



EAST GREENWICH HIGH SCHOOL

PROGRAM OF STUDIES 2025-2026

The Mission of the East Greenwich Public Schools is to genuinely know, support, and celebrate all students in meeting their full potential. We are committed to meaningful collaboration among faculty, staff, students, families, and the community – recognizing our collective responsibility to continue to deliver a high-quality education system for all.

EAST GREENWICH PUBLIC SCHOOLS' VISION OF A GRADUATE



KNOWLEDGEABLE

Graduates can extend their education to any situation, challenge, and environment.



CONNECTED

Graduates embrace their individual and collective impact on their local and global communities.



SKILLED

Graduates have the foundational experiences and mindset to approach and pursue current and future goals.



REFLECTIVE

Graduates use their evolving sense of who they are and what they are capable of to understand themselves and others.

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HIGH SCHOOL PRINCIPAL'S MESSAGE TO STUDENTS:

The course selection process marks an important first step in shaping your personalized educational experience at East Greenwich High School. As you consider your course requests, I encourage you to have thoughtful conversations with your teachers, school counselor, and parent(s) or caregiver(s). Together, explore courses that:

- Spark your curiosity and invite you to delve deeply into the content;
- Align with your personal, educational, and career aspirations;
- Build on your existing strengths while addressing areas where growth will be most impactful;
- Challenge your current thinking and expand your skill set; and
- Contribute to earning your East Greenwich High School diploma.

Our goal is to provide courses that are engaging, challenging, and relevant to your path to fulfilling our collective vision of an East Greenwich High School graduate — an emerging adult who is knowledge, skilled, connected, and reflective.

Take advantage of this opportunity to thoughtfully shape the academic component of your high school experience. Devote time to reading through the course descriptions and ask questions of your school counselor, teachers, and administrators. We are here to guide you every step of the way.

With encouragement and support,

Patricia M Page, PhD, MBA

Principal

STATEMENT OF NON-DISCRIMINATION

It is the policy of the East Greenwich Public Schools not to discriminate on the basis of age, sex, race, religion, national origin, color, disability or sexual orientation, and gender identity/expression in its educational programs, activities, and employment practices in accordance with applicable laws and regulations. Additionally, the lack of English language skills of national minority persons will not be a barrier to admission and participation in educational programs. Inquiries regarding compliance to laws related to sex discrimination or handicapped accessibility may be directed to the Superintendent of Schools, 111 Peirce Street, East Greenwich, Rhode Island 02818, telephone 398-1200. Any questions related to equal educational and employment opportunity (Affirmative Action) may also be directed to Boston Office for Civil Rights, U.S. Department of Education, 33 Arch Street, Suite 900, Boston, MA 02110-1491, Telephone: 617-289-0111, FAX: 617-289-0150; TDD: 877-521-2172, Email: OCR.Boston@ed.gov.

STUDENTS WITH DISABILITIES

In compliance with federal and state law, East Greenwich High School will provide special education services for those students meeting eligibility criteria as determined by IDEA. Services are provided for students with a wide range of disabilities and may include social communications disorders, learning disabilities, emotional disturbance, speech and language disorders, and health impairments that have a significant impact on a child's ability to make effective progress in education.

In addition to IDEA regulations, East Greenwich High School maintains compliance with Section 504 regulations as outlined in the Rehabilitation Act of the Americans with Disabilities Amended Act. Students meeting eligibility requirements are provided with necessary accommodations allowing equity and access to educational programs.

East Greenwich High School will ensure students will not be denied access to courses at all curriculum levels due to their disability category.

If parents feel that their child may have a special need that is not currently being met, they should contact their child's counselor.

GRADUATION REQUIREMENTS

The Rhode Island High School Diploma System was designed to ensure that all students are college and career ready. Embedded in these course offerings are multiple, authentic opportunities for students to develop and demonstrate the knowledge, skills, and abilities essential to post-secondary success in the workplace or college.

To graduate from East Greenwich High School, all students, unless otherwise exempt for documented, pre-approved reasons, must meet the requirements set forth by the East Greenwich School Committee, which are aligned to the rules and regulations set forth by the Rhode Island Department of Education (RIDE):

The minimum requirements of the Rhode Island High School Diploma are:

- Attainment of 24.5 credits while enrolled in the high school, including:
 - **4 credits of English**
 - **4 credits Mathematics** to include Algebra 2 and an advanced mathematics course beginning with the class of 2028
 - **3 credits of Science**, two with lab
 - **3 credits of Social Studies**, which includes civics beginning with the class of 2028
 - **2 credits of World Language** commencing with the class of 2028. One (1) of the two (2) credits may be fulfilled at the middle school based on demonstrated proficiency in completing levels 1A and 1B. Middle school credits do not count toward the 24.5 credits required at the high school level)
 - **0.5 credit of Computer Science.** *This proficiency requirement may be fulfilled at the middle school commencing with the Class of 2030. Middle school credits do not count toward the 24.5 credits required at the high school level*
 - **0.5 credit of the Arts**
 - **0.5 credit Personal Finance**
 - **2 credits of PE/Health**, which requires a student to be enrolled in a PE/Health class each year of high school
- **Completion of one performance-based graduation requirement** in accordance with state guidelines. At EGHS, this is a successful demonstration of proficiency on Senior Project or completion of a co-curricular Capstone experience.
- **Implementation of an Individual Learning Plan (ILP)** that assists in the students' development of career, academic, and social goals.

Specifically, East Greenwich High School requires students to:

- Meet all course/credit requirements as delineated in this Program of Studies;
- Demonstrate proficiency in the applied learning skills as evidenced through a Senior Project or culminating Capstone experience;
- Utilize the ILP (Individualized Learning Plan);
- Participate in any and all State tests that are, or will be, used by the Rhode Island Department of Education to determine school or district classification or accountability ratings associated with an East Greenwich High School diploma. Active participation in these assessments is defined by answering all questions and putting forth a good-faith effort.

DEFINITIONS

Comprehensive Course Assessment (CCA): Summative assessments designed to ascertain what students know and are able to do relative to a course of study. At least fifty percent of this assessment must be performance-based and evaluate a student’s application of the knowledge and skills learned in the course.

Education Team: The multidisciplinary group involved in all facets of the development, implementation, ongoing monitoring, and evaluation of the Individualized Education Program (IEP) for a student with a disability. The composition of this team will vary depending on the support or developmental objective, but typically includes: Parents or Guardians, General Education Teacher(s), School Administrator or Representative, School Psychologist, Social Worker, Case Manager, Specialists or Therapists, and the Student as appropriate. In the context of the course selection process, team members will share assessment data and components of a student’s Individualized Learning Plan (ILP) to guide recommendations.

Individual Learning Plan (ILP): A planning and monitoring tool that helps to customize and direct students’ goals and development in three domains: academic, career, and personal/social.

Specially Designed Instruction (SDI): The Individuals with Disabilities Education Act (IDEA) defines SDI as “adapting, as appropriate to the needs of an eligible child...the content, methodology, or delivery of instruction—

(i) To address the unique needs of the child that result from the child’s disability; and

(ii) To ensure access of the child to the general curriculum” See

<https://exceptionalchildren.org/topics/specially-designed-instruction> for additional guidance).

Senior Project: A culminating, performance-based experience for seniors at East Greenwich High School that enhances the academic curriculum of the student, and is designed to emulate the writing standards, research methods, and/or performance characteristics required in

post-secondary pursuits. Students can choose one of the following paths to meet this graduation requirement: academic research, career exploration, new creative skill, or community service learning. Students will collect evidence of their progress toward the finished product or project, which will be incorporated into their presentation. In January or April of their senior year, students will present their project before a judging panel composed of community members and faculty. Direction and support will be provided to students throughout the year, together with status updates to include but not be limited to mid-quarter and quarterly reports. Senior Project has 0.5 credits and is graded quarterly as a pass/fail course. *Please note that Capstone experiences that align with a CTE program may be used to fulfill this requirement.*

MINIMUM CREDIT REQUIREMENTS FOR AN EGHS DIPLOMA

To earn a diploma from East Greenwich High School, students must accumulate credits as follows:

English	4.0 credits
Social Studies	3.0 credits (U.S. History & American Democracy required; fulfills Civics proficiency requirement Class of '28)
Mathematics	4.0 credits (Algebra 2 and advanced mathematics course required with the Class of '28)
Science	3.0 credits (2.0 w/lab)
Visual and Performing Arts	0.5 credits (Music, Art, Acting)
Computer Science	0.5 credits <u><i>This proficiency requirement may be fulfilled at the middle school commencing with the Class of 2030. Middle school credits do not count toward toward the 24.5 credits required at the high school level.</i></u>
Financial Literacy	0.5 credits <u>or</u> proficiency
Physical Education/Health	2.0 credits (0.5 each year)
World Language	2.0 credits recommended (req. Class of '28; 1.0 may be fulfilled at middle-school level based on proficiency measurement)
Electives	Vary. Students need enough credits to total 24.5
Senior Project (pass/fail)	0.5 credits. This placeholder course shows on the schedule and transcript of all Seniors.

All currently enrolled students carry a minimum of 7.0 credits per year and have a 24.5 credit graduation requirement. (24.0 plus 0.5 for completion of Senior Project / Capstone). *Full-year courses cannot be taken on a semester basis for .5 credits.*

Senior year students who do not meet graduation requirements by the date of graduation should contact their school counselor for options to obtain an EGHS diploma or to pursue an alternate program to a high school diploma. All options must have the written permission of the principal and will be considered on a case-by-case basis.

In accordance with District Policy 8425, a student who has failed to meet all graduation requirements based on a final, comprehensive review of academic records and any associated educational plans, as conducted by the School Counseling Office, Special Education Case Manager or Administrator, and Building Leadership, is not eligible to participate in graduation ceremonies. Refer to Policy 8425 for additional information (revision approval pending).

EARLY GRADUATION

Students who complete all requirements for graduation prior to June of their senior year, including a senior project or capstone experience, may apply to the principal for early graduation.

GUIDELINES FOR AWARDING CREDIT

For courses taken outside the Program Of Studies

A course taken outside of EGHS **cannot** be used to replace a course currently being offered at EGHS **nor** can it be used to bypass a prerequisite course. *If approved, this course will be taken in addition to your schedule unless it is a course in our current Program of Studies that we are unable to offer. Upon receipt of an official transcript from the awarding institution, the course credits and associated grade will be listed on the EGHS transcript. The grade will not count toward toward the GPA unless it is course in our Program of Studies that is not being offered.* Students should see their school counselor to obtain the application.

RECOMMENDED COURSE PLACEMENT

The course recommendation process is data-informed, fosters student growth toward attainment of our Vision of a Graduate, and ensures that all students have opportunities to obtain proficiency in EGHS academic expectations and national and state content standards. *Students who are enrolling in East Greenwich High School from an out-of-district middle or high school should refer to the Transfer Student section for details on course placement.*

Teachers advise students to take courses in which they will be productively challenged and appropriately supported.

These recommendations take into account a student's demonstrated --

- Proficiency in a given subject -- evaluated through student-generated work and assessment results aligned to state and national standards. [Refer to this document](#) for additional guidance on World Language proficiency levels.
- Development and application of transferable skills connected to academic and post-secondary success (refer to [USDOE employability skills for school, jobs, and life](#));
- Interest in and approach to deepening their discipline-specific content knowledge and reflective practice.

In addition, teachers and school counselors may discuss with students the overall demands of their desired course load.

The sequential and cumulative nature of some disciplines is a key factor in determining the courses and levels recommended for those subjects. A student wishing to enroll in a course for which they have not been recommended must complete a waiver form, which can be obtained from their school counselor. Note: A waiver does not supplant the need for a student to meet the content requirements of a course. For example, a student who has not taken and passed Algebra I may not waive into Algebra II.

Advanced Placement (AP) Courses: These courses are designed to correlate to the standards and expectations established for Advanced Placement by the College Board and are the equivalent of introductory college-level courses. The course will be weighted as an honors course towards GPA calculations if listed in the Program of Studies. A direct goal of an AP course is to prepare students for the Advanced Placement exam administered in May. This exam may lead to college credit. Students who take Advanced Placement courses are required to sign up and pay a non-refundable fee for the AP exam. **Students in these classes are expected to sit for and actively participate in these exams.** Students who need financial assistance to pay for the test should consult directly with their counselor or the principal. Lack of participation in an AP exam will be indicated in a student's transcript record. More Information about AP courses may be obtained on the [College Board website](#).

Students wishing to take an AP Exam for a course not offered in the Program of Studies may be subject to additional fees to cover the cost of proctoring. Please see the AP coordinator in the school counseling office if you are considering taking an exam for a course not offered at the high school.

Concurrent Enrollment and/or Honors: These courses are designed for students who have a high interest in a particular subject area. The pace and depth of material covered will extend beyond that of the college and career preparatory courses. Concurrent enrollment courses align with post-secondary requirements that afford students the opportunity to earn college credit.

College/Career Preparatory: These courses allow students to demonstrate proficiency in skills and concepts that are foundational for success in all post-secondary pursuits.

WAIVER PROCESS

Students who have not been recommended for a course, but have met the pre-requisite(s) with quarterly assessment average of at least 80% may complete a waiver request. All requests must be submitted within 7 weekdays of the issuance of a preliminary schedule. As part of the waiver application, students must submit a written personal statement articulating their motivation for enrolling in the Honors or AP course, as well as their commitment to meet the rigorous expectations. This statement should reflect maturity, self-awareness, and specific reasons for pursuing the advanced level.

Students not meeting this criteria cannot submit a waiver.

DROP/ADD/WITHDRAWAL PROCESS

Student-initiated add/drops from one course to another are generally processed during the first three weeks of the year (or semester). A student must initiate the process at least one week prior to the mid-quarter date. The final add/drop for a course must be completed by the 23rd day of the 1st quarter for semester 1 and full-year classes, and the 23rd day of quarter 3 for semester 2 classes. After this time, changes to a student's schedule will occur only when it has been determined that a student is misplaced in a core course or there is sound educational justification for a change. Changes after the add/drop date cannot result in the addition of a new class/course. Such changes must wait until the semester break, at which time a semester class will be added. Such determination is made on a case-by-case basis in consultation with parents, the department chair, and the administration. Students will remain in their current course until notified of the outcome of the request for course changes.

When a student drops a course and does not add another in the same department, the student is considered to have "withdrawn" from that course and may be reflected on the transcript as indicated below. All course withdrawals must be approved by the administration.

NOTICE OF TRANSCRIPT RECORD OF WITHDRAWAL

- If a student withdraws from a course (administrative approval is necessary) prior to the end of the first quarter, there will be no written record for that course.
- If a student withdraws from a course after the end of the first quarter, they will be marked with either "Withdrawn Passing" (WP) or "Withdrawn Failing" (WF).
- Changes of courses in the same academic discipline (ex., Pre-Calculus to Introduction to Pre-Calculus) may be initiated with department head approval at any time without the WF or WP transcript notation.

- Approved course changes within a department from one level to another will have the forwarding grade weighted accordingly.

EGPS GRADING POLICY

The [EGPS Grading Policy 7125](#) details how grades are computed.

GRADE REPORTING

An electronic copy of the report card is issued four times a year and sent home with the student. Online grades are updated on ASPEN periodically and on a pre-announced specific day midway through each marking period for parent review.

A	93 – 100	C+	78 – 79	D-	60 - 62
A-	90 – 92	C	73 - 77	F	59 - 50
B+	88 – 89	C-	70 - 72	P	Pass
B	83 – 87	D +	68 - 69	WP	Withdraw Pass
B-	80 – 82	D	63 - 67	WF	Withdraw Fail

Grade points are awarded on the following scale:

Honors/AP

A	5.00	B-	3.60	D+	2.30
A-	4.60	C+	3.30	D	2.00
B+	4.30	C	3.00	D-	1.60
B	4.00	C-	2.60	F	0.0

College/Career Prep

A	4.00	B-	2.60	D+	1.30
A-	3.60	C+	2.30	D	1.00
B+	3.30	C	2.00	D-	0.60
B	3.00	C-	1.60	F	0.00

East Greenwich High School will report both a weighted and an unweighted GPA on the transcript.

GPA CALCULATION

Aspen calculates a student's GPA by dividing the total points earned by the total course weight. See example below.

Students can manually calculate their GPA as follows:

- Assign a GPA value for each grade using the Grade Points Chart.
- Use the table that corresponds to the course level (Honors or College/Career Prep).
- Multiply that number by the credit value for the course (1.0 for a full-year course or 0.5 for a semester course) to get a value.
 - *Note that a half-year course does not carry the same weight toward the GPA as a full-year course.*
- Add those adjusted numbers together.
- Divide that value (total for all years in school) by the total number of credits attempted.

Example:

Health 9/PE	A-	$3.6 \times 0.5=1.8$
English H	A	$5.0 \times 1.0=5.0$
Biology H	B	$4.0 \times 1.0=4.0$
Art 1	C	$2.0 \times 0.5=1.0$

Total = 11.8

Divide by 3 (credits attempted: $0.5+1.0+1.0+0.5$)

Weighted GPA = 3.9333 (11.8 divided by 3)

VALEDICTORIAN & SALUTATORIAN

The Valedictorian and Salutatorian are the two senior students who have the highest and second-highest weighted GPAs in their graduating class. The Valedictorian and Salutatorian will be determined at the end of the second quarter of the senior year. Students considered for this must be members of EGHS by the mid-quarter point of the first quarter of their junior year.

TRANSFER STUDENTS

Students entering EGHS from a previous school are expected to provide an official transcript of all grades and courses sent directly to the school counseling office. Grades and courses from previous schools will be transferred to the student's cumulative EGHS transcript exactly as reported on transcripts from previous schools. High school courses taken at a middle school will not become part of an EGHS transcript. Grades are not recalculated to EGHS grading scales. A transfer student with extenuating circumstances may be considered eligible for graduation with fewer credits than required by EGHS with prior approval of the principal.

