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CHARIHO REGIONAL HIGH SCHOOL
CHARIHOtech

CORE VALUES, BELIEFS AND LEARNING EXPECTATIONS

MISSION STATEMENT

The Chariho Regional High School and CHARIHOtech community believes that the mission of the school is to ensure that students are responsible problem solvers and innovators who demonstrate respect for themselves and others in an increasingly diverse, global society. We are committed to facilitating relevant, engaging instruction that fosters academic rigor, technological fluency, and social, emotional and physical well-being. Our highly-qualified staff, students, parents and community members commit to the shared responsibility for creating a safe, supportive, and collaborative learning environment that celebrates success and encourages students as intellectual risk-takers, life-long learners, and valued contributors to their community.

We are committed to the following beliefs about learning:

Instructions

- Students learn best when they are challenged, engaged and invested in relevant learning experiences.
- Students learn best when teachers set clear expectations, develop student-centered lessons, and provide timely feedback.
- Students learn best when instruction is connected to their social, academic and career goals.

Curriculum

- Students learn best when lessons promote real-world experiences and performance-based applications grounded in rigorous but attainable standards.

Assessment

- Students demonstrate their learning best when assessed through multiple measures that inform and adjust instructional practice.
- Students demonstrate their learning best when assessments are common, calibrated, and adhere to universal design.

Academic Environment

- Students learn best in an environment that is characterized by safety, mutual respect, and intellectual risk-taking.
- Students learn best when they are afforded ownership of learning, consistency and support.
- Students learn best when they are provided access to a setting, technology and resources that enhance learning.
Academic Competencies

Chariho graduates will…
- acquire, analyze, and evaluate information and ideas to effectively solve problems.
- articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- use technology as a tool to research, organize, evaluate and communicate information and apply fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.
- be self-directed learners who draw upon an awareness of their strengths and learning styles to effectively use ideas and information from various disciplines to shape their education and career.

Civic and Social Competencies

Chariho graduates will…
- display global awareness through knowledge of other world regions, culture and art, and global/international issues, as well as contribute to society as responsible and skilled citizens.
- work collaboratively, make appropriate choices for their personal well-being, and treat others with dignity and respect.

ACADEMIC REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Chariho Regional High School has a responsibility to provide access to expert and rigorous instruction so that all students have an opportunity to demonstrate proficiency. Students have a responsibility to actively and appropriately participate in and complete, with a demonstration of quality work, all facets of their program of studies. A Chariho Regional High School Diploma will be issued when all of the academic credit, state assessment, and proficiency-based requirements have been met. Please visit the following link for the Academic Requirements for High School Graduation Policy.

Graduation Portfolio Benchmarks

In an effort to support student success and timely completion of students’ graduation portfolios, students will meet the following graduation portfolio benchmarks:

- To be a sophomore, students must have entered eight (8) portfolio items, three (3) of which are from Expectations #1 and #2.
- To be a junior, students must have entered sixteen (16) portfolio items, six (6) of which must be from Expectations #1 and #2.
- To be a senior, students must have entered twenty-four (24) portfolio items, nine (9) of which must be from Expectations #1 and #2.

***Specific current requirements can be found on the Chariho Regional High School website at the Graduation Portfolio link.
GRADE LEVEL PLACEMENT

Grade assignment is based on credits earned and portfolio benchmarks at the beginning of each school year. Students remain in the assigned grade for the entire year with the exception of Grade 12 status, which will be reviewed by the Principal after first semester.

<table>
<thead>
<tr>
<th>Grade Status</th>
<th>Credits</th>
<th>Portfolio Benchmarks **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9 to 10</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Grade 10 to 11</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Grade 11 to 12</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>Graduation</td>
<td>24</td>
<td>31</td>
</tr>
</tbody>
</table>

SUMMER/EXTENDED/NIGHT SCHOOL POLICY

Please visit the following link for the:
Summer School, Extended School, and Night School Policy.

1:1 INITIATIVE

All students enrolled in Chariho Regional High School and working toward their Chariho Regional High School Diploma will be issued a computing device. The device is issued with the expectation that technology will be fully utilized in the instructional program, with the goal of increasing student engagement and student achievement. Before devices are issued, students and their parent/guardian will be required to participate in an orientation session. Acknowledgement of an understanding of related policies and care of laptop procedures, as well as an understanding of financial risk, is required. Please visit the following link for the: Responsible Use of Technology Policy.

ONLINE LEARNING POLICY

Please visit the following link for the: Online Learning Policy.
A FOUR-YEAR PLAN FOR THE CLASS OF 2021

Name ___________________________________ Student No._______________

It is recommended that students, parents, and school counselors work together to plan the academic career of the student. This chart, used in connection with other opportunities in this Program of Studies, will allow for a high school experience focused on career aspirations and personal interests. Be sure to consult the section of this document that outlines all requirements for graduation.

### GRADE 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 9</td>
<td>1.00</td>
</tr>
<tr>
<td>ALGEBRA I</td>
<td>1.00</td>
</tr>
<tr>
<td>MODERN WORLD HISTORY</td>
<td>1.00</td>
</tr>
<tr>
<td>EARTH AND SPACE SCIENCE</td>
<td>.50</td>
</tr>
<tr>
<td>PHYSICAL SCIENCE</td>
<td>.50</td>
</tr>
<tr>
<td>PHYS ED/CONTEMP HLTH</td>
<td>1.00</td>
</tr>
<tr>
<td>FINE/PERFORMING ARTS</td>
<td>.50</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>1.50</td>
</tr>
</tbody>
</table>

### GRADE 10

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 10</td>
<td>1.00</td>
</tr>
<tr>
<td>GEOMETRY</td>
<td>1.00</td>
</tr>
<tr>
<td>U.S. HISTORY I</td>
<td>1.00</td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>1.00</td>
</tr>
<tr>
<td>PHYS ED</td>
<td>.50</td>
</tr>
<tr>
<td>PERSONAL FINANCE</td>
<td>.50</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>2.00</td>
</tr>
</tbody>
</table>

### GRADE 11

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 11</td>
<td>1.00</td>
</tr>
<tr>
<td>U.S. HISTORY II</td>
<td>1.00</td>
</tr>
<tr>
<td>PHYS ED/CONTEMP HLTH</td>
<td>1.00</td>
</tr>
<tr>
<td>ALGEBRA II</td>
<td>1.00</td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>.50</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>2.50</td>
</tr>
</tbody>
</table>

### GRADE 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 12</td>
<td>1.00</td>
</tr>
<tr>
<td>PHYS ED</td>
<td>.50</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>.50</td>
</tr>
<tr>
<td>FOURTH YEAR MATH</td>
<td>1.00</td>
</tr>
<tr>
<td>COURSE</td>
<td></td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**World Language is not a graduation requirement but it is highly recommended that all students consider taking a minimum of two years.
Grading System

Grades indicate the degree of attainment of academic expectations, and report cards are issued approximately every 45 school days. Marks are to be interpreted as follows:

- 90 - 100 = Superior
- 80 - 89 = Above Average
- 70 - 79 = Average
- 50 - 69 = Not Passing

Please visit the following link for the: Secondary Grading Policy.

Course Assessments

1. Major Course Assessments will be given each semester.
2. Portions of the assessments may be given prior to the end of the semester.

Grade Reporting

1. First Semester: Final semester grades will be computed as follows:
   - 1st Quarter (40%); 2nd Quarter (40%) Semester 1 MCA (20%)
2. Second Semester: Final semester grades will be computed as follows:
   - 3rd Quarter (40%); 4th Quarter (40%) Semester 2 MCA (20%)
   *some AP courses may not require a weighted semester exam

Please visit the following link for the:
Computation and Use of Class Rank for High School Students Policy.

State Assessment Scores

All state assessment scores will appear on all students’ transcripts. Students exceeding proficiency will receive a seal of academic excellence on their diploma.

Summer Study

Summer Study is a requirement for all students and will provide students the opportunity to meet expectation for a submission to their graduation portfolio. Details are provided to students during the spring semester.
HONOR ROLL REQUIREMENTS

1. **Highest Honors**

   A minimum grade of 90% in all subjects.

2. **High Honors**

   A minimum average of 90%, with no grade less than 80%, and only one 80-89% grade in all subjects.

3. **Honors**

   A minimum average of 80%, with no grade less than 70%, and only one 70-79% grade in all subjects.

The Honor Roll is prepared each quarter and is based on grades earned during that quarter.

Students receiving an “unsatisfactory” in citizenship will not be eligible for Honor Roll recognition for that quarter.

NATIONAL HONOR SOCIETY

National Honor Society is the leader among organizations and societies that promote recognition for deserving students who exhibit outstanding accomplishments in the areas of academic achievement, leadership, honorable and admirable character, and service. These characteristics demonstrate that the member is willing to use talents and skills for self-improvement and for the improvement of society.

Selection to the National Honor Society is a privilege, not a right. Students do not apply for membership in the National Honor Society; instead, they provide information which supports their candidacy for membership. There are no specific quotas or percentages of class members. There are no elections; nor is membership automatically conveyed simply because a student has achieved a specific level of academic performance. While academic criteria are important, membership is not considered on the basis of grades alone. Students are selected by the Faculty Council in a manner that is fair, non-discriminatory, and consistently applied.

The selection process:

1. Students will be considered for membership in their junior and senior years. Consideration for admission to the society will be given after completion of five (5) successful academic semesters.

2. Academic records will be reviewed to determine scholastic eligibility.

3. Scholastically eligible students will be notified. Students will be requested to provide additional, verifiable information to help define the candidates’ leadership, character and service. The Faculty Council will review this information.
4. Additional faculty input may be requested by the Faculty Council. However, the actual selection process will be made solely by the appointed members of the Faculty Council.

5. Candidates who receive a majority vote of the Faculty Council will be inducted into the local chapter.

6. Students who are selected for membership will be notified of their selection and given information regarding the induction ceremony.

7. Inducted members are obligated to maintain the high standards by which they were selected.

**REQUIREMENTS BY DEPARTMENT**

**ALL DEPARTMENTS**

1. Any student receiving a passing grade may move to the next sequential course (e.g. Algebra I, Geometry, and Algebra II).

2. Students may “test out” of a class by requesting permission of the Department Chairperson by May 15 of the preceding school year. Students must complete the “test out” assessment no later than 10 days before the start of the next school year. A score of 80 is required on a course examination to “test out.” No credit will be applied; the student may progress to the next sequential class. Students should exercise extreme caution when requesting permission to “test out” of specific college requirements and are strongly advised to check with college admissions officials.

3. All course prerequisites are listed on pages 19 and 20.

**ENGLISH**

All students must pass a required grade-level course in Grades 9-12.

**MATHEMATICS**

All students must pass Algebra I, Geometry, and Algebra II.

**SOCIAL STUDIES**

All students must pass Modern World History, U.S. History I, and U.S. History II.

**SCIENCE/AGRICULTURAL SCIENCES**

All students must pass Earth and Space Science, Physical Science, Biology and Chemistry plus an additional half credit. Students may take Advanced Chemistry in place of Chemistry.
CAREER AND TECHNICAL

Students enrolled in a career and technical program must pass the course to advance to the next sequential program level.

Each year, students must also pass the first semester (safety and foundational requirement) to advance to second semester.

GENERAL CONSIDERATIONS

A student may repeat a course or attend Summer/Extended/Night School to earn a higher grade. Either practice must be in addition to the required course load, and credit for any course is given only once.

COURSE ADD-DROP POLICY

1. When any student drops a class, he/she will be required to add another class.

2. Students who wish to drop or add a course must do so the two weeks before school starts for the fall semester and before the beginning of the semester for spring classes. No classes will be changed after the start of a semester.

TUTORIAL CREDIT

Any student desiring to earn credit via the tutorial method toward promotion and graduation must fulfill the following requirements:

New Subject:

1. Register with the School Counselor Department Head and Principal indicating choice(s) of subjects (maximum of three subjects).

2. Complete 60 hours for one credit, 30 hours for one-half credit per subject of tutorial instruction with a teacher certified in the subject(s).

3. Subjects selected for this program may not be courses offered in this Program of Studies or subjects being taught in the school curriculum.

4. Take and pass a written examination in each subject. Said examination will be constructed and administered under the direction of the subject area department head.

5. Tutorial credits in a new subject may be applied toward graduation but will not take the place of the required years of attendance in Grades 9 through 12.

Repeated Subject:

1. Register with the School Counselor Department Head and Principal indicating choice(s) of subject(s).
2. Complete 30 hours for one credit, 15 hours for one-half credit, of tutorial instruction with a teacher certified in subject(s).

3. A written report from the tutor must be received by the administration regarding successful completion of the work before credit will be allowed.

4. Credit earned through the tutorial method will be listed as tutorial credit on the permanent record.

5. Students planning tutoring for graduation credit must commence instruction with a certified teacher, approved by the Principal, no later than May 1st, for seniors, of the school year in which the student wishes to receive credit. The student must file notification of intent with the School Counselor Department Head and Principal. The tutor must be approved by the Principal prior to tutoring or credit will be denied.

TERMINATION OF ENROLLMENT

Students terminating enrollment during the academic year will not receive credit for courses enrolled in at the time of withdrawal. To earn credit, students must complete course(s).

SPECIAL PROGRAMS

Special programs are available. Students should note requirements and circumstances. Special application forms and/or information are available at the school counselor office.

1. Early Graduation – This is a program in which a student may elect to complete graduation requirements by the conclusion of Grade 11 or at the midpoint of Grade 12. Students desiring to participate in this program must file a petition, by the end of Grade 10, to the Principal.

2. Advanced Placement – The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools and colleges and universities. Advanced Placement courses enrich the secondary school program and provide the opportunity for high school students to experience the challenge of college work and to potentially earn college credit based on their score on the AP examination. Eligible students must apply for available fee reduction waivers.

Each student who matriculates in an AP course is expected to take the formal AP examination at the conclusion of the course. Your school counselor will provide more information about this program.

3. Special Student (part-time) – Any student who has completed a minimum of four years of membership in Grades 9 through 12 and has not completed the necessary requirements for graduation will be provided the opportunity of enrolling as a part-time student.
4. **Hardship** – Any senior is eligible to pursue only those credits needed to graduate if his/her family is experiencing undue hardships or emergency situations. A petition must be filed, in writing, with the Principal.

5. **E-Learning Laboratory** – The E-Learning Laboratory provides students access to quality digital learning, remediation, and assessment tools in support of or in addition to their classroom instruction. Students can complete coursework for credit through Virtual High School, recover credits through digital learning curricula, and remediate deficit areas in core skills.

**COLLEGE LIAISON PROGRAMS**

1. **Early College Enrollment** – Any senior who is accepted and enrolls as a post-secondary full-time student in an Associate’s or Bachelor’s Degree program may substitute that program for his/her senior year at Chariho, upon successful completion of that school year.

2. **Concurrent Enrollment** – Any senior student who is accepted and enrolls as a part-time student in an approved institution of higher learning may take college-level courses at the same time he/she is taking the Grade 12 courses at Chariho.

   NOTE: All College Liaison Programs:
   
   a. Requirements for graduation from Chariho must be fulfilled.
   b. Program approval must be in writing from Chariho and secured before college enrollment.
   c. Chariho diploma will be granted after successful completion of the above programs.

3. **Early Enrollment Program** – A high school/Rhode Island College partnership, through which students may earn college credit simultaneously with high school graduation requirements.

4. **Partnership Program/Articulation Agreements** – A high school/higher education partnership provides an alternative program of study for students. These courses provide a foundation of basic proficiency skills so that students will be better prepared to pursue a postsecondary business or technical training program and subsequently a career in a technical or business field.
Opportunities to Earn College Credit

Advertising Design & Digital Printing
Central Maine Community College
New England Institute of Technology

Automotive Technology
MotoRing Technical Training Institute (MTTI)
Central Maine Community College
New England Institute of Technology
Wytotech

College Accounting
Community College of Rhode Island
Johnson and Wales University
*(CCRI credits are transferable to URI/RIC as of 8/2017)

College Business
Community College of Rhode Island
*(credits are transferable to URI/RIC as of 8/2017)

Computer Technology & Game Design
University of Rhode Island
Central Maine Community College
New England Institute of Technology
Benjamin Franklin Institute of Technology

Construction Technology
Central Maine Community College
New England Institute of Technology
Community College of Rhode Island

Criminal Justice
Rogers Williams University
Central Maine Community College

Culinary Arts
Kendall College of Chicago
Bristol Community College
Central Maine Community College
Johnson & Wales University
The Art Institute of Philadelphia Sullivan University
New England Culinary Institute

Early Childhood/ Elementary Education
Community College of Rhode Island

Electrical & Renewable Energy Resources
New England Institute of Technology
MotoRing Technical Training Institute (MTTI)

Engineering, Drafting & Design
Central Maine Community College
New England Institute of Technology

French IV
Rhode Island College

French V
Rhode Island College

Forensics
Roger Williams University

Health Careers/ EMT
MotoRing Technical Training Institute (MTTI)

Heating, Ventilation, Air-Conditioning & Refrigeration (HVAC-R)
New England Institute of Technology
MotoRing Technical Training Institute (MTTI)

Introduction to Animal and Veterinary Science
University of Rhode Island

Marine Technology
New England Institute of Technology
MotoRing Technical Training Institute (MTTI)

Personal Finance II
Rhode Island College
*(credits are transferable to URI/CCRI as of 8/2017)

Spanish IV
Rhode Island College

Spanish V
Rhode Island College

Youth & Law
Rogers Williams University

AP COURSES:
-Dependent upon institution & AP Test Score
-For additional information contact the School Counselor Department

AP Art/ Drawing
Rhode Island College

AP Art History
Rhode Island College

AP Biology
Rhode Island College

AP Chemistry
Rhode Island College

AP Calculus

AP Computer Science A
AP Computer Science Principles
AP English Language & Composition
AP English Literature
AP European History
AP Micro Economics
AP Music Theory
AP Physics I & II
AP Statistics

AP Studio Art: 3-D Design, 2D Design and Drawing
AP US History
AP US Government & Politics
STUDENT INTERNSHIP PROGRAM

Student internships are experiences in which students work for an employer for a specified period of time to learn about a particular industry, business, or occupation. The student can develop both job skills and academic skills when the internship integrates worksite activities with classroom projects and learning objectives. Internships provide the context in which a student’s classroom learning is applied.

Students must be in Grades 11 and 12. Students should prepare for this experience by making an appointment to meet with the Internship Coordinator. Internships may be arranged at any time, providing all requirements can be met. The duration of all internships is no less than 60 hours. One-half credit will be granted for each 60 hours of internship, up to two (2) credits.

Student may receive credit for a maximum of two internships during their high school career. Students need to commit a minimum of one academic semester.

INDEPENDENT STUDY

Independent Study is a student-centered credit-bearing course of study, which is independently designed and pursued by the student. It is a unique and innovative learning option. Because Chariho Regional High School is determined to meet the diverse instructional needs of all students, the Independent Study allows students to engage in deep and relevant study aligned to their unique interests and passions. This educational route requires applied and rigorous engagement in authentic learning, which may take place during, before or after the regular school day; it allows opportunity for study in areas not addressed in the Chariho Regional High School Program of Studies. The Independent Study content must center on “new learning” for the student. While it may perhaps be based on prior knowledge, it primarily is framed around new learning that includes transferrable concepts and understandings, rather than simply demonstrating what the student has already mastered.

All requests for Independent Study must be initiated with a Chariho Regional High School counselor and reviewed by the Independent Study Program Coordinator. An approval form, signed by the student, school counselor, Independent Study Coordinator, parent or guardian, mentor and the Assistant Principal must be complete before an independent study may begin.

When the Independent Study is complete, the student will present his or her project to a review panel. The Independent Study will be assessed and assigned a grade of pass or fail that will serve as an elective credit. This grade will not influence the student’s GPA or class rank calculations. The credit earned will depend on the scope of the project, including but not limited to, the amount of time a student invests in the project. The credit earned will be determined before the Independent Study begins.
AP SEMINAR COURSE

This is a 1 credit, year-long course open for students in 10th and 11th grade and is also available to 9th graders on a case-by-case basis. By taking this course early on in their HS career, students can build a foundation of discourse skills needed to prepare them for success in future AP courses. This course is a prerequisite to AP Research, which will be offered in 2018-2019 to 11th or 12th graders and to 10th graders on a case-by-case basis. While students aren't required to take both AP Seminar and AP Research, if they earn a 3 or higher in both of these courses they earn an AP Seminar and Research Certificate™. If students earn a 3 or higher in AP Seminar and AP Research and also earn a 3 or higher on four additional AP exams of their choosing, they earn an AP Capstone Diploma™.

The following is the AP Seminar course description provided by College Board®:

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communication evidence-based arguments.

