

Program of Studies

2023⁴ - 2024⁵



**Chariho Regional High School
and
Chariho Career and Technical Center**

CHARIHO REGIONAL HIGH SCHOOL and CHARIHotech PROGRAM OF STUDIES

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A message from your administrators...

Our goal is for students to progress through their years increasingly ready to direct their own learning through a graduated and scaffolded increase in training and responsibility. The end result is that upperclassmen are prepared to take advantage of personalized learning opportunities and graduates leave CHS/CTC having gained experiences aligned with their interests and future aspirations. Our aim is for students to graduate CHS/CTC as best prepared for college and career. We expect each of our graduates to be self-directed learners, quality producers, collaborative workers, respectful citizens, and to approach college and career with a growth mindset. We appreciate your support in achieving this shared goal.

Ms. Spas, Ms. Bradanini & Mr. Auth



Andrea J. Spas, Principal
Chariho Regional High School



Jean N. Bradanini, Assistant Principal
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Gerald T. Auth, Director
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CORE VALUES, BELIEFS AND LEARNING EXPERIENCES

MISSION STATEMENT

~~The Chariho Regional High School and CHARHIOtech 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.~~

To prepare students with the skills needed for success in college, career, and life.

VISION

Chariho Regional High School will prepare our students to graduate at their very best. Students will be provided opportunities to build the confidence, independence, and knowledge to become lifelong learners and respectful, productive citizens. Students will graduate equipped with academic, technical, and professional readiness skills to compete for careers and navigate life.

We are committed to the following beliefs about learning:

Instruction

- 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 a 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.

Graduation Portfolio Benchmarks *Ending with Class of 2025*

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 Site](#).

Graduation Project *Starting with Class of 2026*

Through their senior project, students will engage in and complete a 4-part educational experience that demonstrates their readiness for college or career. Students will immerse themselves in a project of high interest related to the essential theme: What inspires you?

As a result of their project, students will connect with community members, engage in meaningful fieldwork, deeply explore a topic of interest, evaluate their learner qualities, and summarize and present their learning.

***Specific requirements can be found in the [Graduation Project Handbook](#)

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](#).

ACADEMIC COURSE REQUIREMENTS

CLASS OF 2024 5 , 2026, 2027		CLASS OF 2027 8	
English	4 credits	English	4 credits
Mathematics	4 credits*	Mathematics <i>Geometry, Algebra I, Algebra II</i>	4 credits*
Social Studies	3 credits	Social Studies <i>World History, US I, US II</i>	3 credits
Science	3 credits	Science <i>Earth & Space, Physical Science, Biology, Chemistry</i>	3 credits
PE	2 credits	PE	2 credits
Health	1 credits	Health	1 credit
Fine/Performing Arts	.5 credits**	Fine/Performing Arts	.5 credit**
Electives	6.5 credits	World Language	2 credits of one language
TOTAL	24 credits	Electives	6 4.5 credits
		Proficiency Requirements	Civics, Financial Literacy, Computer Science
		TOTAL	24 credits

*Regarding the requirement for four full credits in mathematics, students who successfully complete Geometry, Algebra I, and Algebra II may take one or two of the following courses to satisfy the fourth mathematics credit requirement. Eligible courses include all courses offered by the mathematics department, Accounting I, Accounting II, Advanced Placement Microeconomics, College Accounting, Personal Finance I, and Personal Finance II.

The fourth math credit requirement is also satisfied after successful completion of the following Career and Technical programs: Advertising Design and Digital Printing; Automotive Technology; Computer Technology,

Construction Technology; Cosmetology; Culinary Arts; Electrical Technology and Renewable Energy Sources; Engineering, Drafting and Design; Health Careers; Marine Technology; and Welding and Shipfitting.

**The Fine/Performing Arts requirement will be waived, with no credit awarded, after successful completion of Floral Design; Landscape Design; and the following Career and Technical programs: Culinary Arts; Engineering, Drafting and Design; Advertising Design and Digital Printing; Cosmetology; and Welding and Shipfitting.

GRADE LEVEL PLACEMENT

Grade assignment is based on credits earned and portfolio benchmarks at the start of each school year.

Grade Status	Credits	Portfolio Benchmarks <i>Classes of 2024 & 2025 only</i>
Grade 9 to 10	6	8
Grade 10 to 11	12	16
Grade 11 to 12	18	24
Graduation	24	31

~~SUMMER/EXTENDED/NIGHT SCHOOL~~ CREDIT RECOVERY POLICY

Please visit the following link for the: [Credit Recovery Policy](#).

1:1 INITIATIVE

All students enrolled in Chariho Regional High School and/or 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. Acknowledgment 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 2027 8

It is recommended that students, parents, and school counselors work together to plan the academic career of the student. As part of the Individual Learning Plan (ILP), grade 9 students and school counselors will work together to create a 4-year academic plan. 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		GRADE 10	
	Credits		Credits
ENGLISH 9	1.00	ENGLISH 10	1.00
ALGEBRA I GEOMETRY	1.00	GEOMETRY ALGEBRA I	1.00
MODERN WORLD HISTORY	1.00	U.S. HISTORY I	1.00
EARTH & SPACE SCIENCE	0.50	BIOLOGY	1.00
PHYSICAL SCIENCE	0.50		
PHYS ED/CONTEMP HLTH	1.00	PHYS ED	0.50
FINE/PERFORMING ARTS	0.50	PERSONAL FINANCE	0.50
WORLD LANGUAGE	1.00	WORLD LANGUAGE	1.00
ELECTIVES	+ 0.50	ELECTIVES	± 1.00
GRADE 11		GRADE 12	
	Credits		Credits
ENGLISH 11	1.00	ENGLISH 12	1.00
U.S. HISTORY II	1.00	PHYS ED	0.50
PHYS ED/CONTEMP HLTH	1.00	SCIENCE	0.50
ALGEBRA II	1.00	FOURTH YEAR MATH	1.00
CHEMISTRY	0.50		
ELECTIVES	2.50	ELECTIVES	4.00

Beginning with the class of 2028, two years of the same World Language, a half credit of Computer Science, and the Civics Project completed in US I are not graduation requirements. 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

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

GRADE REPORTING

First Semester: Final semester grades will be computed as follows:

- 1st Quarter (40%); 2nd Quarter (40%) Semester 1 MCA (20%)

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](#).

SUMMER STUDY

Summer Study is a requirement for all students **in the classes of 2025 & 2026 that** will provide students the opportunity to meet an expectation for a submission to their graduation portfolio. Details are provided to students during the spring semester. For more information visit: <https://sites.google.com/chariho.k12.ri.us/summerstudysummerreading/home>

LEARNER QUALITIES

Students will be rated on five learner qualities in each class at the close of each semester, with a summary rating reported on student report cards. The following learner qualities will be rated as “meets” or “does not meet”:

Self-Directed Learner: Learners take initiative and are active participants in the learning process. Learners make meaning by linking their story, their new learning and their purpose. Learners carefully plan their learning journey.

Quality Producer: Learners create organized and professional products. Learners always wonder about why and how. Learners take risks and explore in order to arrive at new solutions.

Collaborative Worker: Learners work together, especially in a joint intellectual effort. Learners fight for inclusion and work to ensure all voices are represented and heard.

Respectful Citizen: Learners are positive participants who engage others in the academic and social aspects of work. Learners have a sense of belonging, of being part of a learning community at school, at work, at home, and in social networks.

Growth Mindset: Learners recognize that effort creates ability. Learners know that those who work, learn. Learners demonstrate an openness and readiness to learn and understand that they are in control of their own destiny.

HONOR ROLL REQUIREMENTS

At the High School, students will qualify for High Honors when their semester average for all courses is a minimum of 90%, with no single grade less than 85%. Students will qualify for Honors when their semester average for all courses is a minimum of 85%, with no single grade less than 80%.

NATIONAL HONOR SOCIETY

The 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.
8. Appeals of decisions of the Faculty Council may be made in accord with the [Appeals Policy](#).

REQUIREMENTS BY DEPARTMENT

ALL DEPARTMENTS

1. Any student receiving a passing grade may move to the next sequential course (e.g. ~~Algebra I~~ **Geometry**, ~~Geometry~~ **Algebra I**, and Algebra II).
2. All course prerequisites are listed in the course descriptions. 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.
3. Students may “test out” of a class for the purpose of progressing to the next sequential class within a discipline/ content area.
 - Permission must be requested of the department chairperson and assessment times must be arranged before the end of the school year.
 - Students must complete the “test out” assessment(s) no later than 10 days before the start of the next school year.
 - A score of 80 is required on course examination(s) to “test out.”
 - No credit will be applied; the student must 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.
 - Students must complete the required test out paperwork for approval, which can be obtained from a school counselor or department chair.

ENGLISH

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

MATHEMATICS

All students must pass ~~Algebra I~~ **Geometry**, ~~Geometry~~ **Algebra I**, and Algebra II plus another full credit to satisfy the fourth mathematics credit.

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 Principles of Chemistry plus an additional half credit. Students may take Chemistry in place of Principles 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~~ **Credit Recovery classes** to recoup credit or 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. Barring emergency or extenuating circumstances, no classes will be changed after the start of a semester.
3. Students who are concerned with their placement or performance in any given course will address the issue first with their teacher for support to be successful.
 - a. Following that meeting, the student or teacher may refer to the school counselor for further guidance.
 - b. Students who find that their situation cannot be resolved initially with the teacher or school counselor, will then meet with the assistant principal and appropriate persons (e.g, school counselor, parent, teacher, etc.).
 - c. The meeting is not a guarantee to change a course, but rather is intended to assist the student in being successful in the current course.
4. Teachers who are concerned with a student's placement or performance in any given course that cannot be initially resolved with the teacher alone will address the issue with the student and parent. If unresolved, the teacher will seek support from the school counselor and assistant principal.

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.
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.

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.

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 will take the formal AP examination at the conclusion of the course. In place of an administered exam, students in AP Studio Art will create an AP Exam Portfolio which will be submitted to the College Board at the end of the course. Students who take an AP course are required to complete summer work in advance of the course. CRHS offers the following AP courses:

AP COURSE OFFERINGS			
AP Art History	AP Biology	AP Calculus AB	AP Chemistry
AP Computer Science A	AP Computer Science Principles	AP European History	AP French Language & Culture
AP Language & Composition	AP Literature & Composition	AP Microeconomics	AP Music Theory
AP Physics 1	AP Physics 2	AP Psychology	AP Seminar
AP Spanish Language & Culture	AP Statistics	AP 2-D Art & Design	AP 3-D Art & Design
AP Drawing	AP US Government	AP US History	AP Spanish Literature & Culture
AP Research	VHS AP Course Offerings		

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.

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.

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. VHS is a graded course, counting towards the students GPA.

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: Chariho Regional High School has established agreements with specific schools wherein students can earn college-specific credits for successful completion of Chariho coursework. These credits may be transferrable or nontransferable.

OPPORTUNITIES TO EARN COLLEGE CREDIT

CHARIHO COURSE COLLEGE CREDIT OPPORTUNITY	
<i>Subject to agreement with colleges and universities</i>	
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 Wyotech
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 *(CCRI 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 Educ.	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)
Hospitality & Event Planning	Community College of Rhode Island
Introduction to Animal and Veterinary	University of Rhode Island

Science	
Intro to Computing	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)
Principles of Accounting	New England Institute of Technology
Spanish IV	Rhode Island College
Spanish V	Rhode Island College
Youth & Law	Rogers Williams University
AP COURSES:	<p>-Dependent upon institution & AP Test Score -For additional information contact the School Counselor Dept.</p> <p>AP Biology</p> <ul style="list-style-type: none"> • Rhode Island College <p>AP Chemistry</p> <ul style="list-style-type: none"> • Rhode Island College <p>AP Art History</p> <p>AP Calculus</p> <p>AP Computer Science A</p> <ul style="list-style-type: none"> • University of Rhode Island <p>AP Computer Science Principles</p> <ul style="list-style-type: none"> • University of Rhode Island <p>AP English Language & Composition</p> <p>AP English Literature</p> <p>AP European History</p> <p>AP French Language & Culture</p> <p>AP Micro Economics</p> <p>AP Music Theory</p> <p>AP Physics I & II</p> <p>AP Psychology</p> <p>AP Research</p> <p>AP Seminar</p> <p>AP Spanish Language & Culture</p> <p>AP Spanish Literature & Culture</p> <p>AP Statistics</p> <p>AP Drawing</p> <p>AP 2-D Art & Design</p> <p>AP 3-D Art & Design</p> <p>AP US History</p> <p>AP US Government & Politics</p> <p>Virtual High School AP Offerings</p>

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 transferable 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 completed 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. Dependent upon the student’s Independent Study topic, the student’s transcript will read as one of the following: Independent Study, Independent Study: Arts and Humanities, Independent Study: Career & Technology, or Independent Study: STEM. For more information about the Independent Study Program and to view the Independent Study Handbook and Application visit [CHS Independent Study Resources Page](#).

STUDENT INTERNSHIP PROGRAM

Student internships are voluntary, work-based experiences for high school students that provide an opportunity to explore a career interest or to apply skills learned in a course or program. While internships may be paid or unpaid and may occur before, during, or after the school day or during school vacations or the summer months, credits will only be awarded after the completion of a successful internship experience, which may include other related activities. One-half (.50) elective credit will be awarded after the successful completion of sixty (60) hours and one (1) elective credit will be awarded after the successful completion of one-hundred and twenty (120) hours. Up to two (2) elective credits may be earned by students toward the fulfillment of graduation requirements. For more information about the Student Internship Program and to view the Internship Handbook and Application visit [CHS Student Internship Resources Page](#).

AP SEMINAR

This is a one 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 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 communicate evidence-based arguments. Students will have opportunities to produce work that may meet the requirements for Expectations 1,3,5 and 8 of the Graduation Portfolio.*

Please visit the following link for additional information about the AP Seminar course: [College Board AP Seminar Course Overview](#).

