LINCOLN HIGH SCHOOL

PROGRAM OF STUDIES

2026 - 2027

LINCOLN HIGH SCHOOL

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Counselor
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Science	**Graham Souness**
Social Studies	**Christopher Allen**
Special Education	**Marissa Nardelli**
Unified Arts	**James N. Frost**
World Language	**Hope Evanoff**

Policy of Non-Discrimination

The Lincoln School Department does not discriminate on the basis of age, gender, race, religion, national origin, color, or handicap in accordance with applicable laws and regulations. Any questions or concerns relevant to affirmative action or civil rights issues should be referred to the Affirmative Action Officer, at 721-3300.

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CORE VALUES

Respect, Integrity, Safety, Engagement, Unity, and Pride Belief Statements

We believe:

- All students deserve a safe, nurturing and respectful environment in which to learn
- All students are empowered to become lifelong learners and productive citizens in a global society
- All students should graduate career and/or college-ready through multiple pathways of learning
- Meaningful and varied assessments inform high-quality instruction
- Positive peer and adult relationships foster student success
- Resilience and perseverance in the face of obstacles are keys to student success

Academic Expectations

- Students will be thoughtful communicators who read, write, listen, and speak effectively, preparing for careers and/or post-secondary education.
- Students will be creative and practical problem solvers
- Students will be responsible users of technology and media
- Students will demonstrate continuous effort towards proficiency in all requirements for graduation

Social Expectations

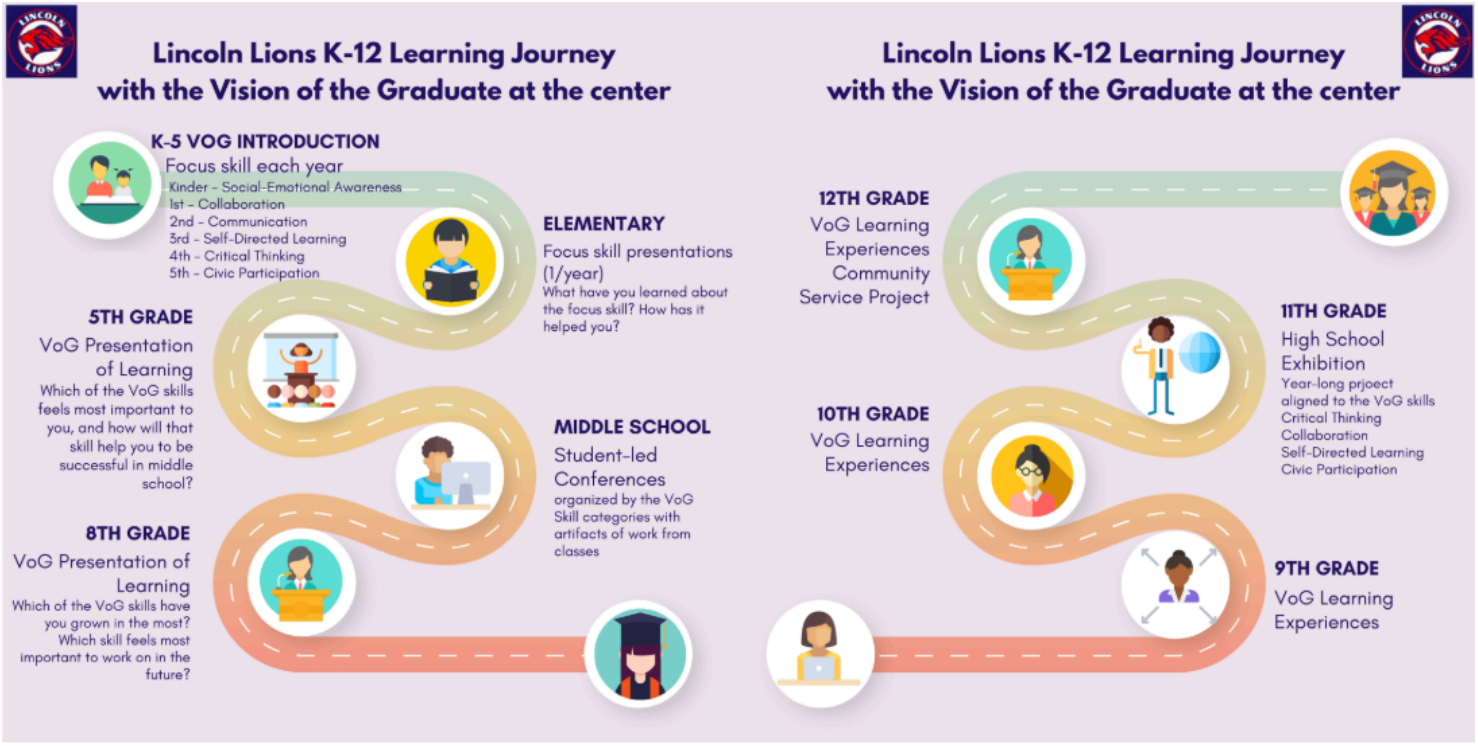
- Students will assume responsibility for their actions
- Students will demonstrate the ability to resolve conflicts responsibly
- Students will demonstrate respect and responsibility for the well-being and welfare of others within a diverse school community

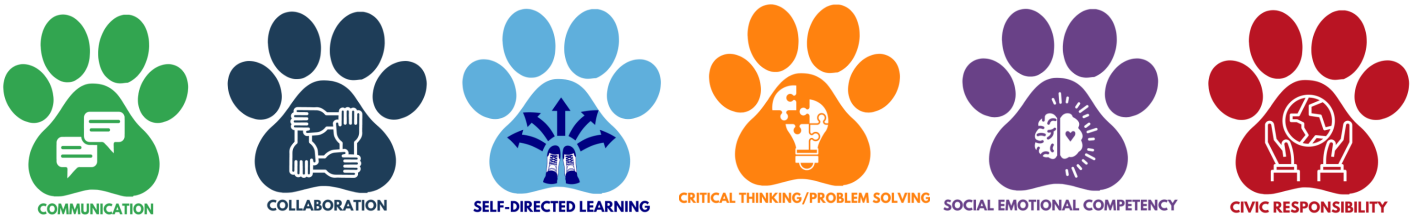
Civic Expectations

- Students will contribute to the well-being of the wider community through service.
- Students will recognize their importance as participating members of American society within a global context.

LINCOLN HIGH SCHOOL VISION OF A GRADUATE

- Below is a graphic representation of the vision we have for all Lincoln Lions at the time of graduation
- Our Vision of a Graduate work begins upon entry into the Lincoln Public Schools and continues through graduation.
- Our Vision of a Graduate is a culmination of the learning, acquired skills, and demonstrations of proficiency that occur over time during a student's education.
- This Vision is embedded in the culture, practices, and lessons presented to students.





"Lincoln Lions: Our Students, Our Pride, Our Future"

LINCOLN HIGH SCHOOL COUNSELING PROGRAM

Philosophy

- The counseling program is based on the belief that each student possesses intrinsic worth, specific rights, and a unique personality, capable of growth and self-direction.
- The counseling program will serve all students.
- The counseling program is based on stated goals and delineated student competencies.
- The counseling program is consistent with the expected developmental stages.
- The counseling program is planned, coordinated, and implemented by the counseling staff in collaboration with school personnel and community members.
- The counseling program is facilitated and managed by state-certified school counselors.
- The counseling program will be evaluated on stated goals and competencies.
- The counseling program is effective as a result of mutual effort and responsibility on the part of the student, the school, the family, and the community at large.
- Ongoing professional development is necessary to maintain a quality counseling program.
- The professional mandates and ethical guidelines promoted by the Rhode Island School Counselor Association and the American School Counselor Association will be followed.

Goals

The primary goal of the LHS Counseling Program is to promote and enhance student learning in three broad and interrelated areas of student development. The desired student learning competencies are based on the American School Counselor Association National Standards for School Counseling Programs. As a result of participating in the LHS counseling program, students will establish competencies in the following areas of student development:

Academic Development

Students will acquire the skills, attitudes, and knowledge to learn effectively; employ strategies to achieve success in school; and understand the relationship of academics to the world of work, and to life at home and in the community.

Career Development

Students will acquire strategies to achieve future career success and job satisfaction; understand the relationship between personal qualities, education, and training, and the world of work; and develop career goals as a result of career awareness and experiential activities.

Personal/Social Development

Students will acquire the skills, attitudes, and knowledge to respect self and others; be able to work well in groups, resolve conflicts, set goals, and develop consensus-building and decision-making skills; and negotiate successfully and safely in the increasingly complex and diverse world of the 21st century.

LHS COUNSELING PROGRAM COMPONENTS

The LHS comprehensive developmental school counseling program includes four major components:
The School Counseling Curriculum Component consists of structured developmental experiences presented systematically to all students through classroom and group activities that address the three primary domains of human development: academic, career, and personal/social. The curriculum lessons focus on understanding the school environment and becoming familiar with facilities, procedures, and programs, self-awareness, goal setting, decision making, peer relationships, career awareness, the world of work, labor market information, and educational and career planning. The counselor's responsibilities include the organization and implementation of large and small group guidance activities and lessons.

The Individual Planning Component consists of activities that focus on assisting each student to develop, analyze, and evaluate his/her education, career, and personal goals and plans. Individual planning activities address the same objectives for all students in a given grade. Functions of the counselor in this component include individual advice, placement, and appraisal.

The Responsive Services Component are reactions to the immediate needs and concerns of individual students, whether these concerns involve individual or group counseling, information dissemination, crisis intervention, consultation, or referral.

The System Support Component activities are twofold. The first includes those that establish, maintain, and enhance the preceding three components. Activities in this component include program development, program evaluation and assessment, parent education, materials development, testing, and community relations. The second aspect of systems support includes activities that support other programs in the school: testing, helping administrators and teachers identify student needs, serving on school committees and curriculum needs, etc.

Grade Level Focus

Each year, the counseling activities revolve around a particular grade level focus.

- Grade 9 - Transitioning to high school
- Grade 10 - Interest exploration and goal setting
- Grade 11 - Post-secondary planning
- Grade 12 - Transitioning beyond high school

Graduation Requirements Class of 2027

To receive the Lincoln High School diploma and participate in graduation exercises, a student must fulfill all components of the requirements: 23 credits (distributed as follows), an exhibition that meets or exceeds standard, and a demonstration of proficiency in Financial Literacy.

Students must earn 23 credits as delineated in the Program of Studies, complete an Exhibition project, and demonstrate proficiency in Financial Literacy.

23 credits required for graduation:

English	4 credits
Mathematics	4 credits
Science (includes Biology)	3 credits
Social Studies (includes US)	3 credits
Physical Education/Health	2 credits
Fine Art	½ credit
Civic Responsibility	½ credit
Choice of Electives	*6 credits

**One Credit must be Authentic & Applied Learning Elective & successful completion of the LHS Exhibition Graduation Requirement*

Total minimum credits: 23 credits

The fourth credit of mathematics may be a math-related course from the following: Financial and Managerial Accounting, Physics, AP Physics, or AP Chemistry.

1. **Course Work**—The 23 credits listed above provide opportunities for students to acquire knowledge and skills to learn and be assessed against commonly held expectations so that they can complete the items below.

2. **Graduation Exhibition** —An approved extended project that meets or exceeds standards and that requires a student to simultaneously demonstrate mastery of knowledge and skill in a particular area. The exhibition draws on a personal academic focus of the student, explores a topic through in-depth research, represents the acquisition and use of knowledge in new ways, is completed individually, demonstrates one or more of the school's Proficiency-Based Graduation Requirements, is presented to an external audience, has opportunities for revision, documents the process, and offers opportunities for reflection. In order to graduate and receive the LHS diploma, a student must complete the Graduation Exhibition. More detailed information is provided in the LHS Guide to the Exhibition.

3. **Financial Literacy Proficiency-** Students must demonstrate proficiency in Financial Literacy. There are multiple pathways to do so. Students may enroll in a full or half-year Personal Finance course, or complete independent modules on EverFi during Lion's Block throughout the school year.

Graduation Requirements Class of 2028 and Beyond

To receive the Lincoln High School diploma and participate in graduation exercises, a student must fulfill all components of the requirements: 23 credits (distributed as follows), an exhibition that meets or exceeds standard, demonstration of proficiency in Financial Literacy, demonstration of proficiency in Computer Science, and two credits of a World Language (credits must be within the same world language).

Students must earn 23 credits as delineated in the Program of Studies, complete an Exhibition project, demonstrate proficiency in Financial Literacy, and demonstrate proficiency in Computer Science.

23 credits required for graduation:

English	4 credits
Mathematics (includes Algebra I, Algebra II, and Geometry)	4 credits
Science (includes Biology plus one lab science)	3 credits
Social Studies (includes US)	3 credits
Physical Education/Health	2 credits
World Language	2 credits**
Fine Art	½ credit
Civic Responsibility	½ credit
Choice of Electives	4 credits*

**One Credit must be an Authentic & Applied Learning Elective*
*** Credits must be attained in the same language (one year of the WL may be completed in middle school)*

Total minimum credits: 23 credits

- **Course Work**—The 23 credits listed above provide opportunities for students to acquire knowledge and skills to learn and be assessed against commonly held expectations so that they can complete the items below.

- **Graduation Exhibition** —An approved extended project that meets or exceeds standards and that requires a student to simultaneously demonstrate mastery of knowledge and skill in a particular area. The exhibition draws on a personal academic focus of the student, explores a topic through in-depth research, represents the acquisition and use of knowledge in new ways, is completed individually, demonstrates one or more of the school's Proficiency-Based Graduation Requirements, is presented to an external audience, has opportunities for revision, documents the process, and offers opportunities for reflection. In order to graduate and receive the LHS diploma, a student must complete the Graduation Exhibition. More detailed information is provided in the LHS Guide to the Exhibition.

- **Financial Literacy Proficiency-** Students must demonstrate proficiency in Financial Literacy. There are multiple pathways to do so. Students may enroll in a full or half-year Personal Finance course, or complete independent modules on EverFi during Lion's Block throughout the school year.

- **Computer Science Proficiency-** Students must demonstrate proficiency in Computer Science. They can do this by:

    a. Taking a Computer Science course at Lincoln High School. Courses that currently meet the Computer Science requirement include:
    Robotics & Automation, Introduction to Engineering 1, Architectural Engineering & Design, Graphic Design 1, Digital Design, Music Production Tech 1, Computers in Management, Introduction to Computer Science JavaScript, Introduction to Computer & Data Science, AP Computer Science A, AP Computer Science Principles.
    b. Completing the Computer Science CTE program
    c. In addition, two Lincoln Middle School classes—*Computer Literacy* and *Media*—can also meet this requirement.

- **World Language Requirement-** Students must accrue their credits in the *same* language. Students who take the yearlong Spanish I class at the middle school can count that toward one of their two required years of a world language, provided the student continues to Spanish II at Lincoln High School. Students who do not take year-long Spanish I at the middle school will begin the World Language requirement at Lincoln High School.

Authentic & Applied Learning Electives

Authentic & Applied Learning Courses
Authentic & Applied Learning credits are courses that apply knowledge or skills.

Course Title	Credits	Course Title	Credits
Advanced Art	1.0	Film Studies	0.5
Anatomy	1.0	French IV	1.0
AP 3D Art and Design	1.0	Future Math Teacher Program	1.0
AP Computer Science A	1.0	Graphic Design and Communications CTE***	CTE
AP Computer Science Principles	1.0	Graphic Design II	0.5
AP French	1.0	International Business CTE***	CTE
AP Seminar	1.0	Journalism & Communications CTE***	CTE
AP Spanish	1.0	Law & Public Safety CTE***	CTE
AP Studio Art/Portfolio	1.0	Leadership and Management	1.0
Audio Design & Engineering***	CTE	Marine Biology	0.5
Automotive CTE***	CTE	Marketing CTE Program***	CTE

Automotive Technology III	1.0	Multi-genre Writing	0.5
Automotive Technology Internship	1.0	Music Production/Technology I	1.0
Aviation CTE***	CTE	Personal Finance	1.0
Biotechnology	0.5	½ Personal Finance	0.5
Ceramics Internship	1.0	Portuguese IV	1.0
Computer Science CTE***	CTE	Psychology	0.5
Culinary Arts CTE***	CTE	ServSafe and Culinary Practices	1.0
Design & Engineering CTE***	CTE	Spanish IV	1.0
Economics	0.5	Statistics	1.0
Entrepreneurship: Shark Tank	1.0	Studio Art	1.0
Exhibition I	0.5	Woodturning	0.5
		Zoology	0.5

****Asterisks indicate CTE programs that fulfill the Authentic & Applied Learning Credit graduation requirement ONLY with successful completion of the program.*

Recommended College Course Distribution

Many colleges require that a student follow certain recommended or prescribed courses of study in high school in preparation for entrance into college. Students should consult college catalogs and their counselor regarding the specific requirements of the colleges to which they intend to apply. Lincoln High School recommends the following as the best preparation for college entrance:

English	4 credits
Mathematics	4 credits
Social Studies	4 credits
Laboratory Sciences	4 credits
World Language	2-4 credits
Physical Education	2 credits
Choice of Electives	6-8 credits
Total credits:	**28 credits**

Course Selection

Course selection is one of the most important commitments that take place each year. Discuss your choices with your counselor, teachers, and parents. Once students make course requests, we strive to meet their needs. Teaching personnel, rooms, textbooks, and materials are all planned with your selections in mind. Based on the courses that students have requested, we build a master class schedule that attempts to accommodate the requested course selections. In some cases, students may have scheduling conflicts that will have to be resolved with the counselor through

the selection of alternate courses. Since courses will be offered pending sufficient enrollment and availability of staff, students who have selected a course that is canceled will be asked to make an alternative selection. Once enrollment has been determined, teachers and rooms are assigned based on course selections and the number of students taking these courses.

Course Changes

Careful thought must be given to each course selection. Do not register for classes with the idea that changes will be made if things do not work out. A decision to elect a course is much like a contract. The following policy will govern requests for schedule changes:

Before and during the first 10 school days of a course, schedule changes may be made for reasons including:

- Correcting an error in your schedule
- Changing a class as a result of summer school
- Dropping and adding a course (students are responsible for all work covered during their absence)
- Changing a curriculum level following a counselor/teacher/parent conference

It is not school policy to permit a student to drop or change a course for reasons of homework, teacher, location of the classroom, or time of the class.

After the first 10 school days of the semester, schedule changes will be made ***only*** when the student is misplaced in a course. Misplacement means:

- The student, in the opinion of the teacher, is putting forth maximum effort, which includes meeting with the teacher for extra help, and still cannot achieve a passing grade; or
- The student is achieving above the level of the course.

Requests for course changes must be made by the parent, in writing, to the appropriate guidance counselor. The counselor will first contact the Director of Guidance. The guidance counselor will coordinate decision-making by communicating with the student's teacher, the student, the parent, the guidance counselor, and the Director of Guidance. Decisions about schedule changes after the add/drop period will be approved by the administration.

Pupil Placement

The course offerings presented in this booklet are listed within departments. In the four major academic areas, English, Mathematics, Science, and Social Studies, there are course offerings designed to meet the needs of all students and to challenge them to achieve to their fullest potential. Students are recommended by their teachers for course placement based on a combination of factors, including the student's ability, achievement, motivation, and program direction. School counselors, department heads, students, and parents also play a key role in this pupil placement process.

Promotion

Students are promoted by years within an age based cohort that is determined upon entry into high school. Students are no longer promoted or retained based on earning a specific number of credits. Below, is a suggested credit acquisition outline to facilitate graduation within four years with the students' cohort.

Grade Level	Suggested Number of Credits
By the end of Grade 9	5+
By the end of Grade 10	11+
By the end of Grade 11	16+

Honors/Advanced Placement

Lincoln recognizes that there are students who quickly grasp concrete and abstract concepts. Therefore a program characterized by accelerated courses, which are noted for their rigor and high academic expectations, is offered. Students in this program require little structure and discipline. Students in this program are proficient in basic skills and are expected to work more independently on reading, writing, research, and problem-solving assignments. These courses are designed for students who...

- analyze and synthesize knowledge
- convey ideas effectively
- show skill in abstract thinking
- use a wide variety of resources
- have creative and inventive power
- exhibit power to work independently
- understand & assume responsibility
- appreciate and integrate social values

Nationwide, AP courses are currently undergoing an audit by the College Board. Only courses that receive approval will continue to carry the AP designation.

CHANGES TO THE AP PROGRAM

All AP students and a parent/guardian will need to sign an agreement acknowledging that:

- AP coursework is college-level coursework that requires significant time and effort.
- Taking the AP exam in May is required for a course to be labeled as AP on the transcript.
- Exam fees will be $94 per exam if they are not covered by the district (exam fee may increase)
- In order to request a fee waiver, a signed consent form must be submitted by the end of September to allow staff to verify eligibility based on information submitted as part of the school lunch program.
- Students will be required to "add themselves" to each course online using specific "join codes" by the end of September to comply with new AP procedures; not doing so may result in a $40 late ordering fee in addition to the standard exam fee.
- There will be an additional $40 unused test fee if you drop the AP course after AP Exams are ordered.
- Students will be dropped from the AP course if they have not submitted the appropriate fee, formally established a payment plan, or been granted a fee waiver by the new priority ordering deadline of October 4th.
- Colleges & universities have their own policies regarding the acceptance of AP credit.

Commissioner's Seal

Awarded to students with qualifying scores on the SAT. A student must achieve the qualifying score in Reading and Writing as well as Mathematics. Currently, the PSAT Reading and Writing score is 430, with Math at 480. The SAT Reading and Writing score is 480, while the Math score requires 530.

Seal of Bi-Literacy

Awarded to students based on qualifying scores on RIDE-approved exams. For those interested in earning the RIDE

Commissioner's Seal of Bi-literacy Council Designation on their diploma, students will be offered the AAPPL Assessment of Performance towards Proficiency in Languages exam. The Seal of Biliteracy is awarded to students who successfully meet the RIDE proficiency guidelines in both English and a second language. English proficiency is determined by PSAT/SAT scores, and second-language proficiency is measured by a student's results on the AAPPL exam.

All students are eligible to earn the Seal, including:

- Students enrolled in world language courses
- Native and heritage speakers
- Current and former MLLs
- Students who learn languages outside of school

**For additional information, please refer to the LHS World Language protocol document for further clarification regarding the framework and structure of the APPL testing, as well as alternative options for MLL students to obtain credit based on their heritage language skillset.*

Dual Enrollment Protocol

I. Definitions (as provided by the Rhode Island Department of Education (RIDE)

Concurrent Enrollment – is a type of dual enrollment when a student takes a college-level course, receiving both high school and college credit on his/her high school campus. This course is taught by a high school teacher who has been approved by the respective college or university.

Dual Enrollment – is when a high school student enrolls as a non-matriculating student in a college course, receiving both high school and college credit on the campus of a college or university while remaining enrolled in his/her high school. These courses are taught by college instructors on a college campus.