Please visit the following link for additional information about the AP Seminar course: College Board AP Seminar Course Overview.

Please visit the following link for additional information about AP Capstone course: https://advancesinap.collegeboard.org/ap-capstone

HEALTH CARE

The clinic is open every day while school is in session to provide emergency care for all sick and injured students. The nursing staff works to prevent poor health through early detection and correction of health problems.

In addition to emergency care, the following services are provided:

1. Monitor immunization status of all students.
2. Assess and evaluate health and developmental status of pupils and interpret health assessments for others.
3. Refer student/family to appropriate community resources for necessary services.
4. Maintain communication with parents and all involved community practitioners and agencies to promote needed health care.
5. Assist students in coping with personal, physical, mental, and social limitations and in utilizing appropriate and mutually acceptable private and community health delivery services for professional care.
SPECIAL EDUCATION

Special Education programs for eligible students with disabilities are an integral component of Chariho Regional High School.

Participation within Special Education is contingent upon (1) Special Education referral procedures, (2) recommendations of the Evaluation Team, (3) diagnosis of qualifying educational disability, (4) IEP development with parental participation, and (5) authorization from the Director of Special Education in accordance with Rhode Island regulations.

Chariho Regional High School offers a continuum of placement and services that may include specialized instruction in both regular and/or special education classrooms. Every effort is made to include the student in the general education setting. For students whose needs cannot be addressed within the general education classroom, Chariho Regional High School offers small group instructional environments co-taught by a content area specialist and a Special Education teacher in the core content areas of reading, English and mathematics based on individual student need.

LIBRARY MEDIA CENTER

The programs and services of the Chariho Regional High School Library Media Center are essential to the development of students’ learning skills. The Library Media Center provides equitable physical and intellectual access to the resources and tools required for learning in a productive, stimulating, and safe environment. The library media specialists collaborate with others to provide instruction, learning strategies, and practice in using the essential learning skills needed for the 21st century. Specific areas of focus are the following:

Reading: Reading is a foundational skill for learning, personal growth, and enjoyment. The library media program gives students the opportunity to locate, read, and share a wide-ranging variety of material for both academic and personal enrichment. Additionally, the Library Media Center provides resources that support college and career exploration as well as supplemental curricular resources that enhance students’ academic achievement.

Digital Literacy: In today’s information-rich world, students are taught to seek diverse perspectives, gather and use information ethically, and use social tools responsibly and safely. All students will expand their knowledge of the ethical use of information and information technology in lessons taught by the library media specialists. The library media specialists instruct all students in the following areas of digital literacy.

- Computer Security
- Digital Citizenship
- Academic Integrity
- Cyber Bullying
- Digital Footprint
Upon completion of each lesson, the student demonstrates understanding of the content presented by synthesizing the information in a well-written reflection. The five reflections fulfill Graduation by Proficiency Portfolio Expectation 3 - Ethics in Technology.

**Information Literacy:** Information literacy skills such as the ability to locate, access, and evaluate information are integrated across all curricular content areas. Students will work toward reaching the standards in information literacy skills as outlined in the Chariho Regional School District Library Media Curriculum.

**Technology:** Students will develop skills that will enable them to use technology as an important tool for learning. The Library Media Center is a central hub of learning that provides access to a variety of technology. The library media specialists oversee the space and resources where students can pursue their interests in a wide range of personal and academic endeavors through authentic learning.
Required Prerequisites for Courses by Department

Italicized under each course are the required prerequisite course(s). Students must have passed the prerequisite course(s) with a score of 70 or above for each semester the course was taken. Students must pass both semester 1 and semester 2 if the course was yearlong.

<table>
<thead>
<tr>
<th>MATHEMATICS</th>
<th>SCIENCE &amp; AGRIC.</th>
<th>SCIENCE &amp; AGRIC. cont</th>
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</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td><strong>Science &amp; Agric.</strong></td>
<td><strong>Science &amp; Agric. cont</strong></td>
</tr>
<tr>
<td>PreCalculus &amp; Trigonometry Honors: Algebra II Honors</td>
<td>Advanced Chemistry Honors: Algebra II (or concurrent enrollment)</td>
<td>Veterinary Science: Biology (or concurrent enrollment)</td>
</tr>
<tr>
<td>PreCalculus &amp; Trigonometry CP: Algebra II</td>
<td>Advanced Chemistry CP: Algebra II (or concurrent enrollment)</td>
<td>Intro to Animal &amp; Veterinary Science: Biology</td>
</tr>
<tr>
<td>Mathematical Applications: Algebra II</td>
<td>Chemistry Honors: Algebra I</td>
<td>Biotechnology I: Biology</td>
</tr>
<tr>
<td>AP Calculus AB: PreCalculus &amp; Trigonometry Honors</td>
<td>Physics Honors: Algebra II (or concurrent enrollment)</td>
<td></td>
</tr>
<tr>
<td>Calculus Honors: PreCalculus &amp; Trigonometry</td>
<td>Physics CP: Algebra II (or concurrent enrollment)</td>
<td></td>
</tr>
<tr>
<td>AP Statistics: Algebra II Honors</td>
<td>Human Anatomy &amp; Physiology Honors: Biology</td>
<td></td>
</tr>
<tr>
<td>AP Computer Science: Algebra I</td>
<td>Human Anatomy &amp; Physiology CP: Biology</td>
<td></td>
</tr>
<tr>
<td>Animal Science: Biology (or concurrent enrollment)</td>
<td>Animal Science: Biology (or concurrent enrollment)</td>
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</tbody>
</table>
## Required Prerequisites for Courses by Department Continued

<table>
<thead>
<tr>
<th>WORLD LANGUAGES</th>
<th>BUSINESS/TECH. EDU.</th>
<th>ART</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>French II Honors:</strong></td>
<td><strong>Accounting II:</strong></td>
<td><strong>Ceramics II:</strong></td>
</tr>
<tr>
<td>French I</td>
<td>Accounting I</td>
<td>Ceramics I</td>
</tr>
<tr>
<td><strong>French II CP:</strong></td>
<td><strong>Personal Finance II:</strong></td>
<td><strong>Drawing II:</strong></td>
</tr>
<tr>
<td>French I</td>
<td>Personal Finance I</td>
<td>Drawing I</td>
</tr>
<tr>
<td><strong>French III Honors:</strong></td>
<td><strong>Business Law II:</strong></td>
<td><strong>AP Studio Art: Drawing:</strong></td>
</tr>
<tr>
<td>French II</td>
<td>Business Law I or Youth &amp; the Law</td>
<td>Any 2: Drawing I, Drawing II,</td>
</tr>
<tr>
<td><strong>French III CP:</strong></td>
<td><strong>Marketing II - Sports &amp; Entertainment</strong></td>
<td>Mixed-Media, Painting</td>
</tr>
<tr>
<td>French II</td>
<td>Marketing I</td>
<td></td>
</tr>
<tr>
<td><strong>French IV Honors:</strong></td>
<td><strong>Web Design II:</strong></td>
<td><strong>AP Studio Art: 3D Design</strong></td>
</tr>
<tr>
<td>French III</td>
<td>Web Design I</td>
<td>Ceramics I &amp; Ceramics II or Sculpture</td>
</tr>
<tr>
<td><strong>French V Honors:</strong></td>
<td><strong>Web Design II:</strong></td>
<td></td>
</tr>
<tr>
<td>French IV</td>
<td>Web Design I</td>
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</tbody>
</table>

| **Spanish II Honors:**           | **Spanish II CP:**                       | **Spanish II Honors:**                |
| Spanish I                        | Spanish I                                | Spanish I                             |
| **Spanish III Honors:**          | **Spanish III CP:**                      | **Spanish III Honors:**               |
| Spanish II                       | Spanish II                               | Spanish IV                            |
| **Spanish IV Honors:**           | **Spanish IV CP:**                       | **Spanish V Honors:**                 |
| Spanish III                      | Spanish III                              | Spanish IV                            |
| **Spanish V Honors:**            | **Italian II Honors:**                   | **Italian II Honors:**                |
| Spanish IV                       | Italian I                                | Italian I                             |
| **Italian II CP:**               | **Italian II CP:**                       | **Italian II Honors:**                |
| Italian I                        | Italian I                                | Italian II                            |
| **Italian III Honors:**          | **Italian III CP:**                      | **Italian III Honors:**               |
| Italian II                       | Italian II                               | Italian IV                            |
| **Italian IV Honors:**           | **Italian IV Honors:**                   |                                       |
| Italian III                      | Italian III                              |                                       |
Not all courses listed in the following course descriptions are offered every year.

**ENGLISH**

**ENGLISH 9 Honors 011**

In this course, students work toward proficiency in the areas of reading, writing, speaking, listening, and viewing. The course stresses reading comprehension, literary analysis, persuasive writing, creating writing, group participation, and oral presentation. An advanced pace is maintained. Word study is an integral part of the class. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4 and 7 of the Graduation Portfolio.

**ENGLISH 9 CP 012**

In this course, students work toward reaching proficiency in the areas of reading, writing, speaking, listening, and viewing. This course stresses reading comprehension, literary analysis, persuasive writing, creative writing, group participation, and oral presentation. A college preparatory pace is maintained. Word study is an integral part of the class. Interventions and remedial support will be provided as long as necessary to students who are identified through common formative assessments and screening procedures. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4 and 7 of the Graduation Portfolio.

**ENGLISH 10 Honors 021**

This course is a comprehensive study of various literary forms. In this course, students develop their proficiency in the areas of reading, writing, speaking, listening, and critical thinking. An advanced pace is maintained. Units cover the novel, short story, poetry, drama and non-fiction with an emphasis on the elements that make one literary form different from another. Functional grammar, punctuation and correct usage are reviewed as needed. Word study is an integral part of the class. In this course, students will have opportunities to produce that may meet the requirements for Expectations 1, 2, 3, 4 and 7 of the Graduation Portfolio.

**ENGLISH 10 CP 022**

This course is a comprehensive study of various literary forms. In this course, students develop their proficiency in the areas of reading, writing, speaking, listening, and critical thinking. Units cover the novel, short story, poetry, drama and non-fiction with an emphasis on the elements that make one literary form different from another. Word study is an integral part of the class. Interventions and remedial support will be provided as long as necessary to students who are identified through common formative assessments and screening procedures. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, 4 and 7 of the Graduation Portfolio.

**ENGLISH 11 Honors 031**

This course is a survey of American Literature. Literary technique and style are studied in historical perspective. In this course, students develop their ability to recognize, analyze and critique literature. Word study is an integral part of the class. Students are required to complete a research project. An advanced pace is maintained. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3 and 7 of the Graduation Portfolio.
ENGLISH 11 CP 032
This course is a survey of American Literature. Literary technique and style are studied in historical perspective. In this course, develop their ability to recognize, analyze and criticize literature. Word study is an integral part of the class. Students are required to complete a research project. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, 4 and 7 of the Graduation Portfolio.

CREATIVE WRITING I CP 037 .5 credit
This course is a study of the art and science of creative writing. It will include a careful examination of the various forms of literature, poetry and prose, and an analysis or writing style. Students will write original short stories, or narratives and thought poetry. Participation in various writing contests is encouraged. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 2 of the Graduation Portfolio.

CREATIVE WRITING II CP 047 .5 credit
Creative Writing II is a continuation and refinement of the skills learned in Creative Writing I. Portfolios will follow students from Creative Writing I, and students will have the opportunity to revise their work. More sophisticated skills will be emphasized in this class, such as playwriting and screenwriting. This course is open to students in Grades 10-12. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 2 of the Graduation Portfolio.

SPEECH CP 038 .5 credit
This course is a workshop in oral communication. It emphasizes the development of sound speaking and listening skills through oratory, drama and oral reading. Considerable attention is given to the development of good speaking habits. Students may be expected to assist in the creation, preparation, and presentation of various programs. Video and audio recordings will be produced and analyzed. Each student will gain confidence and poise by speaking briefly before the class on a weekly basis. Class members are encouraged to enter speaking contests. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 2 of the Graduation Portfolio.

AP ENGLISH LANGUAGE AND COMPOSITION 050 1 credit
This course engages students in becoming skilled readers of prose written from a variety of periods, disciplines, and rhetorical contexts. Subjects range from moral dilemma to public policy and issues with pop culture. Within this framework, students will study a combination of literature, essays, speeches, autobiographies, diaries, and critiques. This course will emphasize expository, analytical and argumentative writing as well as personal and reflective writing that fosters the development of writing faculty in any context. The required 11th grade research paper will be produced in this class for entry into the Portfolio. All students will take the AP Language Examination in May. Summer reading and writing are mandatory. Successful completion of this course will be considered as a substitute for English 11.

AP ENGLISH LITERATURE AND COMPOSITION 040 1 credit
The AP English Literature course will focus on in-depth critical analysis of major works of fiction, drama and poetry as they address significant issues and problems of human existence. To demonstrate insight into each work studied, students will write
weekly critical papers, participate in weekly/bi-weekly group seminar presentations, and be active daily participants in all class discussions. In addition to the development of critical and analytical reading and writing skills, students will learn testing strategies. All students will take the AP English Literature Examination and produce a project after the AP exam. Summer reading and writing are mandatory. Successful completion of this course will be considered as a substitute for English 12.

ENGLISH 12 Honors 041 1 credit
This course is an in-depth study of British literature, with concentrated training in composition and development of a college-level vocabulary. In this course, students develop their ability to recognize, analyze and critique literature. Reading assignments will focus on British works of drama, novels, short stories and poetry. An approach to critical evaluation of literature is presented. A research project is required. There is also an added focus on reflective writing. An advanced pace is maintained. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3 and 7 of the Graduation Portfolio.

ENGLISH 12 CP 042 1 credit
This course is an in-depth study of British literature, with concentrated training in composition and development of a college-level vocabulary. In this course, students develop their ability to recognize, analyze and critique literature. Reading assignments will focus on British works of drama, novels, short stories and poetry. An approach to critical evaluation of literature is presented. Requirements of the course include a research project. There is also an added focus on reflective writing. In this course students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, and 7 of the Graduation Portfolio.

FOCUS ON THE PLAY Honors 048 .5 credit
This course is an introduction to theatre that will examine history and development of the theater from Greek drama to the modern theater. The focus of this course will be to read various plays, study playwrights’ style and learn theatre and stage terms. Students will perform some scenes, monologues and skits, as well as develop both creative and research projects. Students will have opportunities to complete individual assignments as well as work with their peers. This course is open to all students.

CREATIVE DRAMA I (NR) 018 .5 credit
This is an “on-your-feet” semester course that sets the foundation for the drama program using students’ natural ability to play, imagine, and interact with text and with each other. Group, partnered, and solo-acting exercises introduce students to an increased appreciation of theater in which they practice as an art form. Skills, concepts, and techniques include stagecraft oral presentation, theater history, theater games, pantomime, improvisation, scene study, script writing and script analysis, storytelling, and building a character. Students learn how to stand, move, and speak effectively. They have the opportunity to express emotion and ideas in a productive way. The course concludes with a performance for an invited audience. In this course, students will have opportunities to produce work that may meet requirements for Expectations 2 and 4 of the Graduation Portfolio. This course is open to all students.

CREATIVE DRAMA II (NR) 019 .5 credit
This is an “on-your-feet” course that uses students’ natural ability to play, imagine, and interact with text and with each other. Building on skills, concepts, and techniques learned in Creative Drama I, students do group, partnered, and solo-acting exercises to
gain an increased appreciation of theater. Students learn how to stand, move, and speak effectively. They have the opportunity to express emotion and ideas in a productive way. The course concludes with a performance for an invited audience. In this course, students will have opportunities to produce work that may meet requirements for Expectations 2 and 4 of the Graduation Portfolio. This course is open to all students.

**JOURNALISM CP 039** .5 credit
This semester course will ask students to analyze the importance of the media in maintaining a democratic society, the media’s role in informing the public on important matters, the government’s role in regulating the media, and the individual’s role in using the media to stay informed. Students will produce articles and features that would typically appear in a newspaper, magazine, or online source, and broadcast journalism will also be discussed. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 5 and 7 of the Graduation Portfolio. This course is open to all students.

**RHODE ISLAND MYTH, LEGEND, & FOLKLORE HONORS 046** .5 credit
The focus of this class is to introduce students to Rhode Island’s rich mythic and folkloric history. Students will explore and become versed in local and regional oral tradition. We will also explore poems, stories, and novels that were inspired by this rich history. We will learn about the historical origin and evolution of mythology and folklore. Students will personally explore and present their own oral traditions as well. Students will engage in rigorous reading, writing, and speaking activities inside and outside the classroom while having opportunities to produce work that meets the requirements for Expectation 2 of the Graduation Portfolio. This course is offered to all students in Grades 11 and 12.

**SAT REVIEW-CRITICAL READING AND WRITING (NR) 045** .5 credit
This semester course is designed for students who want to review the critical reading and writing skills necessary for success on the SAT college entrance exams. It focuses on test-taking strategies through practice tests as well as a comprehensive review of grammar skills related to skill-building in reading and writing.

**SPORTS LITERATURE CP 055** .5 Credit
This semester course is an opportunity for students to explore universal themes that exist in literature about sports. Students will examine sports from different perspectives by reading various pieces of literary and informational texts regarding the subject. They will write and speak about sports while assuming a variety of roles. Students will have multiple opportunities to engage in research and self-directed learning projects based on interest in a particular sport. They will share their work in several different mediums, utilizing all that will be available for students in the Chariho 1:1 Model. This course is open to all students.

**FILM STUDIES (NR) 053** .5 credit
This course will develop critical thinking skills through analysis of films. Students will investigate how and what ideas, values, and concepts are connected through film. In analyzing film students will examine elements of plot, setting, style, and point of view. Film will be used as a means to enhance literacy with activities that include viewing, listening, speaking, analyzing, and writing. This course is open to all students.
MYSTERIES AND THRILLERS  (NR)  054  .5 credit
The purpose of this class is for students to develop critical thinking skills through analyzing fiction, nonfiction, and film related to the genres of mystery and horror. A learning community will evolve within the classroom, where students will build relationships with other students during the discussion and analysis of this very engaging literary genre. This project-based learning will focus on close reading and critical understanding of mystery and horror. Students will engage in various writing exercises, including but not limited to, writing a scene using dialogue, developing a character through action and dialogue, or describing a setting to create suspense. The goal of these writing activities is to have the students experience what goes into the creation of setting, characters, action, dialogue, etc., which specifically impacts mystery and horror writing. Students will also develop a creative understanding of each genre by staging crime scenes scenarios, and from there, developing character profiles through all the aspects of characterization. This hands-on approach will give characterization texture and dimension, facilitating a deeper understanding of this important facet of literary analysis. This class is open to all students.

SCIENCE FICTION  (NR)  016  .5 credit
This semester course examines societal themes and commentary only accessible through the science fiction genre. Readings will include various short stories and the novel *I, Robot* by Isaac Asimov. Students will watch science fiction films and write literary criticism on each. In addition, each student will write an original science fiction story. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 2 (Literacy) of the Graduation Portfolio. This course is open to all students.

MATHEMATICS

ALGEBRA I  Honors  111  1 credit
This course deeply explores all Algebra I CP content standards. Algebra I Honors provides additional opportunities for students to take greater responsibility for their learning. It is distinguished by a difference in pacing and discovery of algebraic properties and functional dependencies. Application problems are integrated throughout the course, as are graphing calculator technologies and hands-on activities. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

ALGEBRA I  CP  112  1 credit
This course is designed to focus on algebraic language, structure, concepts and skills. Major topics include reasoning with equations and inequalities, and building and interpreting functions and their graphs. The course focuses on in-depth exploration of linear, quadratic and exponential function models, and introduces piece-wise, square root, and cubed root functions. Application problems are integrated throughout the course, as are graphing calculator technologies and hands-on activities. Interventions and remedial support will be provided as long as necessary to students who are identified through common formative assessments and screening procedures. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

I-ALGEBRA I  114  1 credit
This intensified course covers all topics of Algebra I and offers students additional support in mathematical concepts and pre-requisite skills. Students will receive
instruction on problem-solving strategies and will be expected to discover solutions collaboratively. Application problems are integrated throughout the course, as are graphing calculator technologies and hands-on activities. Students will have opportunities produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

**GEOMETRY Honors 121** 1 credit
This course is designed to achieve a more in-depth exploration of all Geometry CP content standards. Geometry Honors provides additional opportunities for students to take greater responsibility for their learning. It is distinguished by a difference in pacing and discovery of transformational geometric properties and a more concentrated focus on geometric proof and spatial reasoning. Application problems are integrated throughout the course, as are graphing calculator technologies and hands-on activities. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

**GEOMETRY CP 122** 1 credit
This course focuses on the exploration and development of spatial sense and geometric reasoning. Students will be exposed to topics including identifying and analyzing shapes and solids using their properties, understanding transformation, similarity, and congruence, as well as building logic and reasoning skills concerning geometric relationships. Application problems are integrated throughout the course, as are hands-on activities and the use of dynamic geometry software. Interventions and remedial support will be provided as long as necessary to students who are identified through common formative assessments and screening procedures. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

**1-GEOMETRY 1119** 1 credit
This course is designed to be taken concurrently with Geometry CP and offers students additional support in mathematical concepts and pre-requisite skills. Pre-teaching of geometry topics, problem solving strategies, and instruction tailored to individual student needs are the main focuses of this course. Students will be expected to problem solve collaboratively.