Students entering the high school from an out-of-district middle or high school, including an alternative placement, or who are enrolling at EGHS through a CTE program, will complete a placement assessment in Mathematics and World Language

For grade point average purposes, grade point values as indicated in this document are assigned to grades from previous schools. As previously stated, only students who are enrolled at EGHS as of the mid-quarter point of the first quarter of their junior year will be eligible for the Valedictorian and Salutatorian.

COURSE/CREDIT RECOVERY

Students who fail a required course for graduation should talk to their school counselor for prior approval for any of the options listed below. A student must have passed two marking periods in a full-credit course or one marking period in a half-credit course in order to be eligible for any of the following:

- A summer school program from an approved location or public school
- Coursework from an accredited public or private secondary school
- A 30-hour tutorial from a subject certified teacher (documentation required) with a final evaluation and summary of course content submitted to the department chair
- An approved online educational program

PREPARE-RI / CAREER & TECHNICAL EDUCATION

The [PrepareRI program](#), which is coordinated through the RI Department of Education, has a core goal of ensuring that every student in Rhode Island graduates with college credit or an industry credential. Students may access a variety of offerings to earn those credits or credentials.

Students can take courses at—

- EGHS through Advanced Placement (AP), concurrent enrollment offerings, and Pathways and Career and Technical Education (CTE) programs;
- A public college through the Dual Enrollment Fund;
- A private college, another high school, or non-profit provider through the Advanced Course Network;
- Career and Technical Education Centers housed in other districts, subject to prevailing requirements, district-based policies, and state regulations and statutes.

Aligning PrepareRI program offerings, funding, and district-specific considerations and requirements is a dynamic process. The School Counseling Office shares PrepareRI-related

information and updates through multiple channels, in-person and online. Students and families are encouraged to review the [RIDE website](#) for the most up-to-date releases and consult with their assigned Counselor for additional details.

DUAL/CONCURRENT ENROLLMENT

Eligible EGHS students may enroll in courses at post-secondary institutions and may satisfy academic coursework requirements at East Greenwich High School while earning credits at public post-secondary institutions. Students and families should refer to the [Guidelines for Awarding Credit](#) and applicable [policies](#). Concurrent-enrollment courses are taught at EGHS by instructors who are qualified to teach at the awarding post-secondary institution. Dual-enrollment courses are taken physically at the post-secondary institution.

Dual enrollment coursework is subject to each respective institution's scheduling policy. Dual and concurrent enrollment courses shall have the same educational outcomes and academic policies as other courses taught at the post-secondary institution.

Initial student eligibility shall be based on the following criteria:

- Behavioral and attendance records
- Participation in state-required assessments at appropriate grade levels if relevant (e.g., 8th grade and high school)
- An application form provided by the post-secondary institution
- Eligibility criteria determined by the applicable post-secondary institution
- Successful completion of any course prerequisites as required by the applicable public post-secondary institution

A list of each RI public post-secondary institution's offerings is published annually by the [RI Department of Education](#). East Greenwich Public Schools. EGHS also has a collaboration agreement with the New England Institute of Technology (NEIT) whereby qualified rising Seniors may complete their EGHS and state graduation requirements while also earning college credits in an NEIT degree program.

Please note that East Greenwich High School is not responsible for any changes that occur in programming offered by Dual or Concurrent providers and institutions. Additionally, costs assumed by East Greenwich Public Schools for student participation and enrollment in dual and concurrent enrollment programming are contingent upon the necessary Statewide funding.

NCAA ELIGIBILITY

College-bound students intending to participate in Division 1 or 2 athletics at the collegiate level must meet strict core-course and GPA requirements. Specific details can be found at the NCAA Clearinghouse website www.ncaa.org. While most of our core courses have been approved by

the NCAA, those courses with an asterisk (*) after the course name have not been approved. For example, Algebra 1 Pt. 1 and Algebra 1 Pt. 2 combined only count as one year of math for the NCAA. Accordingly, students are encouraged to consult with their School Counselor for guidance.

CTE PATHWAY ENDORSEMENTS

An EGHS first-year student has the opportunity to pursue a CTE [Pathway Endorsement](#). This designation will appear on the student's transcript and diploma and demonstrates to colleges and employers a depth of study and experience in one specific area.

To earn a Pathway Endorsement, students must successfully complete three components:

1. Academic study that includes the successful completion of three (3) or four (4) independent, successively-more-challenging and connected courses;
2. Career and interest engagement that provides students with real-world context in their chosen pathway area; and
3. Culminating experience that will fulfill the performance graduation requirement (a.k.a, senior project/exhibition, portfolio, or capstone product).

CTE Pathway Options

Select a [hyperlink](#) below for additional detail on a Pathway.

[Computer Science](#)

[Graphics Communication Technology](#)

[Engineering](#)

[Finance and Entrepreneurship](#)

[Music](#)

[Visual Arts](#)

COURSE KEY

975

ADVANCED PLACEMENT 2-D ART & DESIGN

Full Year / 1 credit



Course Description

- Course Number: 975
- Course Title: ADVANCED PLACEMENT 2-D ART & DESIGN
- Course Duration of Course: Full Year
- Credits Awarded: 1 credit



Identifies an entry-level elective that fulfills a graduation requirement



Represents course progression within a [Pathway](#) offering

PERFORMANCE-BASED GRADUATION REQUIREMENTS

1000

SENIOR PROJECT SUPPORT: College/Career Prep

Semester / 0.5 credit

The Senior Project Support class is designed to help students successfully complete the necessary components of their senior project, which is a graduation requirement for East Greenwich students. This semester elective provides both individual and group instruction on reflective writing, research strategies, formal writing, slide creation, and oral presentation skills. The class also provides students one-on-one support in working with their mentors and in completing their fieldwork hours. The first half of the semester is writing-intensive, with a focus on completing fieldwork journals, industry reports, final project documents, and process portfolios. The second half gives students the opportunity to construct, refine, and practice their culminating presentation. Some elements of the class are workshop and revision-based,

while other aspects focus on collaborative instructional experiences. This course is open to all seniors, regardless of their project pathway, and is graded on a pass/fail basis. Juniors may be accepted in the spring semester with PBGR Coordinator recommendation.

280

UNIFIED MENTOR: English, Math, Science, and/or Social Studies Honors / Capstone

Semester / Full Year

This honors-level course, which Seniors and second-semester Juniors may elect to take as a graduation Capstone experience, positions students as academic and social mentors for their peers with developmental and/or physical disabilities. As Unified mentors, students review, practice, apply, and reflect upon research-based practices centered on inclusive learning environments that support [mutual cognitive, social, and personal growth](#),

648

ENTREPRENEURSHIP IN ART & DESIGN— Honors / Concurrent Enrollment Option

Semester / 0.5 credit



In this honors-level Capstone course, aspiring visual artists, designers, and other creatives learn how to find success in the dynamic fields of their choosing by developing unique products and services. Students develop a business model, conduct field research, examine social impact and run initial tests to evolve their idea over time. Using real-world examples of professional creatives and arts organizations, students gain a better understanding of the passion and dedication it takes to have a successful creative career. Students create and present their business plan to a panel of industry professionals who will assess its viability.

Students may fulfill the performance-based graduation requirement (PBGR) through this Capstone course. Students should see Sr. Project / PBGR Coordinator for specific information and requirements.

646C

ENTREPRENEURSHIP CAPSTONE: Concurrent Enrollment/Honors (Juniors & Seniors Only)

Semester / 0.5 credit and 0.5 credit (Capstone / Senior Project)



During this product- and project-based course, Juniors and Seniors delve into the steps and considerations involved with turning an idea for a product or service into a viable business

plan. Students use industry-based, design-think principles to identify a product or service that addresses a problem, or leverages a first-to-market strategy. Students create a comprehensive, formal business plan using Small Business Administration standards. Key components include primary and secondary market research, and financial statements that include start-up expenses and 12-month cash flow projections. Students present their business plan to a panel of industry professionals who will assess its viability.

Students enrolled in the associated Pathway may fulfill the capstone requirement through this course. Students should see the Pathway Lead Instructor for specific information and requirements.

Students enrolled in *646C Entrepreneurship Capstone* will fulfill the additional requirements associated with this honors-weighted, college-credit course. Topics explored include: operations management, legal structures, social responsibility, financing, entrepreneurship, legal enterprises, and marketing. The formal business plan detailed under *646C Entrepreneurship Capstone* serves as the required, cumulative, end-of-course project that demonstrates applied knowledge of the private enterprise system.

ART

Visual Art 12.24

914

2-D STUDIO ART 1: College/Career Prep



This introductory art course offers students experiences with a variety of two-dimensional media and techniques in design, drawing, painting, printmaking, and mixed media. Artwork is based on observation, as well as inspired by imagination, fantasy, and memory. Students learn the elements of design and the principles necessary to organize them in a visually effective manner. Art history, art criticism, and aesthetics are introduced, and students apply this knowledge when creating, critiquing, and discussing their artwork.

917

2-D STUDIO ART 2: Honors

Full Year / 1 credit



*EEP / Honors /Semester 0.5 credit

To place into this course, students may either take 2-D Studio Art 1 or present a portfolio for review. 2-D Studio Art 2 provides continued experience with a variety of two-dimensional media and techniques. This intermediate art course builds on the concepts learned in 2-D Studio Art 1, with more advanced concepts in drawing, painting, printmaking, and mixed media. Knowledge and skills in art history, art criticism, and aesthetics are further developed through class critiques, formal analysis, and the study of art historical exemplars. Upon completion of this year-long course, students have the knowledge, skills, and values to create art, appreciate art, assess art, and relate art to everyday life.

**Students participate in Rhode Island College's Early Enrollment Program (EEP) and earn three (3) transferable college credits and honors weighting for this course. Ninth-grade readiness for the college-credit component of this course will be evaluated on a case-by-case basis.*

918

2-D STUDIO ART 3: College/Career Prep

Full Year / 1 credit



919

2-D STUDIO ART 3: Honors

Full Year / 1 credit

In this advanced art course, students expand and refine their art knowledge and skills, working independently and confidently with a wide variety of two-dimensional art media to create increasingly sophisticated works of art. Students in 2-D Studio Art 3 understand, synthesize, and apply the sensory, formal, expressive, and technical properties of design. They recognize the relationships among art forms and between their own work and that of others as evidenced through group critiques and discussions. Upon completion of this year-long course, students demonstrate creative problem-solving skills with insight, reason, and technical proficiency.

920

PORTFOLIO: Honors

Full Year / 1 credit



In Portfolio, advanced art students prepare and photograph a comprehensive, well-organized portfolio for college or career. Students develop breadth in art media, work independently in a concentration of related artwork, and explore career opportunities in the visual arts. This course, as well as AP 2-D Art and Design, is considered to be the culmination of a student's visual arts training at East Greenwich High School. Upon completing this year-long course, students are prepared to attend a college with a focus on visual arts or pursue a career in the visual arts. Students are required to present a portfolio of selected works from Portfolio as well as 2-D Studio Art 2 and 3. To fulfill the associated Pathway, students must complete a community-based, capstone experience or exhibition.

975

ADVANCED PLACEMENT (AP) 2-D ART & DESIGN

Full Year / 1 credit



The AP program in 2-D Art and Design enables highly motivated students to perform at the college level while still in high school. The AP exam is performance-based rather than a written exam. Students submit a digital portfolio to AP evaluators in 2-D Art and Design in the spring of their junior or senior year of high school. The AP Portfolio should be viewed as the culminating experience of a student's secondary visual arts training. Each portfolio requires submissions in two distinct sections, which are designed to assess different aspects of student performance in creating art. These sections are:

- Selected Works: 5 physical works that each demonstrate synthesis of materials, processes, and ideas using 2-D art and design skill; and
- Sustained Investigation: 15 digital images of works of art and process documentation that demonstrate sustained investigation through practice, experimentation, and revision.

Students enrolled in the CTE Pathway must complete a community-based capstone experience or exhibition during their Junior or Senior year that expands on their body of work from AP 2-D Art and Design and 2-D Studio Art II and III.

941

CERAMICS I: College/Career Prep

Semester / 0.5 credit



Students learn about the ideas, materials, techniques, and processes of ceramic art. The sensory, formal, technical, and expressive properties of clay are developed through pinch, coil, slab construction, and surface design. Students learn vocabulary and concepts associated with hand-built clay art forms. Upon completing this course, students have a general knowledge of creating, appreciating, assessing, and valuing all clay art forms.

942

CERAMICS II: College/Career Prep

Semester / 0.5 credit

Students extend their study of ceramics and are able to expand and refine their art knowledge and skills in ceramics to create increasingly sophisticated works of art. Students use with confidence the sensory, formal, technical, and expressive properties of clay and include advanced skills in hand building with surface finishing, mold making, and glazing techniques.

943

CERAMICS III: College/Career Prep

Full Year / 1 credit

Students have the opportunity to expand their study of ceramics, developing breadth and depth in functional and nonfunctional clay forms. Students use the potter's wheel to create sophisticated pieces confidently and independently.

Graphic Communication Technology 12.24

950

DIGITAL PHOTOGRAPHY: College/Career Prep

Semester / 0.5 credit



This studio course is for students interested in the media and techniques of digital photography. It covers the basics of capturing an image using digital tools. Students develop a fundamental understanding of how to organize elements in their photos to create thoughtful compositions. Students learn manual camera controls on a DSLR camera and image manipulation using Adobe Photoshop. Students also critique photography using photographic vocabulary.

980

ILLUSTRATOR 1: College/Career Prep

Semester / 0.5 credit



This studio course is for students interested in the media and techniques of design using Adobe Illustrator, the design industry's premier vector graphic application. Students apply the design process to progress from sketches to a finished product in Adobe Illustrator. The course helps students build a strong design foundation, which is a universal skill with diverse real-world applications.

981

ILLUSTRATOR 2: College/Career Prep

Semester / 0.5 credit



This studio course is for students who would like to continue their study of the media and techniques of design using Adobe Illustrator. Students expand their design and Illustrator skills by using more advanced tools and techniques. Students utilize the program as a design tool more independently through student-driven projects that may include collaborating with the community.

983

ADVANCED DESIGN & PHOTOGRAPHY: College/Career Prep

Semester / 0.5 credit



This course is for students who would like to continue their study of design and photography. Students expand and refine their design and photography knowledge and skills, working independently and confidently on student-driven projects. Students are encouraged to collaborate with the community using their design and photography abilities. To be successful in this course, students will need to have taken "Design through Illustrator I" and "Digital Photography".

Students enrolled in the Pathway, must complete a community-based capstone experience or directly-related Senior Project.

945

SCULPTURE: College/Career Prep

Semester / 0.5 credit



This introductory studio course is for students who are interested in expanding their artistic practice through the exploration of 3D art techniques. Artwork is created based on historical and contemporary methods and will be inspired by observation, imagination and experimentation. After the essential introduction of methods and concepts, students will create unique artworks with the methods and materials of their choosing. Some of the

materials used may include wood, metal, cloth, paper, and plaster.

948

FASHION & INTERIOR DESIGN: College/Career Prep

Semester / 0.5 credit



This studio course is for students who are interested in fashion and/or interior design. Students will learn the principles and psychology of design and apply these concepts to transform basic artistic skills into stylized product design. The course explores international trends and careers in both fields. By the completion of the course, students will develop a portfolio of functional design work.

BUSINESS EDUCATION

Finance & Entrepreneurship 12.24

610

PERSONAL FINANCE: College/Career Prep

0.5 credit



This course provides a foundation for making informed personal financial decisions. Students explore the impact of individual choices on personal goals, and future earnings potential. Relevant topics examined include: budgets; savings and investment vehicles; credit and debt management; and risk management strategies including tax planning and insurance. Students learn first-hand about cash management, taxes, and investment strategies through real-time, digital simulations.

611

ACCOUNTING

College credit / Honors

Semester – 0.5 credit



Students who intend to pursue a business-related major in college are strongly encouraged to enroll in this class. Accounting is a first-year required course in most programs. Learning the foundational concepts now, prepares our graduates for a successful experience at the post-secondary level.

In this advanced course, students analyze business processes from both an external (financial reporting) and an internal (managerial decision making) perspective. Topics include an introduction to accounting, time value of money, sales and receivables, fixed assets, debt and equity, statements of cash flows, financial ratios, cost-volume profit analysis and variance analysis. This course addresses the learning objectives of a traditional college-level financial accounting and a managerial accounting course.

College credit available through concurrent enrollment and matriculation agreement.

616

LAW FOR BUSINESS: College/Career Prep

Semester / 0.5 credit

This survey course introduces students to the legal environment in which businesses and their employees operate. Topics include: agreements and contracts and the elements required for their legal enforcement; torts; white-collar crime and corporate liability; the Uniform Commercial Code and its application to sales transactions; and business ethics. Students examine these topics through case studies and simulations.

646C

ENTREPRENEURSHIP CAPSTONE:

Concurrent Enrollment/Honors (Juniors & Seniors Only)

Semester / 0.5 credit and 0.5 credit (Capstone / Senior Project)



During this product- and project-based course, Juniors and Seniors delve into the steps and considerations involved with turning an idea for a product or service into a viable business plan. Students use industry-based, design-think principles to identify a product or service that addresses a problem, or leverages a first-to-market strategy. Students create a comprehensive, formal business plan using Small Business Administration standards. Key components include primary and secondary market research, and financial statements that include start-up expenses and 12-month cash flow projections. Students present their business plan to a panel of industry professionals who will assess its viability.

Students enrolled in the associated Pathway may fulfill the capstone requirement through this course. Students should see the Pathway Lead Instructor for specific information and requirements.