II. Concurrent Enrollment

Lincoln High School has several agreements which allow its students to earn college credit for high school coursework. This information is published annually in the *Program of Studies*. They are as follows:

Rhode Island College – Early Enrollment Program

A joint venture of Rhode Island College and Lincoln High School, the Early Enrollment Program enables students to earn credits for **AP Chemistry, AP World History, AP US History, Honors Chemistry, Financial and Managerial Accounting, Personal Finance (full year),** and **Leadership and Management**. These courses are taken as part of the students' regular school year schedule. Please note that only the full-year Personal Finance class (not the semester class) earns EEP credit. These courses are taught by approved Lincoln High School faculty members. They follow the curriculum prescribed by Rhode Island College. Upon successful completion of the course, the credits earned will be kept on file in the Rhode Island College records office to be applied toward a degree at Rhode Island College or possibly transferred to some other college. Payment must be made by the student to Rhode Island College to receive credit if not funded by the Rhode Island Department of Education.

University of Rhode Island

A joint venture of the University of Rhode Island and Lincoln High School enables students to earn credits for URI Writing, URI Literature, Intro to Computer and Data Science, AP Computer Science A, and AP Computer Science Principles. These courses are taken as part of the students' regular school year schedule. These courses are taught by approved Lincoln High School faculty members. They follow the curriculum prescribed by the University of Rhode Island. Upon successful completion of the course, the credits earned will be kept on file in the University of Rhode Island records office to be applied toward a degree at University of Rhode Island or possibly transferred to some other college. Payment must be made by the student to University of Rhode Island to receive credit if not funded by the Rhode Island Department of Education.

Community College of Rhode Island Articulation Agreements

Students can receive college credits from the Community College of Rhode Island (CCRI) for taking *Financial & Managerial Accounting and Business Basics* in high school, provided they complete and pass these classes, graduate from high school, attend the Community College of Rhode Island, and major in a related program of study. Students must complete and pass twelve credit hours or more at CCRI; six of these credits must be in a related program of study, and the second level of accounting must be taken before receiving credit for College Accounting. Students are also eligible for challenge exams at CCRI in Computers in Management for up to *nine additional* credits. Payment must be made by the student to the Community College of Rhode Island to receive credit.

New England Institute of Technology Articulation Agreements

Students can receive college credits from the New England Institute of Technology (NEIT) providing they complete and pass these classes, graduate from high school, enroll at NEIT, and major in a related program of study. Students must begin classes at NEIT within one year of graduating from Lincoln High School and complete one quarter at NEIT. Students must maintain a B or better in all technical courses taken at LHS.

These courses include:

- Broadcasting Journalism CTE Courses – 5 credits in Video Techniques/Studio 1 (must maintain a B+ or better and submit a portfolio for review)
- Financial & Managerial Accounting – 4 credits in Accounting I (must maintain a B or better)
- Leadership and Management – 4 credits in Introduction to Business (must maintain a B or better)
- Marketing & Social Media – 3 credits in Marketing (must maintain a B or better)
- Principles of Engineering Design II – 5 credits in Computer-Aided Design I

Roger Williams University Law and Public Safety Articulation Agreement

Lincoln High School is entering an articulation agreement with Roger Williams University for the Law and Public Safety CTE Program. Further details related to credit acquisition will be disseminated to students enrolled in the courses/program.

III. Dual Enrollment

Running Start at Community College of Rhode Island

Running Start is a program offered at the Community College of Rhode Island for high school students who have demonstrated academic achievement and maturity needed to enroll in college courses during his/her senior year. Seniors who wish to study at CCRI on a full-time basis during the day may be eligible to earn college credit and credit for high school graduation simultaneously. For more information go to Running Start – CCRI . Any student who decides to access the Running Start opportunity must maintain at least 15 credits per semester for LHS.

Criteria for Running Start admission:

- a cumulative 3.0 (B) high school grade point average
- With the permission of the parent or guardian
- recommendation signature from a school counselor or principal, with a list of courses that would include requirements for graduation from high school and other recommended college courses
- the student agrees to enroll in and maintain a minimum of 15 credit hours per Fall and Spring Semesters
- The student must meet the exhibition requirement for graduation
- The student must demonstrate proficiency in Financial Literacy

Part-time dual enrollment

For part-time dual enrollment, the student may take any course that the post-secondary institution offers as part of the dual enrollment catalog.

To qualify for part-time dual enrollment at the post-secondary institution at student must:

- Maintain a full course load at Lincoln High School
- complete all graduation requirements including Civic Responsibility, Exhibition, and demonstration of proficiency in Financial Literacy
- continue to compile items towards the successful completion of the portfolio
- have the approvals of his/her parent/guardian, his/her school counselor, guidance department chairperson, and principal ***before*** registering for the course

Attendance, conduct history, and post-secondary institution requirements will be considered when determining eligibility.

Transcripts and grade reporting

Lincoln High School will accept the grade given by the instructor at the post-secondary institution. Lincoln High School will award college preparatory weight to the post-secondary courses when determining weighted GPA. Courses taken at the post-secondary level will appear on the student's high school and college transcripts.

Students must provide transcripts to the guidance office within five (5) days of receiving grades from the post-secondary institution each semester. Failing or not completing a dual enrollment course required by Lincoln High School's course credit requirements will put the student in danger of not meeting graduation requirements.

It is the responsibility of the student to keep up with course deadlines. Students must pay attention to withdrawal and add/drop deadlines from the institution that is offering the course. A student's grade will appear on an official college transcript as well as the high school transcript. If the student drops the course after the deadlines or receives a failing grade, financial aid and/or GPA during college in the future may be impacted.

IV. Recruiting of Students

School counselors will, from time to time, review a student's goals and discuss dual enrollment options. Annually, Lincoln High School will communicate with families about dual enrollment opportunities for students via the Program of Studies.

Transfer Students and Appeals Process:

Transfer Students:
Students entering LHS will have their credits analyzed as they enter the school.

For transfer students, the following review procedure and decisions will be made:

- **For students transferring to LHS from another Rhode Island public high school**, the credits will be established by the previous school's transcript. The credits will only be transferred with an official transcript provided by the sending district by a school counselor.
- **For students transferring to LHS from a Rhode Island non-public school or Home School Instruction, or from an out-of-state public or private school or Home School Instruction,** the school counselor will review the student's transcripts and any other academic information from the prior school. The credits will be established by the previous school's transcript.
- **For students transferring to LHS from an international school.** The credits will be determined through official transcripts. The school counselor will meet with the student and parent/guardian at the initial registration meeting. If official transcripts are not obtained, the student may be placed as a freshman. If credits are transferred into Lincoln High School, they will be transferred in as college preparatory level unless otherwise designated on the official transcript.
- **Appealing the credits being transferred:** Any student who believes that he or she has been improperly denied the correct number of credits or the level may utilize the school system's appeal procedure through the administrative steps hereby outlined:

    1. The first step if a student wishes to challenge a decision regarding transfer credits. A student (or his/her parent or legal guardian) may submit a request in writing to the Guidance Director.

    2. The Guidance Director will review the appeal.

    3. If the decision is not unanimous, you can appeal to the principal in writing up to 1 year after enrollment.

Work-Based Learning

Lincoln High School offers students the opportunity to earn academic credit through individualized Work-Based Learning for Credit (WBLC) experiences that combine academic study with real-world work. Plans are developed collaboratively by the student, a school-based coordinator or designee, and a career-field mentor. These experiences build career knowledge, employability skills, and support the district's Vision of the Graduate, preparing students for future academic and career pathways.

WBLC will be offered through three primary modes of work-based learning: Internships, Internship Experiences through School-Based Partnerships, or School-Based Enterprises:

- **Internships:** Students who engage in individualized internship experiences must complete the following requirements:
    - Interview with the WBLC Coordinator
    - Complete and submit an application and resume
    - Submit a letter of recommendation
    - Secure internship placement on their own or with the assistance of the WBLC Coordinator

- Provide proof of insurance (as necessary and applicable)
- Log and submit weekly timesheets
- Submit quarterly reflections
- Complete a reflection journal that aligns their reflections with 3 core VoG skills.
- Complete and send a proper "Thank You" letter to their mentor/supervisor
- Submit an evaluation form (distributed upon completion of the internship) completed by the designated worksite mentor
- Complete an Exit Interview
- Such information will be reviewed by the WBLC Coordinator, School Administration, and Guidance Dept. Chair: Completion will be denoted as a credit-bearing course on the transcript as a pass/fail.

- **Internship Experiences through School-Based Partnerships:** Internship experiences can also be accessed through participation in designated and identified school-based partnerships. LHS currently offers two partnership programs to obtain WBLC:
  - LHS HOSA (Health Occupation Students of America) Club Participation
    - Internship requirements completed in conjunction with the HOSA club advisor
  - ACE (Architecture, Construction, and Engineering) Mentoring Program Participation:
    - Internship requirements completed in conjunction with the ACE mentor
  - *All requirements identified in the Internship designation above must be completed to receive WBLC
  - In such circumstances that the program meets below 50 hours per school year, administration may designate the obtainment of credits as .5 per school year through a school-designated program.

- **School-Based Enterprises:** students may earn WBLC through participation in various School-Based Enterprises (ex. School Store), though participating students may not receive WBLC if part of an associated CTE program. **WBLC will be awarded at the designated rate, and only through Administrative approval.*
  - Students produce and sell goods or services in the school and learn about business skills and entrepreneurship. This may be part of an entrepreneurship course, and a business professional may serve as a mentor and advisor for the enterprise. Payment goes to the school.
    - Examples:
      - In-House Culinary Kitchen / Restaurants
      - School Store in a business or Entrepreneurial program.
      - Managing an E-Commerce Shop.

Some important clarifications:

- WBLC is separate and distinct from CTE (Career and Technical Education) Work-Based Learning Hours. Students enrolled in LHS CTE Programs must complete 80 hours of WBL as part of the program requirements, earning CTE Completer status and essential work certifications as a result. Many WBL experiences are embedded within the CTE curricula. As a result, students may not use CTE WBL hours in an application for high school credits toward graduation.
- LHS will reward elective credit for WBLC at 50 hours = 0.5 credit rate (or through administrator program approval). A maximum of 2.0 elective WBLC credits will be awarded per student.
- Any approved WBLC experience *will not count toward GPA*. However, as it is credit-bearing, it will be denoted on a student's high school transcript. Such experiences will be named in the transcript as *Work-Based Experience.*

- WBLC hours are primarily designed to be earned outside of school hours, with exceptions made via administrative approval (e.g., unique internship work experience offered at 1 PM on two specific days). In general, students should not miss academic instruction to complete WBLC hours.
- Students must provide their own transportation to and from WBLC experiences.

**A finalized copy of the Work-Based Learning Policy that includes required forms will be made available.*

Career and Technical Education Programs (CTE)

From the Rhode Island Department of Education
(https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/ CareerTechnicalEducation.aspx)

Acceptance into one of our eight Career Technical Education programs that are rigorous, relevant, reflective, interactive, and integrated is a privilege and honor, and is helping our students achieve success in high school to workforce development, and from economic vitality to global competitiveness.

CTE programs:

1. **Improve the educational experiences of learners.**
    a. By providing an engaging, interesting, and relevant education that reduces dropout rates, supports, and improves student achievement.
2. **Contribute to the development of a skilled, sustainable workforce**
    a. By preparing for the high-demand, high-skill and high-paying jobs of today and tomorrow
3. **Help learners discover a wide range of career options**
    a. By charting the most effective and efficient educational pathways for optimum value and success, and guiding the students to their dreams and aspirations
4. **Work directly with business and industry in partnership**
    a. By ensuring that CTE programs are developing people with the skills, credentials, and technical knowledge necessary to move Rhode Island toward the leading edge of innovation and global competitiveness.
5. **Can help reduce college tuition costs with potential postsecondary college credits**
    a. By taking advantage of postsecondary articulations
6. **Give learners a competitive advantage and/or employment opportunities**
    a. By establishing partnerships with local businesses
7. **Provide industry certifications**
    a. By completing certification tests
8. **Create a link from school learning to real-world jobs**
    a. By completing 80 hours of work-based learning experiences

Lincoln High School Offers Eleven RIDE-Approved CTE Programs

1. Audio Design and Engineering CTE
2. Automotive CTE
3. Aviation CTE
4. Computer Science CTE
5. Culinary Arts CTE (Available to Class of 2025 and beyond)
6. Design and Engineering CTE
7. Graphic Design Communications CTE
8. International Business CTE
9. Journalism and Media Communications CTE
10. Law and Public Safety CTE
11. Marketing CTE

Audio Design and Engineering CTE

The Lincoln High School Audio Design and Engineering CTE Program provides students with a strong foundation for those who wish to pursue careers in studio production, live production, or live performance. Students in our program will have real-world experience, and opportunities to utilize their skill sets for cross-curricular activities along with project-based learning tasks to reinforce acquired knowledge. With this program, students will also be able to be a part of our TRI-M chapter, the National Honors Society for Music, as well as be guided by professional/staff aligned with NAFME/RIMEA, and TI:ME memberships.

Students who complete the CTE program graduate with strong technical skills in audio design and engineering. Thanks to strong partnerships with local colleges/universities and media professionals, students are mentored and guided by professionals in various stages of professional development. Students will complete their CTE program having expressed proficiency using the professional Digital Audio Workstation Ableton.

Suggested Sequence	Courses	Length of the Course
Year 1	Music Production I	1 Year
Year 2	Music Production II	1 Year
Year 3	Music Theory ***or*** Audio Engineering Internship	1 Year 1 Year
	***Students must choose one of the following .5 or 1 credit courses over 4 years:** Band, Chorus (Jazz Band/Select Chorus after school ensembles), OR An alternate applied learning activity approved by the principal	.5 or 1 Year

- *To be **completers** of the Audio Design and Engineering CTE program and receive the cord at graduation, students must complete the sequence of courses above, complete at least 80 hours of work-based learning in the related program, and receive an industry-recognized credential and college credits.*

Automotive CTE

The Lincoln High School Automotive CTE Program provides students with a strong foundation for those who wish to pursue careers in the field of automotive. Students in our program will have real-world experience, and opportunities to utilize their skill sets for cross-curricular activities along with project-based learning tasks to reinforce acquired knowledge. Students who complete the CTE program graduate with strong technical skills in automotive.

Suggested Sequence	Courses	Length of the Course
Year 1	CP Automotive Technology I	1 Year
Year 2	CP Automotive Technology II	1 Year
Year 3	CP Automotive Technology III ***or*** CP Automotive Technology Apprenticeship	1 Year 1 Year

- *To be **completers** of the Automotive CTE program and receive the cord at graduation, students must complete the sequence of courses above, complete at least 80 hours of work-based learning in the related program, and receive industry-recognized credentials.*

Aviation CTE

The Lincoln High School Aviation CTE Program provides students with a strong foundation for those who wish to pursue careers in the field of aviation. Students in our program will have real-world experience, and opportunities to utilize their skill sets for cross-curricular activities along with project-based learning tasks to reinforce acquired knowledge.
Students who complete the CTE program graduate with strong technical skills in the field of aviation.

Suggested Sequence	Courses	Length of the Course
Year 1	Science of Flight and Unmanned Aircraft Operations	1 Year
Year 2	Forces of Flight	1 Year
Year 3	Advanced Aeronautics	1 Year
Optional Year 3 or 4	Aeronautics Internship	1 Year

- *To be **completers** of the Aviation CTE program and receive the cord at graduation, students must complete the sequence of courses above, complete at least 80 hours of work-based learning in the related program, and receive industry-recognized credentials.*

Computer Science CTE

The Lincoln High School Computer Science CTE program prepares students with an opportunity to access an industry that is projected to grow 23 percent from 2022 to 2032, much faster than the average for all occupations. The program is designed to introduce students to the computer science world by providing a rigorous curriculum from the College Board and the University of Rhode Island.

Suggested Sequence	Courses	Length of Course
Year 1	CP Introduction to Computer Science in JavaScript (Golden) CP Introduction to Computers and Data (4 Credits - URI)	.5 year .5 year
Year 2	AP Computer Science Principles (4 Credits - URI)	1 year
Year 3	AP Computer Science A (4 Credits - URI)	1 year

**Years 2 and 3 can be interchangeable*

- *Students have the opportunity to receive industry credentials and 12 credits from the University of Rhode Island for completing CP Intro to Computers and Data, AP Computer Science Principles, and AP Computer Science A*
- *To be **completers** of the Computer Science CTE program and receive the cord at graduation, students must complete the sequence of courses above, complete at least 80 hours of work-based learning in the related program, and receive an industry-recognized credential and college credits.*

Culinary Arts CTE

The Lincoln High School Culinary Arts CTE program delivers a rigorous and engaging curriculum to our students with hands-on, work-based learning in a state-of-the-art kitchen. We are consistently adding equipment to our 1,500+ square foot classroom to align with the latest technology and industry trends and standards. Our program will utilize the ProStart Curriculum, and students will have the opportunity to strive to achieve a ProStart National Certificate of Achievement. Students will also have the potential to earn certificates in ServSafe Food Handler, ServSafe Allergen, and ServSafe Management. (Available to Class of 2025 and beyond)

Suggested Sequence	Courses	Length of Course
Year 1	Food & Nutrition I Food & Nutrition II	.5 Year .5 Year
Year 2	Culinary Practices and ServSafe Management	1 Year
Year 3 and/or Year 4	Baking & Pastry Arts Culinary Internship	.5 Year 1 Year

- *Culinary Arts CTE students will train with the ProStart Curriculum and will have the opportunity to earn ProStart National Certification*
- *To be **completers** of the Culinary Arts CTE program and receive the cord at graduation, students must complete the five-course sequence above, complete at least 80 hours of work-based learning in the related program, and receive an industry-recognized credential and or college credits.*

Design and Engineering CTE

The Lincoln High School Design and Engineering CTE Program is a specialized multi-year learning program that provides students with a combination of the foundational knowledge needed to succeed in a post-secondary engineering program and also career exploration opportunities. While all students will obtain strong written and oral communication skills, the curriculum is project-based with hands-on activities that combine math and science skills with real-world problem-solving skills. Students also participate in field experiences as part of the program, which partners the school with both industry and post-secondary institution professionals for mentorships, internships, and articulations. Though our engineering classes are open electives, our students earn priority in these classes and additional opportunities, as well as earn an engineering certificate upon graduation. Upon completion of certain program-specific requirements, students are afforded the opportunity to earn valuable industry certifications. They may become SolidWorks CSWA certified, with successful passage of both the Principles of Engineering & Design II courses and the CSWA exam. Students will also be given the opportunity to earn post-secondary credit at NEIT for the Intro course and CCRI for the Principles course.

Suggested Sequence	Courses	Length of Course
Year 1	**Introduction to Engineering Design I**	1 year
Year 2	Principles of Engineering Design II	1 Year
Year 3	Architectural Engineering & Design	1 Year
Year 4	Design and Engineering Capstone	½ Year
Additional Required Courses	4 years of math (must include Pre-calculus) Chemistry Physics	
Recommended Additional Courses	Fabrication Technology (1 year) Robotics & Automation (.5 year)	

- *Students have the opportunity to receive industry credentials by completing the CSWA SolidWorks certification and the NOCTI Pre-engineering test.*
- *Students have the opportunity to receive 4 credits from New England Technology by completing Introduction to Engineering Design and Principles of Engineering with a grade of B or better, and must complete one quarter at NEIT, and upon submission of an official transcript from Lincoln High School, which verifies successful completion of the course. To be eligible for transfer credit, students must begin classes at NEIT within one (1) year of the date of graduation from high school.*
- *Students also have the opportunity to receive 3 credits from CCRI for Principles of Engineering.*
- *To be **completers** of the Design and Engineering CTE program and receive the cord at graduation, students must complete the sequence of courses above, complete at least 80 hours of work-based learning in the related program, and receive an industry-recognized credential and or college credits.*

Graphic Design & Communications CTE

Welcome to the Graphic Design & Communication CTE. This exciting new CTE program gives students opportunities to explore the creative world of graphic design while developing real-world communication skills. Students will learn to create eye-catching designs, work with professional design tools, and express ideas visually for a variety of audiences. Whether interested in branding, advertising, or digital media, this program provides a fun, hands-on way to build skills that prepare students for college, careers, or creative projects of their own! The Graphic Design & Communications program requirements adhere to the RIDE CTE standards for Graphic Designer. All students are required to complete all program elements, and to complete the program, the following requirements must be met:

- Completion of the CTE coursework sequence below
- Completion of all graduation requirements:
  - required course credits
  - community service
  - Exhibition
- Completion of 80 hours of work-based learning (embedded within the CTE coursework

Suggested Sequence	Courses	Length of the Course
Year 1 and/or Year 2	Graphic Design I Digital Design	½ Year ½ Year
Year 1 and/or Year 2	Graphic Design II	½ Year
Year 3 and/or Year 4	Capturing and Creating/Photography & Design Graphic Design Internship	½ Year 1 Year

- *To be **completers** of the Graphic Design Communications CTE program and receive the cord at graduation, students must complete the sequence of courses above, complete at least 80 hours of work-based learning in the related program, and receive an industry-recognized credential and college credits.*

International Business CTE

The Lincoln High School International Business CTE program prepares students with an opportunity to access an industry that employs over 10.5 million people each year. The program is designed to introduce students to the Global Business world by providing a rigorous curriculum combined with real-world experience through the use of guest speakers, job shadow and internship opportunities from the industry and relevant field experiences.

Suggested Sequence	Courses	Length of Course
Year 1 and/or Year 2	Computers in Management (*Preferred in Year 1) International Business I	.5 year .5 year
Year 1 and/or Year 2	International Business II	.5 year
Year 3	Leadership and Management	1 year

Year 4	Entrepreneurship: Shark Tank *Grade 12	1 year

- *Students have the opportunity to receive industry credentials by completing Microsoft Office Word Certification, NOCTI--ASK Fundamentals Marketing, and Venture EverFi Certificate*
- **Students have the opportunity to receive 3 credits from Rhode Island College for completing Leadership & Management.*
- *To be **completers** of the International Business CTE program and receive the cord at graduation, students must complete the sequence of courses above, complete at least 80 hours of work-based learning in the related program, and receive an industry-recognized credential and or college credits.*
    - *NOTE: It is highly recommended that students take the IB 1 and IB 2, which are college-level courses, after Computers in Management and Marketing*

Journalism And Media Communications CTE

The Lincoln High School Journalism and Media Communications CTE Program provides students with a strong foundation for those who wish to pursue careers in journalism, including broadcast journalism, or communications. The program's curriculum includes all aspects of career components in journalism, such as journalism ethics, news writing and reporting, interview and research skills, layout and design, set and lighting design, and broadcasting technology.

Students who complete the CTE program graduate with strong written and oral communication skills in addition to technical skills in publishing and video production. Thanks to strong partnerships with local colleges/universities and media professionals, students are mentored and guided by journalists in various stages of professional development. Before completing CTE requirements, they also offered the opportunity to take Adobe Certification Exams in programs including, but not limited to, InDesign, Premiere Pro, and Photoshop. These professional certifications demonstrate proficiency in technical knowledge and skills.