AP RESEARCH

AP Research is the second course in the AP Capstone sequence. AP Seminar is a prerequisite for AP Research. This is a one credit, year-long course open for students in 10th through 12th grade. The following is the **AP Research** course description provided by **College Board**→: *AP Research is designed to allow students to dive into an academic topic, problem, or issue of individual interest. Students will further develop the skills you acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic paper of 4,000-5,000 words and a presentation with an oral defense during which students will answer questions about your academic paper. Through the course, students will:*

- *Employ research and inquiry methodology to develop, manage, and conduct an in depth study or investigation of an area of student's own interest, culminating in a 4,000-5,000 word paper.*
- *Present (using appropriate media), and defend the research design, approach, and findings.*
- *Document and reflect upon the research process and communication with mentor using a research log.*

Please visit the following link for additional information about the AP Research Course: [College Board AP Research Course Overview](#).

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.
4. 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.

BARRY J. RICCI 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
- Responsible Use of Technology
- Copyright and Academic Integrity
- Digital Footprint

Upon completion of instruction, the student takes an assessment to demonstrate understanding of the content. Students who earn an 80 or higher on the assessment 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.

21st Century Skills: 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-based resources. 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.

SCHOOL COUNSELING PROGRAM

Chariho High School offers a comprehensive school counseling program focused primarily on college and career readiness. School counselors meet with students individually to build relationships, discuss academics, assist and advise on course selection, plan for college or career training opportunities, transition planning and provide social/emotional support.

School counselors implement an Individual Learning Plan (ILP) curriculum in small groups and/or individually for students 9-12.

Grade 9

- Lesson on long term and short term goal setting (career and academic).
- Lesson on creating a 4-year academic plan or course of study.
- Individual student check ins on transition to high school academically and personally.
- Presentation on College Fair and review of graduation requirements and how they align to different post secondary plans.
- Course selection presentations on graduation requirements and academic opportunities and independent learning opportunities in VHS, Independent Study and AP.

Grade 10

- Lesson on career exploration.
- Review long term goals.
- Lesson on exploring post secondary options.
- Individual meeting on academic progress.
- Presentation with opportunities on College Fair, graduation requirements and PSAT 10.
- Course selection presentations on graduation requirements, academic opportunities, and independent learning opportunities in VHS, Independent Study, Student Internship, Dual Enrollment and AP.

Grade 11

- Lesson on resume building and completion.
- Lesson on post-secondary planning.
- Presentations with opportunities with local colleges, College Fair, Financial Aid Night and upcoming testing opportunities PSAT NMSQT, SAT and ASVAB.
- Course selection presentations on academic opportunities, and independent learning opportunities in VHS, Independent Study, Student Internship, Dual Enrollment, Early Enrollment and AP.
- Individual meetings with students and family on post-secondary planning and aligning coursework and classes to prepare for transition planning.

Grade 12

- Lesson on financial aid, scholarships & FAFSA.
- Presentations on opportunities with local colleges, College Fair & Financial Aid Night.
- Ongoing transition planning & support.
- Individual meetings with students confirming graduation requirements remaining and on post-secondary transition.

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 have passed both semester 1 and semester 2 if the course was yearlong.

MATHEMATICS			
Geometry <i>Algebra I (or concurrent enrollment)</i>	Algebra II <i>Algebra I</i>	Precalculus & Trigonometry Honors: <i>Algebra II Honors Geometry</i>	Precalculus & Trigonometry CP: <i>Algebra II Geometry</i>
Statistics CP: <i>Algebra II (or concurrent enrollment)</i>	Statistics Honors: <i>Algebra II (or concurrent enrollment)</i>	Mathematical Applications: <i>Algebra II</i>	Calculus Honors: <i>Precalculus & Trigonometry</i>
Principles of Engineering & Design: <i>Introduction to Engineering and Design & Algebra I</i>	AP Statistics: <i>Algebra II (or concurrent enrollment)</i>	AP Calculus AB: <i>Precalculus & Trigonometry Honors</i>	AP Computer Science Principles: <i>Algebra I</i>
AP Computer Science A: <i>Precalculus (or concurrent enrollment) & successful completion of one of the following:</i>			
<ul style="list-style-type: none"> • Robotics • AP Computer Science Principles • Intro to Computing • Intro to Coding • Computer Tech II 			

ENGLISH

AP English Language & Composition: <i>English 10</i>	AP English Literature & Composition: <i>AP English Lang. & Comp. or English 11 H</i>
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SOCIAL STUDIES

AP U.S. History: <i>U.S. History I</i>	AP U.S. Govt & Politics: <i>U.S. History I</i>	AP Art History: <i>Modern World History</i>
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SCIENCE & AGRICULTURE

Chemistry Honors: <i>Algebra II or concurrent enrollment</i>	Chemistry CP: <i>Algebra II or concurrent enrollment</i>	Principles of Chemistry CP: <i>Algebra I</i>	Forensic Science Honors: <i>Biology & Chemistry H or CP</i>
Physics Honors: <i>Algebra II or concurrent enrollment</i>	Physics CP <i>Algebra II or concurrent enrollment</i>	Human Anatomy & Phys. Honors: <i>Biology</i>	Human Anatomy & Physiology CP: <i>Biology</i>
Issues in Biotechnology H: <i>Biology</i>	AP Chemistry: <i>Chemistry H</i>	AP Biology: <i>Chemistry H & Biology</i>	AP Physics Part 1 & 2: <i>Algebra II</i>
Animal Science: <i>Biology or concurrent enrollment</i>	Veterinary Science: <i>Biology or concurrent enrollment</i>	Intro to Animal & Veterinary Science: <i>Biology</i>	Biotechnology I: <i>Biology</i>
Microbiology H: <i>Biology</i>			

ART/MUSIC

Ceramics & Sculpture II: <i>Ceramics I or Ceramics & Sculpture I</i>	Draw & Painting II: <i>Drawing I, Painting, or Draw & Paint I</i>	Photography II: <i>Photography I</i>	AP Drawing: <i>Any 2: Drawing I, Drawing II, Mixed-Media, Painting, Draw & Paint I, Draw & Paint II</i>
AP 2-D Art & Design <i>Any 2: Mixed Media, Painting, Drawing I, Drawing II, Video Production, Photo I, Photo II, Draw & Paint I, Draw & Paint II</i>	AP 3-D Art & Design <i>Ceramics I or Ceramics & Sculpture I and Ceramics II or Ceramics & Sculpture II</i>	Band: <i>Proficient on a standard band instrument and/or have the ability to read sheet music.</i>	Honors Band: <i>Proficient on a standard band instrument and are required to participate in two performance auditions.</i>
Honors Chorus: <i>Proficient in vocal performance.</i>	AP Music Theory: <i>Music Theory or musical experience.</i>		

WORLD LANGUAGES

French II: <i>French I</i>	French III: <i>French II</i>	French IV: <i>French III</i>	French V: <i>French IV H or AP French Lang & Culture</i>
AP French Lang & Culture: <i>French III H</i>	Spanish II: <i>Spanish I</i>	Spanish III: <i>Spanish II</i>	Spanish IV: <i>Spanish III</i>
Spanish V: <i>Spanish IV H or AP Spanish Lang & Culture</i>	AP Spanish Lang & Culture: <i>Spanish III H</i>	Italian II: <i>Italian I</i>	Italian III: <i>Italian II</i>
Italian IV: <i>Italian III</i>	Chinese II: <i>Chinese I</i>	Chinese III: <i>Chinese II</i>	Chinese IV: <i>Chinese III</i>
AP Spanish Lit & Culture: <i>Spanish IV H or AP Spanish Lang & Culture</i>			

HEALTH & PHYSICAL EDUCATION

Physical Education II: <i>Physical Education I (or concurrent enrollment)</i>	Physical Education III: <i>Physical Education II (or concurrent enrollment)</i>	Physical Education IV: <i>Physical Education III (or concurrent enrollment)</i>
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BUSINESS/TECH EDUCATION

Marketing II - Sports & Entertainment <i>Marketing I</i>	Personal Finance II: <i>Personal Finance I</i>	Business Law II: <i>Business Law I</i>
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CHARIHotech

Health Careers III: <i>Health Careers II</i>
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AP CAPSTONE COURSES

AP Research <i>AP Seminar</i>

CHS & CHARIHotech COURSE OFFERINGS BY DEPARTMENT

[English](#)

[Mathematics](#)

[Social Studies](#)

[Science & Agricultural Sciences](#)

[World Languages](#)

[Business/Technology Education](#)

[Art](#)

[Music](#)

[Health & Physical Education](#)

[English Language Learners](#)

[CHARIHotech](#)

Not all courses listed in the following course descriptions are offered every year.

ENGLISH

ENGLISH 9 Honors 011 1 credit This course emphasizes reading comprehension, literary and informational text analysis, argument writing, **narrative creative** writing, group participation, and oral presentation. An advanced pace is maintained. Word study is an integral part of the class. ~~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 1 credit This course emphasizes reading comprehension, literary analysis, argument writing, **narrative creative** writing, group participation, and oral presentation. Word study is an integral part of the class. ~~Interventions and remedial support will be provided for students who are identified through common formative assessments and screening procedures. 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 1 credit In this course, students **will** develop ~~their proficiency in the areas of~~ **critical reading; and writing skills, while continuing to practice public speaking; and active 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. 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 CP 022 1 credit

~~In this course, students will develop their proficiency in the areas of critical reading and ; writing skills, while continuing to practice public speaking and; active listening~~ , 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 nonfiction 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 to support students who are identified through common formative assessments and screening procedures. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4 and 7 of the Graduation Portfolio.~~

ENGLISH 11 Honors 031 1 credit ~~This course is a survey of American Literature.~~ In this course, students continue to develop their ability to analyze ~~and critique literature~~ **literary and nonfiction texts**. Word study is an integral part of the class. Students are required to complete a research project. An advanced pace is maintained. ~~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 1 credit ~~This course is a survey of American Literature.~~ **In this course, students will continue to develop their ability to recognize, and analyze literary and nonfiction texts and criticize literature.** ~~In this course, students will continue develop their ability to recognize, analyze literary and nonfiction texts and criticize literature.~~ Word study is an integral part of the class. Students are required to complete a research project. 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 careful examination of the various forms of literature, poetry and prose, ~~and an analysis of writing style.~~ Students will write original short stories, or narratives and poetry. Participation in various writing contests is encouraged. Students will have opportunities to produce work that may meet the requirements for Expectation 2 and 4 of the Graduation Portfolio.

CREATIVE WRITING II CP 04 .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. In addition to reinforcing the skills taught in Creative Writing I, students will also study playwriting and screenwriting. Students will have opportunities to produce work that may meet the requirements for Expectation 2 and 4 of the Graduation Portfolio.

SPEECH CP 038 .5 credit This course is a workshop in oral communication, emphasizing the development of effective speaking and listening skills. Considerable attention is given to the development of good public speaking habits. Students will produce and analyze video and audio recordings. Class members are encouraged to enter public speaking contests. 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 In this course, students will study a combination of nonfiction and fiction. This course will emphasize analytical and argumentative writing, as well as **a college essay** ~~reflective writing~~ Students will produce a ~~The research paper. that will fulfill meet the Graduation Portfolio requirement.~~ Successful completion of this course will be considered as a substitute for English 11. ~~Students will have opportunities to produce work that may fulfill meet the requirements for Expectations 1, 2, 3, 5, 6, 7, and 8 of the Graduation Portfolio.~~

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. Successful completion of this course will be considered as a substitute for English 12. Students will ~~have opportunities to produce work that may~~ **fulfill** ~~meet~~ the requirements for Expectations 1, 2, 3 and 8 of the Graduation Portfolio.

ENGLISH 12 Honors 041 1 credit ~~This course is an in-depth study of non-American literature, with an emphasis on composition and development of a college-level vocabulary.~~ In this course, students **continue to** develop their **critical reading and writing skills** ~~ability to analyze and critique literature.~~ ~~Reading assignments will focus on British works of drama, novels, short stories, and poetry.~~ Students will complete a research project. ~~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

ENGLISH 12 CP 042 1 credit ~~This course is an in-depth study of non-American literature, with an emphasis on composition and the development of a college-level vocabulary. In this course, students will continue to develop their critical reading and writing skills. ability to recognize, analyze and critique literature. Reading assignments will focus on British works of drama, novels, short stories, and poetry. Students will complete a research project. There is also an added focus on reflective writing. 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 examines theatre as an enduring art form and explores its role in culture and society. Students develop a deep understanding of the value of theatre through their study of influential plays. In addition to reading plays, students will view stage performances and examine related historical and literary criticism. Students will understand theatrical concepts and terminology and learn specialized methods of script analysis as they assume the roles of director, actor, and critic. They will have opportunities to work both individually and collaboratively to construct scenes and skits that illustrate various functions of theatre and critique the work of their peers. Students will have opportunities to produce work that may meet the requirements for Expectations 4 and 8 of the Graduation Portfolio.

STAGECRAFT Honors 036A .5 credit This course introduces students to stagecraft as an industry career and explores technical aspects of both theatre and film. Through project-based learning and “micro” productions, students fully engage in the process of stage production. They will have opportunities to work both individually and collaboratively by assuming various roles of theatre professionals who work both on and off stage. In addition to performing, students will engage in guided research and craft costumes, properties, or scenery. They will learn to plan and execute lighting and sound for dramatic performances. The course concludes with a showcase for an invited audience. Students will have opportunities to extend their learning by becoming a member of The Theatre Company’s tech and stage crew. Focus on the- Play is recommended, but not required. Students will have opportunities to produce work that may meet the requirements for Expectations 2 and 4 of the Graduation Portfolio.

