is to personalize our school and ensure each student is known well by at least one adult other than his/her school counselor. Teacher advisors provide information, facilitate discussions, and provide assistance for students. In addition, student graduation requirements are consistently reviewed and community service hours are compiled and maintained in advisory.

### **INDIVIDUAL LEARNING PLAN (ILP)**

The Individual Learning Plan (ILP) is a student directed planning and monitoring tool that customizes learning opportunities throughout their secondary school experience, broadens their perspectives and supports attainment of goals. The ILP documents students' interests, needs, supports, course selections (including access to college level programming), transition placements and other learning experiences both in and out of school. The ILP is a vital component of the Council on Elementary and Secondary Education's Secondary Regulations. As a working document, the ILP is at the center of a flexible educational program. It is more than a repository of information about a student; it is a dynamic tool that maps academic plans, and reflects each student's unique set of interests, needs, learning goals and graduation requirements.

The School Counseling Department has developed an interactive ILP curriculum that provides regular and multiple opportunities for students to learn about and practice goal setting, planning and achievement in academic, career and social/personal domains. The curriculum will be delivered during the WIN block over the course of four years.

### **WIN (What I Need) Block**

During the WIN block, students have the opportunity to select remediation or enrichment activities. School counselors use this time to deliver the ILP curriculum.

### **PARENT CONFERENCES**

Parents may make appointments for conferences with all school personnel by calling the main office at (401) 435- 7806.

# CURRICULUM

## COURSE ALIGNMENT

All English Language Arts, Mathematics, Science, and Social Studies course curriculums are aligned to the Common Core Standards (CCSS) as required by the Rhode Island Department of Education.

## ADVANCED PLACEMENT COURSES

East Providence High School participates in the College Entrance Examination Board's Advanced Placement Program (AP).

Qualified students may enroll in the following courses:

**AP Computer Science Principles**

**AP Computer Science A**

**AP English Literature and Composition**

**AP US Government and Politics**

**AP US History**

**AP Biology**

**AP Statistics**

**AP Calculus (AB)**

**AP English Language and Composition**

**AP Economics (Macro)**

**AP Spanish**

**AP World History**

**AP Studio Art: 2D Design, 3D Design & Draw**

In May of each year, a nationally standardized exam is offered in each AP course. Students should make every effort to take these examinations. Fees payable by the student, for these tests, are set by the College Board. Colleges may, according to their individual policies, award credit, advanced placement standing, or both for the achievement of specified scores on these examinations. Students may take their examinations without having taken the particular course. Details are available in the School Counseling Office.

## CONCURRENT ENROLLMENT COURSES

Concurrent enrollment courses allow students to earn college credit while satisfying high school diploma requirements during the school day. Under the PrepareRI initiative, credits can be earned at no charge to the student at the University of Rhode Island and Rhode Island College via the Early Enrollment Program (EEP).

Courses are currently offered in: English, Social Studies, Science, World Language and Computer Science. In addition, Career and Technical students may be able to earn credit through articulation agreements with New England Institute of Technology, the Community College of Rhode Island and Syracuse University. Please see individual course descriptions for additional information.

## **• COMPUTER SCIENCE DEPARTMENT •**

### **AP COMPUTER SCIENCE PRINCIPLES (AP) - Grades 9 -12**

**Full Year**

*(Course description from AP Central)*

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. AP Computer Science Principles was designed with the goal of creating leaders in computer science fields and attracting and engaging those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities.

- **Students have the option to take the AP Computer Science exam.**

## **AP COMPUTER SCIENCE A (AP) - Grades 10 -12**

**Full Year**

*(Course description from AP Central)*

AP Computer Science A 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 (data structures), approaches to processing data (algorithms), 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. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

## **CYBERSECURITY (No Levels) - Grades 9-12**

**Semester**

This class introduces students to cybersecurity. Students will learn about how cybersecurity evolved, procedures, problems/process, and cybersecurity practice in the US as well as between different countries. Discussion, classwork, and projects will be a focal point in the classroom.

## **INTRO TO COMPUTING AND DATA SCIENCE URI (No Levels) - Grades 9-12**

**Semester**

This course introduces computer programming in an engaging and creative way and provides computational thinking skills of programming, algorithm development, simulation, and data analysis that can be utilized in other classes.

A joint venture of University of Rhode Island and East Providence High School, the Early Enrollment Program enables students to simultaneously earn college credit and high school credit for a course taken as part of their studies. The course is taught by an East Providence High School faculty member following curriculum prescribed by the University of Rhode Island. Upon successful completion of the course, the credits earned will be kept on file in the University of Rhode Island records office to be applied toward a degree at the University of Rhode Island. Payment must be made to the University of Rhode Island to receive credit.

## **INTRODUCTION TO VIRTUAL REALITY/CREATIVE CODING - Grades 9-12**

**Semester**

Students will learn the basics of building virtual reality worlds in this introduction to virtual reality class while using coding such as HTML. Through this course, students will build their own virtual reality worlds that are compatible with VR devices. This course incorporates learning how to code utilizing drag and drop software in CODEHS.

## **MEDIA TECHNOLOGY I/GAME DESIGN (No Levels) - Grades 9-12**

**Full Year**

This course was designed to provide students with skills and knowledge about online software programs, media arts, video, and game design. Students will build visual literacy and conceptual skills **utilizing Alice software** and by learning how to create game designs and programming utilizing **Basic** programming languages, **Python and Game Maker**. Students will use available online software programs, video, and audio production to create projects such as blogs, wikis, video presentations, animation design, and various online projects. Projects will also introduce students to working in teams, meeting production deadlines, and solving problems.

## **MULTIMEDIA/CODING (No Levels) - Grades 9-12**

**Semester**

The multimedia portion of the class will introduce students to multimedia presentations and digital scrapbooks while integrating text to express thoughts and creativity. Students will have the opportunity to create videos as well as work with audio and digital images for use in web pages. The coding portion of the class will introduce students to coding utilizing different software programs such as, CODEHS and code.org. Students will write code and also utilize drag and drop coding programs.

## **NETWORKING / COMPUTER MAINTENANCE (No Levels) - Grades 9-12**

**Semester**

This course will introduce the student to computer networking including communications hardware and software such as firewalls, VOIP, routers, hub. The students will learn about designing a network, maintaining the software and the network, and maintenance and repair of a PC.

### **ROBOTICS/CODING (No Levels) - Grades 9-12**

**Semester**

This is a beginning robotics course where the students will be introduced to robotics. This course will involve students in the development, building and programming phases. Students will work hands-on individually as well as in teams to design, build, program, and document their progress. The course introduces the student to basic programming as well as problem solving strategies as well as coding in software programs such code.org and CODEHS.

### **SPORTS MANAGEMENT & TECHNOLOGY (No Levels) - Grades 9-12**

**Semester**

This course is designed to enhance the students with the knowledge and skills for a career in sports and entertainment management field while incorporating strategies, management of functions, decision making, and managing groups/teams. This is a growing field in the sports business community with many career choices as well as opportunities. Students will gain skills in the sports management and sports marketing area while completing various projects and topic-related case studies along with creating team logos, merchandise, and advertising. Students will learn the basics of coding in sports utilizing CODEHS software. In this block-coding course, students develop their own sports video games and simulations.

### **3 D ANIMATION (No Levels) - Grades 9-12**

**Semester**

The 3 D Animation course provides students with the knowledge and understanding of designing/creating while utilizing animation software and enhancing their knowledge by learning texturing, modeling, and editing. The student will enhance their skills by utilizing video editing software, manipulating and editing photos in various software, and creating photo albums. Projects will introduce students to working in teams, meeting production deadlines, and solving problems.

### **ADVANCED 3D ANIMATION (No Levels) Grades 9-12**

**Semester**

This is an advanced course concentrating on 3D animation that focuses on design, plans, modeling animation, rendering, and special effects. This course will integrate individual projects/tasks as well as collaboration in groups while utilizing different software programs.

### **WEB DESIGN/CODING (No Levels) - Grades 9-12**

**Semester**

This is an introduction to Web Design and creation utilizing hands-on activities and various projects in HTML: Hypertext Markup Language, XHTML: Extensible Markup Language, Microsoft Expression, Weebly/Wix, and Google Sites as well as incorporating technology terminology, concepts, and online software programs.

### **WEB DESIGN/CODING II (No Levels) - Grades 9-12**

**Semester**

*Prerequisite: Web Design/Coding*

This is an advanced and aggressive course concentrating on web design that focuses on HTML/XHTML/CSS and various web design software continuing instruction from web design/coding class. Students will create several websites utilizing different web design software while learning about design features, maintaining a website, Google Analytics, Google AdWords, and SEO.

## **• ENGLISH DEPARTMENT •**

The English Language Arts Standards Curriculum focuses on literacy skills (reading, writing, speaking and listening), which reflect the Common Core State Standards and are essential for effective communication. To read and write competently requires knowledge of vocabulary, grammar, and spelling as well as the ability to interpret and analyze a variety of texts.

The ability to speak and to listen requires the skill to discriminate substance from rhetoric, to focus on the core of the subject matter, to interpret information, and to respond concretely. The structure of the English curriculum is based upon a belief that instruction in these skills should be based upon the individual needs of the students.

Techniques of literary criticism are developed through both oral and written responses to the reading material offered in the classroom. Correct use of literary terms, as well as a mastery of the rudiments of expository writing, is a required tool in the achievement of this goal.

In collaboration with the school librarians, all students receive orientation in basic library skills, including the use of the online public access catalog and specialized guides to periodical literature. This provides students with exposure to the foundational research skills necessary in a 21st-century classroom. The technological aspects of literacy are addressed through basic word processing techniques as well as manuscript forms, research paper formats and the incorporation of graphs and charts into regular word processing projects. Further, the scope and sequence of the writing program enables students of all levels to proceed with writing techniques such as topic limitation, outlining, organization, sentence structuring, proofreading, and revising.

**ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION (AP) - Grade 11      Full Year**  
**(Course description from AP Central)**

An AP course in English Language and Composition engages students in becoming skilled readers of diverse texts written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

Upon completing the AP English Language and Composition course, students should be able to:

- analyze and interpret samples of effective writing, identifying and explaining an author's use of rhetorical strategies and techniques
- apply effective strategies and techniques in their own writing
- create and sustain arguments based on readings, research and/or personal experience
- write for a variety of purposes
- produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions.
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own
- demonstrate understanding of the conventions of citing primary and secondary sources
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review
- write thoughtfully about their own process of composition
- revise a work to make it suitable for a different audience
- analyze image as text
- evaluate and incorporate reference documents into researched papers.

**ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION (AP) - Grade 12      Full Year**  
**(Course description from AP Central)**

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Reading in an AP course is both wide and deep. This reading necessarily builds upon and complements the reading done in previous English courses so that by the time students complete their AP course, they will have read works from several genres and periods — from the 16th to the 21st century. More importantly, they will have gotten to know a few literary works well. In the course, they read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied. Writing instruction includes attention to developing and organizing ideas in clear, coherent and persuasive language. It includes study of the elements of style. And it attends to matters of precision and correctness as necessary.

Throughout the course, emphasis is placed on helping students develop stylistic maturity, which, for AP English, is

characterized by the following:

- a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness
- a variety of sentence structures, including appropriate use of subordinate and coordinate constructions
- a logical organization, enhanced by specific techniques of coherence such as repetition, transitions and emphasis
- a balance of generalization with specific illustrative detail
- an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis

**AFRICAN AMERICAN LITERATURE: BLACK VOICES (Honors, L2) - Grades 11-12 Semester**

This is a survey designed to study the works of African American authors and poets. Students will analyze how this literature portrays the African American experience (cultural, historical, social, political, and economical). Authors studied include Richard Wright, Toni Morrison, Langston Hughes, Alice Walker, and other contemporary writers.

**BRITISH LITERATURE (Honors, L2) - Grade 12 Semester**

Students read and analyze a variety of literary texts, with an emphasis on British literature. Students regularly analyze how authors' choices contribute to the overall structure and meaning of texts. Students will analyze nonfiction texts and synthesize information to solve problems. Students build their general and specialized vocabulary through speaking, listening and viewing. Students will write arguments developing claims and counterclaims fairly, using the most relevant evidence. Students will write informational texts that are logically organized and appropriate for their audiences. Students will write narratives to develop real experiences using effective techniques. They also apply their oral communication skills to craft formal presentations and their listening skills to analyze the relationships among purpose, audience, and content of presentations.

**COLLEGE and CAREER READING and WRITING (Honors, L2) - Grade 12 Semester**

This class provides support for seniors in completing the Senior Project. Students will closely read and analyze authoritative informational texts, improve their research and presentation skills, and prepare annotated bibliographies and a comprehensive research project that, along with the senior project presentation, provide evidence of a learning stretch.

**CREATIVE WRITING (Honors, L2) - Grades 10-12 Semester**

Students interested in creative writing will explore a variety of genres including fiction, poetry, and non-fiction, as students work on developing and creating their own polished pieces. Students will choose from an array of creative tasks to complete as their culminating project. Students will also reflect on their work and the improvement they see in their writing skills as an integral part of their learning. Students will have the opportunity to enter their writings into various writing competitions. Learning to work independently is an essential component to this writing course.

**DRAMA (Honors/EEP, L2) - Grades 10-12 Semester**

Drama provides students with an understanding of theater through a wide range of experiences. Students will read, view, and analyze contemporary dramas; participate in theater games and activities; and practice dramatic readings and performance. Students will also be expected to attend at least one live theater performance as a field trip or weekend activity.

**EDUCATION IN A DEMOCRATIC SOCIETY FNED 100\* (Honors/EEP, L2) - Grades 11 - 12 Semester**

This course will identify, discuss and analyze the social and cultural forces that impact education with the attention given to diversity and equity. \*Pending approval from Rhode Island College

**ENGLISH 9 (Honors, L2) - Grade 9 Full Year**

Students read and analyze literary and nonfiction texts, citing strong evidence to support their analysis. Through analysis, they are able to identify themes and are able to analyze their development over the course of texts. Students also analyze authors' use of language to gain an understanding of how the use of language affects texts' meanings. Instruction extends students' vocabulary through learning about connotations, denotations, and word origins. By the end of 9th grade, students will have

read and interpreted multiple literary and non-fiction texts within the 9th grade complexity band. In frequent writing assignments, students apply conventions of standard English. Students write narratives, informational texts, and arguments, with the expectation that they draft responses and respond to feedback to show improvement. During research activities, students find, evaluate, and select appropriate sources of information to create a research product. Students acquire communication skills by listening to and creating oral presentations.

### **ENGLISH 10 (Honors, L2) - Grade 10**

**Full Year**

Students read and analyze literary and nonfiction texts of multiple cultures and time periods, citing strong evidence to support their analysis. Through close reading strategies, students are able to identify themes and analyze their development over the course of texts. Students also analyze authors' use of language to gain an understanding of how the use of language affects a variety of texts' meanings. An emphasis is placed on author's craft and how authors use different strategies to strengthen their central ideas. Students' vocabulary is expanded through learning about connotations, denotations, and word origins. By the end of 10th grade, students will have read and interpreted literary and non-fiction texts within the 10th grade complexity band. Through frequent writing assignments - included but not limited to: narratives, informational texts, and arguments - students apply conventions of standard English throughout their analysis. It is the expectation that students draft responses and respond to feedback to develop their skills in revising to address a specific audience and purpose. Students continue to improve their research skills by collecting, evaluating, and presenting authoritative information in the creation of a research product. Students improve communication and collaboration skills not only by participating in group and whole class discussions, but also by creating presentations.

### **ENGLISH 11 (Honors, L2) - Grade 11**

**Full Year**

Students read and analyze American literary and nonfiction texts, citing strong evidence to support their analysis of what the text says explicitly as well as inferences drawn from the text. Through analysis, students are able to identify multiple themes and are able to analyze their development over the course of texts, including how those ideas build on one another. Students analyze the impact of authors' choices on texts. Students also analyze authors' use of language and show how the use of language affects texts' meanings. Language study extends students' vocabulary through applying understanding of connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure, and organization to varied and frequent writing assignments. With an emphasis on writing arguments, students apply their skills and adapt content, vocabulary, voice, and tone to a specific audience and purpose. In the research process, students analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. They also refine their oral communication skills through gathering and organizing evidence to support a position in informative and persuasive presentations.

### **FILM STUDY: LIGHTS, CAMERA, ACTION! (Honors, L2) - Grades 11-12**

**Semester**

During this semester course, students study, write, and converse about a wide variety of films and documentaries. This class examines some of the tools that directors and actors use to deliver certain messages. Employing a genre approach to film, students become familiar with film language and production techniques, including principles of film form, mise-en-scene, sound functions in film, the adaptation of fiction into film, cinematography, editing, genre/ narrative, and animation.

### **FOUNDATIONS OF WRITING (Honors, L2) - Grades 9-10**

**Semester**

The objective of this course is to introduce students to high school expectations of writing and to help them meet those expectations. This course focuses on honing and refining skills in all three of the writing strands: expository/informational, narrative and persuasive as well as the mechanics and conventions of Standard English, in alignment with the skills identified in the Common Core Writing Standards and Language Standards.

### **FROM BOOKS TO FILM (Honors, L2) - Grades 10-12**

**Semester**

Students will read complex grade-level texts, and will compare and contrast film adaptations with their source material. This course introduces students to the basics of film analysis, cinematic formal elements, genre, and narrative structure and helps students develop the skills to recognize, analyze, describe and enjoy film as an art and entertainment form after reading the novel, article or short story it's based on. To understand how films are constructed to make meaning and engage audiences, students will be introduced to the written component and then the basic "building blocks" and formal elements that make up the film as well as some fundamental principles of analysis, genre, style, performance and storytelling. The class includes



weekly readings, screenings, and short writing assignments as well as projects and assessments. This course is open to upperclassmen.

### **IT'S THE END OF THE WORLD AS WE KNOW IT: A STUDY OF POST-APOCALYPTIC FICTION**

**(Honors, L2) - Grades 11-12**

**Semester**

Today's popular culture is filled with stories of disease outbreaks, zombie hordes, and nuclear holocaust. Why are we, as a culture, so obsessed with the "end of the world"? In this one-semester course, students will explore the origins of this phenomenon, as well as its impact on popular American fiction, television, film, and video games. Students will read both fictional and informational texts, watch films and other videos, participate in class discussion, and construct responses related to the course's theme.

### **JOURNALISM (Honors, L2) - Grades 10-12**

**Semester**

This course focuses on the process of journalistic methods including journalistic laws and ethics, interviewing skills, investigative reporting skills, objective and subjective writing style, and research as well as determining what constitutes an engaging story. This class also explores the changing landscape of how we acquire our news in today's increasingly digital world and the importance of free press. Students may be provided with opportunities to contribute to the online Townie newspaper, intern with the local community paper, and/or intern with a local news station. Students will conduct interviews with classmates, teachers, and business professionals. Students will have the opportunity to learn to write editorials, feature stories, movie reviews, sports articles, and headlines, according to their interest.

### **MEDIA STUDIES (Honors, L2) - Grades 11-12**

**Semester**

This semester-long course provides a brief history of mass communications media and the impacts it has on our culture. The course includes a survey of components of mass communications. Students will read articles from major newspapers and magazines as well as examine the influence of social media. Students will view and analyze film, television programs, advertisements, and popular music. Students will be encouraged to employ their language skills in order to become critical listeners, readers, viewers, and effective users of the media available to them.

### **MYTHOLOGY (Honors, L2) - Grades 9-12**

**Semester**

This one-semester elective course will expose students to a global view of mythology and its continuing influence on our modern world. Students will explore the universal qualities of man's search for meaning and understanding. Readings will include, but are not limited to, Greek, Roman, Norse, Arthurian, and modern mythologies. Students will read both informational and culturally-specific texts and view films that connect to class content. At different points during the semester, students will respond through writing, group discussions, and both individual and group projects.

### **POETRY (Honors, L2) - Grades 9-12**

**Semester**

During this course students will study the main elements and techniques of poetry, as well as the work of noted poets and many of their contemporaries as they seek to understand, analyze and write poetry. Students will study methods, forms, and techniques employed by these poets as well as shed light on the experiences that have shaped them. Ultimately, students will write original poetry. Through in-class writing exercises, reading of model poems, and discussion of student work, this course encourages students to explore their own creative abilities. Learning to work independently and collaboratively is an important aspect to this class.

### **POP MUSIC AND CULTURE: FROM THE BEATLES TO BEYONCE (Honors, L2)**

**Grades 11-12**

**Semester**

Pop Music & Culture is a semester-long class that traces popular music's importance and impact on the culture in the United States and England from the 1950s through the present. Students will examine the ways music shapes culture and how culture shapes music, both historically and in the present day. Genres featured include Rock, Pop, Rhythm & Blues and Hip Hop.

### **PUBLIC SPEAKING AND DEBATE: "Friends, Romans, Countrymen" (Honors, L2)**

**Grades 11-12**

**Semester**

The objectives of this course are to improve students' speaking and listening skills. Students will compose and present informative and persuasive speeches. Emphasis is placed on individual style and will include consistent teacher feedback. The basics of debate will be examined and students will regularly participate in various styles of debate, employing the strategies

that have been introduced to them.

### **THE GRAPHIC NOVEL (Honors, L2) - Grades 10-12**

**Semester**

Students in The Graphic Novel course will explore the medium as a mode of communicating story. Through genre study, students will consider graphic novels as literature, analyze formal structure as it relates to content, trace the development of themes - including gender, race, sexuality, justice, and heroism - and research the history and growth of the popular culture phenomenon called comics. Students will look closely at the special effects created in sequential art narrative and further appreciate the medium by constructing a variety of graphic narratives of their own.

### **URBAN LEGENDS AND FOLKLORE (Honors, L2) - Grades 10-12**

**Semester**

In this course, students will develop a cross-cultural perspective on myths by exploring a wide variety of legends and folklore from America and across the globe. Some legends that will be studied are: Bigfoot, the Yeti, the Mothman, the Jersey Devil, vampires, ghosts, and witches. The class will examine correlations between these legends and examine them for possible explanations, as well as determine the cultural and historical bases that have given rise to them, and explore the past and present theories of the cultural meaning and function of myths.

