



Dear Parents and Students:

The Mt. Hope High School Program of Studies offers a selection of quality courses that meet the educational needs of all students. The Program of Studies is designed to help students select courses and construct a personalized educational plan that will provide the proper foundation for a positive high school experience and prepare students for a successful future. Mt. Hope High School offers various pathways that can provide exciting opportunities for students to explore their areas of interest and lead them to potential endorsements, credentialing, internships as well as potential job opportunities.

During the program planning process, I encourage parents and students to carefully review this document and design a course of studies that meets the academic expectations and individual goals of the students. Please do not hesitate to contact your teachers, guidance counselors, and administrators for assistance with this very important task.

Sincerely,

Dr. Deborah DiBiase, Principal



<b>Mt. Hope High School Administration</b>	<b>Bristol Warren Regional School Committee</b>
<p>Dr. Deborah DiBiase, Principal Ext. 3004            Mrs. Michelle King, Assistant Principal Ext. 3020            Dr. Rosemary Burns, Assistant Principal Ext. 3005            Mr. Vincent Turchetta, Dean of Students Ext. 3016</p>	<p>Chairperson: Paul Silva            Vice Chairperson: Erin Schofield            Treasurer: Marjorie McBride            Secretary: William O'Dell            Diana Campbell            John Saviano            John Bento            Adam Ramos            Brian Bradshaw</p>



## **Table of Contents**

Core Values and Belief Statements	3
Graduation Expectations	4
Grading Policy	6
Class Rank and Honor Societies	7
Guidance Department and Course Selection Process	8
Advanced Placement Course Offerings	9
Dual and Concurrent Enrollment	10
Virtual Learning Opportunities	10
Pupil Personnel Services (PPS)	48
Alternative Learning Program (ALP)	49
Non-Discrimination Policy	51

### **Academic Departments in Alphabetical Order**

Arts and Applied Arts	34
Performing Arts	38
Visual Arts	44
Business	34
English Language Arts and Reading	11
Family & Consumer Sciences	37
Foreign Languages	14
Marketing & Finance Pathways	34
Mathematics	24
Project Lead the Way; Engineering	20
Project Lead the Way; Computer Science	21
Physical Education & Health	31
Pupil Personnel Services	48
Science	27
Social Studies	16
STEM Endorsement	19
Technology Education	20

**Mt. Hope High School's**  
**Core Values:**  
*Strengthen your core and get RRHIIP'd !*

- ◆ **Respect**
- ◆ **Responsibility**
- ◆ **Honesty**
- ◆ **Integrity**
- ◆ **Intellectual Curiosity**
- ◆ **Perseverance**

**Beliefs About Learning**

- ◆ **Students Learn Best when in a trusted, supportive and respectful environment in which they feel physically and emotionally safe.**
- ◆ **Students should experience equal opportunities to work independently and collaboratively in a cooperative manner.**
- ◆ **Students should have choices in their education based on their unique learning style and future goals that provide them the opportunity to achieve success at their own pace.**
- ◆ **Students learn best when they are engaged in challenging curricula that provides the opportunity to solve authentic (real-world) problems.**
- ◆ **Technology is a vital instructional tool used to enhance and support teaching and learning.**

**Academic Competencies**

- ◆ **Read for a variety of purposes**
- ◆ **Write for a variety of audiences and purposes**
- ◆ **Listen and speak to gain, evaluate and present complex information**
- ◆ **Solve complex problems**
- ◆ **Access, evaluate and utilize information, media and technology**

**Social Competencies**

- ◆ **Learn from and work collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect**
- ◆ **Know how to make appropriate choices with respect to one's physical, social, and emotional well-being**
- ◆ **Act responsibly and respectfully towards self and others keeping the interests of the larger community in mind**
- ◆ **Utilize time and manage workload efficiently**

**Civic Competencies**

- ◆ **Participate effectively in civic life by being a responsible and skilled citizen**
- ◆ **Exhibit ethical behavior in the areas of honesty, integrity, and self-discipline**
- ◆ **Value and respect school and community property**
- ◆ **Exercise the rights and responsibilities of citizenship in a republic**

## GRADUATION REQUIREMENTS

In compliance with the R.I. Board of Regents' High School Regulations, Mt. Hope High School's proficiency based diploma system incorporates traditional credits with proficiency-based graduation requirements, (PBGR's) in the following areas: ELA, Mathematics, Science, Social Studies, the Arts and Technology. Students will show evidence of proficiency in the PBGR's, as well as in an area of specialized interest.

Students graduating in 2019 and 2020 will have the option to choose between a portfolio aligned to the Proficiency Based Graduation Requirements (PBGRS) or a revised diploma system based on Mt. Hope High School's Academic, Civic and Social Competencies; assessed as Communication, Critical Thinking, Problem Solving, as well as Civic and Social Responsibility.

**Students must commit to the portfolio type by November 2018.**

**Summary of elements necessary for graduation from Mt. Hope High School are:**

Year of Graduation	Credits	Portfolio/Proficiency Requirements	Testing	ILP
2019	23	PBGR's or Big Three	SAT/State Science Assessment	Yes
2020	23	PBGR's or Big Three	PSAT/SAT/State Science Assessment	Yes
2021	23	Big Three	PSAT/SAT/State Science Assessment	Yes
2022	23	Big Three	PSAT/SAT/State Science Assessment	Yes

**Each element is described in further detail below**

### 1. Completion of 23 Credits

Content Area	Credits
Arts	1
English; 1 course per year	4
Social Studies	3
Mathematics; 1 course per year <i>Must be earned in 4 different courses 4<sup>th</sup> year cannot be a "math related" course</i>	4
Science	3
Physical Education/Health	2
Electives <i>From any Mt. Hope High School content area</i>	6

### 2. Demonstration of Proficiency in a Graduation Portfolio (PBGR's)

- a. Students choosing to demonstrate proficiency through all of Mt. Hope High School's Proficiency-Based Graduation Requirements (PBGRs) will need to collect artifacts, which could be: common tasks, performance tasks aligned to a PBGR, SAT or current state assessment results, or a project, product or performance completed outside of school which is aligned to a Mt. Hope High School PBGR's and assessed by faculty or administration using Mt. Hope High School's school-wide rubrics.
- ◆ All juniors **must participate** in a Portfolio Panel Presentation during the spring of their junior year. If a student successfully completes all PBGR's and the portfolio presentation, s/he will not be required to present during her/his senior year. If a student *has not* met all PBGRs, the student must participate in the portfolio panel presentation in which s/he details her/his action plan for completing outstanding requirements. The action plan will be developed and reviewed with the Digital Portfolio Coordinator. Students who fail to

participate in the Junior Portfolio Panel Presentation may lose social privileges. Students will be required to meet with the administration and to participate in a portfolio panel presentation.

- ◆ Seniors who did not meet PBGRs during their junior year must participate in a Portfolio Panel Presentation during the spring of their senior year. If a student does not achieve proficiency after participating in the Portfolio Panel Presentation, s/he must meet with the Digital Portfolio Coordinator to develop a plan to complete requirements. **Seniors must complete all Proficiency Based Graduation Requirements by the last day of the Senior Final Examination Period. Under extraordinary extenuating circumstances, exceptions may be granted by the principal or his designee.**

*PLEASE REFER TO STUDENT HANDBOOK FOR A COMPLETE LIST OF THE PBGR COMPETENCIES*

- b. **Demonstration of Proficiency in Academic, Civic and Social Competencies:** Students will maintain and present a Graduation Portfolio demonstrating their achievement of the school wide Academic, Civic and Social Competencies, assessed as Communication, Critical thinking, Problem Solving as well as Civic and Social Responsibilities.

<b>BIG THREE</b>		
<b>Communication</b>	<b>Critical Thinking</b>	<b>Problem Solving</b>
<ul style="list-style-type: none"> <li>• Control and Supports Ideas</li> <li>• Organize</li> <li>• Appeal to Audience</li> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Conceptualize</li> <li>• Apply</li> <li>• Analyze</li> <li>• Synthesize</li> </ul>	<ul style="list-style-type: none"> <li>• Identify</li> <li>• Apply</li> <li>• Implement</li> <li>• Reflect/Analyze</li> </ul>
<b>Civic Responsibility</b>		<b>Social Responsibility</b>
<ul style="list-style-type: none"> <li>• Responsible Citizen</li> <li>• Ethical, Honest Behavior</li> <li>• Integrity and Self Discipline</li> <li>• Value and Respect</li> <li>• Citizenship</li> </ul>		<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Acting Responsibly Toward Self and Others</li> <li>• Make Responsible Choices</li> <li>• Utilize and Manage Time and Workload</li> </ul>

- ◆ **Interview:** In their freshmen and sophomore years students will be interviewed to discuss their progress and growth toward the school wide expectations of communication, critical thinking, problem solving as well as civic and social responsibility.
- **Portfolio Presentation:** In their junior and senior years, students will present their portfolio to a panel of teachers. The final presentation in senior year will require the student to provide evidence to support their proficiency in school wide, academic, civic and social competencies, assessed as communication, critical thinking, problem solving as well as civic and social responsibility. Evidence submitted will reflect student voice and choice as well as an area of specialized interest. Evidence can include, but will not be limited to a compilation of common or performance tasks, projects and/or products or performances completed inside or outside of school that are aligned to Mt. Hope High School rubrics.

### 3. Participation in school wide administration of PSAT/SAT:

Students must participate in the school day administration of the PSAT in grade 10 and the school day administration of the SAT in grade 11. The PSAT and the SAT will be given during the school day and free of charge.

**4. Participation in the state Science Assessment:** Students must participate in the administration of the State Science assessment according to a timetable determined by the Rhode Island Department of Education.

**5. Creation and maintenance of an Individualized Learning Plan (ILP)**

Each student will create an ILP with assistance and support from the Guidance Department, parents and members of the Mt Hope Community. It is created, maintained and reviewed throughout the year and includes such components as an assessment of skills, values, interests, the creation of goals, and is aligned to the course selection process. The graduation portfolio will be based upon interests identified in the ILP.

**Course Grading and Weight System**

Letter Grade	Numerical Equivalent	Quality Points
A+	97-100	4.33
A	93-96	4.0
A-	90-92	3.66
B+	87-89	3.33
B	83-86	3.0
B-	80-82	2.66
C+	77-79	2.33
C	73-76	2.0
C-	70-72	1.66
D	65-69	1.0
F	64 and below	0

Course Level	Course Weight
Advanced Placement (AP)	1.25
Honors	1.20
College Preparatory	1.10

**◆ MARKING SYSTEM**

Report cards are issued four times annually at the end of each term. Student grades are also available throughout the school year, using the online, parent portal of our student information system.

**◆ INCOMPLETE GRADES**

Under extenuating circumstances, a teacher may request permission from administration to issue an incomplete grade for a student. Since an incomplete grade cannot be a final grade, it is the responsibility of the student and parent to arrange a schedule with the teacher to complete this work within two weeks of the end of the quarter. At the end of the two weeks, the teacher will finalize the student's grade.

**◆ GRADE AND CREDIT CHANGES**

A grade and/or credit adjustment can only be made by the teacher of record for the specific course at issue or by the principal where the course was taken.

**◆ HONOR ROLL**

To be eligible for the Honor Roll, students must receive grades in a minimum of 6 courses at Mt. Hope High School. The Honor Roll is computed four times each year based on quarterly grades. Students who earn a cumulative B average with no grade lower than a C will be placed on the Honor Roll. Students who earn a cumulative A- average or above with no grade lower than a C will be identified as achieving high honors.

◆ **CLASS RANK**

For college admissions purposes, a temporary class rank is computed at the end of the eleventh grade. The final rank from which the class valedictorian and salutatorian are selected is computed at the end of the Senior Examination period. Class rank is determined using the student’s cumulative, weighted GPA. Members of the senior class must have attended Mt. Hope High School for all of grades 10, 11 and 12 to be considered for class rank.

**MT. HOPE HIGH SCHOOL HONOR SOCIETIES**

- ◆ ***NATIONAL HONOR SOCIETY:*** Selection is administered during second semester of junior year.

Selection is based on students demonstrating excellence in four areas – Scholarship, Leadership, Character, and Service.

Scholarship, criteria is a weighted GPA of 4.0.

Leadership, Character, and Service are all demonstrated by eligible students on the “resume” portion of the NHS application.

Students are required to submit the following:

- Student resume which includes a written response to a specific prompt
- 8 recommendations from their teachers
- 1 recommendation from their Guidance Counselor
- 1 recommendation/review from the Dean of Students

- ◆ ***RI HONOR SOCIETY:***

Selection is administered following the end of the first semester of senior year.

Selection is based on a non-weighted average of course grades, from freshman year through the end of first semester of senior year, of a 3.3 or higher, per Rhode Island Honor Society by-laws.

- ◆ ***THE ART HONOR SOCIETY:***

The Art Honor Society is a chapter of the National Art Honor society, which has a charter from the National Art Education Association. Participation is open to students in grades 10 – 12 who are currently enrolled in an art class, and maintain an B- or better average in their art courses. Students must attend meetings regularly, provide service to the community, and be committed to excellence in their artwork.

- ◆ ***THE FOREIGN LANGUAGE HONOR SOCIETY:***

The Mt. Hope High School Foreign Language Honor Society recognizes the achievements of students who excel in foreign language study. Seniors who are currently enrolled in a level IV or V language course who have maintained a B+ average throughout their years of foreign language study are eligible for membership.



## GUIDANCE DEPARTMENT

The mission of the Guidance Department at Mt. Hope High School is to support the academic, emotional, social, personal and occupational growth of all students. The counselors help each student understand and fulfill his/her potential for being a skillful learner and a responsible, productive member of our school and community.

### MT. HOPE GUIDANCE COUNSELORS

Counselor	Student Caseload	EMAIL	Extension
Theresa Brodd	A-DEL	<a href="mailto:Theresa.brodd@bwrsd.org">Theresa.brodd@bwrsd.org</a>	3025
Brian MacDougall	DEM-K	<a href="mailto:Brian.macdougall@bwrsd.org">Brian.macdougall@bwrsd.org</a>	3024
Karen Ferreira	L-P	<a href="mailto:Karen.ferreira@bwrsd.org">Karen.ferreira@bwrsd.org</a>	3023
Sherry Atkinson	Q-Z	<a href="mailto:Sherry.atkinson@bwrsd.org">Sherry.atkinson@bwrsd.org</a>	3027

### COURSE SELECTION PROCEDURE

Thoughtful, informed course selection is an important component to academic success and needs to be taken seriously by students and parents. It is a process that must involve the recommendations of teachers, consideration of the student's past performance and future life plans. A four-year program should be developed in conjunction with teachers, guidance counselors and parents and guardians. Students will complete the COURSE SELECTION WORKSHEET by obtaining appropriate faculty and parent/guardian signatures. Students will indicate course alternates for all elective courses.

### ADD/DROP PERIOD and DEADLINE TO DROP A COURSE

Students should only register for classes that they intend to complete. **Do not register for classes with the idea that changes will be made if things do not work out.** The decision to elect a course is much like a contract. Please contact the Guidance Department as soon as you know a change is necessary. Teacher preference cannot be the basis for changes.

The deadline for all students in all grades to add or drop a yearlong or first semester course is the 15<sup>th</sup> day of the first quarter. For courses beginning in the second semester, the deadline to add or drop a course is the 15<sup>th</sup> day of the third quarter. Students must obtain a Request for a Schedule Change Form from the Guidance Department. This form must be returned with parent/guardian's signature. Students will only be allowed to change a level or drop a course with written parental/guardian approval. Teacher preference cannot be the basis of course changes. **VHS courses cannot be dropped once the semester has begun.**

**Only under rare and extraordinary situations will an exception be made for course changes after the deadline.** In such cases, the student and parent/guardian must write a letter of appeal to the principal explaining how the student's circumstances at the time of the requested changes are significantly different from the circumstances at the deadline.

*Students who are allowed to drop a course OR students who are removed from a class for disciplinary reasons after the deadline date will receive a grade of WITHDRAWN (W) on the high school record.* Students who receive a grade of (W) will not receive a grade nor be awarded any credit for the course.

## COURSE LEVELS AND PERFORMANCE EXPECTATIONS

College Preparatory Level	Honors Level	Advanced Placement College Board Approved Courses
<p>Courses offered at Mt. Hope High School are designed with curriculum that will prepare them for post-secondary education. This curriculum is designed to enable students to achieve the school's graduation expectations.</p> <p>College Preparatory courses are scaffolded to allow students multiple opportunities to achieve state and content standards. Achievement is measured in a variety of ways including traditional, authentic tasks and performance based assessments.</p>	<p>Honors courses at Mt. Hope High School are designed with curriculum that prepares students for post-secondary education. This curriculum is designed to enable students to achieve the school's graduation expectations.</p> <p>Honors courses are designed so that students achieve state and content standards. The honors curriculum requires a willingness to complete extensive independent and supplementary work outside of the school day. Honors courses are taught at an accelerated pace, and the breadth and depth of content is explored more comprehensively than in the traditional college preparatory courses. Achievement is measured in a variety of ways including traditional, authentic tasks, in depth investigations or projects as well as performance based assessments.</p>	<p>AP courses offered at Mt. Hope High School are college level classes for which students may receive college credit from some institutions upon the successful completion of the AP examination. AP courses are designed as first year college courses that follow an approved curricula approved by the College Board. The courses address a broad content, at a deep level, and at a faster pace. Students taking an AP course should expect to spend significant time on independent reading, projects and papers. Students considering AP courses should be able to:</p> <ul style="list-style-type: none"> <li>◆ Read independently and readily recall essential information</li> <li>◆ Organize and synthesize large amounts of material</li> <li>◆ Write organized and sophisticated essays</li> </ul>
<p><b><u>AP Test Policy</u></b>            Students enrolled in Advanced Placement courses are expected to take the Advanced Placement examinations offered in the spring. <b>Failure to take the AP examination will result in the surrender of AP weight and status on the student's transcript.</b>            Students are responsible for payment of applicable AP examination fees set by the College Board. Financial assistance is available for qualifying students. Students should speak to their guidance counselors about obtaining financial assistance.  <b>Failure to pay for the AP examination will result in the surrender of AP weight and status on the student's transcript. Updated transcripts will be sent to post-secondary schools, colleges and universities.</b></p>		

### Mt. Hope High School currently offers the following AP courses:

English Literature and Composition  
 English Language and Composition  
 Spanish Language and Composition  
 French Language and Composition  
 Spanish Literature and Culture  
 U.S. History  
 European History  
 Psychology  
 Macroeconomics  
 US Government and Politics  
 Calculus AB

Statistics  
 Biology  
 Chemistry  
 Environmental Science  
 Physics I  
 Music Theory  
 Research  
 Studio Art 2-D  
 Studio Art 3-D  
 Drawing

## DUAL ENROLLMENT

Students who qualify are afforded the opportunity to apply to college and, if accepted, complete their senior year of high school, while simultaneously enrolled as a non-matriculating student at a post-secondary institution. Mt. Hope presently participates in dual enrollment programs with Community College of Rhode Island's Running Start and High School Enrichment Programs, as well as Johnson & Wales University's Early College Enrollment Program. It is very important to begin investigating opportunities for concurrent enrollment during junior year. Most colleges and programs adhere to strict application deadlines.