612

THE POWER OF BUSINESS (URI INE140G): URI concurrent enrollment / Honors

Semester / 0.5 credit

Spring semester only

Students enrolled in *646C Entrepreneurship Capstone* will fulfill the additional requirements associated with this honors-weighted, college-credit course. Topics explored include: operations management, legal structures, social responsibility, financing, entrepreneurship, legal enterprises, and marketing. The formal business plan detailed under *646C Entrepreneurship Capstone* serves as the required, cumulative, end-of-course project that demonstrates applied knowledge of the private enterprise system.

644

MARKETING DESIGN: College/Career Prep

Semester / 0.5 credit

This course provides students with a comprehensive foundation of design in the field of marketing. Students will create both digital and handmade graphics for packaging, branding and advertising. They will develop engaging designs that communicate specific messages to targeted audiences to establish a visual identity for new and existing brands. Students utilize Adobe creative software as well as 2D art materials to produce student-driven projects that may include collaborating with peers as well as industry professionals

648

ENTREPRENEURSHIP IN ART & DESIGN—Honors / Concurrent Enrollment Option

Semester / 0.5 credit



In this honor-level Capstone course, aspiring visual artists, designers, and other creatives learn how to find success in the dynamic fields of their choosing by developing unique products and services. Students develop a business model, conduct field research, examine social impact and run initial tests to evolve their idea over time. Using real-world examples of professional creatives and arts organizations, students gain a better understanding of the passion and dedication it takes to have a successful creative career. Students create and present their business plan to a panel of industry professionals who will assess its viability.

Students may fulfill the performance-based graduation requirement (PBGR) through this Capstone course, and may elect to pursue college credit for this course, independent of the school, through the University of Delaware. Students should see Sr. Project / PBGR Coordinator for specific information and requirements.

COMPUTER SCIENCE

Not all computer science classes are offered every year.

Computer Science 11.24

428

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE PRINCIPLES

Full Year / 1 credit



This course is designed to provide students with opportunities to learn: Creative problem solving; How to apply computational processes to analyze large data sets; Programming and impacts of computing innovations; How the Internet works and important cyber security issues; and Impacts of computing that affect different populations.

Students taking this class must have successfully completed Mathematics 425: Geometry.

Sections of this course may be offered for URI concurrent enrollment (CSC 106) with four (4) transferable credits. Ninth-grade readiness for the college-credit component of this course will be evaluated on a case-by-case basis.

444B

INTRODUCTION TO PROGRAMMING * : College/Career Prep

Full Year / 1.0 credit



This course provides an introduction to computer programming and computer science. The fundamentals of programming and algorithmic development are introduced using the programming language python.

Students in the Computer Science Pathway are required to take this course prior to Computer Science A. Students taking this class must have successfully completed Algebra 1 with a recommendation for Mathematics 425: Geometry.

4441

**Data Science and AI (DSAI):
College/Career Prep
Concurrent Enrollment and Honors Option**
Semester / 0.5 credit



Students explore data science and AI fundamentals through hands-on Python projects, analyzing datasets, building search algorithms, and creating tools like autocorrect. Students work with AI concepts like pattern matching and text prediction, using Pandas and Matplotlib to visualize data. Projects like urban bike share planning strengthen problem-solving and analytical skills, preparing them for real-world data challenges.

Students taking this course must be enrolled in or have successfully completed Algebra II. Successful completion of AP Computer Science Principles or Introduction to Programming is also required.

Sections of this course may be offered as URI concurrent enrollment (CSC 101) with four (4) transferable credits. Ninth-grade readiness for the college-credit component of this course will be evaluated on a case-by-case basis.

461

**ADVANCED PLACEMENT (AP) COMPUTER
SCIENCE A**
College/Career Prep
Full Year / 1 credit



This course focuses on the use of computer programs to solve problems and emphasizes object-oriented program design, program implementation, program analysis, standard data structures, standard algorithms, and computing in context. The design issues that make a program understandable, adaptable and, when appropriate, reusable are addressed. Students code in an object-oriented paradigm (currently JAVA); use standard library classes; read, understand, examine and test programs; and analyze errors and revise programs. It should be stressed that students in this course will need to work alone on a computer for a minimum of three hours per week in addition to instructional time. For students who wish to work on home computers: free JAVA software is available from a variety of sources. Students taking this course are required to register and sit for the AP examination. In addition, students are advised to obtain a supplemental test prep workbook.

NOTE: The course content is suggested by The Advanced Placement Program and reflects the content of a typical introductory college course in computer science.

It is highly recommended that students in the Computer Science Pathway take AP Computer Science Principles and have completed Introduction to Programming at the time of enrollment in this course. Students taking this class must have successfully completed Mathematics 435: Algebra 2 or Mathematics 417: Advanced Algebra 2. Sections of this course may be available for URI concurrent enrollment (CSC 211) with four (4) transferable credits.

ENGLISH

All students must complete a minimum of 4 years (4 credits) of English to graduate. All grade 9 students will take *Freshman English* at either the Honors or College/Career Preparatory level. All grade 10 students will take *Sophomore English* at either the Honors or College/Career Preparatory level. Grade 11 and 12 students are offered a variety of year-long and semester courses from which to choose in designing a schedule to satisfy their last two required English credits.

GRADE LEVEL	HONORS	COLLEGE & CAREER PREP
9	117 Freshman English	115 Freshman English 115A Unified English 1*
10	127 Sophomore English	125 Sophomore English 125A Unified English 2*
11 & 12	<u>Full Year Courses</u> 137 American Literature 147 British Literature 148 Contemporary Literature 149 AP English Literature and Composition 149B AP English Language and Composition	<u>Full Year Courses</u> 135 American Literature 145 British Literature 146 Contemporary Literature 128C Speech/Comp. Skills 135A Unified English Am Lit* 155A Unified Speech/Comp Skills*
11 & 12	<u>Semester Courses</u> 157 Creative Writing 160 Writing 104 (for college credit) 165 English 110 Introduction to Literature (for college credit)	
Tabled Semester Courses Not Offered This Year:		128 Speech 129 Debate 134 Sports Literature 136 Mythological Tradition 151 Mass Communication 153 Science Fiction 154 Origins of Fantasy 155 Composition Skills

115

FRESHMAN ENGLISH: College/Career Prep

Full year / 1 credit

The curriculum focuses on deepening learning in the following four Rhode Island Core Standards for English Language Arts (ELA)/Literacy skills categories: reading, writing, speaking/listening, and language use. Students will continue to study the principles of grammar as well as the processes used in writing. Students will read complex grade-level texts from various literary genres. A variety of formative and summative assessment techniques, including quizzes, written exams, group work, role-playing, essays, projects, and common course assessments, will be utilized. Whenever applicable, department or school-wide rubrics may be used to assess reading, writing, language, and speaking and listening standards.

117

FRESHMAN ENGLISH: Honors

Full year / 1 credit

This course is for students who have mastered the language arts skills taught through grade 8 and who can use those skills effectively; the course moves at an accelerated pace, and the curriculum focuses on deepening learning in the following four Rhode Island Core Standards for English Language Arts (ELA)/Literacy skills categories: reading, writing, speaking/listening, and language use. Students will continue to study the principles of grammar as well as the processes used in writing. Students will read complex, above grade-level texts from the various literary genres, including those listed in English 115, above. A variety of formative and summative assessment techniques, including quizzes, written exams, group work, role-playing, essays, projects, and common course assessments, will be utilized. Whenever applicable, department or school-wide rubrics may be used to assess reading, writing, language, and speaking and listening standards.

125

SOPHOMORE ENGLISH: College/Career Prep

Full year / 1 credit

This course is for students who have demonstrated a grade-level competency in 9th grade language arts, and the curriculum focuses on deepening learning in the following four Rhode Island Core Standards for English Language Arts (ELA)/Literacy categories: reading, writing, speaking/listening, and language use. Sophomore English (Humanities) operates as an interdisciplinary partnership between the History and English departments to deepen students' understanding of the relationship between history, philosophy, art, music, and

literature. In addition, students continue their study of grammar and the writing process. Students will read with a focus on European Western Civilization from the 1800s to the modern day. Students will engage in frequent writing assignments, including analytical writing and short research pieces utilizing a standard citation format. A variety of formative and summative assessment techniques, which include quizzes, written exams, group work, role-playing, essays, projects, and a common course assessment, will be utilized. Whenever applicable, department or school-wide rubrics may be used to assess reading, writing, language, and speaking and listening standards. Students will also be tasked with completing a number of whole-class, cross-curricular projects.

127

SOPHOMORE ENGLISH: Honors

Full Year / 1 credit

This course is for students who have mastered the language arts skills taught in 9th grade and who can use those skills effectively. The curriculum focuses on deepening learning in the following four Rhode Island Core Standards for English Language Arts (ELA)/Literacy skills categories: reading, writing, speaking/listening, and language use. Students who take Sophomore Honors Humanities are expected to have a strong foundation in English grammar, writing and critical thinking. This course proceeds at an accelerated, above grade-level pace. Sophomore Honors Humanities operates as an interdepartmental collaboration between the History and English departments in order to deepen students' understanding of the relationship between history, philosophy, art, music, and literature. In addition, the students will continue their study of grammar and the writing process. Students will read representative selections from various literary genres with a focus on European Western Civilization from the 1800s to modern-day. Students will engage in frequent writing assignments, including analytical writing and short research pieces utilizing a standard citation format. Furthermore, in addition to several short research pieces, the students will write a research paper utilizing literary criticism. A variety of formative and summative assessment techniques, which include quizzes, written exams, group work, role-playing, essays, projects, and a common course assessment, will be utilized. Whenever applicable, department or school-wide rubrics may be used to assess reading, writing, language, and speaking and listening standards. Students will also be tasked with completing a number of whole-class, cross-curricular projects.

135

AMERICAN LITERATURE: College/Career Prep

Full Year / 1 credit

This course for junior and senior students is a survey/anthology of American literature, and the curriculum focuses on deepening learning in the following four Rhode Island Core Standards for English Language Arts (ELA)/Literacy skills categories: reading, writing, speaking/listening, and language use. Students will continue to study the principles of grammar as well as the processes used in writing. Students will read complex grade-level texts. The content of the course begins with the colonial period and progresses to the present, using both fiction and nonfiction works to build understanding. A variety of formative and assessment techniques, which include quizzes, written exams, group work, role-playing, essays, projects, and a common course assessment, will be utilized. Whenever applicable, department or school-wide rubrics may be used to assess reading, writing, language, and speaking and listening standards.

137

AMERICAN LITERATURE: Honors

Full Year / 1 credit

This is a course for juniors and seniors who have mastered the language arts skills taught previously and who wish to pursue an in-depth study of American literature; the course moves at an accelerated pace, and the curriculum focuses on deepening learning in the following four Rhode Island Core Standards for English Language Arts (ELA)/Literacy skills categories: reading, writing, speaking/listening, and language use. Students will continue to study the principles of grammar as well as the processes used in writing. Students will read complex, above grade-level texts. The content of the course begins with the colonial period and progresses to the present, using both fiction and nonfiction works to build understanding. A variety of formative and summative assessment techniques, which include quizzes, written exams, group work, role-playing, essays, projects, and a common course assessment, will be utilized. Whenever applicable, department or school-wide rubrics may be used to assess reading, writing, language, and speaking and listening standards.

145

BRITISH LITERATURE: College/Career Prep

Full Year / 1 credit

This course for junior and senior students is a survey/anthology of British literature, and the curriculum focuses on deepening learning in the following four Rhode Island Core Standards for English Language Arts (ELA)/Literacy skills categories: reading, writing, speaking/listening, and language use. Students will continue to study the principles of grammar as well as the processes used in writing. Students will read complex grade-level texts. The content of the course begins with Anglo-Saxon times and progresses to the present, and students will read major literary works or excerpts of such works from each time period. A variety of formative

and summative assessment techniques, which include quizzes, written exams, group work, role-playing, essays, projects, and a common course assessment will be utilized. Whenever applicable, department or school-wide rubrics may be used to assess reading, writing, language, and speaking and listening standards.

147

BRITISH LITERATURE: Honors

Full Year / 1 credit

This is a course for junior and senior students who have mastered the language arts skills taught previously and who wish to pursue an in-depth study of British literature; the course moves at an accelerated pace, and the curriculum focuses on deepening learning in the following four Rhode Island Core Standards for English Language Arts (ELA)/Literacy skills categories: reading, writing, speaking/listening, and language use. Students will continue to study the principles of grammar as well as the processes used in writing. Students will read complex above grade-level texts. The content of the course begins with Anglo-Saxon times and progresses to the present, and students will read major literary works or excerpts of such works from each time period. A variety of formative and summative assessment techniques, which include quizzes, written exams, group work, role-playing, essays, projects, and a common course assessment will be utilized. Whenever applicable, department or school-wide rubrics may be used to assess reading, writing, language, and speaking and listening standards.

146

CONTEMPORARY LITERATURE: College Preparatory

Full Year / 1 credit

This college preparatory course for junior and senior students is a survey of contemporary world literature and includes drama, poetry, short stories, and novels by relatively recent writers. The curriculum focuses on deepening learning in the following four Rhode Island Core Standards for English Language Arts (ELA)/Literacy skills categories: reading, writing, speaking/listening, and language use. In particular, students will continue to study the principles of grammar as well as the processes used in writing, and they will read complex grade-level texts by focusing on several core novels and the literary traditions found in contemporary literature. Moreover, students will develop a firm grasp of the conventions of informational and expressive writing (e.g., grammatical conventions, paragraph transition, coherence, and style) and focus on cogent critical analysis through their writing. Listening and speaking skills also will be of major importance in the course. A variety of formative and

summative assessments, which can include quizzes, a position paper, written exams, group work, role-playing, essays, and a common course assessment will be utilized. Whenever applicable, department or school-wide rubrics may be used to assess reading, writing, language, and speaking and listening standards.

148

CONTEMPORARY LITERATURE: Honors

Full Year / 1 credit

This course is for junior and senior students who have mastered the art of reading novels independently as well as all other language arts skills taught previously; the course moves at an accelerated pace, and the curriculum focuses on deepening learning in the following four Rhode Island Core Standards for English Language Arts (ELA)/Literacy skills categories: reading, writing, speaking/listening, and language use. Students will continue to study the principles of grammar as well as the processes used in writing. The course will focus on six core novels and the literary traditions found in contemporary American and multicultural literature. Two additional novels and research materials will be required for summer reading. There will be an in-depth approach to reading novels for comprehension, analysis, and written response. The course will also explore critical approaches that treat the reading and writing of literature as a means toward defining personal and social values. It is expected that students have a firm grasp of the conventions of informational and expressive writing (e.g., grammatical conventions, paragraph transition, coherence, and style) that they may focus on cogent critical analysis through their writing. Listening and speaking skills also will be of major importance in the course. A variety of formative and summative assessments, which include quizzes, a position paper, written exams, group work, role-playing, essays, and a common course assessment will be utilized. Whenever applicable, department or school-wide rubrics may be used to assess reading, writing, language, and speaking and listening standards.

149B

ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE & COMPOSITION

Full Year /1 credit

This course is open to juniors and seniors recommended by their current English teacher as students having mastered high school level composition and rhetorical analysis such that they are prepared for university-level work. Students enrolling in this course are required to complete work over the summer prior to entry into the class, including reading numerous works by a wide variety of authors and completing a rigorous instructional packet. Designed to further develop skilled readers of prose written in a variety of rhetorical contexts, and skilled writers who compose for a variety of purposes, the course will involve reading and writing. Both their writing and their reading in this course will require studying the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre

conventions and the resources of language contribute to effectiveness in writing. Students enrolled in this course are expected to register for and take the AP exam.

Adapted from the College Board Course Description.

149

ADVANCED PLACEMENT (AP) ENGLISH: LITERATURE

Full Year / 1 credit

This course is open to juniors and seniors recommended by their current English teacher as students having mastered high school level writing and literary analysis such that they are prepared for university-level work. Students enrolling in this course are required to complete work over the summer prior to entry into the class, including reading numerous works by a wide variety of authors and completing a rigorous instructional packet.

The AP English Literature and Composition course engages students who wish to take a college-level course in the careful reading and critical analysis of imaginative literature. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The works taught in the course require careful, deliberative reading. And the approach to analyzing and interpreting the material involves students in learning how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value. Writing is an integral part of the course and exam. Frequent, timed writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Although critical analysis makes up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written.

Adapted from the College Board Course Description

128C

COMPOSITION SKILLS/SPEECH: College/Career Prep

Full Year / 1 credit

This year-long course prioritizes the real-world application of a variety of reading, writing, speaking and listening, and language skills from the Rhode Island Core Standards for English Language Arts (ELA)/Literacy. Students will continue to study the principles of grammar, usage, style, and mechanics, as well as the processes used in multimodal writing and speaking. Students will read complex, grade-level texts in order to deconstruct good writing, understand author purpose, and bring depth to their own work. Students will develop clarity of enunciation, projection, and body language to enhance delivery. The course goal is to provide students with strong fundamental

written and spoken communication skills that enable students to engage an audience, clearly transmit meaning/purpose, and confidently embark on future college or career communication tasks.

157

CREATIVE WRITING: Honors

Semester / 0.5 credit

Honors Creative Writing is a course for students who have previously demonstrated above-average competency in language usage in a College and Career Preparatory or Honors English course; the course moves at an accelerated pace, and the curriculum focuses on deepening learning in the following four Rhode Island Core ELA skills categories: reading, writing, speaking/listening, and language use. Students will continue to study the principles of grammar as well as the processes used in writing. Students will examine novels and film for effective crafting strategies in order to employ them in their own writing. Students will demonstrate their personal responsibility for correct spelling, their ability to use new vocabulary, their effective word choice, and their employment of formal and standard language levels. They will demonstrate logical organization and adequate synthesis in several forms of composition to include writing exposition, description, satire, children's stories, short stories, and poetry. They will demonstrate awareness of the importance of tone in written composition and will demonstrate the ability to write from a particular point of view. They will also demonstrate creativity in all forms of composition.