**ALGEBRA II Honors 131** 1 credit
This course deeply explores all Algebra II concept standards, and is recommended for students with strong mathematical skills. Algebra II Honors provides additional opportunities for students to take greater responsibility for their learning. It is distinguished by a difference in pacing and discovery of algebraic properties and functional dependencies. Application problems are integrated throughout the course as are graphing calculator technologies and hands-on activities. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

**ALGEBRA II CP 132** 1 credit
This course includes an extension of all topics covered in Algebra I, along with the additional topics of complex numbers, polynomial functions of degree three and higher, radical functions, logarithmic functions, inverse functions, trigonometric functions and Pythagorean trigonometric identities. Application problems are integrated throughout the course as are graphing calculator technologies and hands-on activities. Interventions and remedial support will be provided as long as necessary to students
who are identified through common formative assessments and screening procedures. The intent of this course is to prepare students for meeting the math requirement for most four-year colleges, as well as high school graduation. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

**ALGEBRA II BASIC 134** 1 credit
This course covers the essential concepts for all topics of Algebra II and offers students additional support in mathematical concepts, pre-requisite skills, and problem-solving strategies. Application problems are integrated throughout the course, as are graphing calculator technologies and hands-on activities. Interventions and remedial support will be provided as long as necessary to students who are identified through common formative assessments and screening procedures. The intent of this course is to prepare students for meeting the math requirement for high school graduation. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

**PRECALCULUS AND TRIGONOMETRY Honors 133** 1 credit
This course is designed to achieve a more in-depth exploration of all Pre-calculus and Trigonometry CP content standards. This course would best serve juniors and seniors who have strong mathematics backgrounds, a desire to take Calculus in high school or college, and wish to pursue a mathematically intense program in college. Application problems are integrated throughout the course, as are graphing calculator technologies. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

**PRECALCULUS AND TRIGONOMETRY CP 137** 1 credit
This course is designed for students who desire in-depth exposure to functional mathematics and trigonometry. The course includes an extension of all topics covered in Algebra II, as well as additional topics including the polar coordinate system, matrices, vector quantities, sequences, and series. Application problems are integrated throughout the course, as are graphing calculator technologies. This course would best serve juniors and seniors who may need to take advanced mathematics courses in college. In this course, students will have the opportunity to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

**MATHEMATICAL APPLICATIONS (NR) 135** 1 credit
This project-based course is designed to center around the utilization of key algebraic, geometric, and trigonometric concepts necessary to solve real-world problems. The use of graphing calculator technologies and hands-on activities are integrated throughout the course. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

**INTRODUCTION TO CODING CP 116** .5 credit
This half-year course is designed for students who are interested in exploring computer science and programming. It offers instruction in programming through JavaScript, which includes drawing, functions, and looping. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 3, 5 and 8 of the Graduation Portfolio.
INTRODUCTION TO COMPUTING (NR) 117A
This is a one semester course for all students (not just those interested in computer science as a career) that introduces computer programming in an engaging, fun, creative way and provides the computational thinking skills of programming, algorithm development, and data analysis that can be used in other classes, such as NGSS science classes. Units include analysis of data, modeling, and coding in Python. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 3 and 8 of the Graduation Portfolio. This course is open to all students.

SAT REVIEW MATH (NR) 136
This course is designed for students who want to review the mathematical skills necessary for success on the SAT college entrance exam. In addition to content review, students’ test-taking strategies will be developed and strengthened.

AP CALCULUS AB 140
The AP Calculus AB course is comparable to calculus courses in colleges and universities. This course will focus on differential and integral calculus. Emphasis will be placed on the analysis of functions both algebraically and graphically as well as applications of appropriate integrals to model physical, biological, or economic situations. All students are required to take the AP Calculus AB Examination. Summer preparatory work may be required. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

CALCULUS Honors 141
This course is designed for students who plan to enter professions where a technical or scientific background is desirable. Students will develop an understanding of function behavior by using the unifying themes of continuity, limits, derivatives, integral approximation, application and modeling. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

INTRODUCTION TO STATISTICS (NR) 146
This course is a one-semester course designed to develop basic statistical concepts, such as measures of central tendency, variance, and standard deviation. This project-based course focuses on the use of statistics in the real world, where students will utilize technology for data collection, analysis, and making inferences. This course is available to juniors and seniors. Application problems are integrated throughout the course, as are graphing calculator technologies. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1 and 8 of the Graduation Portfolio.

AP STATISTICS 147
The AP Statistics course is comparable to statistics courses in colleges and universities. This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Emphasis will be placed on four conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Application problems are integrated throughout the course, as are graphing calculator technologies. All students are required to take the AP Statistics Examination. Summer preparatory work may be required. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.
FOUNDATION OF ENGINEERING AND DESIGN CP 151  
1 credit  
(Math or Science elective credit)
Foundations of Engineering and Design is an exploratory course for those interested in the engineering fields. The course focuses on problem solving and critical thinking involved in design processes. Introduction to each engineering field is followed by a hands-on project. Engineers from industry and post-secondary institutions will serve as guest lecturers and will provide workshops on selected topics. Students will design, test, and improve products in a collaborative setting with guidance from mathematics and science educators. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 5 and 8 of the Graduation Portfolio.

PRINCIPLES OF ENGINEERING AND DESIGN (NR) 153  
1 credit
Principles of Engineering (POE) is a high school-level survey course of engineering offered to students in grades 10 through 12. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 5 and 8 of the Graduation Portfolio.

ROBOTICS (NR) 152  
.5 credit
The course is designed to teach core computer programming logic and reasoning skills using a robotics-engineering context. Units include basic motion, sensor use, line following, and introduction to gear use, and all robot building is tied to programming using a block-based language. Work is project-based and collaborative in nature. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 3, 5, and 8 of the Chariho Regional High School Graduation Portfolio.

AP Computer Science A 636  
1 credit
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. 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 requires the use of the Java programming language. The goals of the AP Computer Science A course are comparable to those in the introductory course for computer science majors offered in many college and university computer science departments. It is not expected that all students in the AP Computer Science A course will major in computer science at the university level. This course is intended to serve both as an introductory course for computer science majors and as a course for people who will major in other disciplines and want to be informed citizens in today’s technological society. All students will be required to take the AP Computer Science A
Examination. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

AP COMPUTER SCIENCE PRINCIPLES 667 1 credit
The course offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. All students will be required to take the AP Computer Science Principles Examination.

SOCIAL STUDIES

MODERN WORLD HISTORY Honors 214 1 credit
This course provides in-depth examinations of global history from the Age of Political Revolutions, including the French Revolution and Industrial Revolution, and the rise of nations to global conflict and crisis such as World War I and World War II. Students will be expected to analyze primary and secondary source documents with an emphasis on critical and historical thinking. Major projects/papers and outside reading are required to provide a challenge to the inquiring student. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, 4 and 7 of the Graduation Portfolio.

MODERN WORLD HISTORY CP 215 1 credit
This course provides a comprehensive view of global history from the Age of Political Revolutions, including the French Revolution and Industrial Revolution, and the rise of nations to global conflict and crisis such as World War I and World War II. Students will be expected to analyze primary and secondary source documents with an emphasis on critical and historical thinking. Written papers or projects, map work, and class activities are requirements of this class. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, 4 and 7 of the Graduation Portfolio.

U.S. HISTORY I Honors 221 1 credit
This course is a review and in-depth study of the United States from the American Revolution to The Great Depression (1783-1928). Students will be expected to analyze primary and secondary source documents with an emphasis on critical and historical thinking. Students will be required to work extensively on document-based questions, as well as completing one major paper and/or project per quarter. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, 4 and 7 of the Graduation Portfolio.

U.S. HISTORY I CP 222 1 credit
This course is a comprehensive study of the United States from the American Revolution to the Great Depression (1783-1928). Students will be expected to analyze primary and secondary source documents with an emphasis on critical and historical thinking. Students are required to submit papers or projects as well as to complete outside readings and to participate in class discussions. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, 4 and 7 of the Graduation Portfolio.
YOUTH AND THE LAW  CP  225  .5 credit
This course, open to students in Grades 10-12, emphasizes the role of the individual with regard to the law. There will be an in-depth study of criminal law, civil law, juvenile law, and the law of contracts. A research paper and/or a major project will be required. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4 and 7 of the Graduation Portfolio.

SOCIAL PSYCHOLOGY  CP  227  .5 credit
This course explores the role of the individual and the individual’s relationship with society. Content focuses around topics that include learning, memory, gender roles, personality, social interaction, deviance, and human development. Class discussions, observations, and analysis are integral aspects of this course. Student synopsis of available psychological literature may be required. Students will be required to complete four observations tasks for the semester. This course is offered to students in Grades 11 and 12. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4 and 7 of the Graduation Portfolio.

WORLD GEOGRAPHY  CP  229  .5 credit
This course will reinforce and apply the students’ comprehension and interpretation of geographical knowledge. Students will study major world regions based on the five themes of geography: physical, human, cultural, economic, and political. A major paper and/or project, map work, and class activities will be required. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4 and 7 of the Graduation Portfolio. This course is open to all students.

AP U.S. HISTORY  230  1 credit
The Advanced Placement (AP) U.S. History course provides an opportunity for students to pursue and possibly receive college-level course credit. This course spans the time from American Colonies to the present day. The course emphasizes analytical writing and review of historical primary and secondary source documents. Students can expect to critically examine the historical concepts that enabled the U.S. to rise as the predominant global leader. All students are required to take the AP examination in American History. Summer preparatory work may be required. Successful completion of this course will be considered as a substitute for U.S. History II. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, 4 and 7 of the Graduation Portfolio.

U.S. HISTORY II  Honors  231  1 credit
This course is an in-depth study of the history of the United States from the Great Depression to the present. It traces the United States struggle from economic disparity through the emergence of the Second World War and the resulting cold war conflicts. Social, political, economic, and foreign policy development will be analyzed. Concluding the course will be the struggle for civil rights and the development of contemporary U.S. history. Numerous outside readings and case studies are an important part of the course. Students will be expected to analyze primary and secondary source documents with an emphasis on critical and historical thinking. A major paper or project is required each quarter. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, 4 and 7 of the Graduation Portfolio.
U.S. HISTORY II  CP  232  1 credit
This course is an in-depth study of the history of the United States from the Great Depression to the present. It traces the United States’ struggle from economic disparity through the emergence of the Second World War and the resulting cold war conflicts. Social, political, economic, and foreign policy development will be analyzed. Concluding the course will be the struggle for civil rights and the development of contemporary U.S. history. Students will be expected to analyze primary and secondary source documents with an emphasis on critical and historical thinking. Students are required to submit papers or projects as well as complete outside readings and participate in class discussions. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, 4 and 7 of the Graduation Portfolio.

AP U.S. GOVERNMENT AND POLITICS  250  1 credit
The Advanced Placement (AP) United States Government and Politics course offers students the opportunity to pursue and possibly receive college-level course credit. This course encompasses analytical perspectives on government and politics in the United States. It includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. All students will be expected to critically analyze relevant theories and concepts and effectively apply them appropriately. All students are required to take the AP Examination in U.S. Government and Politics. Summer preparatory work may be required. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, 4 and 7 of the Graduation Portfolio.

CONTEMPORARY ISSUES  CP  234  .5 credit
This course has flexibility to allow for the exploration of the most pressing and immediate national and international issues. The following are some of the many topics discussed in the course: terrorism, drug problems, environment, equality, constitutional rights, national defense, and the political, economic, and social structures of the United States. Required coursework includes outside readings such as newspaper and magazine articles, case studies, and a major project. In-class time allows for discussion and open dialogue regarding these issues. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4 and 7 of the Graduation Portfolio. This course is open to all students.

ANCIENT STUDIES: THE GREEK WORLD  Honors  235  .5 credit
This course is an elective honors level course for students in Grades 11-12. This course is an in-depth study of the development of Western Civilization. It details Greek Mythology, the emergence of Greek city-states, the achievements of Alexander the Great spreading the Hellenistic culture throughout the Mediterranean world. The course emphasizes literature, architecture, and cultural achievements by each civilization. Numerous outside readings are an important part of the course. Students will be expected to analyze primary and secondary source documents with a focus on critical and historical thinking. A major paper or project is required each quarter. In this course, students will have an opportunity to produce work that may meet the requirements for Expectations 2, 3, 4 and 7 of the Graduation Portfolio.
ANCIENT STUDIES: THE ROMAN WORLD Honors 245 .5 credit
This course is an elective honors level course for students in Grades 11-12. This course is an in-depth study of the development of Western Civilization. It details Roman Mythology and the rise and fall of the Roman Republic. The course also details the rise and fall of the Roman Empire. The course emphasizes the literature, architecture, and cultural achievements of the Roman. Numerous outside reading is an important part of the course. Students will be expected to analyze primary and secondary source documents with a focus on critical and historical thinking. A major paper or project is required each quarter. In this course, students will have an opportunity to produce work that may meet the requirements for Expectations for 2, 3, 4 and 7 of the Graduation Portfolio.

AP EUROPEAN HISTORY 240 1 credit
The Advanced Placement (AP) European History course provides an opportunity for juniors and seniors to pursue and possibly receive college-level course credit. This course spans the time period from 1450 to the present and introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. The course emphasizes analytical writing and review of historical primary and secondary source documents. Students can expect to critically examine the historical concepts to enhance their knowledge and understanding of the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. All students are expected to take the AP examination in European History. Summer preparatory work may be required. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, 4 and 7 of the Graduation Portfolio.

AP ART HISTORY 627 1 credit
The AP Art History course, open to students in Grades 10-12, will engage students at the same level as an introductory college art history survey course. This course will ask students to activate and deepen their critical thinking skills as they further develop an understanding and knowledge of the diverse historical and cultural contexts of painting, sculpture, architecture, and other media. Art will be viewed and analyzed by students, with particular emphasis placed on understanding how and why works of art function within an historical context. This course covers a timeframe beginning with Paleolithic art and ending with the modern day. Students will be asked to work collaboratively as well as independently. All students who are interested in taking this course should be comfortable with leading and speaking during group discussion and analysis and be comfortable with research-based writing. Summer preparatory work may be required. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, 4 and 7 of the Graduation Portfolio. All students are required to take the AP Art History examination.

SCIENCE AND AGRICULTURAL SCIENCES

ASTRONOMY (NR) 337A .5 credit
This course is designed to give the students a broad understanding of Astronomy. It includes a review of the Big Bang Theory, life cycle of stars, birth of planets, and origin of comets and asteroids. Students are required to use a variety of research media and are evaluated using a broad range of assessment methods. Astronomy is not a lab science. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 3 and 8 of the Graduation Portfolio.
EARTH AND SPACE SCIENCE  Honors  317  .5 credit
This is a hands-on, inquiry-based course designed to give students knowledge of the world to provide a strong understanding of scientific systems. Topics include history of the earth, earth cycles, human influence on the earth, basic astronomy, geology and meteorology. Written lab reports, inquiry-based projects, lab practicals, and portfolios are methods used to evaluate student progress. Enrichment materials and in-depth applications of concepts are emphasized to enhance student problem-solving and literacy skills. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3 and 8 of the Graduation Portfolio.

EARTH AND SPACE SCIENCE  CP  318  .5 credit
This is a hands-on, inquiry-based course designed to give students knowledge of the world to provide a strong understanding of scientific systems. Topics include history of the earth, earth cycles, human influence on the earth, basic astronomy, geology and meteorology. Written lab reports, inquiry-based projects, lab practicals and portfolios are methods used to evaluate student progress. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3 and 8 of the Graduation Portfolio.

PHYSICAL SCIENCE  Honors  354  .5 credit
This is a hands-on, inquiry-based course designed to give students knowledge of the world to provide a strong understanding of scientific systems. Topics include motion and forces, energy and electricity, and waves and light. Written lab reports, inquiry-based projects, lab practicals and portfolios are methods used to evaluate student progress. Enrichment materials and in-depth applications of concepts are emphasized to enhance student problem-solving and literacy skills. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3 and 8 of the Graduation Portfolio.

PHYSICAL SCIENCE  CP  355  .5 credit
This is a hands-on, inquiry-based course designed to give students knowledge of the world to provide a strong understanding of scientific systems. Topics include motion and forces, energy and electricity, and waves and light. Written lab reports, inquiry-based projects, lab practicals and portfolios are methods used to evaluate student progress. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3 and 8 of the Graduation Portfolio.

GEOLOGY (NR)  315  .5 credit
This course is a comprehensive study of the structure of the Earth and its relationship with the living and physical sciences. This is designed to give students the skills necessary to demonstrate understanding of the tools, techniques, and conceptual aspects of modern geological science. Students will gain insight into plate tectonic theory, geo-chemical rock cycling, weathering and erosion, volcanism, the dynamics of energy transfer, and connections to paleontology. Students are required to use a variety of research media and are evaluated using a broad range of assessment methods. Geology is not a lab science. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 3 and 8 of the Graduation Portfolio.

METEOROLOGY (NR)  316  .5 credit
This course reflects the study of earth’s dynamic atmosphere. By understanding the interaction of air pressure, air movement, and relative humidity, students will learn to
develop techniques in weather tracking and forecasting. Other studies will ask students to develop opinions concerning the greenhouse effect, ozone depletion, and technology associated with severe storm systems. Students are required to use a variety of research media and are evaluated using a broad range of assessment methods. Meteorology is not a lab science. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 3 and 8 of the Graduation Portfolio.

**BIOLOGY Honors 321**  1 credit

This course presents an in-depth study of biology including such areas as cellular biology, life functions, genetics, embryology, evolution, ecology, and human anatomy and physiology. Students are expected to understand biological terminology and work in laboratory situations – both in group work and in individual endeavors. One or more major research projects are required. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 3 and 8 of the Graduation Portfolio.

**BIOLOGY CP 322**  1 credit

This course presents an in-depth study of biology including such areas as cellular biology, life functions, genetics, embryology, evolution, ecology, and human anatomy and physiology. Students are expected to understand biological terminology and work in laboratory situations – both in group work and in individual endeavors. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 3 and 8 of the Graduation Portfolio.

**ADVANCED CHEMISTRY HONORS 331A**  1 credit

This course is designed to give the student an in-depth knowledge of chemical principles. Major topics include: the structure of matter, the mole concept, chemical formulas and equations, chemical energy, the gas laws, the periodic table, chemical bonding, solution, acids and bases, thermodynamics, and nuclear chemistry. This course is recommended for students planning to major in physical or medical science. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1 and 5 of the Graduation Portfolio.

**ADVANCED CHEMISTRY CP 332A**  1 credit

This course is designed to give an overview of chemistry. Major topics include the structure of matter, the mole concept, chemical formulas and equations, chemical energy, the gas laws, the periodic table, chemical bonding, solutions, thermodynamics, and nuclear chemistry. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1 and 5 of the Graduation Portfolio.

**CHEMISTRY HONORS 335**  .5 credit

This is a hands-on, inquiry-based course designed to give students knowledge of the world to provide a strong understanding of scientific systems. Topics include atomic structure, chemical bonding, chemical reactions, states of matter, and an introduction to thermodynamics. Written lab reports, inquiry-based projects, lab practical, and portfolios are methods used to evaluate student progress. Enrichment materials and in-depth applications of concepts are emphasized to enhance student problem-solving and literacy skills. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3 and 8 of the Graduation Portfolio.
CHEMISTRY CP  336  .5 credit
This is a hands-on, inquiry-based course designed to give students knowledge of the world to provide a strong understanding of scientific systems. Topics include atomic structure, chemical bonding, chemical reactions, states of matter, and an introduction to thermodynamics. Written lab reports, inquiry-based projects, lab practicals and portfolios are methods used to evaluate student progress. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3 and 8 of the Graduation Portfolio.

OCEANOGRAPHY (NR)  338  .5 credit
This course describes the interactions of biology, physics, chemistry, and geology as they relate to the management of our planet’s oceans and estuarine systems. Topics include the geological dynamics that characterize the ocean floor, the chemical composition of salt water, the physics of winds, waves, tides, and currents, and the biological interactions of organisms in their environment. Students are required to use a variety of research media and are evaluated using a broad range of assessment methods. Oceanography is not a lab science. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 3 and 8 of the Graduation Portfolio.