### **URI Writing 104B (Honors/EEP) - Grade 12**

**Semester**

The focus, in this one semester course, is on writing, with an emphasis on the sharing of information through a badging system. Students are introduced to multimodal composition, as well as many varieties and strategies of expository writing for different audiences and situations. Genres may include proposals, podcasts, interviews, research, reviews, websites, academic essays, and videos. This course is offered through the University of Rhode Island in high schools throughout the state to college-bound students. Students who are enrolled and registered in this course have the opportunity to acquire college credits through The University of Rhode Island. Students who have taken this course in the past report that they are more prepared for the realities of college, that they know more about both writing and reading than their peers at college, and that they have gained a head start on graduation when they enter with three college credits. Students who wish to take advantage of the credits are required to register through the University of Rhode Island's eCampus system and complete the course with no less than a C average. This writing course is identical to the class offered on the URI Kingston campus, with the same syllabus, the same assignments, and the same rhetorical approach. Each teacher will put his/her own unique stamp on the class, but be assured that this is a "real" college course.

### **URI English 110 (Honors/EEP) - Grade 12**

**Semester**

This course will provide introductory instruction in and practice with the skills necessary for the analysis of literature through reading, discussion, and writing about a number of genres drawn from a variety of cultures and historical periods.

Upon successful completion of this course, students will be able to:

- Discuss and make arguments about literary works (both orally and in writing) with your peers and instructor
- Compose convincing interpretations of literary works and their ideas by applying the skills of close reading, textual analysis, and literary terminology
- Examine human differences and similarities (including language, experience, race, religion, sexual orientation, gender) across historical, social, and cultural boundaries using literature.
- Practice and improve writing skills through frequent assignments both formal and informal, submitted to the instructor for regular feedback and/or shared with peers for critical review/response
- Speak effectively through regular required participation and discussion of texts and ideas therein, whether in full-class, individual, or group settings, and whether through informal or formal assignments
- Learn basic skills of reference and citation.

### **WOMEN IN LITERATURE: "Herstory" (Honors, L2) - Grades 11-12**

**Semester**

This is a survey course designed to look at not only significant literary works written by women, but also how women have been portrayed in literary works. Students will examine a variety of literary genres, including poetry, fiction, young adult literature, and essays.

**YOUNG ADULT LITERATURE (Honors, L2) - Grades 9-12**

**Semester**

Young Adult Literature is a course that offers students a chance to read and study fictional literature written for adolescent audiences. Students will learn about the characteristics of young adult fiction as they read a variety of texts across multiple genres, including but not limited to contemporary fiction, dystopian literature, adventure, classics, mystery, and romance.

## **• MULTI-LANGUAGE LEARNERS •**

All courses in core content areas for multi-language learners (MLLs) are committed to the rigorous content and performance standards described in the WIDA English Language Development (ELD) Standards and the Common Core State Standards as well as other state and national content standards in use in the district. The goal of the MLL courses is to provide high quality learning situations where multi-language learners gain proficiency in listening, speaking, reading and writing English as they acquire content knowledge related to English Language Arts, Science, Social Studies, Math, PE/Health, the Arts and Technology. Note: Levels are based on WIDA English Proficiency Levels which are 1-6 from lowest to highest.

**MLL/ELA-LANGUAGE DEVELOPMENT I (No Levels) Grades 9-12**

**Semester**

Students in this class have limited proficiency in the English language (W-APT or ACCESS levels of 1- 2.5). This course will provide students with focused literacy intervention and language development support as they study text and grammatical structures across literary and informational text. Sheltered instruction strategies such as scaffolding and adapted texts are widely used to support student learning. Students are expected to develop functional and academic language skills in the areas of listening, speaking, reading and writing as they deepen their knowledge of selected literary and informational texts. Students will learn to read, speak and write about basic concepts related to various authors and texts, advancing their word, sentence and discourse levels of academic language. Aligned to WIDA ELD Standards: 1, 2,3,4,5. Successful completion of this course allows the student to earn (.5) elective credit.

**MLL/ELA LANGUAGE DEVELOPMENT II (No Levels) Grade 9-12**

**Semester**

Students in this class have earned an ACCESS or W-APT score of 2.6-3.9. This course will provide students with extended literacy intervention and academic language development support as they study more complex text and grammatical structures while exploring various issues in American contemporary society. Sheltered instruction strategies such as scaffolding and the use of adapted texts may be used to support student learning. Students are expected to further develop functional and academic language skills in the areas of listening, speaking, reading and writing as they deepen their content knowledge of selected complex texts. Students will continue to learn to read, speak and write about more advanced concepts related to various cultural issues in texts while further advancing their word, sentence and discourse levels of academic language. Aligned to WIDA ELD Standards: 1, 5. Successful completion of this course allows the student to earn (.5) elective credit.

**MLL/ELA LANGUAGE DEVELOPMENT III (No Levels) Grade 9-12**

**Semester**

Students in this class have earned an ACCESS or W-APT score of 4.0 and up. This course will provide students with extended academic language development, SAT prep and study skills. Students are expected to further develop functional and academic language skills in the areas of listening, speaking, reading and writing as they deepen their content knowledge of selected complex texts. Students will continue to learn to read, speak and write about more advanced concepts related to various current event issues in texts while further advancing their word, sentence and discourse levels of academic language. Aligned to WIDA ELD Standards: 1, 5. Successful completion of this course allows the student to earn (.5) elective credit.

**MLL SHELTERED ENGLISH 9 (L2) Grades 9****Full Year**

This class is designed for students in grade 9 who have varying degrees of proficiency in the English language (All levels 1-4). Instruction will be differentiated for students according to their ELD level. This course is designed to mirror the general English 9 ELA curriculum while providing students with extended literacy intervention and strong academic language development. Sheltered instruction strategies such as the use of visuals, graphics and adapted texts will be used to support student learning. Students are expected to develop functional and academic language skills in the areas of listening, speaking, reading and writing as they gain content knowledge in the areas of literature, informational text, poetry and drama as well as other complex text within the ELA framework as outlined in the Common Core State Standards. Aligned to WIDA ELD Standards: 1, 2. Successful completion of this course allows the student to earn (1) of the (4) required English credits required to meet the Proficiency Based Graduation Requirements.

**MLL SHELTERED ENGLISH 10 (L2) Grades 10****Full Year**

This class is designed for students in grade 10 who have varying degrees of proficiency in the English language (All levels 1-4). Instruction will be differentiated for students according to their ELD level. This course is designed to mirror the general English 10 ELA curriculum while providing students with extended literacy intervention and strong academic language development. Sheltered instruction strategies such as the use of visuals, graphics and adapted texts will be used to support student learning. Students are expected to develop functional and academic language skills in the areas of listening, speaking, reading and writing as they gain content knowledge in the areas of literature, informational text, poetry and drama as well as other complex text within the ELA framework as outlined in the Common Core State Standards. Aligned to WIDA ELD Standards: 1, 2. Successful completion of this course allows the student to earn (1) of the (4) required English credits required to meet the Proficiency Based Graduation Requirements.

**MLL SHELTERED ENGLISH 11 (L2) Grades 11****Full Year**

This class is designed for students in grades 11 who have varying levels of proficiency in the English language (All levels 1-4). Instruction will be differentiated according to ELD levels. This course is designed to mirror the general English 11 ELA curriculum while providing students with extended literacy support and strong academic language development. Sheltered instruction strategies will be used to support student learning. Students are expected to develop functional and academic language skills in the areas of listening, speaking, reading and writing as they gain content knowledge in the areas of literature, informational text, poetry and drama as well as other complex text within the ELA framework as outlined in the Common Core State Standards. Aligned to WIDA ELD Standards: 1, 2. Successful completion of this course allows the student to earn (1) of the (4) required English credits required to meet the Proficiency Based Graduation Requirements.

**MLL SHELTERED COLLEGE and CAREER READING and WRITING (L2) - Grade 12 Semester**

This class provides support for seniors in completing the Senior Project. Students will closely read and analyze authoritative informational texts, improve their research and presentation skills, and prepare annotated bibliographies and a comprehensive research project that, along with the senior project presentation, provide evidence of a learning stretch.

This class is designed for students in grades 12 who have varying levels of proficiency in the English language (All levels 1-4). Instruction will be differentiated according to ELD levels. This course is designed to mirror the general English 12 ELA curriculum while providing students with extended literacy support and strong academic language development. Sheltered instruction strategies will be used to support student learning. Students are expected to develop functional and academic language skills in the areas of listening, speaking, reading and writing as they gain content knowledge in the areas of literature, informational text, poetry and drama as well as other complex text within the ELA framework as outlined in the Common Core State Standards. Aligned to WIDA ELD Standards

**MLL SHELTERED YOUNG ADULT LITERATURE (L2) - Grades 10-12****Semester**

Young Adult Literature is a course that offers students a chance to read and study fictional literature written for adolescent audiences. Students will learn about the characteristics of young adult fiction as they read a variety of texts across multiple genres, including but not limited to contemporary fiction, dystopian literature, adventure, classics, mystery, and romance.

This class is designed for students in grades 10-12 who have varying levels of proficiency in the English language (All levels 3-4). Instruction will be differentiated according to ELD levels. This course is designed to mirror the general English ELA curriculum while providing students with extended literacy support and strong academic language development. Sheltered instruction strategies will be used to support student learning. Students are expected to develop functional and academic

language skills in the areas of listening, speaking, reading and writing as they gain content knowledge in the areas of literature, informational text, poetry and drama as well as other complex text within the ELA framework as outlined in the Common Core State Standards. Aligned to WIDA ELD Standards.

### **MLL SHELTERED FILM STUDY: LIGHTS, CAMERA, ACTION! (L2) - Grades 10-12 Semester**

During this semester course, students study, write, and converse about a wide variety of films and documentaries. This class examines some of the tools that directors and actors use to deliver certain messages. Employing a genre approach to film, students become familiar with film language and production techniques, including principles of film form, mise-en-scene, sound functions in film, the adaptation of fiction into film, cinematography, editing, genre/ narrative, and animation.

This class is designed for students in grades 10-12 who have varying levels of proficiency in the English language (All levels 3-4). Instruction will be differentiated according to ELD levels. This course is designed to mirror the general English ELA curriculum while providing students with extended literacy support and strong academic language development. Sheltered instruction strategies will be used to support student learning. Students are expected to develop functional and academic language skills in the areas of listening, speaking, reading and writing as they gain content knowledge in the areas of literature, informational text, poetry and drama as well as other complex text within the ELA framework as outlined in the Common Core State Standards. Aligned to WIDA ELD Standards.

### **MLL SHELTERED POP MUSIC AND CULTURE: FROM THE BEATLES TO BEYONCE (L2)**

**Grades 10-12**

**Semester**

Pop Music & Culture is a semester-long class that traces popular music's importance and impact on the culture in the United States and England from the 1950s through the present. Students will examine the ways music shapes culture and how culture shapes music, both historically and in the present day. Genres featured include Rock, Pop, Rhythm & Blues and Hip Hop.

This class is designed for students in grades 10-12 who have varying levels of proficiency in the English language (All levels 3-4). Instruction will be differentiated according to ELD levels. This course is designed to mirror the general English ELA curriculum while providing students with extended literacy support and strong academic language development. Sheltered instruction strategies will be used to support student learning. Students are expected to develop functional and academic language skills in the areas of listening, speaking, reading and writing as they gain content knowledge in the areas of literature, informational text, poetry and drama as well as other complex text within the ELA framework as outlined in the Common Core State Standards. Aligned to WIDA ELD Standards.

### **MLL SHELTERED WORLD HISTORY THEMES (L2) - Grade 10-12**

**Semester or Full Year**

Students can choose 1 or 2 semesters from the following courses: Military History, Holocaust and Genocide, Cold War, World Human Geography or Human Rights.

### **MLL SHELTERED WORLD HIST THEMES COLD WAR(L2) - (L2) - Grades 10-12 Semester**

This course will examine the history of the twentieth-century international competition and conflict known as the "Cold War." It will begin by tracing the roots of American-Soviet ideological antagonism back to the late nineteenth century, when many Americans became interested in the liberation of the tsarist empire and sympathized with a revolutionary movement they hoped would bring a "free Russia." The class will then look in depth at American responses to the Russian revolutions of 1917, including the controversial U.S. intervention in the Russian Civil War and the refusal to recognize the Soviet government until 1933 -- a period some historians have called "the first Cold War." After briefly considering whether the U.S.-Soviet collaboration during the Second World War could have provided a foundation for postwar cooperation, the course will explore in detail how a conflict between the two superpowers widened into a global struggle between capitalist and socialist camps. Finally, the class will analyze how, after the Cuban Missile Crisis of 1962, superpower relations shifted back and forth between detente and confrontation until the Cold War finally ended in the late 1980s.

### **MLL SHELTERED WORLD HISTORY THEMES (L2) THE HOLOCAUST AND GENOCIDE ( L2)**

**Grades 10-12**

**Semester**

This course will provide students with an in depth look at the Holocaust and other contemporary world genocides. The first half of the course will include an examination of the sequence of events prior to and throughout the Holocaust, a look at the groups targeted by Hitler's regime and the lasting impact of the Holocaust on American and world societies. The second half of the course will allow students to examine other incidents of genocide in the modern world and the role of America in the context of these conflicts.

### **MLL SHELTERED WORLD HISTORY THEMES (L2) MILITARY HISTORY (L2) - Grades 9 - 12 Semester**

The focus of this class will be World Wars. This course will delve into both tragic and fascinating recurring themes in the human story: armed conflict. From a primarily western civilization perspective, students will learn to think critically about war as it has occurred across time and continents. They will analyze how cultural, political, and social institutions have been causal agents of war as well as how they have been shaped by war. This elective will provide interested students the opportunity to further examine military-related topics discussed in World History and U.S. History. It will also provide a more robust historical context for understanding modern conflict.

This course provides students opportunities to study the interaction of various peoples with their physical and cultural environments in the major areas of the world. Students explore North America, Europe, Middle East, Sub-Saharan Africa, Asia, Australia, and Latin America to compare physical processes, components of cultures, and human interactions that affect history.

### **MLL-SHELTERED US HISTORY (L2) Grades 9-12 Full Year**

Students in this class have limited proficiency in the English language (All levels 1-4). Instruction will be differentiated according to students' ELD levels. This course is designed to mirror the general US History I curriculum with continued literacy intervention and strong academic language development support. Sheltered instruction strategies such as scaffolding and the use of adapted texts may be used to support student learning. Students are expected to further develop functional and academic language skills in the areas of listening, speaking, reading and writing as they gain content knowledge of U.S. History. Students will continue to learn to read and write about extended texts about concepts related to U.S. History. Aligned to WIDA ELD Standards: 1, 5. Successful completion of this course allows the student to earn (1) of the (3) required Social Studies credits required to meet the Proficiency Based Graduation Requirements.

### **MLL-SHELTERED CIVICS (L2) Grades 9-12 Full Year**

Students in this class have limited proficiency in the English language (All levels 1-4). Instruction will be differentiated according to students' ELD levels. This course is designed to mirror the general Civics curriculum with continued literacy intervention and strong academic language development support. Sheltered instruction strategies such as scaffolding and the use of adapted texts may be used to support student learning. Students are expected to further develop functional and academic language skills in the areas of listening, speaking, reading and writing as they gain content knowledge of Civics. Students will continue to learn to read and write extended text about concepts related to Civics. Aligned to WIDA ELD Standards: 1, 5. Successful completion of this course allows the student to earn (1) of the (3) required Social Studies credits required to meet the Proficiency Based Graduation Requirements.

### **MLL-SHELTERED ALGEBRA I (L2) Grades 9-12 Full Year**

Students in this class have limited proficiency in the English language (All levels 1 - 4), but they may possess strong mathematical skills in their first language. Instruction will be differentiated according to students' ELD levels. This course is designed to mirror the general **Algebra I** curriculum with numeracy intervention and academic language development support. Sheltered instruction strategies and scaffolding will be used to support student learning. Students are expected to further

develop functional and academic language skills in the areas of listening, speaking, reading and writing as they relate to the study of Algebra and work toward mastery of the Common Core State Standards. Aligned to WIDA ELD Standards: 1, 3. Successful completion of this course allows the student to earn (1) of the (4) required Mathematics credits required to meet the Proficiency Based Graduation Requirements.

### **MLL-SHELTERED GEOMETRY (L2) Grades 9-12**

**Full Year**

Students in this class have limited proficiency in the English language (All levels 1 - 4), but they may possess strong mathematical skills in their first language. Instruction will be differentiated according to students' ELD levels. This course is designed to mirror the general **Geometry** curriculum with continued numeracy intervention and language development support. Sheltered instruction strategies and the use of scaffolding will be used to support student learning. Students are expected to further develop functional and academic language skills in the areas of listening, speaking, reading and writing as they relate to the study of Geometry and work toward mastery of the Common Core State Standards. Aligned to WIDA ELD Standards: 1, 3. Successful completion of this course allows the student to earn (1) of the (4) required Mathematics credits required to meet the Proficiency Based Graduation Requirements.

### **MLL-SHELTERED ALGEBRA II (L2) Grades 9-12**

**Full Year**

Students in this class have limited proficiency in the English language (All levels 1 - 4), but they may possess strong mathematical skills in their first language. Instruction will be differentiated according to students' ELD levels. Students in this course must have completed Algebra I. This course is designed to mirror the general **Algebra II** curriculum with continued numeracy intervention and language development support. Sheltered instruction strategies and scaffolding will be used to support student learning. Students are expected to further develop functional and academic language skills in the areas of listening, speaking, reading and writing as they relate to the study of Algebra II and work toward meeting the Common Core State Standards. Aligned to WIDA ELD Standards: 1, 3. Successful completion of this course allows the student to earn (1) of the (4) required Mathematics credits required to meet the Proficiency Based Graduation Requirements.

### **MLL-SHELTERED FINANCIAL ALGEBRA II Grades 9-12**

**Full Year**

*Prerequisite: Successful completion of Algebra I*

Students in this class have limited proficiency in the English language (All levels 1 - 4), but they may possess strong mathematical skills in their first language. Instruction will be differentiated according to students' ELD levels. Students in this course must have completed Algebra I. This course is designed to mirror the general Financial Algebra II curriculum with continued numeracy intervention and language development support. Sheltered instruction strategies and scaffolding will be used to support student learning. Students are expected to further develop functional and academic language skills in the areas of listening, speaking, reading and writing as they relate to the study of Algebra II and work toward meeting the Common Core State Standards. Aligned to WIDA ELD Standards: 1, 3. Successful completion of this course allows the student to earn (1) of the (4) required Mathematics credits required to meet the Proficiency Based Graduation Requirements.

### **MLL-SHELTERED EARTH, SPACE, AND PHYSICAL SCIENCE (L2) Grades 9-12**

**Full Year**

Students in this class have limited proficiency in the English language (All levels 1 - 4), but may have strong science content knowledge and skills in their first language. Instruction will be differentiated according to students' ELD levels. This course is designed to mirror the general **Science** curriculum with continued literacy and numeracy intervention and language development support. Sheltered instruction strategies such as scaffolding strategies and the use of adapted texts and manipulatives may be used to support student learning. Students are expected to further develop functional and academic language in the areas of listening, speaking, reading and writing as they relate to the study of Science. Students will continue to learn to read and write extended pieces about concepts related to the academic content and language of Earth, Space and Physical Science. Aligned to WIDA ELD Standards: 1, 4. Successful completion of this course allows the student to earn (1) of the (3) required Science credits required to meet the Proficiency Based Graduation Requirements.

### **MLL-SHELTERED BIOLOGY (L2) Grades 9-12**

**Full Year**

Students in this class have limited proficiency in the English language (All levels 1 - 4), but may have strong science content knowledge and skills in their first language. Instruction will be differentiated according to students' ELD levels. This course is designed to mirror the general **Biology** curriculum with literacy intervention and language development support. Sheltered instruction strategies such as scaffolding and the use of adapted texts and manipulatives may be used to support student

learning. Students are expected to further develop functional and academic language in the areas of listening, speaking, reading and writing as they relate to the study of Biology. Students will continue to learn to read and write extended pieces about concepts related to the academic content and language of Biology. Aligned to WIDA ELD Standards: 1, 4. Successful completion of this course allows the student to earn (1) of the (3) required Science credits required to meet the Proficiency Based Graduation Requirements.

### **MLL-SHELTERED CHEMISTRY (L2) Grades 9-12**

**Full Year**

Students in this class have limited proficiency in the English language (All levels 1 - 4), but may have strong science content knowledge and skills in their first language. Instruction will be differentiated according to students' ELD levels. This course is designed to mirror the general **Chemistry** curriculum with continued literacy and numeracy intervention and language development support. Scaffolding strategies for English language learners and adapted texts may be used to support student learning. Students are expected to further develop functional and academic language in the areas of listening, speaking, reading and writing as they relate to the study of Chemistry. Students will continue to learn to read and write extended pieces about concepts related to the academic content and language of Chemistry. Aligned to WIDA ELD Standards: 1, 4. Successful completion of this course allows the student to earn (1) of the (3) required Science credits required to meet the Proficiency Based Graduation Requirements.

## **• FINE and PERFORMING ARTS DEPARTMENT •**

(See Fine Arts Proficiency Handbook for Proficiency Guidelines)

### **• ART •**

#### **VISUAL ARTS:**

##### **INTRO TO ART (No Levels) - Grades 9-12**

**Semester**

This introductory year-long course provides students the opportunity to meet the graduation requirement. The course offers instruction in a wide variety of media. Art I provides students the chance to experiment with a variety of materials and projects such as drawing, painting, design, color theory, perspective, printmaking and sculpture. Students are expected to develop their ability to write and talk about art work utilizing discipline specific vocabulary, as well as begin to problem solve through the creative process and work independently.

##### **INTERMEDIATE ART (No Levels) - Grades 10-12**

**Full Year**

**Prerequisite:** *Intro to Art, Drawing*

This year-long course is offered after the successful completion of Intro to Art. It provides an introduction to two dimensional art forms offering a variety of projects utilizing a plethora of materials. Materials may include sketching pencils, colored pencils, charcoal, pastels, ink, tempera paint, acrylic paint and watercolor. A variety of subject matter is offered ranging from observable objects/people to imaginary or fantastic subjects. Students will be required to problem solve through the creative process and work independently which may require projects to be worked on at home.

##### **ADVANCED ART - Grades 11-12**

**Full Year**

**Prerequisite:** *Intro Art & minimum grade of a B- in Intermediate Art*

This year-long course is a continuation of Intermediate Art methods previously learned. Greater emphasis will be placed on problem solving and experimentation with materials. As a result, assignments will provide an opportunity for making unlimited personal and creative artistic decisions while problem solving through this process and working independently. Students will also be required to present a final portfolio consisting of 10-15 pieces.