160

WRITING 104:

Concurrent Enrollment/Honors (Juniors and Seniors Only)

Semester / 0.5 credit

Writing 104 is a college-level course designed for the senior student who has demonstrated command of the principles of effective writing (levels of language, correct grammar and syntax, and the importance of audience). The student who selects this course must be prepared to read intensively at the college level, analytically discuss readings, and revise work utilizing the writing process. A minimum of five formal papers, and several informal papers, will be written over the course of the semester. Emphasis is placed on using observation, analysis, reading, and research to build a claim and support a thesis while enhancing the techniques of drafting, collaboration, and peer evaluation. *Students in this course are enrolled in the URI concurrent enrollment program and may earn three (3) transferable college credits.*

165

INTRODUCTION TO LITERATURE

Concurrent Enrollment/Honors (Juniors and Seniors Only)

Semester/ 0.5 credit

This is a college-level course designed for the senior student who has demonstrated command of the principles of effective writing (levels of language, correct grammar and syntax, and the importance of audience). Students will engage in various forms of literary analysis through reading and discussion of a number of genres derived from a variety of literary courses. *Students in this course are enrolled in the URI concurrent enrollment program and may earn four (4) transferable college credits.*

UNIFIED ENGLISH LANGUAGE ARTS: College/Career Prep

115A, 125A, 135A, 155A

Full year / 1 credit

Unified English focuses on deepening learning in the following four Rhode Island Core Standards skills categories for English Language Arts: reading, writing, speaking/listening, and language.

Placement is based on the recommendation of the education team. Eligible students include those requiring a highly-structured, individualized supportive environment. Content standards, course materials, and assessments are appropriately adjusted to meet student needs in order to allow students to fully participate and engage in instructional activities of a general education course.

Specially Designed Instruction (SDI) aligned to Rhode Island standards is delivered by both an English Teacher and Special Educator to address the goals in a student's educational plan, and student participation and achievement in appropriate standardized state and/or national assessments. Ongoing data collection and individualized assessment techniques will drive instruction.

The quarterly and final grades will be calculated according to district policy. The course may also be offered as a Pass/Fail.

READING

999

READING

Full year / 1 credit

Placement based on recommendation of school personnel for students reading 2 or more years below grade level.

This course will provide direct instruction in the basic components of the reading process. Instruction will focus on the development of techniques students can use to construct meaning from both literature and informational texts. Students will learn the role of background knowledge in reading comprehension and be able to access and build background prior to reading. Students will further develop skills in determining word meaning through context and word structure. The development of active reading strategies will be the focus of comprehension instruction. Students will demonstrate comprehension skills by responding to the text through the language processes of speaking and writing. A variety of texts and trade books will be used to stimulate interest, promote reading growth, and increase the motivation of the learner to read for information, pleasure, and personal growth.

DIGITAL TECHNOLOGY

NOTE: Beginning with the Class of 2028, the .5 computer education requirement was replaced with a computer science proficiency requirement per RIDE graduation requirements. The courses listed below, as currently designed, do not fulfill this requirement. School counselors will guide students on options available to meet this proficiency-based graduation requirement.

451

DIGITAL PUBLISHING: THEORY & ELEMENTS College/Career Prep

Semester / 0.5 credit

This course provides students with a comprehensive foundation of layout and design principles. Students as designers apply conceptual and practical techniques to generate visually-appealing publications. Using contemporary software, students create publishable media including: brochures, newsletters, letterhead, flyers, advertisements and posters. By applying visual hierarchy and page layout techniques, student-designers use typeface and pictures to meet client specifications and focus on the logic of displaying elements in interactive designs.

455

WEBSITE BUILDER: College/Career Prep

Semester / 0.5 credit

Students learn and apply tools and techniques for creating user-friendly and attention-grabbing websites. Emphasis will be put on the planning of a site's structure as well as the navigation of a site's pages. Existing Internet businesses will be analyzed to determine what works and what doesn't. Class discussion will include what products will sell over the internet and how these products will be marketed to future customers through the process of designing business websites.

456

MULTIMEDIA PRODUCTIONS: College/Career Prep

Semester / 0.5 credit

During the first part of this course, students use the five multimedia elements—text, image, audio, video, and animation—to manipulate and rearrange video and audio. Students use Adobe Premiere to develop action-filled video presentations.

Part Two of the course is devoted to the introduction of 3D Animation. Students use state-of-the-art software to apply 3D tools and techniques used in scene and character development including modeling, animation, rendering, compositing and motion tracking and exported scene editing.

HEALTH & PHYSICAL EDUCATION

The East Greenwich High School Health and Physical Education program offers a unique combination of Health and Physical Education throughout a semester. Students undergo a rotating two-week interval schedule of both Health and Physical Education. Students will learn and apply concepts across both disciplines.

The State of Rhode Island mandates that student are required to engage in health education in the following areas grades 9 through 12:

- Lindsay Anne Burke Act (Dating Violence)
- Nathan Bruno Act: Suicide Awareness
- Opioid Abuse Awareness
- First Aid and CPR Certification

051

HEALTH/PHYSICAL EDUCATION 9 (Human Sexuality)

Semester 0.5 credit

Building on previous information on human sexuality included in the K-12 curriculum, this course is designed to focus on the complex roles EGHS students will face in relationships as they move towards adulthood.

052

HEALTH/PHYSICAL EDUCATION 10 (Fitness and Nutrition)

Semester / 0.5 credit

This course is designed to enhance the EGHS student's knowledge of the cognitive side of physical fitness and nutrition. Students will learn about the science behind exercise and have the opportunity to explore the connections between nutrition and physical activity.

053

HEALTH/PHYSICAL EDUCATION 11 (First Aid/CPR)

Semester / 0.5 credit

This course affords EGHS students the opportunity to become certified in First Aid and CPR through the American Safety and Health Institute (ASHI.) Students will be able to recognize and respond appropriately to any breathing, cardiac, or first aid emergency. Students will be eligible for certification in both for two years.

054

HEALTH/PHYSICAL EDUCATION 12 (Contemporary Health Issues)

Semester / 0.5 credit

This student-centered course provides an opportunity for students to discuss current health issues with their peers, under the direction of the teacher. The format of this course involves analyzing contemporary issues and exploring how they may affect each student in their post-high-school pursuits.

008

PERSONAL FITNESS I (Elective): College/Career Prep

Semester / 0.5 credit

This course provides a health-enhancing elective to educate students in all aspects of personal fitness. Students will be required to apply the five components of physical fitness as they build personalized physical fitness programs. Personal Fitness is designed to encourage the EGHS student with the opportunity to lead a lifelong healthy lifestyle.

009

PERSONAL FITNESS II (Elective): College/Career Prep

Semester / 0.5 credit

This course provides a health-enhancing elective to further educate students in all aspects of personal fitness. Students will be required to apply previously-learned personal fitness concepts to a personalized physical fitness program. Students will also be introduced to nutritional concepts to further enhance their personal programs.

018

UNIFIED PE/HEALTH I, II, III, IV

Semester / 0.5 credit

This course is designed to provide students with developmental and/or physical disabilities the opportunity to engage alongside peer mentors in physical and wellness-related activities. The learning experience is tailored to their individual needs. Activities are adapted to ensure accessibility and foster a positive, inclusive environment that encourages lifelong health and wellness.

Placement is based on the recommendation of the education team. Eligible students include those requiring a highly-structured, individualized supportive environment. Content standards, course materials, and assessments are appropriately adjusted to meet student needs in order to allow students to fully participate and engage in instructional activities of a general education course.

Specially Designed Instruction (SDI) aligned to Rhode Island standards is delivered by a PE/Health Teacher with assistance from an Education Support Professional address the goals in a student's educational plan in support of student participation and achievement. Ongoing data collection and individualized assessment techniques will drive instruction.

The quarterly and final grades will be calculated according to district policy. The course may also be offered as a Pass/Fail.

MATHEMATICS & COMPUTER SCIENCE

The Mathematics and Computer Science Department at East Greenwich High School is committed to providing a high-quality program that engages all students in opportunities to attain the mathematical proficiency needed for success in high school courses and beyond, and to acquire basic programming concepts and techniques.

Research on college and career readiness highlights the importance of strong mathematical knowledge, skills, and practices developed through high-school coursework. To support students in achieving the mathematics proficiency required for graduation and future success, we provide data-informed guidance to students on their recommended course placement.

*Beginning with the class of 2028, in accordance with RI Department of Education graduation requirements, all students must earn a minimum of four (4) credits in Mathematics while in high school, in order to graduate. These four credits **must** include Algebra 1, Geometry, Algebra 2, and an advanced course such as statistics or precalculus.*

Please read the [Course Placement](#) section of this document.

MATHEMATICS Frequent Course Progressions 2025, 2026, 2027

GRADE LEVEL	HONORS	COLLEGE & CAREER PREP	
9		Unified Math 1 Pre-Algebra Algebra 1 pt 1	Algebra 1 Geometry
10	Algebra 2 honors	Unified Math 2 Algebra 1 pt 1 Algebra 1 pt 2	Geometry Algebra 2
11	AP Precalculus	Unified Math 3 Algebra 1 pt 2 Geometry B	Algebra 2 Precalculus
12	Calculus Honors AP Calculus	Unified Math 4 Geometry B Algebra 2B	Precalculus Statistics

MATHEMATICS
Beginning with Class of 2028

GRADE LEVEL	HONORS	COLLEGE & CAREER PREP
9		Unified Math 1 Algebra 1 Algebra 1 w/ lab Geometry
10	Algebra 2 honors	Unified Math 2 Geometry <i>Geometry B</i> Algebra 2
11	AP Precalculus	Unified Math 3 Algebra 2 <i>Algebra 2 B</i> Precalculus Statistics
12	Calculus Honors AP Calculus	Unified Math 4 Precalculus Statistics

MATHEMATICS

412

FOUNDATIONS OF ALGEBRA ^{++*} :College/Career Prep

Full Year / 1 credit

This course provides students with an opportunity to continue to develop the knowledge, skills, and concepts needed for success in Algebra 1. Topics include evaluating numeric expressions; simplifying variable expressions; solving problems involving ratio, proportion, and percent; solving linear equations in one variable; investigating patterns of association in bivariate data; exploring functions; working with linear equations in two variables and pairs of simultaneous linear equations; and solving problems involving perimeter, area, and volume.

++Beginning with the Class of 2028, in accordance with the new RI High School Graduation requirements, the four years of mathematics required for graduation must include Algebra 1, Geometry, and Algebra 2. Students beginning their high school mathematics sequence with Foundations of Algebra will need additional coursework to meet this new graduation requirement in four years.

415

ALGEBRA 1: College/Career Prep

Full Year / 1 credit

This course provides students with a college preparatory program in the first year of Algebra. Topics include using properties of rational and irrational numbers; performing arithmetic operations on polynomials; solving equations and inequalities in one and two variables; solving systems of equations; defining, evaluating, and comparing functions; using functions to model relationships between quantities; analyzing functions using different representations; comparing and interpreting linear, quadratic, and exponential models; and summarizing basic descriptive statistics for sets of data.

413L

ALGEBRA 1 LAB

Full Year / 1 credit

This course provides students with additional opportunities: (1) to attain the mathematics knowledge, skills, and practices leading to mathematics proficiency needed for high school graduation and readiness for college or career requirements, and (2) to prepare for and revise common course assessments. Students are recommended for placement in this course based on state and local assessment results and performance in mathematics courses.

NOTE: Students earn elective credit for successful completion of this course, not mathematics credit.

433

Algebra 2 B: College/Career Prep

Full Year / 1 credit

This course provides the student with a college preparatory course in Algebra 2 similar to Mathematics 435, but with more emphasis on the development of mathematical skills and learning strategies. Students completing Algebra 2 B may take Introduction to Precalculus, Statistics, or a Mathematics elective as a subsequent course.

435

ALGEBRA 2: College/Career Prep

Full Year / 1 credit

This is a course for those students who have completed Algebra 1 and Geometry. Students continue their study of functions and relations. Topics include the development of the concept of a function from multiple perspectives; and basic polynomial, and rational, functions.

417

ADVANCED ALGEBRA 2: Honors

Full Year / 1 credit

This is an honors-level course designed for students who have mastered algebra and geometry skills and concepts and their applications. Students enrolled in Advanced Algebra 2 are expected to possess the knowledge, skills, and disposition needed to meet challenging problem-solving situations and to utilize a conceptual approach to learning mathematics. Topics include operations on functions including composition; characteristics of functions; polynomial, rational, root/radical, exponential, logarithmic functions; and selected topics from data analysis.

423

GEOMETRY B: College/Career Prep

Full Year / 1 credit

This course provides the student with a college preparatory course in Geometry similar to Mathematics 425, but with more emphasis on the development of mathematical skills and learning strategies.

425

PLANE & SOLID GEOMETRY: College/Career Prep

Full Year / 1 credit

This course follows Algebra 1 in the mathematics sequence. Topics include analyzing geometric relationships of points, lines, planes, and figures in two and three dimensions; using the relationships to make and defend conjectures; writing formal and informal proofs; and solving problems involving trigonometric ratios and applications of right triangle trigonometry. Algebraic connections to geometry are incorporated to support and enhance student mastery of algebra skills and the development of concepts from both algebraic and geometric perspectives.

436

INTRODUCTION TO PRECALCULUS: College/Career Prep

Full Year / 1 credit

This course is designed to provide students an additional year to review and enhance their skills with algebraic, exponential, logarithmic, and trigonometric functions and quadratic relations (conics). In addition, a more in-depth study of statistical processes is included. Students who satisfactorily complete this course may select Precalculus as a subsequent course of study.

437

ADVANCED PLACEMENT (AP) PRECALCULUS

Full Year / 1 credit

This is an honors-level course intended to prepare students for the study of AP Calculus. Topics include the continued development of the concept of a function from multiple perspectives; polynomial, rational, exponential, logarithmic, and trigonometric functions; analytic geometry; polar coordinates, equations, and graphs; parametric equations; sequences and series; limits; probability; and the normal distribution. Students enrolled in AP Precalculus are expected to possess the knowledge, skills, and disposition needed to meet challenging problem-solving situations and to utilize a conceptual approach to learning mathematics. This course provides the student with initial preparation for AP problems in written and oral presentations.

445

PRECALCULUS: College/Career Prep

Full Year / 1 credit

This is a course for the student who has mastered algebraic and geometric concepts. Topics include the continued development of the concept of a function from multiple perspectives; operations on functions including composition; characteristics of functions; polynomial, rational, exponential, logarithmic, and trigonometric functions; and selected topics in statistics and probability. This course provides the student with initial preparation for Calculus.

446

CALCULUS: Honors

Full Year / 1 credit

This course is an honors-level course designed for students who have successfully completed a course in precalculus and wish to complete a calculus course while in high school. Students study aspects of both differential and integral calculus, and apply tools of calculus to real-world applications. Graphing calculators are utilized to investigate graphical interpretations of the derivative and integral and to explore some applications.

447

ADVANCED PLACEMENT (AP) CALCULUS AB

Full Year / 1 credit

This course completes the preparation for the Advanced Placement Examination in Calculus. While all students will investigate the topics of the College Board's AB syllabus for Calculus, students may choose to sit for either the AB test or the BC test, which are administered in the spring. Specific information about the AP Calculus syllabus may be obtained at the site <http://www.collegeboard.com/ap/students/index.html>.

Students have extensive practice in answering actual Advanced Placement questions used on prior AP examinations and appropriately using the graphing calculators as prescribed by the College Board. Students learn and practice multiple strategies for problem-solving using several content strands and are expected to demonstrate their solutions to problems in written and oral presentations. Students taking this course are required to register and sit for the AP examination. In addition, students are advised to obtain a graphics calculator (which is required for the AP test) and a supplemental test prep workbook. Students enrolled in this course are expected to register for and take the AP exam.

NOTE: The course content is suggested by The Advanced Placement Program and reflects the content of a typical introductory college course in calculus.

Ideally, students taking this class will have successfully completed Advanced Placement Precalculus.

UNIFIED MATHEMATICS

412A, 422A, 432A, 442A

Full year / 1 credit

Unified Mathematics is designed to provide students with an understanding of mathematics and its real-world applications. This course will provide opportunities for students to explore various mathematical concepts and their practical uses. Students will expand their knowledge of essential math skills, financial literacy, and problem-solving strategies and have a better understanding of mathematics, its practical applications, and its relevance in various aspects of life.

Placement is based on the recommendation of the education team. Eligible students include those requiring a highly-structured, individualized supportive environment. Content standards, course materials, and assessments are appropriately adjusted to meet student needs in order to allow students to fully participate and engage in instructional activities of a general education course. Ongoing data collection, and individualized assessment techniques will drive instruction.

Focus Areas:

Unified Math 1 (412A): Algebraic Thinking and Financial Literacy

Unified Math 2 (422A): Practical Algebra

Unified Math 3 (432A): Practical Geometry

Unified Math 4 (442A): Applications of Mathematics

Students who successfully complete Mathematics 412A will earn proficiency credit for Financial Literacy. In Unified Math 3, or Unified Math 4, students may be positioned to fulfill the computer science proficiency requirement.

Students enrolled in this course may not fulfill the expected progression of Algebra I, Geometry and Algebra II prior to graduation.

The quarterly and final grades will be calculated according to district policy. The course may be offered as Pass/Fail.

