NORTH PROVIDENCE HIGH SCHOOL



COURSE OF STUDY

NPHS Website

The mission of the North Providence High School is to educate all students in a safe, nurturing, and challenging environment which empowers them to become well-rounded individuals who are life-long learners and productive members of society.

 Approved by School Committee 8/26/2026

NORTH PROVIDENCE HIGH SCHOOL

Administration

Joseph Goho, Superintendent

Louise Seitsinger, Assistant Superintendent

Cynthia VanAvery, Director of Student Services

Matthew Hicks, Director of Human Resources

Lisa Casinelli, Director of Finance

Christen Magill, Principal

Wayne Talbot, Assistant Principal

Kathleen Lisi, Assistant Principal

Melissa P. Caffrey, Director of Pathways

DEPARTMENT CHAIRPERSONS

Russell Paone, Guidance

Lynne DePalma, Special Education

Melissa Thomas, English

Maria Branco, Mathematics

Janice DiNoble, Physical Education/Health

Michael Cicerone, Science

Crystal Bozigian, Social Studies

Stephen Morrison, Business and Unified Arts

Amalia DeAngelis, World Language

NORTH PROVIDENCE HIGH SCHOOL

PRINCIPAL'S MESSAGE 5

GRADUATION EXPECTATIONS 6

ACCREDITATION STATEMENT 7

HIGH SCHOOL CURRICULUM

I. COLLEGE PREPARATORY EDUCATION 8
II. COMPREHENSIVE EDUCATION 8
III. HONORS EDUCATION 8-9
IV. ADVANCED PLACEMENT COURSES 9
V. CTE PROGRAMS 9
VI. DUAL ENROLLMENT PROGRAMS 10
VII. NORTH PROVIDENCE YOUTH COMMISSION 10-11

REQUIREMENT FOR GRADUATION (NPHS Diploma System) 11
PERFORMANCE BASED GRADUATION REQUIREMENTS 11,12
STATE TESTING REQUIREMENTS 12
DIPLOMA COMMENDATIONS & CERTIFICATES 12
TRANSFERS & APPEALS 12
MARKING SYSTEM 13
G.P.A COMPUTATION POLICY 13
STANDARD STUDENT SCHEDULE 13
GUIDANCE SERVICES 13
READING PROGRAM 14
ADD/DROP POLICY 14
PARENT MEETINGS 14-15
SUMMER SCHOOL 15
LIBRARY MEDIA CENTER 15

COURSE DESCRIPTIONS

I. ART DEPARTMENT 16-20
II. BUSINESS EDUCATION DEPARTMENT 20-23
III. ENGLISH DEPARTMENT 24-29
IV. MULTI-LANGUAGE LEARNERS 29
V. WORLD LANGUAGE DEPARTMENT 29-31
VI. MATHEMATICS DEPARTMENT 32-37
VII. MUSIC DEPARTMENT 38-39
VIII. PHYSICAL EDUCATION DEPARTMENT 40
IX. SCIENCE DEPARTMENT 40-45
X. SOCIAL STUDIES DEPARTMENT 45-49
XI. SPECIAL EDUCATION DEPARTMENT 49-50
XII. SPORTS & CLUBS 5

School Improvement Plan

Approved by the School Committee… 8/26/2026

NORTH PROVIDENCE HIGH SCHOOL

Mission Statement

The mission of the North Providence High School is to educate all students in a safe, nurturing, and challenging environment which empowers them to become well-rounded individuals who are life-long learners and productive members of society.

Core Values & Beliefs

AT NPHS WE BELIEVE IN:

- the ability of all students to learn
- in a student – centered educational program that reflects rigor, relevance, and relationships
- collaboration and communication among students, teachers, administrators, parents and community
- recognizing and adapting to the needs of our students ongoing evaluation of the educational program, using best practices to improve teaching and learning
- fostering and promoting literacy across all disciplines
- an educational program that prepares students for higher education and the global marketplace of the 21st century
- community service learning as an essential component of student growth

NORTH PROVIDENCE HIGH SCHOOL
PRINCIPAL'S MESSAGE

Dear Students and Community Members:

The Mission of North Providence High School is to educate all students in a safe, nurturing, and challenging environment which empowers them to become well-rounded individuals who are life-long learners and productive members of society. Further, the North Providence High School community has identified six components of our Vision of the Graduate. An NPHS graduate will demonstrate proficiency in the areas of productivity and responsibility, adaptability, critical thinking and innovation, collaboration, content knowledge and lastly communication. These components are reflected in the 21st century learning expectations in the areas of knowledge, problem-solving, communication, and responsibility. These research based academic, civic, and social expectations specify what all students should know and be able to do upon graduation.

Our educational program is designed to engage students in active, collaborative learning that emphasizes the development of critical thinking skills to be applied to real-world concepts. Further, we believe that an educational program that is academically challenging and student-centered will provide our young adults with a strong foundation for future success in higher education and the global marketplace.

In developing a personalized program for each student, we remain committed to maintaining clear, rigorous, and demanding standards that encompass all the necessary skills that students must demonstrate in order to succeed as responsible citizens of the 21st Century. These standards define what we expect of our students and assist us in identifying strategies to support effective curriculum, instruction, and assessment practices in every classroom.

As students select a program of study, it would be wise to discuss plans with teachers, counselors, and family members so that careful consideration can be made in developing a personalized plan which addresses all of the students' educational needs.

Our sincerest best wishes for a positive and productive educational experience at North Providence High School.

Respectfully,
Christen A. Magill, M.Ed.
Principal

21st CENTURY GRADUATION EXPECTATIONS

All graduates of North Providence High School must possess a common core of knowledge, skills and dispositions needed to become responsible citizens, productive workers, and life-long learners. The North Providence High School Community has identified and adopted four core 21st Century Graduation Expectations which support the accomplishment of the school's mission and are aligned with the standards and performance indicators identified in district and school curriculum documents. These interdisciplinary expectations encompass academic, civic, and social outcomes and identify what a North Providence High School student should know and be able to do upon graduation.