PHYSICS Honors  341  1 credit
This course is a basic hands-on college foundation for science and technology in the modern world. Laboratory investigations, computer experiences, and lab reports will be required for small groups of students per class. Major topics, supported by laboratory experiments, include basic measurements, measurement analysis, force and motion, energy, wave motion, optics, electricity, heat, and mechanics. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, 5 and 8 of the Graduation Portfolio.

PHYSICS CP  342  1 credit
This course is a comprehensive study of the important and basic principles of physics. Emphasis is placed on laboratory experiences and problem solving. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, 5 and 8 of the Graduation Portfolio.

HUMAN ANATOMY & PHYSIOLOGY Honors  343  1 credit
This course presents an in-depth study of human physiology including such areas as cellular biology, genetics and embryology, and the ten major organ systems. Students develop an understanding of anatomical and physiological concepts. Laboratory work, reports and at least one major research project are required. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3 and 8 of the Graduation Portfolio.

HUMAN ANATOMY & PHYSIOLOGY CP  344  1 credit
This course is a study of the anatomy and physiology of the human body. It includes cellular biology, histology and a complete study of the ten organ systems of the body. Students develop an understanding of these organ systems through an emphasis on laboratory work. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3 and 8 of the Graduation Portfolio.

FORENSIC SCIENCE Honors  355  1 credit
This course presents an overview of Forensic Science and introduces students to possible career pathways in law enforcement and applied forensics. Forensic Science connects the crime laboratory, the police, and the judicial systems. The course will look at Forensics from a historical point of view and also will look at the current applications. Student will be able to practice accepted analytical techniques that are currently used in the field. Students will look at crime scene data from physical, chemical and biological standpoints. Students are required to maintain an 85 average to be eligible to present their portfolio of work to the Dean of Criminal Justice at Roger Williams University. Successful students are eligible to receive four college credits.

FOUNDATION OF ENGINEERING AND DESIGN CP 151 1 credit
(Math or Science elective credit)
Foundations of Engineering and Design is an exploratory course to engineering fields. The course focuses on problem solving and critical thinking involved in design processes. Introduction to each engineering field is followed by a hands-on project. Engineers from industry and post-secondary institutions will serve as guest lecturers and will provide workshops on selected topics. Students will design, test, and improve products in a collaborative setting with guidance from mathematics and science educators. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 5 and 8 of the Graduation Portfolio.

AP CHEMISTRY 351 2 credits
This course is a continuation of first year chemistry. Major concepts include a more extensive study of the basic principles of chemistry, the structure of atoms and molecules, the states of matter, chemical reactions, chemical equilibrium and solution chemistry. Throughout the course, the importance of the chemical aspects of the world around us is stressed. Numerous laboratory experiences supplement and augment classroom concepts. Upon completion of this course, a student will have the equivalent of one year of college-level chemistry and will take the Advanced Placement Examination in chemistry. Summer preparatory work is required. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

AP BIOLOGY 352 2 credits
This course is an in-depth continuation of Biology. Major concepts include molecules and cells, heredity and evolution, and organisms and populations. Numerous college laboratory experiences supplement and augment classroom concepts. Upon completion of this course, a student will have the equivalent of one year of college-level Biology and will take the AP Biology exam. Summer preparatory work is required. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

AP PHYSICS PART 1 & 2 353 2 credits (1 per year)
The AP Physics course includes topics in both classical and modern physics. Understanding of the basic principles involved and the ability to apply these principles in the solution of the problems are major goals of the course. The course and labs use guided inquiry and student-centered learning to foster the development of critical thinking skills. AP Physics provides instruction in each of the following five content areas: Newtonian mechanics, fluid mechanics, electricity and magnetism, waves and optics and atomic and nuclear physics. Summer preparatory work may be required. Upon completion of this course, a student will have the equivalent of one year of
introductory college-level Physics and will have taken the AP Physics Part 1 & 2 exams.

AGRICULTURE & RES. DEVELOPMENT I & II (NR) 601 .5 credit (each)
This offering is divided into units which introduces students to topics in animal science, wildlife management, plant and soil science, environmental science and resource economics. Introduction to Future Farmers of America (FFA) activities is an integral part of the coursework. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 3 and 8 of the Graduation Portfolio.

ANIMAL SCIENCE (NR) 602 .5 credit
This course will study both large and small animal science. Course material will concentrate on the science of the modern production of livestock, horses, and small animals currently important to the agricultural industry. Genetics, physiological systems, feeds and feeding techniques, and every day care will be emphasized. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 3, and 8 of the Graduation Portfolio. Participation in related FFA activities is encouraged.

WILDLIFE MANAGEMENT (NR) 603 .5 credit
Wildlife management covers areas in population dynamics, habitat and environmental studies. Mammals, game birds, and waterfowl will be the major species of wildlife studies. The relationship between humans and wildlife and efforts on behalf of the environment will be considered along with outdoor recreational activities. FFA participation is encouraged. Students will have opportunities to produce work that may meet the requirements for Expectations 1, 3, 5 and 8 of the Graduation Portfolio.

PLANT SCIENCE (NR) 604A .5 credit
This course focuses on the anatomy and physiology of plants. Emphasis will be placed on the propagation of various floricultural and horticultural crops including annuals, potted plants and house plants. Students will also learn greenhouse management skills and techniques. Participation in related FFA activities is encouraged. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 3, 5 and 8 of the Graduation Portfolio.

FLORAL DESIGN (NR) 605A .5 credit
This course will provide an in-depth study of the floriculture industry. An exploration into the retail flower shop business including floral designing skills will be an integral portion of this course. Participation in related FFA activities is encouraged. The course does not qualify as a science credit. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 3, 4 and 8 of the Graduation Portfolio.

FORESTRY (NR) 606 .5 credit
This program concentrates on an in-depth study of forest ecology and maintenance. Consideration will be given to common forest species having economic importance. Silvicultural practices will be demonstrated and conducted. Participation in FFA is strongly encouraged. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 3 and 8 of the Graduation Portfolio. Students will also be provided with the framework and content aligned to material
assessed by the standard of Rhode Island Arborist Examination. This course will be offered in years beginning with odd numbers (e.g. 2013).

AQUAPONICS I (NR) 607A .5 credit
This course will explore the science of raising fish for market purposes. Current trends and techniques of aquaculture will be studied and practiced. Individual species of fish important to the aquaculture industry will be studied. The course will incorporate hydroponic techniques as they apply to aquaculture. Students will be given practical experience raising both fish and plants in grow tanks. Participation in related FFA activities is encouraged. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 1, 3, 5 and 8 of the Graduation Portfolio.

AQUAPONICS II (NR) 608A .5 credit
This course will be a continuation of Aquaponics I. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 3 and 8 of the Graduation Portfolio.

TURF MANAGEMENT (NR) 609A .5 credit
This offering will instruct students in areas of turf production and maintenance including grass and weed identification, soil science, equipment usage, harvesting procedures, irrigation, fertilizer and pesticide application, and turf installation. Students will receive practical experience on site and with local growers. Participation in related FFA activities is encouraged. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 8 of the Graduation Portfolio. This course will be offered in years beginning with even numbers (e.g. 2016).

LANDSCAPE DESIGN (NR) 610 .5 credit
This offering will instruct students in the basics of landscape design, including development of landscape drawings. Students will gain experience in plant and landscape material identification and usage. Job time and cost estimates will be covered. Participation in FFA is encouraged. Landscape Design does not qualify for science credit. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 4, 5 and 8 of the Graduation Portfolio.

VETERINARY SCIENCE (NR) 604 .5 credit
This course will encompass many aspects of the veterinary science field including safety and sanitation, veterinary terminology, anatomy and physiology, clinical exams, hospital procedures, parasitology, office management, posology, laboratory techniques, animal nutrition, and principles of disease. By participating in decision-making, problem solving, and career related activities; students successfully completing this course will leave with the employability and technical skills needed to succeed in the veterinary technician workplace and/or will be prepared to further their education. In this course, students will have the opportunity to produce work that may meet the requirements for expectations 1, 2, and 8 of the Chariho Regional High School Graduation Portfolio.

INTRODUCTION TO ANIMAL AND VETERINARY SCIENCE 605 .5 credit
This course offering provides students with a broad overview of the field of animal science. It outlines the origin of domesticated animals and how their role in society has evolved over time. Instruction is provided concerning management techniques for all
of the major production species: beef cattle, dairy cattle, swine, sheep, and poultry. Students will learn how animals being raised for human consumption make their way from farm to table. In addition to animal management practices, the course reviews other categories of animal science such as genetics, behavior, nutrition, companion animal management, animal research, and animal rights. In this course, students will have the opportunity to produce work that may meet the requirements for expectations 1, 2, and 8 of the Chariho Regional High School Graduation Portfolio. Students in Grades 11-12 with a GPA of at least 3.0 who successfully complete this course with an 80 or higher will earn college credit (3 credits for AVS100) at the University of Rhode Island.

**BIOTECHNOLOGY I (NR) 325**  
1 credit  
This course will introduce students to the field of biotechnology from an agricultural science perspective. This course is intended to provide students with a background and basic skills that they will need to enter a beginning level biotechnology position. Topics include cell fundamentals, genetics, cloning, political and ethical issues, and a survey of applications and careers within this field. In this course, students will have the opportunity to produce work that may meet the requirements for Expectations 1, 3, 6, 7 and 8 in the Graduation Portfolio.

**WORLD LANGUAGES**

**FRENCH I Honors 413**  
1 credit  
French 1 Honors is a course designed for students with excellent achievement in English Language Arts and/or other World Language courses. French I Honors is an introduction to French language and culture with emphasis on vocabulary building and basic grammar. Students in French I will learn the foundations of French grammar in the present and proximate future tenses. Emphasis is on basic grammar skills and vocabulary building. Students will develop the four language skills: writing, listening, speaking and reading. Exploration of francophone countries and culture will also be included. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho Regional High School Graduation Portfolio.

**FRENCH I CP 414**  
1 credit  
French 1 is an introduction to French language and culture with emphasis on vocabulary building and basic grammar. Students in French I will learn the foundations of French grammar in the present and proximate future tenses. Emphasis is on basic grammar skills and vocabulary building. Students will develop the four language skills: writing, listening, speaking and reading. Exploration of francophone countries and culture will also be included. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho Regional High School Graduation Portfolio.

**FRENCH II Honors 423**  
1 credit  
This language course is intended for those students who have demonstrated excellent achievement in French I. Much of the class is conducted in French with a high degree of academic work in grammar, culture, composition and reading from French-language literary works. Students will work towards proficiency in the four language skills: writing, listening, speaking and reading. More advanced grammar structures are introduced including reflexive constructions and study of the preterit and imperfect tenses. Oral communication skills are emphasized. In this course, students will have
opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho Regional High School Graduation Portfolio.

**FRENCH II CP 424**  
This language course is intended for those students who successfully completed French I. Development of the language skills introduced in the entry-level experience will be reviewed and enhanced. More advanced grammar structures are introduced including reflexive constructions; and study of the preterit and imperfect tenses. A continued emphasis on the World Language Standards will be used in all learning activities. A deeper understanding of culture and geography will also be examined. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho Regional High School Graduation Portfolio.

**FRENCH III Honors 433**  
This course is for advanced students who have a very strong foundation in the language. Accelerated study is conducted in French with a high degree of academic work in grammar, culture, composition, and reading of the standard texts. This course will continue to build upon the skills learned in French I and II. More advanced concepts of grammar and communication as well as present day francophone customs and culture will also be addressed. Students will continue to develop communicative and linguistic skills through an array of activities that will require the ability to engage in conversation, make oral presentations as well as communicate through written language. Students will also be able to differentiate between events in the present, past and future as well as distinguish between the subjunctive and indicative moods. Through a variety of individual as well as group-centered activities, students will be exposed to all four language skills, which include listening, speaking, reading and writing. Oral communication skills are emphasized practiced and showcased orally to an audience. This course will also bring all the pieces of language learning together through use in context in everyday conversation. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho School Graduation Portfolio.

**FRENCH III CP 434**  
This course will continue to build upon the skills learned in French I and II. More advanced concepts of grammar and communication; as well as present day francophone customs and culture will also be addressed. Students will continue to develop communicative and linguistic skills through an array of activities that will require the ability to engage in conversation, make oral presentations as well as communicate through written language. Students will also be able to differentiate between events in the present, past and future as well as distinguish between the subjunctive and indicative moods. Through a variety of individual as well as group-centered activities, students will be exposed to all four language skills, which include listening, speaking, reading and writing. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho School Graduation Portfolio.

**FRENCH IV Honors 443**  
This advanced language course is conducted almost entirely in French for students who have successfully completed French III and want to immerse themselves in French language, history and culture. The cultural heritage of the French-speaking world is examined through selected cultural readings. Grammar and vocabulary are reviewed through a communicative approach. This course refines the concepts studied in French
FRENCH V Honors  453  1 credit
This advanced language course is conducted entirely in French for students who have successfully completed French IV and wish to pursue language learning through study of contemporary literary works in French. Through selected readings, literature as a reflection of the French-speaking world is examined. The development of language skills is continued through a communicative approach. Attention is given to proficiency in the four language skills: writing, listening, speaking and reading. This course is eligible for EEP credit through Rhode Island College. Students may earn four college credits through this dual-enrollment program. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho School Graduation Portfolio.

SPANISH I Honors  411  1 credit
Spanish I Honors is a course designed for students with excellent achievement in Spanish grades K through 6. Spanish I Honors is an introduction to Spanish language and culture with emphasis on vocabulary building and basic grammar. Students in Spanish 1 will learn the foundations of Spanish grammar in the present and proximate future tenses. Emphasis is on basic grammar skills and vocabulary building. Students will develop the four language skills: writing, listening, speaking and reading. Exploration of the cultures and countries around the world that speak Spanish will also be included. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho Regional High School Graduation Portfolio.

SPANISH I CP  412  1 credit
Spanish I is an introduction to Spanish language and culture with emphasis on vocabulary building and basic grammar. Students in Spanish 1 will learn the foundations of Spanish grammar in the present and proximate future tenses. Emphasis is on basic grammar skills and vocabulary building. Students will develop the four language skills: writing, listening, speaking and reading. Exploration of the cultures and countries around the world that speak Spanish will also be included. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho Regional High School Graduation Portfolio.

SPANISH II Honors  421  1 credit
This language course is intended for those students who have demonstrated excellent achievement in Spanish I. Much of the class is conducted in Spanish with a high degree of academic work in grammar, culture, composition and reading from Spanish-language literary works. Students will work towards proficiency in the four language skills: writing, listening, speaking and reading. More advanced grammar structures are introduced including reflexive constructions and study of the preterit and imperfect tenses. Oral communication skills are emphasized. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho Regional High School Graduation Portfolio.
SPANISH II CP 422 1 credit
This language course is intended for those students who successfully completed Spanish I. Development of the language skills introduced in the entry-level experience will be reviewed and enhanced. More advanced grammar structures are introduced including reflexive constructions; and study of the preterit and imperfect tenses. A continued emphasis on the World Language Standards will be used in all learning activities. A deeper understanding of culture and geography will also be examined. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho Regional High School Graduation Portfolio.

SPANISH III Honors 431 1 credit
This course is for advanced students who have a very strong foundation in the language. Accelerated study is conducted in Spanish with a high degree of academic work in grammar, culture, composition, and reading of the standard texts. This course will continue to build upon the skills learned in Spanish I and II. More advanced concepts of grammar and communication as well as present day Hispanic customs and culture will also be addressed. Students will continue to develop communicative and linguistic skills through an array of activities that will require the ability to engage in conversation, make oral presentations as well as communicate through written language. Students will also be able to differentiate between events in the present, past and future as well as distinguish between the subjunctive and indicative moods. Through a variety of individual as well as group-centered activities, students will be exposed to all four language skills, which include listening, speaking, reading and writing. Oral communication skills are emphasized practiced and showcased orally to an audience. This course will also bring all the pieces of language learning together through use in context in everyday conversation. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho School Graduation Portfolio.

SPANISH III CP 432 1 credit
This course will continue to build upon the skills learned in Spanish I and II. More advanced concepts of grammar and communication as well as present day Hispanic customs and culture will also be addressed. Students will continue to develop communicative and linguistic skills through an array of activities that will require the ability to engage in conversation, make oral presentations as well as communicate through written language. Students will also be able to differentiate between events in the present, past and future as well as distinguish between the subjunctive and indicative moods. Through a variety of individual as well as group-centered activities, you will be exposed to all four language skills, which include listening, speaking, reading and writing. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho School Graduation Portfolio.

SPANISH IV Honors 441 1 credit
This advanced language course is conducted almost entirely in Spanish for students who have successfully completed Spanish III and want to immerse themselves in Spanish language, history and culture. The cultural and linguistic heritage of the Spanish-speaking world is examined, while grammar is reviewed and basic oral and written skills are developed. This course refines the concepts studied in Spanish III with advanced materials and study projects assigned and presented in Spanish. Skill development is pursued through study of contemporary issues, literature and culture.
This course is eligible for EEP credit through Rhode Island College. Students may earn four college credits through this dual-enrollment program. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho School Graduation Portfolio.

**SPANISH V Honors 451** 1 credit
This advanced language course is conducted entirely in Spanish for students who have successfully completed Spanish IV and wish to pursue language learning through study of contemporary literary works in Spanish. Emphasis is on the development of reading Spanish and on the appreciation of literature as a reflection of the heritage of the Spanish speaking world. Attention is given to proficiency in the four language skills: writing, listening, speaking and reading. This course is eligible for EEP credit through Rhode Island College. Students may earn four college credits through this dual-enrollment program. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho School Graduation Portfolio.

**ITALIAN I Honors 417** 1 credit
Italian I Honors is a course designed for students with excellent achievement in English Language Arts and/or excellent achievement in other World Language courses. Italian I Honors is an introduction to Italian language and culture with emphasis on vocabulary building and basic grammar. Students in Italian I will learn the foundations of Italian grammar in the present and proximate future tenses. Emphasis is on basic grammar skills and vocabulary building. Students will develop the four language skills: writing, listening, speaking and reading. Exploration of the cultures and countries around the world that speak Italian will also be included. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho Regional High School Graduation Portfolio.

**ITALIAN I CP 418** 1 credit
Italian I is an introduction to Italian language and culture with emphasis on vocabulary building and basic grammar. Students in Italian I will learn the foundations of Italian grammar in the present and proximate future tenses. Emphasis is on basic grammar skills and vocabulary building. Students will develop the four language skills: writing, listening, speaking and reading. Exploration of the cultures and countries around the world that speak Italian will also be included. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho Regional High School Graduation Portfolio.

**ITALIAN II Honors 427** 1 credit
This language course is intended for those students who have demonstrated excellent achievement in Italian I. Much of the class is conducted in Italian with a high degree of academic work in grammar, culture, composition and reading from Italian-language literary works. Students will work towards proficiency in the four language skills: writing, listening, speaking and reading. More advanced grammar structures are introduced including reflexive constructions and study of the preterit and imperfect tenses. Oral communication skills are emphasized. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho Regional High School Graduation Portfolio.
ITALIAN II  CP  428  1 credit
This language course is intended for those students who successfully completed Italian I. Development of the language skills introduced in the entry-level experience will be reviewed and enhanced. More advanced grammar structures are introduced including reflexive constructions and study of the preterit and imperfect tenses. A continued emphasis on the World Language Standards will be used in all learning activities. A deeper understanding of culture and geography will also be examined. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho Regional High School Graduation Portfolio.

ITALIAN III Honors  437  1 credit
This course is for advanced students who have a very strong foundation in the language. Accelerated study is conducted in Italian with a high degree of academic work in grammar, culture, composition, and reading of the standard texts. This course will continue to build upon the skills learned in Italian I and II. More advanced concepts of grammar and communication as well as Italian culture and customs in today's world will also be addressed. Students will continue to develop communicative and linguistic skills through an array of activities that will require the ability to engage in conversation, make oral presentations as well as communicate through written language. Students will also be able to differentiate between events in the present, past and future as well as distinguish between the subjunctive and indicative moods. Through a variety of individual as well as group-centered activities, students will be exposed to all four language skills, which include listening, speaking, reading and writing. Oral communication skills are emphasized practiced and showcased orally to an audience. This course will also bring all the pieces of language learning together through use in context in everyday conversation. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho School Graduation Portfolio.

ITALIAN III CP  438  1 Credit
This course will continue to build upon the skills learned in Italian I and II. More advanced concepts of grammar and communication; as well as Italian culture and customs in today's world will also be addressed. Students will continue to develop communicative and linguistic skills through an array of activities that will require the ability to engage in conversation, make oral presentations as well as communicate through written language. Students will also be able to differentiate between events in the present, past and future as well as distinguish between the subjunctive and indicative moods. Through a variety of individual as well as group-centered activities, you will be exposed to all four language skills, which include listening, speaking, reading and writing. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho School Graduation Portfolio.