442

STATISTICS: College/Career Prep

Full Year / 1 credit

This course provides an introduction to statistical concepts and their application similar to an introductory statistics course offered at the college level. Topics include data organization, measures of central tendency and variability, elementary probability distributions, estimations, tests of significance, correlation, regression, analysis of variance, and nonparametric methods. Prerequisite: Algebra 2 (433, 435, or 417).

COMPUTER SCIENCE

444B

INTRODUCTION TO PROGRAMMING * :

College/Career Prep

Full Year/ 1.0 credit



This course provides an introduction to computer programming and computer science. The fundamentals of programming and algorithmic development are introduced using the programming language python.

Students in the Computer Science Pathway are required to take this course prior to Computer Science A. *Students taking this class must have successfully completed Algebra 1 with a recommendation for Mathematics 425: Geometry*

4441

Data Science and AI (DSAI):

College/Career Prep

Concurrent Enrollment and Honors Option

Semester / 0.5 credit



This semester course introduces computer programming in an engaging and creative way, and provides the computational thinking skills of programming, algorithm development, simulation, and data analysis.

Students taking this class must be enrolled in Mathematics 415: Algebra 1 or higher.

Students may participate in the URI concurrent enrollment program and earn four (4) transferable credits. Ninth-grade readiness for the college-credit component of this course will be evaluated on a case-by-case basis.

428

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE PRINCIPLES

College/Career Prep

Full Year / 1 credit



This course is designed to provide students with opportunities to learn: Creative problem solving; How to apply computational processes to analyze large data sets; Programming and impacts of computing innovations; How the Internet works and important cyber security issues; and Impacts of computing that affect different populations.

Students taking this class must have successfully completed Mathematics 425: Geometry.

461

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE A

Full Year / 1 credit



This course focuses on the use of computer programs to solve problems and emphasizes object-oriented program design, program implementation, program analysis, standard data structures, standard algorithms, and computing in context. The design issues that make a program understandable, adaptable and, when appropriate, reusable are addressed. Students code in an object-oriented paradigm (currently JAVA); use standard library classes; read, understand, examine and test programs; and analyze errors and revise programs. It should be stressed that students in this course will need to work alone on a computer for a minimum of three hours per week in addition to instructional time. For students who wish to work on home computers: free JAVA software is available from a variety of sources. Students taking this course are required to register and sit for the AP examination. In addition, students are advised to obtain a supplemental test prep workbook.

NOTE: The course content is suggested by The Advanced Placement Program and reflects the content of a typical introductory college course in computer science.

It is highly recommended that students in the Computer Science Pathway take AP Computer Science Principles and have completed Introduction to Programming at the time of enrollment in this course.

Students taking this class must have successfully completed Mathematics 435: Algebra II or Mathematics 417: Advanced Algebra II.

MUSIC

 Music and Performing Arts Pathway 3.23

Music fulfills the creative aesthetic and emotional needs of every student by finding and directing the power of personal creativity through exploration, improvisation, and self-expression. Music is an active and engaging process of perception, reflection, and judgment requiring basic performance and aural skills on the part of all participants. Unlike other academic pursuits, music demands both individual and group achievement in order for all ensembles to be highly successful.

9591

**WIND ENSEMBLE 1 :
College/Career Prep**

Full year / 1 credit



The Wind Ensemble is a performance ensemble consisting of woodwinds, brass, and percussion instrumentalists who have reached the intermediate level of technique and musicianship through performance in the Cole Middle School Band or comparable comprehensive program. Students develop knowledge and skill in ensemble balance, tone production, sight-reading, musical terms, and historical information as they pertain to the music that is prepared and performed. Repertoire includes major works for Band that serve to prepare the student for admission to the Avenger Wind Ensemble. This group performs regularly throughout the school year at concerts and school and community events.

9592 / 9592H

**WIND ENSEMBLE 2
College/Career Prep and Honors sequence**

Full year / 1 credit

(Students seeking the Honors option must see the Director for the application process.)



Wind Ensemble II: This course provides students with intermediate experiences designed to develop basic technical skills and musical understandings in a progressive way. Primary emphasis is placed upon the development of characteristic instrumental tone, music reading skills, and ensemble performance through the study of a wide variety of musical literature. The 9th grade Concert Band performs periodically at concerts, music festivals, and community events. For a truly authentic experience, it is highly recommended that students take private lessons with professionals on their instrument outside of the school day. Students must complete a successful audition for RIMEA All-State and RIMEA Solo/Ensemble Festival. In addition, students must perform one solo and one duet/small group piece during the recital night performance.

9593 / 9593H

WIND ENSEMBLE 3

College/Career Prep and Honors sequence

Full year / 1 credit

(Students seeking the Honors option must see the Director for the application process.)



Wind Ensemble III is comprised of advanced woodwind, brass, and percussion students in the Music Performance Pathway, this course provides each student with an opportunity to study and perform a wide variety of wind ensemble literature representative of diverse styles, forms, cultures, and historical periods, including various contemporary compositions. The Concert Wind Ensemble performs periodically at concerts, music festivals, and community events. Students must take private lessons outside of school with professionals on their instrument. They must complete a successful audition for RIMEA All-State and RIMEA Solo/Ensemble Festival. In addition, students must perform two (2) solos and one (1) duet/small-group piece during the recital night performance.

9594 / 9594H

WIND ENSEMBLE 4

College/Career Prep and Honors sequence

Full year / 1 credit

(Students seeking the Honors option must see the Director for the application process.)



Wind Ensemble 4 is the most advanced of the wind ensembles and is comprised of a select group of woodwind, brass, and percussion instrumentalists. This course provides each student with an opportunity to study and perform a wide variety of wind ensemble literature representative of diverse styles, forms, cultures, and historical periods, including various contemporary compositions. It allows students to further develop musical and technical skills in a progressive and individualized way. For a truly authentic experience, it is highly recommended that students take private lessons with professionals on their instrument outside of the school day. Students must complete a successful audition for RIMEA All-State and RIMEA Solo/Ensemble Festival. In addition, students must perform three solos and one duet/small group piece during the recital night performance. Students must also compose two pieces of music: one for a quartet and one for a small ensemble consisting of a minimum of eight musicians.

Students enrolled in the Pathway must complete a community-based capstone experience or performance exhibition during their Junior or Senior year.

9561

JAZZ ENSEMBLE 1 College/Career Prep

Full year / 1 credit



Jazz Ensemble I: This course provides basic instruction in jazz-related rhythm, tone, style, concept, listening skills, woodwind doubling possibilities, and improvisation. The ultimate goal of this ensemble is to give interested students an opportunity to study and perform jazz ensemble literature. Concurrent enrollment is required in 9th Grade Concert Band or a wind ensemble for wind and percussion players, and an orchestra for bass players. Exception: piano and guitar players. A textbook and a metronome are required. They must complete a successful audition for RIMEA All-State and RIMEA Solo/Ensemble Festival. For a truly authentic experience, it is highly recommended that students take private lessons with professionals on their instrument outside of the school day.

9562

JAZZ ENSEMBLE 2

College/Career Prep

Full year / 1 credit



This intermediate ensemble is for performers to develop their jazz performance skills beyond the basic level. Emphasis is on ensemble skills and style development. Various text and workbooks, videotapes, and audio recordings are used to create a formal study of jazz appreciation and listening skills. Concurrent enrollment is required in a wind ensemble for wind and percussion players, and an orchestra for bass players. Exception: piano and guitar players. A textbook and a metronome are required. They must complete a successful audition for RIMEA All-State and RIMEA Solo/Ensemble Festival. Students must participate in the jazz recital night and perform one (1) composition in a style of their choosing with a small ensemble. For a truly authentic experience, it is highly recommended that students take private lessons with professionals on their instrument outside of the school day.

9563

JAZZ ENSEMBLE 3

College/Career Prep

Full year / 1 credit



This advanced intermediate ensemble continues the study and performance of jazz for the more advanced student. The ensemble may participate in activities outside the township. Various videotapes and audio recordings will be used to create a formal study of jazz appreciation and listening skills. Concurrent enrollment is required in a wind ensemble for

wind and percussion players, and an orchestra for bass players. Exception: piano and guitar players. A textbook and a metronome are required. For a truly authentic experience, it is highly recommended that students take private lessons with professionals on their instrument outside of the school day. Students must also complete a successful audition for RIMEA.

9564 / 9564H

JAZZ ENSEMBLE 4

College/Career Prep

Full year / 1 credit



This ensemble is for the most advanced jazz performers. The ensemble performs "concert oriented" jazz literature, often recorded by college or professional bands, with emphasis on improvisation. This ensemble will perform in various festivals and concerts outside the township, state, or country. Saxophonists are expected to also play flute and/or clarinet. Concurrent enrollment is required in a wind ensemble for wind and percussion players, and an orchestra for bass players. Exception: piano and guitar players. A textbook and a metronome are required. They must complete a successful audition for RIMEA All-State and RIMEA Solo/Ensemble Festival. Students must participate in the jazz recital night and perform three (3) compositions in various styles with a small ensemble. One of the three compositions must be an original composition. For a truly authentic experience, it is highly recommended that students take private lessons with professionals on their instrument outside of the school day.

Students enrolled in the Pathway must complete a community-based capstone experience or performance exhibition during their Junior or Senior year.

958A

MUSIC THEORY:College/Career Prep

Semester / 0.5 credit



Students study the "mechanics" of music such as pitch notation, scales, intervals, triads, and harmonic part writing. They are also trained in rhythm reading and sight singing. This class is a must for any student considering music as a major or minor in college.

9661

ORCHESTRA 1 College/Career Prep

Full year / 1 credit



Orchestra I: Freshmen students will hone their sight-reading skills. Knowledge of the structure of major scales and facility playing them will be a focus. Orchestral etiquette and appropriate rehearsal behavior will be stressed. Standardized performance assessments will be utilized.

9662 / 9662H

ORCHESTRA 2

College/Career Prep and Honors sequence

Full year / 1 credit

(Students seeking the Honors option must see the Director for the application process.)



Orchestra II Sophomore students will advance their knowledge of scales to include natural, harmonic, and melodic minor. Students will take on additional responsibilities such as running a sectional, managing logistics, playing solos, or in the pit orchestra.

9663 / 9663H

ORCHESTRA 3

College/Career Prep and Honors sequence

Full year / 1 credit

(Students seeking the Honors option must see the Director for the application process.)



Juniors will be expected to participate in extra-curricular opportunities such as All-State Orchestra, Solo and Ensemble, community ensembles, and private instruction. They will mentor younger students. Higher-level analysis and interpretation of repertoire will be stressed. The focus will be on period-appropriate performance practices.

9664 / 9664H

ORCHESTRA 4

College/Career Prep and Honors sequence

Full year / 1 credit

(Students seeking the Honors option must see the Director for the application process.)



Professional level comportment is expected at all rehearsals and performances. Facility with all forms of scales is expected. Seniors will take an internship with a local professional music organization. Students assume additional responsibilities managing the ensemble. Students will take on a leadership role; either as concertmaster or student conductor.

Students enrolled in the Pathway must complete a community-based capstone experience or performance exhibition during their Junior or Senior year.

9651

CONCERT CHORUS 1

Full year / 1 credit



Freshmen choral students will learn the precepts of healthy vocal technique. Breath support as the genesis of singing will be stressed. Solfege will be utilized to improve sight-singing skills. A variety of repertoire will be explored and performed. Appropriate rehearsal and performance protocols will be stressed.

9652 / 9652H

CONCERT CHORUS 2

College/Career Prep and Honors sequence

Full year / 1 credit

(Students seeking the Honors option must see the Director for the application process.)



Sophomore students will assume some responsibility for the logistics and operations of the ensemble. Facility with solfege and analysis of music will be a focus. Students will increase their vocal strength and efficiency through proper technique.

9653 / 9653H

CONCERT CHORUS 3

College/Career Prep and Honors sequence

Full year / 1 credit

(Students seeking the Honors option must see the Director for the application process.)



Vocal health and strength will increase. Students will take on extra-curricular performance opportunities such as community choir, community theater, EGHS drama productions, private instruction, All-State Chorus, or Solo and Ensemble. Students will run sectionals and will confer with the director regarding logistical considerations. Students will perform solos at concerts.

9654 / 9654H

CONCERT CHORUS 4

College/Career Prep and Honors sequence

Full year / 1 credit

(Students seeking the Honors option must see the Director for the application process.)



Seniors will have an internship with a professional chorus, choir, or theater group. Students will perform at school and civic events. Sight singing proficiency is expected. Students will take a leadership role in the chorus, either running warm-ups or conducting a selection in concert. A solo performance is expected.

976

DIGITAL MUSIC PRODUCTION

Semester / 0.5 credit

Students will advance their musical knowledge and skills through an integrated exploration of music technology, performance, composition, and recording. This course emphasizes comprehensive musicianship, encouraging students to synthesize musical materials and make conceptual connections through individual and group performance, formal analysis, and creative composition.

Students will develop and demonstrate music creation skills, including composition techniques and production methods to enhance live performances. They will use tools such as keyboards, guitars, vocals, and other instruments as needed to compose music tailored to specific audiences, often collaborating with other EGHS ensembles. Additionally, they will explore the "how-to" of creating music for various purposes, capturing and engineering high-quality recordings of their work.

This holistic approach to music technology and performance prepares students to combine creative expression with technical expertise, fostering skills applicable to a variety of musical and technological contexts

962

HISTORY OF ROCK AND ROLL PART 1 (1940 - 1969)

Semester / 0.5 Credit

*May be EEP Eligible / Honors /Semester 0.5 credit



History of Rock and Roll is a survey of British and American rock music, beginning with jazz and blues through the development of rock from its roots to 1969.

Students will learn to —

- Appreciate rock music through examination of cultural, social, and historical factors that influenced the creation and development of the music using active-listening techniques.
- Identify the major genres of rock music, from blues through modern rock, pop, and hip hop. Listen, discuss, and write critically about music.
- Connect rock music to its place in American history and to the present.
- Address culture and history from a variety of perspectives.

**Sections of this course may be part of the Rhode Island College Early Enrollment Program (EEP) with four (4) transferable college credits and honors weighting. Ninth-grade readiness for the college-credit component of this course will be evaluated on a case-by-case basis.*

963

HISTORY OF ROCK AND ROLL PART 2 (1970 - Present)

Semester / 0.5 Credit

*May be EEP Eligible / Honors / Semester 0.5 credit

History of Rock and Roll Part II is a continuation of what students cover in the History of Rock and Roll 1940 - 1969 with an emphasis on listening, discussing and writing critically about music. Students will continue to develop active listening skills and to articulate the ways in which various compositional techniques and performance practices in rock express aspects of the human condition.

**Sections of this course may be part of the Rhode Island College Early Enrollment Program (EEP) with four (4) transferable college credits and honors weighting. Ninth-grade readiness for the college-credit component of this course will be evaluated on a case-by-case basis.*

977

INTRODUCTION TO PIANO / LEVEL 1

Semester / 0.5 credit



Introduction to Piano - Level 1 is offered in the fall semester and available to all students in Grades 9 through 12 enrolled at East Greenwich High School. This course is a beginner's class designed for students who wish to develop basic piano playing skills. Time in class will be spent both on and off the keyboards. While playing, students will be working individually and in small groups to master the techniques of playing and to learn pieces.

9772

INTERMEDIATE PIANO / LEVEL 2

Semester / 0.5 credit

This course is a continuation of Introduction to Piano Level 1 and is available to all students in Grades 9 through 12 enrolled at East Greenwich High School. This course builds upon skills learned in Piano level 1. Time in class will be spent both on and off the keyboards. Students will work individually and in small groups to master the techniques of playing and to learn pieces. At the end of the semester, students will participate in a culminating recital to demonstrate skills learned.

970

SURVEY OF MUSIC

Semester / 0.5 credit



This course is a survey of world music focusing on non-Western cultures within the 20th and 21st centuries. It examines elements of representative music cultures, features of those societies that influence music, and the unique musical and artistic aesthetics of global regions. The content of this course explores the creation and function of music within a community's system of values and beliefs, fostering an appreciation for the human experience across diverse societies.

SCHOOL COUNSELING PROGRAM

The EGHS School Counseling Program is designed to address the developmental needs of all students. It is in alignment with The American School Counseling Association (ASCA) National Standards for School Counseling Programs. The EGHS Counseling Program is founded on the belief that each student possesses intrinsic worth and specific rights, and is a unique and dynamic personality capable of personal growth and self-direction. The program is preventative, proactive, developmental, and remedial in nature. Under ASCA's guidelines, the following three areas are identified as essential components to a comprehensive developmental guidance program: Academic Development, Career Development, and Personal/Social Development.

The delivery of these services will be through classroom activities, small and large group presentations, individual planning meetings, parent awareness, consultations, individual counseling, home/school communication systems, referral processes, professional development, and program management. Through some of these activities, students will be instructed and encouraged to utilize their Individualized Learning Plans to set realistic goals, monitor growth and track progress in one or more of the three essential areas of Academics, Career Development, and Personal/Social Development.

1009, 1010, 1011, 1012

Avenger Success

Quarter / 0.25 credit

Students are automatically enrolled in this quarter-based class that supports students as they progress through their state-required, grade-level-specific Individualized Learning Plan (ILP). School counselors guide students as they establish and monitor goals and implementation strategies centered on academic progress, career exploration, and personal growth.

Representative mini-lessons and workshops focus on building skills in self-advocacy and time management; identifying required coursework and academic milestones for high school graduation; exploring career interests and aptitudes through surveys; aligning high school coursework with post-secondary pursuits; compiling a resume; developing an applied understanding of financial aid, scholarships, and the college and employment application processes.