The North Providence High School graduate will be able to:

1.0 achieve proficiency in all content areas of a standards-based curriculum by:
- **1.1** acquiring and applying knowledge and skills within and across the curriculum
- **1.2** analyzing and evaluation information
- **1.3** applying technology as a learning tool across all disciplines

2.0 solve problems and make decisions effectively by:
- **2.1** working cooperatively and/or independently
- **2.2** applying problem-solving strategies
- **2.3** utilizing resources and time effectively
- **2.4** accessing, compiling, interpreting, and presenting data and information

3.0 display a strong sense of self-discipline which enables him/her to act responsibly by:
- **3.1** making informed life and career decisions (**SOCIAL)**
- **3.2** recognizing and respecting the diversity and individuality of others (**CIVIC**)
- **3.3** understanding and accepting the benefits and consequences for his/her behavior (**SOCIAL**)
- **3.4** participating in community service, leadership roles, and/or school activities (**CIVIC)**

4.0 communicate effectively by:
- **4.1** reading widely and critically
- **4.2** writing clearly, concisely, and persuasively
- **4.3** speaking, listening, and interpreting effectively
- **4.4** mastering technology as a means of communication





ACCREDITATION STATEMENT

North Providence High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary school through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administration staff of the school or college. Individuals may also contact the Association:

HIGH SCHOOL CURRICULUM

I. COLLEGE PREPARATORY EDUCATION

The College Preparatory curriculum at NPHS is intended to provide the fundamental preparation for college. Since the entrance requirements for colleges vary considerably, students should consult their school counselor and the catalog of the colleges in which he or she is interested to plan a program that will meet all requirements. Although the college course covers the requirements of almost any college or university, some institutions require additional subjects or courses. Additionally, the College Preparatory curriculum is designed to enable all students to achieve the school's Graduation Expectations in the area of knowledge, communication, problem solving, and responsibility; as well as state and national performance standards in English, mathematics, science, social studies, world languages, business, health/physical education, unified arts, and applied learning. Achievement will be measured using a variety of traditional, authentic, and performance-based assessments. The goal of the College Preparatory curriculum is to prove a rigorous, personalized, and student-centered learning experience in preparation for entrance into a four-year college.

II. COMPREHENSIVE EDUCATION

The Comprehensive Education curriculum provides a solid foundation for those students who plan to attend a two-year college, a technical school, to enter the military, or to enter the workforce upon graduation. Additionally, the Comprehensive Education curriculum provides a more personalized setting and pace to enable all students to achieve the school's Graduation Expectations in the areas of knowledge, communication, problem solving, and responsibility, as well as state and national performance standards in English, mathematics, science, social studies, world language, business, health/physical education, unified arts, and applied learning. Achievement will be measured using a variety of traditional, authentic, and performance-based assessments. The goal of the Comprehensive Education curriculum is to provide a challenging learning experience to be applied to real-world concepts in preparation for a variety of post-secondary options.

III. HONORS EDUCATION

The Rhode Island College Early Enrollment Program is a concurrent enrollment program that offers college credit at Rhode Island College, and other colleges, to high school students for certain courses which they take at their respective high schools. The curriculum is established by RIC. The EEP provides the means for high school students to get a head start in college by obtaining college credits, and introducing high school students to college level coursework. The EEP is also a formal program that fosters communication between high school communities to help ensure proper articulation.

Honors credit may be received in the following courses:

Honors American History
Honors Chemistry
Honors English
Honors Spanish IV
Honors Music
Honors Visual Arts in Society

Honors Business Management

Students' selection to all honors level courses will be determined by each respective department chair, who will consider teacher recommendations and previous grades which can be no lower than a B (84-86) average.

IV. ADVANCED PLACEMENT COURSES available in:

American History	English Composition	Music Theory
Biology	English Literature	Physics
Calculus AB	European History	Psychology
Chemistry	Government	Statistics
Computer Science A	Italian	Virtual High School Courses
Computer Science Principles	Spanish	

V. CTE PROGRAMS

Career and Technical Education (CTE) provides an important pathway to success for high school students, offering each student unique opportunities to personalize his or her education based on their career interests and learning needs. CTE Programs enable students to begin their college and professional lives more quickly by integrating high school classes, college courses, and Work Based Learning experiences with industry partnerships.

NPHS offers 9 CTE Pathways. Students can explore Air Force JROTC, Business and Financial Management, Computer Science, Law and Public Safety, Marine Trades (Boatbuilding), Pre-Engineering, Sports Medicine, Performing Arts, and PTECH Health Science. As part of the pathway, students will take 3 to 4 CTE classes connected to their program of study potentially earning industry certifications and credentials. Students will be offered opportunities to take college level courses with either CCRI, RIC, RWU, URI, and more. Additionally, students will accrue 80 hours of WBL over the course of 4 years working with a corporate partner(s) to include mentoring, on-site visitations, 21st century skills instruction, potential internships, and possible job opportunities upon graduation.

CTE Programs serve as a catalyst of change where students are self-directed learners in a personalized learning environment, embracing 21st century skills, knowledge, and habits, enabling them to become productive members of a global society. CTE Programs are academically challenging, meaningful, and student-centered, providing our young adults with a strong foundation for future success in higher education as well as work based learning in the global marketplace.

Please see our website for more information: NPHS CTE Programs

VI. DUAL ENROLLMENT PROGRAM

Through formal agreements with local colleges and universities, NPHS students can earn college credits at a reduced cost while in high school. Students who are interested in dual enrollment options should speak to their guidance counselor and obtain written permission from the principal in advance.

Advanced Placement: Juniors and seniors take AP courses in various subjects at NPHS and complete the College Board standardized final examination.

Early Enrollment: Juniors and seniors take honors courses in various subjects at NPHS and earn transferable college credits through Rhode Island College.

Early Credit High School Program: Juniors and seniors take courses at NPHS and earn transferable college credits through the University of Rhode Island (U.R.I. Writing).

Project Running Start: Qualified seniors may complete their final year of high school as a full-time student at Community College of R.I.