##### **Art: Independent Study - Grades 11-12**

**Full Year**

**Prerequisite:** *Intro, Advanced, Intermediate. Three years of one art direction*

This year-long course is for students who have completed all three levels of their respected art direction. Students will independently continue to study their art with the guidance from their instructor. They will be required to work outside of class. Students will work towards creating a body of work. This work will be presented to the instructor along with an artist statement



and written essay detailing the artist's intention.

### **INTRO. TO CERAMICS (No Levels) - Grades 9-12**

**Semester**

Introduction to Ceramics (full year): Ceramics is a year-long course offered after the successful completion of Art I. It provides an introduction to hand-building techniques including pinch, slab and coil as well as some experimentation with wheel throwing. The elements of art and principles of design are emphasized as they apply to form and surface decoration. Problem solving and independent work is the basis of project design and daily work.

### **WHEEL THROWING (No Levels) - Grades 9-12**

**Semester**

*Prerequisite: NONE*

This course introduces students to creating ceramic forms utilizing the potter's wheel. Students will begin by exploring the properties of clay and use of equipment in the ceramics room. A range of techniques will be demonstrated as starting points to using the wheel as a tool for creating forms. The design, function, decoration, and presentation of the thrown forms will be emphasized through course assignments. In addition to using the potter's wheel, students will learn about a number of different finishing surfaces and glazing techniques that can be applied to ceramics. Most importantly, using the potter's wheel is a skill that must be learned through practice, so patience, perseverance, and the ability to make mistakes and move on are all necessary to get the most out of the course.

### **INTERMEDIATE CERAMICS (No Levels) - Grades 10-12**

**Full Year**

*Prerequisite: Intro. To Ceramics*

Intermediate Ceramics is a year-long course offered after the successful completion of Intro. to Ceramics for those students interested in continuing to work with clay but not yet ready for Advanced Ceramics. Core concepts from Intro. Ceramics will be reviewed and expanded upon through teacher-led and student-directed projects. Independent work is the basis to project designs and daily work.

### **ADVANCED CERAMICS (No Levels) Grades 11-12**

**Full Year**

*Prerequisite: Introduction to Ceramics and Intermediate Ceramics..*

This is a year-long course that is a continuation of Introduction to Ceramics, where students will enhance and refine the skills and concepts previously learned. Emphasis is placed on developing a theme in order to create a cohesive body of work throughout the year. Functional and non-functional forms are explored, as well as, advanced surface treatment and finishing techniques. This course fosters a greater understanding of three dimensional media gained in Introduction to Ceramics. Greater emphasis will be placed on problem solving and experimentation with materials. As a result, assignments will provide opportunities for making unlimited personal and creative artistic decisions while working independently.

### **INTRO. TO DIGITAL PHOTOGRAPHY (No Levels) - Grades 9-12**

**Semester**

In this course students will learn to take artistic digital photos following rules of composition, light, exposure, and the elements of art and principles of design. The basics of digital photography will be covered including digital photo history, manual camera operations (aperture, shutter speed, ISO, white balance), photo composition, etc. Students will also explore the industry standard uses of photo editing software for photography post production.

### **INTERMEDIATE DIGITAL PHOTOGRAPHY – Grades 10-12**

**Full Year**

*Prerequisite: Introduction to Digital Photo*

Intermediate Digital Photography is a continuation of Intro to Photo where students continue to strengthen their understanding of camera mechanics, photographic composition, digital editing, and presentation, with a strong emphasis on personal artistic expression.

### **ADVANCED DIGITAL PHOTOGRAPHY - Grades 11-12**

**Full Year**

*Prerequisite: Intermediate Digital Photography.*

This course is a continuation of the Intermediate Digital Photography course. In this course students will be aided in the development of a personal series of photographic work for their photography portfolio.

### **INTRO. TO FASHION DESIGN (No Levels) - Grades 9-12**

**Semester**

This course is designed to introduce students to the world of fashion design and garment construction. Students will practice skills in fashion drawing, textile design, basic sewing, and apparel construction and alteration. Topics of discussion include the history of fashion and fashion's impact on human behavior and society.

### **INTERMEDIATE FASHION (No Levels) - Grades 10-12**

**Full Year**

*Prerequisite: Intro. To Fashion*

This course is an opportunity for students who have taken Intro. To Fashion Design to expand upon their skills and knowledge of the fashion industry. Students will further develop their sewing skills and projects will expand into more complex methods of garment construction & alteration. Greater emphasis will be placed on experimentation with materials including those not conventionally used for fashion. Topics of discussion include couture and avant garde fashion as well as the fashion industry's impact on the environment.

### **ADVANCED FASHION (No Levels) -Grades 11-12**

**Full Year**

*Prerequisite: Intermediate Fashion*

This course is designed for students who have demonstrated mastery of the design & garment construction process. Students will be aided in the creation of their own line of clothing and accessories and will learn how to professionally present and market their work. Assignments will provide an opportunity for making unlimited personal and creative artistic decisions while working independently. Topics of discussion will include fashion merchandising and careers in the fashion industry.

### **ADVANCED PLACEMENT STUDIO ART- Grade 12**

**Full Year**

*Prerequisite: Intro, Intermediate & Advanced course sequence of Art, Ceramics, Fashion Design or Dig. Photography* The AP Program offers three studio art courses and portfolios: 2-Dimensional Design, 3-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The three portfolios correspond to the most common college foundation courses. Students may choose to submit any or all of the Drawing, 2-Dimensional Design, or 3-Dimensional design portfolios. Students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

AP Studio Art students work with diverse media, styles, subjects, and content. Each of the three portfolios consists of three sections: • The Range of Approaches (Breadth) section illustrates a range of ideas and approaches to art making. • The Sustained Investigation (Concentration) section shows sustained, deep, and multi-perspective investigation of a student-selected topic. • The Selected Works (Quality) section represents the student's most successful works with respect to form and content.

### **ILLUSTRATION I (No Levels) - Grades 9-12**

**Semester**

Intro to Illustration is a half year course designed to blend illustration and creative writing into its own language, resulting in visual storytelling. Images and text will be explored on how they work together through a variety of comic books, children's books, political cartoons, graphic novels and other visual texts.

### **ILLUSTRATION 2 (No Levels) Grade 9-12**

**Semester**

Illustration 2 will continue a blend of creative writing and visual storytelling. Students will expand their studies through digital art and more formal, professionally driven projects that will include such topics as comic books, children's books, political cartoons, graphic novels and other visual texts.

**MIXED MEDIA † (No Levels) - Grade 12**

**Semester**

Mixed Media is a half year course that explores a variety of art materials such as paint, paper, pencil, collage, printmaking and alternative art materials. Emphasis is placed on ways to create 2D and 3D art forms through incorporating these materials. This course requires students to problem solve through the creative process and work independently to complete successful artworks

**VIDEOGRAPHY (No Levels) - Grades 10-12**

**Semester**

This course will teach students the basics of videography, video editing, and filmmaking. Students will work individually and in groups to write, shoot, and edit their own projects. Sample student projects during the semester include commercials, short films, and music videos.

**SCULPTURE (No Levels) - Grades 10-12**

**Semester**

This half year course will teach the fundamentals of relief and sculpture in the round. Students will use paper, cardboard, plaster, and wire to create works of art. Students are expected to develop their ability to write and talk about art work utilizing discipline specific vocabulary, as well as begin to problem solve through the creative process and work independently.

**DRAWING (No Levels) Grades 9-12**

**Semester**

This half year course will teach students the fundamentals and the expressive qualities of drawing. Drawing pencils, color pencil, charcoal and ink will be used to create works of art. Students are expected to develop their ability to write and talk about art work utilizing discipline specific vocabulary, as well as begin to problem solve through the creative process and work independently.

**Painting (No levels) Grades 9-12**

**Semester**

This half year course will teach students the fundamentals and expressive qualities of painting. Acrylics and watercolor will be used to create works of art. Students are expected to develop their ability to write and talk about art work utilizing discipline specific vocabulary, as well as begin to problem solve through the creative process and work independently.

**SENIOR ART INTERNSHIP**

**Full Year**

*Prerequisite: Any senior who has achieved proficiency in their Field of Study Pathway for three years.*

The Senior Art Internship is designed for students interested in pursuing an undergraduate degree in the field of education, art education, or their chosen field of study. Any student must have completed a minimum of three levels of any art course and achieve a final average of an 80% or higher. Students enrolled in the Senior Art Internship will be enrolled in an Intro level art course of their choice, work alongside the teacher as a teachers assistant, and help guide students through art projects. Students will follow a separate curriculum and rubric than the course in which they are enrolled. Students will also be expected to develop and implement one lesson during the course and provide a culminating final essay detailing their experience in the classroom.

**• MUSIC •**

**CHORUS AT EPHS**

Chorus classes at EPHS are **Performance** based classes. The musical element of *performance* includes all of the various

aspects of producing sound, from rehearsing, to listening, and to polishing and performing. Performance standards include proficiency in rehearsal skills, practice of technique and tone, balance and blend, articulation and diction, music reading skills, sight-reading, and exploration of repertoire. All classes are expected to perform at least two concerts per year, and participate in an adjudicated festival. Other opportunities for performance include community performances, participation in the EPHS Musical Theatre Group and travel, both domestically and internationally.

*All chorus classes fulfill the Fine Arts Graduation requirement.*

Choruses are grouped as follows:

### **CONCERT CHOIR**

**Full Year**

Concert Choir is a beginning choir for Freshmen and students who have not participated in chorus at the High School level. Students will explore various aspects of producing sound, improving technique, learn how to read music, work in the music technology lab, and be introduced to choral repertoire. Concert Choir students will perform in 3 concerts per year, have the opportunity to audition for All State groups, and are eligible to travel. No audition necessary.

### **MEISTERSINGERS (No Level) - Grades 10-12**

**Full Year**

*Prerequisites:* Auditioned, Mixed Chorus

Meistersingers is the principal auditioned mixed chorus at EPHS. All students are expected to perform in three concerts per year, and may participate in adjudicated festivals. Other opportunities for performance include community performances, participation in EPHS Musical Theatre Group, and travel; both domestic and international. Students may join Meistersingers after auditioning or with permission of the instructor.

### **MEISTERSINGERS HONORS (Honors) - Grades 10-12**

**Full Year**

*Prerequisites:* Audition and teacher approval

Meistersingers is a principal concert organization at EPHS attending RIMEA, participating in recruitment, and performing at public concerts throughout the year. Honors Meistersingers is a full year honors course designed for choral students with advanced technical abilities who wish to broaden their musical knowledge and improve their performance level. Students study and perform music on an advanced level, with emphasis on developing musical maturity appropriate to college level music literature. Membership is determined by an audition. Members of the honors ensembles are also expected to be active participants within the Music Department. Requirements for the Honors aspect of the class are:

- A yearly All-State Audition
- Solo and Ensemble participation
- Participation in an outside ensemble (i.e. RI Phil Youth ensembles, participation in any honor bands/choruses or community bands/choruses, etc.) Validity of outside ensembles must be approved by the teacher.
- Lessons are STRONGLY encouraged for Honors credit.

### **CHORAL ENSEMBLE (No Levels) - Grades 9-12**

**Full Year**

*Prerequisites:* Audition

Choral ensemble is a small mixed, auditioned, a cappella choir. Audition will include sight reading, tonal memory, and performance of solo literature. Any student may audition.

### **ELECTRONIC MUSIC I (No Levels) - Grades 9-12**

**Semester**

This exploratory course would examine the history, theories, and aesthetics of electronic music, sound and radio phonic art and multimedia, including basic acoustics, compositional techniques and sensitive listening skills. In addition, an introduction to studio techniques in composition would be approached. Projects would include a variety of aesthetic and technical approaches, including music for multimedia. Software program for interactive work will be provided. This course will expose students to the technology and design techniques in use in digital media today. Students will create projects on their own, as well as in groups, with each student assuming a role in the production process. They will become fluent in designing and creating digital media. By the end of the course, it is expected that students will take with them a solid comprehension of the various areas of electronic media needed for given applications. Students will work independently and in small groups and will be required to

record themselves to complete some projects. All classes will be held in the new music lab.

### **ELECTRONIC MUSIC II (No Levels) - Grades 10-12**

**Full Year**

*Prerequisite: Electronic Music I*

Students will take their knowledge from Electronic Music I and apply it to programs such as Garageband, iMovie, and iPhoto, using these programs to create foley projects, commercial jingles, movie sound effects, leitmotif story projects, and more. Students will work independently and in small groups and will be required to record themselves to complete some projects.

### **GUITAR CLASS I (No Levels) - Grades 10-12**

**Semester**

Guitar I is a one semester course in the Mac computer lab designed to help students with no prior experience on guitar. In this course, students will use electric guitars provided to them by the school along with the program Garageband to practice the skills needed to be a successful guitar player. Students will learn to read music, will learn various chords and strumming patterns, and will have experience performing in front of their classmates.

### **PIANO I (No Levels) - Grades 9-12**

**Semester**

This course is set up for beginning students without previous experience or those students who need a fresh start from limited past playing experience. Students at any level of proficiency receive individualized instruction on the piano and work at their own pace. A basic course of study is determined by a student conference with the teacher, and progress toward established goals is the student's responsibility. Students have the opportunity to play for each other in the class as well as play duets, and/or accompany other musicians. Successful completion of this course gives students the basic piano skills to become lifelong musicians. Elements of instruction will include note-reading, theory, technique, composition, and building repertoire.

*12 Students maximum due to number of pianos in the classroom*

### **PIANO II - Grade 10-12**

**Full Year**

### **PIANO II (HONORS) - Grade 10-12**

**Full Year**

*Prerequisite: In order to take Piano II or Piano II Honors, students must be recommended by a teacher to continue, or have auditioned with piano faculty.*

This course serves to provide a continuing comprehensive introduction to piano instruction, with a particular emphasis on performance, composition and sensitive and informed listening. Upon completion of Piano II, students should have a deeper understanding of music theory, improved technique, have successfully composed or improvised melodies and harmony, and played repertoire and performed publicly in addition to sight reading at the keyboard.

### **SURVEY OF MUSIC (EEP) - Grades 10-12**

**Full Year**

This is a course in the Performing Arts and Fine Arts Category of the General Education Program. The goals of the course are to involve the student as an active listener-participant. It is designed to develop the student's listening abilities and to heighten their interest in music. Lectures, demonstrations, listening and discussions of musical elements, forms and stylistic periods in music will occur. Students will also have the opportunity to receive beginning instruction in piano. Facts and musical thinking are required but the purpose is to stimulate the students' curiosity, enthusiasm and to develop the love of music.

### **COLOR GUARD CLASS (Fall semester only) (No Levels) - Grades 9-12**

**Semester**

*The course fulfills the EPHS Fine Arts Requirement.*

*Prerequisite: Teacher Permission*

Instruction is offered in the area of dance and color guard equipment technique in an ensemble setting. Instruction for all beginning and intermediate level members will include movement basics, equipment basics on flag and air blade, performance observation and analysis, and basic design and choreography. Various styles of dance will be taught and explored, in addition to traditional color guard training techniques.

Performances are required and include football games, pep rallies, and other possible local community events. The course will prepare students for color guard performances with the marching band during the fall semester. Attendance at weeklong band camp in August, and weekly after school rehearsals are a required part of this course. Color Guard students will be responsible for all materials that they use (both school-owned and individually owned). Each student will need to provide and maintain their own air blade and practice flag for use in performances. Proper care of all equipment is expected.

### **UKULELE I - THROUGH POP SONGS- Grades (9-12)**

**Semester**

This class is designed for any level ukulele player. Beginners will learn to play and advanced players will add more songs to their repertoire. Students will learn fundamental techniques, chords, strumming patterns and fingerstyle in a fun and supportive group setting. Students will also learn how to read tablature, to improvise, and how to read a chord chart. Students will have experience performing in front of their classmates and in public settings throughout the semester. Everything is taught through popular music (pop, rock and folk), and by the end of the course you will not only have the necessary skills to play the songs you love, you will have already started doing so! ***You are required to own a ukulele, which can be purchased through the music department once class has begun (approximate cost \$60.00).***

### **• BAND •**

EPHS Bands are ensembles that provide students with learning and performance opportunities on wind and percussion instruments. The primary focus is on the development, continuation, and expansion of musical skills begun in middle school that are necessary for effective instrumental music performances. Class activities emphasize the development of instrument technique, tone production, tuning, balance/blend, fundamentals of music theory, music reading, and listening skills. In addition to large group ensembles, individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests, honor bands, and private lessons. All band classes, except for The Pride of East Providence Townie Marching Band fulfill the fine arts graduation requirement. **Concert performances are added at the discretion of the director and are not optional. Missed performances cannot be made up and may negatively affect your grade.**

### **CONCERT BAND (No Levels) - Grades 9-12**

**Full Year**

***Prerequisite:*** 2 years of experience on student's instrument

This band is geared toward incoming freshman band members as well as students who have at least two years of experience on a wind or percussion instrument. This ensemble is designed to improve basic skills and techniques on students' chosen instrument. This includes sight-reading, music vocabulary, rehearsal skills, and musicianship. ***All Percussionists who are incoming Freshmen OR are not in Wind Ensemble are required to sign up for the Percussion Class instead of Concert or Symphonic Band. See "Percussion Class" course description below".***

### **JAZZ BAND (Spring semester only) (No Levels) - Grades 9-12**

**Semester**

***Prerequisite:*** Auditions only or Band teacher recommendation.

This class provides students with a variety of jazz ensemble experiences. Music is studied and performed from an intermediate to advanced level of jazz repertoire. Jazz basics and technique are intermixed with history, with at least one concert requirement for successful completion of the class.

### **PERCUSSION CLASS (No Levels) Grades 9-12**

**Full Year**

Any percussionist who is not in Wind Ensemble is REQUIRED to take Percussion class in lieu of a band class. Although percussionists are in a separate class, they are still considered a part of the band and will perform with the concert and symphonic bands. This course is designed to cover the fundamentals of playing all percussion instruments. It is designed to improve the playing skills and knowledge in the area of mallets, concert percussion, intermediate rhythmic reading, percussion ensemble and sight reading. To be an effective member of this organization, students must exhibit a strong work ethic and high level of discipline.

### **SYMPHONIC BAND (No Levels) Grades 10-12**

**Full Year**

This band is geared toward the more experienced high school musician. At least one year of Concert Band with Proficiency being attained is required or with permission from the band director. Musicians who desire to be in this band must show significant growth during their year in Concert Band.

### **WIND ENSEMBLE (No Levels) Grades 10-12**

**Full Year**

This is the smallest and the most rigorous of the bands here at EPHS. At least one year of Concert or Symphonic Band WITH PROFICIENCY is required along with an audition. This band is geared toward higher level students who may study privately or may take advantage of the many playing opportunities outside of EPHS. This band has at least 6 concert performances per year. Other performances may be added at the discretion of the director.

### **WIND ENSEMBLE HONORS (Honors) Grades 10-12**

**Full Year**

*Prerequisites: Audition and teacher approval*

The Wind Ensemble is a principal concert organization at EPHS attending RIMEA, participating in recruitment, and performing at public concerts throughout the year. Honors Wind Ensemble is a full year honors course designed for woodwind, brass, and percussion students with advanced technical abilities who wish to broaden their musical knowledge and improve their performance level. Students study and perform music on an advanced level, with emphasis on developing musical maturity appropriate to college level music literature. Membership is determined by an audition. Members of the honors ensembles are also expected to be active participants within the Music Department. This band has at least 6 concert performances per year. Other performances may be added at the discretion of the director.

**Requirements for the Honors aspect of the class are:**

- A yearly All-State Audition
- Solo and Ensemble participation
- Participation in an outside ensemble (i.e. RI Phil Youth ensembles, participation in any honor bands/choruses or community bands/choruses, etc.) Validity of outside ensembles must be approved by the teacher.
- Lessons are STRONGLY encouraged for Honors credit.

### ***Pride of East Providence Townie Marching Band***

**This band is currently REQUIRED of all members of the Townie Bands.**

It meets after school on Tuesdays and Thursdays from 2-4pm for rehearsals. We perform a fun, toe tapping marching show during halftime at all home football games. We also are the entertainment in the stands and always have fun and lots of pep!

## **• MATHEMATICS DEPARTMENT •**

A student proficient in mathematics will be able to effectively communicate by justifying and explaining problem solving strategies. The student will be able to incorporate mathematical terms to represent and model real world problems and applications. It is expected that students will successfully complete the mathematics course requirements that are aligned to the Common Core Standards.

### **ADVANCED PLACEMENT CALCULUS (AP) - Grade 12**

**Full Year**

*Prerequisite: Successful completion of Pre-Calculus H.*

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

### **ADVANCED PLACEMENT STATISTICS (AP) - Grades 11-12**

**Full Year**

**Prerequisite:** Successful completion of Algebra II H or Pre-Calculus.

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

### **ALGEBRA I (Honors, L2) - Grade 9**

**Full Year**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course is aligned to the Common Core State Standards for Algebra I. The critical areas deepen and extend understanding of linear, quadratic and exponential relationships by contrasting them with each other. Students engage in methods for analyzing, solving, and using linear, quadratic and exponential functions. The Mathematical Practice Standards apply throughout the course and, together with the content standards allow students' mathematical experience to be coherent, useful and logical for problem solving. The critical areas for this course are as follows: sequences, linear equations/expressions/inequalities in one variable, linear equations and inequalities in two variables, functions and relationships, polynomials, exponential and quadratic relationships and descriptive statistics. *Honors course covers the material of Algebra I (L2), but at a quicker pace with more rigor.*

### **ALGEBRA I: Bootstrap (L2) - Grade 9**

**Full Year**

This course covers the same curriculum as Algebra I L2. In addition, students use coding to create a simple, 3-character game involving a player, a target and a danger. They design what each character looks like, and use mathematical concepts such as coordinate planes, order of operations, ratio and proportion, domain and range, function composition, word problems and the distance formula to detect collisions, handle keystrokes, and determine how they move and interact.

### **ALGEBRA READINESS LAB (L2) - Grade 9**

**Full Year**

This course is open to grade 9 students who have secured the recommendation from their 8th grade counselor. This course is intended to provide a foundation for all future courses. The course focuses on number sense, real number sets, ratios and proportional relationships, linear equations and inequalities, interpreting functions, and an introduction to statistics and probability.