Suggested Sequence	Courses	Length of Course
Year 1	Principles of Journalism ***Students must choose one of the following ½ credit courses over 4 years:** Digital Design; Graphic Design; Film Studies; Documentary Storytelling for Podcast & Documentary Storytelling for Television	1 Year .5 Year
Year 2	Journalism Production and Publication and/or Topics in Journalism	1 Year
Year 3	Journalism Capstone	1 Year

- **Students must complete 3.5-4 credits from the sequence above. Students may take all four journalism courses or three journalism courses and a half-credit course from the list above.*
- *Students gain authentic experience in the journalism and media communication field. Among those experiences are the production of news shows, podcasts, documentaries, advertisements, and public service campaigns; developing promotional and educational media for the district, promoting the school's programs through all media; and reporting live from sporting and other events. Students become proficient in Adobe programs, including but not limited to Premiere Pro, InDesign, Photoshop, Audition, and Illustrator.*
- *Students have the opportunity to receive industry credentials by completing the Adobe Premiere test and/or the NOCTI 1106 Journalism test.*
- *Students have the opportunity to receive 5*
- *credits from New England Technology by completing all of the sequence of courses in the CTE program with a grade of B+ or better, and submit a portfolio for review, and must complete one quarter at NEIT, and upon submission of an official transcript from Lincoln High School, which verifies successful completion of the course. To be eligible for transfer credit, students must begin classes at NEIT within one (1) year of the date of graduation from high school.*
- *To be **completers** of the Journalism and Media Communications CTE program and receive the cord at graduation, students must successfully complete the sequence of courses above, complete at least 80 hours of work-based learning in the related program, and receive an industry-recognized credential and or college credits.*

Law and Public Safety CTE

The Lincoln High School Law and Public Safety CTE program prepares students for a career in the Criminal Justice field by providing them with an opportunity to access an industry that employs over 2.9 million people each year. This CTE program offers authentic work-based learning opportunities as well as the opportunity to take the National Law Core Assessment Certification Exam (offered with the Law and Order class only, at no cost to the student). The program is designed to introduce students to the Criminal Justice world by providing a rigorous curriculum combined with real world-experience through the use of guest speakers from the industry and relevant field trips.

Suggested Sequence	Courses	Length of Course
Year 1	Criminal Justice	1 year
Year 2	Forensic Science **or** Legal Studies	1 year 1 year
Year 3	Law & Order	1 year

- *Students have the opportunity to receive 4 credits from Roger Williams University by completing Criminal Justice with a grade of B or better, and must complete one quarter at RWU, and upon submission of an official transcript from Lincoln High School, which verifies successful completion of the Criminal Justice course. To be eligible for transfer credit, students must begin classes at RWU within one (1) year of the date of graduation from high school.*
- *Students have the opportunity to receive industry credentials through the NOCTI Criminal Justice Exam.*
- *To be **completers** of the Law and Public Safety CTE program and receive the cord at graduation, students must complete the sequence of courses above, complete at least 80 hours of work-based learning in the related program, and receive an industry-recognized credential and or college credit.*

Marketing CTE

The Lincoln High School Marketing CTE Program provides students with a strong foundation for those who wish to pursue careers in business. Each course is based on the National Business Education Standards; students will take part in design thinking, work with local businesses to generate logos and slogans, and a variety of business documents, listen to guest speakers discuss a variety of topics, and have the opportunity to develop their own business based on an approved business and marketing plan. Courses are project-based and scaffolded in such a way that by the end of the CTE, students will pitch their business ideas and support their research to a panel of Shark Tank judges. Students who complete the CTE program graduate with strong technical skills in marketing and leadership. Students will complete their CTE program with proficiency in Microsoft Office, Word, and Excel.

Suggested Sequence	Courses	Length of the Course
Year 1 and/or Year 2	Computers in Management (*Preferred in Year 1)	.5 Year
Year 1 and/or Year 2	Marketing and Social Media	1 Year
Year 3	Leadership and Management	1 Year
Year 4	Entrepreneurship: Shark Tank *Grade 12	1 Year

- *To be **completers** of the Marketing CTE program and receive the cord at graduation, students must complete the sequence of courses above, complete at least 80 hours of work-based learning in the related program, and receive industry-recognized credentials.*

BUSINESS EDUCATION

National Business Honor Society

Advisor: Cheryl Murray

Students may earn the National Business Honor Society (NBHS) distinction if he/she is a junior or senior, have completed three or more business classes by the end of junior year, and have earned an overall 3.0 GPA in all business classes as well as a cumulative weighted average of 3.0 or a cumulative unweighted GPA of 3.5. In addition, students will need to complete community service hours.

Community Partnership

The Lincoln High School Business Department and Navigant Credit Union have established a community partnership whereby Navigant Credit Union will promote financial literacy by offering a financial incentive to students who enroll in and earn a minimum grade in the year-long Personal Finance class. In addition, Navigant Credit Union will assist with organizing and funding field trips, guest speakers, FBLA Competitions, opportunities for job shadowing/mentoring, and notification of part-time/summer employment opportunities.

5273 CP Personal Finance **1 Credit**

Prerequisite: None

*****This course meets the RI graduation requirement that all students starting with the class of 2024 demonstrate proficiency in financial literacy.***

*****Students can earn EEP Credit at Rhode Island College for the Finance 230 class.***

*****Students can earn Financial Literacy Certification through Everfi.***

*****Potential Credits at New England Institute of Technology***

According to Bank of America, "one-third of Gen Zers rate their financial knowledge as low, among whom 40% say they don't even know where to start learning about finances." Don't fret, take Personal Finance to ease your stress and help you to reach your financial goals! This course is recommended for students in their senior year and will help them become financially literate before heading into the world. Topics of study include, but are not limited to, setting goals to make strong financial decisions, understanding paychecks, taxes, and credit scores, how to wisely use credit cards, and types of savings and investing accounts. As a culminating project, students will create a budget based on a current industry salary, pay taxes, buy a home and a car, manage student loan debt, determine monthly living expenses, and then set goals for any leftover savings.

5293 CP Personal Finance SM **.5 Credit**

Prerequisite: None

***** This course meets the RI graduation requirement that all students starting with the class of 2024 demonstrate proficiency in financial literacy.***

*****Students can earn Financial Literacy Certification through Everfi.***

Did you know that 75% of teens lack confidence in their knowledge of personal finance? 42% of adults worry about meeting their daily expenses, 40% are concerned about their financial status, and 37% report they are just getting by financially. Don't let this be you! Take charge and become literate when it comes to your finances now and in the future.
Take this project-based course so you can recognize your spending and savings habits, learn how to budget your hard-earned money, make your savings and investments earn the highest return, create and maintain a high credit score, meet credit card payment obligations, and finally, learn how to most effectively manage risk.

5483 CP Computers in Management .5 Credit

Prerequisite: None

******* Required for International Business and Marketing CTE Programs.***

*****Students can earn Microsoft Office Specialist Core Certification in Word and/or Excel.***

Did you know that many companies *require* Excel proficiency for employment? Enhance your resume with this class, as it will introduce students to various technologies and will also provide students with the skills necessary to meet 21st Century Technology Standards. Students will develop and/or enhance their Microsoft Office computer skills by completing step-by-step exercises that teach them necessary Word, Excel, PowerPoint, and Desktop Publishing skills. Progressive activities and projects help beginning and advanced students to practice and reinforce skills in both real-world business situations and cross-curricular academics with the goal of using technology effectively and efficiently in order to save time—a hot commodity in today's fast-paced world!

5083 CP College/Career Planning For Seniors .5 Credit

Prerequisite: None

The pressure is on! This course is a must for seniors who plan to apply for postsecondary education. It will also prove helpful for the parents. During phase one of this course, students will learn the ins and outs of the college admissions process and the steps and timelines to apply to college, student/parent/guidance responsibilities, how to request a transcript, how to secure letters of recommendation, and how to send standardized test scores. During phase two, students will explore various majors and careers and then research which colleges will be the best fit for them. Phase three will teach students how to properly and accurately fill out the various pieces of the college application, and students will be given class time to complete their applications and essays. Phase four will familiarize students with college financing—the FAFSA, CSS Profile, loans and grants available as well as require students to research potential scholarships. The last phase will prepare students for college and work life. Students will create a professional resume, and guest speakers will be invited to discuss the importance of credit, as well as how to be a successful freshman student.

5063 CP Business Basics 1 Credit

Prerequisite: None

*****3 Potential New England Institute of Technology credits***

Enjoy the world of business in a relaxing and stimulating environment as students learn and apply what they learn to real-life situations. This course provides students with a basic understanding of our economic system, banking, investing, marketing, entrepreneurship, career exploration, and budgeting. The course was formerly called Introduction to Business.

5283 CP Leadership & Management 1 Credit

Prerequisite: None

*****EEP Credit at Rhode Island College for the Management 100 class***

*****Required for International Business and Marketing CTE Programs.***

This course offers students a comprehensive, relevant perspective on leadership and management. While the course provides grounding in important concepts, it also stresses application to professional and community settings. Students analyze concepts such as leading as an interactive process (involving the leader, the "followers", and the situation), managing with innovation and creativity, escaping from embedded practices, and embracing new managerial principles. Successful completion of this course fulfills a requirement in the International Business CTE Program.

5153 CP Financial & Managerial Accounting **1 Credit**

Prerequisite: None

*****EEP credit at Rhode Island College for the Accounting 201 class***

*****Potential Credits at CCRI and New England Institute of Technology***

Pop culture tends to portray an unsavory picture of accountants, like in "Parks and Recreation", but accountant jobs are on the rise. According to the Bureau of Labor Statistics, close to 140,000 new accounting and auditing jobs will be available each year for the next decade. This rigorous college-level course introduces decision making accounting information systems. Emphasis is on analyzing, summarizing, reporting, and interpreting financial information as well as managerial and cost accounting. Students will prepare financial statements, understand the role of financial information in decision-making, analyze/interpret transactions relating to managerial concepts, and address ethical considerations.

5213 CP Marketing & Social Media **1 Credit**

Prerequisite: None

***** Required for Marketing CTE Program.***

This course studies the interacting business activities designed to plan, price, promote, and distribute want-satisfying products and services to acquaint students with the present-day challenges of marketing activities that include customer value and satisfaction, branding and positioning, marketing research, and consumer behavior.

5043 CP Sports & Entertainment Marketing **.5 Credit**

Prerequisite: None

Explore the intriguing world of sports and entertainment from the perspective of marketing. This course covers such topics as college and amateur sports, professional sports, public images, marketing entertainment, marketing plans, and legal issues. Emphasis will be placed on the following principles as they apply to the industry: branding, licensing, and naming rights, business foundations, concessions and on-site merchandising, economic foundations, promotion, and sports law. Work-based learning strategies appropriate for this course include school-based enterprises, marketing simulations, projects, FBLA integration, meetings, conferences, and field trips will be utilized.

5103 CP Public Speaking **.5 Credit**

Prerequisite: None

Whether you like speaking or fear speaking, you will benefit from this class. This activity-based course provides students with the skills to speak comfortably and effectively in a variety of settings. It is especially helpful as students prepare for Exhibition, a graduation requirement. Students will gain confidence to present powerful presentations as they learn the theories and techniques of effective oral communication in a variety of speaking situations. This course stresses planning and preparation as well as delivery, and it will develop listening skills as students will self-evaluate and peer-evaluate organized presentations. This course also enforces the need to communicate clearly and concisely in the fast pace of today's highly competitive technology-driven global economy.

5253 CP Criminal Justice **1 Credit**

Prerequisite: None

Required for Law and Public Safety CTE Program

*****Potential Credits at Roger Williams University***

Love those crime shows on TV? Interested in a career in Law Enforcement, Courts, or Corrections? This course will introduce students to the exciting world of criminal justice. With the opportunity to earn CTE accreditation on the diploma, students will have the advantage to enter an industry that employs over 2.5 million people. This course will take students on a tour from law enforcement to corrections and beyond. Students will hear from guest speakers working in the industry and will take an exciting field trip to the ACI (Rhode Island Prison). Students also have the opportunity to get a head start on their college education for free by earning credit from New England Institute of Technology.

5353 CP Law and Order **1 Credit**

Prerequisite: Criminal Justice

Required for Law and Public Safety CTE Program.

Take a look at the dark side of the criminal mind. You will investigate theories that explain why serial killers and gang members do what they do. Put yourself in the shoes of law enforcement officials who have to investigate and apprehend those criminals. You will learn what it takes to be a law enforcement official and to communicate and work with citizens in a community. You will also have the opportunity to take a state-level examination to earn a nationally recognized certification, the National Law and Public Safety Core Assessment, to earn a nationally recognized certification that will give you an advantage over other law officer applicants. This course will be supported by guest speakers from the industry and field trips to the ACI and Police Academy.

5133 CP International Business I **.5 Credit**

Prerequisite: None

Required for International Business CTE Program

With the globalization of the world economy, there has been a rise in the number of companies that operate internationally, and this introductory course will provide students with insights into the global economic and business climates that currently exist. Topics of study include the implications of globalization and cultural differences, understanding the implications of operating across national borders, learning how firms operate in different markets, and analyzing different international strategies and organizational structures.

5243 CP International Business II **.5 Credit**

Prerequisite: International Business I

Required for International Business CTE Program

This course provides an overview of the unique problems faced by firms engaging in international activities; the importance of understanding the foreign economic, social, political, cultural, and legal environment; the mechanics of importing and exporting; joint venture, franchising, and subsidiaries, international dimensions of management, marketing and accounting, international financial management; the special problems of multinational corporations and recent problems of the international economic system.

5203 CP Entrepreneurship- Shark Tank **1 Credit**

Prerequisite: Grade 12 only

Required for International Business and Marketing CTE Programs

Immerse yourself in the world of entrepreneurship as you learn to start and operate your own business. Students will develop the kinds of interests, attitudes, skills, and characteristics that are essential to be a successful entrepreneur. The ultimate goal? Pitch your product or service to a panel of fellow "sharks" who will decide whether or not your company is worthy enough to invest in.

5073 CP Real Estate, Homes & Loans **.5 Credit**

Prerequisite: None

This course will cover the day-to-day operations from the viewpoint of the real estate salesperson. The topics covered include: listing, prospecting, advertising, financing, sales techniques, escrow, ethics and will touch upon some Rhode Island Real Estate law. This class introduces some of the material that will be covered in the Rhode Island Sales Pre-license course, a mandatory course for anyone wishing to get their Rhode Island Real Estate license. Additional topics will include property ownership rights and responsibilities, financing options, and appraisal.

ENGLISH

GRADE 9 English

0074 Honors English 9 **1 Credit**

Prerequisite: Teacher recommendation

The ninth-grade English curriculum endeavors to create lifelong learners in a modern global society through the study of a variety of classic and contemporary texts in each unit, all focused on answering essential questions that revolve around common themes. A variety of writing assignments, text-based discussions, grammar study, and vocabulary development will help students work towards a mastery of literacy. Students will also complete various projects, including research, that expand their understanding of texts and their place in the world of literary study. This rigorous course is designed to be a thorough application of the RI Core Standards for Grade 9 through common assessments. This honors course is designed for those students who show evidence of a high degree of skill in reading, writing, and literary interpretation.

0063 CP English 9 **1 Credit**

Prerequisite: None

This course is designed to create lifelong learners in a modern global society through the study of a variety of classic and contemporary texts in each unit, all focused on answering essential questions that revolve around common themes. A variety of writing assignments, text-based discussions, grammar study, and vocabulary development will help students work towards a mastery of literacy. Students will also complete various projects, including research, that expand their understanding of texts and their place in the world of literary study. This rigorous course is designed to be a thorough review of the RI Core Standards for Grade 9 through common assessments.

0052 English 9 **1 Credit**

Prerequisite: None

This course is designed to create lifelong learners in a modern global society through the study of a variety of classic and contemporary texts in each unit, all focused on answering essential questions that revolve around common themes. A variety of writing assignments, text-based discussions, grammar study, and vocabulary development will help students work towards a mastery of literacy. Students will also complete various projects, including research, that expand their understanding of texts and their place in the world of literary study. This course is designed to support students in the attainment of the RI Core Standards for Grade 9 through common assessments.

GRADE 10 English

0114 Honors English 10 **1 Credit**

Prerequisite: Grade 9 English and teacher recommendation

This honors course provides a rigorous and enriched approach to the study of literature from a variety of time periods and cultures. Reading and writing skills in relation to the literature and historical connections are required. Critical thinking in verbal and written activities is emphasized in this program. A variety of writing assignments, text-based discussions, grammar study, and vocabulary development will help students work towards a mastery of literacy. Students will also complete various projects, including research, that expand their understanding of texts and their place in the world of literary study. This rigorous course is designed to be a thorough application of the RI Core Standards for Grade 10 through common assessments.

0123 CP English 10 **1 Credit**

Prerequisite: Grade 9 English

This course provides a rigorous approach to the study of literature from a variety of time periods and cultures. Reading and writing skills in relation to the literature and historical connections are required. Critical thinking in verbal and written activities is emphasized in this program. A variety of writing assignments, text-based discussions, grammar study, and vocabulary development will help students work towards a mastery of literacy. Students will also complete various projects, including research, that expand their understanding of texts and their place in the world of literary study. This rigorous course is designed to be a thorough review of the RI Core Standards for Grade 10 through common assessments.

0092 English 10 **1 Credit**

Prerequisite: Grade 9 English

This course provides a rigorous approach to the study of literature from a variety of time periods and cultures. Instruction focuses on improvement in the literacy skills of reading, writing, speaking, viewing, and listening in relation to the study of literature. Critical thinking in verbal and written activities is emphasized in this program. A variety of writing assignments, text-based discussions, grammar study, and vocabulary development will help students work towards a mastery of literacy. Students will also complete various projects, including research, that expand their understanding of texts and their place in the world of literary study. This rigorous course is designed to be a thorough review of the RI Core Standards for Grade 10 through common assessments.

GRADE 11 American Literature

0175 AP English Language and Composition **1 Credit**

Prerequisite: B or better in Honors English 10

This course is tantamount to an introductory college-level course in rhetoric and composition. The course follows the College Board curriculum for AP Language and Composition, but the primary focus is on works from American Literature. Students will analyze a variety of literary forms (with a primary emphasis on literary nonfiction) for the use of rhetorical strategies and techniques as applied to a variety of writing forms and styles. Additionally, students will apply their study of rhetorical analysis and argument to their own evidence-based analytic and argumentative compositions for a variety of purposes and audiences. Students in this course will be required to take the AP English Language and Composition exam, in addition to a midterm and final exam. Please visit AP English Language and Composition – AP Students | College Board for more information on this course.

0174 Honors English 11 **1 Credit**

Prerequisite: Grade 10 English & teacher recommendation

This honors course is sequentially designed for those students who show evidence of a high degree of skill in reading, writing, and literary interpretation of American literature. Students follow a chronological overview of American Literature from the Puritan era to the modern period. Particular emphasis is placed on the nineteenth and twentieth centuries, with in-depth studies of major writers and major literary trends of these two periods. A variety of writing assignments (including a literary research paper), text-based discussions, grammar study, and vocabulary development will help students work towards a mastery of literacy. Students will also complete various projects that expand their understanding of texts and their place in the world of the American literary canon. Students work toward mastery of the 11th Grade RI Core Standards through 11th-grade common assessments.

0163 CP English 11 **1 Credit**

Prerequisite: Grade 10 English

In this course, students follow a chronological overview of American Literature from the Puritan era to the modern period. Particular emphasis is placed on the nineteenth and twentieth centuries, with in-depth studies of major writers and major literary trends of these two periods. A variety of writing assignments (including a literary research paper), text-based discussions, grammar study, and vocabulary development will help students work towards a mastery of literacy. Students will also complete various projects that help expand their understanding of texts and their place in the world of the American literary canon. Students work toward mastery of the 11th Grade RI Core Standards through 11th-grade common assessments.

0142 English 11 **1 Credit**

Prerequisite: Grade 10 English

In this course, students follow a chronological overview of American Literature from the Puritan era to the modern period. Particular emphasis is placed on the nineteenth and twentieth centuries, with in-depth studies of major writers and major literary trends of these two periods. A variety of writing assignments (including a literary research paper), text-based discussions, grammar study, and vocabulary development will help students work towards a mastery of literacy. Students will also complete various projects that help expand their understanding of texts and their place in the world of the American literary canon. Students work toward mastery of the 11th Grade RI Core Standards through 11th-grade common assessments. Instruction focuses on improvement in the literacy skills of reading, writing, speaking, viewing, and listening in relation to the study of literature.

GRADE 12

0215 AP English Literature and Composition **1 Credit**

Prerequisite: B or better in Honors English 11/AP English Language and Composition, & teacher recommendation

This course is for students electing to pursue Advanced Placement English Literature and Composition. Students must possess a high degree of ability in Language Arts, particularly in the areas of literary analysis and oral and written interpretation. In essence, a student who completes this course has the equivalent knowledge of a student who has completed a year of college-level English. The course follows the College Board curriculum for AP English Literature & Composition. Students in this course will be required to take the AP Exam in May in addition to the midterm and final exam. All students are also required to complete a literary senior thesis and presentation on a chosen author. For more information, please visit: AP English Literature and Composition - AP Central.

Concurrent Enrollment Option for the Grade 12 English Requirement:

Grade 12 students have the unique option to satisfy their grade 12 English requirement by enrolling in **both** ENG 110 and WRT 104. See below for the individual course descriptions. Successful completion of these courses will yield students a total of six (6) URI credits (three per course). Because these courses are dictated by URI's syllabi, students experience college-level coursework before graduating from LHS. The fees for these courses are paid for through the Prepare Rhode Island initiative. As such, students will receive grade reports directly from URI, and **these grades will be part of students' official URI transcripts**. As a result, students who choose this option should have strong reading, writing, and time-management skills, since they are technically URI students. Hence, all URI policies and procedures will be followed, including but not limited to grading, attendance, privacy/FERPA, etc.

0374 URI WRT 104: Writing to Inform and Explain .5 Credit

Prerequisite: Grade 12 students only

WRT 104 is a core composition course required of most students at URI and many other colleges. This course follows URI's course syllabus with a focus on composition for a variety of rhetorical situations, purposes, audiences, and modes. Examples of compositions include a variety of traditional and non-traditional modes of communication, such as adventure writing, rhetorical analysis, research writing, video essays, etc. Students are expected to use a variety of digital composition tools and information technologies as part of the writing process. Students utilize reflective practices throughout the course as they collaborate with others as part of the writing process. Students will also work with a URI writing professor and visit the URI library. All URI policies and procedures will be followed, including but not limited to grading, attendance, privacy/FERPA, etc.

0474 URI ENG 110: Introduction to Literature .5 Credit

Prerequisite: Grade 12 students only

According to URI's course description, the Introduction to Literature (ENG 110) course is an "analysis of literature through reading and discussion of several genres derived from a variety of literary cultures." The course provides students with a college-level experience as it relates to the study of literature. Readings will represent various genres, including prose, poetry, drama, and modern/mixed media. Students will demonstrate their knowledge through the following assessment types: at least one major analytical essay, individual and group demonstrations of close reading, an active reading journal, shorter written and oral demonstrations of literary analysis, and tests/quizzes. All URI policies and procedures will be followed, including but not limited to grading, attendance, privacy/FERPA, etc.