CREATIVE DRAMA I Honors 018A .5 credit This course engages students in basic methods of acting to develop a students’ ability to play, imagine, and interact on with an audience. Students participate in a variety of exercises to gain an understanding the role of voice and movement in acting. Students learn how to stand, move, and speak effectively. Teamwork, self-discipline, and personal responsibility are heavily emphasized. Students will be required to reflect on their understanding and application of course content and participate in a in-school performance showcase. **Students will have opportunities to extend their learning by participating in school-sponsored competitions such as Poetry Out Loud, Shakespeare Recitation, or The Chariho Film Festival.** ~~Students will have opportunities to extend their learning by participating school-sponsored competition such as Poetry Out Loud, Shakespeare Recitation, or The Chariho Film Festival.~~ Students will have opportunities to produce work that may meet the requirements for Expectations 4 and 8 of the Graduation Portfolio.

CREATIVE DRAMA II Honors 019A .5 credit This course engages students in methods of acting and character study to further develop a students’ ability to play, imagine, and interact with an audience. Building on skills, concepts, and techniques learned in Creative Drama I, students participate in a variety of exercises to gain an increased understanding of character acting. Students learn how to stand, move, and speak effectively. Teamwork, self-discipline, and personal responsibility are heavily emphasized. Students will be required to reflect on their understanding and application of course content and participate in an in-school performance showcase. Students will have opportunities to extend their learning by participating in school-sponsored competitions such as Poetry Out Loud, Shakespeare Recitation, or The Chariho Film Festival. Students will have

opportunities to produce work that may meet the requirements for Expectations 4 and 8 of the Graduation Portfolio.

CHILDREN’S THEATRE Honors 1020 .5 credit Children’s Theatre is a semester course designed for juniors and seniors in the Performing Arts Pathway. Students will explore the role and development of children’s theatre. Students will explore specialized tools and techniques of play production intended to teach and inspire the imaginations of young audiences. In addition to reading, writing, and adapting children’s plays for stage performances, students will learn efficient modes of children’s theatre production. They will utilize mobile stages and technology kits, modeling after local traveling theatre troupes. Students will have opportunities to utilize technology and work collaboratively with their peers. At the conclusion of the course, students will put concepts they have learned throughout the semester into practice by performing an original script for students in our on-site preschool. Students will have opportunities to produce work that may meet the requirements for Expectations 4 and 8 of the Graduation Portfolio.

APPROACHES TO DRAMA: PAGE TO STAGE Honors 1010 .5 credit This course is designed to broaden students’ knowledge of the dramatic repertoire from the ancient Greek theatre through to contemporary authors. They will explore the transformation from text to production, including the ever-evolving styles of theater, performance, and production values. This course integrates script analysis with the experience of attending plays in performance. The content of the course will be partially driven by local productions and students will have opportunities to attend at a minimum, one professional production, at one of our partner theatre houses. Students will have opportunities to produce work that may meet the requirements for Expectations 4 and 8 of the Graduation Portfolio.

PERFORMING ARTS CAPSTONE (NR) 1628 .5 credit During the fall or spring semester of the senior year, students in the CHARIHotech Performing Arts program will enroll in the Performing Arts Capstone course. The course will follow an inclusive, community theatre model where students will engage in leadership training, opportunities for personal growth, and work-based experiences. This three-pronged task combines prior knowledge, new knowledge and skills, and the application of these skills. In addition to skills previously learned in performing arts courses, students will engage in an online Unified Theatre training program to further their understanding of working with diverse populations, especially those with special needs. During this semester, students will alternatively meet with the instructor and go out on their internship to complete 60 hours of internship. Regular internship documentation will be required. Students will spearhead an inclusive and collaborative performing arts project that will serve to benefit the community and utilize established partnerships with local theaters and performance groups. Students will have opportunities to produce work that may meet the requirements for Expectations 5 and 7 of the Graduation Portfolio.

JOURNALISM CP 039 .5 credit ~~In this semester course,~~ students will 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 submit their work for publication. Students will have opportunities that may meet the requirements for Expectations 2, 5, and 7 of the Graduation Portfolio.

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 local and regional oral traditions and will also explore poems, stories, and novels that were inspired by this rich history. Students

will personally explore and present their own oral traditions and will engage in rigorous reading, writing, and speaking activities inside and outside the classroom. This course is offered to all students in Grades 11 and 12. Students will have opportunities to produce work that may meet the requirements for Expectation 2 of the Graduation Portfolio.

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 **PSAT and SAT college entrance exams**. It focuses on test-taking strategies as well as a comprehensive review of reading comprehension, grammatical and writing skills **assessed on** ~~related to preparing for~~ the exam. Students will ~~have opportunities to produce work that~~ **fulfills** ~~may meet~~ the requirements for Expectation 2 of the Graduation Portfolio.

SPORTS LITERATURE CP 055 .5 credit This semester course is an opportunity for students to explore themes that exist in literature about sports. Students will ~~examine sports from different perspectives by reading~~ various pieces of literary and informational texts. Students will have multiple opportunities to engage in research and self-directed learning projects based on **their** interest in a particular sport. Students will have opportunities to produce work that may meet the requirements for Expectations 2 of the Graduation Portfolio.

FILM STUDIES (NR) 053 .5 credit This course will develop critical thinking skills through the analysis of films. Students will investigate **the how and what** ideas, values, and concepts **that** are connected through film. In analyzing film, students will examine 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. Students will ~~have opportunities to produce work that~~ **fulfill** ~~may meet~~ the requirements for Expectation 5 of the Graduation Portfolio.

MYSTERIES AND THRILLERS (NR) 054 .5 credit In this class, students will develop critical thinking skills by analyzing fiction, nonfiction, and film related to the genres of mystery and horror. This project-based learning will engage students in various writing exercises and allow them to experience what goes into the creation of setting, characters, action, dialogue, etc., which specifically impacts mystery and horror writing. Students will also develop **an** ~~creative~~ understanding of each genre by staging crime scenes, scenarios and developing character profiles. Students will have opportunities to produce work that may meet the requirements for Expectation 2 of the Graduation Portfolio.

SCIENCE FICTION (NR) 016 .5 credit This ~~semester~~ course examines universal themes 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 a literary analysis. In addition, each student will write an original science fiction story. Students will have opportunities to produce work that may meet the requirements for Expectation 2 of the Graduation Portfolio.

Performing Arts Program				
	Music Program		Theatre Arts Program	
Program Description	To prepare for prospective careers in the music industry, students are involved in the creation, development and production of musical performances.		To prepare for prospective careers in the theatre arts industry, students are involved in the creation, development and production of theatrical performances.	
Industry Certification	NOCTI		NOCTI	
Gr. 9	<i>-Band I or Chorus I</i>	<i>-Music Appreciation or Music Theory</i>	<i>-Focus on the Play</i>	<i>-Creative Drama I</i>
Gr. 10	<i>-Band II or Chorus II</i>	<i>-Music Technology</i>	<i>-Stagecraft</i>	<i>-Creative Drama II</i>
Gr. 11	<i>-Band III or Chorus III</i>	<i>-AP Music Theory -or Advanced Music Technology I / RIC EEP</i>	<i>-Advanced Approaches to Drama: Page to Stage / RIC EEP</i>	<i>-Children's Theatre</i>
Gr. 12	<i>-Band IV or Chorus IV and Performing Arts Capstone</i>		<i>-Performing Arts Capstone</i>	
Example Related Careers	Arranger Choreographer College instructor Composer Music coach Music composer Music director Music producer Music teacher Orchestra conductor Professional musician Stage manager Technical writer		Actor/actress Arts educator Choreographer Costume designers Director Drama coach Drama critic Drama teacher Makeup/hair designer Playwright Performance arts therapist Producer Prop manager Set designer Stage manager Stunt performer	

MATHEMATICS

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. Students will be engaged in the curriculum through use of graphing technology and hands-on investigations. ~~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 Geometry CP is designed to focus on the essential skills and concepts outlined in the SAT/PSAT's Additional Topics in Mathematics while integrating the concepts previously introduced in the Heart of Algebra and Problem Solving and Data Analysis domains. This course focuses on the exploration and development of spatial sense and geometric reasoning. Students will be expected to use theorems and postulates to logically and algebraically prove/solve problems in the areas of: area and volume of solid figures (including pyramids, spheres, cones, composite solids), lines, angles, triangles, trigonometry, and circles. Students will be engaged in the curriculum through use of graphing technology and hands-on investigations. 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.~~

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. An in-depth exploration of quadratic and exponential function models, piece-wise, square root, and cubed root functions will be included. 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 Algebra I CP is designed to focus on the essential skills and concepts outlined in the SAT/PSAT's Heart of Algebra and Problem Solving and Data Analysis domains. Heart of Algebra will assess students' ability to analyze, fluently solve, and create linear equations and inequalities, and analyze and fluently solve equations and systems of equations using multiple techniques. An in-depth exploration of quadratic and exponential function models will be included, while also introducing piece-wise, square root, and cubed root functions. Problems may be straightforward fluency exercises or may pose challenges of strategy or understanding, such as interpreting the interplay between graphical and algebraic representations or solving as a process of reasoning. 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 for 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.~~

~~**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. Students will be engaged in the curriculum through use of graphing technology and hands-on investigations. 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** Geometry CP is designed to focus on the essential skills and concepts outlined in the SAT/PSAT's Additional Topics in Mathematics while integrating the concepts previously introduced in the Heart of Algebra and Problem Solving and Data Analysis domains. This course focuses on the exploration and development of spatial sense and geometric reasoning. Students will be expected to use theorems and postulates to logically and algebraically prove/solve problems in the areas of: area and volume of solid figures (including pyramids, spheres, cones, composite solids), lines, angles, triangles, trigonometry, and circles. Students will be engaged in the curriculum through use of graphing technology and hands-on investigations. 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.~~

~~**ALGEBRA II Honors 131 1 credit** This course deeply explores all Algebra II content 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** Algebra II CP is designed to focus on the essential skills and concepts outlined in the SAT/PSAT's Passport to Advanced Mathematics and Problem Solving and Data Analysis domains. This course includes an extension of all topics covered in Algebra I, including equivalent expressions (rational expressions, rational exponents and radicals, and polynomial expressions), nonlinear equations in one variable and systems of equations in two variables, and nonlinear functions. Additional topics of complex numbers, polynomial functions of degree three and higher, radical functions, logarithmic functions, inverse functions, trigonometric functions and Pythagorean trigonometric identities are explored. Application problems are integrated throughout the course as are graphing technologies and hands-on investigations. 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.

STATISTICS CP 1148 1 credit This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content and skills: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. Students will determine non-linear regression equations using technology. In this course, students will have the opportunity to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

STATISTICS Honors 1150 1 credit This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content and skills: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem-solving, and writing as they build conceptual understanding. Students will re-express data for regression analysis and to make predictions. In this course, students will have the opportunity that may meet the requirements for Expectation 1 of the Graduation Portfolio.

MATHEMATICAL APPLICATIONS CP 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. Students will have opportunities that may meet the requirements for Expectation 1 of the Graduation Portfolio.

INTRODUCTION TO CODING (NR) 116 .5 credit This one semester entry-level course is designed for students who are interested in exploring the world of computer science and programming. The curriculum provides instruction in programming through JavaScript, which includes drawing, functions, and looping. Since this class is self-paced, students who excel will have the opportunity to learn more about different computer science concepts they may want to pursue. Students will have opportunities that may meet the requirements for Expectations 3, 5 and 8 of the Graduation Portfolio.

INTRODUCTION TO COMPUTING (NR) 117A .5 credit This course is a one semester class for students in grades 10-12 (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, simulation development, and data analysis that can be used in other classes, such as business or science classes. Units include analysis of data using Google Sheets and Trends, modeling, and simulation, as well as graphic and web design. This course is open to all students. Students will have opportunities that may meet the requirements for Expectations 3 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. Students will have opportunities that may meet the requirements for Expectations 3, 5, and 8 of the Graduation Portfolio.

AP COMPUTER SCIENCE A 636 1 credit- This credit course expands on students' knowledge of computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), and analysis of potential solutions. The course emphasizes both object-oriented programming and imperative problem solving and design. The AP Computer Science A course centers on the use of the Java programming language. Students will have opportunities that may meet the requirements for Expectation 1 of the Graduation Portfolio.

AP COMPUTER SCIENCE PRINCIPLES 667 1 credit This credit 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. Students will have opportunities that may meet the requirements for Expectations 1, 3 and 8 of the Graduation Portfolio.

AP CALCULUS AB 140 1 credit 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. Students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

CALCULUS Honors 141 1 credit 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. Students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

AP STATISTICS 147 1 credit 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. Students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

INTRODUCTION TO ENGINEERING AND DESIGN CP 151 1 credit (Math or Science elective credit)

Introduction to Engineering and Design is designed for those interested in the engineering fields. Students will study the history of engineering, types of engineering, effects of engineering, the engineering design process, manufacturing and reverse engineering. 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. Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 5 and 8 of the Graduation Portfolio.

PRINCIPLES OF ENGINEERING AND DESIGN (NR) 153 1 credit Principles of Engineering (POE) is a

course 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 such as energy, mechanics, statics, fluid systems, materials processing and control systems. 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. Students will have opportunities to produce work that may meet the requirements for Expectations 1, 5 and 8 of the Graduation Portfolio.