### **ALGEBRA II (Honors, L2) - Grades 9-11**

**Full Year**

**Prerequisite:** Successful completion of Algebra I.

This course is aligned to the Common Core State Standards for Algebra II. Building on their work with linear and quadratic functions from Algebra I, students extend their repertoire of functions to include polynomial, rational, and radical, exponential, logarithmic, and trigonometric functions. Students work closely with the expressions that define the functions, and continue to expand and refine their abilities to model situations and to solve equations, including solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout the course and, together with the content standards, propose that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course are organized as follows: quadratic functions, basic functions, polynomial relationships, rational and radical relationships, exponential and logarithmic functions and trigonometric functions.

*Honors course covers the material of Algebra I (L2), but at a quicker pace with more rigor.*

### **CALCULUS (Honors) - Grade 12**

**Full Year**

**Prerequisite:** Successful completion of Pre-Calculus.

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



of integration. This course requires extensive use of a graphing calculator. The pacing of the Honors class does not allow students to prepare for the AP Calculus exam.

### **Early Foundations of College Mathematics (Level 2) - (Grades 11-12)**

**Fall Semester**

*Prerequisites: Successful completion of Algebra I & Geometry*

This course is a preparatory course for the ASVAB and ACCUPLACER Placement Exam. This course provides students with a comprehensive foundation in the topics of whole numbers, fractions, decimals, ratios and proportions, percents, geometric figures, measurement and introduces the real number system. In addition, real world applications are used to reinforce math concepts that students need, in order to be ready for college.

*Due to the limited ability to use a calculator on these exams, students will be unable to use calculators in class.*

### **FINANCIAL ALGEBRA II (No Levels) - Grades 9-12**

**Full Year**

*Prerequisites: Successful completion of Algebra I*

This is a comprehensive Algebra II class aligned to the Common Core State Standards. It incorporates mathematical skills from Algebra 1 and introduces Algebra 2 concepts and skills in real-world contexts, including Banking, Investing, Credit (including credit cards and longer-term borrowing, such as car and student loans), Employment and Income Taxes, Independent Living, and Retirement Planning. The mathematics topics contained in this course are introduced, developed, and applied in the context of the financial settings covered. Students will be asked to use problem-solving skills and strategies in real-world contexts, interpret financial situations and problems through graphical and algebraic representations and mathematical analysis, and use data to support their findings and conclusions.

### **Foundations of College Algebra (Level 2) – (Grades 11-12)**

**Spring Semester**

*Prerequisites: Successful completion of Algebra I and Geometry*

This course will provide further preparatory practice for the ACCUPLACER Placement Exam. It is an expansion course to increase knowledge in concepts and introduce additional topics including solving linear equations and inequalities, the rearrangement of formulas, the rectangular coordinate system, and the graphs of linear equations in two variables, properties of and operations with polynomials, basic factoring, quadratic equations, operations with rational expressions, exponents, roots and radicals, graphs of linear equations and the Pythagorean Theorem, as well as an introduction to basic probability and statistics.

*Due to the limited ability to use a calculator on these exams, students will be unable to use calculators in class.*

### **GEOMETRY (Honors, L2) - Grades 10-11**

**Full Year**

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. This course is aligned to the Common Core Standards for Geometry. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Mathematical Practice Standards apply throughout the course and, together with the content standards, propose that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into eight units, are as follows: expressing geometric properties with equations, congruence, similarity, right triangles and trigonometry coordinate geometry, three-dimensional solids and volume circles, and conditional probability.

- **Honors** course is appropriate for students who wish to cover Geometry at a fast pace and high level of rigor.
- **L2** course is appropriate for students who wish to study Geometry at a typical pace and level of rigor.

### **MATHEMATICAL ANALYSIS (Honors, L2) - Grades 11-12**

**Full Year**

*Prerequisites: Successful completion of Algebra II & Geometry*

This course is designed to enrich and broaden the student's background in Algebra and Trigonometry. This course is also designed to help prepare the student for college level mathematics. Some topics to be covered include polynomial functions and inequalities, rules of exponents and logarithms, and trigonometric functions and equations. If time allows, there will be an introduction of limits. This course requires extensive use of a graphing calculator.

### **ADVANCED PREPARATORY STATISTICS (H) – Grades 10 and 11**

**Spring Semester**

This course is for students who plan on taking AP Statistics. Students will learn how to create and read displays. Students will learn probability. In addition, students will learn to use graphing calculators to create displays, finding mean, median, quartiles and probability models. The focus of this course is to help students be successful in AP Statistics.

## **STATISTICS AND PROBABILITY WITH APPLICATIONS (H) - Grades 10-12**

**Full Year**

In this full-year class, students will display, describe and analyze one-variable data and two-variable data. Students will learn how to collect data. Students will learn the concepts and applications of probability, random variables, probability distributions, and sampling distributions. Students will use categorical and quantitative data to make claims and inferences for distributions and relationships. This class learns all of the same topics as AP Statistics but goes at a slower pace and completes more projects. Stats Medic 180 Days of Intro Stats is used for activities in this class. The critical areas for the course are analyzing and modeling one-variable data, analyzing two-variable data, collecting data, probability, random variables, sampling distributions, estimating parameters, testing a claim, comparing two populations or treatments, and inference for distribution and relationships.

## **PRE-CALCULUS (Honors) - Grades 11-12**

**Full Year**

*Prerequisites: Successful completion of Algebra II & Geometry*

This course provides students with a better understanding of mathematics and a solid foundation for calculus and requires extensive use of a graphing calculator. Students will learn to analyze, graph and model with various functions. Specific topics will include function characteristics, operations on functions, composition of functions, graphs of functions, transformations applied to groups of functions, finding zeros of functions, inverse functions, polynomial functions, rational, exponential, logarithmic and trigonometric functions, and, time permitting, matrices and topics from discrete mathematics and statistics. Students must have an excellent knowledge of Algebra II since topics will be covered at a faster pace and with increased rigor. The completion of a summer assignment will be required in order to enroll in this course for the fall.

## **PRE-CALCULUS (L2) - Grades 11-12**

**Full Year**

*Prerequisite: Successful completion of Algebra II*

This course provides students with a better understanding of mathematics and a solid foundation for calculus and requires extensive use of a graphing calculator. Students will learn to analyze, graph and model various functions. Specific topics include function characteristics, operations on functions, composition of functions, graphs of functions, transformations applied to groups of functions, finding zeros of functions, inverse functions, polynomial functions, and rational, exponential and logarithmic functions. Students must have a very good knowledge of Algebra II. It is highly recommended that students enroll in Trigonometry concurrently with this course.

## **STATISTICS AND PROBABILITY (L2) - Grades 11-12**

**Semester**

*Prerequisite: Successful completion of Algebra II*

This course includes a study of statistical analysis (measures of central tendency, variance, and standard deviation), sampling procedures, analysis and interpretation of data, and decision making on the basis of statistics. Some elementary probability will also be discussed. This course requires extensive use of a graphing calculator.

## **STOCKS AND INVESTING (Honors, L2) - Grades 9-12**

**Semester**

*Prerequisite: Successful completion of Algebra I*

This course introduces the basic financial principles necessary to understand the role of the stock market in our economy and in our personal lives. With increasing complexity, financial markets exert a powerful presence in our lives and are central to the functioning of our economy. What role does the stock market play and how does it function? What factors govern stock market behavior and lead to market booms and busts? How is the price of a company's stock determined and how does it affect individual investors?

Students learn about the stock market through classroom instruction and by playing the online Stock Market Game where students are granted a set amount of money, which they must manage and use to create an investment portfolio. Students will track the ups and downs of the investments to become familiar with the real-world problems facing stock investment managers. They will study styles for investing money, capital markets and trading. Students will also learn how to evaluate the performance of investment portfolios, as well as how to manage stock investments on behalf of corporations, small businesses and individuals.

## **TRIGONOMETRY (Honors, L2) Grades 11-12**

**Semester**

*Prerequisite: Successful completion of Geometry and Algebra II*

This class is for students who have completed both Geometry and Algebra II. Topics included in this course are trigonometric functions, graphing, solutions of right and oblique triangles, trigonometric identities and equations, and applications. This course requires extensive use of a graphing calculator.

# • PHYSICAL EDUCATION/HEALTH DEPARTMENT •

The Health and Physical Education curriculum at East Providence High School is designed to promote student health as well as introduce students to activities and information that promote healthy lifestyle choices and patterns for living. Our top priority for our students is to foster an appreciation for physical activity and cultivate their abilities to make good health related decisions long after they leave East Providence High School.

**MEDICAL EXCUSES** Students with short or long term medical limitations are urged to participate in a modified activity in Physical Education class, within the limitations prescribed by his/her physician. If no activity is allowed, the student will be assigned research papers, projects, and article analyses.

## **PHYSICAL EDUCATION & HEALTH (HPE 1-4) – Grades 9-12**

**Semester**

This class will establish maximum opportunity for students of all ability levels, to learn a variety of activities *and* required Rhode Island state health topics. Teachers will guide students in becoming lifelong movers that take personal responsibility in their health and fitness.

The Physical Education component will focus on instructional strategies through a newly devised planned, sequential, and comprehensive Rhode Island physical education curriculum that provides students with opportunities to actively participate in the following areas: team sports; net sports, fitness-weight training, cross training/walking and the Presidential Youth Fitness Program. All which are within the Rhode Island framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation.

The Health Education rotation is required and will be aligned with the Health Literacy for All: The Rhode Island Health Education Framework and with the associated Comprehensive Health Instructional Outcomes. Health education teaches about physical, mental, emotional and social health. It builds students' knowledge, skills, and positive attitudes about health. All HPE classes will cover Dating Violence, Suicide Awareness, HIV/AIDS and Substance Abuse.

## **UNIFIED PHYSICAL EDUCATION (No Levels) - Grades 11-12**

**Semester**

The Unified program at EPHS is a diversified program of developmental activities for students to assist students with disabilities which prevent their participation in a regular physical education program. The emphasis is on the student's remaining abilities, not their disabilities.

To be selected for this course a signed teacher recommendation/approval is needed; students must be in good standings.

## **CPR / First Aid & Safety/ Health Careers (No Levels) Grades 10-12**

**Semester**

Students will learn how to properly perform CPR, how to use an AED and how to help someone who is choking. They will also learn basic first aid and explore various careers in the health field. In this course, students learn and practice first aid procedures for a variety of common conditions, including muscular, skeletal, and soft tissue injuries. In addition, students learn how to appropriately respond to a variety of emergency situations. They also learn the procedures for choking and CPR for infants, children, and adults. In addition to emergency response, students will explore personal, household, and outdoor safety, and disaster preparedness. The second half of the course will focus on health careers. Students will explore a variety of career options related to the healthcare field, including medicine, nursing, physical therapy, pharmacy, dental careers, sports medicine, personal training, social work, psychology.

## **HEALTH PHYSICAL EDUCATION 1**

**Semester**

**First Year Health Topics to be covered:** Reproduction (Families with problems, sexual reproduction, human reproductive

system, sexual orientation, choosing contraception & std protection, contraceptive methods). Substance Abuse (The actions of drugs, testing drugs-risk-safety, OTC meds, prescriptions, drug abuse defined) Social Mental and Emotional Health (making sense of your emotions, establishing your identity, understanding self-esteem) (10 weeks) **Physical Education Net Sports & Team Sports** (10 weeks). **\*Project required in Health**

## **HEALTH PHYSICAL EDUCATION 2**

**Semester**

**Second Year Topics to be covered:** Substance Abuse (Addiction, why do people abuse drugs, commonly abused drugs, testing drugs-risk-safety). Nutrition /Health & Wellness (what nutrients does your body need, food labels/safety, how to choose nutritious food, defining health and wellness, personal skills for health and wellness, creating a healthy eating plan, weight-treatment and prevention of problems, treatment and prevention of body image issues, strategies for gain and loss of weight). Social Mental and Emotional Health (what is stress, stress and physical health, managing stress, healthy family relationships) **Physical Education FITNESS** (10 weeks) **\*Project required in Health**

## **HEALTH PHYSICAL EDUCATION 3**

**Semester**

**Third Year Topics to be covered:** Reproduction (Infatuation or mature love, the responsibilities of pregnancy, the nature of sex and sexuality, sexual activity, sexual myths, how to develop a healthy relationship, the nature of family, deciding to bear or adopt children, sterilization). Social Mental and Emotional Health (Stress and your intellectual and emotional health, managing stress, types of mental illness, self-knowledge, getting help, causes of mental illness, relating to others) **Physical Education Net Sports & Team Sports** (10 weeks) **\*Project required in Health**

## **HEALTH PHYSICAL EDUCATION 4**

**Semester**

**Fourth Year Topics to be covered:** Substance Abuse (Effects of different drugs, kicking the habit, helping someone else kick the habit, the science of drinking, vaping). Nutrition/ Health & Wellness (Energy from food, body fat risks, factors that influence weight, our health care system, factors affecting health and wellness, behavioral risk factors, environmental and socioeconomic risk factors). Health & Wellness (Genetic risk factors, environmental and socioeconomic risk factors). Social Mental and Emotional Health (Making decisions and solving problems, finding a place in society, self-knowledge, relating to others, review emotions) (10 weeks) **Project Required**

**PHYSICAL EDUCATION** - \*These students will have a rotation in the Fitness Room fulfilling our Fitness component requirement in this grade (10 weeks)

## **HEALTH PHYSICAL EDUCATION 5 - APPLICATION PHYSICAL EDUCATION**

**Semester**

This class will provide an opportunity for students to apply learned health concepts within the Physical Education and Fitness settings. *Prerequisite* Completion of either Health 1, 2, 3, or 4. (20 weeks)

# **• SCIENCE DEPARTMENT •**

It is the goal of the East Providence High School Science Department to impart our students with an integration of scientific explanations and the practices needed to engage in scientific inquiry and engineering design. The curriculum in each of these courses is designed to provide learning experiences that will provide our students with the science and technical skills needed for success in the 21<sup>st</sup> century.

## **ADVANCED CHEMISTRY (Honors, EEP) - Grades 11-12**

**Full Year**

**Prerequisites:** Successful completion of Chemistry and Algebra 1.

This is a full year course; to include Fundamental chemical concepts [a review of classification of matter, history of the atom and atomic structure (atomic model I & II), scientific measurement, electron arrangement], periodicity, formulas and nomenclature, chemical bonding, molecular geometry, molecular polarity, chemical equations, stoichiometry, kinetic molecular theory, Gas Laws, Acids and Bases. If time allows, the course will also include Thermochemistry and Gibbs Free Energy related to exothermic and endothermic processes, Hess's Law, Spontaneity, Entropy, and Gibbs Free Energy, Reaction Mechanisms and Solubility Equilibria. There will be mandatory after school lab activities. The laboratory activities are an

important component of the second year elective in terms of student engagement and gaining conceptual understanding.

### **ADVANCED PLACEMENT BIOLOGY (AP) - Grades 11-12**

**Full Year**

*Prerequisites: Successful completion of Chemistry and Biology.*

This course is designed to be the equivalent of a college introductory course usually taken by biology majors during their first year of undergraduate study. The course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. After showing themselves to be qualified on the College Board® AP examination, some students, as college freshmen, are permitted to undertake upper level courses in biology or register for courses where biology is a prerequisite. Other students may have fulfilled a basic requirement for laboratory science. Enrollment in this course is a serious commitment. Students are expected to sign an enrollment contract of academic commitment in the spring, prior to entering the course. Students will be issued their textbooks and summer assignments in the spring before departing for summer recess. Students will not be allowed to drop the course after September 30th.

There is a mandatory summer independent study project (preceding the start of the course).

### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (AP) - Grades 11-12**

**Full Year**

*Prerequisites: Successful completion of Chemistry and Biology.*

Students in the AP Environmental Science course learn 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 and/or preventing them.

### **ANIMAL SCIENCE (Honors, L2) - Grades 10-12**

**Semester**

*Prerequisites: Successful completion of Biology.*

Students will explore a wide variety of topics on multiple species of domestic animals (livestock, exotic pets, cats, dogs, etc) including their anatomy, physiology, health concerns, welfare issues and careers in the field.

### **ANATOMY AND PHYSIOLOGY (Honors, L2) - Grade 10-12**

**Full Year**

*Prerequisite: Successful completion of Biology.*

The course is designed to introduce students to the essentials of anatomy and physiology, with emphasis on homeostasis and the structure and function of systems of the human body. Laboratory exercises, virtual dissections and computer technologies supplement classroom instruction. For Honors Anatomy & Physiology, there is a mandatory summer independent study project (preceding the start of the course).

### **ASTRONOMY (Level 2) - Grade 10-12**

**Semester**

This half-year course will explore the fundamental concepts, theories and history of Astronomy. It will expand upon students' prior knowledge of the origin of the universe and properties of stars as well as introduce topics such as: the nighttime sky, celestial sphere, earth-moon system, solar system, and space objects (comets, meteors, etc.). In addition to the required coursework, students will be responsible for completing two nighttime sky observation labs.

### **BIOLOGY (Honors, L2) - Grade 9-12**

**Full Year**

This course is designed to follow the Earth, Space and Physical Science and Chemistry courses. Students will explore living systems through scientific inquiry. Expectations of independent student work and team oriented explorations will be combined to study key domains of life science including ecology, genetics, cellular and molecular studies, and evolution. Contemporary knowledge and laboratory practices will be used to reinforce basic concepts in the key domains studied. The course is also supplemented with activities and laboratory study deemed appropriate by the instructor to show the relevance of biology outside the classroom. All students are required to keep a scientific notebook. For Honors Biology, there is a mandatory summer independent study project (preceding the start of the course).

### **CHEMISTRY (Honors, L2) - Grade 10-12**

**Full Year**

This course will explore the concepts of matter and energy through scientific inquiry while building on math preparation through dimensional analysis. Mathematical skills will focus on scientific notation, exponential computations, scientific

communication (including observations, graphing tables), and metric measurement. Chemistry concepts of density, temperature, pressure, heat calculations, chemical symbols, writing formulas, learning names for compounds, atomic theory, percent composition and the periodic table of elements will be studied in detail. The preceding will be supplemented with the writing of term papers, class projects, extensive laboratory work and optional activities designated by the instructor. All students are required to keep a scientific notebook. For Honors Chemistry, there is a mandatory summer independent study project (preceding the start of the course).

### **EARTH AND SPACE SCIENCE (Honors, L2) - Grade 9-12**

**Semester**

Earth and Space Science is the study of the processes that shape the Earth and explain the universe. This course will explore topics of Earth Science, which includes geology and astronomy. In this physical science course, students will learn in detail about the Earth's interior and the theory of plate tectonics. Students will learn about Earth's systems and their interactions. Students will also explore the current theories that describe the formation of Earth, our Solar System, and the universe. Students will learn about the relationship between Earth Science and technology. This course will explore the concepts of earth and space science through classroom and laboratory activities and pursue scientific inquiry through traditional and contemporary technological learning. Course goals include enhancing scientific literacy skills through problem solving, data collection, and analysis.

### **ENVIRONMENTAL SCIENCE (L2)**

**Full Year**

*Prerequisites: Biology*

This course is an introduction to Environmental Science and will offer students the opportunity to apply scientific knowledge to practical current problems. Students will gain a better understanding of the relationship between humans and the world in which we live. The course will cover a broad scope of topics including ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy.

### **ENVIRONMENTAL CHEMISTRY OF NARRAGANSETT BAY (Honors/L2)**

**Semester**

This course will focus on the chemistry of major environmental issues that affect the health and well being of Narragansett Bay and surrounding communities.

### **HORTICULTURE AND AQUACULTURE (Honors/L2)**

**Semester**

Students in this course will be working in the greenhouse and aquatics lab. Students will have the opportunity to grow and breed a wide range of plant and freshwater fish species. Students will learn and apply a myriad of plant growing and propagating techniques including; traditional soil growth techniques, hydroponics and aquaponics. Students will learn basic gardening skills in the greenhouse and aquaculture skills while maintaining aquariums in the aquatics lab. Students are required to design and conduct independent and small group research projects. The academic topics of agricultural ecology, aquatic ecology and food science are interwoven into students' studies.

### **HUMAN DEVELOPMENT (Honors, L2) – Grade 10-12**

**Full Year**

*Prerequisite: Biology*

This class is the study of the interrelationships of human genetics and the psychological and physical development of humans. Major areas of study include: developmental theories, basic learning processes (classical and operant conditioning), genetic disorders, and pedigree and karyotype analyses. All students will research one human genetic disorder. For Honors Human Development, there is a mandatory summer independent study project (preceding the start of the course)

### **MARINE BIOLOGY (Honors/L2)**

**Full Year**

Marine Biology will give students a fun hands-on introduction into ocean science. During this course students will enjoy learning about the basics of oceanography, marine biology, and ecology, as well as the current technologies and sampling techniques used by scientists and professionals in these fields. Students will have the opportunity to study local marine animals and habitats by setting up/maintaining classroom aquariums and conducting field studies in various Rhode Island

saltwater environments.

### **PHYSICAL SCIENCE (Honors, L2) Grades 9-12**

**Semester**

Physical Science is a semester course that investigates the fundamentals of Physical Science. Basic math skills will be called upon as force, motion, momentum and energy are investigated. Electricity, magnetism, and waves will be discussed as the students learn how these are formed and the features that characterize them. This course will explore the concepts of physical science through laboratory investigations and scientific inquiry while enhancing scientific literacy skills through problem solving, data collection, and analysis.

### **PHYSICS (Honors) - Grade 11-12**

**Full Year**

*Prerequisites: Advanced Algebra and Trigonometry (or concurrently taking Trigonometry).* This course is for motivated students who would like to further their knowledge of physics and prepare for college level work and exams like the AP physics exam. The core course includes motion, motion in a plane, Newton's laws, circular motion, work and energy, momentum, waves and sound.

### **STEM (Honors, L2) - Grade 9-12**

**Semester**

This course is student centered and students improve their understanding of science, engineering and mathematics by doing hands-on activities and experiments. Students will have the opportunity throughout the year to work with robotic based technology in solving various science and engineering design problems. Some topics covered include: optics, electrical circuits, forces and machines engineering and oscillations and waves.