0203 CP English 12 1 Credit

Prerequisite: Grade 11 English

This course is designed to prepare students for success in post-secondary, academic, and/or vocational studies. Students will study thematic units with an emphasis on British literature. Diverse literary genres are studied along with vocabulary development, reinforcement of process writing skills, and an introduction to literary criticism. A variety of compositions, collaborative text-based discussions, research assignments, and independent study activities will be assigned throughout the year. Students will work toward mastery of the 12th Grade RI Core State Standards as they complete the 12th Grade common assessments.

0192 English 12 1 Credit

Prerequisite: Grade 11 English

This course is designed to prepare students for success in post-secondary, academic, and/or vocational studies. Students will study thematic units with an emphasis on British literature. Diverse literary genres are studied along with vocabulary development, reinforcement of process writing skills, and an introduction to literary criticism. A variety of compositions, collaborative text-based discussions, research assignments, and independent study activities will be assigned throughout the year. Instruction focuses on improvement in the literacy skills of reading, writing, speaking, viewing, and listening in relation to the study of literature. Students will work toward mastery of the 12th Grade RI Core State Standards as they complete the 12th Grade common assessments.

ELECTIVES

0275 AP Seminar **1 Credit**

Prerequisite: None

In this class, students explore a variety of complex academic and real-world topics from a variety of perspectives as they "learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team" (The College Board). Students conduct team and individual research projects on self-selected topics, and the final products are submitted to the College Board for assessment. Students also take an on-demand AP exam in May. See AP Seminar – AP Students | College Board for more information. Successful completion of Seminar will satisfy LHS' proficiency-based graduation requirement.♕

0022 CP Drama Workshop **.5 Credit**

Prerequisite: None

Drama Workshop is a course designed to expose students to the inner workings of the legitimate theater. With its workshop format, the course will provide students with multiple theatrical experiences in such areas as creative dramatics, improvisation, acting, scene study, vocal work, and directing. A "round-robin" approach to the workshop will ensure maximum exposure of theater experiences to all participating students. In addition, the class will be expected to perform for members of the school community at the end of the semester. Outgoing students who would like to try acting will enjoy this lively and creative course!

0043 CP Film Studies **.5 Credit**

Prerequisite: None

This course offers students a visual approach to the study of text and narrative through the analysis and critical application of reading and interpretation of the language of film. Students sharpen critical analysis skills formed in their English courses as they investigate the filmic narrative conventions and the use of various visual and literary elements within these conventions. As a course in the study of film and media, students will approach a variety of film genres (e.g., action, adventure, mystery, film noir, dystopia/utopia, animation, etc) through a critical lens.

0053 CP Film Production **.5 Credit**

Prerequisite: CP Film Studies

Film Production provides students the opportunity to expand their study of the film genre with a focus on a practical application of the concepts of the Film Studies course. Students will translate original scripts into student-produced films based on a variety of film genres and styles. Students will learn how to create and edit film footage via the use of relevant software programs.

0023 CP Literature & Philosophy **.5 Credit**

Prerequisite: None

Literature often serves as a pathway to philosophical reflection as applied to the nature of knowledge, truth, existence, ethics, etc. In this course, students read texts that address "Big Picture" questions such as the following: How do we "know" anything? Is there such a thing as an objective right and wrong, or is morality just a matter of personal or cultural preferences? What does it mean to be free? Students will enhance their critical thinking skills as they participate in Socratic discussions and written reflections of the philosophical concepts and texts studied in class. Readings will include a variety of texts, including those by Plato, Aristotle, Shakespeare, Fromm, and others.

0013 CP Multigenre Writing .5 Credit

Prerequisite: None

Multigenre Writing is a creative writing course that requires writing in different forms, such as poetry, narrative, screenplay, and dialogue. This writing elective allows students to select a topic of interest and create a story written in different genres as the culminating assessment for the semester. Students read multi-genre texts, research a topic of their choice, and write in a variety of genres, allowing for a complex literacy experience. The course requires regular writing outside of class and in-class workshops. If you love to write and if you are willing to have a cutting-edge writing experience, sign up for this elective. You'll be immersed in multigenre writing and a topic you are passionate about. Take advantage of this creative writing elective!

0183 CP Pop Culture and Literary Theory .5 Credit

Prerequisite: Grades 11 & 12 Students only

Are you interested in learning more about your favorite movies, TV shows, music, video games, and YouTube Channels? Learn to watch and listen to media on a whole new level by analyzing them with literary theory. Students who take this class will learn about different literary theories, such as gender and cultural theory, through high-level texts, and they will use them to analyze various pieces of Pop Culture, ranging from *Star Wars* and *Frozen* to *13 Reasons Why* and *SpongeBob*. This seminar course will culminate in a project applying what students learn to an individually-chosen work of Pop Culture.

0383 CP Science Fiction & Fantasy as Literature .5 Credit

Prerequisite: None

This semester course introduces students to the literary study of science fiction and fantasy. Students who take this exciting course will study classic and modern works of science fiction and fantasy in a variety of forms, including print and film. This class promises to be an exciting look into the world of speculative fiction as students study how these works provide a mirror for the modern world. Students explore how texts reflect their authors' visions and fears of the future based on an increasingly developing world. Authors to be studied may include Asimov, Bradbury, Shelley, Vonnegut, Card, Gaiman, Wells, and other prominent authors of speculative fiction.

0552 or 0542 CP Reading Enrichment .5 or 1Credit

Prerequisite: Reading Specialist Recommendation Only

This course is designed to meet the needs of students who are reading three or more years below grade level. Instruction focuses on developing the awareness of proficient reading habits, so that students may employ them in all content areas, as well as recreational reading, which is also part of the class and allows students to practice learned reading skills. Instruction will also consist of focused and explicit comprehension and vocabulary instruction. Students enrolled in the class must currently have a Personal Literacy Plan. The class is taught in a small-group setting by a Reading Specialist.

0362 or 0352 ELL English .5 or 1 Credit

Prerequisite: ACCESS scores and/or ELL teacher recommendation

This course is an individualized program for qualified Limited English Proficiency (LEP) students who are not native speakers of English, or who have been in a school environment where English was not the primary language of instruction. Students are placed in this course by testing, as mandated by the state, and are instructed in English skills for reading, writing, speaking, and listening. Within the course, students are placed at one of five levels of language proficiency as determined by testing, and instruction is based on individual proficiency. Students take a state test annually in March to determine their eligibility for the course for the following year. Because students come from a variety of language and literacy backgrounds,

the course is individualized by the teacher to adjust the instruction level to the students' abilities, with literacy and communication skills as the focus for beginning students and content area reading and writing skills as the focus for advanced students. The overall goal of the program is for students to gain English competence, which will help students succeed academically in all content areas.

For the class of 2028 and beyond: Multilingual learners may demonstrate proficiency via assessment (E.g., STAMP, AAPPL, ASLPI, AP World Language, OPI, and WPT, etc.) to earn the number of credits commensurate with their demonstrated proficiency level in order to fulfill the world language graduation requirement.

Journalism Courses

0033 CP Principles of Journalism 1 Credit

Prerequisite: None

Required for Journalism and Media Communications CTE Program

This introductory journalism course is designed to be the first course in the Journalism and Media Communications CTE program, introducing students to the basics of journalism and strategic communication. In this course, students will learn and practice the basics of information gathering and writing across the disciplines of journalism and in various media formats. The class encompasses a variety of activities that will teach skills that include ethics in journalism, the First Amendment and protected speech, AP style, news writing, reporting, interviewing, story structure, collaboration and leadership, generating story ideas, research, basics of photography, broadcasting and television, podcasting and radio, attribution and copyright, and meeting deadlines. Some of the participants' work may appear on the school's online newspaper, *The Lion's Roar,* on its YouTube channel, and in its magazine. This course prepares students for the rigor of advanced journalism study and is a prerequisite for other journalism courses in the Journalism and Media Communications CTE program (see full description on page 16).

0133 CP Journalism Production and Publication 1 Credit

Prerequisite: Principles of Journalism or permission of Journalism instructor

Year Two Option for Journalism and Media Communications CTE Program

This advanced journalism course requires students to adopt the role of a newspaper staff to generate, produce, and edit stories, as well as editorials, art reviews, and photo collections that meet publication standards. The course will not only support the school's national award-winning online newspaper, *The Lion's Roar,* but it also make strong connections to the community. Thanks to partnerships with area newspapers, students have the opportunity to freelance as reporters for local dailies and weeklies. This course is part of the Journalism and Media Communications CTE program.

0433 CP Topics in Journalism 1 Credit

Prerequisite: Principles of Journalism or permission of Journalism instructor

Year Two Option for Journalism and Media Communications CTE Program

Topics in Journalism invites scholastic journalists to intensify their study in content relating to all media and communications while contributing to the school's print, online, and broadcast outlets. Reporting, editing, and writing all media is at the core of the program, and grammar and conventions will follow the rules of the Associated Press Style Book. But the perfection of skills relating to layout and design, film editing, special effects, studio lighting, and on-location photography will also be pursued, and other content will be driven in part by student-identified scholastic goals. Thanks to partnerships with area universities and professional media outlets, students will also secure authentic career experience, ranging from job shadows to internships. Students will complete several community service projects that benefit the school and community, and that may result in the sharing of their work with other school systems and libraries. Additional applications may include the assumption of roles as editors, directors, producers, and online journalists.

0233 CP Journalism Capstone 1 Credit

Prerequisite: Principles of Journalism or permission of Journalism instructor

Required for Journalism and Media Communications CTE Program

Ideal candidates for Journalism Capstone are competent writers and oral communicators who share a keen interest in media and mass communications. This course addresses all areas of video news reporting, sports commentary, news anchoring, video production, and editing. Media professionals and news reporters visit the class as guest speakers and workshop leaders. Using professional grade audio and visual equipment and Adobe Premiere Pro software, students produce weekly news features that are ultimately used for broadcast. Additional applications may include assisting Lincoln High School in producing educational videos relating to current school initiatives. A minimum requirement of hourly work outside of the school day will be established by the instructor, so that students may cover critical events for the school and the community. Students will also learn to make good ethical and legal decisions as journalists and producers. This course is part of the Journalism and Media Communications CTE program.

0153 CP Documentary Storytelling For Podcast .5 Credit

Prerequisite: Principles of Journalism or permission of Journalism instructor

Documentary Storytelling for Podcast provides students with the opportunity to develop their communication skills both in writing and speaking, while offering multiple real-world applications, opportunities to develop writing and research skills, practice with audio technology and professional software, and exploration of issues and topics with depth and objectivity. Students will learn how to best write for the ear and receive coaching to record narration in the LHS studio. Industry professionals will work with students both in the classroom and in the workplace. This course will fulfill part of the credit requirements for the Journalism and Media Communications CTE program.

0173 CP Documentary Storytelling for Television .5 Credit

Prerequisite: Principles of Journalism or permission of Journalism instructor

Documentary Storytelling for Television provides students with the opportunity to develop their communication skills both in writing and speaking, while offering multiple real-world applications, opportunities to develop writing and research skills, practice with audio technology and professional software, and exploration of issues and topics with depth and objectivity. In this semester-long course, students will create two broadcast-worthy audio features as if working for an actual show. From the pitch to the production, they'll research, write, produce, self-assess, peer assess, and edit stories through workshopping and practice. Industry professionals will work with students both in the classroom and in the workplace. This course will fulfill part of the credit requirements for the Journalism and Media Communications CTE program.

FAMILY AND CONSUMER SCIENCES

The Family and Consumer Sciences program is designed to prepare students to function independently and interdependently in individual, family, community, and work roles. Students who are enrolled in the Culinary CTE program will have preference in seats for courses in the Food Industry.

FOOD INDUSTRY

6142 CP Food & Nutrition I .5 Credit

Prerequisite: None

Required for Culinary Arts CTE Program

This course is designed as an introduction to food and nutrition information with an emphasis on cooperative educational experiences in the food laboratory. Students of all aptitudes will find the topics in this course necessary for working safely

in the kitchen, meal planning, preparing food, and making informed decisions regarding food choices. Hands-on activities are varied to make the course both academic and practical.

6152 CP Food & Nutrition II .5 Credit
Prerequisite: Food & Nutrition I
Required for Culinary Arts CTE Program
This course is an extension of Food and Nutrition I. Students will continue to explore nutrition as it relates to food preparation and increase their skills in preparing more challenging recipes. Students will learn to prepare safe, healthy meals by making modifications to recipes with an appreciation for food diversity. Connecting the culture to the cuisine creates authenticity in the food laboratory. Labs will include international and regional food preparation.

6165 CP ServSafe Management and Culinary Practices 1 Credit
Prerequisite: Completion of Food & Nutrition I, II
Required for Culinary Arts CTE Program
This course is intended to be taken within the first semester of the Culinary Course to provide students with the opportunity to receive valuable training to prepare them for roles in restaurant and foodservice management. The ServSafe program is developed by the National Restaurant Association to best prepare students for managerial positions within the industry. This course will build upon basic ServSafe instruction achieved during the first two years within the Culinary Program and will allow students the opportunity to achieve certification as ServSafe Managers. This is a national certification that allows you to work in several food establishments, including our food truck, school-related functions, internship opportunities, and Lion Cafe.

This course will introduce students to the food-service industry practices and opportunities. Culinary Practices is designed for the student who is considering a career in the food industry. The curriculum will focus on basic skills, including cooking methods and techniques, dining room service, and kitchen and food safety, as they relate to the food-service industry. Students will complete laboratory assignments in food preparation throughout the food service menu, to include: appetizers, breads, soups, salads, entrees, and desserts.

6192 CP Baking & Pastry Arts .5 Credit
Prerequisite: Food & Nutrition I
Required for Culinary Arts CTE Program
Students will build upon the beginner baking skills they learned in Good Food I and learn to prepare a variety of baked goods. Students will learn how to prepare puff pastry, meringue, and other items. Students will learn to create specialty desserts as well as the art of making and presenting various baked goods.

6166 Culinary Internship 1Credit
Prerequisite: Food & Nutrition 1, Food & Nutrition 11, and Culinary Practices
Required for Culinary Arts CTE Program
This course readies all students to enter the food and beverage industry within entry level positions. The student will understand and be knowledgeable of basic kitchen equipment and culinary concepts. The student will complete the required hours in order to fulfill the CTE requirement, which will lead them to success in post-secondary culinary educational schools. Hours the students will complete include working our school food truck "The Mane Event", the Lions' Cafe, and other school-related events. This enables the student to apply for college scholarship opportunities in the culinary field. Students will also have opportunities to participate in area competitions and field trips.

MATHEMATICS

Mathematics Department Curriculum

It is the intent of the Mathematics Department of Lincoln Senior High School to provide a guaranteed and viable curriculum for all students. Mathematics has been described as the "critical filter" in determining a student's career options. The strong connection between the number of high school mathematics courses completed and a student's lifetime economic success has been well-documented. No student will be denied the opportunity to learn the skills that a technological society demands for survival. Our curriculum provides instruction for topics in number and operations, algebra, geometry, and measurement, as well as functions and statistics. All courses incorporate the use of technology, real-world applications, and problem-solving. Students are required to complete four years of mathematics while at Lincoln High School.

Typical Course Offerings for all 4 Years

GRADE 9	GRADE 10	GRADE 11	GRADE 12
-Geometry	-Algebra II	-Pre-Calculus	-Calculus
-Algebra I	-Geometry	-Algebra II	-Accuplacer
		-AP Statistics	-Intro to Java
		-AP Computer Science A	-CP Statistics
		-AP Computer Science Principles	-AP Statistics
			-AP Computer Science A
			-AP Computer Science Principles
			-Survey of College Math

Typical Progression of courses

Algebra 1 ➡ Geometry ➡ Algebra 2 ➡ Pre-Calculus ➡ Calculus

Algebra Courses

2093 CP Algebra I **1 Credit**

Prerequisite: Successful completion of Grade 8 Math

This course provides a year-long study of the fundamentals of Algebra. Topics included are aligned to the Common Core State Standards for Algebra 1. Students will develop confidence in applying algebraic methods to solve a variety of real-life mathematical problems.

2414 CP Principles Of Algebra I **1 Credit**

Prerequisite: A team decision based on data/multiple academic measures will be used for placement. (Guidance, Department Chair, Former Math Teacher (if applicable), Current Math teacher, Administration, and Special Educator, where applicable).

This course is intended for those students who would have significant difficulty completing a full Algebra I course at a standard college preparatory pace. Students are instructed at a pace that allows for more time to be devoted to developing

an understanding of the major **standards** of the course. Assessments will have some common elements with the CP Algebra 1 course. Not recommended for a college pathway.

Geometry Courses

2084 Honors Geometry **1 Credit**

Prerequisite: A grade of B+ or better in Honors Algebra 1 and teacher recommendation OR a grade of A or better in CP Algebra I and teacher recommendation

This is an integrated approach to the study of geometry, preparing for the study of Advanced Placement Calculus in grade 12, and requiring excellent mastery of the skills and concepts of Algebra I. Students will extend these skills in algebra and analytic geometry during this year. Students enrolled in this course will work through the year to study mathematics on a more abstract level by applying concepts in new situations to develop a greater learning stretch. Assessments have both calculator and non-calculator sections, are timed, and require students to apply the concepts in new situations. The scientific calculator will be used as a tool throughout the year. It is strongly recommended that students in the Honors Program have their own **TI-84 Plus CE** calculator.

2113 CP Geometry **1 Credit**

Prerequisite: Successful completion of Algebra 1, or teacher recommendation

This is an integrated approach to the study of Euclidean plane geometry. Extensive use is made of the techniques of analytic geometry in solving problems. Students continue to work on their algebra skills during this year. The course is aligned to the Common Core State Standards for Geometry. The scientific calculator will be used as a tool throughout the year.

2423 CP Principles of Geometry **1 Credit**

Prerequisite: A team decision based on data/multiple academic measures will be used for placement. (Guidance, Department Chair, Former Math Teacher (if applicable), Current Math teacher, Administration, and Special Educator, where applicable).

This course is intended for those students who would have significant difficulty completing a full Geometry course at a standard college preparatory pace. Students are instructed at a pace that allows for more time to be devoted to developing an understanding of the concepts. The course has the same assessment expectations as Geometry. Expectations are the same depth of understanding as Geometry 2113, but fewer standards are covered in the year. Not recommended for a college pathway.

Algebra 2 Courses

2124 Honors Algebra 2 **1 Credit**

Prerequisite: A grade of B+ or better in Honors Geometry and teacher recommendation OR a grade of A or better in CP Geometry and teacher recommendation

This course emphasizes the function concept. It is part of the program preparing students for the study of Advanced Placement Precalculus (college-level Precalculus) and AP Calculus. The course is aligned to the Common Core State Standards for Algebra II. Students enrolled in this course will work through the year to study mathematics on a more abstract level by applying concepts in new situations to develop a greater learning stretch. Assessments have both calculator and non-calculator sections, are timed, and require students to apply the concepts in new situations. It is strongly recommended that students in the Honors Program have their own **TI-84 Plus CE** calculator.

2143 CP Algebra 2 **1 Credit**

Prerequisite: Successful completion of Algebra 1 and Geometry

This course emphasizes facility with algebraic expressions and functions. The course is aligned to the Common Core State Standards for Algebra II. Concepts are examined as tools for modeling real-world situations. Graphing is emphasized, and geometrical ideas learned in previous courses are applied to problem-solving. It is recommended that students have their own **TI-84 Plus CE** calculator.

2433 CP Principles of Algebra II **1 Credit**

Prerequisite: Successful completion of Alg 1 or Algebra I part II. A team decision based on data/multiple academic measures will be used for placement. (Guidance, Department Chair, Former Math Teacher (if applicable), Current Math teacher, Administration, and Special Educator, where applicable).

This course is intended for those students who would have significant difficulty completing a full Algebra II course at a standard college preparatory pace. Students are instructed at a pace that allows for more time to be devoted to developing an understanding of the concepts. The course has the same assessment expectations as Algebra II. Expectations are the same depth of understanding as Algebra II 2143, but fewer standards are covered in the year. Not recommended for a college pathway.

Precalculus Courses

2354 AP Precalculus **1 Credit**

Prerequisite: : ***A grade of B+ or better in Honors Algebra II and teacher recommendation***

This is a highly rigorous study of functions to prepare students for Advanced Placement Calculus, or for any college-level calculus course. Students enrolled in this course will work through the year to study mathematics on a more abstract level by applying concepts in new situations to develop a greater learning stretch focused on Polynomial, Rational, Exponential, Logarithmic, Trigonometric, and Polar Functions. Also work with functions Involving Parameters, Vectors, and Matrices. Problems will be approached numerically, graphically, and analytically. Assessments have both calculator and non-calculator sections, are timed, and require students to apply the concepts in new situations. It is strongly recommended that students have their own **TI-84 Plus CE** calculator. AP Precalculus students are required to take the College Board Advanced Placement Examination in May.

2183 CP Precalculus **1 Credit**

Prerequisite: Successful Completion of Algebra 2

This course emphasizes the function concept. This course prepares students to take calculus and is aligned to the Common Core State Standards. The course covers a deeper study of functions, including exponential, logarithmic, and trigonometric. The **TI-84 Plus CE** programmable graphics calculator will be used extensively in this course. It is recommended that students have their own **TI-84 Plus CE** calculator for this course.

Calculus Courses

2205 AP Calculus AB **1 Credit**

Prerequisite: A grade of C+ or better in AP Precalculus and teacher recommendation

This course is part of the College Board AP Calculus program and follows its syllabus. Students will study differential and integral calculus and complete the topics usually studied in a one-semester college calculus course. Topics to be treated in depth include limits and continuity, the derivative, differentiation techniques and applications, indefinite and definite integrals, techniques of integration and applications of the definite integral, and solutions to differential equations. Problems will be approached numerically, graphically, and analytically. Emphasis will be placed on the use of the graphics calculator. Students will need a programmable graphing calculator for this course. AP Calculus students are required to take the College Board Advanced Placement Examination in May. Students enrolled in this course will work through the year to study mathematics on a more abstract level by applying concepts in new situations to develop a greater learning stretch. Assessments have both calculator and non-calculator sections, are timed, and require students to apply the concepts in new situations. It is strongly recommended that students have their own **TI-84 Plus CE** calculator.

2305 AP Calculus BC **1 Credit**

Prerequisite: A grade of C+ or better in AP Calculus AB and teacher recommendation

This course includes the calculus and analytical geometry content of the BC Calculus examination of the College Entrance Examination Board's Advanced Placement Program. Calculus AB plus additional topics including parametric, polar, and vector functions, application of integrals, improper integrals, infinite sequences and series, Euler's method, Improper Integrals, Logistic differential equations, Taylor Polynomials, Taylor Series, Maclaurin Series, Geometric Series, and Lagrange Error Bound. Students are required to take the AP exam in May. Assessments have both calculator and non-calculator sections, are timed, and require students to apply the concepts in new situations. It is strongly recommended that students have their own **TI-84 Plus CE** calculator.

2193 CP Calculus **1 Credit**

Prerequisite: Successful completion of Precalculus

This course allows students to investigate the fundamental ideas usually introduced at the beginning of a college-level calculus course. This is not a rigorous treatment of the subject, or a full semester of college-level calculus. Topics include: functions and graphs, limits and continuity, the derivative and its applications, and the definite integral and some of its applications. It is strongly recommended that students have their own **TI-84 Plus CE** calculator.