ITALIAN IV H 1447  1 credit
This advanced language course is conducted almost entirely in Italian for students who have successfully completed Italian III and want to immerse themselves in Italian language, history and culture. The cultural and linguistic heritage of the Italian-speaking world is examined, while grammar is reviewed and basic oral and written skills are developed. This course refines the concepts studied in Italian III with advanced materials and study projects assigned and presented in Italian. Skill development is pursued through study of contemporary issues, literature and culture.
In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Chariho School Graduation Portfolio.

**BUSINESS/TECHNOLOGY EDUCATION**

**ACCOUNTING I (NR) 524**
1 credit
This course is a study of the fundamentals of double entry accounting applied to the analyzing and recording of financial transactions of the small and intermediate size business. A working knowledge of business arithmetic, a widening of business vocabulary, and good work habits are emphasized throughout the course. Two sets of actual accounting records are kept. The goal is to complete accounting procedures through the accounting cycle, using both manual and electronic record keeping using QuickBooks. Students will have an opportunity to become certified in QuickBooks. This course is offered to students in Grades 9-12. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 5 of the Graduation Portfolio.

**ACCOUNTING II (NR) 534**
1 credit
This course is a continuation of accounting principles and procedures. Accounting problems dealing with corporations include inventory, notes and interest, and analysis of financial reports. Accounting software is used to record all financial transactions and reports and to complete simulated practice sets. This course is offered to students in Grades 10-12. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 3 and 5 of the Graduation Portfolio.

**CAREER SKILLS (NR) 528**
.5 credit
This semester course focuses on the preparation students need for success in the today’s global economy. Topics such as looking for a job, applying for a job, including cover letter and resume writing and job interview skills, and career information are part of the focus of the course. Many of the skills needed in today’s workplace such as communication, problem solving, and technology are investigated and discussed. Much of the focus is to make the student aware that the workplace is diverse in nature and employers expect certain abilities and skills from their employees. Job performance, work habits, and ethics are all a part of being an employee or an employer. Students are expected to engage in career exploration and conduct research related to their field of interest, including job prospects, trends in employment, educational requirements, and salary ranges. Students will participate in mock interviews conducted by representatives from the business community. As part of this process, students must create an up-to-date, professional resume and be able to respond to interview questions regarding their chosen career path. This course is offered to students in Grades 10-12. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 3, 6 and 8 of the Graduation Portfolio.

**PERSONAL FINANCE I (NR) 529**
.5 credit
This course focuses on the student’s role as a citizen, student, family member, consumer, and active participant in the work and business world. Students will discuss the various economic and financial responsibilities necessary for success in today’s society. Topics will include employment and income, money management, banking, record keeping, and establishing credit. This course is recommended for students in
Grades 9-12. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 5 and 9 of the Graduation Portfolio.

**PERSONAL FINANCE II (NR) 530 .5 credit**
This course continues to focus on the student’s role as a citizen, student, family member, consumer, and active participant in the work and business world. Students learn about the major functions of banks and other depository institutions. Students will gain an understanding of the Federal Reserve System and the modern trends in the banking industry, including asset management, loan creation, and debt collection. Students will discuss the various economic and financial responsibilities necessary for success in today’s society. Topics will include income, money management, saving and investing, risk management, and purchasing goods and services. Students will analyze the advantages and disadvantages of various alternatives for resolving credit problems and the relationship between credit rating and credit score. Students will analyze choices available to consumers for protection against risks and financial loss. This course is recommended for students in Grades 9-12. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2 and 8 of the Graduation Portfolio.

**INTRODUCTION TO BUSINESS (NR) 522 .5 credit**
This course is intended to give students a general background in business. Topics of study will include forms of business organizations the relationship between business, the government and our economy; small business management; the impact of technology on businesses; and global markets. This course is offered to students in Grades 9-12. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, and 8 of the Graduation Portfolio.

**BUSINESS LAW I (NR) 531 .5 credit**
This course is intended to acquaint students with a general knowledge of law as it pertains to the business world and his/her relationship as a consumer. It includes a study of the judicial system, rights and responsibilities of minors, contracts, and the buying and selling of goods and services. Actual case studies are used throughout the course as part of the instruction. This course is offered to students in Grades 9-12. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 5 and 8 of the Graduation Portfolio.

**BUSINESS LAW II (NR) 532 .5 credit**
This course is an intensified exploration of how laws affect one’s entire life. Topics studied will include the laws associated with buying insurance, employment contracts, renting an apartment, buying a home, marriage, divorce, wills and estates. Actual case studies are used throughout the course as part of the instruction. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 5 and 8 of the Graduation Portfolio.

**MARKETING I (NR) 538 .5 credit**
This course introduces students to the basic components of marketing. Students learn about the key functions of marketing and how those functions are applied to all facets of promotion. Emphasis is placed on marketing strategy, image and branding, target markets, product, price, place, and promotion. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 5 and 8 of the Graduation Portfolio. This course is open to all students.
This is an accelerated course that will help students develop a thorough understanding of the marketing concepts and theories that apply to sports and entertainment events. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and sports marketing plans. This course will also delve into the components of promotion plans, sponsorship proposals and the key elements needed in sports and entertainment marketing plans. Students will promote school related activities and events by using the mentorship of local marketing professionals. Students will have opportunities to create work that may meet requirements for Expectations 2 and 8 of the Graduation Portfolio. This course is open to all students.

**COLLEGE BUSINESS Honors 539** 1 credit
The course stresses the functions of business management, marketing, and human relations under modern economic conditions. Topics provide a basic foundation for the student who will specialize in some aspect of business in college and also provides the opportunity for non-business majors to learn about the business world in which they will someday be both producers and consumers. This course is offered to students in Grades 11 and 12. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 7 and 8 of the Graduation Portfolio.

**ENTREPRENEURSHIP (NR) 546** .5 credit
This course will take students on a step-by-step journey through the entire process of owning their own business. Students will select a product or service to sell, determine who their customers are, learn how to market their business, obtain financing, manage their employees, and more. Students will also learn how to assemble a business plan and will have created a complete plan by the end of the course. This course is offered to students in Grades 11 and 12. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 5 and 8 of the Graduation Portfolio.

**INTERNATIONAL BUSINESS Honors 548** .5 credit
This one semester course explores the major components of the international financial system. It includes the study of foreign trade, the international monetary system, foreign exchange rates, foreign exchange markets, international financial markets, international banking, and the multinational corporation. This course is offered to students in Grades 11 and 12. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 7 and 8 of the Graduation Portfolio.

**COLLEGE ACCOUNTING Honors 549** 1 credit
This course contains a concentrated study of accounting principles, concepts, and practices and how they pertain to the accounting cycle for financial and managerial accounting. Double entry accounting will be applied to the analyzing and recording of the financial data. Merchandise inventory, receivables, payables, payroll, and plant assets are some of the topics to be covered. This course is offered to students in Grades 11 and 12. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2 and 8 of the Graduation Portfolio.

**WEB DESIGN I (NR) 634** .5 credit
This is a half-year course designed to introduce students to basic website creation. Students will conduct ethical and socially responsible Internet research with the
The purpose of gathering technological advancements and information to be cited on their WYSIWYG web designs during the first quarter. During the second quarter, students will write all web sites using web composing software and HTML web authoring computer language. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 3 and 5 of the Graduation Portfolio. This course is open to all students.

**WEB DESIGN II (NR) 639**  .5 credit
This is a half-year course designed as an advanced level of web design for students who want to further their skills beyond Web Design I. In this course, students will design, create, edit, and revise websites using advanced techniques in web design and incorporate the other components of the Studio 8 Suite (or an equivalent web composer software package) such as Fireworks and Flash in addition to advanced features of Dream Weaver (or an equivalent web composer software package). Students will be required to build realistic web sites that are at a publishing level. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3 and 5 of the Graduation Portfolio. This course is open to all students.

**TECHNOLOGY APPLICATIONS (NR) 638**  .5 credit
This semester course is designed for students to learn and apply the Microsoft Office Suite to academic course work. Topics will include a multitude of applications that develop 21st Century Skills and will be essential for students to be successful in core subject areas. This course is open to students in Grades 9-10. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 3 of the Graduation Portfolio.

**AP MICROECONOMICS 550**  1 credit
The purpose of an AP course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. All students are expected to take the AP Microeconomics examination. Successful performance in Algebra I and II and other mathematics courses is required. Open to students in Grades 11 and 12. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

**ART**

**MIXED-MEDIA (NR) 611**  .5 credit
This studio course is for the students who are interested in exploration in a variety of content and media. Study in drawing, painting, printmaking, collage, and design will broaden the student’s art experiences. Art history, including traditional as well as contemporary trends, will be included. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Graduation Portfolio.

**SCULPTURE (NR) 618**  .5 credit
This course will focus on creating three-dimensional forms in a variety of materials. Students will render 2-D sketches and develop them into 3-D forms. The concepts of subject matter in-the-round, low and high relief forms, positive vs. negative space, and
structural integrity will be emphasized. Students will explore the use of materials such as cardboard, paper, clay, found objects, fibers, plaster, wire, and wood. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Graduation Portfolio.

**CERAMICS I (NR) 620**  
This course introduces students to the fundamental principles used in pottery making with an emphasis on craftsmanship and design. Students will learn hand building techniques including coil and slab methods with emphasis on design. Some experimental techniques such as sling, design, mold, and press construction methods will also be explored. Students will learn how to apply traditional glazes and will be encouraged to experiment with non-traditional techniques such as slip trailing, sgraffito, stencil glazing, etc. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Graduation Portfolio.

**CERAMICS II (NR) 621**  
This course is designed to provide more in depth technical skills in hand building and wheel throwing. Students will create masks, bowls, mugs, vases, and other functional pottery. Students will learn how to throw functional vessels on the pottery wheel. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Graduation Portfolio.

**PAINTING (NR) 622**  
This course will expose students to the various techniques and materials used in painting. Watercolor, tempera, and acrylics will be the media explored. The styles of various artists and predominant periods in history will be studied. Composition, color groupings, and technique will be emphasized, and students will be encouraged to develop a style that works best for them. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Graduation Portfolio.

**DRAWING I (NR) 623**  
This course is designed to improve students' drawing skills and will include the drawing concepts of sight and measuring, spatial illusions of depth through a variety of techniques, gesture, weighted line, chiaroscuro, and drawing on the right side of the brain. Students will explore subject matter including still life, portraiture, figure study, architectural space, and natural objects and structures. Improving technical skills and working with a variety of drawing media will be emphasized. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Graduation Portfolio.

**DRAWING II (NR) 625**  
This course will expand on concepts and provide more in depth technical skills previously introduced in Drawing I. Students will be challenged with a variety of visual problems and experiences using different media, as well as new techniques. Students will explore subject matter that includes the following: figure study, portraiture, still life, personal imagery, symbolic imagery, and social commentary. In this course students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Graduation Portfolio.
This course will focus on drawing concepts established by the AP College Board. The AP Drawing portfolio includes drawing and painting. Students are required to submit a portfolio of work to the College Board. In addition, students are required to demonstrate proficiency using a variety of media, concepts, and techniques. All students will create an AP exam portfolio which must be submitted to the College Board at the end of the course. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Graduation Portfolio.

**AP STUDIO ART: 3D DESIGN 626A**
1 credit
This course will focus on ceramic and sculptural concepts established by the AP College Board. Students will demonstrate their understanding of sculptural techniques and materials (such as clay, wire, plaster, found objects, etc.) and design principles. All students will create an AP exam portfolio which must be submitted to the College Board at the end of the course. In this course, students will have opportunities to produce work that meets the requirements for Expectation 4 of the Graduation Portfolio.

**AP STUDIO ART: 2D DESIGN 626B**
1 credit
This course will focus on two-dimensional (2D) design concepts established by the AP College Board. Students will demonstrate their understanding of 2D design through any 2D medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting, and printmaking. All students will create an AP exam portfolio which must be submitted to the College Board at the end of the course. In this course, students will have opportunities to produce work that meets the requirements for Expectation 4 of the Graduation Portfolio.

**VIDEO PRODUCTION 613**
.5 credit
This course introduces students to the fundamental principles, equipment, and techniques of video making. Students will explore different types of film and produce videos of varying lengths. Students will observe various film clips and analyze video-making techniques. Storyboarding, framing, and other techniques will be emphasized, and students will be encouraged to create unique original works. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Graduation Portfolio.

**PHOTOGRAPHY 614**
.5 credit
This course will cover techniques and equipment used in photography. Students will become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Students will learn how to manage and creatively alter images, to critically analyze the use of visual media, and to communicate through the use of imagery. Students will pursue their own interests and develop an individual voice. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Graduation Portfolio.
Senior High Chorus is an ensemble group which performs popular as well as classical vocal literature. Members participate as a concert group and represent the school upon invitation. These students are also eligible to participate in the Rhode Island Solo and Ensemble Festival and the All-State Chorus. Students must attend after school rehearsals in preparation for performances. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 4 and 8 of the Graduation Portfolio.

This course is designed to expose the student to a wide range of musical styles. Following a study of the elements of music, the class will study music and drama, music and dance, program music, abstract music, sacred music, and music of the 20th century. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 4 and 8 of the Graduation Portfolio.

This class is designed for a student pursuing music on a collegiate level. This class will cover advanced concepts of Western harmony, ear training and the fundamentals of composition. All students are expected to take the AP examination in Music Theory. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 4, 6 and 8 of the Graduation Portfolio. Students are required to take the AP Music Theory exam.

This course is designed to provide every participant opportunity to study and perform various styles of instrumental music. Teamwork, self-discipline, musicality, and personal responsibility are heavily emphasized. Each student becomes a member of Concert Band and Marching Band upon acceptance into the program. These ensembles perform at public events several times throughout the year. Students must attend several rehearsals outside of the school day in preparation for these performances. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 4 and 8 of the Graduation Portfolio.

This course is designed to provide advanced band musicians opportunity to study and perform various styles of instrumental music. Teamwork, self-discipline, musicality, and personal responsibility are heavily emphasized. Each student becomes a member of Concert Band and Marching Band upon acceptance into the program. These ensembles perform at public events several times throughout the year. Students must attend several rehearsals outside of the school day in preparation for these performances. Additionally, Honors Band members will be required to audition for Rhode Island All-State, participate in the RIMEA Solo and Ensemble Festival, and research or compose/arrange music. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 4 and 8 of the Graduation Portfolio.

This class is designed for the student interested in learning the guitar. It will accommodate beginning guitar students. A public performance will be required.
Subjects to be covered include reading standard notation, basic guitar pedagogy, chords and reading tablature. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 4 and 8 of the Graduation Portfolio.

HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION I (Grade 9)  (NR)  815 .5 credit
Physical Education I is a co-educational, activity-based course designed to promote the achievement of state and national standards. As examples, students in this course will demonstrate competency in activity-specific movement skills in two lifetime activities (e.g., outdoor pursuits, individual performances, net games, dance). Further, students will use movement, concepts, and principles (e.g., force, motion, rotation) to analyze and improve their performance in a selected skill. Also, students will identify the foundational components of physical activity, fitness, and health to lead a physically active lifestyle.

Though some co-educational activities have an element of competition, the main emphasis of physical education is to instill enjoyment of exercise, to value the benefits of human movement, and to follow sound exercise principles, which encourage safe and effective lifelong fitness. The focus in Physical Education I is to develop meaningful fitness habits to enhance physical health. Fitness terminology associated with exercise is reinforced throughout the semester along with identifying specific exercises to improve specific areas of the body. All students are required to wear attire conducive to safety and physical performance, and participate to the best of their abilities in all activities.

PHYSICAL EDUCATION II (Grade 10)  (NR)  835 .5 credit
Physical Education II is a co-educational, activity-based course designed to promote the achievement of state and national standards. As examples, all students are required to wear attire conducive to safety and physical performance, and participate to the best of their abilities in all activities. Students in this course will demonstrate competency in activity-specific movement skills in three or more lifetime activities (e.g., outdoor pursuits, individual performances, net games, dance). Further, students will use movement, concepts, and principles (e.g., force, motion, rotation) to analyze and improve performance of self and others in a selected skill. Also, all students will demonstrate and design foundational components of physical activity, fitness, and health to lead a physically active lifestyle.

Though some co-educational activities have an element of competition, the main emphasis of physical education is to instill enjoyment of exercise, to value the benefits of human movement, and to follow sound exercise principles, which encourage safe and effective lifelong fitness. In Physical Education II, students are held accountable for demonstration of foundational resistance training exercises for the major muscle groups of the body. Exposure to concepts and principles of motor skills to develop competent and proficient movers in a variety of individual and group activities are also covered in the course. All students are required to wear attire conducive to safety and physical performance, and participate to the best of their abilities in all activities.

PHYSICAL EDUCATION III (Grade 11)  (NR)  855 .5 credit
Physical Education III is a co-educational, activity-based course designed to promote the achievement of state and national standards. As examples, all students are required
to wear attire conducive to safety and physical performance, and participate to the best of their abilities in all activities. Students in this course will demonstrate and refine activity-specific movement skills in at least one lifetime activity (e.g., outdoor pursuits, individual performances, net games, dance). Further, students will identify the stages of learning a motor skill. Also, all students will design, analyze and adjust individualized strategies to demonstrate foundational components of physical activity, fitness, and health to lead a physically active lifestyle.

Though some co-educational activities have an element of competition, the main emphasis of physical education is to instill enjoyment of exercise, to value the benefits of human movement, and to follow sound exercise principles, which encourage safe and effective lifelong fitness. In Physical Education III, instructors intensify individualization of the team, partner and individual activities with emphasis on the human body musculature. All students are required to wear attire conducive to safety and physical performance, and participate to the best of their abilities in all activities.

**PHYSICAL EDUCATION IV (Grade 12)  (NR)  865  .5 credit**

Physical Education IV is a co-educational, activity-based course designed to promote the achievement of state and national standards. As examples, all students are required to wear attire conducive to safety and physical performance, and participate to the best of their abilities in all activities. Students in this course will demonstrate refined activity-specific movement skills in at least one lifetime activity (e.g., outdoor pursuits, individual performances, net games, dance). Further, students will describe the speed/accuracy trade-off in throwing and striking skills. Also, all students will evaluate and implement individualized plans which apply foundational components of physical activity, fitness, and health to lead a physically active lifestyle.

Though some co-educational activities have an element of competition, the main emphasis of physical education is to instill enjoyment of exercise, to value the benefits of human movement, and to follow sound exercise principles, which encourage safe and effective lifelong fitness. In Physical Education IV, instructors intensify individualization of the team, partner and individual activities with emphasis on the human body musculature and fitness programming, including the development of fitness goals, personalized fitness assessment and exercise routines. Students are expected to assume leadership roles in a physical activity setting. All students are required to wear attire conducive to safety and physical performance, and participate to the best of their abilities in all activities.

**CONTEMPORARY HEALTH ISSUES I (Grade 9) (NR)  825  .5 credit**

This health education course will focus on building student capacity in two areas: health knowledge-base and the personal skills to apply that knowledge in the content areas of personal health, mental and emotional health, sexuality and family life, disease prevention and control, substance abuse and prevention and healthy relationships. The knowledge base will consist of developmentally appropriate, current and accurate information that empowers students to make informed decisions about their health. The focus is on science-based prevention to promote lifelong wellness within the individual and throughout the community. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 9 of the Graduation Portfolio.
CONTEMPORARY HEALTH ISSUES II (Grade 11) (NR) 845 .5 credit
This health education course will focus on building student capacity in two areas: health knowledge base and the personal skills to apply that knowledge in the content areas of Personal Health, Physical Health, Nutrition, Injury Prevention, CPR / First Aid and Domestic Violence. The knowledge base will consist of developmentally appropriate, current and accurate information that empowers students to make informed decisions about their health. The focus is on science-based prevention to promote lifelong wellness within the individual and throughout the community. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 9 of the Graduation Portfolio.

FITNESS PLANNING AND DESIGN 850 .5 credit
This co-educational elective physical education course, offered to students in grades 9 through 12, is an in-depth study of fitness programing and will provide the knowledge to develop personalized fitness programs. The course explores how to design scientifically sound resistance training programs, modify and adapt programs to meet the needs of special populations, and apply the elements of program design in the real world. Students will develop and implement a fitness plan for a peer or an educator; students will then assess their fitness plan and reflect on the quality. All students are required to wear attire conducive to safety and physical performance. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 5 and 9 of the Graduation Portfolio.