## **• SOCIAL STUDIES DEPARTMENT •**

### **ADVANCED PLACEMENT ECONOMICS (MACROECONOMICS) (AP)**

*(Fulfills the Financial Literacy graduation requirement)*

**Grades 11-12**

**Full Year**

The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. After intensive study, which includes lectures, reading, and research, the student will take the advanced placement examination in the spring. If a student scores well on the examination, he or she may receive college credit. *Summer work is required.*

### **ADVANCED PLACEMENT US GOVERNMENT AND POLITICS (AP) - Grade 9**

**Full Year**

This college-level course and examination is offered to high school students through the College Board's Advanced Placement Program. This course surveys the structure and function of American government and politics that includes an analysis of the United States Constitution and the foundation of the American political system. Students study the three branches of government, administrative agencies that support each branch, the role of political behavior in the democratic process, rules governing elections, political culture, and the workings of political parties and interest groups. After intensive study, which includes lectures, reading, and research, the student will take the advanced placement examination in the spring. If a student scores well on the examination, he or she may receive college credit. *Summer work is required.*

### **ADVANCED PLACEMENT US HISTORY (AP) - Grade 12**

**Full Year**

*Prerequisite: Successful completion of Advanced Preparatory PART I EEP US History.*

As an Advanced Placement course, this course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with problems in U. S. History. Students will learn how to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. Students will write extensively to perfect their essay writing and critical thinking skills. Students will take the advanced placement examination in the spring. If a student scores well on the examination, he or she may receive college credit. **Summer work is required.**

### **ADVANCED PLACEMENT WORLD HISTORY (AP) - Grade 10**

**Full Year**

This college-level course and examination is offered to high school students through the College Board's Advanced Placement Program. AP World History is designed to help students develop a greater understanding of the evolution of global processes and contacts as well as interactions between different types of human society. The course advances this understanding through a combination of selective factual knowledge and appropriate analytical skills. Students study events from 8000 BCE to present-day. After intensive study, which includes lectures, reading, and research, the student will take the advanced placement examination in the spring. If a student scores well on the examination, he or she may receive college credit. **Summer work is required.**

### **ADVANCED PREPARATORY UNITED STATES HISTORY I EEP (RI COLLEGE) Grade 11 Full Year**

**Advanced Preparatory United States History I EEP** shows the development of the United States from Columbian contact through post-Civil War reconstruction. This course will use Advanced Placement released items to explore events, trends, people, groups, cultures, ideas, and institutions in North American and United States history, including the multiple perspectives of gender, class, and ethnicity between the period when Native American Indians were the sole inhabitants of North America and the American Civil War. The course is designed to prepare students for AP United States History. Students will develop skills in historical analysis – reading and interpreting primary resources, evaluating historical scholarship, and applying insights from history to your daily lives. A principal focus of this course is on developing, practicing, and strengthening the skills historians use while constructing knowledge in the discipline. Students wishing to take Advanced Placement United States History must take this course as a prerequisite. A joint venture of Rhode Island College and East Providence High School, the Early Enrollment Program enables students to simultaneously earn college credit and high school credit for a course taken as part of their studies. The course is taught by an East Providence High School faculty member following the curriculum prescribed by Rhode Island College. Upon successful completion of the course, the credits earned will be kept on file in the Rhode Island College records office to be applied toward a degree at Rhode Island College or possibly transferred to some other college. Summer work is required.

### **AFRICAN-AMERICAN HISTORY (L2) - Grade 12**

**Full Year**

This academic elective course examines the history and culture of the African-American community. Starting with an examination of African heritage, students will study the evolution and institutionalization of slavery in colonial, the slave and free communities of the antebellum period, reconstruction, the challenges and achievements of the African American community prior to World War II, the quest for civil rights following World War II, and challenges faced in contemporary times. This history is examined through a variety of activities in order to develop an understanding and appreciation of how African-Americans have contributed to our history and culture. Class approach will involve a mixture of lecture, group



discussion, and presentations. Occasionally documentary films, music, and other forms of audiovisual materials may be employed to supplement lectures.

### **CIVICS (Honors, L2) - Grade 9**

**Full Year**

This course prepares students to be knowledgeable, responsible, and participating citizens in our democratic form of government. The relationship among the federal, state, and local governments will be explored. Emphasis will be placed on the Constitution, Bill of Rights, pertinent documents, and the three branches of U.S. Government— legislative, executive, and judicial, which foster an understanding of democratic principles for the twenty-first century.

### **CIVIL RIGHTS MOVEMENT (Honors, L2) - Grades 11-12**

**Semester**

This course examines African Americans' continuing struggle for civil rights in America. Concentrating on the period extending from the desegregation battles of the 1950s and 60s to the battles over affirmative action of the present day, this course will look at the issues and events which define the movement, examine the role of both leaders and followers in pushing the movement forward, and explore the role of music and the arts as a tool to resist oppression. Students will assess the achievements gained in the movement to date, and ascertain the status of the Civil Rights Movement as we enter the new century. The course will also place the African American struggle for civil rights in its larger context by examining the 19<sup>th</sup> and early 20<sup>th</sup> century antecedents of the struggle.

### **EAST PROVIDENCE HISTORY, GOVERNMENT and GEOGRAPHY (L2) Grades 9-12 Semester**

This course examines the history of East Providence from its Native American origins to its development as a British colony, to its emergence as a major city in Rhode Island. The class focuses on the social history of East Providence, through the exploration of the cultural, political, and economic developments and issues that defined its growth. The course topics include the influences of immigration, industrialization and other factors that have shaped the city. The course will also focus on the government structure and geography of the city. Students will gain first-hand knowledge of the material through the use of walking tours, historical societies, historical archives, and other historical institutions and landmarks.

### **ECONOMICS (Honors) - Grades 10-12**

**Full Year**

*(Fulfills the Financial Literacy graduation requirement)*

This course is designed to give both 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, globalization and other aspects of international economics. Students will analyze and interpret informational and functional texts; interpret charts, tables and diagrams; research by using multiple sources; and, identify and evaluate potential sources of information.

### **CRIMINAL AND FAMILY LAW (Honors, L2) - Grade 12**

**Full Year**

The CRIMINAL AND FAMILY LAW course is designed to provide an overview of the U.S. legal system with an emphasis on the areas of Criminal and Family law. The class will provide an introduction to criminal and civil law at the federal, state and local levels. Students will participate in mock trials, learn about court decisions, debate legal issues, and study how laws are created, enforced and interpreted. In regards to Family Law, students will learn how the law may be applied to real life family problems. For example, the student will learn about subjects like marriage, divorce, child and spouse abuse. For optimal use, the course should utilize community resources such as lawyers, police, and court officials.

### **CURRENT EVENTS (L2) - Grade 12**

**Semester**

The News Media curriculum introduces students to issues that influence our life in this global, multicultural society. Students will explore current economic, political, social, and cultural problems, and explore how ongoing conflicts affect groups as well

as individuals. Emphasis is upon America as a dynamic society in the 21<sup>st</sup> century, witnessing changes involving community, state, nation, and the world. Critical thinking skills and technological related research are emphasized. Speaking and listening skills are reinforced through class discussions and oral presentations. The study of interdisciplinary connections relates current events to history using a variety of media sources.

## **FOUNDATIONS OF ECONOMICS WITH FINANCIAL LITERACY (L2)**

*(Fulfills the Financial Literacy graduation requirement)*

### **Grades 10-12**

### **Semester**

Foundations of Economics with Financial Literacy develops students' economic reasoning through an analysis of the U.S. economy, the global economy, and personal finance. The course covers personal finance and the fundamental principles of economics, including an examination of markets, the basics of supply and demand, the concept of money, the role of banks, the impact of choice, capitalism, unemployment, inflation, and the national debt.

The course extends students' understanding of these principles in the context of personal finance, exploring issues such as consumer awareness, personal financial planning (money and debt management), budgeting, income and taxes, banking, savings, investing, retirement and estate planning, credit, credit management, consumer purchasing and consumer power (bargain shopping), writing checks, housing decisions, purchasing a car, risk management and insurance for homes and autos, health, disability and life insurance, charity and giving and planning for your career.

## **HISTORY THROUGH SPORTS (L2) - Grades 9-12**

### **Semester**

This history elective class will examine the development of sport(s) in America. Our historical study will focus on helping students gain a better understanding of the inner relationship that sport has on social, economic, cultural and political forces that are at work in the United States as well as the world. We will examine the historical context as well as the significance of gender, race, ethnicity and social class. The course will focus on historical investigation through readings, primary sources, audio and visual materials as well as class discussion.

Students will gain historical knowledge about the historical origins and development of various sports in America as well as worldwide, major political, social, cultural, economic, and intellectual concepts throughout the chronological history of sport. Students will understand why and how sports have become a popular cultural phenomenon. Students will also learn a greater appreciation for the issues that have affected sports such as gender, discrimination, race bias and class economics. Students will also begin to recognize the influence that commercialization has within the sports world.

## **HISTORY THROUGH MOVIES (L2) - Grades 9-12**

### **Semester**

This course will use film to approach significant problems in history. Students will be asked to rethink the *relationships between "reality" and "representation"* and re-conceptualize the boundaries between history and film. The course will be arranged around the *IMPACT of the individual* in history. The course will examine the presentations and portrayals of individuals in history through the following **themes**:

**• Slavery • Genocide • The Cold War • Waging secret war with an enemy • Heroism in combat • Organized Crime in America • Sports in America**

The course will require students to be self-motivated learners and emphasize individual readings of the assigned articles and thoughtful individual critiques of the films and readings. At the conclusion of each film, students will complete a **summary analysis and critique** of the film in writing.

## **POLITICAL SCIENCE (Honors) - Grades 10-12**

### **Semester**

The Political Science course introduces students to the academic study of politics. Students will learn to differentiate among the various fields of Political Science including Political Theory, American Politics, Comparative Politics and International Relations. Students will examine multiple viewpoints to enhance their understanding of modern political issues. The incorporation of the history surrounding current political issues also promotes a deeper understanding of the reasons why people hold particular views. The course aims to assist students in developing the citizenship skills necessary for an individual interested in politics. An essential aspect of participation is the responsibility to be informed. In the context of this course, students are expected to develop a daily habit of reading legitimate news sources regarding political issues.

### **PSYCHOLOGY (Honors, L2) - Grades 10-12**

**Semester**

Psychology is the study of human behavior. The course explores the fascinating and complex depths of the mind from a perspective of personal adjustment. The purpose of scholarship will be to give students a general and practical understanding of human behavior that they can apply to their own lives. Topics of study will include theories of personality, defense mechanism, learned versus inherited behaviors, fear, mental illness, substance abuse, dreams and the subconscious, and more. Students will examine professional Psychological methods and theories, grounded in established research, and apply them to current events and personal scenarios. Students will show deep understanding by applying the science of Psychology to infer cause and effect in human behavior, predict how behavior will change, and explain why an individual acted the way he/she did. Students will demonstrate proficiency by analyzing a variety of informational texts, data, and case studies, completing a variety of projects, and scoring well on standards-based assessments.

### **PSYCHOLOGY II (Honors, L2) - Grades 10-12**

**Semester**

This course extends knowledge gained in Psychology I by taking a deeper look at the human mind, nervous system, anatomy and behavior. Scholarship will extend beyond the basic personal level, preparing students to pursue the discipline at the postsecondary level by developing comprehension in the areas of Educational Psychology, Child Psychology and Developmental Psychology. Applied Psychology with psychological testing, therapy, and treatment, and Social Psychology looking at group interaction, conformity, attitudes, and prejudice will also be explored. As with Psychology I, students will focus their learning on the latest research and methods of the field. Additionally, they will draw and defend their own conclusions as independent learners in a variety of ways including essays, oral presentations, class discussion, diagnosis and treatment plans, and other visual projects to demonstrate proficiency.

### **RHODE ISLAND HISTORY (L2) - Grades 9-12**

**Semester**

Rhode Island History examines our state's beginnings from Roger Williams seeking religious freedom and proceeds to explore Rhode Island's significance in United States & World History. The class will focus on the social, political, and economic aspects of internal development and the relation of the state to the region and the nation.

### **SOCIOLOGY (Honors, L2) - Grades 10-12**

**Semester**

Sociology is an elective course that studies human society and social behavior. Positive human relationships are an essential part of a civilized society and how we interact with each other is important so that we can find answers to questions and solve problems in our world. "Sociology teaches us to look at life in a scientific, systematic way." The way that we view the world comes from what we learn in our everyday activities. "The values, beliefs, lifestyles of those around us, as well as historic events help to mold us into unique individuals who have varied outlooks on social reality." This course deals with the social atmosphere that helps to make us who we are and how we behave. Sociology will cover topics such as culture, violence, deviance, social control, socialization and personality, group behavior, social class, and social institutions. The key component of this course is to study ourselves and the society that influences our behavior.

### **HOLOCAUST AND GENOCIDE (EEP) Grades 10-12**

**Semester**

After the term "Genocide" was coined in 1948 by the United Nations, the word not only became one of the most important legal, social and political terms, but also one of the important inter-disciplinary fields in the Social Sciences.

This course will provide students with a comparative perspective that highlights both theory and concrete examples of genocide. After defining and surveying different approaches to genocide, we will explore different cases of mass killing that took place over the course of centuries and across several continents: 1) Genocide in early history, 2) Colonial Genocide, 3) Ottoman Genocide, 4) the destruction of European Jewry during the Holocaust, 5) Cambodia, 6) Africa, Great Lake Region with a focus on Rwanda, Darfur,

and Democratic Republic of the Congo. The course examines these genocides from a variety of perspectives (perpetrators, victims, bystanders, witnesses, resisters and rescuers), and asks students to consider the moral/ethical choices made by members of each group. We will also discuss theories and tactics of genocide prevention, and healing from collective trauma.

A joint venture of Rhode Island College and East Providence High School, the Early Enrollment Program enables students to simultaneously earn college credit and high school credit for a course taken as part of their studies. The course is taught by an East Providence High School faculty member following the curriculum prescribed by Rhode Island College. Upon successful completion of the course, the credits earned will be kept on file in the Rhode Island College records office to be applied toward a degree at Rhode Island College or possibly transferred to some other college.

### **HISTORY OF HUMAN RIGHTS (EEP) Grades 11-12**

**Full Year**

This course aims to examine the theory and practice of Human Rights both in regards to the US and the international community. We will critically examine the international and domestic laws, actors, and institutions that play a role in defining and protecting human rights.

Students will review competing conceptions of human rights, whether human rights are universal, problems of enforcement, and the role of human rights in foreign policy. Major topics include the civil, political, and economic rights of marginalized groups; genocide, torture, gender equality, humanitarian intervention, and the international criminal court. We will consider critical perspectives on the human rights regime from feminists, Third World Approaches to International Law scholars, and advocates for rights of LGBTI communities. Recent debates over human rights in regards to Global Warming and environmental change, health and the Covid-19 pandemic will also be discussed.

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### **UNITED STATES HISTORY I EEP (RI COLLEGE) (Honors) - Grade 11-12** ***PARTICIPATION IN BOTH YEARS IS REQUIRED. Grades 11 & 12***

**Full Year**

U.S. History I to Reconstruction shows the development of the United States from Columbian contact through post Civil War reconstruction. This course surveys events, trends, people, groups, cultures, ideas, and institutions in North American and United States history, including the multiple perspectives of gender, class, and ethnicity between the period when Native American Indians were the sole inhabitants of North America and the American Civil War. The course is designed to develop students' skills in historical analysis – reading and interpreting primary resources, evaluating historical scholarship, and applying insights from history to your daily lives. A principal focus of this course is on developing, practicing, and strengthening the skills historians use while constructing knowledge in the discipline.

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### **UNITED STATES HISTORY II EEP (RI COLLEGE) (Honors) - Grades 11-12** ***PARTICIPATION IN BOTH YEARS IS REQUIRED. Grades 11 & 12***

**Full Year**

U.S. History II—United States from 1877 to the present examines the political, economic, intellectual, and social forces that shaped modern America. Particular attention is given to developments surrounding the industrialization of the United States, the emergence of the United States as a world power, immigration, and economic changes in the twentieth century including periods of prosperity and depression, and the civil rights and women’s rights movements. The course is designed to develop students’ skills in historical analysis – reading and interpreting primary resources, evaluating historical scholarship, and applying insights from history to your daily lives. A principal focus of this course is on developing, practicing, and strengthening the skills historians use while constructing knowledge in the discipline.

A joint venture of Rhode Island College and East Providence High School, the Early Enrollment Program enables students to simultaneously earn college credit and high school credit for a course taken as part of their studies. The course is taught by an East Providence High School faculty member following the curriculum prescribed by Rhode Island College. Upon successful completion of the course, the credits earned will be kept on file in the Rhode Island College records office to be applied toward a degree at Rhode Island College or possibly transferred to some other college.

### **UNITED STATES HISTORY (L2) - Grade 11**

**Full Year**

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

### **WOMEN’S HISTORY (L2) - Grades 9 - 12**

**Semester**

This course is both an introduction to gender studies as well as a survey course on the experiences of women since the Colonial period to modern times. Students will explore how gender has intersected with class, race, ethnicity, and other elements of social history as they analyze women’s history beginning with the suffrage movement and ending in the present day. The class will discuss issues of gender, femininity, and sexuality. We will examine how the cultural, political, and economic developments in America shaped the lives and experiences of women. Additionally, we will study the many contributions women made to American society as we examine modern American history through the lens of gender. Students will be expected to read and interpret multiple primary and secondary sources and to communicate their understanding, analysis, synthesis, and evaluation of relevant course material in a variety of ways. This course is designed for any 9<sup>th</sup> to 12<sup>th</sup> grader who is interested in learning more about the history of women in America and for those students seeking a greater understanding and appreciation for the role that gender plays in shaping American society and history.

### **WORLD HISTORY (Honors) - Grade 10**

**Full Year**

Students will study the political, economic, religious, social, intellectual, and artistic movements of the pre-modern, modern, and postmodern eras. The curriculum will cover both western and non-western societies. The content includes, but is not limited to: Renaissance and Reformation, The World That Trade Created and Global Transformation, The Muslim Empires, Ming China, Tokugawa Japan, the Age of Revolutions (political and industrial), Nationalism and Imperialism, World War I and II, Decolonization, Cold War, and the Challenges of an Interdependent World. Critical thinking standards emphasized in the course include, but are not limited to: reading and analyzing informational texts; identifying multiple sources; formulating reasoned arguments based on the critical examination of multiple perspectives; and, developing writing skills which demonstrate proficient skills in organization, clarity, word usage, documentation and other conventions of standard written English. Students will be expected to practice a variety of reading comprehension strategies, thus -gaining a deeper understanding of the concept of change and continuity over time. Finally, students will continue to build their note taking, research, essay writing, oral presentation, listening, and other applied learning skills.

### **WORLD HISTORY THEMES (L2) - Grade 10-12**

**Semester or Full**

**Year**

Students can choose 1 or 2 semesters from the following courses: Military History, Holocaust and Genocide, Cold War, World Human Geography or Human Rights.

**WORLD HIST THEMES COLD WAR(L2) - (L2) - Grades 10-12****Semester**

This course will examine the history of the twentieth-century international competition and conflict known as the “Cold War.” It will begin by tracing the roots of American-Soviet ideological antagonism back to the late nineteenth century, when many Americans became interested in the liberation of the tsarist empire and sympathized with a revolutionary movement they hoped would bring a “free Russia.” The class will then look in depth at American responses to the Russian revolutions of 1917, including the controversial U.S. intervention in the Russian Civil War and the refusal to recognize the Soviet government until 1933 -- a period some historians have called “the first Cold War.” After briefly considering whether the U.S.-Soviet collaboration during the Second World War could have provided a foundation for postwar cooperation, the course will explore in detail how a conflict between the two superpowers widened into a global struggle between capitalist and socialist camps. Finally, the class will analyze how, after the Cuban Missile Crisis of 1962, superpower relations shifted back and forth between detente and confrontation until the Cold War finally ended in the late 1980s.

**WORLD HISTORY THEMES (L2) THE HOLOCAUST AND GENOCIDE (Honors, L2) Grades 10-12****Semester**

This course will provide students with an in depth look at the Holocaust and other contemporary world genocides. The first half of the course will include an examination of the sequence of events prior to and throughout the Holocaust, a look at the groups targeted by Hitler’s regime and the lasting impact of the Holocaust on American and world societies. The second half of the course will allow students to examine other incidents of genocide in the modern world and the role of America in the context of these conflicts.

**WORLD HISTORY THEMES (L2) MILITARY HISTORY (L2) - Grades 9 - 12****Semester**

The focus of this class will be World Wars. This course will delve into both tragic and fascinating recurring themes in the human story: armed conflict. From a primarily western civilization perspective, students will learn to think critically about war as it has occurred across time and continents. They will analyze how cultural, political, and social institutions have been causal agents of war as well as how they have been shaped by war. This elective will provide interested students the opportunity to further examine military-related topics discussed in World History and U.S. History. It will also provide a more robust historical context for understanding modern conflicts.

**WORLD HISTORY THEMES (L2)WORLD HUMAN GEOGRAPHY (L2, Skills) - Grades 9-11****Semester**

This course provides students opportunities to study the interaction of various peoples with their physical and cultural environments in the major areas of the world. Students explore North America, Europe, Middle East, Sub-Saharan Africa, Asia, Australia, and Latin America to compare physical processes, components of cultures, and human interactions that affect history.

**SCHOOL STORE/BANK - (Honors, Life Skills) - Grade 12****Semester**

*(Prerequisite: Economics or Financial Literacy)*

The School Store/Bank class will provide students with hands-on experience in store and bank operations. The class is a viable experience in preparing students with the skills and competencies needed to be successful in the fields of finance, customer service and the management of individuals. In addition, the bank space and retail space provide the opportunity for students to operate a School Store and Bank, serve customers, and deal with the day-to-day challenges of operating a successful business. Class time will be split between classroom instruction, and hands-on work in the school store and/or bank.

## • ***SPECIAL EDUCATION*** •

### **ACADEMIC SUPPORT (No Level) Grades 9-12**

**Semester/Full Year**

This class is offered as a full year course or half year course and is taught by a special education teacher. Students will be selected by case managers and guidance. The course is designed to provide students with the skills needed to be productive and successful students. The special education teacher will provide a variety of opportunities for students to meet with academic success in their other classes such as pre-teaching upcoming material, re-teaching previously presented material, and assisting students with the organizational skills needed for work completion. The teacher will also help the student develop self-advocacy skills. As needed students will have the opportunity to complete missed assignments and assessments due to absences. Grading for the class is based on the work habits rubric.

## • ***WORLD LANGUAGE DEPARTMENT*** •

The World Language Curriculum is developed around the American Association of Teachers of Foreign Languages (ACTFL) National Standards of Foreign Language Learning. Language classes incorporate 5 principal standards – communication, cultures, connections, comparisons, and communities. Learning a new language not only provides students with the skills to communicate and experience a new language and culture, but also enhances a student’s understanding of his/her own language and culture.