ELECTIVES

Statistics Courses

2215 AP Statistics **1 Credit**

Prerequisite: Successful completion of Honors Algebra 2 or the recommendation of the math teacher

This course is part of the College Board Advanced Placement Program. It will follow the AP Statistics curriculum and syllabus and prepare students to receive college credit and/or placement in mathematics. AP Statistics is equivalent to a one-semester, introductory, non-calculus-based, college course in statistics. (At least one statistics course is typically required for majors such as engineering, psychology, sociology, health sciences, and business.) Students considering this course should have a strong background in Algebra 2 (or Advanced Algebra). The purpose of this course is to introduce

students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four conceptual themes: exploring data; planning a study; producing models using probability and statistics; and statistical inference. Because the computer is essential to what statisticians do, students will investigate, model, and problem-solve using a computerized statistical package. Students will need a programmable graphing calculator for this course. AP Statistics students are required to take the College Board Advanced Placement Examination in May. It is strongly recommended that students have their own **TI-84 Plus CE** calculator.

2213 CP Statistics **1 Credit**

Prerequisite: 11th or 12th grade only

The purpose of the course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data – Describing patterns and departures from patterns, (2) Sampling and Experimentation – Planning and conducting a study, (3) Anticipating Patterns, Exploring random phenomena using probability and simulation, and 4) Statistical Inference – Estimating population parameters and testing hypotheses. Students who complete the course will have a good background for most freshman year statistics courses at four-year colleges. It is strongly recommended that students have their own **TI-84 Plus CE** calculator.

Computer Programming Courses

2405 AP Computer Science A **1 Credit**

Prerequisite: successful completion of Algebra 2

***Eligible for credit from URI with a cumulative GPA of 3.0 or better**

The AP Computer Science A course is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes object-oriented and imperative problem solving and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. Students are required to take the College Board Advanced Placement Examination in May.

2505 AP Computer Science Principles **1 Credit**

Prerequisite: Algebra 1. AP Computer Science Principles (CSP) is a full-year course that introduces students to the foundations of current computing.

***Eligible for credit from URI with a cumulative GPA of 3.0 or better**

The course introduces students to the preliminary concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the basic ideas of computing so that all students understand how these concepts are transforming the world we live in. The course covers a broad range of foundational topics such as computing innovations, systems, big data, programming and algorithms, the Internet, digital privacy and security, and the societal impacts of computing. There are no formal prerequisites for this course, though the recommendation is that students have taken at least Algebra 1. Students are required to take the College Board Advanced Placement Examination in May.

2603 CP Introduction to Computer Science in JavaScript (Golden) .5 Credit

Prerequisite: Grades 10-12 only. Offered in the FALL ONLY.

Students MUST take this JavaScript course in the FALL before taking the Intro to Computer and Data Science 2503 URI course in the Spring. This one-semester course is for all students. The CodeHS platform introduces students to computer science. The curriculum teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem-solving skills using JavaScript.

This semester course does not count as one of the 4 required core math credits.

2503 CP Introduction to Computer & Data Science .5 Credit

Prerequisite: Grades 10-12 only. Offered in the SPRING ONLY. Student MUST have already taken the Intro to CS in Javascript Course 2603

***Eligible for credit from URI with a cumulative GPA of 3.0 or better**

This one-semester course is for all students (not just those interested in computer science as a career). This introductory course assumes no previous experience with computers. The course provides the computational thinking skills of programming, algorithm development, simulation, and data analysis that can be used in other classes. Students will have the ability to earn 4 credits at URI with successful completion of this course, as it was developed by URI.

This semester course does not count as one of the 4 required core math credits.

Additional Grade 12 Courses

2043 CP Accuplacer 1 Credit

Prerequisite: 12th grade only, and recommendation of the teacher

The course is designed to assist students in the content specifically covered in the Accuplacer given at local 2 and 4-year colleges. If students do not score high enough on the Accuplacer test in college, they are placed in non-credit-bearing remedial courses. The purpose of this course is to assist in the students' initial placement in a credit-bearing math course. The course is broken up into three sections: Arithmetic, Elementary Algebra, and College Level math.

2063 CP Survey of College Math 1 Credit

Prerequisite: 12th grade only, and recommendation of the teacher

The purpose of the course in College Math is to introduce students to a variety of topics in mathematics. The course will follow Johnson and Wales' scope and sequence for their MTH 1002 course. This course is designed to teach students the basic mathematical concepts and methods that will assist them in using mathematics in both their personal and professional lives. Topics include problem solving, sets, probability, statistics, consumer mathematics, and the rudiments of college algebra.

2003 or 2004 CP Future Math Teacher Program .5 Credit or 1 Credit

Prerequisite: 12th grade only. A grade of B+ or greater in their current math course. Must have completed, at a minimum, Algebra II 2143. Successful interview with the math department chair and an additional math teacher to be admitted.

Under the close supervision and guidance of a math teacher, senior students serve as teaching assistants to provide additional support for students who struggle in our 9th and 10th-grade math courses. Teaching assistants experience the teaching and learning process from an educator's perspective, come to know and value what it takes to make mathematics accessible to all students, and make connections with younger students that foster academic achievement and positive relationships. Ideal for students interested in exploring a field in math education.

**This course does not count as one of the 4 required core math credits.*

MUSIC

The Music courses at Lincoln High School are based on the National Art Education Standards. All students who partake in ensemble classes are expected to perform multiple times per year with the ensemble. Students who maintain a 3.0 GPA or higher in all their music-related classes will be eligible for TRI-M: The National Music Honors Society. Extra-curricular ensembles, Jazz Band, and Select Chorus are offered through auditions and rehearse outside school hours. Please see the instructors of each ensemble for more details.

6203 CP Band **1 Credit**

Prerequisite: Permission of the Instructor

Only students with some musical training or experience will be eligible. All band members will be required to participate in the marching band as well as the concert band programs. Students' grades will reflect their classroom work, attendance at performances, after-school and/or weekend rehearsals.

6213 CP Band SM **.5 Credit**

Prerequisite: Permission of the Instructor

Only students with some musical training or experience will be eligible. All band members will be required to participate in the marching band as well as the concert band programs. Students' grades will reflect their classroom work, attendance at performances, after-school and/or weekend rehearsals. The decision to take .5 Band must be approved by both the administration and the school counselor, as the intention of the program is to enroll in the course for a full year.

6193 CP Chorus **1 Credit**

Prerequisite: Permission of the Instructor

This is open to all students who would like to perform in concerts and school assemblies. Only students who qualify will be allowed to become members of Chorus. Studies will improve musicality, breathing, diction, tone quality, balance, and expressive interpretation. Students will also sing a varied repertoire that may include other languages. Students' grades will reflect their classroom participation, classroom behavior, concert attendance, and performance analysis/ reflections. Every student is expected to perform at all concerts.

6163 CP Chorus SM **.5 Credit**

Prerequisite: Permission of the Instructor

This is open to all students who would like to perform in concerts and school assemblies. Only students who qualify will be allowed to become a member of Chorus. Studies will improve musicality, breathing, diction, tone quality, balance, and expressive interpretation. Students will also sing a varied repertoire that may include other languages. Students' grades will reflect their classroom participation, classroom behavior, concert attendance, and performance analysis/ reflections. Every student is expected to perform at all concerts. The decision to take ½ Chorus must be approved by both the administration and the school counselor, as the intention of the program is to enroll in the course for a full year.

6253 CP Music Appreciation **.5 Credit**

Prerequisite: None

Music Appreciation is designed for students to develop an appreciation and awareness of all styles of music in the world around them. This course involves an overview of the historical periods of history and the great composers of each period from the Middle Ages through the 20th Century. Music Appreciation also includes a concentrated study of: listening and analyzing music examples from each period, the elements of music— melody, rhythm, harmony, tone color, form, texture, and expressive qualities, and how these elements are expressed through each time period.

6153 CP Instrumental Methods **.5 Credit**

Prerequisite: Permission of the Instructor

This course is designed for those students who play or wish to learn how to play a woodwind or brass instrument. Woodwind instruments include, but are not limited to flute, clarinet, and saxophone. Brass instruments include but are not limited to trumpet, trombone, tuba, etc. Ensemble playing and individual instruction will be available. Students must provide their own instrument.

6496 CP Music Theory **1 Credit**

Prerequisite: Teacher Recommendation

Required for Audio Design and Engineering CTE program

Only students with some musical training or experience will be eligible. This is a course of basic music theory, key signatures, harmony, modulation, transposition, dictation, basic keyboarding, musical forms, score study, and intro to composition.

6494 CP Music Production/Technology 1 **1 Credit**

Prerequisite: None

Required for Audio Design and Engineering CTE Program

This course is designed to provide any student with opportunities to explore making music in the 21st century with a "hands-on" approach through project-based learning opportunities. Students will learn the basic fundamentals of music, how to make music, how to maintain creativity, utilizing proper analog/digital equipment to record, how to produce music using Digital Audio Workstations (DAWs), and will culminate in a final exam of creating an "artist/musician/composer portfolio". Students will be expected to create frequently by themselves or with their peers, and openly express musical opinions/critiques of their own work, as well as those of their peers. Students will also analyze professional work and techniques. In the 21st Century, it has become more prevalent for musicians to create in the comfort of their home and using personal technological devices. Because of this, any student can learn to create music without having to play a "traditional instrument". Many popular musicians and producers use computers, apps, and MIDI controllers to manipulate sounds. The class will analyze various techniques to create music through simple notation, MIDI scoring, instruments/effects, and mixing and mastering.

6495 CP Music Production/Technology 2 **1 Credit**

Prerequisite: Music Production/Technology I

Required for Audio Design and Engineering CTE Program

This course is designed to continue to provide any student with opportunities to explore making music in the 21st century with a "hands-on" approach through project-based learning opportunities. This course focuses on harder concepts of music production. This class expands on the foundational elements discovered/understood while focusing on larger project-based forms of assessment. At this level, students are now focusing on sound design by creating sounds/synths with the sound wave functions, instrument design, audio recording instead of digital only, and producing larger-scale work. Whereas Music Production I ends with the students creating a 3-5 song album, Music Production II focuses on students pushing their levels of understanding further. This will include students scoring "silent film", potentially collaborating with Journalism/Broadcast to soundtrack PSAs/student work or the Design CTE, creating full-length albums (LPs instead of EPs), diving into mixing/mastering, as well as preparing how to convert music created into a live element. As with Music Production 1, this class is considered a project-based class/lab in order to truly benefit the students, so they have consistent feedback with their teacher as well as peer review opportunities.

6497 CP Audio Engineering Internship **1 Credit**

Prerequisite: **Music Production II**

Required for Audio Design and Engineering CTE Program

This one-credit apprenticeship provides an individualized experience for students pursuing employment and deeper knowledge in the audio design and engineering industry. Through student-teacher collaboration, specific projects will be selected throughout the year, geared toward the higher-level student. The prerequisite for this apprenticeship is successful completion of Audio Design and Engineering courses 1& 2, or teacher permission based on the student's skill level. Any application will fulfill the requirements of their project during regularly scheduled audio engineering classes. Ableton and other pertinent resources will be available to the student for research to complete the project–based learning assessments. Both instructor and administrative approval are required to take this course. It is an optional class offered by the Audio Design and Engineering CTE.

NON-DEPARTMENTAL COURSES

5503 CP Exhibition .5 Credit

Prerequisite: None

This is a one-semester course designed to assist students in completing the exhibition component for graduation by proficiency. An exhibition is a formal presentation (orally and in writing) of a comprehensive research project centered on a student's personal interest. The culminating event of the exhibition will be an oral presentation of the students' findings to a panel of judges made up of LHS faculty and community members. The judging panel will assess whether the oral presentation meets the standard of proficiency that LHS and the Rhode Island Department of Education require for successful graduation. A student must complete an Exhibition Binder that meets the standard, as determined by the Exhibition teacher, on all required components (Proposal, Research, Journals, Letters, Reflective Essay, Mentor Requirements, Practice Presentation) to present on the scheduled Exhibition Days. A student who does not meet the requirements (i.e., Exhibition Binder that meets standard) to present on the scheduled Exhibition days will receive a failing grade for the course, will not receive credit for the course, and will subsequently be placed on Academic Probation (see LHS Student Handbook). Students who do present on the scheduled Exhibition Days, but their presentation does not meet the standard, will be provided an opportunity to present again and achieve the standard. In the interim, the student will receive an "Incomplete" for the class until the student completes the Exhibition requirement. LHS strongly emphasizes that taking the Exhibition class DOES NOT guarantee that the student will meet the standard of proficiency on their oral presentation required for graduation.

Virtual High School (through VHS Learning) .5 to 1 Credit

Prerequisite: Successful application and permission of the VHS Site Coordinator (Application here)

Courses offered through VHS Learning allow students to expand their educational experiences by taking elective courses that are not currently offered at Lincoln High School. Participants must be motivated and independent students with strong computer and time management skills. Space is limited. Once selected for the program, a student may take a single semester or full year class during the year. Any student who fails a class offered through VHS Learning is ineligible to take additional VHS classes at Lincoln High School. Participation in virtual classes through VHS Learning offers students the opportunity to gain skills that are essential in our 21st century global society, such as multimedia presentation skills, online collaboration and communication, and assessment of online resources. Students from LHS will be working in classes with students and teachers from all over the world at VHS member schools. Classes follow a semester schedule and may not

coincide with the Lincoln School Department calendar. Over 250 electives are offered at AP, Honors, and College Preparatory levels in a totally asynchronous online environment. More information on this program is available with Lincoln High School's VHS Site Coordinator, Mrs. Vivari (pvivari@lincolnps.org), in the LHS Library, or at VHS Learning's website at the VHS Learning Homepage with the course catalog here: Welcome to the Course Catalog.

PHYSICAL EDUCATION & HEALTH

8051 Physical Education & Health Education .5 Credit

GRADE 9-12

The Health and Physical Education Department offers students the opportunity to grow athletically, intellectually, emotionally, and socially. The required physical education curriculum is standards-based and within the framework of the state and national standards. In physical education classes, students will participate in a variety of fitness, team and individual sport activities which require discipline, cooperation, and teamwork. Skills will be practiced, and students will participate in warm-up stations daily. In addition, students will be utilizing the Fitnessgram for assessment of their physical fitness. Students will be graded according to effort, sportsmanship, attitude, cooperation, skill development, and the ability to follow class rules and procedures while at the same time demonstrating the school's core values and beliefs. Competition within a controlled environment is encouraged. Students will also pursue lifetime leisure physical activities that will prepare them for an active lifestyle after high school. Appropriate language and behavior are required from the locker room to the athletic field. Students will be assigned a locker and will have access to a lock. It is highly recommended that all personal items be locked daily. Students who exceed four excused absences will be given an alternative class assignment to make up class time. Students in grades 9-12 will take a semester of a combination of physical education and health each year.

The following is a sample of physical education activities offered during the four-year program:

Fall and Spring	Winter
Archery	Aerobics/Dance
Fitness training	Badminton
Flag Football	Basketball
Golf	Floor Hockey
Soccer	Indoor Soccer
Softball	Team Handball
Tennis/Pickleball	Volleyball
Ultimate Frisbee	Weight Training

The required health education curriculum is standard based and taught in Grades 9-12. Our health curriculum has recently been updated to meet the current needs of our students. Students will have health classes each year. Students will be active learners using a variety of learning activities, including discussions, goal setting, research projects, reflective essays, and decision making. Students will study concepts within the framework of the seven Rhode Island Health Standards, ranging from understanding information to demonstrating communication skills to advocate for personal and community health. Health content will be delivered in a four-year cycle that includes a theme-based approach. Issues that are addressed are nutrition, substance abuse prevention, mental health, disease prevention, sexuality and family life, bullying, and teen dating violence.

8052 Unified Physical Education and Health .5 Credit
Grade 9-12
This course is designed for students who are eager to engage in physical education with students who have special needs and considerations. This course will meet the graduation credit requirements. A selection of activities will be taken from, but not limited to, the following areas: fitness, individual activities, and team sport activities. Overall coursework will include a modified physical education curriculum and will be inclusive of an adaptive physical education program. This course will function in a very similar fashion to our Unified Sports programs. Emphasis will be placed on lifetime activity. Students looking to pursue a career in education and/or working with students with unique needs would benefit from this course.

ELECTIVES

8503 CP Health Related Occupations .5 Credit
Prerequisite: None
NEW: This course will fulfill a graduation credit, replacing one semester of PE / Health
Are you considering a career in the medical or health care field? This course will introduce you to the various career options in this field and describe how and where to locate them, how to train for each position and how to succeed in finding employment. Students will explore the career pathway for these careers and learn the different levels of education requirements needed. This course will introduce you to basic human anatomy, medical technology, and medical procedures, and how they are used in the work setting. Health care of the past, present, and future will be explored, and students will understand how to use medical terms and abbreviations as they relate to specific topics. Students will be required to take part in HOSA (Health Occupations Students of America) activities. Students will also complete the required health and physical education requirements throughout the semester.

8513 CP CPR, AED, Community First Aid & Safety .5 Credit
Prerequisite: None
Students in this comprehensive course will learn life-saving skills according to the American Red Cross. An emphasis will be placed on learning first aid skills. Students will be given the training to become Red Cross Certified in CPR (infant, toddler, and adult), AED, and first aid. Students must pass written and skill tests to become certified in each area. Skills include CPR, defibrillation, rescue breathing, first aid for choking, carries, and bandaging/splinting. In addition, students will study personal/ community safety issues, including fire safety, water safety, and accident prevention. Students will complete safety-related projects. Students considering work as EMTs, lifeguards, child care providers, camp counselors, and water safety instructors are encouraged to register.

8523 CP First Responder Fitness .5 Credit
Prerequisite: Grades 11 and 12 only. This course will fulfill a graduation credit, replacing one semester of PE / Health.
Students who are interested in pursuing a career as a first responder, serving in the armed forces, or preparing for a fitness-related field. Students will learn how to prepare for and administer a variety of fitness-based tests. Students will learn the basic concepts of athletic training, physical fitness, planning for fitness, and health-related wellness. Students will participate in a variety of labs that are designed to develop skills and information needed to pursue related careers. Students will take mock physical exam tests as appropriate for the various service branches/academies. Students need clothing conducive to working out. Cardiovascular fitness will be the focal point of many workouts. These workouts will be

student-led after researching assessment criteria. In addition, students will be challenged to understand and apply fitness training principles. The students will train individually, with a partner or in a team setting.

SCIENCE

Grade 9 Physical Science and Earth and Space Science

This course will introduce students to a sequence of science instruction. Students will progress through a sequence of Physical/Earth and Space Science, Chemistry, and Biology, followed by the opportunity to take advanced science electives in their Sophomore, Junior, and Senior years.

3014 Honors Physical Science and Earth/Space Science 1 Credit

Prerequisite: Completion of Algebra 1 AND teacher recommendation

This intensive first course will introduce students to important physical concepts of kinetics, energy, heat, light, sound, electricity, magnetism, and related topics in Earth and Space science. Focus will be placed on the integration of conceptual and laboratory approaches to basic physics, carefully incorporating mathematics and advanced topics. Students can expect to perform frequently both in groups and independently, in the classroom and at home. Critical thinking, problem-solving, and reasoning skills are emphasized.

3013 CP Physical Science and Earth/Space Science 1 Credit

Prerequisite: completion of or enrollment in CP Algebra 1

This first course will introduce students to important physical concepts of energy, heat, light, sound, electricity, magnetism, and related topics in Earth Science. Materials learned in algebra classes will be integrated into class work and problem-solving. This course will also focus on conceptual and laboratory approaches to basic physical and Earth sciences.

3012 Physical Science and Earth/Space Science 1 Credit

Prerequisite: concurrent enrollment in Principles of Algebra 1

This first course will introduce students to important physical concepts of energy, heat, light, sound, electricity, magnetism, and related topics in Earth Science. Although links to materials learned in mathematics classes will be partially integrated into class work, this course will focus mainly on conceptual understanding and laboratory experience in basic physical, Earth, and space sciences.

GRADE 10 Chemistry

The object of the science of chemistry is to understand the composition of matter and the changes in composition that matter will undergo. The goal of this course structure is to meet the needs of our students in two broad areas. These areas are: 1) Preparing students to interpret everyday events in terms of chemical concepts and principles; and 2) Teaching students intellectual skills needed to address the problems that they will encounter as adults, particularly problems related to the prudent management of natural resources, protection of environmental quality, and providing inexpensive sources of energy. Mathematical applications are necessary to the understanding of many chemical concepts, and thus students have to be familiar with basic algebraic manipulations in order to succeed in these courses.

3124 Honors Chemistry 1 Credit

Prerequisite: Honors Physical Science 3014 or CP Physical Science 3013 AND teacher recommendation. Completion or enrollment in Honors Geometry.

Critical thinking and the application of mathematical models to physical and chemical reality are the hallmarks of this honors course. This course takes an approach to chemistry that is designed for college-bound science majors. It is designed for students who quickly grasp the concrete and challenge themselves to understand more abstract concepts. It is characterized by an accelerated program noted for its rigor and high expectations. Students are expected to display critical thinking in the exploration of problems relating to the chemical world. Topics and skills mastered in this course are

equivalent to those of a first-semester introductory college chemistry course. Students have the option of earning 4 college credits through the **early enrollment program (EEP) from Rhode Island College if they maintain a B or better in the course.** Students in grade 10 honors Chemistry are required to complete the science fair project that was started in 9th-grade Honors Physical Science.

3113 CP Chemistry **1 Credit**

Prerequisite: Physical Science 3013 or Physical Science 3012 AND teacher recommendation. Completion of CP Algebra I.

This course is designed for the college-bound student. Students in this course are prepared to interpret everyday events in terms of chemical concepts and principles. Students will be called on to gain experience and practice in the mathematical interpretation of chemical principles as well as the interpretation of empirical and graphical data. Emphasis is placed on the preparation needed for these students to meet the rigors of a freshman-level college chemistry program.

3112 Chemistry **1 Credit**

Prerequisite: Physical Science 3012

This course is designed to provide an alternative approach to chemistry, particularly for students with difficulties in mathematics. This chemistry course will focus more on organic chemistry, biochemistry, and industrial and environmental chemistry, using real-life problems from the community and solving them in the classroom. Some of the topics that will be covered are supplying our water needs and conserving chemical resources. The mathematics in this course will be introduced as it is needed.

GRADE 11 Biological Science

Eleventh-grade biological science is an inquiry into life. Students will learn the characteristics that unify all living things as well as those that account for their diversity. They will also investigate the mechanisms that ensure that life continues. This year-long course provides students with experiences that allow them to make observations, analyze information, draw conclusions, and practice other skills used by scientists. Critical thinking and reasoning skills are emphasized. Students are encouraged to apply their scientific knowledge to understand everyday events and observations.

3185 AP Biology **1 Credit**

Prerequisites: For Juniors: Honors Chemistry 3124 AND teacher recommendation. Honors Mathematics. For Seniors: Honors Biology or CP Biology AND teacher recommendation. CP Chemistry and Honors Mathematics.