SOCIAL STUDIES

MODERN WORLD HISTORY Honors 211 1 credit This course provides in-depth examinations of global history with a thematic approach. Themes include World Religion, Revolution, Nation Building, and Modern Global Conflict. An emphasis is placed on historical events outside of the United States. 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. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, 4 and 8 of the Graduation Portfolio.~~

MODERN WORLD HISTORY CP 212 1 credit This course provides a comprehensive view of global history with a thematic approach. Themes include World Religion, Revolution, Nation Building, and Modern Global Conflict. An emphasis is placed on historical events outside of the United States. 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. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, 4 and 8 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 causes of the American Civil War (circa 1848) to the 1920s. **This course includes as well as a unit on U.S. Civics during Quarter 4, which meets the RIDE Readiness-Based Graduation Requirements for Civics.** A focus on modern day connections to content standards will be emphasized through all four quarters. 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, complete outside readings, participate in class discussions, as well as write two research reports and multiple response to informational text writing assignments. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, and 7 of the Graduation Portfolio.~~

U.S. HISTORY I CP 222 1 credit- This course is a review and in-depth study of the United States from the causes of the American Civil War (circa 1848) to the 1920s. **This course includes as well as a unit on U.S. Civics during Quarter 4, which meets the RIDE Readiness-Based Graduation Requirements for Civics.** A focus on modern day connections to content standards will be emphasized through all four quarters. Students will be expected to analyze primary and secondary source documents with an emphasis on content and historical understanding. Students are required to write papers, complete readings, as well as write two research reports and multiple response to informational text writing assignments. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 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. 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 on 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. A student synopsis of available psychological literature may be required. Students will be required to complete four observation tasks for the semester. This course is offered to students in Grades 11 and 12. 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. 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.

RHODE ISLAND HISTORY Honors 1214 .5 credit This one-semester course provides Chariho students with an overview of Rhode Island's geography, history, demographics, and civic culture. Particular emphasis is placed on the groups of people from their arrival in Rhode Island to the present day -- the Narragansett, Wampanoag and other First Peoples, Roger Williams and the English settlement of Providence and other towns, African-Americans and the role of slavery in the colonial economy -- and other groups who arrived as immigrants and their contribution to the culture and politics of the state. The course also examines civics, civil rights, and democracy in the context of Rhode Island's complex political economy, and the successes and challenges in growing Rhode Island's economy from the 1600s to the present. Students will be required to work extensively on document-based questions, complete outside readings, and participate in class discussions. Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, 5, 7, and 8 of the Graduation Portfolio.

RHODE ISLAND HISTORY CP 1215 .5 credit This one-semester course provides Chariho students with an overview of Rhode Island's geography, history, demographics, and civic culture. Particular emphasis is placed on the groups of people from their arrival in Rhode Island to the present day -- the Narragansett, Wampanoag, and other First Peoples, Roger Williams and the English settlement of Providence and other towns, African-Americans and the role of slavery in the colonial economy -- and other groups who arrived as immigrants and their contribution to the culture and politics of the state. The course also examines civics, civil rights, and democracy in the context of Rhode Island's complex political economy, and the successes and challenges in growing Rhode Island's economy from the 1600s to the present. Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, 5, 7, and 8 of the Graduation Portfolio.

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 the 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. Successful completion of this course will be considered as a substitute for U.S. History II. 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 a thematic study of the history of the United States from the Great Depression to the present. Through the lenses of the role of government, war, civil rights, and international relations, social, political, economic, and foreign policy development will be analyzed. 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. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, 5, 7 and 8 of the Graduation Portfolio.~~

U.S. HISTORY II CP 232 1 credit This course is a thematic study of the history of the United States from the Great Depression to the present. Through the lenses of the role of government, war, civil rights, and international relations, social, political, economic, and foreign policy development will be analyzed. 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. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, 5, 7 and 8 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. 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 the 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. 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 the 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. 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. Students will have an opportunity to produce work that may meet the requirements for Expectations 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. Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2 and 8 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 a 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. 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 PSYCHOLOGY 1236 1 credit The Advanced Placement Psychology course, open to students in Grades 10-12, is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 3, 4 and 7 of the Graduation Portfolio.

SCIENCE & 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 origins of comets and asteroids. Astronomy is not a lab science. Students will have opportunities to produce work that may meet the requirements for Expectations 2 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. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 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. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 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 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. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 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. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 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, geochemical 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. Students will have opportunities to produce work that may meet the requirements for Expectations 2 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. Meteorology is not a lab science. Students will have opportunities to produce work that may meet the requirements for Expectations 2 and 8 of the Graduation Portfolio.

MICROBIOLOGY Honors 1328 .5 credit Microbiology will provide students with hands-on experiences studying the microscopic world. It is the study of those massive amounts of organisms that impact our lives and evolution, but we cannot see without tools. Some of these microbes are pathogenic and some are harmless. This course will study how they all impact our lives. Students will be responsible for utilizing the microscope to make and interpret observations, designing and conducting experiments and analyzing and sharing their results. This course will provide foundational skills in working with organisms that are used in many biotechnological industries. Students will have opportunities to produce work that may meet the requirements for Expectations 1 and 2 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, evolution, ecology, and human anatomy and physiology. Students are expected to understand biological terminology and work in laboratory situations. Enrichment materials and in depth applications of concepts are emphasized to enhance student problem-solving and literacy skills. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 1 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, evolution, ecology, and human anatomy and physiology. Students are expected to understand biological terminology and work in laboratory situations. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 1 and 8 of the Graduation Portfolio.~~

ISSUES IN BIOTECHNOLOGY Honors 1324 .5 credit This course will introduce students to the topics of Biotechnology and prepare them for the lab course (Biotechnology I). This course is designed to give students a working knowledge of DNA, genetics and biotechnology. It will also present the variety of applications in biotechnology, and career opportunities in fields related to biotechnology. Students will have opportunities to produce work that may meet the requirements for Expectations 2 and 8 of the Graduation Portfolio.

BIOTECHNOLOGY I Honors 1327 1 credit This course will introduce students to the field of biotechnology. This course is intended to provide students with the background and basic skills that they will need to enter a beginning level biotechnology position. Topics include cell fundamentals, genetics, cloning, agricultural biotech, gene transfers, cell culturing, ethical issues, and a survey of applications and careers within this field. This is a hands-on, laboratory-based course, with an emphasis on techniques and skills used in a lab setting. Students will have the opportunity to produce work that may meet the requirements for Expectations 1, 2, and 8 in the Graduation Portfolio. It is recommended (but not required) that students take Issues in Biotechnology before enrolling in this course.

CHEMISTRY Honors 331A 1 credit This year-long 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, solutions, acids and bases, thermodynamics, and nuclear chemistry. This course is recommended for students planning to major in physical or medical science. Enrichment materials and in-depth applications of concepts are emphasized to enhance student problem-solving and literacy skills. Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, and 8 of the Graduation Portfolio.

CHEMISTRY CP 332A 1 credit This year-long 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. Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, and 8 of the Graduation Portfolio.

PRINCIPLES OF 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. Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 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. Oceanography is not a lab science. Students will have opportunities to produce work that may meet the requirements for Expectations 2 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. Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 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. Major topics include basic measurements, measurement analysis, force and motion, energy, wave motion, optics, electricity, heat, and mechanics. Emphasis is placed on laboratory experiences and problem solving. Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 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. Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 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. Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, and 8 of the Graduation Portfolio.

FORENSIC SCIENCE Honors 355 1 credit 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. Students 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 and will be introduced to possible career pathways in law enforcement and applied forensics. 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. Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, and 8 of the Graduation Portfolio.

INTRODUCTION TO ENGINEERING AND DESIGN CP 151 1 credit (Math or Science elective credit)

Foundations of Engineering and Design is designed for those interested in the engineering fields. Students will study the history of engineering, types of engineering, affects of engineering, the engineering design process, manufacturing and reverse engineering. 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. 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. 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. Students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

AP PHYSICS 1 1353A 1 credit AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activities, and hands-on, inquiry-based laboratory work as they explore concepts like Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Upon completion of this course, a student will have the equivalent of one semester of introductory college level Physics. Students will

have opportunities that may meet the requirements for Expectation 1 of the Graduation Portfolio.

AP PHYSICS 2 1353 1 credit AP Physics 2 is a continuation of AP Physics I. It is an algebra-based, introductory college-level physics course. AP Physics 2 covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and quantum, atomic, and nuclear physics. The course also emphasizes inquiry-based learning and the development of science practices and skills. Upon completion of this course, a student will have the equivalent of one semester of introductory college-level Physics. Students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

AGRICULTURE SCIENCE CAPSTONE (NR) 600 .5 credit During the fall semester of the senior year, CHARIHotech Agriculture Science students will enroll in the Agriculture Science Capstone course. This course has three focus areas that link classroom knowledge with career skills and authentic industry learning. The three focus areas include a Community Enhancement Project (CEP), an internship and the completion of FFA Life Knowledge Training Modules that address leadership, personal growth and career success. The Community Enhancement Project will be a rigorous, student-initiated project which will meet a researched community need. FFA participation is strongly encouraged. Students will have opportunities to produce work that may meet the requirements for Expectations 5 and 7 of the Graduation Portfolio.

AGRICULTURE & RESOURCE 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. Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 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 everyday care will be emphasized. Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 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, 2, 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 houseplants. Students will also learn greenhouse management skills and techniques. Participation in related FFA activities is encouraged. Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 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. Students will have opportunities to produce work that may meet the requirements for Expectations 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. Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 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~~ **even** numbers (e.g. ~~2013~~ **2024**).

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. Students will have opportunities to produce work that may meet the requirements for Expectations 1, 2, 5 and 8 of the Graduation Portfolio.

AQUAPONICS II (NR) 608A .5 credit This course will be a continuation of Aquaponics I. Students will have opportunities to produce work that may meet the requirements for Expectations 2 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. 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~~ **odd** numbers (e.g. ~~2016~~ **2023**).

LANDSCAPE DESIGN (NR) 610 .5 credit This offering will instruct students in the basics of landscape design, including the 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. 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. Students will have the opportunity to produce work that may meet the requirements for expectations 1, 2, and 8 of the Graduation Portfolio.

INTRODUCTION TO ANIMAL AND VETERINARY SCIENCE (NR) 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. Students will have the opportunity to produce work that may meet the requirements for expectations 1, 2, and 8 of the 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.

Environmental & Life Sciences Sector	
Biotechnology Program	
Program Description	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, along with the study of biotechnology from an agricultural science perspective.
Industry Certification	NOCTI Biotechnology or equivalent
Gr. 9	<ul style="list-style-type: none"> -<i>Earth and Space Science (.5)</i> -<i>Physical Science (.5)</i> -<i>Algebra I (1.0)</i> -<i>Geometry (1.0)</i> -<i>Biology (1.0)*</i>
Gr. 10	<ul style="list-style-type: none"> -<i>Biology (1.0)*</i> -<i>Microbiology (.5)</i> -<i>Algebra I (1.0)</i> -<i>Geometry (1.0)</i> -<i>Anatomy and Physiology (1.0)</i>
Gr. 11	<ul style="list-style-type: none"> -<i>Chemistry H (1.0)</i> -<i>Issues in Biotechnology (.5)</i> -<i>Algebra II (1.0)</i> -<i>Anatomy and Physiology (1.0)</i>
Gr. 12	<ul style="list-style-type: none"> -<i>Biotechnology I (1.0)</i> -<i>Pre-Calculus or Statistics (1.0)</i> -<i>Anatomy and Physiology (1.0)</i>
Example Related Careers	<ul style="list-style-type: none"> Biomedical Engineer Physician Assistant Microbiologist Biomedical Chemist Medical Scientists

WORLD LANGUAGE

CHINESE I Honors 1405 1 credit Chinese I Honors is a novice level course designed for students with excellent achievement in English Language Arts and/or other World Language courses. Chinese I is an introduction to Chinese language and culture with emphasis on vocabulary building and basic language skills. Students in Chinese I will learn the foundations of the Chinese language. Emphasis is on basic grammar skills and building vocabulary. Students will develop the three language modes, which include interpretive communication, interpersonal communication, and presentational communication. This course includes an exploration of the culture and traditions of people that speak Chinese. ~~In this course, students will have opportunities to produce work that may meet the requirements for expectations 2 and 4 of the Graduation Portfolio.~~

CHINESE I CP 1405A 1 credit This novice level course is designed for students that wish to develop basic language skills in Chinese. Chinese I is an introduction to Chinese language and culture with emphasis on vocabulary building and basic language skills. Students in Chinese I will learn the foundations of the Chinese language. Emphasis is on basic language skills and building vocabulary. Students will develop the three language modes, which include interpretive communication, interpersonal communication, and presentational communication. This course includes an exploration of the culture and traditions of people that speak Chinese. ~~In this course, students will have opportunities to produce work that may meet the requirements for expectations 2 and 4 of the Graduation Portfolio.~~

CHINESE II Honors 1406 1 credit This intermediate level language course is intended for those students who have demonstrated excellent achievement in Chinese I. Development of the language skills introduced in the entry-level experience will be reviewed and enhanced. Students will continue to develop the three language modes, which include interpretive communication, interpersonal communication, and presentational communication. More advanced language structures are introduced. A continued emphasis on the World Readiness Standards for Learning Languages will be incorporated 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 expectations 2 and 4 of the Chariho High School Graduation Portfolio. Prerequisite: Successful completion of Chinese I.~~

CHINESE II CP 1406A 1 credit This intermediate level language course is intended for those students who successfully completed Chinese I. Development of the language skills introduced in the entry-level experience will be reviewed and enhanced. Students will continue to develop the three language modes, which include interpretive communication, interpersonal communication, and presentational communication. More advanced language structures are introduced. A continued emphasis on the World Readiness Standards for Learning Languages will be incorporated 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 expectations 2 and 4 of the Chariho High School Graduation Portfolio. Prerequisite: Successful completion of Chinese I.~~

CHINESE III Honors 1407A 1 credit This intermediate level language course is intended for those students who have demonstrated excellent achievement in Chinese I and II. More advanced concepts of communication as well as present-day Chinese 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 engage in conversations using a wide range of vocabulary and communicative strategies. Through a variety of individual as well as group-centered activities, students will develop skills in all three language modes, which include interpretive communication, interpersonal communication, and presentational communication. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3 and 4 of the Graduation Portfolio.

CHINESE III CP 1407 1 credit This course addresses the development of language proficiency consistent with the upper levels of the ACTFL intermediate range. Students will continue to build upon the skills learned in Chinese I and II. More advanced concepts of communication as well as present day Chinese 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 engage in conversations using a wide range of vocabulary and communicative strategies. Through a variety of individual as well as group-centered activities, students will develop skills in all three language modes, which include interpretive communication, interpersonal communication, and presentational communication. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3 and 4 of the Graduation Portfolio.