## CONCURRENT ENROLLMENT

Students take approved college level courses as part of their high school program and earn both high school and college credit. Mt. Hope has articulation agreements for approved college credit courses with the following colleges or universities:

*Rhode Island College Early Enrollment Program (EEP):*

- Computer Aided Design
- Music Theory/Composition
- Advanced Digital and Audio Recording
- Statistics

*University of Rhode Island (EEP):*

- URI Writing

**Please see teachers and/or guidance counselors for specific guidelines indicated in articulation agreements.**

### ◆ VIRTUAL LEARNING OPPORTUNITES

Mt Hope High School provides students with the opportunity to extend and enrich their learning opportunities by taking online courses. This is offered as full year or semester courses in the Arts, Interdisciplinary Study, Language Arts, Math, Science, Social Science, and Technical Skills as well as a wide range of Advanced Placement courses. Guidance counselors will inform students of the application process. This online learning program is rigorous and each course has certain grade levels and pre-requisites that must be met. These online, extended learning opportunities are for the exceptional learner who has demonstrated a strong work ethic, is organized, and has good time management skills. Courses that are currently offered at MHHS, in the traditional classroom, may not be taken as an online course. Once all applications are in, the guidance counselors in conjunction with content area specialists will make the selections. Students will be notified by their guidance counselors.

Mt. Hope High School also offers an alternative, online program that is specifically designed to assist a limited number of qualifying students. Under close teacher supervision, students take these online courses with a self-paced approach to graduation.

### ◆ FLEXIBILITY FOR ALTERNATIVE PROGRAMS

In an effort to help students achieve personal goals, Mt. Hope High School will consider approval of additional alternative programs. Programs should be linked to the students' Individual Learning Plans (ILPs). See your guidance counselor for more information.

### ◆ ENGLISH AS A SECOND LANGUAGE PROGRAM (ESL)

The goal of the ESL program is to provide appropriate language experiences so that students who are English language learners may become proficient in the English language. This program emphasizes the acquisition of interpersonal communication skills and encourages competitive academic skills. Instructional strategies promote effective speaking, reading, writing, listening, and thinking in English. Credit is earned through all ESL courses.

**HUMANITIES DEPARTMENT**  
English, Social Studies and Foreign Language

**ENGLISH LANGUAGE ARTS and READING**

English Ext. 3700

Grade level	Courses	Electives	AP Offerings
9	English 9 or English 9 honors	Film as Literature (9-12) Music as Literature (9-12) Creative Writing (9-12) Journalism (9-12)	
10	English 10 or English 10 honors	SAT Prep: Critical Reading and Writing (10-12)	
11	English 11 or English 11 honors	SAT Prep: Critical Reading and Writing (10-12)	English Language Composition (AP)
12	English 12 or English 12 honors	URI Writing 104 SAT Prep: Critical Reading and Writing (10-12)	English Literature and Composition (AP)

**010901 ENGLISH 9 HONORS**

**1 Credit♦ Gr. 9**

English 9 Honors is a rigorous, skills-based course in which students learn to implement effective strategies to improve their reading and writing. Students will read and respond, through oral and written analysis, to short stories, poems, informational texts, and major works. In addition, students will produce constructed responses as well as argumentative, informational/explanatory, and narrative essays. In this fast-paced course, students will be required to work independently and complete Honors extensions. The rigor of the curriculum instruction will begin to prepare students to develop the skills, habits of mind and concepts to be successful in AP English.

**010902 ENGLISH 9**

**1 Credit♦ Gr. 9**

English 9 is a skills-based course in which students learn to implement effective strategies to improve their reading and writing. Students will read and respond, through oral and written analysis, to short stories, poems, informational texts, and major works. In addition, students will produce constructed responses as well as argumentative, informational/explanatory, and narrative essays.

**010903 ENGLISH 9**

**2.0 Credits♦ Gr. 9 (1 English credit/1 elective English credit)**

English 9 is a double period that is designed to provide students with individualized literacy support. In this skills and standards based course, grounded in literacy content, students will learn to implement effective strategies to improve their reading and writing. Students will read and respond, through oral and written analysis, to short stories, poems, informational texts, and major works. In addition, students will produce constructed responses as well as argumentative, informational/explanatory, and narrative essays.

**011001 ENGLISH 10 HONORS**

**1 Credit♦ Gr. 10**

English 10 Honors is a rigorous, skills-based course in which students learn to implement effective strategies to improve their reading and writing. Students will read and respond, through oral and written analysis, to various short stories, poems, informational texts, and major works. This course will take an interdisciplinary approach considering texts within historical, social, cultural, and political contexts. In addition, students will produce constructed responses as well as argumentative, informational/explanatory, and narrative essays. In this fast-paced course, students will be required to work independently and complete Honors extensions. The rigor of the curriculum instruction will begin to prepare students to develop the skills, habits of mind and concepts to be successful in AP English.

**011002 ENGLISH 10****1 Credit♦ Gr. 10**

English 10 is a skills-based course in which students learn to implement effective strategies to develop their reading and writing. Students will read and respond, through oral and written analysis, to various short stories, poems, informational texts, and major works. This course will take an interdisciplinary approach considering texts within historical, social, cultural, and political contexts. In addition, students will produce will produce constructed responses as well as argumentative, informational/explanatory, and narrative essays.

**011101 ENGLISH 11 HONORS****1 Credit♦ Gr. 11**

English 11 Honors is a rigorous, skills-based course in which students learn to implement effective strategies to improve their reading and writing. Students will read and respond, through oral and written analysis, to various short stories, poems, informational texts, and major works. This course will take an interdisciplinary approach considering texts within historical, social, cultural, and political contexts. In addition, students will produce constructed responses as well as argumentative, informational/explanatory, and narrative essays. In this fast-paced course, students will be required to work independently and complete Honors extensions.

**011102 ENGLISH 11****1 Credit♦ Gr. 11**

English 11 is a skills-based course in which students learn to implement effective strategies to develop their reading and writing. Students will read and respond, through oral and written analysis, to various short stories, poems, informational texts, and major works. This course will take an interdisciplinary approach considering texts within historical, social, cultural, and political contexts. In addition, students will produce will produce constructed responses as well as argumentative, informational/explanatory, and narrative essays.

**011201 ENGLISH 12 HONORS****1 Credit♦ Gr. 12**

English 12 Honors is a rigorous, skills-based course in which students learn to implement effective strategies to improve their reading and writing. Students will read and respond, through oral and written analysis, to various short stories, poems, informational texts, and major works. This course will take an interdisciplinary approach considering texts within historical, social, cultural, and political contexts. In addition, students will produce constructed responses as well as argumentative, informational/explanatory, and narrative essays. In this fast-paced course, students will be required to work independently and complete Honors extensions.

**011202 ENGLISH 12****1 Credit♦ Gr. 12**

English 12 is a skills-based course in which students learn to implement effective strategies to develop their reading and writing. Students will read and respond, through oral and written analysis, to various short stories, poems, informational texts, and major works. This course will take an interdisciplinary approach considering texts within historical, social, cultural, and political contexts. In addition, students will produce will produce constructed responses as well as argumentative, informational/explanatory, and narrative essays.

**011103 ENGLISH LANGUAGE AND COMPOSITION (AP)**Advanced Placement**1 Credit♦ Gr. 11-12**

In this Advanced Placement Course, students will study American and British Literature and the art of rhetoric. Students will be able to analyze writers' rhetorical and linguistic choices as well as apply different rhetorical and linguistic strategies to their own writing. Students will read from a variety of prominent English language autobiographers, diarists, political writers, biographers, historical writers, essayists, fiction writers and literary critics. The reading and writing workload is comparable to a college level introductory literature course.

**011203 ENGLISH LITERATURE AND COMPOSITION (AP)**Advanced Placement**1 Credit♦ Gr. 12**

AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone in their written

analyses of literary works. In this rigorous and accelerated course, students will examine literary works of the most critically renowned writers from British, American and World literature. The reading and writing workload is comparable to a college level introductory literature course.

#### **011204 URI WRITING 104 (EEP)**

**.5 Credit ♦ Gr. 12**

This elective is available to seniors only. Offered in conjunction with URI's Early Enrollment Program, students can receive college credit for this class for approximately \$150. In addition, students are responsible for acquiring their own text. This rigorous college writing course is designed to help students improve their writing in several genres. Students will produce 5 major papers of at least 5 pages in length.

#### **019901 FILM AS LITERATURE**

**.5 Credit ♦ Gr. 9-12**

This elective will expose students to a variety of films, to the process of filmmaking, to film vocabulary, and to the analysis of film as literature.

#### **019902 MUSIC AS LITERATURE**

**.5 Credit ♦ Gr. 9-12**

In this elective course, students will use various approaches to analyzing literature (especially poetry) and apply these strategies while analyzing different genres of music ranging from opera and classical, to rap and hip-hop. Students will identify and analyze literary/poetic terms and devices in selected texts, as well as in a variety of music/lyrics. Students will eventually write their own poetry/lyrics.

#### **019903 CREATIVE WRITING**

**.5 Credit ♦ Gr. 9-12**

In this course, students will have the opportunity to contribute to *Mental Note*, Mt. Hope High School's literary and art publication. In this elective course, students will write poetry and short fiction and then workshop each other's work. Students will discover how to choose and arrange words, images and figures of speech.

#### **019904 SAT PREP: CRITICAL READING & WRITING**

**.5 Credit ♦ Gr. 10-12**

This elective semester course prepares students for the critical reading and writing sections of the SAT. In addition to offering helpful approaches to test taking, the course will expose students to practice questions and concepts regularly found on the SAT. There will also be a focus on the development of effective writing techniques through a study of the writing process and the skills necessary for producing purposeful, unified, and coherent short essays. With an emphasis on the Common Core Standards, students will practice persuasive writing. Additionally, they will study grammar, usage, and mechanics

#### **019905 JOURNALISM**

**.5 Credit ♦ Gr. 9-12**

This elective course is designed to introduce students to the fundamentals of journalism. Students will study models of good journalistic writing. Students will apply these techniques to their own writing. Students will study the history of journalism, conduct independent research and interviews, investigate student press laws, ethics and examine the skills need to write for a newspaper, magazine, feature writing, copy writing, as well as blog writing.

#### **071202 RESEARCH (AP)**

**Advanced Placement**

**1 Credit ♦ Gr. 12**

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

## **FOREIGN LANGUAGES**

Foreign Language Ext. 3210

### **LEVEL I**

**069901F FRENCH I**

**069901P PORTUGUESE I**

**1 Credit ♦ Gr. 9-12**

**069901I ITALIAN I**

**069901S SPANISH I**

Students will begin to develop listening, speaking, reading and writing skills as they engage in dialogue, role-plays, situational interactive activities and a variety of reading and writing activities using controlled level one material. First year content includes personal descriptions, daily activities, time elements, weather, and clothing, and foods, physical and personal wellbeing. Learning activities in these content areas will foster students' ability to greet and respond, introduce and respond to introductions, express likes and dislikes, and make requests. In addition to language skills, students will begin the study of history, geography, culture and art of the target country.

### **LEVEL II**

**069902F FRENCH II**

**1 Credit ♦ Gr. 10-12**

**069902S SPANISH II**

**1 Credit ♦ Gr. 9-12**

**069902P PORTUGUESE II**

**1 Credit ♦ Gr. 10-12**

*Prerequisite: Completion of Level I language course or teacher recommendation.*

This is a comprehensive and challenging course for those students who have successfully completed a Level I foreign language course. It will be used as a culminating language experience or as a stepping-stone to more advanced studies. This course, like all others in this department, will reflect the National Standards for Foreign Language Learning. It will incorporate a deep expansion of vocabulary, grammar, discourse, and cultural knowledge. Students will acquire new knowledge of the language and also master that which they have already learned. Students will be expected to be daily prepared for a challenging course of study. In Level II, students will continue to develop their listening, speaking, reading and writing skills as they engage in activities that refine Level I learning outcomes. In addition to the activities cited in Level I, students will participate in various simulation models, student-to-student questioning, interviews, and guided comprehension, listening and writing activities. These activities are designed to improve fluency and control of vocabulary using Level II content. Class time will be devoted to a combination of discussion, language exercises, role-playing, and short presentations. Students will be evaluated based on their performance in class, oral presentations, short papers and other writing assignments, tests, quizzes, and exams. Reading selections designed to develop reading skills will be an important part of the course.

### **LEVEL III**

**069903F FRENCH III**

**1 Credit ♦ Gr. 11-12**

**069903S SPANISH III**

**1 Credit ♦ Gr. 10-12**

**069903P PORTUGUESE III**

**1 Credit ♦ Gr. 11-12**

*Prerequisite: Completion of Level II language course or teacher recommendation.*

This is a comprehensive and challenging course for those students who have completed a Level II foreign language course. It will be used as a culminating language experience or as a stepping-stone to more advanced studies. This course, like all others in the department, will reflect the National Standards for Foreign Language Learning. It will incorporate a deeper expansion of vocabulary, grammar, discourse and cultural knowledge. Students will acquire new knowledge of the language and also master that which they have already learned. Students will be expected to be prepared daily for an intensive and challenging course of studies. In Level III, students will refine and expand listening, speaking, reading and writing skills as they engage in learning activities that include face-to-face conversations, dialogue, role plays, short discourse, and a variety of reading and writing activities using Level III content. These learning activities will foster a student's ability to perform the outcomes listed in Levels I and II with greater accuracy. In Level III, students will begin to obtain and provide specific information, along with identifying important ideas and details. In addition, students will be able to describe and compare, and express needs and emotions. Class time will be devoted to a combination of discussion, language exercises, role-playing, oral presentations, and student-centered learning. Students will be evaluated based on their performance in class, oral presentations, compositions, tests, quizzes and exams. Reading selections designed to strengthen reading skills and stimulate discussion are an integral part of the course.

## **LEVEL IV**

**061205F FRENCH IV**

**1 Credit ♦ Gr. 11-12**

**069904S SPANISH IV**

**1 Credit ♦ Gr. 12**

*Prerequisite: Completion of a Level III language course or teacher recommendation.*

In level IV, students will expand upon their abilities to listen, speak, read and write in another language, at a college level and pace, as they engage in oral proficiency interviews, article summaries, class presentations, poems, short letters and role-playing communicative exercises. These activities are designed to improve fluency and control of vocabulary using Level IV content. Level IV content includes personal activities, travel, shopping, social issues, and topics culturally pertinent to the target language, e.g. history, art, current affairs, civilization and important cultural figures. These learning activities will foster a student's ability to perform the outcomes listed in Levels I, II, and III with greater accuracy. These outcomes will reflect the National Standards for Foreign Language Learning. In Level IV, students will give advice and directions, ask for clarification and clarify, describe and compare, and derive new information and knowledge from various sources. Class time will be devoted to a combination of discussion, language exercises, role-playing, and presentations. Students will be evaluated based on their performance in class, oral presentations, short papers, written assignments, test, quizzes and exams. Reading selections designed to strengthen reading skills and stimulate discussion are an integral part of the course.

## **061202S SPANISH LANGUAGE AND COMPOSITION (AP)**

**1 Credit ♦ Gr. 12**

### **Advanced Placement**

The AP Spanish Language course will prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century*<sup>1</sup> (Communication, Cultures, Connections, Comparisons and Communities).

## **061203F FRENCH LANGUAGE AND COMPOSITION (AP)**

### **Advanced Placement**

**1 Credit ♦ Gr. 12**

The AP French Language course will prepare students to demonstrate their level of French proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century*<sup>1</sup> (Communication, Cultures, Connections, Comparisons and Communities).

## **061204S SPANISH LITERATURE AND CULTURE (AP)**

### **Advanced Placement**

**1 Credit ♦ Gr. 12**

The AP Spanish Literature and Culture uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism). It is strongly recommended that students successfully complete at least three years of high school-level Spanish language study. While not a prerequisite, students may wish to complete the AP Spanish Language and Culture course before taking AP Spanish Literature and Culture, as the texts are presented in Spanish. In the case of native or heritage speakers, there may be a different course of study leading to this course.