FLEXIBILITY AND FITNESS 834 .5 credit
This co-educational elective physical education course, , offered to students in grades 9 through 12, is an introduction to teaching the physical discipline of yoga and Pilates. Students will learn alignment, adjustments, and cueing for yoga postures. They will also develop and teach their own yoga class. By using yoga and Pilate postures, students will increase flexibility, strength, improve balance and posture and learn breathing techniques to relax the mind and the body. All students are required to wear attire conducive to safety and physical performance. Flexibility and Fitness is appropriate for all ages and abilities. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 9 of the Graduation Portfolio.

LEADERSHIP IN RECREATION 851 .5 credit
This co-educational elective physical education course, offered to students in grades 9 through 12, will provide students with the opportunity to learn about leadership and methods of leading recreation activities. The course will focus on theory, technique, and application of personal leadership skills in a recreation setting. Students will be introduced to leadership styles, characteristics, and practices including group dynamics and direct service leadership methods. In this course, students will have opportunities to produce work that may meet the requirements for Expectation 9 of the Graduation Portfolio.

English Language Learners (ELL)

ELL INTEGRATED  962  1 credit
ELL Integrated will provide students whose native language is other than English with additional studies at the beginner and intermediate level of English instruction. The major focus of this course will be in studying English through the various content areas. Emphasis will be on improvement of skills related to reading, writing, listening, and speaking English.
CHARIHOtech

CHARIHOtech programs are designed to prepare students for entry-level positions in a number of industries and to prepare students to further their education at the post-secondary level. Career and Technical Education (CTE) is at the forefront of innovation in education. All of the career and technical programs have articulation and/or concurrent enrollment agreements with 2-year, 4-year and technical institutions, which provide high school students with earned college credits and advanced placement based on their successful completion of the program. Program partnerships and advisory board members communicate this vision with business and industry partners. Such programs meet the demands of the new economy.

The curricula for CHARHOTOtech programs are developed based on national industry standards and post-secondary requirements. Students are evaluated through industry-validated assessments, many of which lead to nationally recognized industry certification. Refer to the National Career Clusters chart for pathway description, industry certification, and related careers.

ADVERTISING DESIGN & DIGITAL PRINT I  725  1 credit
Students are introduced to multiple core skills and concepts associated with Advertising Design (Graphic Design/Visual Communication). Students will be learning basic drawing skills, linear perspective, and basic color theory. Students will learn to heighten their creativity by employing the design process. Students will use and explore the elements and principles of design and, through hands-on projects, gain the knowledge to apply those concepts effectively and by doing so, acquire an understanding importance of the elements and principles to powerful two-dimensional and three-dimensional design. Discussions will focus on the role design plays in society and the world economy, art and its infusion into the commercial design world, the responsibilities of the designer to his/her clients and their communities, how to discriminate between good and bad design, investigating and distinguishing between valid and invalid sources of information. Students will learn proper workplace behavior and workplace skills. Group critiques will enforce learning and provide the student a catalyst for self-reflection. Year 1 culminates with introduction to the Adobe Creative Suite. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.

ADVERTISING DESIGN & DIGITAL PRINT II  726  1 credit
Students begin designing using the Adobe Creative Suite. Skills and concepts introduced in Year 1 will be reinforced and extended. All class projects will emulate real-world design assignments. Greater stress will be placed on the design process. A closer look will be taken at Color Theory. Through class projects students will experience career choices by playing all roles in the workflow process that are associated with Advertising Design. The importance of the client will be emphasized to the students. Great creative freedom is encouraged in the completing of assigned projects. Group critiques will play a great role in student learning. The subjects being investigated during second semester for Year 2 students include photography and the correct reproduction of photographic images. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.
Students’ focus will be both a reinforcement of prior learning and a push to greater freedom. Student will be striving for professional independence and to work effectively in a team oriented working environment. Self-reflection and viewing classmates as creative sounding boards will be promoted. Creativity will be a hallmark and professionalism a prime expectation. Projects will be both instructor assigned and projects for real clients. Students are encouraged to embrace a specific skill and career choice. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.

Students will engage in real-life design experience due to the fact that most assignments will be for real clients. Students will use previous skills they have acquired which will allow them to work independently. Students will establish schedules for work in the studio. Student will learn skills associated with billing and business. Students will work both independently and in teams. Students will communicate directly with clients. Group critique will continue to have extreme importance as a tool in student learning. Students are encouraged to participate in an internship. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.

First year Agriculture Science students will enroll in Agriculture and Resource Development I and Agriculture Resource and Development II. These courses will introduce students to topics in animal science, plant and soil science, and greenhouse production. Introduction to Future Farmers of America (FFA) activities is an integral part of the coursework and membership and participation is mandatory. In addition to coursework, students will receive OSHA general industry/agriculture training and obtain the OSHA 10 Hour Credential Card.

In the second year of the program, students will further explore both the Animal and Plant fields by taking Animal Science in the fall semester and Plant Science in the spring semester. FFA membership and participation in related activities is mandatory.

Students will select a pathway, Animal Science or Plant Science for the third year. FFA membership and participation in related activities is mandatory.

In the Animal Science pathway, students will study domestic animals, the science of the modern production of livestock currently important to the agricultural industry, and veterinary science. Students will take Introduction to Animal and Veterinary Science during their fall semester. This course provides students with a broad overview of the field of animal science. It outlines the origin of domesticated animals and how their role in society has evolved over time. Information is provided concerning management techniques for all of the major production species: beef cattle, dairy cattle, swine, sheep, and poultry. Students will learn how animals being raised for human consumption make their way from farm to table. In addition to animal management practices, the course touches upon other categories of animal science such as genetics,
behavior, nutrition, companion animal management, animal research, and animal rights. During the spring semester, students will take Veterinary Science. This course will provide students with the necessary background to intern in an animal hospital or pursue further veterinary science education. This includes veterinary terminology, anatomy and physiology, and hands-on experience with hospital procedures, clinical exams, and laboratory procedures. FFA membership and participation in related activities is mandatory.

AGRICULTURAL SCIENCE – PLANT
The Plant Science pathway will include several options that align with specific student interests. Students will have the opportunity to choose from the following classes in the semester 1, either Floral Design, Forestry* or Turf Management* (*offered in alternating years). In the Spring, students will have the opportunity to take Landscape Design, which is an introduction to the development of landscape drawings and design skills. FFA membership and participation in related activities is mandatory.

AGRICULTURAL SCIENCE IV 1 credit
In the final year of the program, students will take part in a one semester internship and seminar that will allow for personalization and authentic learning. They will simultaneously participate in an internship of their choosing while learning research methodologies which can be applied to the internship. In the spring, students will have the opportunity to continue coursework or another internship to diversify their education and strengthen their agricultural experiences. FFA membership and participation in related activities is mandatory.

AUTOMOTIVE TECHNOLOGY I 730 1 credit
The Automotive Technology program is designed to prepare students for careers in the Automotive trade. The program is certified by the National Automotive Technology Education Foundation (NATEF). The program encompasses mechanical and technological skills. First year students learn safety, usage of lifts, jack stands and jacks, industry information, and engage in a career project. Also included is tool operation, engine assemblies, tire, wheels, and suspension systems. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.

AUTOMOTIVE TECHNOLOGY II 731 1 credit
In addition to practicing and enhancing first year skills, second year students’ progress to disc and drum brake operation, parking brakes, electrical components, batteries, starting and charging systems, power accessories, gauges and instruments, and diagnostic troubleshooting. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.

AUTOMOTIVE TECHNOLOGY III 741 1 credit
Third year students will learn ignition and fuel systems, air induction systems, OBD 1 and OBD 2 computer systems, steering systems and wheel alignments, airbag systems, differentials, clutches, and CV joints. Students will prepare resumes and practice interview skills for possible internship opportunities in Year 4. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.
AUTOMOTIVE TECHNOLOGY IV 2 credits
Fourth year Automotive students will learn advanced scan tool diagnostics, automatic transmissions, a review of electronic systems, computerized engine controls, emission controls, antilock brakes, heating/ventilation and air-conditioning. Students are given ample opportunities to enhance and apply their skills on live work in our repair facility. Students will work towards Auto Service Excellence student certifications. Students receive a fourth math credit toward graduation requirements upon successful completion of the program. Students are encouraged to participate in an internship. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.

COMPUTER TECHNOLOGY & GAME DESIGN I 727 1 credit
In the first year of study students are assigned individual and team projects in which they create game design. Highlights during year one of the program include the Principles of Information Technology and Game Design Programming, with crossover segments in HTML/Web Design, Digital Media, and Graphics. In the Computer Technology & Game Design program of study, students have the opportunity to produce work that may meet the requirements for Expectations 2, 3, 4, 5 and 8 of the Graduation Portfolio.

COMPUTER TECHNOLOGY & GAME DESIGN II 737 1 credit
Highlighted during the first semester is an opportunity to study and use high level coding/programming skills as it relates to commercial enterprise aligned with Code Academy. The focus of coding is on the critical elements of computer programming that are common to all high-level programming languages, including CSS & HTML, JAVA, and Python, as well as the Dark Basic Professional Game programming language. Highlighted during the second semester, students will study and test for the IC3 industry certification/credential. IC3 is an industry recognized credential valued by post-secondary institutions and private industry. In the Computer Technology & Game Design program of study, students have the opportunity to produce work that may meet the requirements for Expectations 2, 3, 4, 5 and 8 of the Graduation Portfolio.

COMPUTER TECHNOLOGY & GAME DESIGN III 747 1 credit
In the third year of training, students become more proficient with advanced problem solving using the computer as both the tool and the object of digital production. Highlights include Cyber Security & Digital Forensics. Students further engage with projects in web design with Adobe Dreamweaver and game design programming with crossover segments in Digital Media and Graphics. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, 8 of the Graduation Portfolio.

COMPUTER TECHNOLOGY & GAME DESIGN IV 757 2 credits
All seniors will have the opportunity to propose and select advanced study in Computer Programming, Cyber Security, Web Design, and Software Engineering. Advanced and specialized training will result in students having the opportunity to demonstrate higher level skills in the technology fields. Students are encouraged to participate an internship. Students receive a fourth math credit toward graduation requirements upon successful completion of the program. In this course, students will also have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, 8 of the Graduation Portfolio.
CONSTRUCTION TECHNOLOGY I 730  
1 credit  
The Construction Technology program prepares students for careers in the construction and building trades. The program is certified by the National Center for Construction Education and Research (NCCER). The focus of the first year is to instill a strong safety culture while learning how to use the woodworking machines and tools. Students will complete small projects that will focus on the safe and proper use of hand tools, and portable and stationary power tools. Students will also learn basic woodworking and cabinet joinery techniques, as well as the various materials used in these types of projects. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.

CONSTRUCTION TECHNOLOGY II 740  
1 credit  
Second year students will have the opportunity to earn an OSHA 10 Health and Safety card including practical applications in Staging, Personal Protective Equipment, Rigging and Material Handling. Second year students will complete the NCCER Core curriculum, which is an introduction to the Construction Trade and includes orientation to the trade, building materials, fasteners, adhesives, and hand and power tools. Practical applications include floor framing, mixing and pouring concrete. In this course, students will have the opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, and 8 of the Graduation Portfolio.

CONSTRUCTION TECHNOLOGY III 750  
1 credit  
Third year students expand on the NCCER curriculum with modules that include introduction to construction drawings, specifications, wall systems, ceiling joist and roof framing. Students will construct walls, ceiling joists and roof fafters on the floor system they built the previous year along with multiple hands on projects to reinforce prior instruction. The construction program takes on live work such as Sheds, Decks, Rough Framing and Finish projects to reinforce prior knowledge. Mathematical skills are related to actual construction experiences. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.

CONSTRUCTION TECHNOLOGY IV 760  
2 credits  
Fourth year students have opportunities to expand their skills in exterior trim, exterior siding, interior trim, roof framing, and additional work on stair construction. Students have the opportunity to work on projects for the District, customers and community service projects, such as decks, garages, additions, and playhouses. Students are encouraged to participate in an internship. Students receive a fourth math credit toward graduation requirements upon successful completion of the program. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, 8 of the Graduation Portfolio.

COSMETOLOGY I 729  
1 credit  
First year students spend time learning safety procedures, disinfection and sanitation regulations, communication skills and all basic procedures such as braiding, up-styling, roller placement, manicures, pedicures, scalp treatments, foiling techniques, coloring and hair cutting. The Cosmetology program is designed to fulfill the requirements for the RI State Cosmetologists license. This includes 1,500 hours of instruction and preparation for the written and practical exams required for the license. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, 8 of the Graduation Portfolio.
COSMETOLOGY II 739  
2 credits  
Second year students expand on their skills and gain added experience in advanced work in hair shaping, up-styles designs, care and styling of wigs, facial treatments, manicures, nail enhancements, hair coloring, salon management, appropriate professional behavior, and anatomy. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, 8 of the Graduation Portfolio.

COSMETOLOGY III 749  
2 credits  
Third year students continue to enhance their skills through “hands on” work while assisting the seniors with patrons of the Cosmetology Salon. Students learn advanced styling techniques, up-styling designs, foiling, coloring, color theory, re-texturizing services, scalp care, and nail enhancements. Students are introduced to the skills in effective salon operations. Students begin to prepare for the RI State Cosmetology Licensing Exam, which includes both written and practical tests. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, 8 of the Graduation Portfolio.

COSMETOLOGY IV 759  
4 credits  
Fourth year students continue to enhance their skills through “hands on” work with patrons of the Cosmetology Salon. Students learn advanced styling techniques, foiling, coloring, re-texturizing services, scalp care, nail enhancements, and hair color formulations. Students develop skills in effective salon operations. Students prepare for and take the RI State Cosmetology Licensing Exam, which includes both written and practical tests. Students achieving sufficient hours and standards to qualify for working in salons are encouraged to participate in an internship to compliment and supplement the skills learned in the program. Students receive a fourth math credit toward graduation requirements upon successful completion of the program. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, 8 of the Graduation Portfolio.

CRIMINAL JUSTICE I 793  
1 credit  
This course introduces the many concepts unique to our criminal justice system, initially relating to the courts, corrections, and policing areas. Students will receive a general introduction appropriate as a foundation for future study in law, safety, security, government, and public administration. First year students will be introduced to the career pathways related to careers in criminal justice and the legal system. Students will begin to understand the American court system, sentencing, and corrections and the basic principles of the juvenile court system, along with the understanding and importance of ethics in the legal system and ethical responsibilities that apply to specific career clusters. Students will maintain a portfolio specific to criminal justice. In this course, students will have opportunities to produce work that may meet the requirements for expectations 2, 6 and 8 of the Graduation Portfolio.

CRIMINAL JUSTICE II 794  
1 credit  
This course expounds on the many concepts unique to our criminal justice system, specifically relating to the courts, corrections, and policing areas. Second year students will deeply study career pathways related to careers in criminal justice and the legal system. Students will better understand the American court system, sentencing, and corrections and the basic principles of the juvenile court system, along with the understanding the importance of ethics in the legal system and ethical responsibilities
that apply to specific career clusters. Students are introduced to the skills necessary for crime scene investigation. In this course, students will have opportunities to produce work that may meet the requirements for expectations 2, 6 and 8 of the Graduation Portfolio.

**CRIMINAL JUSTICE III 795**  
2 credits  
Students learn to gather evidence and thoroughly analyze details of a mock crime scene. The students focus and build on analytical, communication, problem-solving skills and evidence-gathering skills. Written skills are critical as well. Students learn to take notes and prepare the formal case reports prosecutors use in court cases. Students learn to combine science aptitude, analytical skills and critical thinking to piece together evidence and testimony. This course enhances students’ knowledge of the history, philosophy and social development of police, courts and corrections in a democratic society. In this course, students will have opportunities to produce work that may meet the requirements for expectations 2, 6 and 8 of the Graduation Portfolio.

**CRIMINAL JUSTICE IV 796**  
1 credit  
Criminal Justice IV will continue to enhance students’ knowledge of the history, philosophy and social development of police, courts and corrections in a democratic society. Students will learn about police equipment, technology and vehicle operation and police tactical communications. Students are encouraged to participate in an internship. In this course, students will have opportunities to produce work that may meet the requirements for expectations 2, 6 and 8 of the Graduation Portfolio.

**CULINARY ARTS I 724**  
1 credit  
First year students learn about concepts related to safety, first aid, sanitation, foodborne diseases, and the care and operation of food service equipment. As part of hands-on experiences, students learn about purchasing, weights and measures, tools and equipment, culinary nomenclature and recipe conversions. Restaurant management skills, including computerized point-of sale entry systems, are learned through the operation of the public dining room. Proper table service techniques are developed. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 3, 5, 6 and 8 of the Graduation Portfolio.

**CULINARY ARTS II 734**  
1 credit  
Second year students divide their time between food service instruction and the operation of a commercial kitchen. Students prepare appetizers, soups, salads, and entrees in the kitchen and a variety of desserts through instruction and experiences in the bakeshop. Foods prepared in the kitchen and bakeshop are then offered for sale in the public dining room. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 3, 5, 6 and 8 of the Graduation Portfolio.

**CULINARY ARTS III 744**  
2 credits  
Third year students enhance their skills through more sophisticated recipes and processes. Restaurant and dining room supervisory skills are learned and practiced. A research paper or major project is required. Certifications available to Culinary III students include ServSafe, TIPS, NOCTI, National Restaurant Association Certificate of Achievement (upon successful competition of ProStart Level I and II), and Certified Junior Culinarian (through the American Culinary Federation). In this course, students
will have opportunities to produce work that may meet the requirements for Expectations 3, 5, 6 and 8 of the Graduation Portfolio.

**CULINARY ARTS IV**  
2 credits
Fourth year students will have the opportunity to choose their specific focus in culinary, baking or restaurant management. Students will have the opportunity to demonstrate their specialized area through a Restaurant Concept project. Certifications available to Culinary IV students include ServSafe, TIPS, NOCTI, National Restaurant Association Certificate of Achievement (upon successful competition of ProStart Level I and II), and Certified Junior Culinarian (through the American Culinary Federation). Students are encouraged to participate in an internship. Culinary Arts students receive a fourth math credit toward graduation requirements upon successful completion of the program. In this course students, will have opportunities to produce work that may meet the requirements for Expectations 3, 5, 6 and 8 of the Graduation Portfolio.

**EARLY CHILDHOOD/ELEMENTARY EDUCATION I**  
1 credit
This first-year course covers the core aspects associated with the care and development of young children with emphasis on the important knowledge and skills needed for the healthy development of infants and toddlers. Students will document observations of preschoolers, develop lesson plans and carry out learning activities with preschoolers. This course gives students the information they need to communicate and work effectively with children. Study of the health, safety and nutrition of young children will be emphasized. Opportunities for observation and interaction with preschool children within our onsite preschool setting will be included. In this course, students will have the opportunity to produce work that may meet the requirements for expectations 2, 5 and 9 of the Chariho Regional High School Graduation Portfolio.

**EARLY CHILDHOOD AND ELEMENTARY EDUCATION II**  
1 credit
Second year students develop their skills and knowledge as they apply their understanding of young children through practical application of experiences within the onsite pre-school settings. In-depth study within the area of education and professional workplace practices will be addressed; the Rhode Island Teacher Assistant Standards will be stressed and applied within the coursework. Students will analyze strategies that promote growth and development of children ages three to five. In this course, students will have the opportunity to produce work that may meet the requirements for expectations 2, and 5 of the Chariho Regional High School Graduation Portfolio.

**EARLY CHILDHOOD AND ELEMENTARY EDUCATION III**  
1 credits
Students will complete the training for certification in the Rhode Island Early Learning and Development Standards. They will implement learning activities in curriculum areas that meet a child’s developmental needs, language, learning style, and cultural values. Emphasis will be placed on the young child and how learning develops, the identification of special needs and addressing the needs of all learners within the classroom. Students will have interaction and active engagement with children ages 3-5 within the onsite preschool. In this course, students will have the opportunity to produce work that may meet the requirements for expectations 2 and 5 of the Chariho Regional High School Graduation Portfolio.

**EARLY CHILDHOOD AND ELEMENTARY EDUCATION IV**  
2 credits
Fourth year students will continue to develop their skills and knowledge through coursework geared towards working with the elementary aged child. They will apply their understanding through individual internship experiences at local elementary and
pre-school settings. Students will develop strong skills as they carry out lesson plans and assessments for children at the elementary level. Students will prepare for the ParaPro Assessment gain teacher assistant certification. Students are encouraged to participate in an internship. In this course, students will have the opportunity to produce work that may meet the requirements for expectations 2, 5 and 8 of the Chariho Regional High School Graduation Portfolio.

**ELECTRICAL TECHNOLOGY AND RENEWABLE ENERGY SOURCES I**

769  

1 credit  

The Electrical Technology and Renewable Energy Sources program introduces students to the skills needed to become an electrician. The program is certified by the National Center for Construction Education and Research (NCCER). In year one, students will be introduced to basic electricity, series and parallel circuits, basic electrical theory, hand tools, power tools, and basic materials and methods. Students will also learn to read and understand basic electrical construction drawing plans. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.