Students planning on attending college are strongly encouraged to complete at least three years of a language. Through the Rhode Island College Early Enrollment Program, students have the option to receive, for a fee, college credit for the fourth and fifth year language classes offered through the department.

Students who score proficient in English and at an Int/Mid Proficiency in a second language are eligible to receive a Bilingual Seal on their diploma.

### **Seal of Bilingual**

The Seal of Bilingual certifies that a student has demonstrated skills in the English language and one or more other world languages. Students earn a Seal of Bilingual by demonstrating competence in English Language Arts standards as defined by the Commissioner Seal or English Proficiency standards, and nationally-recognized world language standards. Intermediate-Mid according to the American Council of Foreign Language Teachers Proficiency Scale or a 3 or higher on AP language test. In addition, proficiency in English on SAT or PSAT, and/or ACCESS scores as set by RIDE guidelines. An East Providence Bilingual Seal will be awarded to students that retest and achieve the benchmarks outlined above.

## **FRENCH, PORTUGUESE, AND SPANISH**

### **Introduction**

Students who are interested in learning a new language can take this semester-long introductory class. Students are introduced to the basic language structure and culture of the target language, as well as vocabulary for travel and basic work communication. The class is aligned to the ACTFL proficiency guidelines of Novice Mid.

### **AP SPANISH (AP) Grades 9-12**

**Full Year**

This Level 5 class is designed for students interested in taking the AP Spanish test. Students continue to develop and refine their proficiency in all four language skills - listening, speaking, reading and writing. Students communicate using more complex language structures. At this level, students comprehend the main ideas of important literary works and are able to identify significant details. Students continue their study of the culture, history, literature, and art of the target culture. The

course is aligned to the ACTFL proficiency level of Advanced.

**PORTUGUESE, SPANISH I (L2)- Grades 9-12**

**Full Year**

**FRENCH I (Honors, L2) -Grades 9-12**

**Full Year**

Students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language. This communication is evidenced in all four language skills - listening, speaking, reading and writing - with emphasis on the ability to communicate orally and in writing. Students begin to explore and study the themes of Personal and Family Life, Schools, Social Life, and Community. The course is aligned to the ACTFL proficiency level of Novice High.

**FRENCH II** \*See Spanish II

**PORTUGUESE II** \*See Spanish II

**SPANISH II (Honors, L2) - Grades 9-12**

**Full Year**

Students continue to develop proficiency in all four language skills - listening, speaking, reading, and writing - with emphasis on the ability to communicate orally and in writing. They learn to function in real-life situations using more complex sentences and language structures. They read material on familiar topics and produce short writing samples. Students continue to explore the themes of Home Life, Student Life, and Community. The course is aligned to the ACTFL proficiency level of Intermediate Low.

**FRENCH III** \*See Spanish III

**PORTUGUESE III** \*See Spanish III

**SPANISH III (Honors, L2) - Grades 9-12**

**Fall Year**

Students continue to develop and refine their proficiency in all four language skills - listening, speaking, reading and writing - with emphasis on the ability to interact orally and in writing. They communicate using more complex language structures on a variety of topics, moving from concrete to more abstract concepts. At this level, students comprehend the main ideas of the authentic materials with which they are familiar. The course is aligned to the ACTFL proficiency level of Intermediate Mid. Students gain a deeper understanding of the world around them while studying the themes of Health and Wellness, Travel and Vacations, Holidays and Traditions, Environment, Technology, and Education.

**FRENCH IV** \*See Spanish IV

**PORTUGUESE IV** \*See Spanish IV

**SPANISH IV (Honors/EEP credit optional) - Grades 9-12**

**Full Year**

Students continue to develop and refine their proficiency in all four language skills - listening, speaking, reading and writing. Students communicate using more complex language structures such as the subjunctive. Communication will move from talking about oneself and familiar topics to the more abstract. At this level, students comprehend the main ideas of authentic materials that they read and hear and are able to identify significant details. Students study the culture, history, literature, and art of the target culture. The course is aligned to the ACTFL proficiency level of Intermediate High. Students may obtain college credit for this class through the early enrollment program at Rhode Island College.

**FRENCH V** \*See Spanish V

**PORTUGUESE V** \*See Spanish V



**SPANISH V (Honors/EEP credit optional) - Grades 9-12****Full Year***Prerequisite: Spanish IV*

Students continue to develop and refine their proficiency in all four language skills - listening, speaking, reading and writing. Students communicate using more complex language structures such as the subjunctive. Communication will move from talking about oneself and familiar topics to the more abstract. At this level, students comprehend the main ideas of authentic materials that they read and hear and are able to identify significant details. Students study the culture, history, literature, and art of the target culture. The course is aligned to the ACTFL proficiency level of Intermediate High. Students may obtain college credit for this class through the early enrollment program at Rhode Island College.

**LUSOPHONE CULTURE AND MUSIC (Honors) - Grades 9-12****Semester***Prerequisite: Portuguese 3*

This course is designed for students who wish to enhance their cultural awareness of the music and culture of the Portuguese speaking world. Students will be introduced to the Lusophone countries and their art, history, and music.

**PORTUGUESE FOR FIRST RESPONDERS & HEALTHCARE PROF (No Levels)****Grades 9-12****Semester**

This class is primarily a spoken/conversational class designed to develop sufficient Portuguese for first responders and healthcare professionals to gather basic information from patients, victims and witnesses for broadcast and report writing. Students will also develop Spanish to give instructions to individuals during health care scenarios, during the arrest process and basic medical vocabulary to aid in the assistance of injured persons. The class will involve role play to dramatize situations common in service to the public. There will be guest lectures from the law enforcement and healthcare community who will share their expertise with the class. (There is no prerequisite for this class.)

**PORTUGUESE FOR HERITAGE SPEAKERS (No Levels) - Grades 9-12****Semester**

This course is designed for students who use the Portuguese language at home and have little to no literacy skills in Portuguese. This course will provide students with the opportunity to improve literacy skills in the Portuguese while exploring their cultural heritage. Students who complete this course will acquire the literacy skills in Portuguese to continue with advanced Portuguese studies. Language level for continuation of study will be determined through an exit exam. (There is no prerequisite for this class.)

**SPANISH FOR FIRST RESPONDERS & HEALTHCARE PROF. (No Levels)****Grades 9-12****Semester**

This class is primarily a spoken/conversational class designed to develop sufficient Spanish for first responders and healthcare professionals to gather basic information from patients, victims and witnesses for broadcast to colleagues and report writing. Students will also develop Spanish to give instructions to individuals during health care scenarios, during the arrest process and basic medical vocabulary to aid in the assistance of injured persons. The class will involve role-play to dramatize situations common in service to the public. There will be guest lectures from the law enforcement and healthcare community who will share their expertise with the class. (There is no prerequisite for this class.)

**SPANISH FOR HERITAGE SPEAKERS (No Levels) - Grades 9-12****Semester**

This course is designed for students who use the Spanish language at home and have little to no literacy skills in Spanish. This course will provide students with the opportunity to improve literacy skills in Spanish while exploring their cultural heritage. Students who complete this course will acquire the literacy skills in Spanish to continue with advanced Spanish studies. Language level for continuation of study will be determined through an exit exam. (There is no prerequisite for this class.)

**SPANISH LANGUAGE FILMS (Honors) - Grades 9-12****Semester***Prerequisite: Spanish*

This course uses films to review and refine the skills learned in prior language instruction as well as study Spanish culture and society. In addition, students explore new vocabulary themes and grammar to study, discuss and write about Spanish films.

**THE LATINO PRESENCE IN THE UNITED STATES (No Level) - Grades 9-12****Semester**

This interdisciplinary course focuses on the Latino culture in the United States. Lectures, readings and discussions will provide an overview of the influences that continue to shape the culture, character, history and literature of Latinos in the

United States. A major focus will be the exploration of the various means in which Latinos have struggled to achieve social change and equality. Culture, ethnicity, language, education, immigration, economics, political action, oppression, discrimination, and current events will be studied through readings of representative works including narrative, poetry, theater, film and essay. (There is no prerequisite for this class. The class will be in English.)

**THE FRENCH AMERICAN CONNECTION (Honors) - Grades 9-12**

**Semester**

French Society – its literature, art, philosophy and language – have influenced the United States since the start. In this class, students will study the French language and culture in order to better understand the influence that France has had on the United States. Through these connections, students will become more aware of their own language, history and cultural perspectives. (There is no prerequisite for this class. The class will be in English.)

**CLASSICAL LANGUAGES:**

**LATIN I (Honors/EEP) - Grades 9-12**

**Full Year**

Fundamentals of classic Latin, including declensions of nouns and adjectives, conjugations of verbs, elementary grammatical principles, and basic vocabulary are the essentials of this course. Derivation of English and Romance languages and words is stressed from the outset, with an eye to increasing the student's working English and modern language vocabularies. Fundamentals of English grammar are constantly reviewed and are absolutely essential to the study of Latin. Students will

complete elementary reading and writing exercises. Students may receive college credit for this course through the Early Enrollment Program at RI College.

**LATIN II (Honors/EEP) - Grades 9-12**

**Full Year**

*Prerequisite: Latin I*

In the first semester, this course provides a short, intensive review of Latin I. Emphasis is placed upon further expanding each student's Latin and English vocabularies and developing his/her abilities to read, translate, and understand Latin of intermediate difficulty. Students may receive college credit for this course through the early enrollment program at RI College.

**LATIN-THE MILLIONAIRE'S DINNER PARTY (Honors) - Grades 9-12**

**Full Year**

*Prerequisite: Latin II*

This course is for those students who have completed Latin I and II and who are interested in continuing their pursuit of the language. By reading "The Millionaire's Dinner Party" a chapter of Petronius' Satyricon, students are eased into reading Latin prose through Petronius' simpler grammar and vocabulary. Students will also learn more about Roman culture, and will be introduced to the concept of Roman satire.

**PREPPING FOR THE SATS THROUGH GREEK & LATIN ROOTS (No Level)**

**Grades 9-12**

**Semester**

This course presents common SAT vocabulary words by looking at the ancient words from which they derived. Students will study vocabulary through their Greek and Latin roots and prefixes. This course is recommended for any student interested in growing their vocabulary or etymology. (There is no prerequisite for this class.)

## **• EXPERIENTIAL PATHWAYS •**

The Experiential Pathway program at East Providence High School is a combination of coursework (at least 3 courses in addition to the regular sequence of studies), experiential learning (at least 30 hours of experience in the student's chosen field), and a culminating project that exhibits the student's learning.

Pursuing a Pathway in high school provides students with the opportunity to focus their interests in a particular course of studies beyond that which is required. In addition students are provided opportunities to explore these interests in depth, apply knowledge acquired in class, and make connections between subject matter. Students who pursue a Pathway must be self directed, responsible, and hard working. Teachers will serve as facilitators in the Pathway, and students will be leaders in their academic pursuits both within and outside of the classroom. The skills required in successfully completing a Pathway are valuable to employers, universities, and the military and demonstrate that students are ready for post secondary success.

East Providence High School is proud to offer the following Experiential Pathways:

- Communication Studies
- Education
- Finance
- Human Rights
- Government and Citizenship
- Social Sciences and Service
- Environmental Science - STEM

- Fine Arts - Visual Arts
- Music Education/Performance

### **PATHWAYS NAME : COMMUNICATION STUDIES**

The Communications (COM) Pathway is designed for students interested in pursuing a career in communications. Students will focus on different types of media - print, broadcast, and internet. This pathway focuses on the development and application of oral, written, and visual communication skills and knowledge, as well as engaging students in community-based projects and the opportunity to complete internships in their senior year. The Communications Pathway at EPHS relates to the Communications, Media, and Film Pathway Endorsement and Business and Industry Pathway Endorsements through RIDE and Prepare RI.

#### **Academic Study/Required Courses**

All students enrolled in the Communications Pathway must complete one of the following course:

- Foundations of Writing (Semester) **OR** AP English Language and Composition (Full Year) **OR** URI Writing 104b (Semester)

All students enrolled in the Communications Pathway must complete one of the following courses:

- Public Speaking and Debate (Semester)
- EEP Course in Spanish, French, and/or Portuguese **OR** AP Spanish

Additionally, all students enrolled in the Pathway must complete at least one of the following courses: 3D Animation, Creative Writing, Current Events, Drama EEP,, Film Study, Intro to Digital Photography, Journalism, Media Studies, Multimedia/Coding, Poetry, Political Science, Web Design Coding I

#### **Experiential Learning (must be a minimum of 30 hours)**

In addition to demonstrating proficiency through academic study, students must complete a minimum of 30 hours working with a mentor in their chosen field of study. Through a variety of opportunities in the area of communications, students will gain experiential knowledge and experience. Students can satisfy this requirement by committing 30 hours of learning through:

As part of those 30 hours, students in the Communications Pathway can:

- Participate in the morning announcements
- Participate in the Townie Newspaper
- Participate in Debate Club
- Participate in Diversity Talks
- Participate in Writing Club
- Participate in Young Democrats Club
- Participate in Young Republicans Club
- Participate in Photography Club
- Participate in Poetry Out Loud
- Participate in World Language Clubs - French, Spanish, and Portuguese
- Complete an internship with local news station or newspaper

#### **Application Project**

Students must complete an application project during their senior year. Students may utilize the WIN block to complete their work-based learning requirements as part of their Pathway through community-based projects, internship, or community-based rotation. The application project is student-centered, reflective and personalized

to each student's pathway interest. Students are required to present their Senior Project as their performance-based diploma assessment, which provides an opportunity for students to showcase the knowledge gained through their Communications Pathway experience. Consequently, when the students complete the pathway, not only will they be college and career ready, they have developed skills and experience in effective multimodal forms of communication.

### **Endorsement with Distinction**

In order to receive the Communications Pathway Endorsement with distinction, successfully complete at least ONE from the following:

- Biliteracy Seal
- Application Project Presentation with Distinction

### **PATHWAYS NAME: EDUCATION**

The Education (EDC) Pathway is designed for students interested in pursuing education. Students will have the opportunity to take courses in educational theory and the history of education, as well as engage in community-based projects and have the opportunity to participate in internships in their senior year. The Education Pathway at EPHS relates to the Arts and Humanities Pathway and Education, Government and Human Services Pathway Endorsements through RIDE, and Prepare RI.

### **Academic Study/Required Courses**

All students enrolled in the Education Pathway must complete the following:

- Psychology II\* (semester)
- Foundations of Writing (Semester) **OR** AP English Language and Composition (Full Year) **OR** URI Writing 104b (Semester)
- CPR / First Aid & Safety/Health Careers (semester) **OR** American Heart Association BLS CPR/First Aid & Safety Certification
- FNED 100 - Education in a Democratic Society **OR** Introduction to Childhood Education (Independent Study) **OR** Successful Completion of the ParaPro Assessment\*

\*The Psychology II course covers educational, child, and adolescent psychology.

### **Experiential Learning (must be a minimum of 30 hours)**

In addition to demonstrating proficiency through academic study, students must complete a minimum of 30 hours working with a mentor in their chosen field of study. Through a variety of opportunities in the area of education, students will gain experiential knowledge and experience.

As part of those 30 hours, students in the Education Pathway can:

- Participate in the EPHS Partners Program
- Participate in the Townie to Townie Program
- Participate in World Language Clubs - French, Spanish, and Portuguese
- Complete Peer Tutoring and/or EPHS Teacher's Assistant Internship
- Complete a teacher assistance training program
- Complete ParaPro Assessment Exam prep
- Complete CPR/First Aid Certification independently

### Application Project

Students must complete an application project during their senior year. Students may utilize the WIN block to complete their work-based learning requirements as part of their pathway through service-learning, community-based projects, internship, or community-based rotation. The application project is student-centered, reflective and personalized to each student's pathway interest. Students are required to present their Senior Project as their performance-based diploma assessment, which provides an opportunity for students to showcase the knowledge gained through their Education Pathway experience. Consequently, when the students complete the pathway, not only will they be college and career ready, they will also have a deeper insight into the nuances of the field of education.

### Endorsement with Distinction

In order to receive the Education Pathway Endorsement with distinction, successfully complete at least ONE from the following in each category of reading, writing, and math:

Evidence	Reading	Writing	Math
ParaPro Assessment	**A minimum score of 461		
SAT	Evidence Based Reading and Writing: 480		530
ACT	22	18	22
Praxis Core	168	165	162

### PATHWAYS NAME : FINANCE

The Finance Pathway is a course sequence that helps to prepare students in the fields of money management, finance, stock trading, banking, store management, customer service, sales, and staff management. Skills learned in the pathway involve: basic accounting, business planning, finance related hardware and technology education, financial planning, and core economic concepts that apply to finance and business management.

### Academic Study/Required Courses

All students enrolled in the Finance Pathway must complete the following courses:

- Economics or Financial Literacy
- Stocks and Investing (semester)
- Bank/School Store (semester)

Additionally, all students enrolled in the FINANCE Pathway must complete at least three of the following courses:

At least TWO from below:

- AP Statistics, Statistics with Probability with Application, Public Speaking and Debate, Current Events, Portuguese or Spanish.

At least ONE from below:

- Financial Algebra II, STATISTICS AND PROBABILITY, College Algebra, Physics, Psychology, Criminal and Family Law

### Experiential Learning (must be a minimum of 30 hours)

In addition to demonstrating proficiency through academic study, students must complete a minimum of 30 experiential hours working with a mentor or adviser in their chosen field of study. Through a variety of opportunities in the area of finance, students will gain experiential knowledge and experience. Students can satisfy this requirement by completing 30 hours of learning through:

Complete an internship or volunteer with a finance related organization, such as Navigant Credit Union, Teachers and Community Credit Union, Fidelity and other approved entities.

Complete specific goals as a member of a school club such as DECA, School Store and other approved clubs, which focus on finance, sales and/or entrepreneurship. Club hours can count towards the 30 hour requirement.

### **Application Project**

Students must complete a presentation demonstrating the application of skills learned and showcase their knowledge gained through the 30 hour requirement. Other opportunities to apply learning include, but not limited to a culminating report of their experience and/or interview.

## **PATHWAYS NAME: HUMAN RIGHTS**

The Human Rights Pathway is ideal for high school students who want to think critically about human rights and the complexity of finding solutions to social justice issues. The associated courses in the Human Rights Pathway reflect the importance of issues involving oppressed and disadvantaged human groups. Historical and/or contemporary cases of discrimination based on race, gender, ethnicity, religion, sexual orientation and age, as well as the rights of minorities, immigrants, and/or refugees will be explored. Students will develop knowledge and skills to address human rights on a local, national, and global scale. Students will have the opportunity to address human rights abuses through service learning projects, internships and volunteerism.

### **Academic Study/Required Courses**

All students enrolled in the Social Sciences and Service Pathway must complete the following courses:

- United States History (full year) or US Part I and II
- Civics/American Government and Politics (full year)

Additionally, all students enrolled in the Human Rights Pathway must complete at least three of the following courses:

At least TWO from below:

- African American Literature, Media Studies, Public Speaking and Debate, Women in Literature, Civil Rights Movement, Sociology, Psychology I, Psychology II, African American Literature, Holocaust and Genocide, Women's History, Current Events, Global Citizenship, URI Writing 104b

At least ONE from below:

- AP World History, World History, World Language level 3-5 class, African American History, African American History EEP, Criminal and Family Law

### **Experiential Learning (must be a minimum of 30 hours)**

In addition to demonstrating proficiency through academic study, students must complete a minimum of 30 experiential hours working in their chosen field of study. Through a variety of opportunities in the area of human rights, students will gain experiential knowledge and experience. Students can satisfy this requirement by committing 30 hours of learning through:

Complete an internship or volunteer with an organization that pushes for the improvement of human rights, such as the Anti Defamation League New England, Progreso Latino, RI NAACP, RI NOW or a similar organization.

- Complete specific goals as a member of a school club that pushes for the advancement of human rights.
- Complete work on a political campaign or public service initiative that supports the advancement of human rights

### **Application Project**

The Human Rights pathway will allow students to complete their work-based learning requirements through service-learning, community-based projects, internship, or community-based rotation. Students are required to present their Project as their performance-based diploma assessment, which provides an opportunity for students to showcase the knowledge gained through their experience. Other opportunities to apply learning include but not limited to a culminating report of their experience or an interview.

## **PATHWAYS NAME: GOVERNMENT AND CITIZENSHIP**

Students in the Government and Citizenship Pathway are given the opportunity to participate, examine, interpret, and be active in government at the federal, state, and/or local level. This program is structured so that the student can explore and design an experience in government and citizenship that allow the student to investigate the inner workings of different aspects of our government and the media that reports on governmental actions so that the student can fully participate as a citizen and can continue their passion throughout their college and career processes.

### **Academic Study/Required Courses**

All students enrolled in the Government and Citizenship Pathway must complete the following courses:

- United States History or United States History Part I and Part II
- Civics/American Government and Politics

Additionally, all students enrolled in the Government and Citizenship Pathway must complete at least three of the following courses:

- World History
- Political Science
- Journalism
- Public Speaking and Debate
- Media Studies
- Current Events



### **Experiential Learning (must be a minimum of 30 hours)**

In addition to demonstrating proficiency through academic study, students in the Government and Citizenship Pathway, must complete a minimum of 30 experiential hours working with a mentor in their chosen field of study. Students can gain experiential knowledge of government, politics, legal institutions, and citizenship in a myriad of ways. Students can satisfy this requirement by committing 30 hours of learning through:

As part of those 30 hours, students in the Government and Citizenship Pathway can\*:

- Complete an internship in state, local, or federal government.
- Complete specific goals as a member of Mock Trial or Mock U.N
- Complete specific goals as a member of Model Legislature
- Complete work on a political campaign
- Participate in the Debate Club
- Participate in the Young Democrats Club
- Participate in the Young Republicans Club
- Participate in the Townie Newspaper

### **Application Project**

Their project will be presented as part of their performance-based diploma assessment, which provides an opportunity for students to showcase the knowledge gained through their experience. Options for the Application Project are widely varied and must be of other governmental/political activities beyond the school day. Opportunities such as participating in Mock Trial, writing a resolution and participating in Model United Nations conference, drafting legislation and participating in Model Legislature Day would meet these requirements. Other opportunities to apply learning include but not limited to a culminating report of: attending a legislative oversight hearing, participating as a page in the state or national legislature, interning at a legislator's office, attending and reporting on the result night of a political campaign as a volunteer, and reporting on interning at a state office or in a judge's chambers. Other opportunities to apply learning include but not limited to a culminating report of their experience or an interview.