CHINESE IV Honors 1408 1 credit This advanced language course is conducted almost entirely in Chinese for students who have successfully completed Chinese III and want to immerse themselves in Chinese language, history and culture. The cultural and linguistic heritage of the Chinese-speaking world is examined, while language structures are reviewed and oral and written skills are continually developed. This course refines the concepts studied in Chinese III with materials and study projects assigned and presented in Chinese. Skill development is pursued through student-centered activities in all three language modes, which include interpretive communication, interpersonal communication, and presentational communication. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4 and 8 of the Graduation Portfolio.

FRENCH I Honors 413 1 credit French 1 Honors is a novice level course designed for students with excellent achievement in English Language Arts and/or other World Language courses. This course is an introduction to French language and culture with emphasis on vocabulary building, **foundational grammar**, and basic conversation in the present and **near proximate** future tenses. ~~Emphasis is on basic grammar skills and vocabulary building.~~ Students will develop the three language modes, which include interpretive communication, interpersonal communication, and presentational communication. Exploration of francophone countries and cultures will also be included. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 2 and 4 of the Graduation Portfolio.~~

FRENCH I CP 414 1 credit This is a novice level course with emphasis on vocabulary building and basic conversation. Students will learn the foundations of French language in the present and **near proximate** future tenses. Emphasis is on foundational ~~basic~~ grammar skills, vocabulary building **and basic conversation**. Students will develop the three language modes, which include interpretive communication, interpersonal communication, and presentational communication. Exploration of francophone countries and cultures will also be included. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 2 and 4 of the~~

~~Graduation Portfolio.~~

FRENCH II Honors 423 1 credit This intermediate level language course is intended for 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 language structure, and conversation. Students will work towards proficiency in the three language modes, which include interpretive communication, interpersonal communication, and presentational communication. More advanced language structures are introduced including narration in the past tenses. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 2 and 4 of the Graduation Portfolio.~~

FRENCH II CP 424 1 credit This intermediate level language course is intended for students who successfully completed French I. Students will work towards proficiency in the three language modes, which include interpretive communication, interpersonal communication, and presentational communication. Advanced concepts are introduced including narration in the past tenses. Students will gain a deeper understanding of the culture and geography of **francophone countries**. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 2 and 4 of the Graduation Portfolio.~~

FRENCH III Honors 433 1 credit This course addresses the development of language proficiency consistent with the upper levels of the ACTFL intermediate range. Much of the course is conducted in French. This course will continue to build upon the skills learned in French I and II. Increasingly advanced communication strategies and present day francophone customs and culture will ~~also~~ be addressed. Students will continue to develop communicative skills through an array of activities that will require the ability to engage in conversation, make oral presentations, and communicate through written language. Students will work towards proficiency in the three language modes, which include interpretive communication, interpersonal communication, and presentational communication. Students will have opportunities to produce work that may meet the requirements for Expectations 2 and 4 of the Graduation Portfolio.

FRENCH III CP 434 1 credit This intermediate level 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 Students will work towards proficiency in the three language modes, which include interpretive communication, interpersonal communication, and presentational communication. Students will be able to differentiate between major timeframes as well as distinguish between the subjunctive and indicative moods. Students will have opportunities to produce work that may meet the requirements for Expectations 2 and 4 of the Graduation Portfolio.

AP FRENCH LANGUAGE AND CULTURE 456 1 credit This Advanced Placement (AP) French course provides an opportunity for students to pursue and possibly receive college-level course credit. This advanced language course is mainly conducted in French for students who have successfully completed French III and want to immerse themselves in French language, history and culture. The cultural and linguistic heritage of the French-speaking world is examined, while grammar is reviewed and oral and written skills are developed. This course refines the concepts studied in French III with advanced materials and study projects assigned and presented in French. Skill development is pursued through the study of contemporary issues, literature and culture. Students will have opportunities to produce work that may meet the requirements for expectations 2, 3, 4 and 8 of the Graduation Portfolio.

FRENCH IV Honors 443 1 credit 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 III with advanced materials and study projects assigned and presented in French. 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. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4 and 8 of the Graduation Portfolio.

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 three language modes, which include interpretive communication, interpersonal communication, and presentational communication. This course is eligible for EEP credit through Rhode Island College. Students may earn four college credits through this dual-enrollment program. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4 and 8 4 of the Graduation Portfolio.

ITALIAN I Honors 417 1 credit Italian I Honors is a novice level 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 an emphasis on developing proficiency in novice language content. Students will be able to communicate using the present and proximate future tenses. Students will develop the three language modes, which include interpretive communication, interpersonal communication, and presentational communication. Students will explore the cultures and countries around the world that speak Italian. Students will have opportunities to produce work that may meet the requirements for Expectations 2 and 4 of the Graduation Portfolio.

ITALIAN I CP 418 1 credit Italian I is a novice level course with an emphasis on developing proficiency of novice language content. Students will be able to communicate in the present and proximate future tenses. Students will develop proficiency in the three language modes, which include interpretive communication, interpersonal communication, and presentational communication. Students will explore the cultures and countries around the world that speak Italian. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 2 and 4 of the Graduation Portfolio.~~

ITALIAN II Honors 427 1 credit This intermediate level 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 towards proficiency in the three language modes, which include interpretive communication, interpersonal communication, and presentational communication. Students will be able to communicate in major time frames including the present and past tenses. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 2 and 4 of the Graduation Portfolio.~~

ITALIAN II CP 428 1 credit This intermediate level language course is intended for those students who successfully completed Italian I. Students will develop proficiency in intermediate content while working towards proficiency in three language modes, which include interpretive communication, interpersonal communication, and presentational communication. Students will be able to communicate in major time frames and narrate events in the past. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 2 and 4 of the Graduation Portfolio.~~

ITALIAN III Honors 437 1 credit- This intermediate level 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 be able to communicate in major time frames including the present, past and future as well as distinguish between the subjunctive and indicative moods. Through a variety of individual and group-centered activities, students will develop proficiency in the three language modes, which include interpretive communication, interpersonal communication, and presentational communication. Students will have opportunities to produce work that may meet the requirements for Expectations 2 and 4 of the Graduation Portfolio.

ITALIAN III CP 438 1 credit This intermediate level course will continue to build upon the skills learned in Italian I and II. Students will continue to develop proficiency in the three language modes, which include interpretive communication, interpersonal communication, and presentational communication. Students will be able to communicate in major time frames, including the present, past and future as well as distinguish between the subjunctive and indicative moods. Students will have opportunities to produce work that may meet the requirements for Expectations 2 and 4 of the Graduation Portfolio.

ITALIAN IV Honors 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. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4 and 8 of the Graduation Portfolio.

SPANISH I Honors 411 1 credit Spanish I Honors is a novice level 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 developing proficiency of novice language content. Students will be able to communicate in the present and proximate future tenses. Students will develop the three language modes, which include interpretive communication, interpersonal communication, and presentational communication. Students will explore the cultures and countries around the world that speak Spanish. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 2 and 4 of the Graduation Portfolio.~~

SPANISH I CP 412 1 credit Spanish I is a novice level course with emphasis on developing proficiency of novice language content. Students will be able to communicate in the present and proximate future tenses. Students will develop the three language modes, which include interpretive communication, interpersonal communication, and presentational communication. Students will explore the cultures and countries around the world that speak Spanish. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 2 and 4 of the 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. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 2 and 4 of the Graduation Portfolio.~~

SPANISH II CP 422 1 credit This intermediate level 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 while developing proficiency in intermediate content. Students will work towards proficiency in three language modes, which include interpretive communication, interpersonal communication, and presentational communication. Students will be able to communicate in major time frames and narrate events in the past. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 2 and 4 of the Graduation Portfolio.~~

SPANISH III Honors 431 1 credit This course addresses the development of language proficiency consistent with the upper levels of the ACTFL intermediate range. Much of the course is conducted in Spanish. This course will continue to build upon the skills learned in Spanish I and II. Increasingly advanced communication strategies and present day Hispanic customs and culture will also be addressed. Students will continue to develop communicative skills through an array of activities that will require the ability to engage in conversation, make oral presentations and communicate through written language. Students will be able to communicate in major time frames including the present, past and future as well as distinguish between the subjunctive and indicative moods. Through a variety of individual and group-centered activities, students will develop proficiency in the three language modes, which include interpretive communication, interpersonal communication, and presentational communication. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3 and 4 of the Graduation Portfolio.

SPANISH III CP 432 1 credit- This intermediate level 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 proficiency in the three language modes, which include interpretive communication, interpersonal communication, and presentational communication. Students will also be able to communicate in major time frames, including in the present, past and future, as well as distinguish between the subjunctive and indicative moods. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3 and 4 of the 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. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4 and 8 of the 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 three language modes, which include interpretive communication, interpersonal communication, and presentational communication. This course is eligible for EEP credit through Rhode Island College. Students may earn four college credits through this dual-enrollment program. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4 and 8 of the Graduation Portfolio.

AP SPANISH LANGUAGE AND CULTURE 455 1 credit This Advanced Placement (AP) Spanish course provides an opportunity for students to pursue and possibly receive college-level course credit. This advanced language course is mainly conducted 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 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. Students will have opportunities to produce work that may meet the requirements for expectations 2, 3, 4, and 8 of the Graduation Portfolio.

AP SPANISH LITERATURE AND CULTURE 1458 1 credit This Advanced Placement (AP) Spanish course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpretive, interpersonal, and presentational) at the Intermediate High to Advanced Mid range of performance of the American Council on the Teaching of Foreign Languages Proficiency Guidelines. It includes an exploration of the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in ACTFL's World Readiness Standards for Learning Languages. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across a range of language and analytical skills—with special attention to critical reading and analytical writing—and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. In this course students will have opportunities to produce work that may meet the requirements for expectation 4 of the Chariho School Graduation Portfolio.

World Language Pathways			
	International Business	Bilingual & Dual Language Education	International Engineering
Program Description	Prepares individuals to serve as finance or marketing professionals in a workplace that demands proficiency in languages other than English.	Students will complete the components of the Early Childhood/ Elementary Education Program and will develop language skills necessary for bilingual or dual language education.	Students will complete the components of the Engineering, Drafting and Design Program and will develop language skills required for an industry that demands proficiency in languages other than English.
Proficiency Requirements	Required components of Finance or Marketing Program and ACTFL AAPPL Proficiency Rating Seal of Biliteracy	Required components of Early Childhood/ Elementary Education Program and ACTFL AAPPL Proficiency Rating Seal of Biliteracy	Required components of Early Engineering, Drafting and Design Program and ACTFL AAPPL Proficiency Rating Seal of Biliteracy
Gr. 9	-Requirements of Finance or Marketing Program -World Language level 1 (1.0)	-Requirements of Early Childhood/ Elementary Education Program -World Language Level 1 (1.0)	-Requirements of Engineering, Drafting, and Design Program -World Language Level 1 (1.0)
Gr. 10	-Requirements of Finance or Marketing Program -World Language level 2 (1.0)	-Requirements of Early Childhood/ Elementary Education Program -World Language Level 2 (1.0)	-Requirements of Engineering, Drafting, and Design Program -World Language Level 2 (1.0)
Gr. 11	-Requirements of Finance or Marketing Program -World Language level 3 (1.0)	-Requirements of Early Childhood/ Elementary Education Program -World Language Level 3 (1.0)	-Requirements of Engineering, Drafting, and Design Program -World Language Level 3 (1.0)
Gr. 12	-Requirements of Finance or Marketing Program -World Language level 4 (1.0)	-Requirements of Early Childhood/ Elementary Education Program -World Language Level 4 (1.0)	-Requirements of Engineering, Drafting, and Design Program -World Language Level 4 (1.0)
Example Related Careers	Advertising Director Copywriter Marketing Analyst Human Resources Dir. Public Relations Mngr Translator Training Coordinator	Bilingual or Dual Language Early Childhood Teacher Bilingual or Dual Language Elementary Education Teacher Bilingual Paraprofessional Bilingual or Dual Language Teacher	Architectural Engineer Civil Engineer Electrical Engineer Manufacturing Supervisor Mechanical Engineer Technical Writer Training Specialist

BUSINESS/TECHNOLOGY EDUCATION

PRINCIPLES OF ACCOUNTING (NR) 524A 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. Students will complete accounting procedures through the accounting cycle, using both manual and electronic record keeping (QuickBooks). This course is offered to students in Grades 10-12. Students will have opportunities to produce work that may meet the requirements for Expectation 5 of the Graduation Portfolio.

~~**CAREER SKILLS (NR) 528 .5 credit** This semester course prepares students for success in today's global economy. Topics such as career exploration including statistical analysis of openings and salaries, job searching, job applications, creating a cover letter and resume, and job interview skills 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. Students will participate in mock interviews conducted by representatives from the business community. This course is offered to students in Grades 10-12. 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, 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. Students will learn about employment benefits and incentives, how to calculate pay income, money management, banking, record keeping, how to file income taxes, and establishing and using credit responsibly. In addition, students will complete an independent online project which reinforces topics covered in the course as well as information on paying for college, completing the FASFA, and the pros and cons of renting or owning a home. This course is recommended for students in Grades 9-12. Students will have opportunities to produce work that may meet the requirements for Expectations 5 and 9 of the Graduation Portfolio.

PERSONAL FINANCE II (H) 530 .5 credit This course continues to focus on the student's role as a citizen, 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 as well as strategies for reaching financial goals.. Topics will include money management, saving and investing, returns on investment, and risk management. Students gain experience in choosing investments by playing The Stock Market Game. This course is recommended for students in Grades 9-12. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 5, and 8 of the Graduation Portfolio.