## SOCIAL STUDIES

### Social Studies

Ext. 3210

Grade Level	Courses	Electives	AP Offerings
9	US History I Honors or US History I		
10	US History II Honors or US History II	Sociology (10-12) You and the Law (10-12) Psychology (10-12)	US History II (AP)
11	Western Civilization Honors or Western Civilization	You and the Law (10-12) Sociology (10-12) Psychology (10-12) Contemporary Issues (10-12) Classical History (10-12)	Psychology (AP) (11-12) European History (AP) (11-12) US Government and Politics (AP) (11-12) Macroeconomics (AP) (11-12)
12		You and the Law (10-12) Sociology (10-12) Psychology (10-12) Contemporary Issues (11-12) Classical History (11-12)	Psychology (AP) (11-12) European History (AP) (11-12) US Government and Politics (AP) (11-12) Macroeconomics (AP) (11-12)

#### **040901 US HISTORY I HONORS**

##### **1 Credit ♦ Gr. 9**

This course provides students with the opportunity to act as historians by investigating, analyzing and interpreting primary and secondary sources. In this fast-paced course, students will be required to work independently. Critical thinking standards emphasized in this course include: reading and analyzing informational texts; identifying multiple perspectives; and, formulating reasoned arguments based on the critical examination of multiple perspectives. Students will begin their study of the history of the United States with a review of the pre-colonial period through the end of Reconstruction. The content includes, but is not limited to: The American Revolution, US Constitution, the War of 1812, the development of “Sectionalism,” presidential administrations of the period, the westward expansion of the United States, the issue of slavery, the US Civil War, and Reconstruction.

#### **040902 US HISTORY I**

##### **1 Credit ♦ Gr. 9**

This course provides students with the opportunity to act as historians by investigating, analyzing and interpreting primary and secondary sources. Critical thinking standards emphasized in this course include: reading and analyzing informational texts; identifying multiple perspectives; and, formulating reasoned arguments based on the critical examination of multiple perspectives. Students will begin their study of the history of the United States with a review of the pre-colonial period through the end of Reconstruction. The content includes, but is not limited to: The American Revolution, US Constitution, the War of 1812, the development of “Sectionalism,” presidential administrations of the period, the westward expansion of the United States, the issue of slavery, the US Civil War, and Reconstruction.

#### **041001 US HISTORY II HONORS**

##### **1 Credit ♦ Gr. 10**

*Prerequisite: US History I*

This course continues to provide the student with the opportunity to act as historians by investigating, analyzing and interpreting primary and secondary sources. Critical thinking standards emphasized in this course include: reading and analyzing informational texts; identifying multiple perspectives; and, formulating reasoned arguments based on the critical examination of multiple perspectives. The course will start with the period of the Gilded Age and end with the “Clinton Era.” The content includes, but is not limited to: The Gilded Age, Progressivism, the “Great Depression,” World War I and II, the Cold War, the Korean Conflict, the Vietnam War, the Watergate Scandal, the Reagan era, War on Terror.

## **041002 US HISTORY II**

**1 Credit ♦ Gr. 10**

*Prerequisite: US History I*

This course continues to provide the student with the opportunity to act as historians by investigating, analyzing and interpreting primary and secondary sources. Critical thinking standards emphasized in this course include: reading and analyzing informational texts; identifying multiple perspectives; and, formulating reasoned arguments based on the critical examination of multiple perspectives. The course will start with the period of the Gilded Age and end with the “Clinton Era.” The content includes, but is not limited to: The Gilded Age, Progressivism, the “Great Depression,” World War I and II, the Cold War, the Korean Conflict, the Vietnam War, the Watergate Scandal, the Reagan era, War on Terror.

## **049901 US HISTORY II (AP)**

**Advanced Placement**

**1 Credit ♦ Gr. 10**

*Prerequisite: US History I*

US History II (AP) focuses on developing students’ abilities to think conceptually about U.S. history from approximately the Gilded Age to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance—identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture—provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

## **041101 WESTERN CIVILIZATION HONORS**

**1 Credit ♦ Gr. 11**

Western Civilization Honors is a course offered to students in grade eleven not taking European History AP. In this fast-paced course, students will be required to work independently. Students will study the political, economic, religious, social, intellectual, and artistic events in western society from the Middle Ages to the present day. This course is designed to provide the student with the opportunity to act as historians by investigating, analyzing and interpreting primary and secondary sources. Critical thinking standards emphasized in this course include: reading and analyzing informational texts; identifying multiple perspectives; and, formulating reasoned arguments based on the critical examination of multiple perspectives. Students will be expected to perform to their potentials in accordance with state/national standards in Social Studies.

## **041102 WESTERN CIVILIZATION**

**1 Credit ♦ Gr. 11**

Western Civilization is a course offered to students in grade eleven not taking European History AP. Students will study the political, economic, religious, social, intellectual, and artistic events in western society from the Middle Ages to the present day. This course is designed to provide the student with the opportunity to act as historians by investigating, analyzing and interpreting primary and secondary sources. Critical thinking standards emphasized in this course include: reading and analyzing informational texts; identifying multiple perspectives; and, formulating reasoned arguments based on the critical examination of multiple perspectives. Students will be expected to perform to their potentials in accordance with state/national standards in Social Studies.

## **049902 SOCIOLOGY**

**.5 Credit ♦ Gr. 10-12**

Sociology gives the student an overview of the study and methodology of sociology. The main objectives are: to build an awareness of culture and society, to learn how culture and society have changed over time, to describe how world cultures differ and to introduce students to the institutions and processes which socialize the individual.

## **049903 YOU AND THE LAW**

**.5 Credit ♦ Gr. 10-12**

An informed citizenry is the hallmark of a democracy. In an increasingly legal and complex age (especially in a democratic republic), it is critical for all citizens to be well versed in our system of justice and the law. You and the Law is a course designed to provide a better understanding of America’s system of law. Students will be introduced to various types of civil and criminal law. The necessity for civic responsibility within the legal system will be stressed and demonstrated. Participants in this course will be afforded the opportunity to meet with and discuss issues with community members actively involved in various aspects of our legal system.

#### **049904 PSYCHOLOGY**

**.5 Credit♦ Gr. 10-12**

Psychology will explore the social science that analyzes human behavior and mental processes. This course will focus on the various areas of human experience and the methods by which they have been studied by the major pioneers and current experts in the field. Specific topics that will be dealt with include the biological foundations of behavior, the learned foundations of human behavior, sensation and perception, the development of “the self,” and psychological problems and disorders.

#### **049905 PSYCHOLOGY (AP)**

**Advanced Placement**

**1 Credit♦ Gr. 11-12**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. The reading and writing is comparable to a college level psychology course.

#### **049906 CONTEMPORARY ISSUES**

**.5 Credit♦ Gr. 10-12**

Contemporary Issues is an in-depth study of the current events that are currently taking place throughout the world. This course continues to provide students with the opportunity to act as historians by investigating, analyzing and interpreting primary and secondary sources. Critical thinking standards emphasized in this course include, but are not limited to: reading and analyzing informational texts; identifying multiple perspectives; and, formulating reasoned arguments based on the critical examination of multiple perspectives. Students will learn to make informed judgments about international-, national-, and local-news topics. Students will be required to stay informed with current events through the reading of the *Providence Journal*, as well as other supplemental news sources.

#### **049907 CLASSICAL HISTORY**

**.5 Credit♦ Gr. 10-12**

This course will cover the major events, personalities and achievements of the Classical Age of Ancient Greece and Ancient Rome. The goal of this course is to show how Ancient Greece, Ancient Rome, Judaism, and Christianity have influenced history, as well as the present age. This course will also touch upon the two major monotheistic religions of Judaism and Christianity.

#### **049908 EUROPEAN HISTORY (AP)**

**Advanced Placement**

**1 Credit♦ Gr. 11-12**

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding 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. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. The reading and writing is comparable to a college level European History course.

#### **049910 US GOVERNMENT AND POLITICS (AP)**

**Advanced Placement**

**1 Credit♦ Gr. 11-12**

***Prerequisite: US History I Honors***

AP U.S. Government and Politics gives students an analytical perspective on government and politics in the United States. This course 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. The reading and writing is comparable to a college level political science course.

**049909 MACROECONOMICS (AP)**

**Advanced Placement**

**1 Credit ♦ Gr. 11-12**

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

**STEM DEPARTMENT**

**(Science/Technology/Engineering/Mathematics)**

**STEM PATHWAY**

In order to further the mission of providing students with the best possible science, technology, engineering and mathematics education, the STEM department will offer a STEM Endorsement. In order to earn a STEM endorsement, all students must complete the following specific STEM endorsement courses and opportunities:

<b>REQUIRED COURSES</b>	<b>REQUIRED EXTENDED LEARNING OPPORTUNITIES Choose any 4</b>	<b>REQUIRED ELECTIVES Choose any 3</b>
4 years of mathematics	Save Bristol Harbor	Biology (AP) Chemistry (AP) Physics (AP) Environmental Science (AP) Statistics (AP) Calculus (AP)
4 years of science	Science Olympiad	Biotechnology
3 years of industrial technology	Robotics Team	Biomedical Science
	Science Fair	Marine Biology
	Save the Bay	Computer Aided Design Introduction to College Engineering
	Math Team	Technical Drawing
	Other activity approved by STEM Department Chair	Other course approved by STEM Department Chair
	STEM Project approved by Department Chair	



## **TECHNOLOGY ENGINEERING EDUCATION**

Project Lead the Way (PLTW) is the leading provider of rigorous and innovative STEM education curricular programs used in schools across the country. The curriculum is world-class and all instructional educators receive high-quality professional development, and engage with a network of educators, students, universities and professionals. The curriculum is comprehensive and collaboratively designed by PLTW teachers, university educators, engineering and biomedical professionals, and school administrators to promote critical thinking, creativity, innovation, and real-world problem solving skills in students. The hands-on, project-based program engages students on multiple levels, exposes them to areas of study that they typically do not pursue, and provides them with a foundation and proven path to college and career success. For more information, please see the Project Lead The Way website: [WWW.PLTW.ORG](http://WWW.PLTW.ORG)

### **PATHWAY TO ENGINEERING: Project Lead the Way (PLTW)**

Required courses:

Introduction to Engineering and Design (9-10)

Computer Integrated Manufacturing (10-12)

Principles of Engineering (11-12)

Career and Capstone Internship; Optional (11-12)

### **099913 PLTW: INTRODUCTION TO ENGINEERING DESIGN (IED)**

**1 Credit ♦ Gr. 9-10**

Student are introduced to the engineering profession and a common approach to the engineering design process. Utilizing project/problem-based learning, student progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills, such as project management. Students will develop skills in technical representation and documentation of design solutions according to accepted technical standards using 3D design and modeling software. Statistical analysis and mathematical modeling and ethical practice are also emphasized.

### **099914 PLTW: COMPUTER INTEGRATED MANUFACTURING (CIM)**

**1 credit♦Gr. 10-12**

Manufactured items are part of everyday life, yet few people understand the excitement and innovation that is used to transform ideas into products. Students build upon their Computer Aided Design (CAD) experience through the use of Computer Aided Manufacturing (CAM) software. CAM transforms a digital design into a program that a Computer Numerical Controlled (CNC) mill uses to transform a block of raw material into a product designed by the student. The course culminates with a capstone project where students design, build, program, and present a manufacturing system model capable of creating a product.

### **099916 PLTW: PRINCIPLES OF ENGINEERING (POE)**

**1 Credit♦ Gr. 11-12**

Principles of Engineering is a survey course that presents major engineering concepts that students will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. Students develop skills and understanding of course concepts through project/problem-based learning.

### **079917 CAREER AND CAPSTONE INTERNSHIP**

**1 Credit♦ Gr. 11-12 (Full year)**

This course is designed to provide students interested in pursuing an independent research project in a career related field. Students will identify their personal career-related interest/question, complete related research of the

industry/profession, and present their findings to a designated audience. Additionally, students will participate in work based learning experiences such as job shadowing, field study, internships, independent study, or and/or site visits.

**0999179 CAREER AND CAPSTONE INTERNSHIP**

**.5 Credit♦ Gr. 11-12 (Semester)**

This course is designed to provide students interested in pursuing an independent research project in a career related field. Students will identify their personal career-related interest/question, complete related research of the industry/profession, and present their findings to a designated audience. Additionally, students will participate in work based learning experiences such as job shadowing, field study, internships, independent study, or and/or site visits.

<b>PATHWAY TO COMPUTER SCIENCE: Project Lead the Way (PLTW)</b>
Required courses:
Computer Science Essentials
Computer Science Principles AP
Computer Science A: <i>Offered in 2019-2020</i>
Cyber Security: <i>Offered in 2020-2021</i>

**029911 COMPUTER SCIENCE ESSENTIALS (PLTW)**

**1 Credit♦ Gr. 9-12**

*Prerequisite: Algebra I*

In computer science essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites. Students will also learn how to make computers work together to put their design into practice. They will apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

**099920 COMPUTER SCIENCE PRINCIPLES (AP) (PLTW)**

**Advanced Placement/Project Lead the Way**

**1 Credit♦ Gr. 9- 12**

Using Python as a primary tool, students explore and become inspired by career paths that utilize computing, discover tools that foster creativity and collaboration, and use what they have learned to tackle challenges like app development and simulations. *This course is endorsed by the College Board, giving students the opportunity to take the AP CSP exam for college credit.*

<b>PATHWAY TO ROBOTICS ENGINEERING</b>
Required courses:
Robotics Technology (9-10)
Robotics Engineering (10-12)
Advanced Robotics Engineering (11-12)
Career and Capstone Internship; (Optional) or Computer Aided Design (11-12)

**099907 ROBOTICS TECHNOLOGY**

**1 Credit♦ Gr. 9-12**

This course is designed for students who have an interest in discovery of robotic systems. This course is developed around skill building procedures and techniques in order to develop basic troubleshooting and designing of control systems in order to create working robotic assemblies. Students will experience basic computer programming skills, as

well as different input/output systems of a computer as they pertain to basic robotic projects. Students will be expected to participate in one of several robotics competitions throughout the year.

**099908 ROBOTICS ENGINEERING**

**1 Credit♦ Gr. 10-12**

*Prerequisite: Successful completion of Robotics Technology or department chair approval.*

This course is a continuation of Robotics Technology. Students will work with all aspects of robot design, fabrication, and programming techniques in order to prepare for various robotics competitions. Students will oversee competition planning including fundraising, networking and coordination of events. Students will use advanced sensory devices and programming procedures in designing projects. Students will be expected to participate in one of several robotics competitions throughout the year and will be required to attend various afterschool sessions. For teams who advance to the Robotics World Championship, decisions regarding student participation will be at the instructor’s discretion.

**099918 ADVANCED ROBOTICS ENGINEERING**

**1 Credit♦ Gr. 11-12**

*Prerequisite: Successful completion of Robotics Engineering or Department Chair approval*

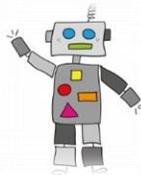
This course is designed for students who are interested in pursuing a career in Robotics/Mechanical Engineering. Students will act as a mentor/coach to all other students involved in order to assist with advanced design, building and programming techniques. Students will also be required to teach mini lessons to their team members throughout the year. Students will be expected to participate in one of several robotics competitions throughout the year as well as participate in the after school Robotics Club at least one hour per week.

**099904 COMPUTER AIDED DESIGN (EEP)**

**1 Credit♦ Gr. 11-12**

*Prerequisite: Successful completion of Advanced Drafting Technology or department chair approval.*

Students will build upon skills acquired in Drafting Technology to design and develop projects in the areas of engineering and architecture. Advanced techniques in orthographic and 3D design using SolidWorks® will be explored and utilized. Independent and team projects will be assigned in which students employ engineering design process. *Pending approval from Rhode Island College, students may elect to take this course as an EEP course. Only a final average of B- or better will earn students credit through Rhode Island College (EEP Program).*



PATHWAY TO CONSTRUCTION CAREERS
Required courses:
Introduction to Construction Careers (9-10)
Wood and Manufacturing or Residential Wiring I (10-12)
Advanced Wood and Furniture Manufacturing or Advanced Residential Wiring (11-12)
Construction Technology (11-12)

**099901 INTRODUCTION TO CONSTRUCTION CAREERS**

**1 Credit♦ Gr. 9-12**

This course is designed for students interested in the areas of construction based technologies/careers. Students will start by using the Design Process and C.A.D. to model and create projects in the areas of woodworking, electricity/electronic technology and robotics. Students will work in various lab settings, starting with learning and applying C.A.D. to produce objects safely using hand and power tools. Students must complete Introduction to Manufacturing in order to continue towards classes including: Wood and Manufacturing, Advanced Wood and Manufacturing, Construction Technologies, and Residential Wiring.

### **099902 DRAFTING TECHNOLOGY**

**1 Credit ♦ Gr. 10-12**

This is a basic course in engineering, mechanical, and architectural drafting techniques. Students will be instructed in the proper use of drafting equipment while developing simple single view, multi-view and isometric (pictorial) drawings. CAD technology will be introduced through the use of AutoCAD® and Pro-Engineer® will be used to introduce 3D modeling. Students will use the engineering design process to develop plans and create prototypes.

### **099903 ADVANCED DRAFTING TECHNOLOGY**

**1 Credit ♦ Gr. 11-12**

*Prerequisite: Successful completion of Drafting Technology or department chair approval.*

Students will build on skills acquired in Drafting Technology to design and develop projects in the areas of engineering and architecture. Advanced techniques in AutoCAD® and Solid Works® will be explored. Independent and team projects will be assigned which will emphasize the engineering design process. Prototypes and models will be created.

### **099905 RESIDENTIAL WIRING**

**1 Credit ♦ Gr. 10-12**

This course is designed around wiring an actual home. In this course, students become acquainted with basic electrical theory by creating wiring circuits through the summarization and construction of wiring schematics. Students are exposed to the standards governed by the National Electrical Code, as well as residential wiring techniques and procedures. Trouble-shooting techniques are also examined, helping to prepare the students for most things encountered as they would begin an apprentice in the field. Student's will first design the electrical circuits in the classroom, and if chosen by the teacher and department.