### **PATHWAYS NAME: SOCIAL SCIENCES AND SERVICE**

The Social Sciences and Service (SSS) pathway is designed for students interested in career fields or college programs in law, psychology, social work, public service, education, or the social sciences. Students will take courses in theory and history, as well as engage in community-based projects and have the opportunity to participate in internships in their senior year. Students will have the opportunity to participate in AP, EEP, and honors classes (though not a requirement). The Social Sciences and Service Pathway at EPHS relates to the Arts and Humanities Pathway and Education, Government and Human Services Pathway Endorsements through RIDE and Prepare RI.

### **Academic Study/Required Courses**

All students enrolled in the Social Sciences and Service Pathway must complete the following courses:

- United States History (full year) or US Part I and II
- Civics/American Government and Politics (full year)

Additionally, all students enrolled in the Social Science and Service Pathway must complete at least three of the following courses:

At least TWO from below:

- African American Literature, Media Studies, Public Speaking and Debate, Women in Literature, Civil Rights Movement, East Providence History, Global Citizenship, Rhode Island History, Sociology, Psychology, Psychology II (pre req), Military History, Holocaust and Genocide, Women's History, Women's Literature, World Human Geography, Political Science

At least ONE from below:

- AP World History, World History, World Languages, URI Writing 104b, AP Economics, Economics, EEP US History I, EEP US History II, African American History, African American History EEP, Criminal and Family Law, World Language level 3-5 class

### **Experiential Learning (must be a minimum of 30 hours)**

In addition to demonstrating proficiency through academic study, students must complete a minimum of 30 experiential hours working in their chosen field of study. Through a variety of opportunities in the area of social sciences and service, students will gain experiential knowledge and experience. Students can satisfy this requirement by committing 30 hours of learning through:

As part of those 30 hours, students in the Social Sciences and Service Pathway can\*:

- Complete an internship in state, local, or federal government.
- Complete specific goals as a member of a school run social science based club.
- Complete an internship in a social science based organization.
- Complete work on a political campaign or public service initiative

### **Application Project**

The pathway will allow students to complete their work-based learning requirements through service-learning, community-based projects, internship, or community-based rotation. The curriculum is student-centered, reflective and personalized to each student's pathway interest. Students are required to present as their performance-based diploma assessment, which provides an opportunity for students to showcase the knowledge gained through their Social Sciences and Service Pathway experience. Consequently, when the students leave this course, not only will they be college and career ready, they will be better-engaged citizens. Other opportunities to apply learning include but not limited to a culminating report of their experience or an interview.

### **PATHWAYS NAME: ENVIRONMENTAL SCIENCE**

The Environmental Science Pathway is a program for students that want to develop their skills in understanding, preserving and protecting the environment. The Pathway offers unique experiences designed to support and promote the study of the environment and environmental careers. The environmental sciences pathway at EPHS relates to the STEM; Environment and Sustainability Pathway Endorsement. Some goals of the pathway include: teaching students the fundamentals of environmental science and ecology, developing stewardship and developing an understanding of interconnections between humans and the environment.

### **Academic Study/Required Courses**

All students enrolled in the Environmental science Pathway must complete the following courses:

- Biology
- Chemistry

- Environmental Science

Additionally, all students enrolled in the Environmental science Pathway must complete:

- The equivalent of at least three years of elective science courses that relate to their specific area of interest.

### **Experiential Learning (must be a minimum of 30 hours)**

In addition to demonstrating proficiency through academic study, students in the Environmental Science Pathway, must complete a minimum of 30 experiential hours working in their chosen field of study.

Students can gain experiential knowledge in a variety of ways.

- Participate in internship
- Write a research proposal / Conduct research on EPHS campus or off site
- Work with a mentor. Some examples include:
  - *Collegiate level - research*
  - *Technical - alternative energy, solar panel installation, water conservation strategies etc.*
  - *Agricultural - Organic farming practices, Genetic engineering of crops*

### **Application project**

- Design and/or present scientific research project that the applicant has participated in.
- Present acquired practical experience in an environmental career.
- Portfolio presentation of experience with mentor.
- Other opportunities to apply learning include, but not limited to a culminating report of their experience and/or interview.

## **PATHWAYS NAME: VISUAL ARTS**

The visual arts pathway is designed for students interested in exploring one of the visual arts areas of concentration. Students will investigate and partake in community service learning, industry marketing/PR, and apprenticeships in order to be career successful. They will have honors options for classes at the High School and the opportunity to elect EEP or AP credit courses. City and state art events and competitions will also be a focus.

### **Academic Study/Course Requirements:**

Students must successfully complete at least one of the following courses each year:

- 9<sup>th</sup> Grade: Introduction to Art, Introduction to Ceramics, Introduction to Fashion and/or Introduction to Digital Photography
- 10<sup>th</sup> Grade: Intermediate Art, Intermediate Ceramics, Intermediate Fashion, and/or Intermediate Digital Photography, Wheel Throwing 1
- 11<sup>th</sup> Grade: Advanced Art (Honors EEP), Advanced Ceramic Honors, Advanced Fashion Honors and/or Advanced Digital Photography, Wheel Throwing 2
- 12<sup>th</sup> Grade: AP Drawing/2D Design or AP 3D

### **Experiential Learning (must be a minimum of 30 hours)**

As part of those 30 hours, students in the Music Performance Pathway must perform as part of a music ensemble activity including but not limited to any of the following:

- School Based Enterprises/Service Learning Projects

- Industry Project/School-based Enterprise -Public Relations, Promotions and Marketing
- Apprenticeship - Gallerist

### **Application Project**

A digital portfolio which includes work from a variety of mediums photographed at a professional level.

### **PATHWAYS NAME: MUSIC EDUCATION/PERFORMANCE**

This music education/performance pathway is designed for students interested in a career in music performance or music education while electing a performing ensemble track. Students will take courses in performance (ensembles and personalized instruction) theory and music history. They will have honors options for classes at the High School and the opportunity to elect EEP or AP credit courses. They will perform at state and national music festivals.

### **Academic Study/Course Requirements:**

Students must successfully complete at least one of the following courses each year:

- 9<sup>th</sup> Grade: Chorus, Concert Band, Piano or Guitar
- 10<sup>th</sup> Grade: Meistersingers/Wind Ensemble or Piano II Honors
- 11<sup>th</sup> Grade: Meistersingers/Wind Ensemble or Survey of Music EEP
- 12<sup>th</sup> Grade: Meistersingers/Wind Ensemble, AP Music Theory or Private Study

### **Experiential Learning (must be a minimum of 30 hours)**

As part of those 30 hours, students in the Music Performance Pathway must perform as part of a music ensemble activity including but not limited to any of the following:

- All State Festival
- Solo and ensemble festival
- C/RIC/URI Festival groups
- Participation in private lessons
- Participation in ensembles at the Rhode Island Philharmonic Music School

### **Application Project**

A digital portfolio which includes audio and video samples of performance work.

### **SENIOR PROJECT PATHWAY SEMINAR**

The Senior Project Pathway Seminar class is designed to engage students in advanced studies within their chosen pathway. Under the guidance of their teacher/mentor students will apply and synthesize their content knowledge through research, projects and internships. In addition, students will be provided opportunities to engage with and learn from experts in the field through guest speakers, shadowing and field trips.

Prerequisite: acceptance in a Pathway, two additional courses beyond the regular course of studies within the pathway topic.

## **• CAREER AND TECHNICAL EDUCATION •**

The East Providence Career and Technical Center (EPCTC) is fully integrated within the new East Providence High School building. The EPCTC offers a variety of technical course programs, which offer students to earn industry credentials and postsecondary credits as they learn in a hands-on environment using tools of the trade and getting authentic work-based experience. Besides serving the students of East Providence, the EPCTC also enrolls students from surrounding districts throughout the state, including Barrington, Bristol/Warren, Pawtucket, and beyond. Any student within the state is eligible to apply for admission to the EPCTC.

### **Application Process**

Students may apply through a digital form found online at [eastprovidencectc.com](http://eastprovidencectc.com). Out of district students will find an additional consent form required for application. The consent form must be signed by the student's school counselor and the superintendent of the student's district of residence in order for their application to be considered. Out of district applications should be mailed to:

**East Providence Career and Technical Center  
2000 Pawtucket Avenue, East Providence RI, 02914**

Although every effort is made to honor a student's first program choice, sometimes due to space limitations a student may be assigned to his/her second or third program choice. Should an opening occur in the student's first choice after the acceptance period, changes might be made.

The application window opens on February 1, and runs through March 15th. Students will be notified in writing of their acceptance no later than June 1, and must reply in order to be enrolled in classes.

Continued enrollment in the EPCTC is determined by many factors such as: attendance, academic progress, and PBGR status. All CTC courses must be taken in sequential order. If a student fails to successfully complete any of the courses in the sequence, she/he will be exited from the program.

### **SUPPORTIVE SERVICES: THE COUNSELING COMPONENT**

Based on the American School Counseling (ASCA) model, the school counselors deliver a comprehensive school counseling program to promote student achievement, with the ultimate goal of ensuring every student is college/career ready. Delivery of services range from individual and small group counseling to classroom instruction. Counselors present activities based on the following domains: Academic, Career, Personal/Social development. School counselors develop and maintain an Individualized Learning Plan (ILP) for each student and maintain active communication with teachers and the student's family to help ensure academic success for all students. The counselors also work as outreach representatives in the recruitment of students from the East Providence School District and the sending communities of Barrington, Bristol and Warren.

### **Work Based Learning**

Through their coursework, CTC students have exposure to high quality Work Based Learning experiences. Depending on the program and course, WBL consists of one or more the following:

**Internships:** Either via co-op or after school, qualified students in good academic standing are offered the opportunity to work in an organization, often paid, to obtain real world work experience while enhancing their employability skills. In many instances employers will receive a wage reimbursement of up to 50% via the Governor's Workforce Immersion Plan. We collaborate with dozens of RI companies to offer our students the best WBL internships available.

**Service Learning:** Students may complete their WBL requirement via a service learning opportunity where they can combine community service with what they are learning within their chosen technical area.

**School Based Enterprise:** CTC students often produce and sell goods or services within their chosen programs, offering them an in-depth understanding of entrepreneurship as well as the industry they are studying.

**Industry Projects:** Students participate in individual, group or class wide projects where they can address real world, industry

focused projects with the guidance of industry professionals.

**Apprenticeship:** Highly-formal job training experience that involves studying with a master of the trade on the job.

Combined, CTC students have the opportunity to be immersed in their chosen profession both in the classroom and in industry, thereby enhancing their employability skills and allowing them to be both college and career ready (Governor's Workforce Board website)

## **• AUTOMOTIVE TECHNOLOGY PROGRAM •**

The Automotive Technology program is nationally certified through the Automotive Service Excellence Education Foundation (ASE). This award-winning program prepares students to diagnose, repair and maintain modern automobiles and light trucks. Using a unique blended e-Learning system along with class discussion and applied learning, students will cover automotive concepts including but are not limited to brakes, steering, suspension and alignment, electrical, engine repair and engine performance, air conditioning and heating, and drivetrain. Tool safety, shop procedures including writing estimates and parts requisition and regular maintenance items such as oil changes, belts and hoses, tire replacement and transmission service are equally stressed as well. All aspects of the program prepare students for post secondary school, entry-level positions in the automotive field and/or to take the ASE service technician test after meeting work experience requirements. Young people seeking a career in this field should be mechanically inclined, have good reading comprehension, basic math skills and computer skills and enjoy working on cars and trucks. The Automotive Technology program supports students' participation in the SkillsUSA competition, Ocean State Dealers Association competition as well as community service through various charity projects.

### **Automotive Technology Level 1**

**Full Year**

*Prerequisite: Acceptance to the program via application process.*

This course introduces students to the automotive field, principles of safety, basic hand tools, specialty tools, shop equipment, shop procedures, vehicle information and customer service. Course includes the development of skills in basic automotive maintenance, service and repair. Students are introduced to diagnosis of systems and concerns, causes and correction of problems.

In addition, this course will allow students to develop skills in the automotive brake system. Course includes fundamentals of the brake system, hydraulic principles, and component operation, diagnosis and repair. Students are introduced to diagnosis of systems and concerns, causes and correction of problems.

Critical thinking skills and shop safety are emphasized. Course includes applied academics of math, science and language.

Minimum performance requirements for this course are based on successful completion according to the Automotive Service Excellence Education Foundation (ASE) Automobile Program Standards.

### **Automotive Technology Level 2**

**Full Year**

*Prerequisite: Successful completion of Level 1*

This course will allow students to develop skills in the automotive steering and suspension system. Course includes steering and suspension design, inspection and repair; tire and wheel construction, replacement and repair; wheel alignment measurement and correction. Students are introduced to diagnosis of systems and concerns, causes and correction of problems.

In addition, this course will allow students to develop skills in the automotive heating and air conditioning system. Course includes principles of refrigeration, design of automotive heating and air conditioning systems, testing, diagnosing and repairing various components of the automotive heating and air conditioning system. Critical thinking skills and shop safety are emphasized. Course includes applied academics of math, science and language.

Minimum performance requirements for this course are based on successful completion according to the Automotive Service Excellence Education (ASE) Automobile Program Standards.

### **Automotive Technology Level 3**

**Full Year**

*Prerequisite: Successful completion of Level 2, Permission from administration, guidance and instructor.*

This course will allow students to develop skills in the area of automotive electrical. Course includes fundamentals principles of electrical theory, electrical circuit design. Students will be testing and servicing electrical systems, malfunctions including battery, starting systems, charging systems and lighting. Students are introduced to diagnosis of systems and concerns, causes and correction of problems. This course will also allow students to develop skills in automotive engines. Course includes fundamentals of automotive engines, proper disassembly, inspection, measurement and assembly of the automotive engine. Students are introduced to diagnosis of engine systems and concerns, causes and correction of problems.

Critical thinking skills and shop safety are emphasized. Course includes applied academics of math, science and language. Minimum performance requirements for this course are based on successful completion according to the Automotive Service Excellence Education Foundation (ASE) Automobile Program Standards.

### **Automotive Technology Level 4**

**Full Year**

*Prerequisite: Successful completion of Level 3, Permission from administration, guidance and instructor.*

This course will allow students to develop skills in the area of automotive advanced electrical. Course includes fundamentals principles of lighting, accessory and safety systems. Students are introduced to diagnosis of systems and concerns, causes and correction of problems.

The course will allow students to develop skills in automotive performance evaluation, as well as diagnostics and repair. Course includes a review of automotive engine and electrical fundamentals. Computer controlled engine components are introduced in engine performance as well as diagnosis and repair of ignition systems, fuel systems, air induction systems and evaporative emission systems. Students are introduced to diagnosis of systems and concerns, causes and correction of problems.

This course will allow students to develop skills in drivetrains and axles. Course includes fundamentals of automotive manual transmissions, automatic transmission, clutches and axles, proper disassembly, inspection, measurement and assembly of components.

Critical thinking skills and shop safety are emphasized. Course includes applied academics of math, science and language.

Minimum performance requirements for this course are based on successful completion according to the Automotive Service Excellence Education Foundation (ASE)Automobile Program Standards.

**\*Students will be eligible to receive post-secondary credits to:**

**New England Institute of Technology**

**Universal Technical Institute**

**Mass Bay Community College**

**Maine Community College**

**University of Northwest Ohio**

*\*\* Successful completion of four years in this program satisfies the Math Related and Technology EPHS graduation requirement.*

### **Career Opportunities**

Automotive Service Technician, Repair Estimator, Service Consultant, Parts Consultant, Automotive Insurance Adjuster, Parts Manager, Service Manager.

## **• CONSTRUCTION TECHNOLOGY PROGRAM •**

This course will introduce and train students in the basic skills necessary to pursue a career in the Construction Industry. The program is designed to include a variety of training and hands-on experiences related to the construction trade. The curriculum will include OSHA Ten certification. All construction classes will include classroom instruction as well as practical application of the subject being taught.

### **Level 1**

**Full Year**

*Prerequisite: Admission to the program via application process.*

Students will be introduced to topics such as Basic Safety in the construction industry (OSHA). Students will learn the safe and effective use of hand and power tools used in the industry, as well as construction material and fastening systems and how they are used in the industry. Students are introduced to Construction Drawings and their importance to effective building standards. Students are introduced to residential building systems. Students will also practice communication and collaboration skills..

### **Level 2**

**Full Year**

*Prerequisite: Successful completion of Level 1*

Students will be exposed to the complexities of residential construction. Students will be introduced to floor systems as well as wall and ceiling framing. Students will also be exposed to the intricacies of roof framing and roofing applications as well as exterior finish in the residential construction industry. Students will learn how to build a basic set of stairs. They will be introduced to opportunities in the carpentry trade and will be able to understand the responsibilities and characteristics a carpenter should possess to be successful in the trades.

### **Level 3/4**

**Full Year**

*Prerequisite: Successful completion of Level 2*

Students are introduced to site layout and distance measurement as it pertains to working drawings. Students will understand the importance of building envelope systems as well as commercial construction applications such as metal framing methods standard to the industry. Students will also be exposed to the latest technology used in the industry—including equipment such as laser levels and the use of a CNC machine and how it applies to the building industry. CNC machines can be programmed to create unique and distinct pieces. CNC machines are used quite extensively in the cabinet making industry as well as many other trades in the building industry.

The site-based experience has included working with organizations such as Rhode Island Builders Association, the East Providence Recreation Department, various non-profit organizations and local homeowners.

**\*\* Successful completion of this course will satisfy the Math Related EPHS graduation requirement.**

Career Opportunities include: Carpenter's Apprentice, Roofer, Cabinet and/or Furniture Maker, Rough or Finish Carpenter

## **• CULINARY ARTS PROGRAM •**

This course is aligned with the ProStart curriculum in coordination with the Educational Foundation of the National Restaurant Association. Students will be exposed to various career opportunities, a variety of food preparation techniques, and restaurant service styles. Students have the opportunity to learn career recognition and earn scholarship awards through competition in both SkillsUSA and Prostart. SkillsUSA is an organization of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA provides educational programs, events and competitions that support career and



technical education (CTE) in the nation's classrooms. Additionally, all students take the ServSafe Food Handler's Certification examination for professional industry credential and additional employment opportunities. Practical and academic competencies are evaluated throughout the student's enrollment. Competencies are based on American Culinary Federation (ACF) standards.

### **Level 1**

**Full Year**

*Prerequisite: Admission to the program via application process.*

Students begin to explore and become familiar with equipment and safety in the commercial kitchen. Focus is on safety, sanitation and knife skills. Students study to earn their ServSafe Food Handler certification. Students learn the basics of entry-level restaurant work while training in the front and back of the house in our restaurant, the Townie Pride Café.

### **Level 2**

**Full Year**

*Prerequisite: Successful completion of Level 1.*

Building on knowledge and skills learned in Level One, students begin cold preparation, mise en place, and bakeshop technique, with a continued focus on food safety and sanitation. Student groups rotate through every station in the Townie Pride Café.

### **Level 3**

**Full Year**

*Prerequisite: Successful completion of Level 2.*

Students work to refine techniques they have learned over the previous two years, such as honing their knife skills, cooking, baking and hospitality skills. Additionally, students begin to focus on Hospitality Management focusing on the role of math, scheduling, purchasing and ethics as it pertains to the foodservice industry. Students gain experience through repetition and experiential learning through participation in catered and community events, as well as in-house training. All students are offered the opportunity to compete in SkillsUSA and Prostart competitions.

### **Level 4**

**Full Year**

*Prerequisite: Successful completion of Level 3.*

In addition to menu planning and management duties, students focus on advanced cooking and baking techniques, the final phase of Culinary emphasizes professionalism and career pathways. Students develop a professional resume, participate in mock interviews, visit foodservice businesses, and take the ServSafe Food Safety Manager examination. The Townie Pride Cafe is staffed and run by students, with guidance and direction from the Chef Instructors.

#### **Skills & Knowledge:**

- Demonstrate food safety and sanitation procedures.
- Evaluate factors that affect food safety from production through consumption.
- Apply concepts of quality service to assure customer satisfaction.
- Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.
- Understand industry standards in selecting, using and maintaining food production and food service equipment.
- Develop the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families of all ages.

**Credentials:** ServSafe Food Handler Certification, ServSafe Manager Certification, ServSafe and Prostart Certification.

**Articulation Agreements:** Southern Maine Community College, Bristol Community College

## **• ELECTRICAL TECHNOLOGY •**

This 4 year course will introduce and train students in the basic pre-apprenticeship skills necessary to pursue a career in the Electrical Construction Trade. The program is designed to include a variety of training and hands-on experiences related to the

electrical construction trade. The curriculum will include preparation for the required HBI and OSHA 10 certification, and American Red Cross CPR training. All electrical construction levels will include electrical theory classroom instruction, practical hands-on application, and a required work-based learning component. .

**Level 1** **Full Year**

*Prerequisite: Admission to the program via application process.*

Students will be introduced to topics such as Basic safety in the construction industry (OSHA 10). Students will learn the use of hand and power tools, Electrical fundamentals, Electron theory in electronic resistor labs, OHMS' Law, and the use of residential electrical material according to the National Electrical Codes. Students are introduced to electrical drawings, the importance of accurate measurements, Blueprint symbol identification, and scale drawings. Students will also practice communication, collaboration, employability, record keeping and problem solving skills.

**Level 2** **Full Year**

*Prerequisite: Successful completion of Level 1*

Students will explore opportunities in the electrical trade and will be able to understand the responsibilities and characteristics an electrical apprentice should possess to be successful in the trades. Each student will be exposed to the complexities of Residential Electrical Construction and practice following the National Electrical Code requirements. The most common residential electrical installations will be performed in the lab, installing switches, plugs, light fixtures, ceiling fans, doorbell systems, 100 amp house service, and electrical troubleshooting. Work ethics, employability and problem solving skills are embedded throughout the curriculum.

**Level 3** **Full Year**

*Prerequisite: Successful completion of Level 2*

Students will continue to improve their residential apprentice skills adding an introduction to residential electrical installation of low voltage CATV, data Cat6 cabling, Tele-com, voice and data, automation wiring, temperature controls, HVAC control wiring. Installation of residential fire alarm systems, security, home audio systems. Students will continue to focus on work ethics, employability and problem solving skills.

**Level 4** **Full Year**

*Prerequisite: Successful completion of Level 3*

Adding to what students have learned in the first 3 years of studies, students will be able to update their resume with an introduction to commercial electrical installation, consisting of the installation of programmable fire alarm systems, installation of Electrical Metallic Tubing conduit, conduit bending, snaking wires, wire pulls, underground PVC conduit installation. Other skills students will be studying will be Electrical foreman construction site layout, material ordering, and Green technology. Students will continue to practice work ethics, and employability in addition to preparing for resume writing, and job interview skills.