High School Enrichment Program: For enrichment purposes, students can earn six (6) college credits per semester at Community College or R.I. which may be accepted at NPHS.

Project Access: Qualified seniors may complete their final year of high school as a full-time student at Johnson & Wales University.

Law, Public Safety, and Security Project: Students can take courses in science (Forensics) and social studies (Law & Society, Criminal Justice) to earn transferable college credits through Roger Williams University.

Information Technology: Students can enroll in the course Information Technology to earn a transferable college credit through New England Institute of Technology.

VII. NORTH PROVIDENCE YOUTH COMMISSION

Students who participate in and successfully complete the requirements of the North Providence Youth Commission serves to institute positive change and honor our community through representing the youth

voice. Students will be afforded the opportunity to better the lives of themselves and their peers while assisting with and implementing meaningful community service learning projects, as well as providing a public voice to impact positive change within our community. In addition to earning credit towards graduation, students will gain valuable leadership and life experience. All students are eligible to apply to the NP Youth Commission. Requirements include successful participation in a yearly Summer Leadership Academy. Regular attendance at Youth Commission meetings, and completion of an individual/team community service learning project. Acceptance and successful completion are determined solely by the Director of the Youth Commission.

NPHS DIPLOMA SYSTEM

NPHS requires a composite measure of each student's overall proficiency in six core academic areas: English, math, science, social studies, the arts, and technology. These six core content areas are aligned to state adopted standards and locally adopted national standards in those content areas for which there are no state standards. This composite measure shall be derived from a conjunctive review of two sources of evidence: (1) successful course completion (2) successful completion of a Senior Project.

GRADUATION COURSE CREDIT REQUIREMENTS FOR THE CLASS OF 2028 AND AFTER

A minimum amount of 20 credits is required for graduation

SUBJECT	COURSES REQUIRED TO GRADUATE
English	4
Science	3
Social Studies	3
Mathematics	4
World Language	2
Physical Education (4 years)	4
Health (4 quarters)	4
Electives	2 minimum

All students must attempt a minimum of seven (7) credits each year. Not all courses receive a full credit. Electives may include courses in unified arts, business/technology, and world languages. Students participating in specialized pathways may progress in their courses through an accelerated schedule to demonstrate proficiency. See the NPHS Course of Study Catalog for further information.

PERFORMANCE-BASED GRADUATION REQUIREMENT

Senior Project. All seniors are required to complete a Senior Project. The nationally certified Senior Project is aligned to the school's 21st Century Graduation Expectations, as well as appropriate state/national

standards, and also serves as an important vehicle to assess students' college and career readiness. Seniors must choose a field of interest, complete at least eight (8) hours of independent work with a community

mentor in the field, maintain a log and reflective journal, assemble a portfolio of the experience, and deliver a culminating oral presentation to community judges.

STATE TESTING REQUIREMENTS (Set forth by the Rhode Island Department of Education) ● Grade 10 – PSAT ● Grade 11 – SAT ● Grade 11 – Next Generation Science Testing

DIPLOMA COMMENDATIONS & CERTIFICATES

NPHS will recognize students who achieve above the minimum achievement level through state assessments, course work, and performance-based assessments. The BoR shall establish the minimum criteria necessary to earn a Regent's commendation. NPHS may award certificates of academic and technical skill achievement and work readiness and life skills to any student who has satisfactorily completed specific coursework or other standards-based activities that indicate a recognized level of knowledge and/or skills. Certificates may be included as part of a student's transition plan to post-secondary academic or work training programs. Currently, Science, Technology, Engineering & Math. (STEM) as well as Bi – Literacy seals are offered to students.

TRANSFERS & APPEALS

In order to receive a North Providence High School Diploma, students who transfer from another school will have their transcripts reviewed to determine if any modifications in course, credit, or PBGR requirements are warranted. Graduation decisions shall be the responsibility of the principal in consultation with the professional staff. Parents will be notified of potential graduate/non-graduate status during the fourth quarter deficiency period. Non-graduate status may be the result of any of the graduation requirements not being met. Parents may appeal the graduate/non-graduate status by submitting a written request for a hearing with the principal and appropriate staff. Results of the hearing may then be appealed through a written request for another hearing with the superintendent of schools. The appeals process shall consider all valid sources of evidence that demonstrate and document student proficiency at a level commensurate with the BoR requirements.

MARKING SYSTEM

Report cards are issued through the Skyward parent portal every quarter. Each quarterly mark is indicative of the quantity and quality of the work done from the beginning to the end of that quarter only. For a full-year course, the final mark will be the weighted average of the four quarterly marks and the semester exams. For semester courses, the final mark will be the weighted average of two quarterly marks of the exam of the semester in question.

G.P.A. COMPUTATION POLICY

A grade table "4_OGDTB.GTB" that calculates student G.P.A. is incorporated into the school computer system. In calculating student G.P.A., the table includes a number of factors, such as the grades received for each course (0-100), the course point value (Honors courses, AP and Enriched courses have an elevated value), and a specific value calculated for courses assigned a grade of pass/fail. Courses at NPHS are weighted towards GPA and Class Rank as follows:

Advanced Placement: weight of 5
Honors/EEP: weight of 4.5
Enriched classes: weight of 4.25
All other classes: weight of 4.0

STANDARD STUDENT SCHEDULE

All students are expected to take seven (7) academic subjects yearly.

GUIDANCE SERVICES

Every student at North Providence High School is assigned to an experienced certified school counselor. In accordance with the National Standards for School Counselors, counselors provide information and counseling assistance relative to education, vocational, social, as well as assistance with personal problems and goals. It is the goal and policy of the Guidance Department that each counselor will regularly meet with each student in a variety of settings as many times as possible throughout the school year.

In order to personalize the educational experience, the Guidance Department has developed an Individualized Learning Plan (ILP) of academic objectives, career goals, and interests of each student. The ILP will start in freshman year and be updated annually at counselor/student conferences. School counselors utilize the ILP to

assist individual students with the course selection scheduling process which includes a sign-off sheet for parents. Parents are encouraged to work closely with the counselor regarding the ILP process.