### **099906 ADVANCED RESIDENTIAL WIRING**

**1 Credit ♦ Gr. 11-12**

*Prerequisite: Successful completion of Residential Wiring or department chair approval.*

This course is a continuation of Residential Wiring. In this course, students become acquainted with all aspects of home wiring circuits through their own summarization and construction of wiring schematics. Students of this class are put on the job as foreman and are to oversee a group of Residential Wiring I students, while working with them. The students are responsible for making sure the proper techniques and procedures are being followed according to the National Electrical Code, in order to wire the homebuilding site. Trouble-shooting techniques are reviewed in depth, and students are expected to work with the teacher to resolve problems.

### **099909 WOOD & FURNITURE MANUFACTURING**

**1 Credit ♦ Gr. 10-12**

*Prerequisite: Successful completion of Introduction to Manufacturing Careers or department chair approval.*

Students receive instruction on how to safely use power equipment, design and construct wooden products. Students are guided through a series of activities with an emphasis on the use of design, research and processing techniques along with an introduction to mass production. The students will produce several projects using the machines and equipment in the shop.

### **099910 ADVANCED WOOD & FURNITURE MANUFACTURING**

**1 Credit ♦ Gr. 11-12**

*Prerequisite: Successful completion of Wood & Furniture Manufacturing or department chair approval.*

This year long course is devoted to cabinet and furniture construction. Emphasis is placed on design, while preparing for more elaborate furniture through student made jigs and fixtures. Special applications used on shop machines incorporate detailed construction techniques used to achieve individual custom work, as well as continuing manufacturing principles. The students will produce several projects using the machines and equipment in the shop.

### **099911 CONSTRUCTION TECHNOLOGY**

**1 Credit ♦ Gr. 11-12**

*Prerequisite: Successful completion of Wood & Furniture Manufacturing or department chair approval.*

This course introduces students to the world of residential, commercial and industrial construction. Students receive theory and practical instruction as they work in group activities to accomplish assigned tasks. Practical experiences are provided through the construction of full sized garden sheds and modules.

## 099912 MARINE TRADES I

**1 Credit ♦Gr. 10-12**

*Prerequisite: Introduction to Manufacturing Careers or Young Mariners @ KMS*

The program is designed to explore career opportunities in the marine trades. Basic boatbuilding and repair techniques will be introduced through project boats and visits to local businesses and schools. Students will cover shop safety, tool usage, boat fabrication processes (wood and fiber), and marine power and electrical systems. On-site visits to local boat yards and marinas will allow students a first-hand experience to explore career possibilities. Job requirements and post-secondary opportunities also will be discussed.

## 099915 STEM JUNIOR/SENIOR PROJECT

**1 credit♦Gr. 11-12**

The STEM Junior/ Senior project class is designed to give students interested in pursuing an independent research project in a Science, Technology, Engineering or Mathematics related field. The course will incorporate the fundamental tenets of the engineering and design process: define the problem, do background research, specify requirements, brainstorm solutions, choose the best solution, complete development work, build a model or prototype, test and redesign. Students will learn how to write for a variety of purposes: research, project proposals, abstracts, reports. Students will also learn to listen and speak for a variety of purposes and audiences: interviews and panel presentations.

## MATHEMATICS

Mathematics Ext. 3115

Grade Level	Algebra Pathway	Geometry Pathway	AP Courses
Grade 9	Algebra I	Geometry or Geometry Honors	
Grade 10	Geometry-Basic or Geometry	Algebra II or Algebra II Honors	
Grade 11	Intermediate Algebra or Algebra II	Finite Math Pre-Calculus Or elective	Statistics (AP)
Grade 12	Finite Math Pre-Calculus or Math Elective	Pre-Calculus, Calculus Honors or Calculus AP or Elective	Statistics (AP) or Calculus (AP)

## 020901 ALGEBRA I

**2 Credits♦ Gr. 9 (Algebra I credit/ 1 elective math credit)**

This course is a double period and is designed to address basic math skill development and Algebra I. Students who successfully complete this course will be prepared to continue their mathematics education. Students will develop skills enabling them to examine patterns, work with variable expressions, perform operations on real numbers, use proportional reasoning, apply statistics and probability, solve and interpret linear equations and inequalities, analyze functions, determine absolute values, solve systems of linear equations and inequalities, use exponents, simplify and factor polynomials, explore quadratic and rational functions and work with radicals. Emphasis will be placed on real world applications. This course has traditionally been the first course in a college prep sequence. Students entering this course are expected to have a mastery of number facts enabling them to perform computations involving integers, fractions, decimals and percent.

## 020902 ALGEBRA I

**1 Credit♦ Gr. 9**

In this course students will come to know how to use the language and tools of algebra in abstract and real world situations. Students will develop skills enabling them to examine patterns, work with variable expressions, perform operations on real numbers, use proportional reasoning, apply statistics and probability, solve and interpret linear equations and inequalities, analyze functions, determine absolute values, solve systems of linear equations and inequalities, use exponents, simplify and factor polynomials, explore quadratic and rational functions and work with radicals. Emphasis will be placed on real world applications. This course has traditionally been the first course in a

college prep sequence. Students entering this course are expected to have a mastery of number facts enabling them to perform computations involving integers, fractions, decimals and percent.

### **029901 GEOMETRY - HONORS**

**1 Credit♦ Gr. 9 or 10**

*Prerequisite: Algebra I*

This honors course provides a rigorous approach to the study of two and three-dimensional figures. Students will employ inductive and deductive reasoning as they explore postulates and theorems and develop a vocabulary of terms from Euclidean Geometry. Logical thinking skills will be used to test conjectures, develop proofs and critique arguments. Students will investigate transformations, congruence and similarity, measurement, trig relationships, area and volume, and representations and visualizations involving two and three-dimensional objects. Students taking this course should be self-directed, responsible, interested in being challenged and willing to work to achieve superior results.

### **029902 GEOMETRY**

**1 Credit♦ Gr. 9 or 10**

*Prerequisite: Algebra I*

This course is designed to follow Algebra I. It will focus on the study of two and three-dimensional figures. Students will use inductive and deductive reasoning as they explore postulates and theorems and develop a vocabulary of terms from Euclidean Geometry. They will develop logical thinking skills and write proofs. Students will investigate transformations, congruence and similarity, measurement, trig relationships, area and volume as well as representations and visualizations involving two and three-dimensional objects.

### **021001 BASIC GEOMETRY**

**1 Credit♦ Gr. 10**

*Prerequisite: Algebra I*

In this course students will explore two and three-dimensional figures. They will use inductive and deductive reasoning as they explore postulates and theorems and develop a vocabulary of terms from Euclidean Geometry. They will develop logical thinking skills and take an informal approach to writing proofs. Students will investigate perpendicularity, proportionality, rules for angle measures in triangles, transformations, congruence and similarity, measurement, trig relationships, area and volume, and representations and visualizations involving two and three-dimensional objects.

### **029903 INTERMEDIATE ALGEBRA**

**1 Credit♦ Gr. 11-12**

*Prerequisite: Algebra I*

This course is intended to serve as a bridge from Intensified Algebra to Algebra II. It is for students who have successfully completed Algebra I or Intensified Algebra who intend to further their studies in mathematics on the secondary or post-secondary level. It will provide a review of topics from Algebra I and an introduction these topics from Algebra II; operations with rational and irrational expressions, factoring, quadratic equations, graphing linear and quadratic equations, systems of linear and quadratic equations as well as properties of higher degree equations.

### **029904 ALGEBRA II - HONORS**

**1 Credit♦ Gr. 10- 11**

*Prerequisite: Algebra I*

This rigorous course is intended for highly capable math students. The structure and theory of mathematics will be emphasized. Topics from Algebra I will be reviewed and extended. Students will analyze data, use linear representation, solve systems of linear equations and inequalities. They will factor polynomials, apply laws of exponents, describe and analyze relations and functions including quadratic, exponential, logarithmic, polynomial, rational and radical functions, and perform operations on complex numbers. They will explore the properties of conic sections, apply counting principles, use models involving probability and statistics, recognize and represent patterns and examine trig functions. Additional enrichment topics may also be introduced. Students taking this course should be self-directed, responsible, interested in being challenged and willing to work to achieve superior results. Graphing calculators are required.

### **029905 ALGEBRA II**

**1 Credit♦ Gr. 10 - 11**

*Prerequisite: Algebra I*

This course is designed to follow Geometry. Topics from Algebra I will be reviewed and extended. Students will analyze data, use linear representation, solve systems of linear equations and inequalities. They will factor polynomials, apply laws of exponents, describe and analyze relations and functions including quadratic, exponential, logarithmic,

polynomial, rational and radical functions, and perform operations on complex numbers. They will explore the properties of conic sections, apply counting principles, use models involving probability and statistics, recognize and represent patterns and examine trig functions.

### **029906 SAT PREP: MATHEMATICS**

**.5 Credit♦ Gr. 11-12**

Students in this elective course will review arithmetic, algebra, geometry, statistics and probability, problem solving and other mathematics offered on the secondary level. They will work on activities in analytical thinking, use SAT practice activities work on time management SAT scoring procedure, calculator usage and apply skills previously learned.

### **029907 STATISTICS AND PROBABILITY**

**1 Credit♦ Gr. 11-12**

This course will provide students the opportunity to take a year of application oriented statistics. Students will collect and analyze data and write reports, create scatter plots/correlations and work with standard deviation. This course will stress career applications. Topics will include the study of likely events and the analysis, interpretation, and presentation of quantitative data. Students will work with basic probability and statistics, odds and probability, probability trees, frequency tables, as well as measures of central tendency and measuring the spread of data.

### **029908 FINITE MATH**

**1 Credit♦ Gr. 11-12**

Finite mathematics is a branch of mathematics that blends concepts from number theory, algebra and geometry in the study of logic, permutations, combinations, probability, statistics, business applications, matrix theory and networks. Students in this course will use mathematical reasoning to examine these topics and solve related problems.

### **029909 PRE-CALCULUS-HONORS**

**1 Credit♦ Gr. 11-12**

*Prerequisite: Algebra II*

This course is intended for capable math students who are planning future work in math and/or science. Students taking this course must be extremely proficient in the areas of algebra and geometry. They will explore topics from advanced algebra and will analyze exponential, logarithmic and trigonometric functions. Pre-calculus concepts such as; complex numbers, trigonometric identities and equations, solving right and oblique triangles, conic sections, sequences and series, and limits and continuity. Students taking this course should be self-directed, responsible, interested in being challenged and willing to work to achieve superior results. **Graphing calculators are required.**

### **029919 PRE-CALCULUS**

**1 Credit♦ Gr. 11-12**

*Prerequisite: Algebra II*

This course is intended for capable math students who are planning future work in math and/or science. The course begins with the study of trigonometry. Students will then expand their knowledge of rational functions and relate them to the concept of limits. **Graphing calculators are required.**

### **021201 CALCULUS-HONORS**

**1 Credit♦ Gr. 12**

*Prerequisite: Pre-Calculus*

This course is recommended for students who plan a career involving math, science or a related field. Students will examine the topics included in the first semester of college calculus: the study of functions, graphs, limits, derivatives and integrals. **Graphing calculators are required.**

### **021202 CALCULUS AB (AP)**

**Advanced Placement**

**1 Credit♦ Gr. 12**

*Prerequisite: Pre-Calculus*

Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically and verbally. The connections among these representations also are important. Broad concepts and widely applicable methods are emphasized. **Graphing calculators are required.**

**029910 STATISTICS (AP)****Advanced Placement****1 Credit♦ Gr. 11- 12***Prerequisite: Algebra II Honors*

The course teaches students the major concepts and tools for collecting, analyzing and drawing conclusions from data. The four major themes are exploring data, describing patterns and departures from patterns, exploring random phenomena using probability and simulation, statistical inference as well as estimating population parameters and testing hypotheses.

**029913 MATHEMATICAL SYSTEMS****1 Credit♦ Gr. 12***Prerequisite: Algebra I*

It is recommended for seniors who have not completed Algebra II and do not plan future work in math or science. Students in this course will; reinforce general math skills, review algebra topics, work on practical applications of mathematics, explore Geometry and measurement, basic statistics, simple equations and formulas. The course will also include extensive work on data, statistics and probability.

**SCIENCE**

Science Ext. 3437

Grade	Course	Electives	AP Course
9	Physical, Earth and Space Science or Physical, Earth and Space Science Honors		
10	Chemistry or Chemistry Honors	Biotechnology I	
11	Biology or Biology Honors	Biotechnology I or II Biomedical Science Honors Environmental Science Marine Science	Chemistry (AP) Physics (AP) Biology (AP)
12	Physics or Physics Honors	Biotechnology I, II or III Biomedical Science-Honors Environmental Science Marine Science	Chemistry (AP) Physics 1 (AP) Biology (AP)

*The course sequences are designed to provide students with the greatest opportunity to explore science electives and AP courses*



### **030901 INTEGRATED PHYSICAL, EARTH AND SPACE SCIENCE HONORS**

#### **1 Credit♦ Gr. 9**

Students in this course will study physical, earth, and space science concepts as they relate to the Next Generation Science Standards. Scientific practices will enhance skills related to modeling, writing scientific explanations, designing solutions, planning and carrying out investigations, engaging in argument from evidence, and using mathematical reasoning/thinking. Students will learn through a lab oriented, inquiry approach. Units in this course will focus on topics related to forces and motion, fundamental forces, Kepler's Law, energy, plate tectonics, wave properties, electromagnetic radiation, electricity, and magnetism. Students will design, implement and present an investigation or engineering design at the Mt. Hope High Science Fair

### **030902 INTEGRATED PHYSICAL, EARTH AND SPACE SCIENCE**

#### **1 Credit♦ Gr. 9**

Students in this course will study physical, earth, and space science concepts as they relate to the Next Generation Science Standards. Scientific practices will enhance skills related to modeling, writing scientific explanations, and designing solutions, planning and carrying out investigations, engaging in argument from evidence, and using mathematical reasoning/thinking. Students will learn through a lab oriented, inquiry approach. Units in this course will focus on topics related to forces and motion, fundamental forces, Kepler's Law, energy, plate tectonics, wave properties, electromagnetic radiation, electricity and magnetism.

### **031001 CHEMISTRY HONORS**

#### **1 Credit♦ Gr. 10**

This is an intensive lab course based on the Next Generation Science Standards. Students will learn about physical science concepts in conjunction with a variety of scientific practices and crosscutting concepts related to scientific tools, technologies, investigation, and inquiry. Units in this course will focus on topics related to properties and structure of matter, energy, energy applications, bonding and chemical reactions, nuclear energy, and human impacts.

### **031002 CHEMISTRY**

#### **1 Credit♦ Gr. 10**

This is a lab course based on the Next Generation Science Standards. Students will learn about physical science concepts in conjunction with a variety of scientific practices and crosscutting concepts related to scientific tools, technologies, investigation and inquiry. Units in this course will focus on topics related to properties and structure of matter, energy, energy applications, bonding and chemical reactions, nuclear energy, and human impacts.

### **031003 CONCEPTUAL CHEMISTRY**

#### **1 Credit♦ Gr. 10**

This laboratory based chemistry courses teaches students the fundamental topics of chemistry such as atomic structure, chemical bonding and chemical reactions. The focus of this course is the practical application of chemistry through concepts, not through mathematical application. Students will be expected to conduct laboratory investigations, produce laboratory reports, write and reflect on chemistry learned in class and current event connections. This course is aligned to Next Generation Science Standards and is designed to provide students with knowledge and skills necessary for proficiency on state assessments.

### **031101 BIOLOGY - HONORS**

#### **1 Credit♦ Gr. 11**

This intensive lab course is based on the NGS Standards related to life science concepts. Students learn about life science concepts related to a variety of scientific practices and crosscutting concepts from both chemistry and physical science. This course will explore topics in units focused on matter and energy, organisms and ecosystems, human activity and climate, biodiversity, cell structure, DNA and inheritance, natural selection, evolution, and bio ecology. Students will conduct a controlled experiment or engineering project that will be presented at the MHHS Science Fair.

### **031102 BIOLOGY**

#### **1 Credit♦ Gr. 11**

This is a lab course based on the Next Generation Science Standards related to life science concepts. Students will learn about life science concepts related to a variety of scientific practices and crosscutting concepts from both chemistry and physical science. This course will explore topics in units focused on matter and energy, organisms and ecosystems, human activity and climate, biodiversity, cell structure, DNA and inheritance, natural selection, evolution, and bio ecology. Students will research and write on current topics in biology. Student will also work in cooperative groups to conduct investigations and experiments related to topics in life science.

### **031004 BIOTECHNOLOGY I**

**1 Credit♦ Gr. 10**

Students will learn about life science concepts in conjunction with a variety of scientific processes including connections and applications, scientific tools and technologies, and communication and investigation. Students will study biology through molecular, cellular, ecological, genetic and evolutionary science. This course will be part of a 3-year vocational biotechnology science academy. Students are required to take this course before entering year 2 or 3 of the program. This course satisfies a lab science requirement for college. Students will develop biotechnology laboratory techniques such as DNA sequencing, fingerprinting, protein analysis, microscopy and cellular techniques. Problem solving, mathematical computations, procedural, informational and reflective writing will be the vehicles used to assess student understanding. Students will utilize scientific tools and technologies such as microscopes, computer programs, online resources and laboratory equipment. Students will design, implement and present a controlled experiment.

### **039908 BIOTECHNOLOGY II**

**1 Credit♦ Gr. 11-12**

In the first half of the year, students will study Agricultural Biotechnology. The focus will be on the importance of plants such as plant tissue cultures, cloning, microbial impact and gene transfer. Aseptic techniques and laboratory protocol are continually reinforced. In the second half of the year, students will study Forensic Investigations using DNA sampling techniques, forensic DNA fingerprints, protein technology, chemical analysis, or other technologies. Case studies will be carried out using a hands-on problem-based approach to learning. New advances in biotechnology will be focused on throughout the year. All students will conduct an extensive controlled scientific investigation and present it at the Mt. Hope Science Fair.