**ELECTRICAL TECHNOLOGY & RENEWABLE ENERGY SOURCES II 779**

1 credit  

The focus of year two instruction is residential and commercial wiring and the equipment associated with different aspects of the electrical system. Residential service requirements will also be covered. Students will be introduced to the National Electrical Code (NEC) and will begin to use it as a reference. AC power generation theory and equipment and energy saving practices will be introduced. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.

**ELECTRICAL TECHNOLOGY & RENEWABLE ENERGY SOURCES III 789**

1 credit  

Students will learn to properly size and select appropriate equipment for proper voltage and amperages based on the National Electrical Code (NEC) requirements. Students will learn the skills needed for major electrical installations, such as installing coupling, and connecting raceways. Motor theory, electric lighting, grounding and bonding, pull and junction boxes, fire alarms, security systems, and troubleshooting are also included. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 6, and 8 of the Graduation Portfolio.

**ELECTRICAL TECHNOLOGY & RENEWABLE ENERGY SOURCES IV 789**

2 credits  

Students will learn about advanced installations of commercial and industrial equipment, including motors and controls in order to recognize and understand the differences in each setting. Alternative and renewable energy technologies will be introduced to prepare our students in up and coming green technologies. Students will learn how to calculate the amount of electricity needed in order to properly size for new service installations in alignment with the National Electrical Code (NEC) requirements. In this course students will have opportunities to produce work that may meet the requirements for Expectations 2, 6, and 8 of the Graduation Portfolio.

**ENGINEERING, DRAFTING AND DESIGN I 723**

1 credit  

64
The Engineering, Drafting & Design program prepares students for careers in architecture, mechanical engineering, advanced manufacturing principles (CNC programming) and related professions. There is a strong emphasis on drawing on the drawing boards as well as Computer-Aided Design (CAD). First year students learn the basics of architectural drafting through the design of a complete set of house plans and mechanical drafting through the design and drawing of the various views of machine parts. A practical application of STEM Principles (Science Technology Engineering and Math) are applied to real world problems while utilizing Computer Aided Drafting (CAD), Computer Numerical Control (CNC) and 3D Printing to create the finished solution. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.

**ENGINEERING, DRAFTING AND DESIGN II 733** 1 credit
Second year students will continue development in both mechanical and architectural drafting. In mechanical drafting, students’ progress through manufacturing processes, threads and fasteners, detail and assembly, working drawings, piping, and engineering drafting practices as well as operating manual machine shop equipment and Computer Numerical Control (CNC) machines. In architecture, students learn the design and drafting of floor plans, details, sections, elevations, site plans and schedules. Students continue extensive use of Computer Aided Drafted (CAD) as well as developing a deeper understanding of STEM Principles. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.

**ENGINEERING, DRAFTING AND DESIGN III 743** 1 credit
Third year students choose a concentration in architectural, mechanical, CNC/machine shop manufacturing, structural, or surveying or interior design drafting. Students complete a research project using industry references and accepted design principles. The project incorporates extensive use of the CAD system and/or CNC manufacturing as well as the application of STEM, physics, trigonometry and geometry. Recommended students are encouraged to participate in an internship to complement and supplement the skills learned in the program. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.

**ENGINEERING, DRAFTING AND DESIGN IV 744** 2 credits
Fourth year students continue their understanding of their concentration in architectural, mechanical, CNC/machine shop manufacturing, structural or surveying drafting. Students complete several research projects of their own choosing using industry references and accepted design principles. The projects incorporate extensive use of the CAD system and/or CNC manufacturing as well as the application of STEM, physics, trigonometry and geometry. Students are now prepared to participate in an internship experience to complement and supplement the skills learned in the program. Students receive a fourth math credit toward graduation requirements upon successful completion of the program. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.

**HEALTH CAREERS I** 1 credit
The Health Careers program is an introduction to the many careers in the health care industry. First year students participate in a half-year course that lasts for a double block. This time allows visits to South County Health on a weekly basis where
students have the opportunity to learn about the various departments in a hospital setting and the variety of careers that exist in those departments. Students will also learn about the eleven body systems, HIPPA, trends in health care, and the various career clusters that make up the health care industry. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 5, 6, and 8 of the Graduation Portfolio.

HEALTH CAREERS II 738

The Health Careers program is a stepping-stone to the many careers in the health field. Second year students learn basic principles of health care professionalism, as well as legal and ethical considerations. Students will gain a basic understanding of medical terminology and expand their knowledge of human anatomy and physiology. They will also receive an introduction to the practical skills used to complete their Certified Nursing Assistant training in Health Careers III. Students will also complete their CPR training for Health Care Professionals. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 5, and 8 of the Graduation Portfolio.

HEALTH CAREERS III 748

Third year students develop their skills and knowledge and apply their understanding through clinical experiences at local health care facilities including the hospital environment and skilled facilities. Students must provide evidence of immunization per the Department of Health. After the classroom hours and twenty hours of clinical experience are met, students will be eligible to take the Certified Nursing Assistant License examination. During this year, students will receive instruction in caring for people with Alzheimer’s. In addition, students will complete a Career Unit, which will prepare them for future employment. Students will complete this year with a true understanding of patient care and meaning of professional foundations for health care professionals. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 5, 6, and 8 of the Graduation Portfolio.

HEALTH CAREERS IV 759

Health Careers IV is the last year of the four-year Health Career Program. During this year, students are able to explore different personalized tracks that will help them build their knowledge and experience based on their own future professional plans. Students will have the option two complete EMT training, which will prepare students to take the EMT exam. Through rigorous classroom hours and clinical skills, students will meet the requirements to be trained as a Basic EMT in the State of RI. Five hours of patient contact through ride time with a local ambulance service is a requirement of this program. Students may also choose to enroll in the CVS Pharmacy Technician program. This program will prepare students for job placement at CVS as a technician and is a wonderful opportunity for those students seeking to pursue a career in pharmacy. Students may also look into and secure a job-specific internship and shadow with a medical professional exposing them to the roles and responsibilities of a specific medical pathway. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 5, 6, 8 and 10 of the Graduation Portfolio.

HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATION I (HVAC-R I) 751

This program is designed to provide an introduction for the many and varied careers within this highly demanding and rewarding industry. This program follows the
nationally accredited NCCER curriculum for HVAC. In the first year, students will be trained and eventually certified in OSHA 10 safety rules and regulations for the use of hand tools, power tools, staging, ladders, rigging and other general safety topics. This is a hands-on program where students will learn and display proper techniques regarding trade mathematics, pipefitting (brazing/soldering), electrical, cooling, heating and air distribution systems. In this course, students will have opportunities to produce work that will meet the requirements for Expectations 2, 5, and 7 of the Graduation Portfolio.

HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATION II (HVAC-R II) 761 1 credit
The second year of the HVAC program builds upon the knowledge students have already gained in their first year. The second year of this program is more hands-on and will cover the following from the NCCER curriculum: installation, maintenance and repair of chimneys, vents, flues, hydronic systems, IAQ (indoor air quality), refrigeration, electronics, heating, cooling, heat pumps, controls, and duct systems. In this course, students will have opportunities to produce work that will meet the requirements for Expectation 2, 5, 6, 7 and 8 of the Graduation Portfolio.

HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATION III (HVAC-R III) 762 1 credit
Students will practice previously learned skills while working with and learning about refrigerants, compressors, metering devices, commercial systems, steam systems, planned maintenance, advanced troubleshooting, blue print reading, system balancing, advanced controls, energy conservation, system startup/shutdown, green technologies and alternative heating and cooling systems. In this course, students will have opportunities to produce work that will meet the requirements for Expectations 2, 5, 7, 8 and 10 of the Graduation Portfolio.

HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATION III (HVAC-R IV) 763 2 credits
Students will have the opportunity to take the Federal EPA Certification for the safe handling of refrigerants. Students will prepare for field experiences with stimulated field service calls, equipment installs, introducing digital controls and building automation. Students are encouraged to participate in an internship. This is the pivotal year for trade preparation and moving into the field. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.

HOSPITALITY & EVENT PLANNING I 790 1 credit
First year students learn fundamentals of the Hospitality, Tourism Management Program Year 1. Students learn the foundations of introduction to hospitality and tourism, hospitality soft skills, resort operations, sales and marketing, green practices, safety and security. Guest speakers will promote the hospitality and tourism industry and offer students an internship or employment. Field trips will enhance the student learning experience. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.

HOSPITALITY & EVENT PLANNING II 791 1 credit
Students introduced to a National Industry curriculum, covering Hospitality Tourism Management Program (HTMP) Year 1 and Event Planning and Sports & Entertainment Marketing. They will learn about: The global view of the industry,
financial processes, operational finance, marketing ethics, types of sales, operational emergency preparedness. Guest speakers will promote the hospitality and tourism industry and offer students and internship or employment. Field trips will enhance the student learning experience. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.

**HOSPITALITY, EVENT PLANNING III 792** 1 credit
Students will continue to study advanced topics in Hospitality Tourism Management Program Year 2. They will learn about leadership management, hospitality leadership skills, operational leadership, food and beverage service leadership, human resources, managing operational finance, and models of global planned events. Students will be introduced to Event Planning by working on projects such as: Red Ribbon Week, Artessy, Freshmen Orientation, and Career Week. Guest speakers will promote the Hospitality and Tourism Industry and offer students and internship or employment. Field trips will enhance the student learning experience. In this course, students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.

**HOSPITALITY, EVENT PLANNING IV 793** 2 credits
Students will complete HTMP Year 1 and 2 and receive an Industry Certification, NOCTI Certification, and TIPS Certification. In order to successfully obtain the Certified Hospitality & Tourism Management Professional designation, each student must complete a 100-hour, on-site workplace requirement in a qualifying position. Students completing the Hospitality Tourism Management Program Year 1 and 2, enter the Hospitality Industry at a higher level position of employment in the field. In this course, students will have opportunities to produce work that meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.

**MARINE TECHNOLOGY I 710** 1 credit
Marine Technology students will learn the basics of woodworking, fiber glassing, cutting and welding of metals, navigation, boat design, tying and splicing rope, measurement skills and much, much more. This program has been developed to take advantage of the many, varied marine trades. Successful students are prepared for careers or activities in the marine, oceanographic, and boating industries. Students develop a boatload of skills that enable them to enter a marine career, pursue post-secondary education, or simply enjoy water related activities at a greater level. In this course, students will have opportunities to produce work that meet the requirements for Expectations 2, 3, 4, 5, 6, 7, and 8 of Graduation Portfolio.

**MARINE TECHNOLOGY II 711** 1 credit
Marine Technology students continue first year activities and expand their studies to include mechanics, electronics, fishing, oceanographic sciences, trailers, marina operations and much more. The second year builds upon the curriculum learned in the first year by providing the students with more examples of how these skills and technology can be applied. This course gives students practice in using the measurement skills they learned the first year. In this course, students will have opportunities to produce work that meet the requirements for Expectations 2, 3, 4, 5, 6, 7, and 8 of the Graduation Portfolio.
MARINE TECHNOLOGY III 712 1 credit
Marine Technology students expand their studies to include marine fabrication utilizing wood, composites and metal. Students will be exposed to local industry professionals, companies, organizations and post-secondary schools. The third year bridges the broad, multi-faceted first and second year curriculum with the more in-depth, specific fourth year. In this course, students will have opportunities to produce work that meet the requirements for Expectations 2, 3, 4, 5, 6, 7, and 8 of the Graduation Portfolio.

MARINE TECHNOLOGY IV 713 2 credits
Marine Technology students are encouraged to specialize in one or two specific areas of the curriculum. Projects are developed to provide students with challenging opportunities and to increase their depth of knowledge. Individual projects may include small boat building (kayaks, canoes, etc.), major boat repairs, or one of the many various types of projects tailored to the career interests of specific students. Throughout the fourth year of the program, students will be exposed to local industry professionals, companies, organizations and post-secondary schools. Students are encouraged to participate in an internship. In this course, students will have opportunities to produce work that meet the requirements for Expectations 2, 3, 4, 5, 6, 7, and 8 of the Graduation Portfolio. Marine Technology students receive a fourth math credit toward graduation requirements upon successful completion of the program.

WELDING & SHIPFITTING I 753 1 credit
The Welding & Shipfitting Program will introduce students to the concepts and practices in welding and fabrication. This course will introduce students with the working knowledge, skills, and theory in the characteristics of metals and welding technologies. Students will learn to safely use metal working equipment and tools and earn their OSHA 10 Hour Health and Safety card. Through a combination of hands-on experiences and theory, students will learn how to layout and fabricate various components. Students will develop a working knowledge of structural weld joint fit-up/weld symbols, and burning and grinding operations through the use of blueprints and templates. Work assignments and assessments will be accomplished using the NCCER (National Center for Construction Education and Research) Welding, Introduction to Maritime Industries, and Maritime Structural Fitter. The program is certified by the National Center for Construction Education and Research (NCCER). In this course, students will have opportunities to produce work that meet the requirements for Expectations 2, 3, 4, 5, 6, 7, and 8 of the Graduation Portfolio.

WELDING & SHIPFITTING II 754 2 credits
Welding & Shipfitting II will build upon student’s working knowledge, skills, and theory of metals and welding technologies from the previous year. Students continue to learn through a combination of hands-on practical assignments and theory. As always safety is paramount as they layout and fabricate various components with an increased emphasis on print reading and joint fit-up. Work assignments and assessments will be accomplished using the NCCER (National Center for Construction Education and Research) Welding, Introduction to Maritime Industries, and Maritime Structural Fitter. The program is certified by the National Center for Construction Education and Research (NCCER). In this course, students will have opportunities to produce work that meet the requirements for Expectations 2, 3, 4, 5, 6, 7, and 8 of the Graduation Portfolio.
WELDING & SHIPFITTING III 755 2 credits
Welding & Shipfitting III will build upon students working knowledge, skills, and theory of metals and welding technologies from the previous year through a combination of hands-on practical assignments and theory with the introduction of sheet metal and pipefitting. Students will be introduced to TIG (GTAW) and MIG (GMAW Spray and Pulse) processes in the flat positions as they strengthen their practice in out of position welding in Stick (SMAW), and Flux Core. As always, safety and 21st Century Workplace Readiness Skills are at the core of the curriculum as students prepare for their future. Work assignments and assessments will be accomplished using the NCCER (National Center for Construction Education and Research) Welding, and Maritime Structural Fitter. The program is certified by the National Center for Construction Education and Research (NCCER). A career related internship during or after the school day is strongly recommended. In this course, students will have opportunities to produce work that may meet the requirements for the Graduation Portfolio.

WELDING & SHIPFITTING IV 756 1 credit
As in the previous three years, Welding & Shipfitting IV continues to build upon students working knowledge, skills, and theory of metals and welding technologies. Students will weld in out of position in all of the GMAW processes. Students will have an opportunity to specialize and select additional training TIG (GTAW) and pipe welding. Safety and 21st Century Workplace Readiness Skills continue to be at the core of the curriculum as students prepare for graduation. A career related internship during or after the school day is strongly recommended. These student activities are designed to enhance students’ skill levels toward achievement of American Welding Society certification and/or American Society of Mechanical Engineering welding certification. The appropriate use of technology and industry-standard equipment is an integral part of this course. The program is certified and utilizes curriculum assignments and assessments by the NCCER (National Center for Construction Education and Research).

National Career Clusters © Framework

The National Career Clusters Framework provides a vital structure for organizing and delivering quality Career Technical Education Programs through learning and comprehensive programs of study. It helps students discover their interests and their passions and empowers them to choose the educational pathway that can lead to success in high school, college, and career.

Required Courses are Bold & Italicized; other courses are optional
# Agriculture, Food and Natural Resources Cluster

## Agricultural Sciences Program

<table>
<thead>
<tr>
<th>Pathway Description</th>
<th>Animal Science Pathway</th>
<th>Plant Science Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will study domestic animal science and veterinary science. This pathway concentrates on the science of the modern production of domestic animals currently important to the agricultural industry, as well as basic skills necessary in the field of veterinary science.</td>
<td>Students will focus on the scientific principles and application of those principles that underlie the breeding, cultivation, and production of agricultural plants and the production, processing, and distribution of agricultural plant products.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Industry Certification</th>
<th>NOCTI, Pet CPR, OSHA10 Agriculture,</th>
<th>NOCTI, OSHA10 Agriculture</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Gr. 9</th>
<th>• Agriculture &amp; Resource Development I (.5)</th>
<th>• Agriculture &amp; Resource Development I (.5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Agriculture and Resource Development II (.5)</td>
<td>• Agriculture and Resource Development II (.5)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Gr. 10</th>
<th>• Animal Science (.5) Fall</th>
<th>• Animal Science (.5) Fall</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Plant Science (.5) Spring</td>
<td>• Plant Science (.5) Spring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gr. 11 (Pathway Selection)</th>
<th>• Introduction to Animal and Veterinary Science (AVS101) (.5) Fall</th>
<th>• Floral Design OR Turf/Forestry (.5) Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Veterinary Science (.5) Spring</td>
<td>• Landscape Design (.5) Spring</td>
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<tr>
<td></td>
<td></td>
<td>*Turf Management/ Forestry will be offered only in alternating years.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gr. 12</th>
<th>• Senior Agriculture Capstone (.5) (Includes a project and internship)</th>
<th>• Senior Agriculture Capstone (.5) (Includes a project and internship)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Example Related Careers</th>
<th>Laboratory Animal Technician or Manager Artificial Insemination Technician Agriculture Educator Veterinary Technician</th>
<th>Agricultural Journalist Biotechnology Lab Technician Farmer Greenhouse Manager Horticulturist Tree Surgeon</th>
</tr>
</thead>
</table>

71
<table>
<thead>
<tr>
<th>Pathway Description</th>
<th>Construction Technology Program</th>
<th>Electrical and Renewable Energy Sources Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>This program includes house construction as well as projects in cabinetry making and green building technology.</td>
<td>Students will learn fundamentals of electrical theory and basic house wiring. They will receive training on residential, industrial, and commercial wiring, installation and troubleshooting, motor control and alarm control systems.</td>
</tr>
<tr>
<td>Industry Certification</td>
<td>OSHA 10 NCCER Core NCCER Level 1 &amp; 2</td>
<td>OSHA 10 NCCER Core NCCER Level 1 &amp; 2</td>
</tr>
<tr>
<td>Gr. 9</td>
<td>• Construction Technology I (1.0)</td>
<td>• Electrical Technology and Renewable Energy Sources I (1.0)</td>
</tr>
<tr>
<td>Gr. 10</td>
<td>• Construction Technology II (1.0)</td>
<td>• Electrical Technology and Renewable Energy Sources II (1.0)</td>
</tr>
<tr>
<td>Gr. 11</td>
<td>• Construction Technology III (1.0)</td>
<td>• Electrical Technology and Renewable Energy Sources III (1.0)</td>
</tr>
<tr>
<td>Gr. 12</td>
<td>• Construction Technology IV (2.0)</td>
<td>• Electrical Technology and Renewable Energy Sources IV (2.0)</td>
</tr>
<tr>
<td>Example Related Careers</td>
<td>Building Services Technician Cabinetmaking/Millwork Residential or Commercial Carpenter Construction Manager Painter Roofer Junior Carpenter Helper</td>
<td>Electrical Design Engineer Electrician Electronic Systems Technician Electrical Apprentice Motor Controls Technician</td>
</tr>
</tbody>
</table>
# Architecture & Construction Career Cluster (cont.)