Counselors are responsible for preparation of all transcripts necessary for colleges and employment. Assigned counselors assist students with course selection, program modifications, assistance with post secondary planning, and assistance with referrals to in-school and out of school's services. Counselors represent their respective students at all special needs conferences. Guidance services have been expanded to include the services of professionally trained and experienced support staff-school social worker, psychologist, substance abuse counselor, speech and language therapist, MLL coordinator, school nurse, and other services.

READING PROGRAM

In order to comply with the R.I. Regents' Regulations for High Schools, NPHS has a scaffolded adolescent literacy program in place for all students. Our school-wide efforts involve providing all teachers with ongoing professional development in the area of content-specific literacy so that teachers may regularly apply research-based strategies to assist students with literacy skills.

Under the supervision of the reading specialist, all students are tested in the fall using a scientifically-based standardized reading assessment. Students who are assessed at 1-2 years below grade are categorized as needing "targeted" literacy instruction. These students are scheduled with teachers who are highly trained in the area of literacy and apply teaching strategies to assist students with reading in the particular content area. All 9th graders are required to take Literacy Skills class which is taught by highly trained English teachers who focus on the development of reading skills that can be applied across the curriculum.

Students who are assessed at 3 or more years below grade may be assigned a written Personal Literacy Plan (PLP) for "intensive" literacy remediation and intervention. The reading specialist works closely with classroom teachers and guidance counselors to identify those students requiring a PLP. Students who receive a PLP are required to take reading class (academic literacy) which is taught daily by the reading specialist. The reading specialist is responsible for implementation of the PLP to enable the student to reach grade level. Strategies for remediation which are implemented in the reading class focus on scientifically-based literacy research. During the intensive literacy instruction, students work individually and in small groups with the reading specialist who also provides support and monitors the progress of students in their regular classes.

Students may test out of the class once grade level is attained. A notification letter is mailed to the homes of all students who receive a PLP.

ADD/DROP POLICY

Changes to student schedules will not be allowed once the school year begins, unless there are mitigating circumstances or a schedule error.

PARENT MEETINGS

It is only when there is harmonious collaboration between home and school that the educational process can develop and progress smoothly. Parents are encouraged to meet with counselors and teachers as needed. All such meetings should be scheduled several days in advance so that time can be set aside from the school counselors' daily task of seeing students.

SUMMER SCHOOL

1. Any student who fails with a grade of 55 or above may attend summer school at the student's expense.

2. The summer school grade will count as a **65** for purposes of GPA and class rank.

3. Students may elect to seek a private tutor certified in the subject area. Students who choose this option must participate in thirty (30) hours of private tutoring at the student's expense. Requests for private tutoring must be submitted in writing to the principal in advance for approval.

4. Students may not be tutored by any faculty member of North Providence School System or by any parent or relative of the student.

LIBRARY MEDIA CENTER

North Providence High School houses a state-of-the-art Library Media Center that is considered our largest classroom and the hub of valuable learning opportunities for our students. Students are strongly encouraged to utilize the resources available to them in our library for independent research as well as for their research projects and assignments. The library is open and available for student use during school hours. Additionally, the Library Media Specialist is available after school every Tuesday during the assigned coaching period as well as other days. Freshmen are introduced to the Library through an orientation program conducted through the Literacy Skills classes at the beginning of the school year. Further, the Literacy Skills program required of all freshmen allows students to spend additional time in the library for instruction and research. The Library Media Specialist provides an overview of resources to all the other skills classes throughout the year. The library also contains approximately 19,000 volumes of books as well as access to online resources. NPHS Library Media Center is a member of RILINK, the Rhode Island Library Information Network for Kids which provides shared resources. The library subscribes to JSTOR, EBSCO, and AskRI which gives students and faculty access to digital academic and scholarly materials in databases. Recently, the library has added Sora to the digital collection which provides all students and faculty access to an extensive collection of ebooks, audiobooks, and online periodicals. The media center has a main reading area, additional networked computer stations, a large screen presentation area, copy machines, and a monthly themed display of books. As the hub of the school, the library is utilized throughout the school year for exhibits of student work, as well as for various activities such as "Math Puzzle Day" and our "International Festival."

COURSE DESCRIPTIONS

I. ART DEPARTMENT

902 BASIC DRAWING **½ credit**

The basic drawing techniques and materials will be introduced. Contour drawing, traditional shading, stippling, cross hatching, perspective studies, still life, poster design, scratchboard and observation drawing will be studied. Interdisciplinary units linked with math and science will be integrated within this course. An array of media will be used such as shading pencils, fine tip pens, conte, India ink, charcoal, markers and other materials relevant to fundamentals in drawing.

903 FOUNDATIONS OF ART **½ credit**

The foundation of the visual arts curriculum has a strong emphasis on the elements and principles of art and design. The course is designed to provide students with challenging, relevant and exciting entry level lessons into the visual arts. Students will explore art in its many dimensions through studio projects, historical inquiry, art criticism, and aesthetics. During this time, they will develop creative problem-solving skills and self-evaluation while building a deeper understanding of art processes, techniques, and visual culture. All students will create a sketchbook of their work throughout the courses as well as executing many final studio projects.

904 WATERCOLORS **½ credit**

This course will introduce some of the simplest methods and theories of watercolor painting. Composition, color theory, painting styles, techniques, and art history will be studied. Interdisciplinary units linked with science, math and social studies will be integrated. Students will understand watercolor painting in relation to history and culture. Computer technology and the library will be used as learning tools to research paintings, artists and styles of art. Water based paints such as tempera will be used. The visual art department highly recommends that students take a drawing class prior to enrolling into a painting class.

905 ACRYLIC PAINTING **½ credit**

This course will introduce some of the most basic methods and techniques of acrylic painting. This course provides the student the opportunity to visually investigate painting styles, artists, and periods of art history. The student will display a strong sense of self-esteem, self-discipline, and respect for other cultures and participation in mural painting and school art exhibitions. The students will use various painting surfaces such as paper, canvas, board and stretched canvas. The visual art department highly recommends that students take a drawing class prior to enrolling into painting class. Interdisciplinary units linked with science, math and social studies will be integrated.