### **039902 BIOTECHNOLOGY III**

**1 Credit♦ Gr. 11-12**

This is an elective that will relate to previously learned material, concepts, and skills from Biotechnology I and II. In the first half of the year, students will study Bio manufacturing and its importance in human society and the techniques used to improve human health. Students will create recombinant DNA strands and introduce them to bacteria to create genetically modified organisms. Students will have the opportunity to work with a bioreactor to synthesize biotech components. In the second half of the year, students will study Marine Biotechnology. The interaction between cyanobacteria and marine viruses will be used as a model for drug/vaccine creation and reinforce lab techniques such as: DNA sampling techniques, DNA fingerprinting, protein technology, chemical analysis, and other technologies. This course will stress the diverse opportunities for employment available in biotechnology. All students will conduct an extensive controlled scientific investigation and present it at the Mt. Hope Science Fair.

### **039903 ENVIRONMENTAL SCIENCE**

**1 Credit♦ Gr. 11-12**

*Prerequisite: Students must have successfully completed or be currently enrolled in biology to enroll in this course*

Students will study the ecological relationship between living organisms and the terrestrial environment. Topics include biogeochemical cycles, ecosystems, diversity of life, conservation of wildlife, human populations and benefit/risk analysis concerning human impact on living and nonliving systems. Students will study the atmosphere, oceans, fresh water resources, topography of the earth's surface and current events related to the health of our planet. Pollution, global warming, renewable and nonrenewable resources and available energy sources are some of the topics that students will research to gain a better understanding of their relationship with plant Earth. Students will participate in class work, projects, activities, field experience and experimentation which will give students greater opportunity for hands-on learning.

### **039909 PHYSICS - HONORS**

**1 Credit♦ Gr. 11-12**

*Prerequisite: Students must have passed Algebra II in order to be enrolled in this course.*

Students in this intensive course will study physical science concepts as they relate to the Next Generation Science Standards. Scientific practices will enhance student skills related to modeling, writing scientific explanations, designing procedures, planning and carrying out investigations, engaging in argument from evidence, and using mathematical reasoning/thinking. Students will learn through a lab-oriented inquiry approach. Topics will be related to forces and motion in one-and two- dimensions, momentum, work, energy, rotational motion, simple harmonic motion, and waves. Students will further develop laboratory skills, producing laboratory reports, and conduct investigations with mathematical reasoning and problem solving skills. Students electing to take Honors Physics will complete a physics-related research project. Students should also anticipate nightly homework assignments to practice computations.

### **039904 PHYSICS**

**1 Credit♦ Gr. 11-12**

*Prerequisite: Students must have passed Algebra II in order to be enrolled in this course.*

Students in this course will study physical science concepts as they relate to the Next Generation Science Standards. Scientific practices will enhance student skills related to modeling, writing scientific explanations, designing procedures, planning and carrying out investigations, engaging in argument from evidence, and using mathematical reasoning /thinking. Students will learn through a lab-oriented approach. Units in this course will focus on topics related to forces and motion in one-and two-dimensions, momentum, work, energy, rotational motion, simple harmonic motion, and waves. Students will further develop laboratory skills, producing laboratory reports, and conduct investigations with mathematical reasoning and problem solving skills. Most concepts can be understood with a mastery of Algebra II.

### **031201 MARINE SCIENCE**

**1 Credit♦ Gr. 12**

Marine Science is open to students who have taken Physical Science, Chemistry, and Biology or are concurrently enrolled. This course is an introductory marine science course for students interested in possibly pursuing this area of study in college, or just to gain an understanding of the marine environment in their own backyard, Narragansett Bay. Topics include watersheds, ocean acidification, ocean exploration, marine environments, human impact, and an in depth study of marine life from marine plankton to mammals. This course is project and research based and requires both independent and cooperative learning. Students are required to attend all Save the Bay/Save Bristol Harbor field study trips as a course requirement. Students will be expected to monitor and maintain classroom fish tanks. Students will read and write on current event topics related to the marine environment.

### **039905 BIOMEDICAL SCIENCE HONORS**

**1 Credit♦ Gr. 11-12**

This intensive course is equally divided focusing on topics in microbiology, human anatomy, physiology, and pathology. The course is designed to prepare students for a career in a health or medical related field of study. Students will study microbes in a laboratory setting, explore the history and pathology of diseases, human anatomy, physiology, and biochemical reactions in the human body. Students are required to conduct a comprehensive feline(cat) dissection to study organ systems as comparative anatomy. Students will also problem solve and become familiar with microbes by identifying an unknown bacterium through biochemical testing. Students will also complete a science fair project or a mentoring project in a health-related field. This will require students to complete independent work on projects outside the class curriculum. Science fair projects will require presentation at the Mt. Hope High School Science Fair.

### **039906 BIOLOGY (AP)**

**Advanced Placement**

**1 Credit♦ Gr. 11-12**

The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry. AP Biology aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. This course will require summer reading with assignments. Students are required to pick up materials before the summer break. Students will complete laboratory investigations on-line and in the laboratory setting. Students will complete an in-depth, inquiry based scientific investigation. Students will research and effectively write on topics of study. Students should expect a college workload with reading assignments over several vacation periods.

### **039907 CHEMISTRY (AP)**

**Advanced Placement**

**1 Credit♦ Gr. 11-12**

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students will attain a depth of understanding of the fundamentals and a reasonable competence in dealing with chemical problems. Students will develop their abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Students will be required to complete an independent research and scientific investigation project. Students should expect a college workload with assignments over several vacation periods. Students will conduct laboratory experiments stressing analysis of data. Students will produce a portfolio of learning the second half of the year. The portfolio will showcase their implementation of chemistry concepts and be presented to their peers. This course will require summer reading with assignments. *Students are required to pick up summer reading materials and work assignments before the summer break.*

### **031202 ENVIRONMENTAL SCIENCE (AP)**

#### **Advanced Placement**

#### **1 Credit♦ Gr. 12**

*Prerequisite: Students must have passed biology to be enrolled in this course*

AP Environmental Science is open to students who have taken Chemistry and Biology or are concurrently enrolled. AP Environmental Science is designed to provide students with the content and skills needed to understand the various interrelationships in the natural world, identify and analyze environmental problems, and propose and examine solutions to these problems. It is the equivalent of an introductory college course in environmental science and students should expect a college course work load. The course provides instruction in each of the following seven content areas: Earth Systems and Resources, The Living World, Population, Land and Water Use, Energy Resources and Consumption, Pollution, and Global Change. This is a blended learning course that uses the online program *Edgenuity* as a hub for all course content. A variety of presentations, laboratory investigations, class discussions, will be done both virtually, in the classroom, and out in the field. For all lab assignments, students are required to analyze and interpret experimental data, utilizing mathematical calculations when necessary. A service learning project is a course requirement and will be conducted in the Bristol/Warren community. Students will keep a blog on current events related to concepts. *This course requires summer reading and assignments.*

### **031203 PHYSICS I (AP)**

#### **Advanced Placement**

#### **1 Credit♦ Gr. 12**

The Physics I (AP) course includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems are major goals of the course. Physics I (AP) will provide instruction in each of the following five content areas: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. The Physics I (AP) course will also include a hands-on laboratory component comparable to introductory college-level physics laboratories, with a minimum of 12 student-conducted laboratory investigations representing a variety of topics covered in the course. Each student should complete a lab notebook or portfolio of lab reports. This course will satisfy the fourth-year math requirement. *Students are required to pick up summer reading, work assignments and materials before the summer break.*

## **PHYSICAL EDUCATION DEPARTMENT**

### **PHYSICAL EDUCATION AND HEALTH**

Ext. 3903

### **080901 PHYSICAL EDUCATION AND HEALTH 9**

#### **.5 Credit♦ Gr. 9**

In Physical Education, students will learn how to assess their fitness levels, design personal exercise plans, and use the exercise equipment in our state-of-the-art fitness center to develop and improve their levels of fitness. Students will also learn and apply the rules, etiquette, skills, techniques, and strategies used in various sports, leisure, and recreational activities. Students will have opportunities to demonstrate proficiency through regular, meaningful participation in fitness-focused class activities that develop and enhance health- and skill-related fitness, problem-solving skills, and communication skills. Students will evaluate their current fitness levels using the FitnessGram fitness test, write personal fitness goals, create their own personal exercise plan, and use body composition analyzers, pedometers, and heart rate monitors to measure and assess their fitness levels and activity. Student performance will be assessed using the physical education participation rubric, which incorporates some of the features of appropriate school-wide rubrics. Fitness testing will be assessed using the FitnessGram fitness testing rubric, which incorporates national standards for students based on age and gender.

In Health, students will focus on the areas of wellness, mental, and social health. Students will investigate topics such as self-esteem, decision making, and substance abuse through the Project TND Toward No Drug Abuse curriculum. Students will learn techniques and skills to improve wellness, self-esteem, the steps of effective decision-making, strategies for dealing with bullying, how to develop support systems and access available mental health resources, and study the notions of tolerance and acceptance. Students will have the opportunity to demonstrate proficiency through a variety of performance tasks aimed at developing higher-order thinking and practical application of knowledge and skills learned. Student performance tasks will be assessed using teacher generated, content specific rubrics and appropriate school-wide rubrics.

## **081001 PHYSICAL EDUCATION AND HEALTH 10**

### **.5 Credit ♦ Gr. 10**

In Physical Education, students will learn how to assess their fitness levels, design personal exercise plans, and use the exercise equipment in our state-of-the-art fitness center to develop and improve their levels of fitness. Students will also learn and apply the rules, etiquette, skills, techniques, and strategies used in various sports, leisure, and recreational activities. Students will have opportunities to demonstrate proficiency through regular, meaningful participation in fitness-focused class activities that develop and enhance health- and skill-related fitness, problem-solving skills, and communication skills. Students will evaluate their current fitness levels using the FitnessGram fitness test, write personal fitness goals, create their own personal exercise plan, and use body composition analyzers, pedometers, and heart rate monitors to measure and assess their fitness levels and activity. Student performance will be assessed using the physical education participation rubric, which incorporates some of the features of appropriate school-wide rubrics. Fitness testing will be assessed using the FitnessGram fitness testing rubric, which incorporates national standards for students based on age and gender.

In Health, students will study the subjects of physical fitness, mental health and substance abuse. Students will investigate related topics, including the benefits of leading a physically active lifestyle, family health history, and mental health issues. Students will identify and discuss the variety of factors contributing to major health issues in the United States, including trends in obesity, heart disease, anxiety, depression and suicide. Additionally, students will examine the growing problem of misuse/abuse of prescription drugs. Students will have the opportunity to demonstrate proficiency through a variety of performance tasks aimed at developing higher-order thinking and practical application of knowledge and skills learned. Student performance tasks will be assessed using teacher generated, content specific rubrics and appropriate school-wide rubrics.

## **081101 PHYSICAL EDUCATION AND HEALTH 11**

### **.5 Credit ♦ Gr. 11**

In Physical Education classes, students will learn how to assess their fitness levels, design personal exercise plans, and use the exercise equipment in our state-of-the-art fitness center to develop and improve their levels of fitness. Students will also learn and apply the rules, etiquette, skills, techniques, and strategies used in various sports, leisure, and recreational activities. Students will have opportunities to demonstrate proficiency through regular, meaningful participation in fitness-focused class activities that develop and enhance health- and skill-related fitness, problem-solving skills, and communication skills. Students will evaluate their current fitness levels using the FitnessGram fitness test, write personal fitness goals, create their own personal exercise plan, and use body composition analyzers, pedometers, and heart rate monitors to measure and assess their fitness levels and activity. Student performance will be assessed using the physical education participation rubric, which incorporates some of the features of appropriate school-wide rubrics. Fitness testing will be assessed using the FitnessGram fitness testing rubric, which incorporates national standards for students based on age and gender.

In Health, students will explore the themes of relationships and personal health. Students will investigate topics such as effective communication, dating, abstinence, contraception and pregnancy, abusive relationships, sexual harassment, sexually transmitted diseases, and how to access health products and services. Students will be able to demonstrate effective communication skills, identify the signs of an abusive relationship and how to get help, discuss the physical and emotional benefits of abstinence, explain the options, advantages, and disadvantages of various methods of contraception, identify the signs and symptoms of sexually transmitted diseases, discuss reproductive health, and identify community health resources available for reproductive health products, services, and treatment. Students will have the opportunity to demonstrate proficiency through a variety of performance tasks aimed at developing higher-order thinking and practical application of knowledge and skills learned. Student performance tasks will be assessed using teacher generated, content specific rubrics and appropriate school-wide rubrics.

## **081201 PHYSICAL EDUCATION AND HEALTH 12**

### **.5 Credit ♦ Gr. 12**

In Physical Education classes, students will learn how to assess their fitness levels, design personal exercise plans, and use the exercise equipment in our state-of-the-art fitness center to develop and improve their levels of fitness. Students will also learn and apply the rules, etiquette, skills, techniques, and strategies used in various sports, leisure, and recreational activities. Students will have opportunities to demonstrate proficiency through regular, meaningful participation in fitness-focused class activities that develop and enhance health- and skill-related fitness, problem-solving skills, and communication skills. Students will evaluate their current fitness levels using the FitnessGram fitness test, write personal fitness goals, create their own personal exercise plan, and use body composition analyzers, pedometers, and heart rate monitors to measure and assess their fitness levels and activity. Student performance will be assessed using the physical education participation rubric, which incorporates some of the features of appropriate

school-wide rubrics. Fitness testing will be assessed using the FitnessGram fitness testing rubric, which incorporates national standards for students based on age and gender.

In Health, students will examine the subjects of stress and stress management, preventative health as related to the major health issues of heart disease, cancer, stroke, and diabetes, and cardiopulmonary resuscitation (CPR) and first aid. Students will research and evaluate strategies to manage stress, evaluate and analyze personal habits and behaviors and identify risk factors for heart disease and stroke, and determine strategies for health enhancement and risk reduction. Students will also learn how to perform CPR, use an automated external defibrillator (AED), and standard first aid skills. Students who successfully pass the skills tests will have the opportunity to obtain American Red Cross certification in adult, child, and infant CPR, AED, and first aid. Students will have the opportunity to demonstrate proficiency through a variety of performance tasks aimed at developing higher-order thinking and practical application of knowledge and skills learned. Student performance tasks will be assessed using teacher generated, content specific rubrics and appropriate school-wide rubrics.

### **089901 CROSSFIT TRAINING AND CONDITIONING**

**.5 Credit ♦ Gr. 10-12**

*Prerequisite: Student must have had an 80 or above average in their most recent Physical Education class and have the recommendation of their current PE teacher.*

**This course is for student-athletes and fitness enthusiasts who want to challenge themselves with the latest in fitness challenges and exercise programs.** Students who want a full year of physical education can take this elective course during the semester opposite their regularly scheduled physical education class. Students will participate in activities like cross training circuits, obstacle courses, plyometric, and other high intensity fitness activities. Students will have the opportunity to demonstrate proficiency through regular and meaningful participation in class activities. Student performance will be assessed using the Physical Education Participation Rubric and other content specific rubrics.

### **089902 FITNESS AND WEIGHT MANAGEMENT**

**Part 1**

**.5 Credit ♦ Gr. 9-12**

**These courses are for students who have weight loss and/or general fitness goals in mind**

Students who want a full year of physical education can take this elective course during the semester opposite their regularly scheduled physical education class. In these courses, students will participate in a monitored, twelve-week fitness program and learn how to effectively manage their weight and maintain healthy levels of fitness. Students will identify specific, individual health/fitness goals, perform a series of “before” measurements, and participate in regular, supervised workouts. Over the course of the semester, students will measure progress towards those goals through periodic assessments and fitness tests. Students will have the opportunity to demonstrate proficiency through regular and meaningful participation in class activities and through the development and completion of a program log. Student performance will be assessed using the Physical Education Participation Rubric and other content specific rubrics.

### **089903 FITNESS AND WEIGHT MANAGEMENT**

**Part 2**

### **169901 FOOD, NUTRITION AND WELLNESS**

**.5 Credit ♦ Gr. 9-11**

*This course is a prerequisite for Culinary I; therefore, this course is open to students in grades 9-11 only.*

Food, Nutrition and Wellness is co-taught by FCS and PE faculty. Combining select components of courses from both disciplines, this semester course is divided into two major components, as outlined below.

FCS faculty will focus on topics including food handling practices, care of kitchen equipment, food preparation techniques, and basic cooking skills. Students will acquire the basic skills needed to prepare nutritious meals for themselves and their families. PE faculty will focus on topics including healthy eating habits, dietary supplements, planning/designing an exercise program, and managing stress. Students will learn how to make healthy eating choices, how to set fitness goals and design an exercise program to help achieve those goals, and how to manage stress in their lives. Ultimately, students will learn about foods, nutrition, exercise and wellness concepts and practices and how to apply that knowledge to live a healthy, happy life in today’s fast-paced world.



## ARTS & APPLIED ARTS

### BUSINESS

Ext. 3013

#### **Career Endorsement**

In order to earn an endorsement in Marketing Media Communication or Finance, a student must all of the specific Career Cluster endorsement criteria.