This course is part of the College Board Advanced Placement Program. It is designed to be the equivalent of a college introductory biology course with a laboratory, intended for science majors. The course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Students will gain an understanding of molecules and cells, heredity and evolution, and organisms and populations, as well as complete standard AP laboratory investigations. Only those students with a profound interest in biology and in pursuing further science education should choose to take this course. As per the AP board, this course is designed to be a second-year high school biology course; students enrolled in AP biology must have completed one year of biology. Students are required to take the College Board Advanced Placement examination in May.

3084 Honors Biology **1 Credit**

Prerequisite: Honors Chemistry 3124 or CP Chemistry 3113 AND teacher recommendation, Honors Mathematics.

Critical thinking, the application of biological concepts, and the application of mathematical models to understand the biological phenomena are the hallmarks of this honors course. This course takes an approach to biology that is designed for college-bound science majors. It is designed for students who quickly grasp the concrete and challenge themselves to understand more abstract concepts. It is characterized by an accelerated program noted for its vigor and high expectations.

Students are expected to display critical thinking in the exploration of problems relating to the biological world. All students in this course are required to complete a science research project.

3073 CP Biology **1 Credit**

Prerequisite: Chemistry 3113 or Chemistry 3112 AND teacher recommendation

This course is designed specifically for college-bound, eleventh-grade students. The basic text for this course has three main themes: unity, diversity, and continuity of life. The student is introduced to biology at the molecular level. Class material will be supplemented by laboratory exercises, which may include dissection and visual aids.

3062 Biology **1 Credit**

Prerequisite: Chemistry 3112

This course applies biological concepts to everyday living. Topics discussed will be cells, bacteria, viruses, fungi, plants, animals, genetics, ecology, conservation, and disease. Class material will be supplemented by laboratory exercises, which may include dissection and visual aids.

ELECTIVES

Science electives are courses for students who are interested in expanding their knowledge of the natural world. These courses elaborate on concepts learned in the science core courses to provide a richer, more thorough understanding. Many of these electives have important prerequisites that students must observe in order to be successful in class. Note: These electives are not intended to replace the core science curriculum; students must follow the core sequence for graduation, and use these electives only as additional coursework.

Physics

Because most colleges consider physics to be "the" senior science class, some level of advanced physics is strongly recommended for any students who intend to major in life science, physical science, engineering, pre-medicine, physical therapy, nursing, or computer-related fields.

****Note: Transfer students who have not completed an introductory Physical Science course should not be enrolled in any Physics course without approval of the instructor or Department Chair.****

3196 AP Physics C - Mechanics **1 Credit**

Prerequisite: Completion of, or concurrent enrollment in, Calculus.

This class is the equivalent of a first-semester college course in calculus-based physics, as taken by science and engineering students. It is taught over a full academic year, allowing time for the students to develop a deep understanding of the content and to apply that knowledge through inquiry-based labs. The full year also allows time for inclusion of physics content specified by state standards. The course covers classical Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and oscillating systems. Students are required to take the College Board Advanced Placement examination in May.

3195 AP Physics 2 **1 Credit**

Prerequisite: Completion of Geometry and concurrent enrollment in Algebra 2 AND successful completion of a prior physics course, or the instructor's approval.

This class is equivalent to a second-semester college course in algebra-based physics that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics.

Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Students are required to take the College Board Advanced Placement examination in May.

3174 Honors Physics **1 Credit**

Prerequisite: Completion of both Geometry and Algebra II or completion of Honors Geometry and current enrollment in Honors Algebra II

Physics explores the fundamental rules that model the physical world, emphasizing both a conceptual and mathematical understanding of motion, energy, and electricity. Through frequent lab work, mathematical analysis, hands-on projects, and computer simulations, students explore classical and modern concepts and concentrate heavily on real-world applications. This course requires daily math problems, including systems of equations, word problems, trigonometry, and some statistical analysis.

3163 CP Physics **1 Credit**

Prerequisite: Completion of both Geometry and Algebra II, or completion of Geometry and current enrollment in Algebra II

Physics explores the fundamental rules of the physical world, emphasizing both a conceptual and mathematical understanding of motion, energy, and electricity. Through frequent lab work, mathematical analysis, hands-on projects, and computer simulations, students explore classical and modern concepts and concentrate heavily on real-world applications. Although this course focuses on a more conceptual understanding of physics, it still requires daily math problems utilizing Geometry and Algebra concepts.

3135 AP Chemistry **1 Credit**

Prerequisite: Honors Chemistry or CP Chemistry AND teacher recommendation. Completion of Algebra II.

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Throughout the course, considerable emphasis is placed upon the development of mathematical models and empirical observations as a means by which students master the curriculum prescribed by the College Board. Students are required to take the College Board Advanced Placement examination in May. **This course offers the potential to earn up to eight early enrollment credits (EEP) from Rhode Island College.**

*****LABORATORY REQUIREMENT This course requires that 25 percent of the instructional time provide students with opportunities to engage in laboratory investigations. This includes a minimum of 16 hands-on labs, at least six of which are inquiry-based.***

3203 CP Forensic Science **1 Credit**

Prerequisite: 11th or 12th grade, or 10th grade with teacher recommendation.
Required for the Law and Public Safety CTE Program.

This is an applied science course, studying the application of biology, chemistry, and physics in the world of criminal justice. High interest investigations include forensic anthropology, glass and soil analysis, fiber and hair inquiries, toxicology and chemical testing, blood typing and splatter indicators, fingerprinting, and DNA electrophoresis. The study of practical forensic work as it relates to law enforcement is a major focus. Historically significant case studies and forensic files are consistently integrated throughout the course.

3283 CP Biotechnology .5 Credit

Prerequisite: Honors or CP Chemistry, and completion of or enrollment in honors or CP Biology

This is a one-semester course designed to assist students in the exploration of Biotechnology. This course is designed as a lab-based approach to the study of science for those who are interested in practical applications of biology and chemistry. Emphasis is placed on the scientific reasoning process. Topics will include: History of Biotechnology, microbiology, immunology, gel electrophoresis, biochemistry, and lab techniques. Laboratory work and skills in technical writing are a major component of the course.

3213 CP Zoology .5 Credit

Prerequisite: must be in 11th or 12th grade

This course in Zoology focuses on the large-scale life of animals. Students will conduct an in-depth analysis of animals, their classification, and their major systems. This course is excellent for students interested in life, medical, or veterinary sciences.

3265 AP Environmental Science 1 Credit

Prerequisite: Chemistry, and completion of or enrollment in Biology

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. This course is for students who excelled in both biology and chemistry and are looking for a serious, high-level look at the environment. Students are required to take the Advanced Placement exam in May. the environment. Students are required to take the Advanced Placement exam in May.

3263 CP Environmental Science .5 Credit

Prerequisite: Chemistry, and completion of or enrollment in Biology

The interrelationships of plants, animals, and natural resources are of growing importance in modern society. In this course, we will study the flow of matter and energy through ecosystems, the many environmental problems that affect humankind, and other complex interrelationships between the earth, biology, and chemistry. This course will conclude with insights into scientific, ethical, and political solutions to these problems. Many field labs and projects will give students a hands-on anatomy approach to studying problems in our environment.

3273 CP Astronomy .5 Credit

Prerequisite: Completion of Foundations of Physical Science and Earth Science (9th Grade)

This is a one-semester course designed to assist students in the exploration of astronomy. This course is open to students who have completed Foundations of Science. This course will present astronomy from the early ideas of the cosmos to modern observational techniques. The origin and the evolution of the solar system will be studied.

3223 CP Marine Biology .5 Credit

Prerequisite: Chemistry, and completion of or enrollment in Biology

This course studies animal and plant life in the world's oceans and saltwater ponds. Additional focus is on the relationship between nature and humanity, with environmental and commercial applications in mind. This half-year course is designed for students with a more serious interest in ocean life and how it interacts with its environment.

3184 Honors Human Anatomy & Physiology 1 Credit

Prerequisite: Honors Chemistry or CP Chemistry AND teacher recommendation. Completion of or enrollment in Honors Biology or completion of or enrollment in CP Biology AND teacher recommendation

Human physiology is the biological science concerned with all of the chemical and physical processes that occur within the human body. This course is taught with a two-fold objective. The first is to give the students an understanding and an appreciation for the complex organism that we call the human body. The second objective is to give the student, who is interested in the medical sciences, a sound foundation for future study in that field. The subject matter is explored by means of lecture, demonstration, laboratory (including dissection), visual aids, and field trips.

3153 CP Human Anatomy & Physiology 1 Credit

Prerequisite: Chemistry, and completion of or enrollment in Biology

This course is designed to introduce the student to their most remarkable possession, the human body. The course is also of interest to students who might be pursuing a career in an allied health field such as X-Ray Technician, Medical Secretary, or Respiratory Therapist. Using laboratory exercises and visual aids, the student will examine the normal structure and function of each system. Animal Dissection Policy: This policy is to affirm the right of students who conscientiously object to participating in the dissection of animals. Students in science courses may request alternatives to dissection if they are opposed to dissection for religious and ethical reasons. Students requesting an alternative lesson plan to dissection will be granted their request without any pressure to do otherwise. Student grades will not be affected by the choice of an alternative lesson plan, and a student will not be discriminated against based on their decision to exercise the right of choice. Teacher guidance and assistance will be available for those who choose alternatives.

3233 CP Botany & Horticulture .5 Credit

Prerequisite: Chemistry, and completion of or enrollment in Biology

Modern biological science focuses on cellular structure, energy, and the basic nature of life. This course in Botany & Horticulture will be an in-depth study of plant structures and their types, with a focus on practical agriculture, horticulture, and gardening.

3300 CP Science of Flight and Unmanned Aircraft Operations 1 Credit

Prerequisite: None

Students will learn the structures and parts of current aircraft designs, learn the integral aircraft systems, including the engine/propulsion systems, fuel systems, communication systems, electrical systems, vacuum systems, and instrumentation. Students will use the four forces of flight to determine their effects on aircraft flight stability. Students will become familiarized with flight systems, comms, aircraft controls, basic flight maneuvers, and flight manuals through hands-on activities in the laboratory and in the simulators.

3301 CP Forces of Flight 1 Credit

Prerequisite: Successful completion of CP Science of Flight and Unmanned Aircraft Operations

Building on foundational aviation knowledge, this course focuses on the physics and engineering principles that govern flight. Students analyze lift, thrust, drag, and weight through experiments, simulations, and design challenges. Topics include aircraft performance, propulsion systems, materials, and flight dynamics. Students apply math and science concepts to real-world aviation scenarios, strengthening critical thinking skills and preparing for advanced aeronautics coursework and careers.

3302 CP Advanced Aeronautics **1 Credit**

Prerequisite: Successful completion of CP Forces of Flight

This advanced course deepens students' understanding of aeronautics through complex systems analysis, flight planning, and applied aviation technology. Students explore advanced navigation, aircraft systems, meteorology, aviation careers, and emerging technologies such as UAS integration and aerospace innovation. Emphasis is placed on independent projects, technical problem-solving, and industry-aligned skills to prepare students for postsecondary education, training programs, or careers in aviation and aerospace fields.

3303 CP Aeronautics Internship **1 Credit**

Prerequisite: Successful completion or concurrent enrollment in CP Advanced Aeronautics

The Aeronautics Internship provides students with supervised, real-world work experience in aviation or aerospace-related fields. Students apply classroom knowledge in professional settings such as airports, flight operations, UAS companies, or aviation maintenance environments. The internship emphasizes career readiness, workplace skills, professionalism, and industry expectations. Students complete reflective assignments and maintain required documentation to meet program and CTE work-based learning requirements.

SOCIAL STUDIES

GRADE 9 UNITED STATES HISTORY I

This course in United States History is a required course for all ninth-grade students. The major focus of the course will be the shaping of America from colonization through Reconstruction. Through both a chronological and thematic approach, the course will focus on the impact various groups of people, individuals, and ideas had and continue to have on the nation. Students will develop critical thinking skills necessary for them to make political, social, economic, geographic, and cultural connections. As a consequence, students will develop an appreciation and clear understanding of the varying elements of our American heritage and current experience.

1255 AP Human Geography **1 Credit**

Fulfills 9th-grade history credit

AP Human Geography is a high school course equivalent to a one-semester introductory college course in Human Geography. This course introduces students to the systematic study of patterns and processes that have shaped human understanding, as well as humans' use and alteration of the Earth. Students will learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. On successful completion of the course, students will have developed skills that enable them to interpret maps and analyze geospatial data; understand and interpret relationships among the different perspectives of geography, population, cultural geography, industrialization and economic geography, agriculture and rural land use, and urban and political geography. Students who elect to take this course are required to take the Advanced Placement Human Geography Examination in May.

1100 Honors United States History I **1 Credit**

Prerequisite: Teacher Recommendation

This Honors course in United States History provides students with analytical skills to deal with chronological themes and problems in United States history. The Honors program prepares students for introductory courses in U.S. History at the college level. Students are allowed to learn to analyze primary sources, evaluate their significance, compare and contrast historical interpretations, and prepare several writing pieces throughout the year. Students are expected to engage in complex historical thinking, analysis, and discussion.

1101 CP United States History I **1 Credit**

Prerequisite: None

This course provides students who are intending to apply to college the opportunity to develop the necessary skills and to obtain the necessary background knowledge in United States History. Students will be expected to comprehend primary and secondary sources, as well as develop writing skills by reconstructing patterns of historical succession and engaging in problem-solving skills using complex historical thinking and analysis.

1103 United States History I **1 Credit**

Prerequisite: None

This course will focus on acquiring knowledge and understanding of United States History. It will stress subject skills, including reading comprehension, chronological thinking, map skills, speaking, and writing skills. Students will read historical narratives and learn to differentiate between historical facts and historical interpretations.

GRADE 10 WORLD HISTORY II

This required course presents students with an approach to understanding the historical experience of the Western and non-Western world. Tenth graders will be introduced to World History through the study of literature, philosophy, religion, and art from the Renaissance through the Cold War. Students will make connections between ideas, examine relationships between disciplines, analyze the development of ethical values, and develop a sensitivity for other cultural expressions while refining their critical and historical thinking skills in a global context.

1085 AP World History **1 Credit**

Fulfills 10th-grade history credit. This course is eligible for the Early Enrollment Program (EEP) through Rhode Island College

A.P. World History is a high school course equivalent to a one-semester introductory college course in World History. This college-level course is designed to explore modern history from 1500 CE to the present. The course emphasizes the development of analytical and writing skills necessary for success on the collegiate level. To this end, the course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography, and inquiry into the global connections that have shaped our present world. The AP World History course focuses on the following themes: Human and Environmental Interaction, Cultural Interaction, Governance, Technology and Innovation, Economic Systems, and Social Structures. Students who elect to take this course are required to take the Advanced Placement World History Examination in May.

1104 Honors World History II **1 Credit**

Prerequisite: Teacher Recommendation

This honors course provides an opportunity for students to develop and demonstrate critical thinking skills, historical analysis, literary interpretation skills, and proficient writing and research skills in the study of World History. Students will be expected to read independently with comprehension, and to complete projects both independently and in groups, using both primary and secondary sources.

1105 CP World History II **1 Credit**

Prerequisite: None

This course provides students who are intending to apply to college with the opportunity to develop the necessary analytical and thinking skills in the area of World History. Students will be expected to read independently and complete historical essays. Students will learn to compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.

1106 World History II **1 Credit**

Prerequisite: None

This course will focus on acquiring knowledge and understanding of World History. It will stress subject skills, including reading comprehension, chronological thinking, map skills, as well as speaking and writing skills. Students will read both primary and secondary sources to learn and differentiate between historical facts and historical interpretations.

GRADE 11 UNITED STATES HISTORY II

This course in United States History is a required course for all eleventh-grade students. The major focus of the course will be the shaping of America after the Civil War and its progress through the American Century. Through both a chronological and thematic approach, the course will focus on the impact various groups of people, individuals, and ideas had and continue to have on the nation. Students will develop critical thinking skills necessary for them to make political, social, economic, geographic, and cultural connections. As a consequence, students will develop an appreciation and clear understanding of the varying elements of our American heritage and current experience. This course is a requirement for graduation.

1125 AP United States History **1 Credit**

Prerequisite: Teacher Recommendation; Fulfills 11th-grade History Credit

The Advanced Placement course in United States History is designed to provide students with the historical thinking skills and factual knowledge necessary to deal with historical primary sources and other documents and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students learn to evaluate historical materials and assess their relevance to a given interpretive problem to weigh the evidence and interpretations presented in historical scholarship. Students who elect to take this course are required to take the Advanced Placement United States History Examination in May.

1107 Honors United States History II **1 Credit**

Prerequisite: Teacher Recommendation

This Honors course in United States History provides students who are preparing for college-level study the analytical skills to deal with chronological themes and problems in United States history. The Honors program prepares students for introductory courses in U.S. History at the college level. Students are allowed to learn to analyze primary sources, evaluate their significance, compare and contrast historical interpretations, and prepare a research paper with primary and secondary sources. Students are expected to engage in complex historical thinking, analysis, and discussion. Students will be expected to complete several historical essays as well as a major research paper.

1108 CP United States History II **1 Credit**

Prerequisite: None

This course provides students who are intending to apply to college the opportunity to develop the necessary skills and to obtain the necessary background knowledge in United States History. Students will be expected to comprehend primary and secondary sources, as well as develop writing skills by reconstructing patterns of historical succession and engaging in problem-solving skills using complex historical thinking and analysis.

1109 United States History II **1 Credit**

Prerequisite: None

This course will focus on acquiring knowledge and understanding of United States History. It will stress subject skills, including reading comprehension, chronological thinking, map skills, speaking, and writing skills. Students will read historical narratives and learn to differentiate between historical facts and historical interpretations.

1013 CP Civic Responsibility .5 Credit

Prerequisite: Grades 11 & 12 only

The most fundamental need in our democracy is an enlightened and responsible citizenry. Students in the Civic Responsibility course will learn how to be those types of citizens. By studying the ideas of the American Government and its modern applications, students will learn about their rights and responsibilities as citizens in American society. Students will be required to complete a 10-hour community service project while taking this course. This course is a graduation requirement.

1165 AP United States Government & Politics 1 Credit

Prerequisite: Grades 11 & 12 only, Teacher Recommendation

The AP United States Government program aims to provide students who are interested in post-secondary social sciences the opportunity to study political theory and our major political institutions in depth. This course will also focus on such concepts as political socialization, the influence of political parties, and the role of the United States in the international community. Students who elect to take this course are required to take the Advanced Placement United States Government and Politics Examination. This course fulfills the Civic Responsibility graduation requirement. Students who elect to take AP Government in substitution for Civic Responsibility must still complete a 10-hour community service project while taking this course.

ELECTIVES

1175 AP Comparative Government & Politics 1 Credit

Prerequisite: Grades 11 & 12 only.

AP Comparative Government and Politics introduces students to the rich diversity of political life outside of the United States. The course uses a comparative approach to examine the political structures, policies, and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. By the conclusion of the course, students will be able to: compare and contrast political concepts, themes, and generalizations; Describe and explain typical patterns of political processes and behaviors and their consequences; Compare and contrast political institutions and processes across countries and derive generalizations; and analyze and interpret basic data relevant to comparative government and politics. Students who elect to take this course are required to take the Advanced Placement Comparative Government and Politics Examination in May.

1095 AP European History 1 Credit

Prerequisite: Grades 11 & 12 only.

Advanced Placement European History focuses on students' understanding of European History spanning from the Renaissance to the present day. During this course, students will investigate significant events, individuals, and processes through the analysis of primary and secondary sources, historical comparison, argumentation, and chronological reasoning. This course offers a thematic approach to how the second smallest continent in the world came to world history. Beginning with the Renaissance through the development of the European Union, students will analyze the interaction of Europe with the world through the following themes: poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individuals and societies. Students who elect to take this course are required to take the Advanced Placement European History Examination in May.

1225 AP Psychology **1 Credit**

Prerequisite: Grades 11 & 12 only.

The primary goal of the Advanced Placement Psychology course is to provide students with an opportunity to experience rigorous coursework in a high school setting. AP Psychology presents instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments. Students who elect to take this course are required to take the Advanced Placement Psychology Examination in May.

1033 CP Current Events **.5 Credit**

Prerequisite: None

This course is designed to familiarize students with the world around them. Discussion of current events at the international, national, and regional levels is the main focus of the course. Students will also be expected to read a national news magazine with comprehension and to participate in both group and individual projects.

1143 CP Economics **.5 Credit**

Prerequisite: None

Economics is always in the news. If you read a newspaper or go online, you are bombarded with economic information. Economic issues are reported because they are important in people's lives. People want to know about jobs, housing, prices, taxes, and other matters that affect their income, spending, and wealth. This elective is designed to make students aware of how they can influence decisions through economic means. The course also includes a mixture of economic theory and consumer economics.

1233 CP Global Issues **.5 Credit**

Prerequisite: None

Global Issues is a semester course devoted to the study of contemporary political and social problems confronting humanity. Topics such as economics, energy, national security, world poverty, and sustainability will serve as the foundations of the course. Additional exploration of specific topics will be developed in conjunction with timely world events. Students will be able to evaluate major threats to peace and stability and will be able to deliberate the underlying reasons while developing resolutions.

1153 CP Legal Studies **1 Credit**

Prerequisite: None

Law & Public Safety CTE course

Legal Studies is a college-level foundation course that will provide a history of law and the evolution of legal principles. Course content will focus on the basic principles of constitutional, tort, business, family, and employment law. The course will also help students to apply these principles to their own lives and to understand the importance of ethics within our legal system. Students will also explore career pathways in government, public administration, law, public safety, and security. This course allows students to potentially earn three college credits from Roger Williams University.

1223 CP Psychology **.5 Credit**

Prerequisite: Grades 11 & 12 only

This course is for those who are interested in learning more about themselves as human beings. Psychology is the study of human behavior and its applications gained from that knowledge. The course will require critical thinking, cultural analysis, and proficient writing and research skills. Students will gain a greater understanding of and appreciation for themselves and the world in which they live.

1163 CP The Psychology of Good & Evil .5 Credit

Prerequisite: Grades 11 & 12 only

This course is based on the work of famous Stanford psychologist Philip Zimbardo and his theory on the "Lucifer Effect." It will review scientific writings on evil, analyze case studies to apply what is learned by preparing written arguments supported by evidence. Students will be able to understand the forces and social influences that allow people to subvert individual morality. The course will focus primarily on the psychological and social dynamics of behavior and the power of these dynamics to cause actions. It will differentiate between the purely evil and those who commit evil in particular situations. Emphasis will be placed on the psychological motivations of particular evil acts as it applies to certain events in history. In addition, the course will look at examples of altruism to try to understand whether it is possible to reduce evil in the world.

1123 CP Sociology .5 Credit

Prerequisite: Grades 11 & 12 only

Sociology is the study of the self in society. The focus of the course will be the study of the foundations of sociological theories and social institutions such as the family, education, religion, and the workplace, and the causes and effects of social inequality and social change.