1010-106

SAT Preparation

Semester / 0.5 credit

This course offers a comprehensive preparatory program aimed at enhancing student performance on the new SAT. The course is structured around a semester-long curriculum divided equally between Mathematics and Evidence-Based Reading and Writing instruction. One half of the semester is dedicated to an in-depth exploration of SAT Mathematics, guided by an experienced Mathematics instructor. The other half of the semester will equip students with the tools to respond to evidence-based reading and writing tasks, guided by an experienced ELA instructor.

Designed to cater to individual learning needs, the course integrates personalized instruction with practical application through targeted practice sessions and feedback, laying the groundwork for students to achieve their desired outcomes on the SAT. This program not only prepares students for the exam but also builds a solid foundation for future academic success.

SCIENCE

In order to graduate from East Greenwich High School, all students must complete a minimum of three years of Science, two with a lab component. One year must be selected from the physical sciences and one year from the life sciences

The Science Department is committed to providing an integrated, comprehensive, and differentiated program that engages all students so that they become effective communicators, informed citizens, researchers, critical thinkers, and creative problem-solvers in a global and technological society.

SCIENCE SEQUENCE

GRADE LEVEL	HONORS	COLLEGE / CAREER PREP
9	317 Honors Biology w/lab	325 Biology w/lab 325A Unified Science- Biology*
10	327 Honors Chemistry w/lab	315 Introduction to Physics 311A Unified Science- Earth & Space*
11	354 AP Physics 1 w/lab	334A Conceptual Chemistry w/lab 335 Chemistry w/lab 335A Unified Science- Chemistry*
SCIENCE ELECTIVES		
HONORS		COLLEGE / CAREER PREP
319 Earth and Space Science (semester)		322 Botany, Horticulture, and Landscaping (semester)
340 Anatomy & Physiology w/lab		323 Zoology, (semester)
349 Biotechnology (semester)		326 Human Biology w/lab
350 AP Chemistry w/lab		336 Climate Change & Clean Energy Technology (semester)
352 AP Physics C		338 Forensic Science (semester)

354 AP Physics I w/lab	345 Physics w/lab
355 AP Environmental Science w/lab	330 PILOT - Introduction to Health Sciences (semester)

318

INTRODUCTION TO PHYSICS

College/Career Prep

Full Year / 1 credit

Topics to be investigated include motion & forces, electricity & magnetism, geologic events & processes, plate tectonics, and stellar astronomy. Students enrolled in this class typically complete the scope and sequence of core science classes which include 325 Biology, 334A or 335 Chemistry and potentially Physics 345

317

BIOLOGY: Honors

Full Year / 1 credit / laboratory

The laboratory is an important extension of the class and the students will be expected to gather data, graph results, and come to conclusions based on their observations. Core topics include-- cells, ecology, genetics, and evolution. This course provides the foundation for taking AP Biology and/or AP Environmental Science during your junior or senior year.

319

EARTH & SPACE SCIENCE: Honors

Semester / 0.5 credit

Core Topics include, but are not limited to, geologic events and processes, plate tectonics and changes over time, technology currently being used to determine the structure of the universe, electromagnetic waves, energy, and nuclear reactions, and the "Big Bang" theory. Please note, this course is recommended for students enrolled in Honors Biology.

322

BOTANY, HORTICULTURE & LANDSCAPING: College/Career Prep

Semester / 0.5 credit

This course builds on concepts introduced in Biology 317 or Biology 325 to explore and covers topics on plant identification & classification, plant characteristics, growth, and

reproduction, and landscaping design. Students discuss current ideas in agriculture, horticulture, conservation, and environmental issues. Laboratory work includes greenhouse and field studies, plant care and maintenance, and landscaping projects.

323

ZOOLOGY: College/Career Prep

Semester / 0.5 credit

This course builds on concepts introduced in Biology 317 or Biology 325 to survey the major taxonomy of the animal kingdom and to provide an introduction to animal anatomy, physiology, ecology, and evolution. The course is designed to develop an appreciation of the diversity of animal life and its ecological significance. This course is not the study of zoos. We examine all types of life such as protozoans and invertebrates. It also introduces the structure and function of the principal body systems of animals.

325

BIOLOGY: College/Career Prep

Full Year / 1 credit / laboratory

A college preparatory life science course. The laboratory is an important extension of the class and the students will be expected to gather data, graph results and come to conclusions based on their observations. Core Topics include cells, ecology, genetics and evolution.

330

INTRODUCTION TO HEALTH SCIENCES: College/Career Prep

Semester / 0.5 credit

This class is designed for students at all grade levels who may have an interest in pursuing a career in the health science field. Various health occupations ranging from various medical and pharmaceutical technicians, biotechnology, nursing and medicine will be explored in detail. Topics include medical ethics, effective communication skills, medical terminology, measuring vital signs, employee and patient safety, controlling infection and human growth and development. Students will be exposed to various certification and internship opportunities. THE INTENTION IS RUN THIS CLASS AS A PILOT COURSE IN 2025-2026. IT MAY, OR MAY NOT RUN DEPENDING ON ENROLLMENT, TEACHER ASSIGNMENTS AND THE ESTABLISHMENT OF THE PROPOSED BIOSCIENCE CTE PROGRAM.

326

HUMAN BIOLOGY: College/Career Prep

Full Year / 1 credit / laboratory

Building on the biological principles introduced in Biology 325, this course focuses specifically on the major physiological systems of the human body. Key components of physiology and anatomy are explored. Students will also investigate and research the pathology of illnesses and disorders that may be relevant to their own experiences. Students will also develop those interpersonal skills that may benefit future studies in health sciences. Anatomy & Physiology 340 and this class cover very similar material. Students enrolled in, or who have previously taken Anatomy & Physiology should not also enroll in this class.

327

CHEMISTRY: Honors

Full Year / 1 credit / laboratory

The following topics will be developed both qualitatively and quantitatively: atomic structure, chemical bonding, chemical compounds, chemical reactions, gases, liquids and solids, solutions, acids and bases, chemical kinetics, equilibrium, oxidation reduction reactions, and nuclear chemistry. Laboratory investigations are central to the content. The course provides an excellent foundation for students who may be planning to pursue a career in the sciences.

334A

CONCEPTUAL CHEMISTRY: College/Career Prep

Full Year / 1 credit / laboratory

A college preparatory physical science course with an emphasis on the qualitative aspects and applications of chemistry. Topics include matter and change, atomic structure, the periodic table, chemical bonding, chemical compounds, gases, liquids and solids, solutions, chemical reactions, heat transfer, acids and bases, and nuclear chemistry. Laboratory investigations are central to the development of the content. An emphasis will be placed on the role of chemistry in everyday life and on the development of problem-solving skills. Students will gain experience collecting and analyzing data and reporting results by arguing from evidence.

335

CHEMISTRY: College/Career Prep

Full Year / 1 credit / laboratory

The following topics will be developed both qualitatively and quantitatively: matter and change, atomic structure, the periodic table, chemical bonding, chemical compounds, gases, liquids and solids, solutions, scientific measures, chemical reactions, acids and bases, and nuclear chemistry. Laboratory investigations are central to the development of the content. Chemistry 335 provides a firm foundation for further work in science. It is strongly recommended that students taking this class have completed or be enrolled in Algebra II.

336

CLIMATE CHANGE & CLEAN ENERGY TECHNOLOGY * :

College/Career Prep

Semester / 0.5 credit

This course explores the potential causes, consequences and solutions to climate change. The technology, benefits and feasibility of various forms of clean energy are also examined. Projects include building and measuring the efficiency of wind turbines, solar panels and hydrogen fuel cells. Students will also complete cost/benefit analyses of different types of clean energy compared to traditional fossil fuel energy.

338

FORENSIC SCIENCE * : College/Career Prep

Semester / 0.5 credit

Forensic Science is the application of science to the law. The primary focus of the course will be problem-solving various hypothetical criminal scenes. Students will be expected to work in teams, theorize, design experiments, and research forensic methodologies. This class will also explore the technology and knowledge needed to define, enforce and clarify the use of evidence in criminal and civil cases.

340

ANATOMY & PHYSIOLOGY: Honors

Full Year / 1 credit / laboratory

Students who are interested in the health sciences will develop or enhance: laboratory and interpersonal skills, independent and group-oriented work habits that may benefit a pre-medical or nursing ambition. The sub-disciplines of anatomy and physiology are presented through assessed laboratory skills (including wet/dry dissection or dissection alternative), class discussion, and independent or group research of contemporary topics in health sciences. It is recommended that students taking this class have completed biology, and have completed or are concurrently enrolled in chemistry.

345

PHYSICS: College/Career Prep

Full Year / 1 credit / laboratory

This course is a general physics course that surveys topics in mechanics, energy, fluids, waves, sound, electricity, magnetism, and light. In addition to studying concepts, students will be expected to solve problems using algebra and trigonometry. Students will perform quarterly projects that reinforce concepts studied. It is required that students taking this class have completed Algebra II and have completed or be enrolled in Pre-calculus or Calculus.

349

BIOTECHNOLOGY: Honors

Semester / 0.5 credit

This course aims to provide students with a healthy foundation in biotechnology and will build on the principles of genetics introduced in Biology. As an applied science, students will discuss and explore current bioethical issues and complete laboratory investigations. The laboratory is an important extension of the class and the students will be expected to gather data, graph results, and come to conclusions based on their observations. Topics include bioethics, DNA structure and function, recombinant DNA, microbiology and cell culture, bacterial transformation, the polymerase chain reaction & CRISPR. Activities and investigations will include gel electrophoresis, forensic DNA fingerprinting, PCR investigations such as identifying GMO and PV2 Informatics, modeling recombinant DNA, bioinformatics, and DNA barcoding. Students taking this class must have successfully completed a biology course.

350

ADVANCED PLACEMENT (AP) CHEMISTRY

Full Year / 1 credit / laboratory

This second-year chemistry course is the equivalent of an introductory chemistry course at the college level and provides a strong foundation for students desiring future work in science. The topics include atomic structure, chemical bonding, chemical reactions, liquids and solids, solutions, thermodynamics, chemical kinetics, chemical equilibrium, electrochemistry, nuclear chemistry, and some basic organic chemistry. Laboratory investigations and problem-solving are emphasized. This course prepares students for the advanced placement exam, given in May. Students taking this class are required to have completed Algebra II and Chemistry. Students enrolled in this course are expected to register for and take the AP exam.

351

ADVANCED PLACEMENT (AP) BIOLOGY

Full Year / 1 credit / laboratory

Content will consist of a rapid review of general biology and include but not be limited to an in-depth study of general biological concepts such as genetics, biological energetics, mechanism of enzyme action, and protein synthesis. This course is designed to be equivalent to the general biology course taken in the first year of college. This course will prepare students for the advanced placement test given in the spring. Students taking this class must have successfully completed Biology. Students enrolled in this course are expected to register for and take the AP exam.

354

ADVANCED PLACEMENT (AP) PHYSICS 1

Full Year / 1 credit / laboratory

AP Physics 1 is designed to be equivalent to the first semester of an introductory college-level, algebra-based physics course. This course is useful for potential engineering, pre-med, science, and computer science majors as well as anyone interested in Physics. As AP Physics 1 is taught over a full school year, there is time for thorough, in-depth, student-centered inquiry activities allowing students to carry out careful experiments and design laboratory practical work to answer real world questions. The first year is dedicated to the study of Classical Mechanics which includes: Kinematics, Projectile Motion, Newton's Laws, Circular Motion, Gravitation & Kepler's Laws, Work & Energy, Momentum & Impulse and Torque & Rotational Dynamics. Additionally, students will study Electrostatics & basic DC Circuits, Simple Harmonic Motion and Mechanical Waves. The first year will culminate with the AP Physics 1 examination in May. Students enrolled in this course are expected to register for and take the AP exam.

352

ADVANCED PLACEMENT (AP) PHYSICS C

Full Year / 1 credit / laboratory

This advanced placement physics course is a second-year physics course. It is intended for students with an interest in engineering, science, or the medical field (pre-med). This course is designed to provide the student with a college-level, calculus-based study of physics. The curriculum for this course is classical (Newtonian) mechanics as determined by the AP College Board. It is strongly recommended that students taking this class have completed or be enrolled in Calculus. Students enrolled in this course are expected to register for and take the AP exam.

356

ADVANCED PLACEMENT (AP) ENVIRONMENTAL SCIENCE

Full Year / 1 credit / laboratory

This course is designed to be the equivalent of an introductory college course in environmental science and examines the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, chemistry, and physics. Topics include earth systems and resources, biodiversity, ecology, population, human health & risk assessment, land and water use, energy resources and consumption, air and water pollution, waste management, and global climate change. The course places a heavy emphasis on laboratory investigations, outdoor excursions, and field trips. This course will prepare students for the advanced placement test given in May. It is strongly recommended that students taking this class have completed Biology 317 and have also completed or are concurrently enrolled in chemistry. Students enrolled in this course are expected to register for and take the AP exam.

UNIFIED SCIENCE

311A, 325A, 335A

Full year / 1 credit

Placement is based on the recommendation of the education team. Eligible students include those requiring a highly-structured, individualized supportive environment. Content standards, course materials, and assessments are appropriately adjusted to meet student needs in order to allow students to fully participate and engage in instructional activities of a general education course.

Specially Designed Instruction (SDI) aligned to Next Generation Science Standards is delivered by both a Science Teacher and Special Educator to address the goals in a student's educational plan, and student participation and achievement in the NGSA.

Ongoing data collection, and individualized assessment techniques will drive instruction.

The quarterly and final grades will be calculated according to district policy. The course may also be offered as a Pass/Fail.

SOCIAL STUDIES

Three (3) credits of Social Studies are required for graduation.
One (1) credit must be American Democracy and one (1) must be US History..

GRADE LEVEL	HONORS or ADVANCED PLACEMENT (AP)	COLLEGE/CAREER PREP
9		218 American Democracy in a Global Economy 218A Unified American Democracy*
10	228 World Civ. III	225 World Civ. III 225A Unified World Civ III*
11	237 AP US History	235 US History III 235A Unified US History*
Electives open to all grade levels	217 Big History	242 Current Issues 264 RI/Local Studies
Electives 11 and 12 only	247 AP Microeconomics 248 AP Macroeconomics 249 Sociology 250 AP Psychology 238 AP US Govt and Politics	244 Psychology 254 Genocide

218

AMERICAN DEMOCRACY IN A GLOBAL ECONOMY: College/Career Prep Full Year / 1 credit

This inquiry-based, college preparatory course exams Civics and Economics at the individual, local, state, national, and international levels. In Civics, topics will include the structure and function of the government, elections, and political parties. In Economics, topics will include the fundamentals of supply and demand, market structures, market failures and the role of the government, and international trade. Like in all Social Studies courses, students will ask compelling questions on the above topics. They will gather evidence from diverse sources, critically read, and interpret the evidence. Students will then communicate their findings in various forms. Additionally, students will apply a range of deliberative and democratic

strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

225

WORLD CIVILIZATION III: College/Career Prep

Full Year / 1 credit

This inquiry-based course focuses on modern world history, including Era 7: Age of Revolution (1750-1914); Era 8: Half Century of Crisis and Achievement (1900-1945); Era 9: the 20th Century Since 1945- Promises and Paradoxes. Students will ask compelling questions on the above topics. They will gather evidence from diverse sources, critically read, and interpret evidence. Throughout the course, students will use the lens of Social Studies to put historical events into context and understand the importance of past events today.

228

WORLD CIVILIZATION III: Honors

Full Year / 1 credit

This inquiry-based Honors course focuses on modern world history, including Era 7: Age of Revolution (1750-1914); Era 8: Half Century of Crisis and Achievement (1900-1945); Era 9: the 20th Century Since 1945- Promises and Paradoxes. Students will ask compelling questions on the above topics. They will gather evidence from diverse sources, critically read, and interpret and synthesize the evidence. Throughout the course, students will use the lens of Social Studies to put historical events into context and understand the importance of past events today.

235

UNITED STATES HISTORY III: College/Career Prep

Full Year / 1 credit

This inquiry-based, college preparatory course will focus on Era 6 Development of Industrial U.S. (1870-1900); Era 7: the Emergence of Modern America (1890-1930); Era 8: the Great Depression and World War II (1929-1945); Era 9: Postwar U.S. (1947-1970); and Era 10 Contemporary U.S. (1968-present). Students will ask compelling questions on the above topics. They will gather evidence from diverse sources, critically read, and interpret the evidence. Throughout the course, students will see how historical events shaped the evolution of the United States. Whenever possible, national events will be viewed at the local or state level.

237

ADVANCED PLACEMENT (AP) US HISTORY

Full Year / 1 credit

This Advanced Placement course begins a chronological survey of U.S. History from the colonial period through post-Civil War Reconstruction with instruction in historical research, interpretation, and analysis of primary sources. The second semester continues with the political, social, and economic aspects of the Gilded Age and concludes with post-World War II domestic and international developments. Whenever possible, national events will be viewed at the local or state level. Students enrolled in this course are expected to register for and take the AP exam.

UNIFIED SOCIAL STUDIES: College/Career Prep

218A, 225A, 235A

Full year / 1 credit

Placement is based on the recommendation of the education team. Eligible students include those requiring a highly-structured, individualized supportive environment. Content standards, course materials, and assessments are appropriately adjusted to meet student needs in order to allow students to fully participate and engage in instructional activities of a general education course. The curriculum focuses on topics spanning civics, economics, US History from the 19th Century to the Present and World History.

Specially Designed Instruction (SDI) aligned to Rhode Island standards is delivered by both a Social Studies Teacher and Special Educator to address the goals in a student's educational plan, and student participation and achievement in appropriate state and national assessments.

Ongoing data collection, and individualized assessment techniques will drive instruction.

The quarterly and final grades will be calculated according to district policy. The course may also be offered as a Pass/Fail.