<b>Marketing Media Communications</b> Endorsement: Must complete 3 course pathway; 3 extended learning activities and/or Career Capstone/Internship course  Required courses:	<b>Finance</b> Endorsement: must complete 3 courses and 3 Extended Learning Opportunities or Career Capstone/Internship  Required courses
Introduction to Business (9-12) .5 Credit	
Marketing & Advertising Design (9-12) 1 credit	Financial Planning (9-12) .5 credit
Media Communication (10-12) 1 credit	Accounting I (10-12) .5 credit
Marketing Management (11-12) 1 credit	Financial Accounting (11-12) .5 credit
Career and Capstone Internship (Full year or Semester) (Optional)	
Possible extended learning activity: DECA, HNN, internship, participation in other clubs/associations using marketing/finance skills	

#### **079925 INTRODUCTION TO BUSINESS**

**.5 Credit ♦ Gr. 9-12**

This course provides opportunities to learn and experience a variety of topics in the field of business. Students are exposed to various economies, their roles in our economy, entrepreneurship, marketing, managing financial and technological resources, and the use of social media.

#### **079908 MARKETING & ADVERTISING DESIGN**

**1 Credit ♦ Gr. 9-12**

Students will learn concepts and skills such as: corporate communications, direct marketing, publicity, public relations, promotion, and media production. Students will create original advertisements, TV and social media promotions, publicity campaigns and special event concepts. Students will learn the basic principles and writing techniques needed to captivate an audience through the creation of press releases, persuasive letters or proposals and mission statements. Students in this course will gain valuable knowledge and experience both personally and professionally by their involvement in the professional organization DECA, an association of Marketing and Finance students.

## **071201 MEDIA COMMUNICATION**

**1 Credit♦ Gr. 10-12**

*Prerequisite: Marketing & Advertising Design OR Video Production*

Students learn the power of words and images through an interdisciplinary approach that links various media, and places them in social and historical context. Students will produce in digital, television, cinema, broadcasting, and advertising media. Students are expected to tell and produce stories that are derived from real issues and/or needs, and presented to the designated audience

## **079909 MARKETING MANAGEMENT**

**1 Credit♦ Gr. 11-12**

*Prerequisite: Marketing & Advertising Design*

Students will apply the four pillars of managerial behaviors; planning, leading, organizing and controlling. Based on the mission of the school store, students will develop a strategic plan with measurable outcomes. Students will be responsible for training sales associates, conducting market research, designing merchandise, and planning and executing an advertising campaign. Students will apply critical thinking and problem solving skills to become efficient and effective financial managers.

## **079910 FINANCIAL PLANNING**

**.5 Credit♦ Gr. 9-12**

This course introduces students to the financial planning & management process that will support current and future monetary decisions. Applying industry standards of comprehensive financial planning, students prepare a fiscal plan that includes saving, investing, borrowing, risk management, and retirement. *Qualifies as a Mt. Hope High School fourth year math requirement.*

## **079901 ACCOUNTING I**

**.5 Credit♦ Gr. 10-12**

This course introduces students to the accounting cycle from the original business transaction to closing books at year-end, including the preparation and interpretation of financial statements. Students will prepare, interpret and analyze financial statements using manual systems for a business, additionally they will prepare an accounting business simulation. This course is beneficial for the future accountant and for careers in many related business fields. Students in this course will gain valuable knowledge and experience both personally and professionally by their involvement in the professional organization DECA, an association of Marketing and Finance students. *Qualifies as a Mt. Hope High School fourth year math requirement.*

## **079916 FINANCIAL ACCOUNTING**

**.5 Credit♦ Gr. 11-12**

*Prerequisite: Accounting I*

This semester course requires students to apply the accounting standards learned in Accounting I to complete the accounting cycle of a merchandising corporation as well as accounting for a partnership. Financial Accounting students are expected to interpret, and use accounting information to make financial decisions. Students learn about planning and controlling principles used to evaluate the performance of an organization, and apply differential analysis and present-value concepts to make decisions. In addition, students develop a working knowledge of employer payroll tax procedures and requirements to comply with tax laws and regulations. During the course, students complete an accounting simulation to reinforce and demonstrate their accounting knowledge. Students in this course will gain valuable knowledge and experience both personally and professionally by their involvement in the professional organization DECA, an association of Marketing and Finance students. *Qualifies as a Mt. Hope High School fourth year math requirement.*

## **079917 CAREER AND CAPSTONE INTERNSHIP**

**1 Credit♦ Gr. 11-12 (Full Year)**

This course is designed to provide students interested in pursuing an independent research project in a career related field. Students will identify their personal career-related interest/question, complete related research of the industry/profession, and present their findings to a designated audience. Additionally, students will participate in work based learning experiences such as job shadowing, field study, internships, independent study, or and/or site visits.

### **0999179 CAREER AND CAPSTONE INTERNSHIP**

**.5 Credit♦ Gr. 11-12 (Semester)**

This course is designed to provide students interested in pursuing an independent research project in a career related field. Students will identify their personal career-related interest/question, complete related research of the industry/profession, and present their findings to a designated audience. Additionally, students will participate in work based learning experiences such as job shadowing, field study, internships, independent study, or and/or site visits.

### **079902 ADVANCED WEB DESIGN**

**.5 Credit♦ Gr. 10-12**

*Prerequisite: Web Design*

Students will build on web design skills creating personal, community and business pages using HTML. Students will also be responsible for maintaining and updating the HNN and MHHS websites.

### **079903 CAREER PRINCIPLES**

**.5 Credit♦ Gr. 9-12**

Students will complete a strengths-based self-assessment that will inform their research in career development and possible career goals. The results of this assessment and research will be integrated into each student's Individual Learning Plan to support their ongoing learning pathway. In addition, students will develop a professional profile, resume, cover letter and networking skills necessary to gain employment. Communication and interpersonal skills are developed through presentations, interviewing and other professional interactions.

### **079904 COMPUTER APPLICATION I**

**1 Credit♦ Gr. 9-12**

This course revolves around the concepts and applications of Microsoft Word, Excel, Access and Power Point with an overview of Windows. Students will apply computer skills to various assignments, projects and presentations. Students will create MLA research reports, analyze spreadsheet data, graph reports, create data bases and develop effective research skills. Microsoft Office User Specialist (MOUS) certification test may be taken upon completion of this course.

### **079905 DIGITAL & INFORMATION LITERACY**

**.5 Credit♦ Gr. 9-10**

This course teaches students fundamental digital media and information literacy skills necessary to become a responsible digital user. Additional concepts and applications include G Suite for Education, such as Google Classroom, docs, slide and sheet; digital portfolio file management, research and presentation skills. These skills are essential for college and career readiness. This course prepares students for meeting their digital portfolio graduation requirements.

### **079911 ANIMATION**

**.5 Credit♦ Gr. 10-12**

Students will learn how to animate their own concepts in a 3-D environment or "world". Students will apply critical thinking and problem solving skills during the application of flowchart concepts and scripting. Students will create a short movie or clip using programs such as *blender*, *flash*, and *Alice*.

### **079912 GAMING**

**.5 Credit♦ Gr. 10-12**

*Prerequisite: Animation*

Students will dive deep into the GameMaker Studio building on animation skills to create more complex and fun interactive games. Students who are interested in a possible future in the gaming and animation are strongly recommended to take this course. Gaming has direct application to the entertainment, instructional and defense industries.

### **079913 STRATEGIES FOR SUCCESS I**

**.5 Credit♦ Gr. 9-12**

This course allows the student to develop their personal and interpersonal skills through the use of practical business applications. Students will develop their abilities in leadership, goal setting/attainment, communication and decision making techniques. In addition, strategies will be developed to increase self-discipline, control and motivation in addressing academic and career goals. Students will apply the strategies and techniques created to effectively manage themselves in both an independent and team environment, as they work towards their academic and career objectives.

**079914 WEB DESIGN****.5 Credit ♦ Gr. 10-12**

This course presents the basics of web page design. Topics addressed are: JAVA, web scripting and web server administration. The students will become familiar with the concept of analytics and dynamic data driven web sites. Course focus is on learning HTML.

**079915 VIDEO PRODUCTION****.5 Credit ♦ Gr. 9-12**

This course will focus on students demonstrating the ability to write video/television scripts, conduct interviews, and learn proper video formatting. Students will learn how to operate a video camcorder along with techniques that relate to lighting, fading, zooming and audio skills. Basic video editing skills will be taught. Students will produce a single-camera field project. Students will assume the role in the production of the morning announcements, Superintendent's Corner as well as working with developing highlight films for classrooms, athletic teams and other projects throughout the school. These experiential learning opportunities provide students with practical skills, knowledge and real world applications.

**079907 MARKETING AND PUBLISHING****1 Credit ♦ Gr. 11-12**

This course allows students to apply business and marketing skills along with 21<sup>st</sup> Century skills such as critical thinking and problem solving, creativity and innovation, communication and collaboration.

Using a variety of media forms such as internet marketing; tweeting, webpage and blogging students will be involved in all aspects of the preparation, production, marketing and sales of the school yearbook "The Historian". Student taking this course should be highly responsible, organized students with a talent for writing, photography, design, business and a commitment to ethical practices, a quality product and deadlines.

**FAMILY AND CONSUMER SCIENCES**

Family Consumer Science Ext. 3242

GRADE	FOOD	CHILD DEVELOPMENT
9	Food, Nutrition and Wellness	Child Development
10	Food, Nutrition and Wellness or Culinary Arts	Child Development
11	Food, Nutrition and Wellness or Culinary Arts	Child Development or Early childhood Studies
12	Food, Nutrition and Wellness or Culinary Arts	Child Development or Early childhood Studies

**169901 FOOD, NUTRITION AND WELLNESS****.5 Credit ♦ Gr 9-11**

*This course is a prerequisite for Culinary 1; therefore, this course is open to students in grades 9-11 only.*

Food, Nutrition and Wellness is co-taught by FCS and PE faculty and combines components from both disciplines. FCS topics include food handling practices, care of kitchen equipment, food preparation techniques, and basic cooking skills. Students will learn to prepare nutritious meals for themselves and their families. PE topics include healthy eating habits, dietary supplements, planning/designing an exercise program, and stress management. Students will learn how to make healthy eating choices, set fitness goals, design an exercise program and manage stress in their lives. Ultimately, students will learn how to live a healthy, happy life in today's fast-paced world.

## 169902 CULINARY ARTS

1 Credit ♦ Gr. 10-12

*Prerequisite: Successful completion of Food, Nutrition and Wellness*

Are you a “foodie” or looking for a career in food service or hospitality? In Culinary Arts students will gain knowledge and skills in food service and preparation. Students will develop competency in sensory evaluation techniques used in food preparation and presentation. Laboratory experiences will include preparation and service of a variety of food products by applying food safety practices and various dietary and menu planning strategies. Students will investigate career paths in nutrition, culinary arts and food service fields. The course uses the Johnson and Wales *Culinary Essentials* textbook.

## 169903 CHILD DEVELOPMENT

1 Credit ♦ Gr. 9-12

Are you interested in learning more about children? In Child Development students will analyze physical, social, emotional, intellectual and moral factors that influence growth and development of children from conception to age six. Topics include the importance of prenatal care, child’s brain development, planning age appropriate activities, and creating a safe and healthy learning environment for children. This course introduces students to career paths in early childhood, education and services.

## 169904 EARLY CHILDHOOD STUDIES

1 Credit ♦ Gr. 11-12

*Prerequisite: Successful completion of Child Development*

Are you interested in a career involving children and families? In Early Childhood Studies you will participate in a field study in an early childhood classroom, where you will observe and interact with children. Students will analyze and evaluate early childhood education practices, write journals and develop a portfolio of learning materials and developmentally appropriate activities. The course introduces the Rhode Island Early Learning and Development Standards (RIELDS.) Students are required to provide their own transportation to the site.



## PERFORMING ARTS

Performing Arts Ext. 3165

GRADE	TECHNOLOGY	GUITAR	CHORAL	BAND
9	Digital Audio Recording	Guitar I	Chorus	Concert Band
10	Digital Audio Recording or Advanced Digital Audio Recording	Guitar I or Guitar II	Chorus or Vocal Ensemble	Concert Band or Symphonic Band
11	Digital Audio Recording or Advanced Digital Audio Recording Music Theory	Guitar I or Guitar II or Guitar Ensemble Music Theory	Chorus or Vocal Ensemble or Vocal Ensemble Honors Music Theory	Concert Band or Symphonic Band or Symphonic Band Honors Music Theory
12	Digital Audio Recording or Advanced Digital Audio Recording and Music Theory	Guitar I or Guitar II or Guitar Ensemble or Advanced Guitar Ensemble	Chorus or Vocal Ensemble or Vocal Ensemble Honors Music Theory or Music Theory AP	Concert Band or Symphonic Band or Symphonic Band Honors Music Theory or Music Theory AP

## MUSIC COURSES

**050901 CONCERT BAND-BRASS & PERCUSSION Gr. 9**      **051101 CONCERT BAND-BRASS & PERCUSSION Gr. 11**

**05100 CONCERT BAND-BRASS & PERCUSSION Gr. 10**      **051201 CONCERT BAND-BRASS & PERCUSSION Gr. 12**

**1 Credit♦ Gr. 9-12**

Concert Band Brass and Percussion is open to students who play a brass or percussion instrument. Students will develop technical skills, enabling them to perform with expression, a varied repertoire of quality band and solo literature. Students will have multiple opportunities to pass the Arts Proficiency and develop projects for Digital Portfolio. Students will perform in at least three evening concerts per year. All Concert Band students are members of the Marching Band.

**050902 CONCERT BAND-WOODWINDS, Grade 9**      **051102 CONCERT BAND-WOODWINDS, Grade 11**  
**051002 CONCERT BAND-WOODWINDS, Grade 10**      **051202 CONCERT BAND-WOODWINDS, Grade 12**

**1 Credit♦ Gr. 9-12**

Concert Band Woodwinds is open to students who play a woodwind instrument. Students will develop technical skills, enabling them to perform with expression, a varied repertoire of quality band and solo literature. Students will have multiple opportunities to pass the Arts Proficiency and develop projects for Digital Portfolio. Students will perform in at least three evening concerts per year. All Concert Band students are members of the Marching Band.

**050903 SYMPHONIC BAND, Gr. 9**      **051103 SYMPHONIC BAND, Gr. 11**  
**051003 SYMPHONIC BAND, Gr. 10**      **051203 SYMPHONIC BAND, Gr. 12**

**1 Credit♦ Gr. 9-12**

Symphonic Band is open to students by audition. Students will study, rehearse and perform advanced wind and solo literature with correct technique and expression. Students will have multiple opportunities to pass the Arts Proficiency and develop projects for Digital Portfolio. Students will perform in at least three evening concerts. All Symphonic Band students are members of the Marching Band.

### **051104 SYMPHONIC BAND HONORS**

**1 Credit♦ Gr. 11**

Open to students who have maintained a minimum average of 92 in Symphonic Band. In addition to the Symphonic Band requirements, the honors level requires that students will write a critique of one out of school concerts, mentor a younger student, audition for All-State and participate in the RIMEA Solo and Ensemble Festival. All Symphonic Honors Band students are members of the Marching Band.

### **051204 SYMPHONIC BAND HONORS**

**1 Credit♦ Gr. 12**

Open to students who have maintained a minimum average of 92 in Symphonic Band. In addition to the Symphonic Band requirements, the honors level requires that students will write a critique of two out of school concerts, mentor a younger student, audition for All-State and participate in the RIMEA Solo and Ensemble Festival. All Symphonic Honors Band students are members of the Marching Band.

### **059901 GUITAR I**

**.5 Credit♦ Gr. 9-12**

Learn to play guitar, no experience necessary! In Guitar I students will learn different styles, skills and techniques required to become a successful guitarist. Students will learn to play melodies and chords by reading musical notation and chord charts. Students who continue on to Guitar II will have multiple opportunities to pass the Arts Proficiency and develop projects for Digital Portfolio.

### **059902 GUITAR II**

**1 Credit♦ Gr. 10-12**

*Prerequisite: Guitar I*

Guitar II is open to students who have successfully completed Guitar I, or students with experience playing chords and reading musical notation. In Guitar II students will further develop guitar playing skills, including right hand fingerstyle technique and position studies. Students will rehearse and perform intermediate guitar solo and ensemble literature with correct technique and expression. Students will have multiple opportunities to pass the Arts Proficiency and develop projects for Digital Portfolio.

**059903 GUITAR II SEMESTER****.5 Credit♦ Gr. 10-12***Prerequisite: Guitar I and approval of the Department Chair*Open to students by audition.

This semester course is offered to students who received a grade of 90 or higher in Guitar I and who are unable to schedule a full year course. The semester course may be taken only with the permission of the instructor/department chair.

**059904 GUITAR ENSEMBLE, Gr. 10****051214 GUITAR ENSEMBLE, Gr. 12****1 Credit♦ Gr. 10-12**

*The Guitar Ensemble is open to students who have successfully completed Guitar I and Guitar II.* Students will study, rehearse and perform intermediate to advanced guitar solo and ensemble literature with correct technique and expression. Students will participate in class and community recitals, and performances throughout the year. Students will have multiple opportunities to pass the Arts proficiency and develop projects for Digital Portfolio.

**059905 GUITAR ENSEMBLE, Gr. 11****059906 ADVANCED GUITAR ENSEMBLE,  
Gr. 10****051215 ADVANCED GUITAR ENSEMBLE, Gr. 12****1 Credit♦ Gr. 10-12***Prerequisite: Successful completion of Guitar I and Guitar II.*

The Advanced Guitar Ensemble is open to students by audition, who have successfully completed Guitar I and Guitar II. Students will study, rehearse and perform advanced guitar solo and ensemble literature with correct technique and expression. Students will participate in numerous class and community recitals and performances throughout the year. Students will have multiple opportunities to pass the Arts proficiency and develop projects for Digital Portfolio.

**051114 ADVANCED GUITAR ENSEMBLE,  
Gr. 11****059914 STRING ENSEMBLE****1 Credit♦Gr 9-12**

String Ensemble is open to student in grades 9-12 who play violin, viola, cello or string bass. Students will develop reading and interpretive skills through performance of appropriate repertoire. The Mt. Hope High School String Ensemble, in partnership with Community String Project will perform at school and community functions throughout the year as assessment and community service. This course will provide multiple opportunities for students to gain the Arts Proficiency and develop projects for Digital Portfolio.