1133 CP Warmongers & Peacemakers .5 Credit

Prerequisite: None

The course is divided into three sections: war, genocide, and peace. The students will explore many topics related to war, including the history and evolution of warfare, justifications for war, and universally accepted rules of engagement. In addition, the students will investigate one of the darker sides of war – genocide. We will look specifically at the Armenian genocide, the Holocaust, the Cambodian, Bosnian, and Rwandan genocides. Finally, we will consider efforts to create a lasting peace in the world and consider its possibility. The course will require critical thinking, cultural analysis, and proficient writing skills. There are several extensive excerpts for the students to read. Students will gain a greater understanding of and appreciation for one of humanity's most intriguing topics.

SPECIAL EDUCATION

9S41 or 9S44 Daily Living Skills .5 or 1 Credit

Prerequisite: For selected students only

This course is designed to increase students' competence in life skills of home management, personal daily living skills, finances, social interaction, and management of leisure time, through experiential learning.

9s93 Transition Skills 1 Credit

Prerequisite: Grade 12

Transition Skills is a specialized elective course designed to prepare 12th-grade life skills students for increased independence and post-secondary success. This course focuses on developing practical, real-world skills in a supportive and structured environment, with instruction tailored to each student's individual transition goals. Students will engage in a variety of hands-on activities using the Life Centered Education Curriculum, which supports learning across key domains including independent living, employment, and interpersonal skills. Core components of the course include:

- **Functional Life Skills**: Personal care, time management, money handling, and household responsibilities.

- **Workplace Readiness**: Participation in a classroom business and breakfast cart, which provides opportunities to practice communication, customer service, teamwork, and job responsibilities in a supported setting.
- **Cooking Safety and Skills**: Safe food handling, basic meal preparation, and kitchen safety procedures.
- **Social and Communication Skills**: Daily practice interacting with peers, school staff, and community members.
- **Transition Planning and Assessments**: Guided exploration of post-secondary goals, interests, and strengths using formal and informal transition assessments.

This course is designed to foster greater independence, confidence, and readiness for life after high school, whether in further education, employment, or community living.

9S31 Transition to Adulthood Program (TAP) 1 Credit

Prerequisite: For selected students 18-21 years of age who have completed their graduation requirements

The main focus of the **Transition Program** is to help students to select and prepare for realistic life goals, for work and leisure time activities in the community. To help ensure a smooth transition into the workplace, *personal*, *career,* and *life* management skills will be reinforced as students go through the work experiences and classroom instruction. During this process, students and their families are guided toward agencies and services available to them to meet their child's transition needs. Students go into the community for internships, work experiences, and explorations into career paths that they can benefit from. They have numerous opportunities to participate in school and community businesses. The areas of post-secondary education, independent living, employment, and community participation are explored in detail. Students produce individually designed portfolios of their work experiences, social activities, families, pets, interests, and accomplishments, along with a resume, which will be used in their job search. The goal is to prepare these students to become lifelong learners and productive citizens.

GOAL ORIENTED ACHIEVEMENT & LIFE SKILLS:

9S01 Goals Math 1 Credit

Prerequisite: This course is for selected students only

This course is designed to provide students with a thorough review of the fundamentals of mathematics. Also included are fractions in real life, money management, banking, and consumer math.

9S10 Goals English 1 Credit

Prerequisite: This course is for selected students only

This course is designed to provide students with reinforcement of written communication skills for daily life. Topics include traffic signs, message taking, directions, and directory and map reading.

9S11 Goals Science 1 Credit

Prerequisite: This course is for selected students only

This course is designed to increase students' understanding of their environment and the practical application of science in their lives. Included is animal and reptile care.

9S21 Goals Social Studies 1 Credit

Prerequisite: This course is for selected students only

This course is designed to provide students with a basic understanding of local, state, and national levels of government and how they function. Various models of government leadership, including democratic presidencies, are explored. The study of oceans and continents is also included.

9S12 or 9S13 Goals Reading **.5 or 1 Credit**

Prerequisite: This course is for selected students only

This course is designed to meet the needs of students functioning at a Life Skills level who require explicit, teacher-directed instruction. The focus of instruction is on developing functional literacy skills that support independence in daily living, community participation, and vocational readiness. Lessons emphasize practical reading skills such as recognizing sight words, understanding signs and symbols, following directions, and building functional vocabulary used across real-life contexts. Instruction is highly structured, repetitive, and multisensory, with opportunities for guided practice embedded throughout the school day. Recreational and functional reading activities are incorporated to reinforce learned skills.

9S72 Goals Civics **.5 Credit**

Prerequisite: This course is for selected students only

This course introduces students to the rights, responsibilities, and roles of citizens in their community. Instruction is teacher-directed and emphasizes practical, functional civic skills, including participating in community activities and understanding basic government concepts. This course is a graduation requirement.

9S92 Goals Exhibition **.5 Credit**

Prerequisite: This course is for selected students only

This one-semester Life Skills course supports students in completing a modified Exhibition experience aligned with Graduation by Proficiency and individual IEP goals. Instruction is teacher-directed and focuses on developing functional communication, self-advocacy, and transition-related skills through a structured, individualized project based on student interests or postsecondary goals. Students demonstrate learning through developmentally appropriate formats, with expectations, accommodations, and assessment criteria individualized to support student success.

8S81 or 8S72 Study Skills/Support **.5 or 1 Credit**

Prerequisite: This course is for selected students only

The Study Skills class is a highly structured class designed to provide academic, time management, and organizational skills, as well as transition support services to specific students who have an Individualized Education Program (IEP) or are placed within a Study Skills course by an Administrator. For students with an IEP, these services are outlined explicitly within the IEP. The class is designed to teach study skills and transition skills, which will help students be successful. This course is recommended only.

8S73 Peer Mentoring Course **.5 Credit**

Prerequisite: This course is for selected students only

Being in the Peer Mentoring course provides a chance for students with and without disabilities to work together in an inclusive educational environment. The Peer Mentoring course allows increased access for students with disabilities to both the general curriculum and to all of the activities of a typical high school student. Additionally, being part of our class encourages positive and appropriate social interactions and social relationships to develop between students with and without disabilities.

9S43 or 9S46 Strive Skills **.5 or 1 Credit**

Prerequisite: This course is for selected students only

The Strive Study Skills class is a highly structured class designed to provide academic, time management, and organizational skills, as well as transition support services and SEL support to specific students who have an Individualized Education Program (IEP) and are enrolled in the Strive Program. For students with an IEP, these services are outlined explicitly within the IEP. The class is designed to teach study skills, SEL skills, and transition skills, which will help students be successful. This course is by recommendation only.

TECHNOLOGY EDUCATION

7053 CP Automotive Technology I **1 Credit**

Prerequisite: None

Required for Automotive CTE Program

This course is designed to provide an introduction to the automotive vehicle. It covers the theory of operation, and the construction, maintenance, minor repairs, and adjustments of automotive components. The student who selects this course will be provided with an opportunity for hands-on experience. This course utilizes the CDX Automotive curriculum, which is the flagship in automotive training programs. Within this curriculum, the following areas will be explored:

1. Shop practice and safety, including hand tools, equipment, their use, and care.
2. The body, the lighting system, the heater, and the power assist units contribute to the comfort and convenience of the individual.
3. The framework for the engine, wheels, suspension, steering, and brake system.
4. The engine and its relation to the fuel, ignition, lubrication, and cooling systems.
5. The power train, including clutch, transmission, and rear differential.

7063 CP Automotive Technology II **1 Credit**

Prerequisite: Automotive Technology I

Required for Automotive CTE Program

This program is designed to provide an in-depth study of the automotive vehicle. The curriculum will provide classroom instruction and shop activities on "how-to-approaches" for the hobbyists, and the student who desires preparation for pre-apprenticeship training. This course utilizes the CDX Automotive curriculum, which is the flagship in automotive training programs. The student who selects this course will explore the following areas:

1. Steering, suspension, and brake service, including the use of equipment to diagnose and correct front-end geometry and brake malfunctions.
2. An exposure to the operation and components of automatic transmissions.
3. Automotive engine service: the diagnosis, repair, replacement, and adjustment of various engine components.
4. Final drive mechanisms, including propeller shaft, differential, and axles.
5. The use of technical service literature is issued to ensure proper servicing techniques and specifications.

7083 CP Automotive Technology III **1 Credit**

Prerequisite: Automotive Technology II

Optional Year three course for Automotive CTE Program

Students enrolled in this course will build upon the concepts from Auto I and Auto II. The course focuses on a fully in-depth and complex study of systems within the automobile. The course takes a workshop approach where students will utilize problem-solving skills to troubleshoot and identify automobile malfunctions/issues. Once the issue is identified, students will plan the most efficient method for addressing the problem, and then they will implement those plans of action. This course will provide students with practical experience that will prepare them for post-secondary technology education and/or the workforce. For those students interested in pursuing employment and/or further education in the Automotive field, the student version of the ASE certification test will be offered. This course also utilizes the CDX Automotive curriculum, which is the flagship in automotive training programs**.**

7283 CP Automotive Technology Apprenticeship 1 Credit

Prerequisite: Approved by instructor and administrator

Optional Year three course for Automotive CTE Program

This one-credit apprenticeship provides an individualized experience for students pursuing employment in the automotive industry. Through student-teacher collaboration, specific projects will be selected throughout the year, geared toward the higher-level automotive student. The prerequisites for this apprenticeship are successful completion of Automotive Technology courses 1, 2, and 3, or teacher permission based on the student's skill level. Any applicant will fulfill the requirements of their project during regularly scheduled Automotive Technology classes. CDX curriculum and other pertinent resources will be available to the student for research needed to complete the project-based learning assessments. Both instructor and administrative approval are required to take this course.

7023 CP Small Engines Technology .5 Credit

Prerequisite: None

The course is designed to give the student a comprehensive working knowledge of the two-stroke and four-stroke cycle engine. Engine overhaul, repair, and tune-up will be the main thrust. The course will also encompass routine maintenance, do-it-yourself jobs, operating tips, and minor tune-up procedures. A study of the ancillary equipment used with the small engines will also be covered. Lawn mowers, small garden tractors, chipper/shredders, snowmobiles, outboard engines, and chainsaws, etc., are examples of some of the types of engines that might be covered during the course of study. The various engine systems, such as carburetion/fuel injection, fuel, cooling, ignition, and lubrication, etc, will be covered in depth. Through laboratory demonstrations, the student will be able to troubleshoot problems that arise during maintenance. The student will then provide a solution to correct those problems.

7013 CP Introduction to Engineering Design I 1 Credit

Prerequisite: None

**Required for Design and Engineering CTE Program*

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

Note: For students interested in advanced college placement credit, you may participate in the following program options: Under an agreement between New England Institute of Technology and Lincoln High School, students participating in this program will earn Advanced Tech transfer credit.

7113 CP Principles of Engineering Design II 1 Credit

Prerequisite: Introduction to Engineering Design I

**Required for Design and Engineering CTE Program*

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Note: For students interested in advanced college placement credit, you may participate in the following program options: Under agreements between both CCRI and New England Institute of Technology and Lincoln High School, students participating in this program will earn Advanced Tech transfer credit.

7243 CP Architectural Engineering & Design 1 Credit

Prerequisite: None

**Required for Design and Engineering CTE Program*

This course has been designed for students who want to explore the field of Architecture. Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to

design both residential and commercial projects and document their work using 3-D architectural design software.

7273 CP Design and Engineering Capstone .5 Credit

Prerequisite: Design and Engineering CTE Program member (Grade 12 only)

This is a semester-long capstone course for the Design and Engineering CTE Program. It is an engineering research course in which students work to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. The course would apply and concurrently develop secondary-level knowledge and skills in mathematics, science, and technology. Utilizing activity-project-problem-based learning, students will perform research to choose, validate, and test their solution. Finally, students will present and defend their original solution to a panel. While progressing through the engineering design process, students will ideally work closely with a professional industry mentor and will continually hone their organizational, communication, and interpersonal skills, their creative and problem-solving abilities, and their understanding of the design process.

This is an advanced high school-level course that is appropriate for 12th-grade students. Since the projects on which students work can vary with student interest and the curriculum focuses on problem-solving, the course is appropriate for students who are interested in any technical career path. It should be taken as the final capstone course since it requires application of the knowledge and skills from the Design and Engineering CTE Program's foundation courses.

7033 CP Basic House Wiring .5 Credit

Prerequisite: None

This course is designed as training for the student who intends to one day own their own home. It will explore basic house electrical wiring, electrical component replacement, fixtures, receptacles, switches, and fusing. The course is a mixture of hands-on, practical, and current code book regulations.

7123 CP House Wiring 2 .5 Credit

Prerequisite: Basic House Wiring

This course is designed to integrate electrical theory and practical application to give students not only the manual skills to wire and install electrical systems and apparatus, but also the mathematical and practical knowledge to support, explain, and troubleshoot a wide variety of electrical projects. Of equal importance is the thorough study of the safety rules, protocols, and procedures laid out in the National and Rhode Island Electrical Codes, as well as the OSHA standards for the construction and general industries. Students will develop skills in problem-solving, critical thinking, and appropriate use of construction tools through practical experience in the wiring and troubleshooting of a wide variety of electrical projects. Students will also explore sustainable renewable energy fields such as solar photovoltaic arrays, wind generation (turbine), tidal generation, and fuel cell technologies.

7093 CP Robotics & Automation .5 Credit

Prerequisite: None

This course will be offered as a ½ credit semester course, allowing students to build robots from both kits and student-designed parts. Students will also write programs to power each robot that they build. The application of virtual concepts will then be applied to the robotic devices constructed by the student. This is an excellent beginning for students interested in programming with a practical application. In addition, further instruction will be given in the use of sensors, pulleys, and gears. This course will bring artificial intelligence to life.

7073 CP Woodworking Technologies SM **.5 Credit**

Prerequisite: None

This is an introductory course designed to teach students the fundamental skills and techniques necessary to craft beautiful and useful objects out of wood. Students will learn how to use a variety of hand tools and machines, as well as basic joinery, design, drafting, and finishing techniques. Safety, project planning, and measuring and math skills will be emphasized throughout the semester.

7103 CP Woodworking Technologies I **1 Credit**

Prerequisite: None

This is an introductory course designed to teach students the fundamental skills and techniques necessary to craft beautiful and useful objects out of wood. Students will learn how to use a variety of hand tools and machines, as well as basic joinery, design, drafting, and finishing techniques. Safety, project planning, and measuring and math skills will be emphasized throughout the year. Topics such as woodturning and mass production of projects may be covered as well.

7143 CP Construction Technologies **1 Credit**

Prerequisite: Woodworking Technologies I

This program provides students with a thorough understanding of how residential houses are constructed. In addition, this program focuses on home repairs, new installations, and career paths found within the building trades. Topics covered consist of Design and Blueprint reading, operation of leveling instruments, foundation construction, outdoor slab construction, floor, wall, and ceiling frame construction, roof framing, energy conservation, exterior finish, interior finish, and stairway construction. Students are encouraged to work toward NCCER certification, which will be stored on a national database that can be reviewed by prospective employers and schools for further education. Hands-on experiences consist of preparation for building and building of a shed to specification based on principles related to house construction. Career awareness is explored through the visitation of the Department of Transportation Facility in Coventry, RI. This field trip gives students hands-on experience in the operation and participation of careers found within the building and construction field. Examples of this would be running a backhoe, paver, crane, welding equipment, etc.

7163 CP Fabrication Technologies **1 Credit**

Prerequisite: Intro to Engineering Design 1

This course is for students already familiar with the design process. Students learn how to convert information on blueprints into actual works made of wood or other materials. Applying safety, measurement, hand, and power tools, students will produce a variety of projects using wood. From material preparation to the final product, students will use basic production processes, working drawings, and a plan of procedure to complete skill-developing projects. Topics that will be covered include drafting, design, safety, and various tools and machine use.

7153 CP Woodturning **.5 Credit**

Prerequisite: Woodworking Technologies

In this class, students will use woodworking tools and techniques in conjunction with wood lathes to turn a block of wood into beautiful pieces, including bowls, goblets, toys, and more. Students will use various turning techniques such as spindle turning, faceplate turning, oval/offset turning, and duplicate turning. Students will start with pieces of three limbs and trunks, make them round, and take off from there. They will begin by learning the basic wood lathe tools and techniques and gradually move to more advanced techniques and projects.

VISUAL ARTS

The Visual Arts courses have a spiraling curriculum based on the National Art Education Standards. The fundamentals of Visual Arts develop in depth and complexity as students proceed through the courses. All students are expected to create artwork and respond to artwork. Reading, writing, and homework are important elements of all Visual Arts coursework.

6273 CP Ceramics I .5 Credit

Prerequisite: None

This semester-long course introduces the use of the potter's wheel and hand-building with clay. Surface techniques, modeling, and glazing will be introduced. All students will have a minimum of 2 consecutive weeks learning to use the wheel. Students create functional and sculptural pieces using professional ceramic artist techniques. Works from contemporary ceramic artists such as Tim See, Ben Owen, and Andrew Clark will be used for inspiration.

6283 CP Ceramics II SM .5 Credit

***Prerequisite: Ceramics I* or teacher recommendation**

During this intermediate-level ceramics course, students will develop their use of the potter's wheel as a tool and refine hand-building techniques learned in Ceramics 1. Many of the pieces created will be functional in nature; however, sculpture techniques will also be introduced. Glazing, alternate atmosphere firings, and surface design techniques will be explored to enhance pottery forms. The aesthetics of traditional and nontraditional pottery are explored and reflected upon. Students will also be introduced to ceramic artists, including Woodman, Ohr, Stephen Hill, and Tim See.

6373 CP Ceramics II 1 Credit

***Prerequisite: Ceramics I* or teacher recommendation**

During this intermediate-level ceramics course, students will develop their use of the potter's wheel as a tool and refine hand-building techniques learned in Ceramics 1. Many of the pieces created will be functional in nature; however, sculpture techniques will also be introduced. Glazing, alternate atmosphere firings, and surface design techniques will be explored to enhance pottery forms. The aesthetics of traditional and nontraditional pottery are explored and reflected upon. Students will also be introduced to ceramic artists, including Woodman, Ohr, Stephen Hill, and Tim See.

6364 CP Advanced Ceramics .5 Credit

Prerequisite: Ceramics 1 and 2 or teacher recommendation

LHS Ceramic Artists will continue their journey within the ceramics community in this advanced-level course. You will learn mastery of several techniques in surface design, such as sgraffito, mishima, and underglaze transfer. Those who wish to focus on the use of the pottery wheel will learn to make sets, alter basic shapes, and go big or go home! Those who wish to focus on sculpture and handbuilding will be guided through creations of their design with the teacher as facilitator in the process of students realizing their artistic vision and voice. This is a student-driven course. There will be suggested projects; however, students are expected to bring ideas to the studio that will challenge and excite them. Some of the artist influences that will be introduced are Fanella Elms, Chris Gustin, Jen McCurdy, Halima Cassell, Paul Briggs, and many other contemporary ceramic artists.

6374 CP Ceramics Studio 1 Credit

Prerequisite: Ceramics 1, Ceramics 2, and teacher recommendation

In this full-year course, students are expected to be self-directed learners. They are responsible for submitting proposals for long-term, large-scale projects. They will have a significant degree of autonomy in shaping their own learning. The teacher assumes the role of a troubleshooter and facilitator, providing guidance, support, and assistance as needed, helping students

navigate challenges and providing resources for their projects. Through exploration of the aesthetics of both traditional and nontraditional ceramics, students will be encouraged to experiment and explore with their own artistic interpretations. The primary role of the student is that of artist-scholar. They are expected to engage in research, creative work, exploring various techniques and approaches to works in clay.

6375 CP Ceramics Studio 2 **1 Credit**

Prerequisite: Ceramics Studio

In this full-year course, students will continue their journey with ceramics. Students are expected to be self-directed learners and leaders in the Studio, having spent more time with clay than any other students in the building. They are responsible for submitting proposals for long-term, large-scale projects, so they will have a significant degree of autonomy in shaping their own learning. The teacher takes on the role of a troubleshooter and facilitator, providing guidance, support, and assistance as needed, helping students navigate the challenges and providing resources for their projects, which may include submitting pieces for alternate atmosphere firing in a japanese style anagama wood kiln. The course explores the aesthetics of both traditional and nontraditional ceramics. Students will be encouraged to experiment and explore with their own artistic interpretation and push boundaries of both materials and subjects. They will begin to explore how their art can give them a voice in the world at large. The primary role of the student is that of an artist. They are expected to engage in every aspect of their creative work, exploring various techniques and approaches to pottery and ceramics. The focus will be on artistic expression and craftsmanship. Students will also begin to understand the science behind pottery glazes and how different chemicals will result in different effects.

6505 AP 3D Art & Design **1 Credit**

Prerequisite: Ceramics 1 and 2 (half or full year) or teacher recommendation

Advanced Placement 3D Art and Design is an advanced-level visual arts course for students focusing on creating three dimensions. It is part of the College Board Advanced Placement Program. All AP Art and Design portfolios contain two sections. The Sustained Investigation section will require students to conduct an inquiry-guided investigation through practice, experimentation, and revision. The Selected Works section will show skillful use of materials, processes, and ideas. The AP 3D portfolio is for work that focuses on the elements and principles of art and design including, line, shape, plane, layer, form, volume, mass, space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale balance, contrast, repetition, connection, juxtaposition, and hierarchy. Students can work with materials including clay, glass, fabric, plaster, and found objects.

6503 CP Ceramics Internship **1 Credit**

Prerequisite: Ceramics 1 and 2 and teacher recommendation

This advanced-level arts course is for the student who would like to learn the inner workings of the ceramics studio while deepening their own practice and vision. Students will work independently on a sustained investigation while learning advanced-level techniques with clay. This is for the student who has *already taken Ceramics 1 and 2* (full or half) and would like to continue with ceramics. Periodically, this student will be called upon to assist other students in performing other tasks for maintaining a safe studio space, such as filling and emptying kilns. Artists who enjoy sharing their skills in ceramics through teaching will be considered and recommended first for these positions. Those who wish to be considered for this position will undergo an interview process with the Instructor.

6323 CP Art Foundations **.5 Credit**

Prerequisite: None

In this semester-long course, students will explore the essential concepts of visual art utilizing a variety of media and two-dimensional techniques with a small amount of three-dimensional experiences. They will learn the elements and principles of design while studying various artists, such as but not limited to: Piet Mondrian, M.C. Escher, Henri Matisse, Vincent VanGogh, and the Impressionists. There will be an introduction to careers in the arts, such as graphic design and illustration. This course is intended for students who are unsure of their choice of fine arts proficiency or who wish to explore the visual arts.

6333 CP Art I **1 Credit**

Prerequisite: None

This year-long introductory art course explores the essential concepts of visual art. Students explore a variety of media and two/three-dimensional techniques and processes,s including drawing, painting, printmaking, sculpture, graphic design, and digital sculpting. The elements and principles of design will be studied in depth. The study includes the analysis of the work of exemplary artists: Franz Marc, Janet Fish, Impressionist painters, Durer, Picasso, O'Keeffe, and Warhol, as well as graphic design artists.