906 CLAY BUILDING **½ credit**

This course will introduce several hand building techniques such as pinch, coil, and slab, and drape. Subtractive and additive methods, functional and non-functional and the exploration of decorative glazing and under glazing techniques will be studied. Students will understand clay building in relation to art history and cultural significance by utilizing the library and other sources for research. Interdisciplinary units linked with science, math, social studies will be integrated.

908 SCULPTURE **½ credit**

Sculpture introduces students to three-dimensional art and design by studying artists from varied historical periods and cultures. Students develop and produce three-dimensional art, gaining technical and visual proficiency using different types of media including: wood, wire, clay, cardboard, found objects, paris craft, etc. In the process of synthesizing concepts and making three-dimensional art, students develop problem-solving skills including perception, response, interpretation and decision making.

909 DESIGN **½ credit**

An introduction to basic design and its impact on everyday art production. The principles and elements of design will be explored from two-dimensional design utilizing various tools and materials. Abstract design, geometric design, textile design, interior and exterior design, collage, mask making, product design and color theory will be studied. Interdisciplinary units will allow students to understand design in relation to math, history and culture.

910 CARTOONING AND ANIMATION **½ credit**

Utilize existing 2-D cartooning and animation media from past and present. Students will learn how different people or groups have represented various ideas and events using this type of media as an opportunity for communication. After learning about the history of this media and the various ways it has been used, students will develop a series of cartoons that will reflect their own thoughts and responses to various subjects. Coinciding with the development of their cartoons, students will learn how to enhance both their drawing and written communication skills as they are guided through a series of lessons. Animation, or cartooning in motion, will later be explored in this course after students have formed a foundation in 2-D cartooning. By the completion of this course students will have a greater ability to communicate both personal and global ideas using 2-D cartooning and animation as a visual medium.

912 INTRO TO THEATRE STUDIES 1 **credit**

This will be the first required course of the NPHS Performing & Visual Arts Pathway. It will introduce students to theatre performance, preparing them to understand the subsequent content areas of music performance, technical theatre, and artistic stage design.

913 STUDIO ART **½ credit** (grades 9-12)

Students will work collaboratively with the Drama Department as part of an integrated production team supporting school theatrical performances. Students will engage in authentic, hands-on design work in costume design, prop design, and scenic design for live productions.

914 MUSIC EXPLORATION AND MOVEMENT **½ credit** (grades 9-12)

This introductory course supports new and developing singers in building strong foundational skills for confident, expressive performance. Students will cultivate healthy vocal technique, expand their musical and physical awareness, and explore the connection between voice and movement.

HONORS VISUAL ARTS IN SOCIETY 150 **1 credit**
Juniors and/or Seniors

This course will be offered as an elective to students in 11 and 12 grades for one year obtaining 4 credits from Rhode Island College Early Enrollment Program. The students will study and evaluate art styles of different historical periods through lecture, studio work, written reflections, oral presentations, critiques, art criticism, research papers, exposure to ideas, purpose, and meanings of art from various cultures. Students will recognize and respect the diversity and individuality of other cultures as they relate to visual art via class work, writings, guest speakers, and field trips. Students will make connections across disciplines with other subject areas such as music, world language, math, social studies, science, writing, and design. This course will offer the opportunity for artists today to do more than simply create art; they will be able to talk and write about their own works. The approval of the unified arts department chair is required for admittance to this honors course. All students enrolled in this course must take all exams, complete all class studio work and writings.

721 GRAPHIC ARTS **½ credit**

Graphic Arts is a course that explores graphic communication through the understanding of the elements and principles of design; as well as, the design process, from idea development through the final execution of a document. Professionals use the concepts explored in this course in the following disciplines: advertising, graphic design, web design, illustration, broadcast design, photography and game design and many others.

The Graphic Arts field uses specialized software combined with creativity, design, and problem solving to create effective visual communication. Students will develop fundamental skills in Adobe Photoshop.

705 DESIGN ENGINEERING TECHNOLOGY **½ credit**

Design Engineering Technology is a hands-on course that will engage students in the process of creating and testing products. Students will gain an introductory knowledge of parametric design software (Sketchup, SolidWorks, Creo), learn how to read and create working plans and models, and how to export a file to be printed in 3D. Students accepted into the Marine Trades and Pre-Engineering Programs take this course for one semester prior to their CTE coursework. Additionally, this course is recommended to all students.

706 MARINE TRADES I **1 credit**

Marine Trades I is an introduction to boats and boat building. Students will learn safe operation of common woodworking tools and technology. They will learn how designers balance function and form to produce boats that meet specific needs. Students will practice techniques and implement specific technologies in order to complete a number of call wide projects including kayaks and sailing dinghies. Marine Trades I is the first CTE course in the Marine Trades Program.

709 MARINE TRADES II **1 credit**

This course focuses on the drawing and building of a traditionally built cedar plank on white oak framed boat. Students will be required to use all woodworking skills and techniques learned in Marine Trades I along

with new, more advanced techniques. Suitable lumber will be chosen by students based on size, species and grain structure for the following structural hull components: keel, stem, transom, rib bands and frames. All the aforementioned components will be installed by the end of the year. Students will also complete a scale

half hull model and give a presentation on their experience and the historical usage of these models. Marine Trades II is the second course in the Marine Trades Program.

710 MARINE TRADES III **1 credit**

This class exposes students to systems and structures on finishing the boat started in Marine Tech 2 along with onboard systems. Planking techniques and hull fairing will be covered. Systems covered will include: electrical, plumbing, engines and fuel systems. Marine Trades III is the third course in the Marine Trades Program.

725 INTRODUCTION TO ENGINEERING DESIGN **1 credit**
Project Lead the Way, Introduction to Engineering Design (IED)

Engineers make a world of difference! Students are introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real problems. They work both individually and in collaborative teams to develop and document design solutions using

engineering notebooks and 3D modeling software. Are you ready to design the future? Topics include: Design Process, Technical Sketching and Drawing, Geometry of Design, Advanced Computer Modeling, and Design Challenges. IED is the first course in the Pre-Engineering Program.