**050905 CHORUS, Gr 9****051005 CHORUS, Gr 10****1 Credit♦ Gr. 9-12**

“No experience necessary!” Chorus is open to all students who enjoy singing. Students will develop technical voice skills, enabling them to perform with expression, a varied repertoire of quality choral and solo literature. Students will perform in at least three evening concerts per year. Students will have multiple opportunities to pass the Arts Proficiency and develop projects for Digital Portfolio.

**051105 CHORUS, Gr. 11****051205 CHORUS, Gr. 12****050906 VOCAL ENSEMBLE Gr. 9****051006 VOCAL ENSEMBLE Gr. 10****1 Credit♦ Gr. 9-12**

*Vocal Ensemble is open to students by audition.* Students will study, rehearse and perform advanced choral literature with correct technique and expression. Students will perform in at least three evening concerts and several community service concerts throughout the year. Students will have multiple opportunities to pass the Arts Proficiency and develop projects for Digital Portfolio.

**051106 VOCAL ENSEMBLE Gr. 11****051206 VOCAL ENSEMBLE Gr. 12****051107 VOCAL ENSEMBLE HONORS, Gr. 11****1 Credit♦ Gr. 11-12**

*Open to students who have maintained a minimum average of 92 in Vocal Ensemble.* In addition to the Vocal Ensemble requirements, the honors level requires that students will write a critique of two out-of-school concerts, mentor a younger student, audition for All-State and participate in the RIMEA Solo and Ensemble Festival.

**051207 VOCAL ENSEMBLE HONORS, Gr. 12**

### **059907 MUSIC THEORY/COMPOSITION I (EEP)**

**.5 Credit♦ Gr. 10-12**

Early Enrollment Program – RI College

This course is offered to students who would like to learn basic keyboard skills, read, analyze and compose music. Students will study the basic elements of music theory – rhythm, intervals, scales, melody, and harmony. Utilizing music composition software, students will write short compositions demonstrating an understanding of music theory. *(Passing with a B- will earn college transfer credit for at Rhode Island College through the Early Enrollment Program [EEP])*

### **059908 MUSIC THEORY/COMPOSITION II**

**.5 Credit♦ Gr. 10-12**

*Prerequisite: Music Theory/Composition I*

Music Theory/Composition II will provide students with advanced instruction of music theory. Students will demonstrate their musical understanding through a variety of musical compositions.

### **051208 MUSIC THEORY STUDIO (EEP)**

**1 Credit♦ Gr. 12**

Early Enrollment Program – RI College

This course combines the curriculum of Music Theory/Composition I & II and provides opportunities for students to create more advanced compositions. While the main emphasis is placed on music of the Common Practice period (1600-1900), music of other stylistic periods is also studied. Students will be engaged in a variety of musical exercises including, rhythm and melody dictations, playing piano, composing, analyzing and sight singing. Music Theory and Composition EEP meets the fourth year math requirement for MHHS graduation requirements. *(Passing with a B- will earn college transfer credit at Rhode Island College through the Early Enrollment Program) [EEP]*

### **051209 MUSIC THEORY (AP)**

Advanced Placement

**1 Credit♦ Gr. 12**

AP Music Theory is designed for students who need it for career study as well as those who desire it for enrichment. While the main emphasis is placed on music of the Common Practice period (1600-1900), music of other stylistic periods is also studied. Students will be engaged in a variety of musical exercises including, rhythm and melody dictations, playing piano, composing, analyzing and sight singing.

### **059909 DIGITAL AUDIO RECORDING**

**1 Credit♦ Gr. 9-12**

In Digital Audio Recording, students will learn how to create and record their own songs using the latest in digital recording technology. Students will explore the song structures, rhythms and instrumentation that are used in today's popular music genres from Rock and Pop to Reggae and Hip-Hop. Students taking this course need not have any previous musical study. Students will have multiple opportunities to pass the arts proficiency and develop projects for Digital Portfolio.

### **059910 ADVANCED DIGITAL AUDIO RECORDING (EEP)**

**1 Credit♦ Gr. 10-12**

*Prerequisite: Digital Audio Recording and approval of the Department Chair*

Students will further develop skills to create music in various styles through hands-on use of studio equipment. Students will learn to play keyboard and incorporate virtual instruments into their compositions. Students will create original music and sound effects to complement the visual content of movies. The final class project will be to create a music video. *(Passing with a B- will earn college transfer credits for students through the Rhode Island College Early Enrollment Program.)*



**THEATER ARTS COURSES**

GRADE	TECHNOLOGY	SPEAKING / WRITING	ACTING
9	Introduction to Theatre	Introduction to Theatre or Public Speaking	Introduction to Theatre
10	Introduction to Theatre or Technical Theatre	Introduction to Theatre or Public Speaking or Writing for the Stage and Screen	Introduction to Theatre or Acting or Actor's Studio
11	Introduction to Theatre or Technical Theatre	Introduction to Theatre or Public Speaking or Writing for the Stage and Screen	Introduction to Theatre or Acting or Actor's Studio
12	Introduction to Theatre or Technical Theatre	Introduction to Theatre or Public Speaking or Writing for the Stage and Screen	Introduction to Theatre or Acting or Actor's Studio

**Proficiency Requirements in the Arts**

All students at Mt. Hope must choose to demonstrate proficiency in Visual Art, Music, Theatre or Dance. Students completing 1 full credit of Visual Arts, Music or Theatre will have been provided the opportunity to meet proficiency, however some students may need to complete additional courses if they have not met proficiency.

Visual Arts: Upon successful completion of Art 1, students may choose an emphasis in Drawing, Painting, Ceramics & 3D Art, Photography, and/or Digital Arts to gain proficiency.

Music: Proficiency may be obtained through Guitar I and Guitar II, Chorus, Band or Digital Audio Recording.

Theatre: Upon successful completion of Introduction to Theatre Arts, students will choose an emphasis in Acting, Technical Theatre or Writing for the Screen and Stage.

*Proficiency is not obtainable by combining Visual Arts, Music and Theatre courses, but rather by choosing one area of concentration.*

**059911 INTRODUCTION TO THEATER ARTS**

**.5 Credit ♦ Gr. 9-12**

*This course is a prerequisite for other theatre courses.*

If you love to act or work backstage, this course is for you! Students will learn the elements of acting and technical theatre through theatre games, exercises, live theatre observation, video observation, and performance. Intro to Theatre includes a final project in which students participate as a member of a “theatre company” – taking on the role of either playwright, director, actor, designer, or technician.

**059912 PUBLIC SPEAKING**

**.5 Credit ♦ Gr. 9-12**

*This course can be used as a prerequisite for Acting. This course does not offer opportunities to fulfill Mt. Hope’s PBGR arts requirement.* Ever wish you could get up in class and actually feel comfortable making a presentation? This course will show students how to do that. Students will learn the necessary skills for the four main types of speeches: Informational, Persuasive, Instructional, and Inspire/Entertain. Students will learn how to prepare for a presentation and to present with direct and competent vocal ability.

**051010 TECHNICAL THEATRE, Gr. 10**  
**051210 TECHNICAL THEATRE, Gr. 12**  
**1 Credit♦ Gr. 10-12**

**051110 TECHNICAL THEATRE, Gr. 11**

*Prerequisite: Introduction to Theatre Arts*

This class will focus on the technical aspects of theatre production for students interested in “back-stage” work. Students will build on knowledge gained in Introduction to Theatre Arts. Tech. students will learn the elements of design through participation in actual design and stage construction. Grades for this class will be based on a combination of written work, quizzes, class participation, and actual stage construction & tasks. Student must attend one high school, college, or professional production.

**059913 WRITING FOR THE STAGE AND SCREEN**

**1 Credit♦ Gr. 10-12**

*Prerequisite: Introduction to Theatre Arts or Recommendation from English teacher*

Have you ever wanted to craft a movie script, TV series, or play for the theatre? In this class, we will explore storytelling strategies, creative writing, and the realities of submitting scripts and plays into the film and theatre industries? Students will participate in daily writing exercises, read contemporary theatre examples, analyze contemporary film and theatre examples, as well as draft and peer edit scenes and monologues. The course will culminate with a live or filmed presentation of an original short scene.

**051012 ACTING, Gr. 10**  
**051212 ACTING, Gr. 12**

**051112 ACTING, Gr. 11**

**1 Credit♦ Gr. 10-12**

*Prerequisite: Introduction to Theatre Arts or Public Speaking*

Increase your knowledge of the performance process through theatre games, scene and monologue work and live performance. In Acting, emphasis is on the tools of the actor (body, face, and voice), and the psychology of character analysis and development. All acting students will be cast in the Fall play production. Acting students rehearse after school and perform at community events, school productions, and acting competitions. Students are expected to participate in these events with responsibility towards self, group, and growth.

**051011 ACTING, Gr. 10**  
**051211 ACTING, Gr. 12**

**051111 ACTING, Gr. 11**

**.5 Credit♦ Gr. 10-12**

*Prerequisite: Introduction to Theatre Arts or Public Speaking*

Acting is a full year course. This semester course is offered to students who received a grade of 90 or higher in Introduction to Theatre and who are unable to schedule a full year course. The semester course may be taken only with the permission of the instructor.

**051013 ACTOR'S STUDIO, Gr. 10**  
**051213 ACTORS' STUDIO, Gr. 12**

**051113 ACTOR'S STUDIO, Gr. 11**

**1 Credit♦Gr. 10-12**

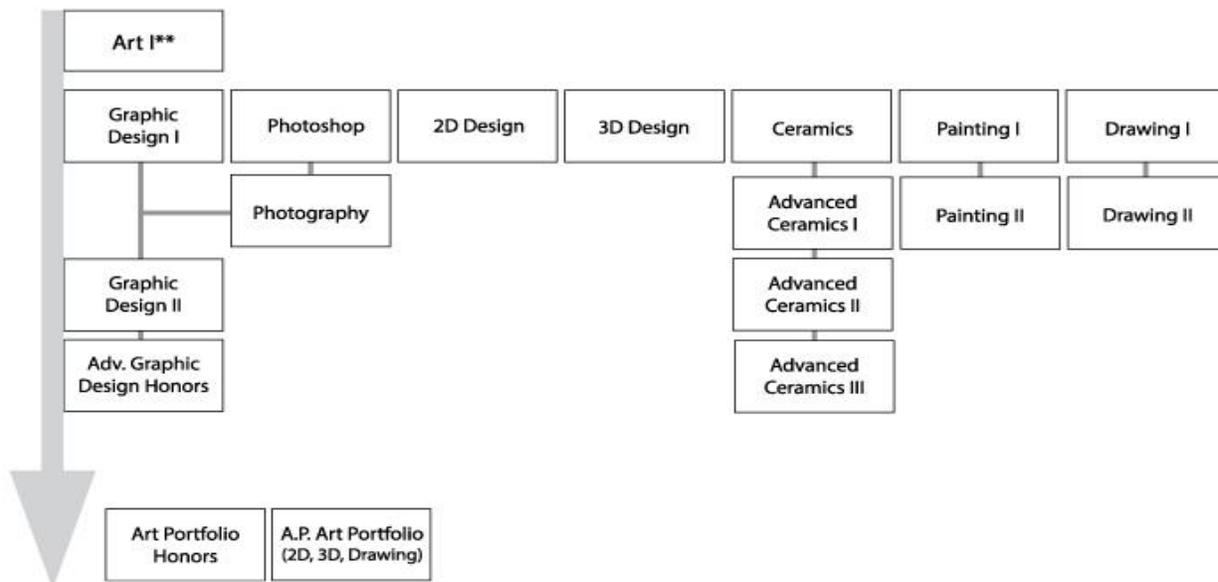
*Prerequisite: Introduction to Theatre Arts, Public Speaking or Teacher approval with audition.*

This course is for advanced acting students by teacher recommendation and/or audition. Study and practice will focus on in-depth text analysis and research skills aimed at a more complex development of the craft of acting. In their final projects, students will choose 2 contrasting monologues appropriate for college or professional audition. All acting students will be cast in the Fall play production. Actor's Studio students rehearse after school and perform at community events, school productions, and acting competitions. Students are expected to participate in these events with responsibility towards self, group, and growth.



## VISUAL ARTS COURSES

### Suggested Pathways to Art Credit and Proficiency Opportunities\*



\*Students successfully completing 2 semesters of Visual Art courses will have been provided the opportunity to meet both credit and proficiency requirements for graduation.

\*\* Art I is the required prerequisite for all art courses, therefore taking it in 9th grade offers students the greatest opportunity to take advanced art courses. If a student has extensive extra curricular art experience and/or an advanced portfolio of work as an incoming freshman, please make sure to speak with his or her Guidance counselor about the possibility of placing out of Art I. This is also an option for upcoming Seniors.

### 159901 ART I

.5 Credit ♦ Gr. 9-12

*This foundation course is a prerequisite for all other art courses.* Students will work in various two-dimensional and three-dimensional art media including drawing, painting, ceramics and/or sculpture. Students will learn about and respond to art in diverse cultures of the past and present using visual and written resources, and relate this understanding to their own artwork. Assessment will be based on artwork, reflections, critiques, and portfolio review. Students will have the opportunity to complete at least ½ of the Digital Portfolio requirements for Visual Arts. If a student has extensive extracurricular art experience and/or an advanced portfolio of work as an incoming freshman, please make sure to speak with his or her Guidance Counselor about the possibility of placing out of Art I.

### 159902 TWO-DIMENSIONAL DESIGN

.5 Credit ♦ Gr. 9-12

*Prerequisite: Art I or permission of teacher leader*

Line, shape, color, form, value, balance, movement—these are just a few of the elements that make up a work of art. How do you use these elements to create great compositions? Students will problem solve using the Elements and Principles of Art and Design to create effective compositions in meaningful two-dimensional works of art. This course will prepare you for the rigorous curriculum in the 2-D Art courses such as Painting, Drawing, Computer Graphics, or Photography, as well as AP Portfolio. Projects will include printmaking, painting, collage, mixed media and drawing. This course is highly recommended for students prior to or concurrent with enrolling in Computer Graphics I, Computer Graphics II and Honors.

### 159903 DRAWING I

.5 Credit ♦ Gr. 9-12

*Prerequisite: Art I with several "Proficient" drawings*

This course provides the student who enjoys drawing with an opportunity to develop the ability to perceive details, proportions and relationships and apply this to 2-dimensional artwork. Students will use a wide variety of drawing media,

tools and techniques in drawing from observation, memory and from the imagination. Students will study various types of drawing and create drawings with specific functions: observation, illustration, commentary, narrative, and personal expression.

### **159904 DRAWING II**

**.5 Credit ♦ Gr. 10-12**

*Prerequisite: Art I and Drawing I with several "Proficient" drawings*

This course is for students who wish to continue to improve their drawing ability by building on skills and techniques learned in Drawing I. Students will investigate concepts of chiaroscuro, modeling, composition, and proportion in order to communicate their intent through themed assignments. Drawing from observation including figure drawing will be emphasized in order to improve student's ability to translate three-dimensional form into flat two-dimensional realistic drawings. Students will compare drawing styles of master artists, reflect on their work, and participate in class critiques. Students considering a career in art will have the opportunity to develop drawings that could be used as part of a college or art school application.

### **159905 CERAMICS**

**1 Credit ♦ Gr. 10-12**

*Prerequisite: Art I*

Students will learn the processes of creating kiln fired and glazed functional and non-functional ceramics. Students will learn the essential hand-building methods of construction: pinch, coil and slab. As students develop basic skills, they will analyze which methods or combination of methods best apply to a specific assignment. Students will learn basic sculptural techniques with clay. Students will study ceramics and sculpture throughout history and in a variety of cultures. Students will be introduced to the use of the potter's wheel. Students will maintain a ceramics process folder in which they describe ceramic techniques, design process, problem solving, glaze decoration and their progress over time.

### **159906 ADVANCED CERAMICS I**

**.5 Credit ♦ Gr. 11-12**

*Prerequisite: Art I and the successful completion of Ceramics I with a least 3 "Proficient" ceramic works and approval of Visual Arts Teacher Leader.*

This course is for students who developed strong technical skills in both hand-built and wheel thrown forms in Ceramics. Students may take the semesters together or individually. Students will examine both functional and sculptural ceramics and select a concentration for their work. Students will demonstrate mastery of media and development of a personal style in self-directed assignments. Students will examine historical works, artists, constructing techniques, creative glazing, and surface design as it applies to their area of focus. Students will participate in both individual and group critiques. Students will maintain a journal that describes the construction and glazing process of their artworks.

### **159907 ADVANCED CERAMICS II HONORS**

**.5 Credit ♦ Gr. 11-12**

*Prerequisite: Successful completion of Advanced Ceramics I and approval of Teacher Leader.*

Second semester Advanced Ceramic students are required to prepare a new concentration or further develop their established Advanced Ceramics series. Students continue to document design process while developing a body of work that is original and creative. A second semester emphasis requires students to investigate historical or cultural connections that relate to their style. Student will create a work inspired by this association and submit a written summary of this artistic connection. In addition, students will participate in several individual and group critiques that assist in the development of a final Artist Reflection and Power Point Presentation.

### **159908 ADVANCED CERAMICS III HONORS**

**.5 Credit ♦ Gr. 11-12**

*Prerequisite: Art I, Ceramics, Advanced Ceramics I and II, and approval of Visual Arts Teacher Leader.*

**Advanced Ceramics III Honors, is highly recommended for students enrolled in Art Portfolio AP and applying for the 3D AP Art Studio Portfolio Exam.** Students prepare a written proposal that addresses components of design process; including explanations of inspiration, concept, definition and production. Most often coursework is a continuation of previous artworks explored in Advanced Ceramics I & II. Students are expected to schedule afterschool sessions for periodic critiques (review) of their work. In addition, students must maintain a journal that documents their artistic process and reflects their efforts to successfully complete their concentration. Students are required to submit artworks for Scholastic Art Awards and display their work in school and community exhibits.