6343 CP Drawing & Painting **1 Credit**

Prerequisite: Art I or Art Foundations

This class is for motivated students who have completed Art 1 and wish to further develop their technical skills and expressive abilities in a variety of media. Instruction will focus on conceptually based assignments, in-class discussions, and critique. Students will refine their personal style while investigating historic and contemporary artists and their works. Students will be required to keep a sketchbook. Visual Arts careers will be introduced and explored.

6353 CP Advanced Art **1 Credit**

Prerequisite: Drawing & Painting

In this advanced visual art course, students will be expected to synthesize all fundamental elements of visual art in the development of a portfolio that includes drawing, painting, printmaking, sculpture, and graphic design. Students are expected to do in-depth analysis and evaluation of their work and the work of others. Significant art and artists, including DaVinci, Rembrandt, Kandinsky, Pop Art Movement artists, Magritte, and Gehry, will be explored.

6355 AP Studio Art/Portfolio **1 Credit**

Prerequisite: Advanced Art and portfolio assessment

The Advanced Placement Art and Design course is part of the College Board Advanced Placement Program and is offered to all students wishing to submit a portfolio of work to the College Board for possible college credit. This is a fast-paced track where students will complete a portfolio consisting of a sustained investigation of 15 individual works and 5 selected works in Drawing and 2-D design. Complete portfolios will be submitted to the College Board in May. Most colleges require coursework/ electives in the fine arts regardless of major, so all qualified students are encouraged to enroll.

6354 CP Studio Art **1 Credit**

Prerequisite: Advanced Art and portfolio assessment

Studio Art is for the serious and focused art student wishing to continue their art explorations from Art 1, Drawing and Painting, and Advanced Art (or as permitted by the qualified teacher). This course is open to Seniors that would like to explore more in-depth specific materials. In this course, students will complete a portfolio that shows a synthesized

comprehension of the visual arts concepts and problem-solving skills. All students are expected to do in-depth analysis and evaluation of their work and the work of others.

6363 CP IDEA Lab **.5 Credit**

Prerequisite: None

Innovation, **D**esign, **E**ngineering, and **A**rt! This course is designed to bring students together as a community of critical and creative exploration. Students will work with a wide variety of materials such as found objects, glass, clay, plaster, paint, resin, and sculpting. The classroom will be transformed into a visual arts lab where students will be encouraged to experiment, ask questions, and be curious. We will not just be "thinking outside the box" but closely examining "The box" and finding other ways to use it.

6463 CP Visual Journaling **.5 Credit**

Prerequisite: None

This visual journaling course is ideal for the student who thinks they can't draw and for the student who wants to take their creative skills to another level. Visual Journaling takes students on a journey that expands the mind, creative thinking, and problem-solving. With a focus on personal expression and media exploration, art techniques explored include collage, drawing, painting, and printmaking. A variety of written pieces, including short stories, poetry, quotes, and song lyrics,s as well as contemporary world issues, will serve as inspiration for art journaling.

6413 CP Graphic Design 1 **.5 Credit**

Prerequisite: None

Required for Graphic Design Communications CTE

Graphic Design is a class that teaches art and technology. In this class, students will use design as a creative process in communication. Students will also explore various methods used to create and combine words, symbols, and images to create a visual representation of ideas and messages. Students will use traditional art materials along with the basic elements and principles of art, and also learn how to use the Adobe Creative Cloud programs (Photoshop & Adobe.) This class teaches the basics of Graphic Design through an illustrative and corporate view.

6423 CP Graphic Design 2 **.5 Credit**

Prerequisite: Graphic Design 1

Required for Graphic Design Communications CTE

Graphic Design 2 is an advanced graphics class for those students who are interested in continued learning about the Graphic Design field and career. The student will further explore how to utilize artistic elements and principles of design as well as advanced techniques in Adobe Creative Suite programs, InDesign, Photoshop, and Illustrator, industry standard Graphic programs. Students will create logos, posters, and brochures for community partners from beginning thumbnails to final concept presentations. They will present their concept to clients and participate in formal and informal critiques.

6426 CP Graphic Design Internship **1 Credit**

Prerequisite: Graphic Design 2

The Graphic Design Internship course will provide advanced students in the Graphic Design Communications CTE pathway with authentic, work-based learning experiences in visual communication, branding, and digital design. Students will apply the skills they have developed in Graphic Design 1 & 2 (or equivalent courses) to real-world projects that serve the school community and local organizations. The course will operate as a professional design studio and a supervised internship experience, fostering industry-level skills and career readiness.

This course is designed to bridge the classroom learning with professional application. As the creative industry continues to evolve with digital media, students benefit from opportunities to engage in real client projects, meet deadlines, and build portfolios reflecting authentic design challenges. The internship component supports the CTE goals by strengthening employability, communication, and problem-solving skills. Students will gain firsthand experience in client collaboration, project management, and creative decision making–all essential for success in college and career pathways in design and communication fields. Additionally, the course provides meaningful connections between school and community, showcasing students' abilities while supporting local initiatives through design work.

6424 CP Digital Design .5 Credit

Prerequisite: none

Required for Graphic Design Communications, CTE

Digital Design is a hands-on elective within the Graphic Communications CTE pathway that gives students real-world experience across multiple design fields. Students explore a range of creative disciplines—graphic design, publication/layout, product and packaging, fashion, interior, and architectural design—while building industry-aligned skills using professional tools and workflows.

This course operates like a working design studio: students collaborate on projects, communicate concepts and critiques, think critically through design challenges, and practice self-directed learning to bring ideas to life. While ideal for students interested in creative or design-focused majors, this course is also highly valuable for students pursuing business, engineering, finance, marketing, and other fields where innovation, visual communication, and problem-solving are essential.

Create. Communicate. Design your future.

6425 CP Capturing and Creating/Photography & Design .5 Credit

Prerequisite: Graphic Design I, Digital Design

Required for Graphic Design Communications CTE

This course introduces students to principles of digital photography and graphic design, combining creativity with technical skills. Students will explore concepts such as composition, color theory, typography, and visual storytelling while learning to use industry-standard software – specifically, the Adobe Creative Suite (Photoshop and Illustrator). Through hands-on projects, students will develop skills in photo editing, digital illustration, and creating professional-quality photos and designs. The course also emphasizes the importance of design ethics, visual communication, and critique, preparing students for future studies or careers in creative industries.

WORLD LANGUAGES

Lincoln High School offers World Language courses in French, Portuguese, and Spanish. Today's global economy requires young people to engage in a world that speaks many languages. Students will be instructed in these languages by means of the five Cs of the American Council on the Teaching of Foreign Languages World-Readiness Standards for Learning Language: Communication, Culture, Connections, Comparisons, and Communities. Students who excel in languages will have opportunities to demonstrate their skills on exams such as the Le Grand Concours, National Portuguese Exam, and National Spanish Exam. For those interested in earning the RIDE Commissioner's Seal of Biliteracy Council Designation on their diploma, students will be offered the ACTFL Assessment of Performance towards Proficiency in Languages exam.

French

4013 CP French 1 **1 Credit**

Prerequisite: None

A successful experience in this course is facilitated by students' working knowledge of vocabulary and grammar application in English. Students are introduced to French in the four skills of speaking, listening comprehension, reading, and writing, to be able to understand elementary French. Students will also be exposed to French culture, making them more sensitive to cultural differences. Students wishing to be recommended for 4044 French 2 must excel in French 1 and show intellectual curiosity, maturity, and motivation needed to handle the honors program.

French 2

The second year of French focuses on developing oral skills in conjunction with an expansion of grammar and vocabulary needed to continue this sequential course. Students are expected to constantly review the vocabulary and grammar covered during the first year to be able to gain confidence in applying it orally and in writing. Various aspects of Francophone culture will be covered throughout the year.

4044 Honors French 2 **1 Credit**

Prerequisite: A grade of A- or higher in 4013 French 1 and teacher recommendation

This sequential Honors course is designed for students who see the intrinsic value of learning other languages and cultures. It requires students to have a working knowledge of previously learned materials. Students will understand and correctly apply grammatical structures while retaining new vocabulary. Francophone culture will continue to be expanded. This course will be increasingly conducted in French.

4033 CP French 2 **1 Credit**

Prerequisite: 4013 French 1

After a review of French 1 material, students are taught new expressions and vocabulary along with more difficult grammatical structures. This course strengthens the four skills. The study of Francophone culture will be expanded.

French 3

In the third year of the language, students are expected to be well prepared in all of the grammar and vocabulary covered during the first two years of the language. This is essential to be able to properly apply the new grammar and vocabulary in a higher level of oral and written expression.

4064 Honors French 3 **1 Credit**

Prerequisite: A grade of B+ or higher in 4044 French 2 and/or teacher recommendation

In this Honors course, students will use the knowledge gained in previous courses in speaking, reading, writing, and listening comprehension. Concepts of grammar and structure will be further expanded, refined, and reinforced through a variety of media, helping the student to attain greater ease in French. Students will be able to express themselves clearly in a variety of verb tenses. The essential grammar will be covered and/or reviewed this year. Students will expand their writing skills by appropriately applying the vocabulary and grammar that they have learned. Students must display self-reliance, flexibility, and adaptability to be able to handle the more complex aspects of language learning. Cultural study and appreciation will be further expanded. This course will be conducted increasingly in French, and students are required to be actively involved in oral work.

4053 CP French 3 **1 Credit**

Prerequisite: 4033 French 2

The practical everyday use of speaking and listening comprehension in French will be emphasized in this course. A review of previously studied grammar and vocabulary will be followed by new material. Students will be able to describe events in

the present, past, and future tenses and will be encouraged to express themselves in French. The student's ability in reading and writing will be enhanced through the use of a variety of media. Cultural awareness is further expanded. This course will be increasingly taught in French.

French 4

The fourth year of the language requires a good vocabulary and grammar foundation to be able to successfully handle the oral and written work throughout the year. Students will be involved with various types of readings, which will enable them to further expand their understanding of the language and culture through various media.

4074 Honors French 4 **1 Credit**

Prerequisite: A grade of B+ or higher in 4064 French 3 and/or teacher recommendation

Readings and discussions in Honors French 4 will include the use of works by French writers as well as current events. Through these readings and discussions, as well as the text, students will further expand their ability to express themselves orally and in writing. A variety of media will also help to expand their listening comprehension skills. Advanced grammar and vocabulary will also help prepare those students who will take the SAT II Test in French. There continues to be a focus on cultural awareness. The course is conducted primarily in French.

4073 CP French 4 **1 Credit**

Prerequisite: 4053 French 3

Students who wish to continue their study of the French language for personal growth will have the opportunity in French 4. Stories and text-based discussions will allow students to increase and solidify their knowledge of French vocabulary as well as develop greater ease in communication, both in writing and orally. Students are expected to actively participate in oral work. There continues to be a focus on cultural awareness. This class is predominantly conducted in French.

French 5

This course is geared to the student who wants to improve all aspects of the language. It focuses on oral expression, and students are expected to fully participate in conversation. Particular emphasis will also be placed on composition. All aspects of grammar will be applied both orally and in writing. Cultural expansion will continue through the use of various media.

4094 Honors French 5 **1 Credit**

Prerequisite: A grade of B+ or higher in 4074 French 4 and/or teacher recommendation

This course is an expansion of Honors French 4. Students will be exposed to literary works as well as contemporary writings from various sources as a means of expanding the students' level of proficiency in French. Students must display a desire to be challenged and the necessary perseverance to handle this level of language study. This course will be conducted in French, and students are required to be actively involved. Cultural awareness is further expanded throughthe use of various media.

4083 CP French 5 **1 Credit**

Prerequisite: 4073 French 4

Students will continue reading stories and articles in French, allowing them to develop a greater understanding of the written language. Through these readings, students will further develop greater ease in listening, comprehension, and speaking. Cultural awareness is further expanded mostly through the use of various media.

Portuguese

4513 CP Portuguese 1 **1 Credit**

Prerequisite: None

A successful experience in this course is facilitated by students' working knowledge of vocabulary and grammar application in English. As an introductory course, Portuguese 1 is designed for students with little or no previous study of the language. This course teaches basic language patterns and vocabulary. It progressively enables the student to: (1) comprehend the language at a conversational speed; (2) read material involving vocabulary and construction studies; (3) write in idiomatic style (everyday expressions about ordinary activities); (4) speak and interact with proper pronunciation, intonation and inflection; (5) understand cultural perspectives, customs, art and music of the countries where the language is spoken. All of the above will be accomplished using subjects within the students' vocabulary range. Active participation is required.

4553 Honors Portuguese 2 **1 Credit**

Prerequisite: Portuguese I and teacher recommendation

This Honors course is designed for students who see the intrinsic value of learning other languages and cultures. This course places special emphasis on oral Portuguese. It requires the student to develop facility in conversation and listening comprehension, and to understand and correctly apply grammatical structures. The course demands a knowledge of the most common idioms, good Portuguese pronunciation, and an extensive Portuguese vocabulary. Cultural study and appreciation of the Lusophone World are expanded. This course will be increasingly conducted in Portuguese.

4523 CP Portuguese 2 **1 Credit**

Prerequisite: Portuguese I

The second year of Portuguese focuses on developing oral skills in conjunction with an expansion of grammar and vocabulary needed to continue this sequential course. Students will be expected to constantly review the vocabulary and grammar covered during the first year to be able to gain confidence in applying it orally and in writing. Various aspects of Lusophone culture will be covered throughout the year. This course expands upon and reinforces objectives and skills presented in Portuguese 1. Emphasis is placed on comprehension (listening and reading), writing, and speaking practice in the language using a variety of activities incorporating familiar and new vocabulary and structures. Continuous effort to use the target language is essential. Active participation is required.

4563 Honors Portuguese 3 **1 Credit**

Prerequisite: A grade of B+ or higher in Portuguese 2 and/or teacher recommendation.

In this Honors course, students will use the knowledge gained in previous years in speaking, reading, writing, and listening comprehension. Concepts of grammar and structure will be further expanded, refined, and reinforced, helping the student to attain greater ease in Portuguese. Students will be able to express themselves clearly in a variety of verb tenses. The essential grammar will be covered and/or reviewed this year. Students will greatly expand their writing skills by appropriately applying the vocabulary and grammar that they have learned. Students must display self-reliance, flexibility, and adaptability to be able to handle the more complex aspects of language learning. Cultural study and appreciation of the Lusophone World will be further expanded. This course will be primarily conducted in Portuguese, and students are required to be actively involved in oral work. Both the Brazilian and European Portuguese language structures and culture will be incorporated by using authentic reading materials.

4533 CP Portuguese 3 **1 Credit**

Prerequisite: Portuguese 2

Students enrolled in this course will build upon the concepts established in Portuguese I and II. The course will be conducted 90% of the time in the target language with emphasis on communicative proficiency. Speaking and writing will be emphasized throughout the course, utilizing more complex grammar structures and vocabulary. Listening and reading of authentic resources will be incorporated as well. Both the Brazilian and Portuguese language structures and cultures will be incorporated.

4573 Honors Portuguese 4 **1 Credit**

Prerequisite: Honors Portuguese 3 B+ or by teacher recommendation

This course will survey cultural and historical works from around the Lusophone World (Portugal, Brazil, Angola, Mozambique, East Timor, Guinea-Bissau, Cape Verde, and São Tomé and Principe). Short stories, poetry, music, film, current events, and popular culture will dominate class discussion in the target language. Students will utilize speaking, listening, reading, and writing skills throughout the year with emphasis on conversational Portuguese in a variety of settings. The class will be facilitated by the use of authentic texts and media.

4543 CP Portuguese 4 **1 Credit**

Prerequisite: Portuguese 3

Students enrolled in this course will build upon the concepts established in Portuguese I, II, and III. The course will be conducted 100% of the time in the target language with emphasis on communicative proficiency. Speaking and writing will be emphasized throughout the course, utilizing more complex grammar structures and vocabulary. Listening and reading of authentic resources will be incorporated as well. Use of advanced, authentic texts will be incorporated into the class. Both the Brazilian and Portuguese language structures and cultures will be incorporated.

Spanish

4174 Honors Spanish 1 **1 Credit**

Prerequisite: A grade of A- or higher and teacher recommendation

This honors course is designed for students who see the intrinsic value of learning languages and cultures. It requires the student to develop facility in conversation, listening comprehension, and to understand and apply grammatical structures correctly. The study of other cultures and traditions is also explored as part of the course. Teachers will gradually increase the amount of instruction delivered in Spanish as the year progresses. Students will be expected to work on the following skills: listening, speaking, reading, and writing consistently.

4163 CP Spanish 1 **1 Credit**

Prerequisite: None

A successful experience in this course is facilitated by students' working knowledge of vocabulary and grammar application in English. Students are introduced to Spanish in the four skills of speaking, listening comprehension, reading, and writing, to be able to understand elementary Spanish. Students will also be exposed to Spanish culture, making them more sensitive to cultural differences. Students wishing to be recommended for 4194 Spanish 2 must excel in Spanish 1 and show intellectual curiosity, maturity, and motivation needed to handle the honors program.

Spanish 2

The second year of Spanish focuses on developing oral skills in conjunction with an expansion of grammar and vocabulary needed to continue this sequential course. Students will be expected to constantly review the vocabulary and grammar covered during the first year to be able to gain confidence in applying it orally and in writing. Various aspects of Hispanic culture will be covered throughout the year.

4194 Honors Spanish 2 **1 Credit**

Prerequisite: A grade of A- or higher in 4163 Spanish 1 and teacher recommendation

This Honors course is designed for students who see the intrinsic value of learning other languages and cultures. This course places special emphasis on oral Spanish. It requires the student to develop facility in conversation and listening comprehension, and to understand and correctly apply grammatical structures. The course demands a knowledge of the most common idioms, good Spanish pronunciation, and an extensive Spanish vocabulary. Cultural study and appreciation are expanded. This course will be increasingly conducted in Spanish.

4183 CP Spanish 2 **1 Credit**

Prerequisite: 4163 Spanish 1

After a review of Spanish 1 material, students are taught new expressions and vocabulary along with more difficult grammatical structures. This course strengthens the four skills with greater emphasis on speaking and listening comprehension. The study of Hispanic culture will be expanded.

Spanish 3

The third year of the language focuses on completing all of the most essential points of grammar. Spanish 3 is a sequential course, and as a result, students are expected to be well prepared in all of the grammar and vocabulary covered during the first two years of the language. This is essential to be able to properly apply the new grammar and vocabulary in a higher level of oral and written expression. Cultural awareness becomes more specific, requiring students to get involved in researching various cultural aspects to be presented in class.

4214 Honors Spanish 3 **1 Credit**

Prerequisite: A grade of B+ or higher in 4194 Spanish 2 and/or teacher recommendation

In this Honors course, students will use the knowledge gained in previous courses in speaking, reading, writing, and listening comprehension. Concepts of grammar and structure will be further expanded, refined, and reinforced, helping the student to attain greater ease in Spanish. Students will be able to express themselves clearly in a variety of verb tenses. The essential grammar will be covered and/or reviewed this year. Students will greatly expand their writing skills by appropriately applying the vocabulary and grammar that they have learned. Students must display self-reliance, flexibility, and adaptability to be able to handle the more complex aspects of language learning. Cultural study and appreciation will be further expanded. This course will be primarily conducted in Spanish, and students are required to be actively involved in oral work.

4203 CP Spanish 3 **1 Credit**

Prerequisite: 4183 Spanish 2

The practical everyday use of speaking and listening comprehension in Spanish will be emphasized in this course. A review of previously studied grammar and vocabulary will be stressed. Students will be able to describe events in the present, past, and future tenses, and will be encouraged to express themselves in Spanish. The student's ability to read and write in Spanish will be helped by the use of various texts and media.

Spanish 4

The fourth year of the language requires a strong foundation of vocabulary and grammar to be able to successfully handle the oral and written work throughout the year. Students will be involved with various types of readings, which will enable them to further expand their understanding of the language and culture.

4184 Honors Spanish 4 **1 Credit**

Prerequisite: Honors Spanish 3 B+ or by teacher recommendation

This course will survey cultural and historical works from around the Spanish-speaking world. Short stories, poetry, music, film, current events, and popular culture will dominate class discussion in the target language. Students will utilize speaking, listening, reading, and writing skills throughout the year, with emphasis on conversational Spanish in a variety of settings. The class will be facilitated by the use of various texts and media.

4223 CP Spanish 4 **1 Credit**

Prerequisite: 4203 Spanish 3

This college preparatory course expands upon previously acquired speaking, reading, and writing skills. Students will be responsible for reading short pieces of fiction and analyzing them in order to be able to participate in classroom discussions. A continued study of grammar and its applications will be an element of several oral presentations that will allow students to increase and solidify their knowledge of Spanish vocabulary as well as develop a greater ease in both oral and written communication. The class will also touch upon contemporary cultural issues that impact the Latino community on an ongoing basis. Each semester, students are encouraged to participate in community events that reflect Rhode Island's rich Latino influences. This course is largely conducted in Spanish, and students are expected to actively participate orally in class.

Spanish 5

The fifth year of Spanish continues utilizing the strong foundation of vocabulary and grammar built in previous classes to be able to successfully handle the oral and written work throughout the year. Students will be involved with various types of readings and activities, which will enable them to further expand their understanding of the language and culture and demonstrate speaking proficiency on a variety of topics.

4244 Honors Spanish 5 **1 Credit**

Prerequisite: teacher recommendation and a grade of a B+ or higher in Spanish 4184 or 4223

This course will continue the survey of cultural and historical works from around the Spanish-speaking world. Short stories, plays, poetry, music, film, current events, and popular culture will dominate daily class discussion in the target language. Students will utilize speaking, listening, reading, and writing skills throughout the year, with emphasis on conversational Spanish in a variety of settings. The class will be facilitated by the use of various texts and media.

4243 CP Spanish 5 **1 Credit**

Prerequisite: Spanish 4

This course will continue the survey of cultural works from around the Spanish-speaking world. Short stories, plays, music, film, and popular culture will dominate daily class discussion in the target language. Students will utilize speaking, listening, reading, and writing skills throughout the year, with emphasis on conversational Spanish on a variety of different topics. The class will be facilitated by the use of various texts and media.

Electives

4123 Spanish For Business .5 Credit

Prerequisite: None

This course will offer students the opportunity to acquire specific Spanish language skills used in real business situations. Students will be presented with key vocabulary in a comprehensive-input format, focusing on easily mastered core expressions. Art, photographs, and dialogues, supported by grammar instruction, reinforce the specific real-world language. That makes up the course. This course will also have a cultural component that is directly tied to working in the business world. Students will be required to work on the following skills: listening, speaking, reading, and writing on a consistent basis.

4133 CP Spanish For Health Care .5 Credit

Prerequisite: None

This course will offer students the opportunity to acquire specific Spanish language used in a variety of medical or health settings. Students will be presented with key vocabulary in a comprehensive-input format, focusing on easily mastered core expressions. Art, photographs, and dialogues, supported by grammar instruction, reinforce the specific real-world language that makes up the course. This course will also have a cultural component that is directly tied to working in any medical or health field. Students will be required to work on the following skills: listening, speaking, reading, and writing consistently.

NOTE: Elective courses with insufficient enrollment may not be offered during the 2026-2027 school year.