726 PRINCIPLES OF ENGINEERING II **1 credit**

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

727 CIVIL ENGINEERING AND ARCHITECTURE III **2 credits**

Civil Engineering and Architecture (CEA) is a high school level specialization course in the PLTW Engineering Program. In CEA students are introduced to 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 3D architectural design software. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. CEA is the third course in the Pre-Engineering Program.

II BUSINESS EDUCATION DEPARTMENT

610 ACCOUNTING I **1 credit**

Accounting I is a one-year course which presents accounting theory and practice. It is designed to provide the necessary accounting skills to those who plan immediate entry into business or those who plan to pursue a college education in the areas of business, finance, accounting or management. It also provides the opportunity to develop personal skills and knowledge in maintaining accurate and orderly records. Principles and techniques of double-entry accounting are taught. The accounting cycle is presented; for both a service and merchandising business i.e. journalizing and posting of business transactions, completion of the trial balance and worksheet, the preparation of financial statements, and the adjusting and closing entries. Financial statement analysis and problem solving are highlighted. Accounting I is the second CTE course in the Business Financial Management Pathway.

620 ACCOUNTING II **1 credit**
Prerequisite: Accounting I

Curriculum standards include the accounting cycle, accounting process, financial statements, special applications, and interpretation and use of data. Through both a manual and computerized accounting

simulation, students master accounting concepts and principles by preparing documents and reports. The introduction of computerized systems has resulted in technology skills becoming an integral part of the curriculum. Automated procedures eliminate many repetitive tasks required by manual accounting and permit the inclusion of individual and group activities, which involve higher-level thinking skills. Accounting principles, skills, and problem solving are more specialized and of greater depth than the first-year course.

621 Sports Management **1 credit** (grades 11 & 12)

This course provides an overview of the general principles of management as applied to the sports industry and sports organizations in general. The course includes topics related to managing such organizational business structures, with an eye towards recent trends and observations. Students will also consider the ethical and moral dilemmas facing sports managers as well as the role of sports in society, and explore career opportunities.

646 OFFICE INTERNSHIP PROGRAM **½ credit or 1 credit**

There is no better way to understand a job than by actually doing it! Students will be given an opportunity to explore, discover and experience professional life firsthand in a real-world environment by job shadowing and working with a mentor/teacher. Some of the skills learned include administrative, soft, hard interpersonal, communication and computer skills.

648 MARKETING **½ credit**

In this introductory course, students will learn the principles of Marketing using real-world examples-learning what it takes to plan, launch, and market a product or service in today's fast-paced business environment. This

course covers an introduction to marketing, and business-to-business marketing, services marketing, branding, social media marketing, and marketing ethics. Students will learn about marketing plans and strategies businesses use to market their products.

651 PERSONAL FINANCE/REAL ESTATE **1 credit**

This is a full year course that introduces the students to investing, borrowing, and risk management, connecting students to the global economy with virtual investing and real-world learning. The second semester provides students with educational and networking opportunities for those interested in a career in real estate. This course will help prepare students who may be interested in taking the real estate pre-sales license examination. In addition, students will learn about loans, retirement, estate planning, and purchase.

602 MICROSOFT OFFICE **1 credit**

This one semester course provides students with the skills necessary to meet the 21st Century Technology Standards. Students will master technology as a means of communication while using Microsoft Office Suite-Word, PowerPoint, Excel and Access. The students will become proficient in creating documents, spreadsheets, graphs and presentations. In addition, students will use these technology tools to enhance learning, increase productivity, and promote creativity. Real world projects in each application will be stressed throughout the course. They will learn proper keyboarding skills and techniques, improve speed and accuracy.

603 WEB DESIGN and PUBLISHING **1 credit**

Students will develop skills in web design and publication. Students will be provided with rich and real world experiences which involve skills development and creativity. This curriculum includes digital literacy, website creation, etiquette, networking, marketing, and design techniques. Students will create a personal brand website, using social media to promote a professional image. Creating business websites is also part of this curriculum along with coding basics. Photographing, editing, enhancement features, and graphic design are among the valuable skills emphasized. The publication component includes projects/tasks that are relevant to this industry. A variety of marketing, editing, photographic, layout, design, graphics, budgeting, communication, and distribution skills will be used. Software applications such as yearbook design and digital photography will enhance this course.

606 ENTREPRENEURSHIP **1 credit**

This management-based class is offered as a full year-long class for students who anticipate working in business and/or enhancing their management techniques. This course utilizes the Cougar Cage, NPHS school store, as its learning environment. Upon completion of the course, students will be able to schedule and train employees, run a business, disseminate information in written and oral form, take inventory, advertise and market products, solve problems, become better decision makers, and become true professionals in the business world. Incorporated throughout the class in the involvement of DECA (DISTRIBUTIVE EDUCATION CLUBS OF AMERICA) which is an organization that prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management. Entrepreneurship is the third CTE course in the Business Financial Management Pathway.

652 FINANCIAL LITERACY **½ credit**

This course is required of all grade 11 students. This half credit course which meets opposite the Physical Education class prepares students as they begin to consider their post-secondary options and responsibilities including college and career choices. The topics include career and college search, financial literacy, business communications, resume writing and interviewing skills, budgeting, checking, savings, insurance, investing, credit, taxes, and college expenses.

653 VIRTUAL HIGH SCHOOL **1 credit**

VHS Collaborative allows students to expand their educational experiences by taking elective courses which are not currently offered at North Providence High School. Participants must be motivated and independent students with strong computer and time management skills. Once selected for the program, a student may take a single semester or full-year class during the year. Participation in virtual classes through The VHS Collaborative offer 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 North Providence High School will be working in classes with students from all

over the world at VHS member schools. Over 200 Advanced Placement, Honors, and College Preparatory level electives are offered in a totally asynchronous online environment through the VHS Collaborative. (http://thevhscollaborative.org/.) (Some courses include a lab fee.)