ELECTIVE COURSES OPEN TO ALL GRADE LEVELS

217

BIG HISTORY: Honors

Full Year /1 credit

A year-long discussion and web-based course covering the history of the universe. This course weaves evidence and insights from many disciplines across 13.8 billion years into a single, cohesive story. It explores how we are connected to everything around us and where we may be heading. It provides a foundation for thinking about the future and the changes that are reshaping our world.

242

CURRENT ISSUES: College/Career Prep

Semester / 0.5 credit

This semester-long college preparatory course examines current and emerging events and trends in US domestic policy, US international policy, and international issues and relations. The goal of this course is to make students more informed citizens, so that they can better exercise their rights and responsibilities as participating members of society. Students will engage in research and problem solving in order to better understand and assess significant current issues.

264

RHODE ISLAND / LOCAL STUDIES: College /Career Prep

Semester / 0.5 credit

This semester-long college preparatory course in Rhode Island and local history is designed to provide students with a more complete understanding of the community and state in which they live. Students will explore and analyze the state and community's role in the historical eras of the United States and the world. The course will move chronologically through the major periods and events in United States history tracking the development of the state and community from its origins through the American Revolution, Industrialization, Immigration, Gilded Age, Great Depression, and into the modern world. The course will be experiential in learning with primary sources, photographs, audio, visuals, and field trips.

ELECTIVE COURSES OPEN ONLY TO 11TH AND 12TH GRADE STUDENTS

244

PSYCHOLOGY: College/Career Prep

Semester / 0.5 credit

This college preparatory course is designed to introduce students to the study of human behavior. Topics covered include the “healthy” personality, self-actualization, the five major theories of personality, coping with normal personality problems, perception, and the seven major stages of the life cycle. Instruction is enhanced by the use of audio-visual materials, cooperative learning experiences and class discussion.

247

ADVANCED PLACEMENT (AP) PRINCIPLES OF MICROECONOMICS

Semester / 0.5 credit

The purpose of this Advanced Placement course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. It covers such areas of decision making as individual demand theory, cost theory, production cost, and introduces the student to the methodology of economic analysis. Selected readings from the writings of economists and economic philosophers supplement the college text.

Problem-solving exercises and seminars supplement lecture and text instruction. Students enrolled in this course are expected to register and sit for the AP exam. NOTE: Students may enroll in both Microeconomics (AP) and Macroeconomics (AP) courses as they are typically offered in subsequent semesters.

248

ADVANCED PLACEMENT (AP) PRINCIPLES OF MACROECONOMICS

Semester / 0.5 credit

The purpose of the Advanced Placement course in Macroeconomics is to give students a thorough understanding of the principles of economics as they apply to the United States economy as a whole. This course explores problems of inflation and recession by examining components of aggregate demand, aggregate supply, national income and product, and the influence of money on the economy. Policy formulation is discussed. Selected readings from the writings of economists and economic philosophers supplement the college text.

Problem-solving exercises and seminars supplement lecture and text instruction. Students enrolled in this course are expected to register and sit for the AP exam. NOTE: Students may

enroll in both Microeconomics (AP) and Macroeconomics (AP) courses as they are typically offered in subsequent semesters.

249

SOCIOLOGY: Honors

Semester / 0.5 credit

This honors-level course in Sociology is designed to provide students with an introduction to the ways sociologists investigate, describe, and analyze social life. Students are exposed to the concepts and techniques in sociology as well as the excitement and significance of sociological research. The concepts that are examined include the process of socialization, cultural patterns, norms and values, and group behavior. Problems of social mobility as well as other problems in contemporary society are also considered. The course is designed to present new, interesting and challenging material to upperclassmen. Course expectations include routine textbook assignments, current events, primary sources, and collaborative work. A project is assigned each quarter.

250

ADVANCED PLACEMENT (AP) PSYCHOLOGY

Semester / 0.5 credit

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. Students enrolled in this course are expected to register for and take the AP exam.

254

GENOCIDE: College/Career Prep

Semester / 0.5 credit

Students will examine the roots of hate and acts of hatred in an attempt to understand history not as a series of inevitable events, but as a sequence of events resulting from individual actions and decisions through time. They will examine their roles and responsibilities as Americans and global citizens and the potential for wide-reaching impact that every individual has daily. These themes will be examined through a series of readings, videos, activities and reflections. Activities also include guest speakers and possible trips to Holocaust or genocide exhibits. The primary historical case study of the course will be an examination of the Holocaust. This unit will be followed by shorter units that will examine other acts of genocide, such as Rwanda, Armenia, and Cambodia. By examining other acts of genocide, students have the opportunity to reflect not only upon the universality of racism and social injustice but also upon the importance of global awareness.

238

ADVANCED PLACEMENT (AP) US GOVERNMENT & POLITICS

Semester / 0.5 credit

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

SPECIAL EDUCATION and STUDENT SUPPORTS

All East Greenwich High School students need to be seen, heard, included, and supported on their path toward our collective Vision of a Graduate. For those students with Individualized Education Programs (IEPs), Specially Designed Instruction (SDI) is provided in a highly structured and supportive setting with a Special Education Teacher. Individualized and small group instruction focuses on the student's strengths and needs, which are identified in the IEP. Accommodations and modifications are designed to assist students in achieving individualized educational and learning plan goals (ILP), alongside our Vision of a Graduate, while addressing common core and alternative assessment Dynamic Learning Map (DLM) standards.

Evidence based practices are implemented to support students. These include systematic instruction following a scope and sequence, structured work systems that promote independence, and project-based learning. Instruction aligns with grade-level courses and addresses common core and alternate assessment standards with an emphasis on life skills and functional academics. The goal is to ensure our graduates have the foundational skills, experiences, and dispositions necessary to pursue their future goals.

*Please note that the course listed below is designed to support differently-abled learners who would be enrolled in the identified course through an IEP process.

LIFE SKILLS:

Placement in Life Skills courses is based on recommendation of the IEP Team. Eligible students include those participating in alternate assessment and/or requiring a highly structured, individualized supportive environment defined in the IEP. Specially Designed Instruction (SDI) is provided in a highly structured and supportive special education setting by a Special Education Teacher or other qualified provider, to address the goals in a student's IEP.

These course provides students with opportunities to increase their functional independence in the areas of adult daily living (ADL) skills, transition planning skills in employment and community involvement, and academic progression aligned to post-secondary opportunities. Specially Designed Instruction (SDI) correlates to graduation requirements and the Career Development Plan and transition sections from the IEP document.

240

LIFE SKILLS

Mathematics I, II, III, IV

Full year / 1 credit

Life Skills Mathematics courses are designed to provide students with an understanding of mathematics and its real-world applications. These courses will provide opportunities for students to explore various mathematical concepts and their practical uses. Students will expand their knowledge and retention of essential math skills, financial literacy, and problem-solving strategies and have a better understanding of mathematics, its practical applications, and its relevance in various aspects of life.

Placement is based on the recommendation of the education team. Eligible students include those requiring a highly-structured, consistent, and individualized learning environment defined through the IEP. Content standards, course materials, and assessments are appropriately adjusted to meet student needs in order to allow students to fully participate and engage in instructional activities of a general education course. Ongoing data collection and individualized assessment techniques will drive instruction.

Students who successfully complete all course sections as evidence through documented, alternative assessment methods will earn proficiency credit for Financial Literacy and fulfill the graduation mathematics sequence based on their IEP.

The quarterly and final grades will be calculated according to district policy. The course may be offered as Pass/Fail.

240

LIFE SKILLS

English Language Arts I, II, III, IV

Full year / 1 credit

Life Skills English focuses on deepening and retaining learning in the following four Rhode Island Core Standards skills categories for English Language Arts: reading, writing, speaking/listening, and language and their practical applications to everyday life.

Placement is based on the recommendation of the education team. Eligible students include those requiring a highly-structured, consistent, and individualized learning environment defined through the IEP. Content standards, course materials, and assessments are appropriately adjusted to meet student needs in order to allow students to fully participate and engage in

instructional activities of a general education course. Ongoing data collection and individualized assessment techniques will drive instruction.

The quarterly and final grades will be calculated according to district policy. The course may also be offered as a Pass/Fail.

240

LIFE SKILLS

Social Studies I, II, III, IV

Full year / 1 credit

Students will expand and retain their knowledge on civics, geography, US history, and current events. This course will emphasize and provide opportunities for real life applications of course content through hands-on activities and community based experiences.

Placement is based on the recommendation of the education team. Eligible students include those requiring a highly-structured, consistent, and individualized learning environment defined through the IEP. Content standards, course materials, and assessments are appropriately adjusted to meet student needs in order to allow students to fully participate and engage in instructional activities of a general education course. Ongoing data collection and individualized assessment techniques will drive instruction.

The quarterly and final grades will be calculated according to district policy. The course may also be offered as a Pass/Fail

240

LIFE SKILLS

Science I, II, III, IV

Full year / 1 credit

Students in this course will expand upon and retain their knowledge on life and physical sciences. This course focuses on hands-on activities and instruction to demonstrate how scientific concepts impact everyday life.

Placement is based on the recommendation of the education team. Eligible students include those requiring a highly-structured, consistent, and individualized learning environment defined through the IEP. Content standards, course materials, and assessments are appropriately adjusted to meet student needs in order to allow students to fully participate and

engage in instructional activities of a general education course. Ongoing data collection and individualized assessment techniques will drive instruction.

The quarterly and final grades will be calculated according to district policy. The course may also be offered as a Pass/Fail

240

LIFE SKILLS

Transition Skills I, II, III, IV

Full year / 1 credit

This course provides students with opportunities to increase their functional independence in the areas of activities of daily living (ADLs), transition planning skills in employment and community involvement, and goal setting for post-secondary opportunities. Specially Designed Instruction (SDI) correlates with the Career Development Plan and transition sections from the IEP document.

Units include transition-related lessons, vocational/career exploration and training, safety and independent living skills, and social and emotional learning aligned with the student's Individual Learning Plan (ILP). Students will participate in community-based learning and trial work experiences as recommended and documented by the IEP team.

Embedded community and work-based experiences provide students with opportunities to increase their functional independence in the areas of transition planning skills, employment and community involvement, and goal setting for post-secondary opportunities through community-based activities. Associated Specially Designed Instruction (SDI) correlates with the Career Development Plan and transition sections from the IEP document.

Placement is based on the recommendation of the education team. Eligible students include those requiring a highly-structured, consistent, and individualized learning environment defined through the IEP. Content standards, course materials, and assessments are appropriately adjusted to meet student needs in order to allow students to fully participate and engage in instructional activities of a general education course. Ongoing data collection and individualized assessment techniques will drive instruction.

The quarterly and final grades will be calculated according to district policy. The course may also be offered as a Pass/Fail

617

The F.I.R.M.

Eligibility based on School Counseling and staff recommendation only

0.5 credit



As a member of the FIRM, you will experience a real and relevant education designed to position you for success beyond the walls of East Greenwich High School. At the FIRM, we specialize in — **F**unctional computer and **I**important home management skills with **R**ead-world application and a focus on **M**oney management. Member-benefits include: fulfilling the computer and personal finance graduation requirements; using tools and materials for repairs and projects; creating a professional resume and cover letter; getting the most from available government benefits; and managing and growing your money using the latest “fintech” tools. This course combines classroom and online work sessions. Your membership doesn’t expire until you meet your graduation requirement, and are ready to transition to the next phase of your life!

This 0.5 credit, module-based class affords students the flexibility needed to fulfill the personal finance graduation requirements and IDEA transition guidelines.

573/574

STUDY SKILLS

Semester/ 0.5 credit

Placement based on recommendation of student support team members. Eligible students include those with IEPs, extensive academic 504s, and those re-entering the high school environment after a long-term absence attributed to extenuating circumstances.

If applicable, Specially Designed Instruction (SDI) is provided by a Special Education Teacher to address the goals in a student’s IEP. Students practice academic (e.g., reading, writing, and math) and functional (e.g., organization, time management, prioritization) skills. Students also receive support for their core classes through pre-teaching, reinforcement, and reteaching activities.

560/561

BASES: Behavior, Academic, Social Emotional Supports

Semester / 0.5 credit

Placement is based on a recommendation of the school-based student support team. Eligible students include those who require a highly-structured, individualized, supportive environment based on the Multi-Tiered System of Support (MTSS) or IEP process.

Specially Designed Instruction (SDI) is provided in a highly-structured and supportive setting by a Special Education Teacher to address the goals in a student's Tier 3 MTSS plan or IEP. This course provides students with necessary social-emotional, and/or behavioral interventions alongside academic supports to access their general education classes. The classroom teacher collaborates with a variety of support personnel including the school psychologist, social worker, and school counselors.

Students are enrolled in the BASES course on the recommendation of the school-based student support team. Entry into and exit from this course is determined by data collected through the MTSS or IEP process.

ENGINEERING

Engineering 12.24

714

ENGINEERING DESIGN TECHNOLOGY:

College/Career Prep

Semester / 0.5 credit



This course introduces students to the engineering-designed world and how it functions. Students apply foundational concepts from art, mathematics, and science to fabricate models or prototypes designed to solve a problem or showcase their personal engineering innovation. They evaluate the effectiveness of a design choice using human-centered design and industry-established criteria.

750

COMPUTER AIDED DRAFTING & DESIGN (CADD) I:

College/Career Prep

EEP / Honors /Semester 0.5 credit



This course introduces students to the hardware, operation and technical language of CADD based programs. Mathematical concepts such as the Cartesian coordinate systems, proportion, scale, isometric oblique objects, dimensions, and angles will be covered. Each student will create blueprints, engineering designs, and geometric shapes at a computer workstation that will emphasize practice and task completion. Different programs will be used to mimic industry applications similar to those used in the field by architects and engineers.

Students participate in Rhode Island College's Early Enrollment Program (EEP) and earn three (3) transferable college credits and honors weighting for this course. At the end of this course, students may be prepared to take the industry-recognized OnShape Certified Associate exam.

755

COMPUTER AIDED DRAFTING & DESIGN (CADD) 2:

College/Career Prep



This course expands upon the fundamental skills developed in CADD 1 by introducing advanced drafting techniques, precision dimensioning, and professional industry standards. Students will work extensively with 2D technical drawings and 3D modeling, exploring

complex geometric shapes, assemblies, and detailed part designs. Through hands-on projects and realistic design challenges, participants will develop a deeper understanding of engineering documentation, improve spatial visualization, and refine their ability to produce professional-quality drawings and renderings suitable for portfolios, competitions, or future career pathways. At the end of this course, students will be prepared to take the industry-recognized OnShape Certified Associate exam.

715

MANUFACTURING I (Wood Tech): College/Career Prep

Full Year / 1 credit



This course introduces students to wood manufacturing technology and construction processes. In the laboratory phase, students learn to use hand and power tools in accordance with established safety standards. Students are introduced to the stages of material processing and apply math and science concepts as they construct several projects from raw materials to the finished product.

Students enrolled in the CTE Pathway, must compile a portfolio of selected works from Design Technology, CADD, and Manufacturing (Wood Tech). They must also complete a community-based capstone experience or exhibition during their Junior or Senior year..

716

MANUFACTURING II: Honors

Full Year / 1 credit



This project-based course is a continuation of Manufacturing Design I. Students further refine their skills related to manufacturing technology and processes. In the laboratory phase, students design, plan, and develop a new product using hand and power tools in accordance with industry standards. Students develop an applied understanding of the product development, design, packaging, and marketing cycles.

734

ENGINEERING: Concurrent Enrollment/Honors

Full Year / 1 credit



This is a course in applied science for those who plan to pursue an engineering-related career or for those who simply want to keep pace with advances in technology. It blends basic principles, societal implications, and practical applications related to present-day mechanical

and energy systems. Class time is divided across discussion, demonstration, problem-solving activities, and the machine design laboratory where projects are actually designed, constructed, and evaluated. During each phase of the course, students create projects and engage in friendly competitions with their classroom peers.

Students participate in the Community College of RI's Early Enrollment Program and earn three (3) transferable college credits. Students are required to take the CCRI math placer and obtain the minimum score to receive college credit.

Students enrolled in the Pathway, must compile a portfolio of selected works from Design Technology, CADD, and Engineering. They must also complete a community-based capstone experience or exhibition during their Junior or Senior year.

748

ROBOTICS TECHNOLOGY 1: College/Career Prep

Semester 1 / 0.5 credit

Fall Semester Only

The course is a hands-on study of robotics technology with an emphasis on experimenting, collecting data, building, and computer programming. It begins with simple machines such as gears, levers, and pulleys. Next, students extend the principles of simple machines by adding motorization and overlaying competition components. Finally, students will build and program their robots to compete in the FIRST Tech Challenge. Throughout the course, students will consider the disruptive, innovative implications of artificial intelligence and robotics.

749

ROBOTICS TECHNOLOGY 2: College/Career Prep

Semester / 0.5 credit

This course is a continuation of the principles studied in Robotics Technology I and delves further into the principles of communication, transportation, manufacturing, and construction of this technology. This hands-on course is focused on the next level of robotics-based challenges, the FIRST Robotics Competition. In this phase, students create their own robot using component parts, no kits or prefabricated materials. This course is very intense and only recommended for those serious about robotics and robotic design.

765

ARCHITECTURAL DESIGN: Honors

Full Year / 1 credit



Architectural Design is offered to students interested in the field of architecture and construction. Students use their drafting skills to showcase their individual creativity and

applied knowledge of building, room design, and floor-plan-layout techniques. Each student will produce a complete set of working drawings by the end of the course that takes into account historical architectural styles, surveying, environmental planning consideration, energy efficiency, and solar design.

Students are encouraged to enter and compete in high-school architecture competitions. See instructor for details.

To fulfill the Pathway and capstone requirement, students, during their Junior or Senior year, must present a portfolio of selected works from Design Technology, CADD, and Architectural Design as part of a community-based charette or exhibition.