BUSINESS IN A GLOBAL ECONOMY (NR) 522A . 5 credit This course provides students with an understanding of how and why businesses choose to expand their operations into other countries. The unique challenges facing firms doing business internationally, and to the potential opportunities available to those businesses will be explored. In addition, students will learn how to market products and services in global markets. This course is offered to students in Grades 9-12. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 5, 7, 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 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. 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. This course is open to Grades 9-12. 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. 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.

MARKETING II – Sports and Entertainment (NR) 553 .5 credit In this course, students explore the concepts of marketing as they apply to sports and entertainment events. Students will learn and apply marketing concepts for event marketing and promotions, sponsorship proposals, and sports marketing plans. Students will apply these concepts by designing promotions for school related activities and events. 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 (H) 539 1 credit

In this course students will learn the functions of business management, marketing, financing 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. 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. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 5 and 8 of the Graduation Portfolio.

COLLEGE ACCOUNTING (H) 549 1 credit In this course students will experience 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, accounts receivables, accounts payables, payroll, and plant assets are some of the topics to be covered. This course is offered to students in Grades 11 and 12. Students will have opportunities to produce work that may meet the requirements for Expectations 2 and 8 of the Graduation Portfolio.

~~**WEB DESIGN (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 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 develop and design web sites using web composing software and HTML web authoring computer language. 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.~~

~~**TECHNOLOGY APPLICATIONS FOR INNOVATION & BUSINESS (NR) 638A .5 credit** 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. In this course, students will learn to use wide variety of application tools including Google Drive, Docs, Sheets, Forms, Sites, as well as photo, movie, and social media apps to create and share ideas. Through project-based activities students will use these tools to collaborate, research, and analyze information in order to develop an idea and promotion for a successful product or service. This course is open to students in Grades 9-10. Students will have opportunities to produce work that may meet the requirements for Expectations 3, 5 and 8 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. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Successful performance in Algebra I and II and other mathematics courses is required. Open to students in Grades 11 and 12. Students will have opportunities to produce work that may meet the requirements for Expectation 1 of the Graduation Portfolio.

Business Management, Administration, Finance & Marketing Sector

	Finance Program	Marketing Program
Program Description	Prepares individuals to practice the profession of accounting, operational tasks associated with the provision of personal and financial services and to perform related business functions.	Prepares individuals to undertake and manage the process of developing consumer audiences and moving products from producers to consumers.
Industry Exams/ Certification	NAFTrack Certification EVERFI QuickBooks	NAFTrack Certification EVERFI National Retail Federation (NRF) Customer Service Certification
Gr. 9	<i>-Personal Finance I (.5)</i> <i>-Business in a Global Economy (.5)</i> -Technology Applications for Innovation & Business (.5)	<i>-Personal Finance I (.5)</i> <i>-Business in a Global Economy (.5)</i> -Technology Applications for Innovation & Business (.5)
Gr. 10	<i>-Principles of Accounting (1.0)</i>	<i>-Marketing I (.5)</i> <i>-Marketing II - Sports & Entertainment (.5)</i>
Gr. 11	<i>-College Accounting (1.0)</i> <i>-Internship (during summer months) (1.0)</i>	<i>-Personal Finance II (.5)</i> <i>-Entrepreneurship (.5)</i> -International Business (.5) -Web Design or Business Law (.5) <i>-Internship (during summer months) (1.0)</i>
Gr. 12	<i>-Personal Finance II (.5)</i> <i>-Entrepreneurship (.5)</i> -Business Law I (.5) -Business Law II (.5) -AP Microeconomics (1.0)	<i>-College Business (1.0)</i> -AP Statistics(1.0)/Intro to Stats (.5) -Social Psychology (.5) -AP Microeconomics (1.0)
Example Related Careers	Tax Examiner Entrepreneur Loan Officer Financial Planner Accountant Forensic Accountant Auditor	Marketing Specialist Entrepreneur Social Media Specialists Field Marketing Representative Interactive Media Specialist Inventory Manager/Analyst Retail Marketing Coordinator

ART

MIXED-MEDIA (NR) 611 .5 credit This studio course is for the students who are interested in exploration of 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. Students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Graduation Portfolio.

VIDEO PRODUCTION (NR) 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. 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. Students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Graduation Portfolio.~~

CERAMICS & SCULPTURE I (NR CP) 620 .5 credit This course will focus on creating three-dimensional forms in a variety of materials. Students will study and apply the fundamental principles of clay and sculpture with an emphasis on craftsmanship and design. This course introduces students to the fundamental principles of clay 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 glazes and will be encouraged to experiment with non-traditional techniques such as slip trailing, sgraffito, stenciling, etc. Students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Graduation Portfolio.

CERAMICS & SCULPTURE II (NR H) 621 .5 credit This course is designed to provide in-depth technical and design skills in three-dimensional mediums. Students will create sculptural and functional pottery. Students will learn advanced construction techniques including how to throw vessels on the pottery wheel. This course is designed to provide more in depth technical skills in hand building and introduce students to wheel throwing. Students will create sculptural and functional pottery. Students will learn how to throw vessels on the pottery wheel. Students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Graduation Portfolio.

~~**PAINTING (NR) 622 .5 credit** 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 theory and application techniques will be emphasized, and students will be encouraged to develop a style that works best for them. Students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Graduation Portfolio.~~

DRAWING & PAINT I (NR CP) 623 .5 credit Draw & Paint is a studio course for students who want to

explore the two-dimensional mediums of drawing and painting. This course is designed to improve students' technical skills in drawing and painting. Students will explore subject matter including still life, portraiture, architectural space, and natural objects and structures. The focus will be on observational drawing, composition, perspective, value, and color theory in drawing and painting media. This course is intended for all students. ~~This course is designed to improve students' technical skills in observational drawing. Students will explore subject matter including still life, portraiture, architectural space, and natural objects and structures. Students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Graduation Portfolio.~~

DRAWING & PAINT II (NR H) 625 .5 credit This course will expand on concepts and provide more in-depth technical skills previously introduced in Draw & Paint I. Students will be challenged with a variety of visual problems and experiences using different media and techniques. Students will explore subject matter that includes the following: rendering of form, light and shade, pointillism, and figure-ground relationships. ~~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 and techniques. Students will explore subject matter that includes the following: figure study, portraiture, still life, personal imagery, symbolic imagery, and social commentary. Students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Graduation Portfolio.~~

PHOTOGRAPHY I (NR CP) 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. Students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Graduation Portfolio.

PHOTOGRAPHY II (NR H) 615A .5 credit This course will expand on concepts and provide more in depth skills previously introduced in Photography I. Students will explore the more advanced technical, artistic, and commercial aspects of photography. The course will include advanced digital camera operations and creative digital darkroom techniques with the use of digital editing software. Students will digitally prepare and produce an online portfolio/website for their photography work. Students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Graduation Portfolio.

AP DRAWING 626 1 credit This course will focus on drawing concepts established by the AP College Board. 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. Students will have opportunities to produce work that may meet the requirements for Expectation 4 of the Graduation Portfolio.

AP 3-D ART AND DESIGN 626A 1 credit This course will focus on **three-dimensional (3-D) design** ceramic and sculptural concepts established by the AP College Board. Students will demonstrate their understanding of **3-D design through any 3-D medium or process including, but not limited to, sculptural techniques and materials (such as clay, wire, plaster, wood, and found objects, etc.) and design principles.** Students will have opportunities to produce work that meets the requirements for Expectation 4 of the Graduation Portfolio.

AP 2-D ART AND DESIGN 626B 1 credit This course will focus on two-dimensional (2-D) design concepts established by the AP College Board. Students will demonstrate their understanding of 2-D design through any 2-D medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting, and printmaking. Students will have

opportunities to produce work that meets the requirements for Expectation 4 of the Graduation Portfolio.

Craft and Fine Artist Sector	
Visual Arts Studio Program	
Program Description	To prepare for prospective careers in the visual arts industry, students are involved in the study, creation, development, and presentation of visual art.
Industry Certification	Advanced Placement Exam in 2-D Design or Drawing
Gr. 9	-Drawing & Paint I (.5) -Mixed-Media (.5)
Gr. 10	-Drawing & Paint II (.5) -Visual Art Elective (.5) -Mixed-Media (.5)
Gr. 11	-Painting (.5) -Internship (.5)
Gr. 12	-AP 2-D Art & Design or AP Drawing (1.0)
Example Related Careers	Calligrapher Cartoonist Commercial Artist Fashion Illustrator Fine-Art Painter Free Lance Artist Illustrator Medical/Scientific Illustrator Muralist Pattern Illustrator Portrait Artist Printmaker Public Artist Sketch Artists Tattoo Artists Watercolorist

MUSIC

CHORUS (NR) 681 1 credit 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. Students may enroll in this course for multiple years. Students will have opportunities to produce work that may meet the requirements for Expectations 4 and 8 of the Graduation Portfolio.

CHORUS Honors 681A 1 credit This course is designed to provide advanced chorus musicians the opportunity to study and perform various styles of choral music. Teamwork, self-discipline, musicality, and personal responsibility are heavily emphasized. Each student enrolled in the Honors Chorus is required to become a member of the Chariho High School Chorus. 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 Chorus members will be required to audition for Rhode Island All-State **and engage in leadership roles in class such as researching and leading choral warm ups, and submitting** ~~or be an active member of an auditioned select group, research and lead choral warm ups, and submit~~ quarterly sight singing examples. Students may enroll in this course for multiple years. Students will have opportunities to produce work that may meet the requirements for Expectations 4 and 8 of the Graduation Portfolio.

MUSIC APPRECIATION (NR) 683 .5 credit This course is designed to expose the student to a wide range of musical styles. Following a study of the elements of music, the student will study music from the medieval era through modern music. Students will have opportunities to produce work that may meet the requirements for Expectations 4 and 8 of the Graduation Portfolio.

GUITAR CLASS (NR) 688 .5 credit This class is designed for the beginning guitar student and guitarists who wish to improve their playing skills. Subjects to be covered include reading standard notation, basic guitar techniques, chords and reading tablature. Students will have opportunities to produce work that may meet the requirements for Expectations 4 and 8 of the Graduation Portfolio.

MUSIC TECHNOLOGY (NR) 686 .5 credit Music Technology will provide students with an introduction to musical software and hardware in order to complete projects in areas such as digital audio recording, musical notation, and MIDI sequencing. Familiarity with musical concepts and notation is recommended, but not required. Students will have opportunities to produce work that may meet the requirements for Expectations 3, 4, 5 and 8 of the Graduation Portfolio.

ADVANCED MUSIC TECHNOLOGY I (NR) 1686A .5 credit Advanced Music Technology I will provide students with advanced techniques in music creation. Students will produce various styles of music through the hands-on use of studio equipment. Students will learn how to incorporate virtual instruments into their compositions. Students will create original sound effects and jingles to complement various visual media formats. Utilizing hardware and software in the music studio (lab), students will apply these principles to their technology in both music production and postproduction. Students will complete independent projects in areas such as digital audio, music notation, and MIDI sequencing. The final project will be the creation of a music video. Music Technology is a prerequisite for this course. Students will have opportunities to produce work that may meet the requirements for Expectations 3, 4, 5 and 8 of the Graduation Portfolio.

MUSIC THEORY (NR) 684 .5 credit This class is designed for the student who has a minimal musical background. It will include the fundamentals of music reading and introduce the student to the theoretical aspects of music. Topics will include note names, rhythm, scales, intervals, chords, music terminology, ear training, sight singing, and keyboard. This course provides a foundation for further study in AP Music Theory. Students will have opportunities to produce work that may meet the requirements for Expectations 4 and 5 of the Graduation Portfolio.

AP MUSIC THEORY 687 1 credit This class is designed for a student pursuing music on a collegiate level. Students must have passed Music Theory or have passed the Music Theory Major Course Assessment as a prerequisite. This class will cover advanced concepts of Western harmony, ear training, sight singing, and the fundamentals of composition. 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.

BAND (NR) 685 1 credit This course is designed to provide every participant the 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. Students may enroll in this course for multiple years. Students will have opportunities to produce work that may meet the requirements for Expectations 4 and 8 of the Graduation Portfolio.

BAND Honors 685A 1 credit This course is designed to provide advanced band musicians the opportunity to study and perform various styles of instrumental music. Teamwork, self-discipline, musicality, and personal responsibility are heavily emphasized. Each student enrolled in Honors Band is required to become a member of Concert Band and Marching Band. 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 and participate in the RIMEA Solo and Ensemble Festival. Students may enroll in this course for multiple years. Students will have opportunities to produce work that may meet the requirements for Expectations 4 and 8 of the Graduation Portfolio.

PERFORMING ARTS CAPSTONE (NR) 1628 .5 credit During the fall semester of the senior year, students in the CHARIHOTech Performing Arts program in the music and theatre arts pathways will enroll in the Performing Arts Capstone course. The course will follow an inclusive community theatre model where students will engage in leadership training, opportunities for personal growth, and application of career skills. This three-pronged task combines prior knowledge, new knowledge and skills, and the application of these skills. In addition to skills previously learned in performing arts courses, students will engage in an online Unified Theatre training program to further their understanding of working with diverse population, especially those with special needs. During this semester, students will alternatively meet with the instructor and go out on their internship to complete 60 hours of internship. Regular internship documentation will be required. Students spearhead an inclusive and collaborative performing arts project that will benefit the community and utilize pre-existing partnerships with local theaters and performance groups. Students will have opportunities to produce work that may meet the requirements for Expectations 3, 4, 5, 6, and 8 of the Graduation Portfolio. (This course will be offered beginning the 2021-2022 academic year.)