690 BUSINESS VENTURES **1 credit**

In Business Ventures students will study the US economy, world economies, and international business. Students will develop the kinds of interest attitudes, skills and characteristics that are essential in the modern business climate. Other areas of exploration include: Hospitality and Travel/Tourism, where students will learn to take charge of business ventures ranging from restaurant and hotel operations, to planning travel accommodations for non-profit organizations and retail establishments. Students will plan business meetings, product launches and milestone events. In this course, students will develop the kinds of interests, attitudes, skills, and characteristics that are essential in becoming a successful business professional.

BUSINESS FOUNDATIONS **1 credit**

This course provides an introduction to a variety of topics in the field of business. It provides an introduction to a variety of topics in the field of business. Students are exposed to various economics; their roles in our economy; entrepreneurship; marketing; personal finance including budgeting, checking and savings accounts; the stock market; and managing credit. MS Office Suite is utilized for designing business documents that correlate to their learning. Business Foundations is the first CTE course in the Business Financial Management Pathway.

MGT 100 INTRO TO BUSINESS MANAGEMENT – EEP 1 **credit**
4 RIC CREDITS

This course is through Rhode Island College and is the first course in a Business Major. Business concepts are introduced and the practices of management in both the business sector and nonprofit organizations. Topics focus on all of the management disciplines including: Economics, Business Ethics and Social Responsibility, Business in a Borderless World, Types of Business Ownership, and Human Resources. MGT 100 is the third and or fourth CTE course in the Business Financial Management Pathway.

III. ENGLISH DEPARTMENT

The program in English focuses on five areas of instruction: reading, writing, speaking, listening, and thinking. All classes are required to write a research paper.

100 ENGLISH I (College Preparatory) **1 credit**

The first year of the college preparatory program introduces the student to all genres in the study of literature: the short story, the novel, drama, poetry and the essay. The student is introduced to the process of writing

critical papers, while honing his/her skills writing in other forms. The student is required to read the Shakespearean tragedy *Romeo and Juliet* and to write a short research paper with appropriate documentation. The student is guided through the reading of *Romeo and Juliet* and the process of writing a research paper by his/her English teacher.

101 ENGLISH I ENRICHED (College Preparatory) **1 credit**

English I Enriched focuses on the skills necessary to be a critical reader and writer of various forms of expression. Students learn how to actively engage with fiction and nonfiction texts, drama, and poetry to analyze how authors use literary elements to construct complex perspectives of the world. Students will produce various essays, projects, and presentations, and will work individually and in groups to show their learning over the course of the year, preparing them for more advanced coursework in later years at NPHS.

102 PRE-AP ENGLISH I (College Preparatory) **1 credit**

Pre-AP English I focuses on research-supported reasoning practices involving close reading, analytical writing, and language skills that have immediate relevance for students and that will be most essential for future coursework. Students will engage in the critical reading of a wide range of complex literary and nonfiction works; close attention will be given to how writers and speakers use specific words and sentences to move the thoughts, emotions, and actions of readers and listeners. Students will learn how to use textual evidence in order to craft complex writing and to assert sophisticated literary arguments. Additionally, technological and pen-paper assessments will prepare students with strategies for success on the PSAT, SAT, and AP exams they will encounter in later years.

110 ENGLISH II (College Preparatory) **1 credit**

The second year of the college preparatory program addresses additional literary study, incorporates further research skills, and stresses more and varied forms of the writing process. The focus is on American Literature in the mid 19th Century.

120 ENGLISH III (College Preparatory) **1 credit**

The third year of the college preparatory program focuses on the study of American Literature from. The year focuses on a historical and literary thread which culminates with contemporary history/literature.

241 AMERICAN STUDIES (College Preparatory) **2 credits**

American Studies is a team-taught interdisciplinary course which integrates American History and American literature. The course satisfies the requirements of both English III and American History/Civics I. Political, social, economic and cultural developments are traced from the colonial period to the age of industrialization.

Through a combined study of historical events and literary works, the course illustrates the ideas, attitudes, actions and accomplishments of "the American Experience."

242 AMERICAN EXPERIENCE (Comprehensive) **1 credit**

American Experience is a team-taught interdisciplinary course which integrates American History and American Literature. Through a combined study of historical events and literary works, the course traces the history of America.

131 ENGLISH IV (College Preparatory) **1 credit**

The fourth year of the college preparatory program focuses on a study of World Literature. Eastern and Western literary influences are addressed, classic and contemporary readings speak to topics and concerns of all people around the globe. Components of the senior project will be completed.

ENGLISH (URI/Writing 104) **1 credit**

This course combines the course of study from Writing 104, a college level writing course with the study of World Literature. Students selecting this course will earn three (3) credits for URI if they register for the course and successfully complete the course requirements during one semester. The second semester will address selected pieces of World Literature.

AP LANGUAGE & COMPOSITION **1 credit**

This course prepares students for the Advanced Placement test in the spring. Emphasis is placed on the importance of writing in all facets of society.

140 HONORS ENGLISH - EEP/AP **1 credit**

EEP/AP Honors English engages students in the active, careful reading and critical analysis of imaginative literature-novels, poetry, short stories, plays, and films. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students enrolled in EEP/AP Honors English are afforded the opportunity to take the AP Exam and also earn up to 8 college credits from RIC. Since EEP/AP students have chosen a program that involves them in college-level work, success in the course depends on a level of maturity and sophistication consistent with the age of 12th grade students who have engaged in thoughtful analyses of literary texts. Requirements include full preparation for class, regular and thoughtful participation in class discussions, informal response papers, and formal critical analysis papers.

RIC English 118: INTRODUCTION TO LITERACY EXPERIENCE **1 credit**
(Fall semester – 4 credits)
This course provides students with a rich experience of literature from a variety of periods and genres, exploring the questions of what literature is and how texts make meaning.

RIC English 113: APPROACHES TO DRAMA **1 credit**
(Spring semester – 4 credits)

Students will read plays, both tragic and comic in nature, which span time periods from Ancient Greece to the present.

Determination of eligibility for RIC credit is made on a yearly basis by the college. If taken for RIC credit, a final exam is required.