THEATER

930

ACTING I/ INTRODUCTION TO THEATER: College/Career Prep

Semester / 0.5 credit



Students will be engaged in a wide variety of experiences from improvisation, stage movements, character development, and the use of lighting. Students will practice and perform monologues, learn basic blocking, staging techniques, critique scenes, and other performance pieces. Students will learn, understand and apply in practice the basic principles and techniques of effective stage acting. Students may be asked to attend live theater performances as field trips or night activities.

931

ACTING II : College/Career Prep

Semester / 0.5 credit

Students will continue the work begun in Acting I/Intro to Theater. This course emphasizes increased depth performance and practical work in character development, script analysis, and scene preparation. Students will research, select, design, prepare, and produce a play as their final product. Students will put into practice blocking stage movements, character development, and the use of lighting, set design and costumes. Students who demonstrated exemplary performance in all aspects of Acting I/Intro to Theater or in the Drama Program may choose to enroll in 931 Acting II. Additional commitments may be required including attendance at out-of-school theater productions, critiques of those productions, and preparation for the final stage production at the end of the semester.

WORLD LANGUAGES

Language is a major academic area with each course earning one credit per year. The department offers French, Latin, and Spanish.

Students who are interested in the Rhode Island Seal of Biliteracy should consider studying a language through their senior year.

All four-year state universities in Rhode Island require a minimum of two years of high school foreign language study or the equivalent for entrance. In addition, many colleges and universities nationwide have similar entrance requirements as well as a requirement of language study or proficiency for graduation. Some institutions give college credit or exempt students from degree requirements in languages for demonstrated proficiency in high school courses.

Modern language courses stress a proficiency approach, with emphasis on the context and purpose of communication through the three modes: Interpersonal (Two-way, unrehearsed communication between individuals); Interpretive (One-way communication using receptive skills of listening and reading); and Presentational (One-way communication using productive skills of speaking and writing).

Sequence of World Language Classes

The world language department has a commitment to opportunity, access, and excellence for all students. The scope and sequence of courses in each language has been designed to support these overarching goals. Courses include an articulation of content and skills that can be developed and learned within an appropriate community of learners. The curriculum is designed to support the continuous academic, social, and skill development growth for all students. Teachers consider this placement philosophy when making course level recommendations. Placement in all courses beyond first year requires a teacher recommendation.

Honors Sequence: The Honors/Advanced Placement sequence is designed for learners who desire a challenging course of study in World Language and wish to achieve a proficiency level beyond Intermediate Mid. Advanced Placement courses are approved by the College Board and have expectations equivalent to those of university courses. The honors sequence in all languages begins in the third year of the language, typically sophomore year for students who have studied language in middle school.

Students may continue in a sequential course providing they meet or exceed the target of proficiency in a given course. Proficiency ratings are based on the national standards that have been developed by the American Council on the Teaching of Foreign Language (ACTFL). A

student who meets the proficiency standard (a C- or above; however, a grade of B or better is recommended) is eligible to move on to the next year of study. A proficiency rating of below the standard (a grade of D+ or lower) would indicate significant gaps in content knowledge and language skills. Parents will be contacted by email if a student is in danger of performing below the proficiency target. Parents should contact the department head with any questions. [More information on the ACFTL proficiency guidelines can be found here.](#)



Seal of Biliteracy

The World Language program offers the *Seal of Biliteracy* to those students who demonstrate proficiency in a second language. Biliteracy is “the ability to speak, listen, read, and write in English, and the ability to speak, listen, read, and write in language/s other than English at a proficiency level of intermediate, mid or higher.” It is different from “bilingualism”, which tends to describe only oral proficiency-or speaking and listening ability-in a language” (source: RIFLA presentation on the RI Seal of Biliteracy). Students may submit a letter of intent during the winter of their junior year to be considered for the Seal. A successful rating (Intermediate, Mid or higher on all 4 sections of the assessment) on the Seal of Biliteracy assessment may be the equivalent of college credits at Rhode Island state colleges and universities.

WORLD LANGUAGE Class of 2026/2007

GRADE LEVEL	HONORS	COLLEGE & CAREER PREP
9		Level 1 Level 3
10		Level 2 Level 4
11	Level 5 Honors Advanced Latin	Level 3 Level 5
12	AP Spanish	Level 4

	AP French Advanced Latin	Level 6
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**World Language
Beginning with Class of 2028**

GRADE LEVEL	HONORS	COLLEGE & CAREER PREP
9		Level 1 Level 2
10		Level 2 Level 3
11	Advanced Latin	Level 3 French 4 Spanish 4
12	AP Spanish AP French Advanced Latin	French 4 Spanish 4 Spanish 5

501N

FRENCH 1: College/Career Prep

Full Year / 1 credit

This course, designed for students who have never studied French, engages the learner to develop basic communication skills around topics of daily life including family and home life, school, daily activities, and likes and dislikes. Students will practice and develop listening, reading, writing, and speaking skills through the use of a variety of resources as well as interactive activities in the classroom. They will also begin to explore French and Francophone culture.

Performance Target: Novice-Mid on the ACTFL scale.

502N

FRENCH 2: College/Career Prep

Full Year / 1 credit

In this course, students will explore everyday themes such as daily routines, house and home, navigating their community, travel and vacation, milestones and celebrations while communicating in the past, present and future tenses. Students will also engage in cultural comparisons. Conducted primarily in French, this course will provide students with an immersion environment. Opportunities for conversation and discussion will strengthen students' speaking skills. Students will also broaden their interpretive skills and reinforce cultural knowledge of the Francophone world through the reading of short texts, while compositions will help students develop skills of coherent written expression.

Performance Target: Novice-High on the ACTFL scale.

503N

French 3: College/Career Prep

Full Year: 1 credit

In this intermediate course, students will continue to advance their proficiency in French through themes such as science & technology, families and communities, the world of work, the culinary world, and health & medicine. Listening comprehension will improve through the classroom's immersion atmosphere and through exposure to Francophone music, film, and literature. Speaking skills will be strengthened through frequent opportunities for guided conversation and oral exposés. By reading articles and short stories, students will expand reading comprehension; writing skills will be further developed as well.

Performance Target: Intermediate-Low on the ACTFL scale.

504N

FRENCH 4: College/Career Prep

Full Year / 1 credit

In this course, students will continue to advance their proficiency by building their vocabulary and refining their communicative skills within the contexts of universally compelling issues. Through literature, music, art, and film as well as other culturally relevant resources, students will explore the beliefs and relationships that define the experience of living within a French speaking culture. Students will read, write essays, create skits, and work on oral communication, all of which will help them improve their linguistic skills and reflect on their own culture as they expand their knowledge of the French-speaking world.

Performance target: Intermediate-Mid on the ACTFL scale.

505N :

FRENCH 5: Honors (YOG 2026/2027 only)

Full Year / 1 credit

This course, conducted almost entirely in French, will increase the students' proficiency in the 4 modes of communication: interpretive, interpersonal, presentational & intercultural. They will refine speaking and writing skills through thematic units and authentic texts. Students will read, analyze and discuss these texts while expanding their knowledge of grammatical structures and more complex vocabulary. The course will focus on the three modes of communication (interpersonal, presentational, interpretive). By the end of the interval of instruction, students should be performing at a level of Intermediate Mid or higher according to the ACTFL proficiency scale.

Performance target: Intermediate-High on ACTFL scale.

506N

ADVANCED PLACEMENT (AP) FRENCH LANGUAGE & CULTURE

Full Year / 1 credit

This advanced course is designed for students who want to pursue a rigorous and comprehensive program of study that emphasizes use of the French language as a tool for reading, discussing, and thinking critically about a variety of cultural topics, literary works, and current events. Students will work with a variety of authentic audio, video, and print materials to advance their oral and written proficiency within the context of broad universal themes that will provide them opportunities for linguistic and cultural comparisons as well as interdisciplinary connections.

This course prepares students for the Advanced Placement Language & Culture examination given in May by the College Board. All students in the course are expected to register for and take the examination.

Performance target: Advanced-Low on the ACTFL scale.

520

LATIN FOR LAW and MEDICINE

Semester / 0.5 credit

This course introduces students to the study of Latin through the lens of legal and healthcare professions. Latin terms and phrases are prevalent in legal discourse and medical terminology. Learning Latin is extremely valuable for those who intend to pursue careers in the field of law, medicine, or science.

521N

LATIN 1: College/Career Prep

Full Year / 1 credit

In this course, students will immerse themselves in the world of the Romans through a study of their language, history, mythology and other aspects of culture. Through the specific study of vocabulary, including derivatives, and linguistic comparison, students will increase the depth of their knowledge of the English language while learning Latin.

Performance target: Novice Mid on the ACTFL scale

522N

LATIN 2: College/Career Prep

Full Year / 1 credit

In this course, students will continue to expand their Latin vocabulary and develop a deeper understanding of Latin syntax. Through reading stories and longer texts in Latin, students will also engage with a wide variety of cultural topics as they advance their linguistic knowledge.

Performance target: Novice High on the ACTFL scale.

523N

LATIN 3: College/Career Prep

Full Year / 1 credit

The goal of this course is to advance students' proficiency in reading Latin by building their vocabulary and capacity to comprehend more complex Latin sentences that contain advanced grammatical structures. Students will apply prior knowledge as well as reading strategies as they transition to reading longer passages of Latin texts. Additionally, students will demonstrate greater understanding of the Roman world, achieved through readings that address cultural topics in Roman history, private life and society, and ancient literature.

Performance target: Intermediate Low-High on the ACTFL scale.

524N

LATIN 4: College/Career Prep (YOG 2026/2027 only)

Full Year / 1 credit

This course completes the intensive grammar survey from Latin 1 through 3 with more discussion of subjunctive use, future tense, subjunctive clauses, and other advanced grammar. Assessments in Latin composition occur. Adapted prose readings in Latin will be introduced. The student will increase his/her ability to read and comprehend, analyze an author's style, and understand nuances of meaning. There are in-depth units on the way of life in Imperial Rome and its literature. There are weekly assignments, quizzes, common tasks, and mid-year and final common course assessments.

Performance target: L Intermediate-Mid on the ACTFL scale.

526N (A or B)

ADVANCED LATIN: Honors

Full Year / 1 credit

This course, with alternating year curricula, will sharpen each student's translations skills. A majority of time is spent reading and interpreting authentic Latin literature. Literary allusions, figures of speech, literary style, and comparisons with today will be discussed. The student will be introduced to the dactylic hexameter and scansion of poetry.

A. Myth (Odd years) - We primarily read selections from Ovid's *Metamorphoses* and the section of Apuleius's *Asinus Aureus* concerning the myth of Cupid and Psyche, with occasional shorter passages. This theme explores Roman ideas of the surreal, allegory, and redemption.

B. Daily Life & Philosophy (Even Years) - We primarily read selections from Petronius's *Satyricon*, Cicero's *Somnium Scipionis*, and the elegiac poems of Catullus and Horace. This theme explores the prevailing views of Stoicism and Epicureanism and how Romans comported themselves in their daily lives.

While this course does not prepare students for the AP Latin Exam, there is an overlap in some of the authors read, and students who choose to will be able to do additional readings to prepare for the AP exam.

Performance target: Intermediate High- Advanced Low on the ACTFL scale.

531N

SPANISH 1: College/Career Prep

Full Year / 1 credit

This course is the typical first-year Spanish course for most students who have not taken Spanish before and engages the learner to develop basic communication skills around topics of daily life including family and home life, school, daily activities, and likes and dislikes. Students will practice and develop listening, reading and writing and speaking skills through

the use of various resources as well as interactive activities in the classroom. They will also begin to explore the various cultures of the Spanish-speaking world. The course stresses a proficiency approach, with primary emphasis on the context and purpose of communication through the three modes: Interpersonal (Two-way, unrehearsed communication between individuals); Interpretive (One-way communication using receptive skills of listening and reading); and Presentational (One-way communication using productive skills of speaking and writing).

Performance Target: Novice-Mid on the ACTFL scale.

532N

SPANISH 2: College/Career Prep

Full Year / 1 credit

This course is appropriate for rising 9th graders who successfully completed 8th grade language courses and high school novice Spanish with a proficiency rating above Novice-High. In this course, students will explore everyday themes such as school, daily routines, fashion, shopping, pastimes, places around town, and sports. Students will also engage in cultural comparisons as they explore various aspects of the Spanish-speaking world. Conducted primarily in Spanish, this course will provide students with an immersion environment. Opportunities for conversation, discussion, and communication in authentic contexts will advance students' oral proficiency. Students will also broaden their interpretive skills and reinforce cultural understanding through the reading of short texts, while guided compositions will help students to develop skills of coherent written expression in Spanish.

Performance Target: Novice-High on the ACTFL scale

533N

SPANISH 3: College/Career Prep

Full Year / 1 credit

This course offers students the opportunity to expand upon, synthesize, and apply previously learned concepts in more complicated communicative contexts. In an immersion environment, students will study and practice new structures and vocabulary within a thematic framework. They will also read a variety of short stories and expand their knowledge of cultural practices and perspectives of the Spanish-speaking world.

Performance Target: Intermediate-Low on the ACTFL scale.

534N

SPANISH 4: College/Career Prep

Full Year / 1 credit

In this course, students will continue to advance their proficiency by expanding their vocabulary and refining their communicative skills within the thematic contexts of universally compelling issues. Through literature, music, art, and film as well as other culturally relevant resources, students will explore the beliefs and relationships that define the experience of living within a Spanish-speaking culture. Students will write essays and stories, listen to podcasts, watch films, engage in role plays, and participate in other activities to help them advance their proficiency and discover connections and distinctions between their own cultures and those studied.

Performance Target: Intermediate-Mid on the ACTFL scale.

555N

SPANISH 5: College/Career Prep

Full Year / 1 credit

This course utilizes a thematic approach to encourage the advancement of students' listening, speaking, reading, and writing skills in Spanish. Through the use of film, short stories, and other authentic Spanish/Hispanic texts, students will enhance their knowledge of Spanish culture and literature. Students will likewise relate themes to the broader, universal culture of humankind and make connections to their own lives.

Performance Target: Intermediate-High on the ACTFL scale.

535N

SPANISH 5: Honors: for YoG 2026/2027 only

Full Year / 1 credit

This course is for students who have mastered the skills of reading, writing, listening and speaking Spanish taught previously and have been recommended by their Spanish 4 teachers. In addition to intensive grammar, students will focus on the history and culture of Spain. The historical focus will be on the Romans, the Moors, the Spanish monarchs, the Inquisition, the Reconquest of Spain, the Conquest of the "New World", the Spanish Civil War, present-day Spain, and its role in the European community. Students will read selections from authors such as Cervantes and Lorca. Art by Velazquez, Picasso and Goya will be analyzed. The class will be conducted in Spanish and there will be oral and written evaluations. The common tasks, mid-year and final common course assessments will incorporate listening, speaking, reading and writing skills. The course will focus on the three modes of communication (interpersonal, presentational, interpretive).

Performance Target: Intermediate High on the ACTFL scale.

536N

SPANISH 6: College/Career Prep- for YoG 2026/2027 only

Full Year / 1 credit

This course will likely be phased out with the Class of 2030 . Students will progress from Spanish V to AP Spanish.

This course is for students who have demonstrated competency in reading, writing, listening and speaking Spanish, taught previously. Students will use authentic audio, video and texts to enhance their knowledge of the Hispanic world and as a launching point for discussions. The class will be conducted in Spanish and include a review of grammatical concepts. The language laboratory will be used for listening and speaking activities. There will be oral, written and listening evaluations including essays, presentations, common tasks, and mid-year and final common course assessments. The course will focus on the three modes of communication (interpersonal, presentational, interpretive).

Performance Target: Intermediate Mid on the ACTFL scale.

556

ADVANCED PLACEMENT (AP) SPANISH LANGUAGE AND CULTURE

Full Year / 1 credit

This advanced course is designed for students who want to pursue a rigorous and comprehensive program of study that emphasizes use of the Spanish language as a tool for reading, discussing, and thinking critically about a variety of cultural topics, current events, and literary works by various authors from different Spanish-speaking countries. Students will work with a variety of authentic audio, video and print materials to advance their oral and written proficiency within the context of broad universal themes that will provide them opportunities for linguistic and cultural comparisons as well as interdisciplinary connections. This course prepares students for the Advanced Placement Language & Culture examination given in May by the College Board. All students in the course are expected to register for and take the examination.

Performance Target: Advanced Low on the ACTFL scale.

EAST GREENWICH HIGH SCHOOL CREDIT REQUIREMENTS

	CREDIT REQUIREMENTS Career Totals	9 TH	10 TH	11 TH	12 TH
ENGLISH	4				
SOCIAL STUDIES	3 (US History & American Democracy req.)				
MATHEMATICS	4 Alg1, Geometry, Alg2, Adv Math begin w/ Class of 2028				
SCIENCE	3 (2 w/lab)				
VISUAL AND PERFORMING ARTS	0.5				
COMPUTER SCIENCE	0.5				
PHYSICAL EDUCATION/HEALTH	2.0 (0.5 yearly)				
WORLD LANGUAGE	2.0 (required beginning w/ Class of 2028)				
ELECTIVES	Varies				
PERSONAL FINANCE Graduation Proficiency Req. beginning w/ Class '24	May be fulfilled by a Personal Finance semester course or approved comprehensive proficiency and performance-based assessment.				
AVENGER SUCCESS	0.25 each year				
SENIOR PROJECT or CTE CAPSTONE EXPERIENCE	0.5				
TOTAL	24.5 credits to graduate				

NOTE: Monitoring course and credit requirements for graduation is a shared responsibility between home and school. Not all courses meet NCAA eligibility requirements and student-athletes should notify and work with the school counselor to ensure alignment. Graduation requirements above the credit requirements are outlined in this Program of Studies.