Performing Arts Program				
	Music Program		Theatre Arts Program	
Program Description	To prepare for prospective careers in the music industry, students are involved in the creation, development and production of musical performances.		To prepare for prospective careers in the theatre arts industry, students are involved in the creation, development and production of theatrical performances.	
Industry Certification	NOCTI		NOCTI	
Gr. 9	<i>-Band I or Chorus I</i>	<i>-Music Appreciation or Music Theory</i>	<i>-Focus on the Play</i>	<i>-Creative Drama I</i>
Gr. 10	<i>-Band II or Chorus II</i>	<i>-Music Technology</i>	<i>-Stagecraft</i>	<i>-Creative Drama II</i>
Gr. 11	<i>-Band III or Chorus III</i>	<i>-AP Music Theory -or Advanced Music Technology I / RIC EEP</i>	<i>-Advanced Approaches to Drama: Page to Stage / RIC EEP</i>	<i>-Children's Theatre</i>
Gr. 12	<i>-Band IV or Chorus IV and Performing Arts Capstone</i>		<i>-Performing Arts Capstone</i>	
Example Related Careers	Arranger Choreographer College instructor Composer Music coach Music composer Music director Music producer Music teacher Orchestra conductor Professional musician Stage manager Technical writer		Actor/actress Arts educator Choreographer Costume designers Director Drama coach Drama critic Drama teacher Makeup/hair designer Playwright Performance arts therapist Producer Prop manager Set designer Stage manager Stunt performer	

HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION I (Grade 9) (NR) 815 .5 credit Physical Education I is an activity-based course designed to promote the achievement of state and national standards. Enrolled students are expected to wear fitness attire conducive to safety and physical performance including T-shirt (minimum), shorts or active wear pants and sneakers. Students in this course will demonstrate competency in activity-specific movement skills in two lifetime activities (e.g. recreational games, individual fitness activities, net and racquet games, cardio fitness). Further, students will use movement, concepts, and principles (e.g., force, motion, rotation) to analyze and improve their performance in a variety of physical skills. Students will identify the foundational components of physical activity, fitness, and wellness to lead a physically active lifestyle. Though some 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, to follow sound exercise principles, and to create a productive socially responsible active environment that encourages 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.

PHYSICAL EDUCATION II (Grade 10) (NR) 835 .5 credit Physical Education II is an activity-based course designed to promote the achievement of state and national physical education standards. Enrolled students are expected to wear fitness attire conducive to safety and physical performance including T-shirt (minimum), shorts or active wear pants and sneakers. Students in this course will demonstrate competency in activity-specific movement skills in three or more lifetime activities (e.g. recreational games, individual fitness activities, net and racquet games, cardio fitness). Further, students will use movement, concepts, and principles (e.g., force, motion, rotation) to analyze and improve performance of self and others in a variety of physical skills. Students will demonstrate and design foundational components of physical activity, fitness, and health to lead a physically active lifestyle. Though some 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, to follow sound exercise principles and to create a productive socially responsible active environment that encourages 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 learning, develop competent and proficient movers in individual and group fitness activities.

PHYSICAL EDUCATION III (Grade 11) (NR) 855 .5 credit Physical Education III is an activity-based course designed to promote the achievement of state and national physical education standards. Enrolled students are expected to wear fitness attire conducive to safety and physical performance including T-shirt (minimum), shorts or active wear pants and sneakers. Students in this course will demonstrate and refine activity-specific movement skills in at least two lifetime activities (e.g. recreational games, individual fitness activities, net and racquet games, cardio fitness). 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 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, to follow sound exercise principles, and to create a productive socially responsible active environment that encourages 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.

PHYSICAL EDUCATION IV (Grade 12) (NR) 865 .5 credit Physical Education IV is an activity-based course designed to promote the achievement of state and national physical education standards. Enrolled students are expected to wear fitness attire conducive to safety and physical performance including T-shirt (minimum), shorts or active wear pants and sneakers. Students in this course will demonstrate refined activity-specific movement skills in three or more lifetime activities (e.g., recreational games, individual fitness activities, net and racquet games, cardio fitness). 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. Though some 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, to follow sound exercise principles and to create a productive socially responsible active environment that 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.

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, family life and reproductive health, 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.

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. Students will have opportunities to produce work that may meet the requirements for Expectation 9 of the Graduation Portfolio.

FITNESS PLANNING AND DESIGN (NR) 850 .5 credit This elective physical education course, offered to students in grades 9 through 12, is an in-depth study of fitness programming and will provide the knowledge to develop personalized fitness programs. Enrolled students are expected to wear fitness attire conducive to safety and physical performance including T-shirt (minimum), shorts or active wear pants and sneakers. 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. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 5 and 9 of the Graduation Portfolio.~~

FLEXIBILITY AND FITNESS (NR) 834 .5 credit This elective physical education course, offered to students in grades 9 through 12, is an introduction of various techniques to improve flexibility and fitness. Students will learn the importance of maintaining lifelong flexibility, basic to intermediate fitness yoga, dynamic stretching and static stretching. They will also develop and teach their own yoga class. Throughout the Flexibility and Fitness course, 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. ~~Students will have opportunities to produce work that may meet the requirements for Expectation 9 of the Graduation Portfolio.~~

LEADERSHIP IN RECREATION (NR) 851. .5 credit This 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. ~~Students will have opportunities to produce work that may meet the requirements for Expectation 5 & 9 of the Graduation Portfolio.~~

ENGLISH LANGUAGE LEARNERS

ELL INTEGRATED 962 1 credit ELL Integrated will provide students whose primary 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 that provide high school students with earned college credits and advanced placement based on their successful completion of the program.~~ The curricula for CHARIHOTech 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.

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 requirements) to advance to the second semester.

In programs that require safety standards (i.e., OSHA), students must consistently meet those expectations. In the event that a student fails to consistently meet safety standards, a retraining opportunity will be provided and documented. Following retraining and documented continued failure on the part of a student to meet safety standards, the Director will recommend that the Superintendent remove the student from his/her career and technical center program, with notification and return of the student to the sending district. Chariho students will be rescheduled into alternative courses.

The Director may recommend that the Superintendent remove students who fail to earn a passing grade in their career and technical program or who fail multiple academic classes, making completion of the career and technical program unlikely. The Director may also recommend that the Superintendent remove students who have multiple and serious violations of the High School Standards for Student Behavior, with those behaviors negatively influencing the possibility of positive outcomes in the student's career and technical program.

Refer to the National Career Clusters chart for pathway description, industry certification, and related careers.

GRAPHIC DESIGN

GRAPHIC DESIGN 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. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.~~

GRAPHIC DESIGN II 735 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. ~~Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.~~

GRAPHIC DESIGN III 745 1 credit 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. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.

GRAPHIC DESIGN IV 755 2 credits 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. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio

Graphic Communications Technology Sector	
Graphic Design Program	
Program Description	This program offers students the opportunity for creative development and skills enhancement in the ever-growing, fast-paced career field of visual communication. Students learn safety, the foundations of the graphic arts industry, print production, publishing and digital printing.
Industry Certification	PrintED, NOCTI, Certiport Adobe
Gr. 9	-GRAPHIC DESIGN I (1.0)
Gr. 10	-GRAPHIC DESIGN II (1.0)
Gr. 11	-GRAPHIC DESIGN III (1.0)
Gr. 12	-GRAPHIC DESIGN IV (2.0)
Example Related Careers	Commercial Artist Advertising/Marketing Commercial Photographer Fashion Designer Fashion Illustrator Graphic Artist/Printing Graphic Designer Illustrator Sales/Support Staff Print Manufacturing – Pre-Production Print Manufacturing – Production Design and Web-Print E-Commerce

AGRICULTURAL SCIENCE

AGRICULTURAL SCIENCE I 707 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.

AGRICULTURAL SCIENCE II 708 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.

AGRICULTURAL SCIENCE III 709 Students select 3rd year pathway, Animal Science or Plant Science:

AGRICULTURAL SCIENCE – ANIMAL 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 719 In the final year of the program, students will take part in a take part in a one semester capstone course, which includes an internship, FFA modules, and a Community Enhancement Project. (See the Agriculture Science Capstone course description on page 52). 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.

Environmental & Life Sciences Sector		
	Animal Science Program	Plant Science Program
Program Description	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.	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.
Industry Certification	NOCTI, Pet CPR, OSHA10 Agriculture,	NOCTI, OSHA10 Agriculture
Gr. 9	- <i>Agricultural Science I</i> (.5) - <i>Agricultural Science II</i> (.5)	- <i>Agricultural Science I</i> (.5) - <i>Agricultural Science II</i> (.5)
Gr. 10	- <i>Animal Science</i> (.5) Fall - <i>Plant Science</i> (.5) Spring	- <i>Animal Science</i> (.5) Fall - <i>Plant Science</i> (.5) Spring
Gr. 11 (Pathway Selection)	- <i>Introduction to Animal and Veterinary Science</i> (AVS101) (.5) Fall - <i>Veterinary Science</i> (.5) Spring	- <i>Floral Design</i> OR <i>Turf/Forestry</i> (.5) Fall - <i>Landscape Design</i> (.5) Spring *Turf Management/ Forestry will be offered only in alternating years.
Gr. 12	- <i>Agricultural Science IV Capstone</i> (.5) (Includes a project and internship)	- <i>Agricultural Science IV Capstone</i> (.5) (Includes a project and internship)
Example Related Careers	Laboratory Animal Technician or Manager Artificial Insemination Technician Agriculture Educator Veterinary Technician	Agricultural Journalist Biotechnology Lab Technician Farmer Greenhouse Manager Horticulturist Tree Surgeon

AUTOMOTIVE TECHNOLOGY

AUTOMOTIVE TECHNOLOGY I 721 **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. ~~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. ~~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. 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 760 **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. 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 Sector	
Automotive Technology Program	
Program Description	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.
Industry Certification	NATEF OSHA10
Gr. 9	<i>-Automotive Technology I (1.0)</i>
Gr. 10	<i>-Automotive Technology II (1.0)</i>
Gr. 11	<i>-Automotive Technology III (1.0)</i>
Gr. 12	<i>-Automotive Technology IV (2.0)</i>
Example Related Careers	Automotive Service Technician Mechanics Automotive Specialty Technicians Lube Technicians Porter (Sales/Service) Shipping and Receiving Clerk

COMPUTER TECHNOLOGY

COMPUTER TECHNOLOGY I 727A 1 credit Year 1 students will explore various computer technology careers through hands on labs and exercises in order to experience the broad world of computer science. Students will also learn the history behind some of today's biggest technology companies including Apple, Google, and Microsoft. Students will begin to explore the creative process through programming with website and game design tools. ~~Students who complete year one will have a basic understanding of computer technology and will be ready to begin training for the CompTIA IT fundamentals certification in year 2.~~

COMPUTER TECHNOLOGY II 737A 1 credit Year 2 Students will work hands on with technology and will learn how technology works from the inside out. Students will learn to repair, build, and design computer systems, while learning the foundations of application development. Students will also work toward the CompTIA IT fundamentals certification and receive in depth customer service training in the process. ~~Students who complete year 2 will gain all of the skills necessary to begin training as a service technician.~~

COMPUTER TECHNOLOGY III 747A 2 credits Year 3 students will explore the world of cyber security through concurrent enrollment at URI while working towards the CompTIA A+ certification. A+ is an industry recognized credential that proves to employers that a candidate has received the proper training to begin installing, maintaining, customizing, and operating personal computers. Students will also continue to build on their technical and customer service skills through laboratory experimentation. Students who complete year 3 will have the credentials and training to work creatively toward the certification of their choice. Students will participate in an internship during year three.

AP COMPUTER SCIENCE A 636 1 credit- Year 4 computer technology students will dedicate their time to the creative design process. This credit course expands on students' knowledge of computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), and analysis of potential solutions. The course emphasizes both object-oriented programming and imperative problem solving and design. The AP Computer Science A course centers on the use of the Java programming language. Students will have opportunities that may meet the requirements for Expectation 1 of the Graduation Portfolio. This course is open to all students at Chariho Regional High School.

Information Technology Sector**Computer Technology Program**

Program Description	This four year program prepares students to enter a career in information technology. Students explore game design, computer repair, network administration, cyber security, and application development. Students will have the training and credentials to be ahead of the pack in this highly competitive, highly rewarding field.
Industry Certification	A+
Gr. 9	-Computer Technology I (1.0)
Gr. 10	-Computer Technology II (1.0)
Gr. 11	-Computer Technology III (2.0)
Gr. 12	- AP Computer Science A (1.0)
Example Related Careers	IT consultant Cloud architect Computer forensic investigator Health IT specialist Mobile application developer Web developer Software engineer

CONSTRUCTION TECHNOLOGY

CONSTRUCTION TECHNOLOGY I 722 **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. ~~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 732 **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. ~~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 742 **2 credits** 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 rafters 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. 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 752 **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. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, 8 of the Graduation Portfolio.

Construction Technology Sector		
	Construction Technology Program	Electrical and Renewable Energy Sources Program
Program Description	This program includes house construction as well as projects in cabinetry making and green building technology.	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.
Industry Certification	OSHA 10 NCCER Core NCCER Level 1 & 2	OSHA 10 NCCER Core NCCER Level 1 & 2
Gr. 9	<i>-Construction Technology I (1.0)</i>	<i>-Electrical Technology I (1.0)</i>
Gr. 10	<i>-Construction Technology II (1.0)</i>	<i>-Electrical Technology II (1.0)</i>
Gr. 11	<i>-Construction Technology III (2.0)</i>	<i>-Electrical Technology III (1.0)</i>
Gr. 12	<i>-Construction Technology IV (2.0)</i>	<i>-Electrical Technology IV (2.0)</i>
Example Related Careers	Building Services Technician Cabinetmaking/Millwork Residential or Commercial Carpenter Construction Manager Painter Roofer Junior Carpenter Helper	Electrical Design Engineer Electrician Electronic Systems Technician Electrical Apprentice Motor Controls Technician

COSMETOLOGY

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. ~~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. ~~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 3 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. 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 770 3 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 complement and supplement the skills learned in the program. Students receive a fourth math credit toward graduation requirements upon successful completion of the program. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, 8 of the Graduation Portfolio.