## **159909 PAINTING I**

**.5 Credit ♦ Gr. 10-12**

*Prerequisite: Successful completion of Art I with several Proficient artworks.*

Students will develop skills in painting with watercolors, acrylics, and mixed media. Students will become proficient in applying color theory and principles of composition to create original paintings. Students will compare characteristics of paintings and painting styles in relation to historical periods and political, social and cultural contexts. Students will study painting through readings, visual references and by studying original works of art in museums or galleries. Students will participate in exhibits in the school and the community.

## **159910 PAINTING II**

**.5 Credit ♦ Gr. 10-12**

*Prerequisite: Students must have completed Art I and several "Proficient" paintings in Painting I.*

Building upon the skills learned in Painting I, students will develop more advanced skills in painting with acrylics, and watercolor, and mixed media including collage. Students will be introduced to oil painting and stretched canvasses. Students will study painting through readings, visual references, and by studying original works of art in museums or galleries. Students will participate in planning and hanging exhibits in the school and the community.

## **159911 PHOTOSHOP FOR PHOTOGRAPHY**

**.5 Credit ♦ Gr. 10-12**

*Prerequisite: Completion of Art I with several "Proficient" artworks.*

**Students must successfully complete this course or Graphic Design I, in order to take Photography.** Students will learn the fundamentals of the program, Adobe Photoshop. Through a variety of in-class projects, students will learn image correction, adjustments and compositional skills which will aid in their understanding of the principles of photography. Visual, verbal and written literacy skills will be stressed. Students will exit this course with the digital tools necessary for the Photography course or their own personal digital photography.

## **159912 GRAPHIC DESIGN I**

**.5 Credit ♦ Gr. 10-12**

*Prerequisite: The successful completion of Art I*

This course will cover the basics of how to use Adobe Photoshop and Adobe Illustrator. Students learn the mechanics of the programs through creative problem solving assignments involving product and advertising design and drawing and painting using the computer. The Elements and Principles of Art Design are stressed. Projects cover a variety of subjects: History, Art History, Graphic Design and real world applications.

## **159913 GRAPHIC DESIGN II**

**.5 Credit ♦ Gr. 10-12**

*Prerequisite: The successful completion of Art I and Graphic Design I*

This course is a continuation of Graphic Design I. Students will continue to use Adobe Photoshop and Illustrator to complete more rigorous creative problem solving assignments. Students have more freedom in choosing the programs they prefer for each project. The Elements and Principles of Art and Design are stressed. Projects cover a variety of subjects: History, Art History, Graphic Design and real world applications.

## **159914 ADVANCED GRAPHIC DESIGN HONORS**

**1 Credit ♦ Gr. 11-12**

*Prerequisite: Art I and successful completion of Graphic Design I and II.*

Students will use Adobe Photoshop, Illustrator, and InDesign to complete creative problem solving assignments. Students are expected to complete a portfolio of original Graphic Design or Computer Graphics work as an end of course assessment. Students taking this course should expect rigorous coursework that mirrors that of the college level. Critiques will be held during and after each project. It is expected that students will contribute to the critiques in a meaningful way.

## **159915 PHOTOGRAPHY**

**1 Credit ♦ Gr. 11-12**

*Prerequisite: Art I and Graphic Design I or Photoshop for Photography and approval of Visual Arts Teacher Leader.*

This course will cover the mechanics of photography, including the operation of digital and manual cameras, how film works, lighting, downloading to the computer, and digital image manipulation. In addition, students will learn about compositional techniques, depth of field, black and white versus color photography, the history of photography and

how to develop a personal style. Students will exit the course with a portfolio of no fewer than 6 Proficient or Advanced photographs, accompanied by written critiques that utilize the appropriate photography vocabulary.

### **159916 THREE-DIMENSIONAL DESIGN (formerly Sculpture)**

**.5 Credit♦ Gr. 9-12**

*Prerequisite: Successful completion of Art I*

Students will explore three-dimensional techniques in a variety of media. Students will learn and apply sculptural design through a series of expressive and technical assignments. The course covers both subtractive and additive processes which may include relief works, mobiles, assemblages, and figurative sculpture. Units include either historical information or a thematic approach. This course is recommended for students who are considering completing a 3D Design AP Art Portfolio.

### **159917 ART PORTFOLIO HONORS**

**1 Credit♦ Gr. 11-12**

*Prerequisite: A Portfolio of at least 4 "Proficient" artworks from prior art classes.*

This course is for the serious art student who has taken a variety of art courses and may be considering either attending an art school, majoring in art in college, or pursuing an art career. Students will set personal goals as they are guided through the process of developing an Art Portfolio of "Advanced Proficient" artworks that could be used as part of a college application. This course requires a willingness to work independently, and do additional artwork outside the classroom. Students will mat and frame their own work and participate in planning and hanging exhibits in the school and the community. Students will participate in class field trips to art museums or galleries.

### **159918 2-D ART PORTFOLIO (AP)**

**Advanced Placement**

**1 Credit♦ Gr. 11-12**

*Prerequisite: A portfolio of at least 6 Advanced or Proficient artworks, the successful completion of a variety of advanced art courses (2-D Design, Photography, and Graphic Design courses recommended). For most students the final AP portfolio will include artworks that were completed in prior art courses as well as work completed in this course. Grade 11, only with permission of Teacher Leader.*

This rigorous course is designed to enable the senior student to pass the **AP Art Studio 2D Portfolio Exam**. It is built upon strong skills learned in Art Portfolio and/or other advanced art courses such as 2-D Design, Photography, and Computer Graphics. Assignments will be individualized to meet the needs and goals of each student to achieve the specific requirements of the **AP 2D Art Portfolio**. In this portfolio students must have demonstrated a breadth of skills, high quality of work, personal voice, and a personal concentration. See course description for Art Portfolio Honors for further information on in-class and out of class requirements.

### **159919 3D ART PORTFOLIO (AP)**

**Advanced Placement**

**1 Credit♦ Gr. 11-12**

*Prerequisite: A portfolio of at least 6 Advanced or Proficient artworks, the successful completion of a variety of advanced art courses (Ceramics, Sculpture\*\*, and 3-D Design courses recommended). For most students the final AP portfolio will include artworks that were completed in prior art courses as well as work completed in this course. Grade 11, only with permission of Teacher Leader.*

This rigorous course is designed to enable the senior student to pass the **AP Art Studio 3D Portfolio Exam**. It is built upon strong skills learned in Art Portfolio and/or other advanced art courses such as Ceramics, Advanced Ceramics, Sculpture\*, and 3-D Design. Assignments will be individualized to meet the needs and goals of each student to achieve the specific requirements of the **AP 3D Art Portfolio**. In this portfolio students must demonstrate a breadth of skills, high quality of work, personal voice, and a personal concentration. See course description for Art Portfolio Honors for further information on in-class and out of class requirements.

### **159920 DRAWING ART PORTFOLIO (AP)**

**Advanced Placement**

**1 Credit♦ Gr. 11-12**

*Prerequisite: A portfolio of at least 6 Advanced or Proficient artworks, the successful completion of a variety of advanced art courses (2-D Design, Drawing and Painting courses recommended). For most students the final AP portfolio will include artworks that were completed in prior art courses as well as work completed in this course. Grade 11, only with permission of Teacher Leader.*

This rigorous course is designed to enable the senior student to pass the **AP Art Studio Drawing Portfolio Exam**. It is built upon strong skills learned in Art Portfolio and/or other advanced art courses such as 2-D Design, Drawing, and Painting. Assignments will be individualized to meet the needs and goals of each student to achieve the specific requirements of the **AP Drawing Art Portfolio**. In this portfolio students must have demonstrated a breadth of skills,

high quality of work, personal voice, and a personal concentration. See course description for Art Portfolio Honors for further information on in-class and out of class requirements.

## **PUPIL PERSONNEL SERVICES**

### **Pupil Personnel Services Department**

Ext. 3124

The Bristol Warren Special Services Department offers a continuum of support options that range from a collaborative model to intensive support classes. Placement in these courses are determined by the Individualized Educational Plan Team in accordance with the Rhode Island Regulations Governing, "The Education of Children with Disabilities Act", based on state and federal eligibility criteria. Staff members and/or parents may initiate a referral to determine if a student is eligible for these services. The evaluation process includes an evaluation meeting with parent participation at the building level, specifying recommendations for a formal diagnostic evaluation performed by certified specialists if warranted. Consultation with parents, students, teachers, guidance counselors and administrators are crucial to the evaluation process. The courses described below provide small group and individualized instruction per the Mt Hope High School Special Services Department, using a variety of techniques in numeracy and literacy.

## **INTENSIVE CLASSES**

Intensive classes are offered for students currently on Alternate Assessment or students that require specialized instruction with intense modifications to the curriculum. Students are placed in Intensive Classes to meet reading, writing or math goals that are outlined in an Individualized Educational Plan (IEP).

### **170903 ENGLISH 9-EXPLORING LITERATURE 1 Credit♦ Gr. 9**

### **171003 ENGLISH 10-AMERICAN LITERATURE 1 Credit♦ Gr. 10**

This course offers reinforcement and development of skills in reading, writing, listening, grammar, speech, as well as a general approach to the English language. These standards-based classes will focus on writing refinement skills, reading skills and comprehension, an independent approach to English, based on the specific needs of the student. This is a two (2) course series to complete requirements for themes in Literature and American Literature.

### **171103 ENGLISH 11-BRITISH LITERATURE 1 Credit♦ Gr. 11**

### **171203 ENGLISH 12-WORLD LITERATURE 1 Credit♦ Gr. 12**

These courses offer reinforcement and development of skills in reading, writing, listening, grammar, speech, as well as a general approach to the English language. These standards-based classes will focus on writing refinement skills, written compositions, and reading and responding to both informational and literary texts. This is a two (2) course series to complete requirements for British Literature and World Literature.

### **170904 MATH 9-ALGEBRA I, PART I 1 Credit♦ Gr. 9**

### **171004 MATH 10-GEOMETRY 1 Credit♦ Gr. 10**

These courses will provide students instruction in numbers and operations. Students will also investigate basic concepts from algebra and geometry. These courses reinforce arithmetic and problem solving skills through real life applications. Students will learn about variables, two and three dimensional figures, statistics, and how to solve equations.

### **171104 MATH 11-ALGEBRA I, PART II 1 Credit♦ Gr. 11**

### **171204 Math 12-LIFE SKILLS MATH 1 Credit♦ Gr. 12**

These courses provide students instruction in basic numbers and operations as well as algebra skills. They also cover skills relating to the area of budgeting, banking, credit and utilizing charts, tables, and graphs. The focus of these courses is to provide students with practical application of math skills. This is a two (2) course series to complete requirements for continuing Algebra and Life Skills Mathematics.

**170905 BIOLOGY****1 Credit♦ Gr. 9**

This course offers a standards-based approach to learning life science. Topics investigated include: classifying living things, cells, human body systems, genetics, ecology, and evolution. This course does not fulfill college-level laboratory science requirements.

**171005 PHYSICAL SCIENCE****1 Credit♦ Gr. 10**

This course offers a standards-based approach to learning physical science. Topics investigated include matter, motion, machines, heat, electricity, magnets, sound and light.

**171105 EARTH SCIENCE****1 Credit♦ Gr. 11**

This course offers a standards-based approach to learning earth and space science. Students will develop their knowledge of earth and space science in conjunction with a variety of basic scientific processes. This course does not fulfill college-level laboratory science requirements.

**171205 ECOLOGY****1 Credit♦ Gr. 12**

This course offers a standards-based approach to learning ecology. Topics investigated include ecosystems, diversity of life, the atmosphere, oceans, fresh water resources, topography of the earth's surface and current events related to the health of our planet.

**170906 US HISTORY I****1 Credit♦Gr. 9****171006 US HISTORY II****1 Credit♦ Gr. 10**

This two-year course sequence offers a standards-based approach to World History. The students will develop an understanding of World History. This course will cover the historical period from the post-Middle Ages to the present. The students will learn how the events of the period shaped our world.

**171106 US HISTORY III****1 Credit♦ Gr. 11****171206 US HISTORY III****1 Credit♦ Gr. 12**

This two-year course sequence offers a standards-based approach to Social Studies. The students will develop an understanding of US History. This course will cover the historical period from the Articles of Confederation to the Stock Market crash. The students will learn how the events of that time period shaped our world. In addition, the students will also participate in a service learning project as part of their coursework.

**LITERACY****170901 LITERACY I****1 Credit♦ Gr. 9****171101 LITERACY III****1 Credit♦ Gr. 11****171001 LITERACY II****1 Credit♦ Gr. 10****171201 LITERACY IV****1 Credit♦ Gr. 12**

These literacy courses incorporate the use of themes and reading strategies as students are exposed to and explore various reading materials. Students will learn to use strategies before, during and after reading to develop and strengthen their reading skills. Students will develop their skills in the areas of decoding, vocabulary and basic comprehension. Students will complete activities to analyze, interpret, and evaluate reading material to aid in their understanding of specific subject matter content. Students will produce written work, and complete projects, the topics of which relate to the other disciplines such as mathematics, science and social studies.

**ALTERNATIVE LEARNING PROGRAM (ALP)**

Mt. Hope High School offers an Alternative Learning Program to meet the academic, emotional and behavioral needs of students identified with an Individualized Education Plan. The program utilizes the small group setting that provides students with a highly structured, low stimulus environment in order to maximize their chances for success. ALP employs a comprehensive and logical contingency management system. Placement in ALP is determined by the Pupil Personnel Department Chair and the IEP Team.

**179909 ALP RESOURCE SUPPORT****.5 Credit♦ Gr. 9-12**

ALP Resource Support is scheduled one period a day for students in the ALP. This course provides an opportunity for students to receive instruction and support for regulation, organization, self-advocacy and self-determination and overall academic support in content areas.

**179908 ALP MATH****1 Credit♦ Gr. 9-12**

ALP Math is a small structured class that provides instruction in varying topics and levels of math. Students are presented with the MHHS math curriculum with accommodations to meet their learning level as determined the Individualized Education Plan (IEP). This class is mostly comprised of students in the ALP program.

**179907 ALP ENGLISH****1 Credit♦ Gr. 9-10**

ALP 9 and 10 English is a small structured class that incorporates the English 9 and 10 MHHS English curriculums. Accommodations are made to meet the pace and learning style of students in this class as determined by the IEP. This class is mostly compromised of students in the ALP program.

**179906 ALP ENGLISH****1 Credit♦ Gr. 11-12**

ALP English 11 and 12 is a small structured class that incorporates the English 11 and 12 MHHS English curriculums. Accommodations are made to meet the pace and learning style of students in this class as determined by the IEP. This class is mostly compromised of students in the ALP program.

**RESOURCE SUPPORT****179901 RESOURCE SUPPORT I****.5 Credit♦ Gr. 9-12**

This course is designed to provide academic support to students in a small group setting based on goals identified in an individualized educational plan. Goals that are addressed include time management skills, developing self-advocacy and self-determination goals, improve organization skills, expand study strategies and support for content area classes. This class also addresses transition for post-secondary education, vocational studies or work.

**179902 RESOURCE SUPPORT II****PLANNING CENTER****179903 PLANNING CENTER I****.5 Credit♦Gr. 9-12**

The Planning Center is a structured environment provided to students with a specific, identified need. A specialized team will review the student's identified need to determine if the planning center will offer the best placement for the student to meet his/her academic goals. Placement may include an as-needed basis, resource period or a part-time placement. The Planning Center addresses individualized goals in student's IEP to include self-regulation, self-determination, and work completion.

**179904 PLANNING CENTER II**

## **NONDISCRIMINATION POLICY**

The Bristol Warren Regional School District does not discriminate in admission to, access to, treatment in, or employment in its services, programs, and activities, on the basis of race, religion, color, or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1975 (Age Discrimination Act); or on the basis of sexual orientation in accordance with the Rhode Island General Laws.

Inquiries concerning the application of Title V, Title IX, Section 504, the ADA, the Age Discrimination Act, and their respective implementing regulations may be referred to: Director of Administration & Finance, (401) 253-4000 Extension 5109, whom the school district has designated to coordinate its compliance activities with these regulations and investigate complaints filed through its internal grievance procedure.

Such inquiries also may be referred to the U.S. Department of Education, Office for Civil Rights (OCR), J.W. McCormack POCH, Boston, Massachusetts 02109-4557. Generally, within 180 calendar days of alleged discrimination or harassment, or within 60 days of receiving notice of the Bristol Warren Regional School District's final disposition on a complaint filed through Bristol Warren Regional School District's internal grievance procedure, the grievant also may file a complaint with OCR.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 Compliance Coordinators:

### **ADA**

Director of Administration & Finance  
151 State Street  
Bristol, RI 02809  
(401)253-4000 Ext. 5109

### **504**

Director Pupil Personnel  
151 State Street  
Bristol, RI 02809  
(401)253-4000 Ext. 5125

### **504 (In-House)**

Assistant Principal  
199 Chestnut Street  
Bristol, RI 02809  
(401)254-5980 Ext. 3004

### **CENTRAL ADMINISTRATION -- (401) 253-4000**

Mario J. Andrade  
Superintendent of Schools

Diane Sanna  
Assistant Superintendent

Pauline A. Silva  
Director of Administration & Finance

Mary N. Almeida  
Executive Director of Literacy & ELL

Leslie Anderson  
Director of Pupil Personnel Services

## **EQUAL EDUCATIONAL OPPORTUNITIES**

The School Committee will provide educational opportunity to all, adapted to individual interests and abilities. There will be no discrimination on the basis of race, creed, sex, sexual orientation, color, religion, nationality or disability.