\*\* Successful completion of this course will satisfy the Math Related EPHS graduation requirement.

**Career Opportunities include:** Residential Electrical Apprentice, Temperature control, Tele/ Data technician, Commercial electrical helper.

## **• FORENSIC SCIENCE PROGRAM •**

The Forensic Science program is designed for a student who is a self-motivated learner who is observant, inquisitive, and interested in analyzing data. Forensic Science integrates science, mathematics, and writing skills by using real life applications and case studies. Current technologies utilized in the forensic analysis of blood, hair, fibers, and DNA as well as other trace evidence will be used throughout the program giving students real-world exposure to the field of forensics and laboratory sciences. Students will be exposed to experts in the field of forensic science including detectives, fingerprint experts, and forensic anthropologists. In addition, various aspects of the Criminal Justice system will also be explored including search and seizure laws, note taking and report writing, crimes against persons as well as crimes against property.

**Forensics is offered as either L-2 or Honors**

**Forensic Science Level 1**

**Full Year**

*Prerequisites: Successful completion of 8<sup>th</sup> grade math and science*

This course will introduce the students to the field of forensic science by focusing on the following topics: laboratory safety including working with SDS, criminal justice systems, introduction to crime scene investigation, note taking, crime scene sketching, crime scene photography, evidence collection, report writing, microscopy, fingerprints, and handwriting and hair analysis. Critical thinking skills and lab safety are emphasized. Course includes applied academics of math, science, technology, and language.

\*Forensic Science I may count as a Science Elective Course

**Forensic Science Level 2**

**Full Year**

*Prerequisites: Successful completion of Forensic Science Level 1*

This course will build on the level 1 course by focusing on the following topics: lab safety, interview and interrogation, criminal law and courtroom procedures, blood typing and spatter analysis, glass, ballistics, automobile, toxicology and cyber crimes. Critical thinking skills and lab safety are emphasized. Course includes applied academics of math, science, technology, and language.

**Forensic Science Level 3**

**Full Year**

*Prerequisites: Successful completion of Forensic Science Level 2*

This course will build on the level 2 course by focusing on the following topics: lab safety, entomology, DNA analysis, anthropology, odontology, arson and explosions, and criminal profiling. Critical thinking skills and lab safety are emphasized. Course includes applied academics of math, science, technology, and language.

**Advanced Forensic Science H/EEP**

**Full Year**

*Prerequisites: Minimal completion of Forensic Science Level 2*

This course is taught through Syracuse University via Project Advance. It will explore various aspects of forensics science in depth focusing on toxicology, drug chemistry, fingerprinting, DNA, and anthropology. Students will be expected to maintain a portfolio of labs and assignments throughout to document their performance. Critical thinking skills and lab safety are emphasized. Course includes applied academics of math, science, technology, and language.

**\*\* Successful completion of Level 3 satisfies Math related requirement.**

**\*\*Credits through a New England Institute of Technology articulation agreement:**

**CJ110 Criminal Justice 4 Credits CJ120 Forensics I 5 Credits**

**\*\*Credits through Syracuse University**

**CHE113 Forensic Science 4 Credits**

**• GRAPHIC COMMUNICATION PROGRAM •**

The Graphic Communications program is a 4-year sequential program that prepares students for a career in the Graphics and Print Industry. Students will be exposed to a multitude of areas: Offset Printing, Color Theory, Layout and Design (Adobe InDesign CC, Adobe Lightroom Classic, Adobe Photoshop CC, Adobe Illustrator CC), Digital Photography, Digital Plate Making, Finishing/Bindery Operations, Workplace Employability Skills, and Digital Printing. The areas of advertising, public relations, and entrepreneurship will also be covered. The use of current techniques, processes, tools, and materials will provide the students with marketable and transferable skills plus provide for a solid foundation to pursue a career in graphics and/or begin a post-secondary education. This program is nationally certified through PrintEd. PrintEd is a national accreditation program based on industry standards. Graduates of the PrintEd program can bring to the workplace an equivalent of six

months on-the-job training.

### **Graphic Communications 1**

**Full Year**

*Prerequisite: Admission to the program via application process.*

This course introduces students to the software, equipment and materials found in the Graphics/Media Arts field. Students are introduced to navigating the Mac operating system on a day-to-day basis. The process of layout design is covered using Adobe InDesign CC to create various design projects utilizing the tools and functions of the software program. Students are also introduced to the use of the hydraulic cutter as well as how to calculate cuts. Other topics covered in this course include: automatic folder operation, elements and principles of design, package design, digital printing, offset printing as well as sublimation printing. This course is the first in a series of four PrintEd nationally certified courses through the Graphic Arts Education and Research Foundation (<http://www.gaerf.org/printed.aspx>).

### **Graphic Communications 2**

**Full Year**

*Prerequisite: Successful completion of Graphics 1*

This course will allow students to develop design software skills, equipment use and various skills found in the Graphics/Media Arts field. The process of image creation and editing is covered using Adobe Photoshop CC and Adobe Lightroom Classic to create various design projects utilizing the tools and functions of the software program. Students are introduced to the use of a digital SLR camera and other equipment that is used in the digital photography field. In addition, this course will allow students to develop their skills in: automatic folder operation, digital printing, sublimation printing. This course is the second in a series of four PrintEd nationally certified courses through the Graphic Arts Education and Research Foundation (<http://www.gaerf.org/printed.aspx>).

### **Graphic Communications 3**

**Full Year**

*Prerequisite: Successful completion of Graphics 2*

This course will allow students to further develop design software skills, equipment use and various skills found in the Graphics/Media Arts field. The process of vector graphic creation is covered using Adobe Illustrator CC to create various design projects utilizing the tools and functions of the software program. Students are introduced to advanced package design, logo creation, character creation as well as small book creations. In addition, this course will allow students to develop their skills in: automatic folder operation, digital printing, and sublimation printing as well as live work jobs.

This course is the third in a series of four PrintEd nationally certified courses through the Graphic Arts Education and Research Foundation (<http://www.gaerf.org/printed.aspx>).

**\*\*At the end of this course students sit for the Adobe Certified Associate exam in Photoshop in order to become certified through Adobe in Visual Design using Adobe Photoshop.**

### **Graphic Communications 4**

**Full Year**

*Prerequisite: Successful completion of Graphics 3*

This course will allow students to further enhance design software skills, equipment use and various skills found in the Graphics/Media Arts field. The process of creating motion graphics is covered using Adobe After Effects CC in conjunction with Adobe Illustrator CC to create various design projects utilizing the tools and functions of the software programs. This course will allow students to enhance their skills in: automatic folder operation, digital printing, sublimation printing, layout and design and live work jobs. This course is the fourth in a series of four PrintEd nationally certified courses through the Graphic Arts Education and Research Foundation (<http://www.gaerf.org/printed.aspx>).

**\*\*At the end of this course students sit for the Adobe Certified Associate exam in Illustrator in order to become certified through Adobe in Graphic Design & Illustration using Adobe Illustrator.**

**\*\*Successful completion of Graphics 2 and 3 satisfies the EPHS Fine Arts credit requirement.**

## **• HEALTH OCCUPATIONS •**

Health Occupations is designed to expose students to various allied health care career pathways. Students will have an opportunity to explore Pre-nursing, Dental Assisting, and Emergency Services. This program will provide students with skills and medical knowledge common among many allied health care professions. In the first course, students will study specific allied healthcare professions, medical terminology, legal and ethical issues, and body systems. The practical component will allow students to practice basic nursing skills, focusing on vital signs, ambulation, bed making, infection control and introduction to patient care. CPR and First Aid training will culminate with a certification for each skill.

Allied health care professionals will be invited into the classroom to share their occupational experiences and educational requirements for licensure or certification. Field trips to medical facilities will provide students exposure to view experienced allied health care workers in action. The goal is to learn about various opportunities available specific to allied health care occupations.

### **Introduction to Health Careers**

**Full Year**

*Prerequisite:* Admission to the program via application process.

Students will begin with an introduction to medical terminology. Level I students will be exposed to various careers in health care such as nursing, rehabilitative medicine, emergency health careers, and the field of diagnostic imaging. Students will also learn various aspects of each career such as: medical mathematics, positioning of patients, range of motion, ambulation, and first aid. Legal and ethical issues, the health care system, and infection control practices are also covered, along with an introduction to body systems. Students will learn the fundamentals of anatomical position, body planes, abdominal quadrants, regions, and directional terminology.

### **Introduction to Medical Science**

**Full Year**

*Prerequisite:* Successful completion of Intro to Health Careers

Students will learn about care of the geriatric patient including care of patients with dementia/delirium, and death and dying. Level II will also focus on vital signs and learning the physiology behind them as well as abnormal values and what they mean, when to take vital signs, and what to report to the nurse. Students will be exposed to the following body systems such as cardiovascular, respiratory, and the digestive system with a focus on nutrition. Students will also learn about specialized populations such as geriatrics, pediatrics, and caring for patients with mental illness. Students will obtain their basic life support for healthcare provider certification from the American Heart Association.

### **Pre-Nursing Level 1**

**Full Year**

*Prerequisite:* Successful completion of Intro to Medical Science

The focus of third year is on obtaining the necessary knowledge and skills required to obtain Certified Nursing Assistant (CNA) certification. Students will learn about patient safety, restraint alternatives, positioning, lifting, and transferring of patients. Also, legal and ethical aspects of health care, as well as body systems such as urinary, musculoskeletal, nervous endocrine. Advanced medical terminology will be embedded in the level III curriculum as it pertains to the CNA training component. Students will participate in 135 hours of classroom and hands-on clinical experiences and theory. Skills practiced in the lab and then at the clinical site will prepare students for their CNA certification examination.

### **Pre-Nursing Level 2**

**Full Year**

*Prerequisite:* Successful completion of Pre Nursing Level 1

The focus of the fourth year is on working toward the necessary knowledge and skills required to obtain Certified Patient Care Technician (CPCT) certification. Students will continue with patient safety and legal & ethical aspects of health care, while introducing a higher level of patient care, diagnostic and care such as Electrocardiogram and Phlebotomy. Advanced medical terminology will be embedded in the level 4 curriculum as it pertains to the CPCT training component.

**\*\*Students will satisfy their .5 PE/Health credit for each year in the program.**

## **Emergency Medical Technician **Full Year****

*Prerequisite: Successful completion of Intro to Health Careers or CPR First Aid (Phys Ed Course)*

*This course is for Seniors Only*

This course will prepare students with the knowledge, skills and experience to be prepared to take the National Registry of EMTs Written and practical Examination. The course is designed to prepare students for careers in pre-hospital emergency care by following the National EMS Core Content and Education Standards. Through the study and application of coursework, students will be trained in life support, evaluating patients, communication, transport, positioning and treatment of patients to minimize discomfort and prevent further injury. A critical component of this training is to prepare students to gather, interpret, and report information in accordance with legal and ethical principles.

## **DENTAL ASSISTING**

A dental assistant is a critical member of the dental team and works with the Dentists, Dental Hygienists, Front Desk Office Administrator & Dental Lab Technicians to provide excellent care to the patients.

A dental assistant supports and assists the dentist in providing efficient and quality dental treatment.

The responsibilities of the dental assistant routinely include passing instruments and positioning suction devices during clinical procedures. The role of the dental assistant extends even further to include: preparing the treatment rooms, instrument tray set up, preparing the patients for treatment, taking vital signs, reviewing the patient's medical history, assisting during anesthetic procedures, providing patients help with their oral hygiene skills, pre-operative and post-operative instructions to patients, exposing dental radiographs, obtaining dental impressions, infection control procedures, instrument sterilization, recording patient notes and administration roles such as scheduling appointments and coordinating treatment planning for the patients.

## **Dental Assisting Level 1 **Full Year****

*Prerequisite: Admission to the program via application process.*

Students will begin with an introduction to medical terminology. Level I students will be exposed to various careers in health care such as nursing, rehabilitative medicine, emergency health careers, and the field of diagnostic imaging. Students will also learn various aspects of each career such as: medical mathematics, positioning of patients, range of motion, ambulation, and first aid. Legal and ethical issues, the health care system, and infection control practices are also covered, along with an introduction to body systems. Students will learn the fundamentals of anatomical position, body planes, abdominal quadrants, regions, and directional terminology.

## **Dental Assisting Level 2 **Full Year****

*Prerequisite: Successful completion of Level 1 Dental Assisting or Intro to Health Careers*

Students will continue with more advanced medical terminology and oral anatomy. Level II students will be exposed to pre-clinical knowledge and skills such as sterilization, material handling, preparing treatment rooms, and dental charting. Students will also learn various aspects of basic chairside assisting such as instrument identification and transfer, suction placement, and anesthesia and sedation.

### **Dental Assisting Level 3**

**Full Year**

*Prerequisite: Successful completion of Level 2 Dental Assisting.*

Students will begin to practice clinical dental procedures. This included general four-handed dentistry, tray setup, restorative materials and procedures and equipment maintenance. An essential component to the level 3 course is the introduction to Radiography. Students begin by learning Radiation health and safety, Dental X-Ray placement, and the use of digital Panorex systems.

\*At the end of the junior year, students will have the opportunity to become certified in Radiation Health and Safety.

### **Dental Assisting Level 4**

**Full Year**

*Prerequisite: Successful completion of Level 3 Dental Assisting.*

Students will focus on skills needed to work in a dental office. Study will include office administration, insurance claims, billing & coding, and associated software. On the clinical side, students will explore more specialized treatments including pharmacology, endodontics, Oral Surgery. Orthodontics, and Cosmetic Dentistry. During Level 4 students may have opportunities for Co-operative Internships.

#### **Upon graduation the dental assisting student can achieve:**

\*OSHA 10-hour card: General Industry (Healthcare)

\*BLS/CPR certification for the healthcare provider

\*Preparation for passing knowledge-based competency exams:

- Dental Assisting National Board (DANB®)
- Infection Control Exam (ICE®),
- Radiation Health and Safety (RHS®)
- General Chairside (GC®)

#### **Career Opportunities with High School Diploma**

Entry Level Dental Assistant

Sterilization Assistant

Dental Office Administrator

Dental Lab Technician

Orthodontic Dental Assistant

Pediatric Dental Assistant

Oral Surgery Dental Assistant

#### **College Opportunities**

Associates in Dental Hygiene

Bachelors in Dental Hygiene

Bachelors in Marketing/Dental Sales Representative

Bachelors in Science

Bachelors in Pre-Dental/Pre-Med

Doctor of Dental Surgery (DDS)

Doctor of Medicine in Dentistry or Doctor of Dental Medicine (DMD)

## **• INFORMATION TECHNOLOGY PROGRAM •**

### **Computer Science Essentials Level 1**

**Full Year**

This course is designed to be the first Information Technology course for students who have never programmed. Students work in teams to create simple apps for mobile devices using MIT App Inventor®. Students explore the impact of computing in society, the application of computing across career paths, and build skills and awareness in digital citizenship and Cyber Security. Students model, simulate, and analyze data about themselves and their interests. They also transfer the understanding of programming gained in App Inventor to practice introductory elements of text-based programming in Python® to create strategy games.

During their first year, students will explore Cyber Security as they are introduced to the tools and concepts of the field as they are challenged to create solutions that allow collaboration while protecting privacy. Computers are vulnerable and frequently attacked; being aware of Cyber Security protocols, students solve problems by understanding and closing vulnerabilities through virtual images.

The course aligns with the Computer Science Teachers Association (CSTA) 3A standards.

### **Computer Science WBL Course (URI)**

### **Semester**

This one-semester academic course teaches the students about the software development process used in industry including units on CS Workplace; Ideation (coming up with software product ideas and validating them); Design (user experience and user interface design); Implementation (coding and version control); and Testing (software metrics, analytics, A/B testing). The course makes extensive use of videos provided by Google on the software development process. Students work in teams with an Industry Mentor to follow the process, working with tools such as GitHub, to create a website for a community organization, for an existing business, or as a start-up company.

### **Introduction to Computing and Data Science/Gaming Level 2**

### **Full Year**

This course is based on the premise that students will be exposed to a wide range of concepts and technical skills to help build foundational skills in the following areas: software development, computer programming, and graphic design. Instruction and application of the developmental process of gaming, from the storyboard, through research and then, to the marketing process will offer students an opportunity to develop creative, innovative and critical thinking skills. Students will be introduced to Python, Java and Unity for game development.

URI's Intro to Computing and Data Science course is offered as a one-semester curriculum for ninth and/or tenth grade students. This course is offered to all students with varying backgrounds and experience in computer science education. This course introduces computer programming in an engaging, fun and creative way through simulation programming. It also provides the computational thinking skills of programming, algorithm development, and data analysis. Students will also learn to use simulations to scientifically investigate behavior, to program computers to perform simulations and to obtain data sets, clean them, visualize them, analyze them, and present data-driven answers to questions. Students will use Python to program the Raspberry Pi to display text on the Pi-Face, test switches and light up LED's. Students are also exposed to the Table Tablet allowing for real-life experience in programming.

Students work with packet tracer and Cisco to explore networking, IP addresses, routing and switches, mobility, and security through Cisco. They also continue to explore Cybersecurity as they explore, retrieve and fix cyber-security issues. They create solutions that allow for collaboration while protecting privacy. Computers are vulnerable and frequently attacked; being aware of cyber-security protocols, students solve problems by understanding and closing vulnerabilities through virtual images.

- **Upon completion of this course with a 70 or better, students may be eligible to earn 4 URI credits (CSC 101 - Computing Concepts) – see instructor or school counselor for details**

### **Computer Science Principles/AP Level 3**

### **Full Year**

Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. The course teaches the practices through the use of Google tools including Google Docs, Sheets, Drive, Search, Trends, Forms, Sites and Analytics. Programming is done in



Code.org using JavaScript (with Processing JS) web based programming environment where students learn programming and computer science through creating graphics and games based on their own creative ideas. The Code.org material is also used to learn about algorithms and cryptography. Simulation is learned and experienced using NetLogo Web simulations of many real-world phenomena.

- Upon completion of this course with a 70 or better, students may be eligible to earn 4 URI credits (CSF 106 - The Joy of Programming) – see instructor or school counselor for details
- Successful completion of three years in this program satisfies the Math Related EPHS graduation requirement.
- Students have the option to take the AP Computer Science exam.

#### **Fundamentals for Cyber Security - Level 4**

**Full Year**

This course is the first course in URI's Cyber Security minor and also in its Digital Forensics minor. The course describes the Cyber Security and Digital Forensics fields and their policies and procedures. It introduces the technologies used in the field, such as: hardware, basic computer networking, and cyber security tools. Topics include: binary/hex number systems, operating systems concepts, file systems, OSI model, network topologies and protocols and wireless standards and implementations. The material will be presented in the context of its necessity for providing cyber security solutions. It will introduce students to basic cyber security concepts, provide students with hands-on practice with fundamental cyber security practices, prepare students to, with some further study, and take the A+ Certification exam if they choose.

- Upon completion with a 70 or better, students are eligible to earn 4 URI credits. (CSF 102 - Computing System Fundamentals Cyber Security)

## **• PRE-ENGINEERING PROGRAM (PLTW) •**

Project Lead the Way, “Learning by Doing” Pre-Engineering offers a hands-on high school program that provides students with 21<sup>st</sup> century skills that focuses on areas of Science, Technology, Engineering and Math. Throughout the Pre-Engineering program, students will learn the varied roles of Engineers in society, discover new career paths and possibilities, and develop engineering knowledge and skills. In addition, as students work in teams to design and test solutions, they are empowered to develop in-demand, transportable skills like collaboration, critical thinking, and communication. Students with interests in Architecture, Engineering, Biomechanics, Aeronautics, and other applied math and science arenas will discover PLTW is an exciting portal into these industries.

#### **Level 1 Introduction to Engineering Design/Engineering Essentials**

**Full Year**

*Prerequisite: Successful completion of 8<sup>th</sup> grade Algebra or currently taking Algebra I in 9<sup>th</sup> grade. Admission to the program via application process*

This is the first discipline in the PLTW sequence of courses in high school. Introduction to Engineering Design/Engineering Essentials encourages students to be creative and apply decision-making and problem solving skills to specific design problems using computer software (Autodesk® AutoCAD and Inventor) to develop parametric 3-D models and solid renderings. Using a CAD (computer aided design) system, students explore the design process by creating, analyzing, rendering, and producing virtual models.

#### **Level 2 Principles of Engineering**

**Full Year**

*Prerequisite: PLTW Introduction to Engineering Design /Engineering Essentials and Algebra I.*

The Principles of Engineering is designed to help students understand career possibilities in Engineering and Engineering Technology. Through problems that engage and challenge, students explore a broad range of engineering topics, including

mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

### **Level 3 Civil Engineering and Architecture**

**Full Year**

*Prerequisite: Successful completion of PLTW Principles of Engineering and Algebra I.*

Students learn important aspects of building and site design and development, and then they apply what they know to design a commercial building. Students will also learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software. This final course is designed in a way that hands-on projects can be completed by using all they have learned throughout their 4 years in Pre Engineering.

**\*\*National Certification: AutoCAD Certified User**

### **Level 4 Engineering Design and Development**

**Full Year**

*Prerequisite: Successful completion of PLTW Civil Engineering and Architecture*

Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an engineering research course in which students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams of students will design, build, and test their solution. Finally, student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with a community mentor and experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process.

**\*\* Successful completion of three years in this program satisfies the Technology, Fine Art, and Math related course proficiency requirements for graduation\*\***

**\*\*With a successful completion of the Project Lead the Way courses students are eligible for college credit through Rochester Institute of Technology (9 possible credits).**

Career Opportunities: CAD Designer, Engineering Assistant, Engineer, CNC Machinist, and Electrical Engineer.

## **• EPHS INTERNSHIP PROGRAMS •**

### **EAST PROVIDENCE HIGH SCHOOL INTERNSHIP PROGRAM**

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

The advantages of an Internship:

- Career-related employment that complements current academic studies
- Opportunity to investigate a career field of interest

- Valuable work experience
- Professional network and possible mentors
- Earn 1-2 academic credits Internship

**Requirements:** Interested students must interview with Workbased Learning Coordinator and a worksite mentor, complete an internship application and consent form. Students may secure internship placement on their own or with the assistance of the Internship Coordinator. Students are also required to provide proof of insurance or obtain insurance via the school's insurance program. While working in an internship, students are required to submit weekly timesheets and quarterly evaluations.