**Business Management, Administration,
Finance & Marketing Sector**

Cosmetology

Program Description	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.
Industry Exams/ Certification	RI State Department of Health Cosmetology License
Gr. 9	<i>-Cosmetology I (1.0)</i>
Gr. 10	<i>-Cosmetology II (2.0)</i>
Gr. 11	<i>-Cosmetology III (3.0)</i>
Gr. 12	<i>-Cosmetology IV (3.0)</i>
Example Related Careers	Cosmetologist Esthetician Fashion Design Nail Technician

CRIMINAL JUSTICE

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. ~~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 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. ~~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. 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. Students are encouraged to participate in an internship. Students will have opportunities to produce work that may meet the requirements for expectations 2, 6 and 8 of the Graduation Portfolio

Law, Public Safety & Government Sector

Criminal Justice Program

Program Description	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.
Industry Certification	NOCTI
Gr. 9	<i>-Criminal Justice I</i> (1.0)
Gr. 10	<i>-Criminal Justice II</i> (1.0)
Gr. 11	<i>-Criminal Justice III</i> (2.0)
Gr. 12	<i>-Criminal Justice IV</i> (1.0)
Example Related Careers	Police Officer Lawyer Private Investigator Federal Law Enforcement Corrections

CULINARY ARTS

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. ~~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. ~~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). 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 784 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. Students will have opportunities to produce work that may meet the requirements for Expectations 3, 5, 6 and 8 of the Graduation Portfolio.

Hospitality Sector		
	Culinary Arts Program	Hospitality & Event Planning Program
Program Description	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.	Students will learn the American Hotel and Lodging Educational Institute as well as Sports and Entertainment Marketing and Event Planning.
Industry Certification	ServSafe TIPS NOCTI ProStart Level 1 & 2 National Restaurant Certificate of Achievement American Culinary Federations Certificates and Program Completions	Hospitality Tourism Management Certification NOCTI
Gr. 9	<i>-Culinary Arts I (1.0)</i>	<i>-Hospitality, Event Planning I (1.0)</i>
Gr. 10	<i>-Culinary Arts II (1.0)</i>	<i>-Hospitality, Event Planning II (1.0)</i>
Gr. 11	<i>-Culinary Arts III (2.0)</i>	<i>-Hospitality, Event Planning III (1.0)</i>
Gr. 12	<i>-Culinary Arts IV (2.0)</i>	<i>-Hospitality, Event Planning IV (2.0)</i>
Example Related Careers	Line Cook Culinary – Prep Cook Chef Culinary Arts & Food Services Restaurant Operations Baker	Concierge Hotel Operations – Room Attendant Hotel Operations – Laundry Attendant Hotel Operations – Guest Room Service Agent Event Planner Reservations Manager Sports Promoter Tourism – Amusement and Recreation Attendant Tourism – Tour Guide Tourism – Travel Agent

EARLY CHILDHOOD/ELEMENTARY EDUCATION

EARLY CHILDHOOD/ELEMENTARY EDUCATION I 704 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 pre-school children within our onsite preschool setting will be included. ~~Students will have the opportunity to produce work that may meet the requirements for expectations 2, 5 and 9 of the Graduation Portfolio.~~

EARLY CHILDHOOD AND ELEMENTARY EDUCATION II 705 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. ~~Students will have the opportunity to produce work that may meet the requirements for expectations 2, and 5 of the Graduation Portfolio.~~

EARLY CHILDHOOD AND ELEMENTARY EDUCATION III 706 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. Students will have the opportunity to produce work that may meet the requirements for expectations 2 and 5 of the Graduation Portfolio.

EARLY CHILDHOOD AND ELEMENTARY EDUCATION IV 716 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. Students will have the opportunity to produce work that may meet the requirements for expectations 2, 5 and 8 of the Graduation Portfolio.

Education, Training & Human Services Sector**Early Childhood/Elementary Education Program**

Program Description	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.
Industry Certification	RI Department of Education Certified Paraprofessional (TA) RI Early Childhood Development Standards
Gr. 9	<i>-Early Childhood/Elementary Education I (1.0)</i>
Gr. 10	<i>-Early Childhood/Elementary Education II (1.0)</i>
Gr. 11	<i>-Early Childhood/Elementary Education III (1.0)</i>
Gr. 12	<i>-Early Childhood/Elementary Education IV (2.0)</i>
Example Related Careers	Early Childhood Teacher Elementary Education Teacher Paraprofessional (Teaching Assistant) Teacher

ELECTRICAL TECHNOLOGY

ELECTRICAL TECHNOLOGY 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 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 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. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 6, and 8 of the Graduation Portfolio.

ELECTRICAL TECHNOLOGY IV 799 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. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 6, and 8 of the Graduation Portfolio.

Construction Technology Sector		
	Construction Technology Program	Electrical and Renewable Energy Sources Program
Program Description	This program includes house construction as well as projects in cabinetry making and green building technology.	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.
Industry Certification	OSHA 10 NCCER Core NCCER Level 1 & 2	OSHA 10 NCCER Core NCCER Level 1 & 2
Gr. 9	<i>-Construction Technology I (1.0)</i>	<i>-Electrical Technology I (1.0)</i>
Gr. 10	<i>-Construction Technology II (1.0)</i>	<i>-Electrical Technology II (1.0)</i>
Gr. 11	<i>-Construction Technology III (2.0)</i>	<i>-Electrical Technology III (1.0)</i>
Gr. 12	<i>-Construction Technology IV (2.0)</i>	<i>-Electrical Technology IV (2.0)</i>
Example Related Careers	Building Services Technician Cabinetmaking/Millwork Residential or Commercial Carpenter Construction Manager Painter Roofer Junior Carpenter Helper	Electrical Design Engineer Electrician Electronic Systems Technician Electrical Apprentice Motor Controls Technician

ENGINEERING, DRAFTING AND DESIGN

ENGINEERING, DRAFTING AND DESIGN I 723 1 credit 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. ~~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. ~~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. 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 775 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 experiences to complement and supplement the skills learned in the program. Students **Go to Table of Contents 96** receive a fourth math credit toward graduation requirements upon successful completion of the program. Students will have opportunities to produce work that may meet the requirements for Expectations 2, 3, 4, 5, and 8 of the Graduation Portfolio.

Pre-Engineering Technology Sector

Engineering, Drafting and Design Program

Program Description	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.
Industry Certification	NOCTI Architectural Drawing NOCTI Technical Drawing
Gr. 9	<i>-Engineering, Drafting and Design I (1.0)</i>
Gr. 10	<i>-Engineering, Drafting and Design II (1.0)</i>
Gr. 11	<i>-Engineering, Drafting and Design III (1.0)</i>
Gr. 12	<i>-Engineering, Drafting and Design IV (2.0)</i> <i>-Internship</i>
Example Related Careers	Architectural and Civil Drafter Architectural Engineer CNC Machinist Mechanical Engineer Surveyor Entry Level Manufacturing Entry Level Production Manufacturing Specialist

HEALTH CAREERS

HEALTH CAREERS I 738A 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. **Successful completion of this course fulfills a 1 credit science elective.** ~~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 748 1 credit 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. Passing both semesters of this level is a prerequisite for Health Careers III. ~~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 759 2 credits 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. Passing both semesters of this level is a prerequisite for Health Careers IV. 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 788 (1 credit) 1788A (2 credits) # of credits Program Dependent: 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 to 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. Ten 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 **Go to Table of Contents 97** roles and responsibilities of a specific medical pathway. Medical Internship or Pharmacy students have the option of taking Health Careers IV as I or II credits. EMT students must take the full two credits. Students will

produce work that may meet the requirements for Expectations 2, 3, 5, 6, 8, and 10 of the Graduation Portfolio.

Health Careers/Medical Pathways Sector			
Health Careers			
Program Description	This program offers students the opportunity to learn about the hospital setting and the variety of professional pathways that exist in the Health Industry. The Health Careers program is an introduction to the many careers in the Health Care industry. The Health Careers program is a stepping-stone to the many careers in the health field. 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. Students in their fourth year will have the option to complete the Emergency Medical Technician (EMT) Certification, Pharmacy Technician Certification or participate in a Medical Internship.		
Industry Certification	CPR/First Aid & RI Certified Nursing Assistant License AND Emergency Medical Technician (EMT) OR Pharmacy Technician License		
Gr. 9	<i>-Health Careers I</i> (1.0)		
Gr. 10	<i>-Health Careers II</i> (1.0) <i>-Anatomy and Physiology</i> (1.0)*		
Gr. 11	<i>-Health Careers III</i> (2.0) <i>-Anatomy and Physiology</i> (1.0)*		
Gr. 12	Emergency Medical Technician (EMT)	Pharmacy Technician	Medical Internship
	<i>-Health Careers IV</i> (2.0) <i>-AP Biology</i> (2.0)	<i>-Health Careers IV</i> (1.0 or 2.0) <i>-Internship</i> <i>-AP Chemistry</i> (2.0)	<i>-Health Careers IV</i> (1.0 or 2.0) <i>-Internship</i> <i>-AP Chemistry</i> (2.0)
Example Related Careers	Certified Nursing Assistant (CNA) Emergency Medical Responder Emergency Doctor Paramedic	Certified Nursing Assistant (CNA) Pharmacist Pharmaceutical Technician Pharmaceutical Sales	Certified Nursing Assistant Medical Assistant Medical Doctor Nursing Occupational Therapist Physical Therapist Physician's Assistant Radiologist

Required courses are bold and italicized

*All starred courses can be taken in either year they are listed

HOSPITALITY & EVENT PLANNING

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. ~~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 1 credit Students will be 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. ~~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, Artsy, 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. 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 797 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 k100-hour, on-site workplace requirement in a qualifying position. Students completing the Hospitality Tourism **Go to Table of Contents 98** Management Program Year 1 and 2, enter the Hospitality Industry at a higher level position of employment in the field. 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 Sector		
	Culinary Arts Program	Hospitality & Event Planning Program
Program Description	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.	Students will learn the American Hotel and Lodging Educational Institute as well as Sports and Entertainment Marketing and Event Planning.
Industry Certification	ServSafe TIPS NOCTI ProStart Level 1 & 2 National Restaurant Certificate of Achievement American Culinary Federations Certificates and Program Completions	Hospitality Tourism Management Certification NOCTI
Gr. 9	<i>-Culinary Arts I (1.0)</i>	<i>-Hospitality, Event Planning I (1.0)</i>
Gr. 10	<i>-Culinary Arts II (1.0)</i>	<i>-Hospitality, Event Planning II (1.0)</i>
Gr. 11	<i>-Culinary Arts III (2.0)</i>	<i>-Hospitality, Event Planning III (1.0)</i>
Gr. 12	<i>-Culinary Arts IV (2.0)</i>	<i>-Hospitality, Event Planning IV (2.0)</i>
Example Related Careers	Line Cook Culinary – Prep Cook Chef Culinary Arts & Food Services Restaurant Operations Baker	Concierge Hotel Operations – Room Attendant Hotel Operations – Laundry Attendant Hotel Operations – Guest Room Service Agent Event Planner Reservations Manager Sports Promoter Tourism – Amusement and Recreation Attendant Tourism – Tour Guide Tourism – Travel Agent

MARINE TECHNOLOGY

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. ~~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. ~~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. 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 714 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. 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.

Marine Technology Sector

Marine Technology Program

Program Description	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.
Industry Certification	OSHA10
Gr. 9	<i>-Marine Technology I (1.0)</i>
Gr. 10	<i>-Marine Technology II (1.0)</i>
Gr. 11	<i>-Marine Technology III (1.0)</i>
Gr. 12	<i>-Marine Technology IV (2.0)</i>
Example Related Careers	Captain Marine Specialists Ship and Mechanics Technician Diesel Mechanics

WELDING & FABRICATION

WELDING & FABRICATION I 753 1 credit The Welding & Ship fitting 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). ~~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 & FABRICATION II 763 1 credit 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). ~~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 & FABRICATION III 785 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 & FABRICATION IV 786 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).

Manufacturing Sector	
Welding and Shipfitting Program	
Program 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	<i>-Welding and Fabrication I (1.0)</i>
Gr. 10	<i>-Welding and Fabrication II (1.0)</i>
Gr. 11	<i>-Welding and Fabrication III (2.0)</i>
Gr. 12	<i>-Welding and Fabrication IV (1.0)</i> -Specialization OR Internship
Example Related Careers	Journeyman Metal Fabricator Structural Welders Welder – Entry Level Welding Inspector

STUDENT ACTIVITIES

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.

Art Club	Competitive Cheerleaders	Girls Cross Country	InkStigators Writing Club	Skills USA
Band	Class Councils	Girls Field Hockey	Interact Club	Ski Club
Boys Baseball	Creative Writing Club	Girls Hockey	Magic Club	Science Olympiad
Boys Basketball	Diversity Book Club	Girls Lacrosse	Math Club	STEM @ Chariho
Boys Cross Country	Drama Club	Girls Recognized For Leadership	Mental Health Awareness Club	Student Advisory Board
Boys Lacrosse	Earth Club	Girls Soccer	Men's/ Women's Choral Groups	Student Council
Boys Soccer	E-Sports	Girls Softball	Model Legislature	Student Newspaper
Boys Track & Field <i>Indoor & Outdoor</i>	Football	Girls Tennis	Poetry Out Loud	Swim Team (Independent)
Boys Volleyball	Football Cheerleaders	Girls Track & Field <i>Indoor & Outdoor</i>	Peer Mentors	Unified Basketball
Boys Wrestling	Future Business Leaders of America	Girls Volleyball	Peer Tutors	Unified Volleyball
Boys Tennis	Future Farmers of America	Golf	Robotics Club	VAASA
Boys Hockey	Gay/Straight Alliance	Gymnastics	SADD	World Language @ Chariho
Chariho Vocal Select	Girls Basketball	Humanities @ Chariho	Shakespeare Club	Yearbook Club

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](#)