<table>
<thead>
<tr>
<th>Pathway Description</th>
<th>Engineering, Drafting and Design Program</th>
<th>HVAC (Heating, Ventilation, Air Conditioning and Refrigeration) Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are first introduced to architectural drafting through the design of a complete set of house plans and mechanical drafting through the design and drawing of the various views of machine parts. Students will continue development in both mechanical and architectural drafting.</td>
<td>This is a hands-on program where students will learn and display proper techniques regarding trade mathematics, pipefitting (brazing/soldering), electrical, cooling, heating and air distribution systems.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Industry Certification</th>
<th>NOCTI Architectural Drawing</th>
<th>NOCTI Technical Drawing</th>
<th>OSHA 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>NCCER HVAC Core</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NCCER HVAC Level 1 and 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Federal Universal Certification (EPA608 and R410A Certification for safe handling of refrigerants)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gr. 9</th>
<th>• Engineering, Drafting and Design I (1.0)</th>
<th>• HVAC I (Heating, Ventilation, Air Conditioning I) (1.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr. 10</td>
<td>• Engineering, Drafting and Design II (1.0)</td>
<td>• HVAC II (Heating, Ventilation, Air Conditioning II) (1.0)</td>
</tr>
<tr>
<td>Gr. 11</td>
<td>• Engineering, Drafting and Design III (1.0)</td>
<td>• HVAC III (Heating, Ventilation, Air Conditioning III) (1.0)</td>
</tr>
<tr>
<td>Gr. 12</td>
<td>• Engineering, Drafting and Design IV (2.0) Internship</td>
<td>• HVAC IV (Heating, Ventilation, Air Conditioning IV) (2.0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example Related Careers</th>
<th>Architectural and Civil Drafter</th>
<th>HVAC-R Installer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Architectural Engineer</td>
<td>Heating, Ventilation, Air Conditioning and Refrigeration</td>
</tr>
<tr>
<td></td>
<td>CNC Machinist</td>
<td>Mechanic</td>
</tr>
<tr>
<td></td>
<td>Mechanical Engineer</td>
<td>Service Technician</td>
</tr>
<tr>
<td></td>
<td>Surveyor</td>
<td>HVAC Apprentice</td>
</tr>
<tr>
<td></td>
<td>Entry Level Manufacturing</td>
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<tr>
<td></td>
<td>Entry Level Production Manufacturing Specialist</td>
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</tbody>
</table>
### Arts, A/V Technology & Communications
### Career Cluster

<table>
<thead>
<tr>
<th><strong>Advertising, Design &amp; Digital Printing Program</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Pathway Description</strong></td>
</tr>
<tr>
<td><strong>Industry Certification</strong></td>
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<tr>
<td><strong>Gr. 9</strong></td>
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<tr>
<td><strong>Gr. 10</strong></td>
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<tr>
<td><strong>Gr. 11</strong></td>
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<tr>
<td><strong>Gr. 12</strong></td>
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<table>
<thead>
<tr>
<th><strong>Example Related Careers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Artist</td>
</tr>
<tr>
<td>Advertising/Marketing</td>
</tr>
<tr>
<td>Commercial Photographer</td>
</tr>
<tr>
<td>Fashion Designer</td>
</tr>
<tr>
<td>Fashion Illustrator</td>
</tr>
<tr>
<td>Graphic Artist/Printing</td>
</tr>
<tr>
<td>Graphic Designer</td>
</tr>
<tr>
<td>Illustrator</td>
</tr>
<tr>
<td>Sales/Support Staff</td>
</tr>
<tr>
<td>Print Manufacturing – Pre-Production</td>
</tr>
<tr>
<td>Print Manufacturing – Production</td>
</tr>
<tr>
<td>Design and Web-Print ECommerce</td>
</tr>
</tbody>
</table>
# Business Program

<table>
<thead>
<tr>
<th>Marketing Career Cluster</th>
<th>Finance Career Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Marketing Pathway</strong></td>
<td><strong>Accounting/Finance Pathway</strong></td>
</tr>
<tr>
<td><strong>Pathway Description</strong></td>
<td><strong>Prepares individuals to undertake and manage the process of developing consumer audiences and moving products from producers to consumers.</strong></td>
</tr>
<tr>
<td><strong>Prepares individuals to practice the profession of accounting, operational tasks associate with the provision of personal and financial services and to perform related business functions.</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Industry Certification</th>
<th>ASK Marketing</th>
<th>QuickBooks and/or ASK Concepts of Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gr. 9</strong></td>
<td>• Personal Finance (.5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Introduction to Business (.5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Technology Applications (.5)</td>
<td></td>
</tr>
<tr>
<td><strong>Gr. 10</strong></td>
<td>• Marketing (.5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sports &amp; Entertainment Marketing (.5)</td>
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<tr>
<td><strong>Gr. 11</strong></td>
<td>• International Business Honors (.5)</td>
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<tr>
<td></td>
<td>• Web Design or Business Law (.5)</td>
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<tr>
<td></td>
<td>• Internship</td>
<td></td>
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<tr>
<td><strong>Gr. 12</strong></td>
<td>• College Business Honors (1.0)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• AP Statistics/Intro to Stats (.5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Social Psychology (.5)</td>
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</tr>
<tr>
<td><strong>Example Related Careers</strong></td>
<td>Marketing Specialist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Entrepreneur</td>
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<tr>
<td></td>
<td>Field Marketing Representative</td>
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<tr>
<td></td>
<td>Interactive Media Specialist</td>
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<tr>
<td></td>
<td>Inventory Manager/Analyst</td>
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<tr>
<td></td>
<td>Retail Marketing Coordinator</td>
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<tr>
<td><strong>Accountant</strong></td>
<td>Accountant</td>
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<tr>
<td></td>
<td>Forensic Accountant</td>
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<td></td>
<td>Auditor</td>
<td></td>
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<tr>
<td></td>
<td>Tax Examiner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Entrepreneur</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Loan Officer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Financial Planner</td>
<td></td>
</tr>
<tr>
<td><strong>Entrepreneur</strong></td>
<td>Network Engineer</td>
<td></td>
</tr>
<tr>
<td><strong>Field Marketing</strong></td>
<td>Field Marketing Representative</td>
<td></td>
</tr>
<tr>
<td><strong>Interactive Media Specialist</strong></td>
<td>Interactive Media Specialist</td>
<td></td>
</tr>
<tr>
<td><strong>Inventory Manager/Analyst</strong></td>
<td>Inventory Manager/Analyst</td>
<td></td>
</tr>
<tr>
<td><strong>Retail Marketing Coordinator</strong></td>
<td>Retail Marketing Coordinator</td>
<td></td>
</tr>
</tbody>
</table>
## Health Science Cluster
### Health Careers Program

<table>
<thead>
<tr>
<th>Pathway Description</th>
<th>Nursing / Medical Pathway</th>
<th>Emergency Care Pathway</th>
<th>Pharmacy Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn basic principles of health care professionalism, as well as, legal and ethical considerations. Students will gain a basic understanding of medical terminology, anatomy and physiology.</td>
<td>Students will learn basic principles of health care professionalism, as well as, legal and ethical considerations. Students will gain a basic understanding of medical terminology, anatomy and physiology, and skills and theory surrounding Emergency Care.</td>
<td>Students will learn basic principles of health care professionalism, as well as, legal and ethical considerations. Students will gain a basic understanding of medical terminology, anatomy and physiology, Medicare system, and skills associated with Pharmacy Technician.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Industry Certification</th>
<th>Nursing / Medical Pathway</th>
<th>Emergency Care Pathway</th>
<th>Pharmacy Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPR/First Aid RI Certified Nursing Assistant License</td>
<td>CPR/First Aid RI Certified Nursing Assistant License</td>
<td>CPR/First Aid RI Certified Nursing Assistant License</td>
<td>Pharmacy Technician License</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gr. 9</th>
<th><em>Health Careers I (1.0)</em></th>
<th><em>Health Careers I (1.0)</em></th>
<th><em>Health Careers I (1.0)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr. 10</td>
<td><em>Health Careers II (1.0)</em></td>
<td><em>Health Careers II (1.0)</em></td>
<td><em>Health Careers II (1.0)</em></td>
</tr>
<tr>
<td></td>
<td><em>Anatomy and Physiology (1.0)</em></td>
<td><em>Anatomy and Physiology (1.0)</em></td>
<td><em>Anatomy and Physiology (1.0)</em></td>
</tr>
<tr>
<td>Gr. 11</td>
<td><em>Health Careers III (2.0)</em></td>
<td><em>Health Careers III (2.0)</em></td>
<td><em>Health Careers III (2.0)</em></td>
</tr>
<tr>
<td></td>
<td><em>Anatomy and Physiology (1.0)</em></td>
<td><em>Anatomy and Physiology (1.0)</em></td>
<td><em>Anatomy and Physiology (1.0)</em></td>
</tr>
<tr>
<td>Gr. 12</td>
<td><em>Health Careers IV (2.0)</em></td>
<td><em>Health Careers IV (2.0)</em></td>
<td><em>Health Careers IV (2.0)</em></td>
</tr>
<tr>
<td></td>
<td><em>Internship</em></td>
<td><em>Internship</em></td>
<td><em>Internship</em></td>
</tr>
<tr>
<td></td>
<td><em>AP Biology (1.0)</em></td>
<td><em>AP Biology (1.0)</em></td>
<td><em>AP Chemistry (1.0)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example Related Careers</th>
<th>Nursing / Medical Pathway</th>
<th>Emergency Care Pathway</th>
<th>Pharmacy Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Nursing Assistant (CNA)</td>
<td>Certified Nursing Assistant (CNA)</td>
<td>Certified Nursing Assistant (CNA)</td>
<td>Certified Nursing Assistant (CNA)</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>Emergency Medical Responder</td>
<td>Pharmacist</td>
<td>Pharmacist</td>
</tr>
<tr>
<td>Medical Doctor</td>
<td>Emergency Doctor</td>
<td>Pharmaceutical Technician</td>
<td>Pharmaceutical Technician</td>
</tr>
<tr>
<td>Nursing</td>
<td>Paramedic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Therapist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Therapist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physician’s Assistant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radiologist</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*All starred courses can be taken in either year they are listed.*
<table>
<thead>
<tr>
<th>Pathway Description</th>
<th>Culinary Arts Program</th>
<th>Hospitality &amp; Event Planning Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culinary Arts students gain skills required to enter a large variety of food service careers. The students become proficient in many basic and advanced skills including cooking, baking and table service. Students operate a full-service restaurant so they have the opportunity to learn in a realistic environment.</td>
<td>Students will learn the American Hotel and Lodging Educational Institute as well as Sports and Entertainment Marketing and Event Planning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Industry Certification</th>
<th>ServSafe</th>
<th>TIPS</th>
<th>NOCTI</th>
<th>ProStart Level 1 &amp; 2</th>
<th>National Restaurant Certificate of Achievement</th>
<th>American Culinary Federations Certificates and Program Completions</th>
<th>Hospitality Tourism Management Certification</th>
<th>NOCTI</th>
</tr>
</thead>
</table>

| Gr. 9                  | • Culinary Arts I (1.0) | • Hospitality, Event Planning I (1.0) |
| Gr. 10                 | • Culinary Arts II (1.0) | • Hospitality, Event Planning II (1.0) |
| Gr. 11                 | • Culinary Arts III (2.0) | • Hospitality, Event Planning III (1.0) |
| Gr. 12                 | • Culinary Arts IV (2.0) | • Hospitality, Event Planning IV (2.0) |

<table>
<thead>
<tr>
<th>Example Related Careers</th>
<th>Line Cook</th>
<th>Concierge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Culinary – Prep Cook Chef</td>
<td>Hotel Operations – Room Attendant</td>
</tr>
<tr>
<td></td>
<td>Culinary Arts &amp; Food Services</td>
<td>Hotel Operations – Laundry Attendant</td>
</tr>
<tr>
<td></td>
<td>Restaurant Operations Baker</td>
<td>Hotel Operations – Guest Room Service Agent</td>
</tr>
</tbody>
</table>

|                     | Hotel Operations – Event Planner |
|                     | Reservations Manager Sports Promoter |
|                     | Tourism – Amusement and Recreation Attendant |
|                     | Tourism – Tour Guide |
|                     | Tourism – Travel Agent |
## Human Services Career Cluster

<table>
<thead>
<tr>
<th>Pathway Description</th>
<th>Cosmetology Program</th>
<th>Early Childhood/Elementary Education Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop their artistic talent and express themselves creatively. The program prepares students to apply technical knowledge and skills related to experiences in a variety of beauty treatments including the care and beautification of the hair, complexion and hands and nail care.</td>
<td></td>
<td>Students will learn the skills necessary for the healthy development of infants and toddlers. They will practice and apply learned skills by working with preschool and elementary children.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Industry Certification</th>
<th>RI State Department of Health Cosmetology License</th>
<th>RI Department of Education Certified Paraprofessional (TA) Early Childhood &amp; Elementary Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr. 9</td>
<td>• <em>Cosmetology I</em> (1.0)</td>
<td>• <em>Early Childhood/Elementary Education I</em> (1.0)</td>
</tr>
<tr>
<td>Gr. 10</td>
<td>• <em>Cosmetology II</em> (2.0)</td>
<td>• <em>Early Childhood/Elementary Education II</em> (1.0)</td>
</tr>
<tr>
<td>Gr. 11</td>
<td>• <em>Cosmetology III</em> (2.0)</td>
<td>• <em>Early Childhood/Elementary Education III</em> (1.0)</td>
</tr>
<tr>
<td>Gr. 12</td>
<td>• <em>Cosmetology IV</em> (4.0)</td>
<td>• <em>Early Childhood/Elementary Education IV</em> (2.0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example Related Careers</th>
<th>Cosmetologist Esthetician Fashion Design Nail Technician</th>
<th>Early Childhood Teacher Elementary Education Teacher Paraprofessional (Teaching Assistant) Teacher</th>
</tr>
</thead>
</table>
## Information Technology Career Cluster

### Computer Technology & Game Design Program

<table>
<thead>
<tr>
<th>Pathway Description</th>
<th>The program prepares students to apply technical knowledge and skills related to the understanding of the concepts, principles, and techniques involved in the workings of a modern day computer system and its peripherals, game design and coding, and cyber security.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry Certification</td>
<td>IC3</td>
</tr>
<tr>
<td>Gr. 9</td>
<td>* Computer Technology &amp; Game Design I (1.0)</td>
</tr>
<tr>
<td>Gr. 10</td>
<td>* Computer Technology &amp; Game Design II (1.0)</td>
</tr>
<tr>
<td>Gr. 11</td>
<td>* Computer Technology &amp; Game Design III (1.0)</td>
</tr>
<tr>
<td>Gr. 12</td>
<td>* Computer Technology &amp; Game Design IV (2.0)</td>
</tr>
</tbody>
</table>
| Example Related Careers | Cyber Security  
Game Design Coder  
Programming/Software Development  
Service Desk Specialist  
Web Design Developer |

## Law, Public Safety, Corrections & Security Cluster

### Criminal Justice Program

<table>
<thead>
<tr>
<th>Pathway Description</th>
<th>This program introduces the many concepts unique to our criminal justice system, specifically relating to the courts, corrections, and policing areas. Students will receive a general introduction appropriate as a foundation for future study in law, safety, security, government, and public administration.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry Certification</td>
<td>NOCTI</td>
</tr>
<tr>
<td>Gr. 9</td>
<td>* Criminal Justice I (1.0)</td>
</tr>
<tr>
<td>Gr. 10</td>
<td>* Criminal Justice II (1.0)</td>
</tr>
<tr>
<td>Gr. 11</td>
<td>* Criminal Justice III (2.0)</td>
</tr>
<tr>
<td>Gr. 12</td>
<td>* Criminal Justice IV (1.0)</td>
</tr>
</tbody>
</table>
| Example Related Careers | Corrections Officer  
Criminal Investigator  
Federal Marshall  
Police Officer – State or Local |
### Transportation, Distribution and Logistics

#### Career Cluster

<table>
<thead>
<tr>
<th>Pathway Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Automotive Technology Program</strong></td>
</tr>
<tr>
<td><strong>Marine Technology Program</strong></td>
</tr>
<tr>
<td>The Automotive Technology industry is rapidly growing in high performance computer and mechanical technology. This career field involves diagnosis, repairs and maintenance of a variety of powered vehicles.</td>
</tr>
<tr>
<td>This program offers students complete hands-on projects in woodworking, navigation, recreational welding, composites, boat design, electronics, and more. The program develops skills in working with wood, fiberglass, inboard and outboard motors, electronics that are readily transferable to a number of related careers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Industry Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATEF OSHA10</td>
</tr>
<tr>
<td>OSHA10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gr. 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Automotive Technology I</strong> (1.0)</td>
</tr>
<tr>
<td>• <strong>Marine Technology I</strong> (1.0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gr. 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Automotive Technology II</strong> (1.0)</td>
</tr>
<tr>
<td>• <strong>Marine Technology II</strong> (1.0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gr. 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Automotive Technology III</strong> (1.0)</td>
</tr>
<tr>
<td>• <strong>Marine Technology III</strong> (1.0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gr. 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Automotive Technology IV</strong> (2.0)</td>
</tr>
<tr>
<td>• <strong>Marine Technology IV</strong> (2.0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example Related Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Service Technician Mechanics</td>
</tr>
<tr>
<td>Automotive Specialty Technicians</td>
</tr>
<tr>
<td>Lube Technicians</td>
</tr>
<tr>
<td>Porter (Sales/Service)</td>
</tr>
<tr>
<td>Shipping and Receiving Clerk</td>
</tr>
<tr>
<td>Captain</td>
</tr>
<tr>
<td>Marine Specialists</td>
</tr>
<tr>
<td>Ship and Mechanics Technician</td>
</tr>
<tr>
<td>Diesel Mechanics</td>
</tr>
</tbody>
</table>

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## Manufacturing Cluster

### Welding and Shipfitting Program

| Pathway Description | Students will gain an understanding of welding equipment, tools, safety procedures, machine operation, and industrial applications, and provide them with entry-level skills for employment. A combination of hands-on and theory students learn how to layout, fabricate, assemble and install various structures, frames, and components. Students will develop a working knowledge of structural weld joint fit-up/weld symbols, burning and grinding operations through the use of blueprints and templates. |
| Industry Certification | OSHA 10  
NCCER Maritime Industry Core  
NCCER Welding Certificate  
NCCER Shipfitter Certification  
American Welding Society (AWS Certification) |
| Gr. 9 | • *Welding and Shipfitting I* (1.0) |
| Gr. 10 | • *Welding and Shipfitting II* (1.0) |
| Gr. 11 | • *Welding and Shipfitting III* (2.0) |
| Gr. 12 | • *Welding and Shipfitting IV* (1.0)  
• Specialization OR Internship |
| Example Related Careers | Journeyman  
Metal Fabricator  
Structural Welders  
Welder – Entry Level  
Welding Inspector |
The activity program at Chariho Regional High School recognizes that its student body is composed of a variety of individuals with distinct interests, passions, and strengths. Thus, an extensive program of activities is offered. Participation in the following clubs, associations, sports and activities is encouraged.

<table>
<thead>
<tr>
<th>Art Club</th>
<th>Chariho Vocal Select</th>
<th>Girls Basketball</th>
<th>Golf</th>
<th>Skills USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>Earth Club</td>
<td>Girls Cross Country</td>
<td>Humanities @Chariho</td>
<td>Ski Club</td>
</tr>
<tr>
<td>Boys Baseball</td>
<td>Football Cheerleaders</td>
<td>Girls Field Hockey</td>
<td>Interact Club</td>
<td>Science Olympiad</td>
</tr>
<tr>
<td>Boys Basketball</td>
<td>Competitive Cheerleaders</td>
<td>Girls Lacrosse</td>
<td>Magic Club</td>
<td>STEM@Chariho</td>
</tr>
<tr>
<td>Boys Cross Country</td>
<td>Class Councils</td>
<td>Girls Softball</td>
<td>Men’s/Women’s Choral Groups</td>
<td>Student Advisory Board</td>
</tr>
<tr>
<td>Boys Lacrosse</td>
<td>Dance Team</td>
<td>Girls Soccer</td>
<td>Model Legislature</td>
<td>Student Council</td>
</tr>
<tr>
<td>Boys Soccer</td>
<td>Drama Club</td>
<td>Girls Tennis</td>
<td>Gay/Straight Alliance</td>
<td>Student Newspaper</td>
</tr>
<tr>
<td>Boys Track &amp; Field (Indoor &amp; Outdoor)</td>
<td>Field Hockey</td>
<td>Girls Track (Indoor &amp; Outdoor)</td>
<td>VAASA</td>
<td>Creative Writing Club</td>
</tr>
<tr>
<td>Boys Volleyball</td>
<td>Football</td>
<td>GirlUp Club</td>
<td>Peer Mentors</td>
<td>Unified Volleyball</td>
</tr>
<tr>
<td>Boys Wrestling</td>
<td>FFA</td>
<td>Girls Volleyball</td>
<td>Peer Tutors</td>
<td>Unified Basketball</td>
</tr>
<tr>
<td>Boys Tennis</td>
<td>Boys Hockey</td>
<td>SADD</td>
<td>Yearbook Club</td>
<td></td>
</tr>
</tbody>
</table>

There are other educational and cultural activities, assemblies, and dances held during the school year.

The Chariho Regional School District is an educational institution with the primary function of educating students. Athletics, co-curricular activities and special trips are of a secondary nature when it comes to the academic standards we wish to instill in our students.

Students wishing to participate in athletics, co-curricular activities, and special trips must meet the following criteria:

1. A student must maintain a minimum overall average of 70 with no more than one failing grade. Review will be on a quarterly basis.
2. Please visit the following link for the Eligibility Requirements for Athletics and Extracurricular Activities Policy.
3. Please visit the following link for the Student Handbook Governing Athletics and Extracurricular Activities.