135 CREATIVE WRITING **1 credit**
Juniors & Seniors

Students will generate various genres of original writing in a writing workshop approach. Prompts and activities will be used as a guide to help initiate this program. It will be assumed that students in this course

have a desire to write often, a willingness to revise pieces of writing, and an enthusiasm to write in class and on their own time. Students will be graded on a holistic basis through the use of portfolios.

138 MODERN GRAPHIC NOVEL **1 credit**

Comic books have become a major part of modern culture, especially with all the blockbuster film adaptations and massive fan conventions taking place. This course will explore both the history and the impact of the graphic novel form from its infancy to modern times. We will study ancient sequential art as well as read comics and graphic novels from the last few years to understand how and why this type of visual storytelling has been and continues to be so compelling.

137 WRITING WORKSHOP **½ credit**
Freshmen & Sophomores

This half-credit elective will be required of those 9th and 10th grade students enrolled in Comprehensive English. Criteria for students selected to take this course will be based on 8th grade NECAP test scores. Students will be exposed to writing on demand, and practice writing and reading protocols specific to NECAP testing required of all students in grade 11.

176 HAUNTED SCENES AND STORIES **1 credit**
Grades 11 & 12

Hauntings and fear are universal concepts, and this course will synthesize examinations of literature, history, and psychology. Students will study classic texts such as Dracula, Frankenstein, works by Edgar Allan Poe, Shirley Jackson, and H.P. Lovecraft, as well as contemporary texts by Stephen King, Tananarive Due, Paul Tremblay, Stephen Graham Jones, and others. Additionally, students will study urban legends, local folklore (as Rhode Island is considered the Transylvania of New England), and CreepyPasta legends like Slenderman. Hauntings are also the foundation of many popular entertainment texts, and the course will examine theater, television, film, and the internet throughout their histories.

SPEECH & COMMUNICATIONS AND WOMEN IN LITERATURE **½ credit**

This course is divided into semesters. The first semester will focus on public speaking and communication skills, desired 21st Century skills, which will allow students to assess and speak in a variety of forms. Additionally, students will be able to employ various public speaking strategies which will allow them to enter into a variety of 21st century situations with confidence. The second semester will be spent reading and discussing the female voice in a variety of genres of writing. Students will read and discuss a range of female writers and their impact on the world in which we live.

080 READING WORKSHOP **1 credit**

Students who qualify for "targeted" literacy instruction are required to take this class. The instructor, a teacher trained in specific literacy strategies, works collaboratively with the reading specialist to develop a Personal Literacy Plan (PLP) for each student. The class utilizes authentic texts to highlight various instructional models that focus on comprehension. The independent strategies learned can positively impact student understanding of material across the content area. Students engage in various comprehension building literacy activities (i.e., Literature Circles, Author Studies, etc) to promote higher order thinking skills and enhance vocabulary development as they work toward achieving grade level expectations in the area of reading. Once the assessment results indicate that a student is reading on grade level they may be exited from the class and their Personal Literacy Plan.

050 LITERACY SKILLS-COMPUTER SCIENCE **½ credit**

All North Providence High School 9th graders are required to take a year-long ½ credit course. The goals of this course are to aid students in making a smooth transition to high school, to teach study skills strategies that will be useful in all content areas, and to address the reading and writing skills of our students. Students will be engaged in project-based activities that strengthen reading and writing skills, as well as introductory computer literacy. This course acquaints the students with their responsibilities as NPHS students: Graduation Expectations, Vision of the Graduate, mission statement, rubrics, and presentations. This course is also a literacy program designed to increase reading skills and interest. The goal of this program is to empower students to take responsibility for their personal education.

151 SENIOR SKILLS **1/2 credit**

As part of the R.I. Regents' Regulations for High Schools, all North Providence High School students are required to complete a Senior Project. The Senior Project is designed to provide students with the skills and competencies that will help them achieve success in the real world. Additionally, the Senior Project allows us to measure the success of our students in achieving our stated school Graduation Expectations in the areas of knowledge, communication, problem-solving, and responsibility, as well as appropriate Common Core State Standards. During this year-long project, seniors will be required to choose an area of study that interests them within one of the following categories: **Identity, Social Justice/Community Service, or Creative Pursuit**, select a mentor within the field, and complete a minimum of 8 hours of field research. Seniors will be required to submit a research component about the topic and maintain a Google Site documenting their experiences. Lastly, seniors will be required to deliver a culminating oral presentation about his/her field of interest. Students demonstrate mastery of the school's Graduation Expectations, Common Core State Standards in English, math, and science, as well as national standards in social studies, the arts, and technology. The Senior Skills class will assist and support students in the successful completion of the Senior Project.

075 READING CLASS (ACADEMIC LITERACY) **½ credit**

Students who qualify as needing "intensive" literacy instruction are required to take reading class taught by a certified reading specialist. The reading specialist develops a written Personal Literacy Plan (PLP) to specify strategies and interventions required to improve the student's oral accuracy and comprehension of text. Strategies for remediation which include encoding, decoding, comprehension and vocabulary development are implemented in the reading class as students work toward achieving grade level expectations in the area of reading. The class focuses on instructional models and strategies that reflect scientifically based literacy research. During intensive literacy instruction students work individually and in small groups with the reading specialist as he/she monitors the progress of students through a variety of assessment tools (informal, formal, and authentic). The reading specialist also provides support for students' content area teachers. Once assessment results indicate that a student is reading on grade level they may be exited from the class and their Personal Literacy Plan.

SUMMER READING

In seeking to enhance the reading skills of our students and to extend learning opportunities beyond the school year, North Providence High School has a summer reading program which is designed to become a requirement of all students. The program calls for students to read one (1) book from a list of titles providing choices of works which are fiction, non-fiction, multicultural, historical, classics, autobiographical, fantasy, etc. Students are strongly encouraged to keep a journal throughout the summer reading process. Students will be assessed on their summer reading in a variety of ways which may include writing, performance-based, and collaborative activities.

IV. Multi Language Learners – formerly known as English Language Learners

Eligibility for placement in MLL classes is determined after assessment in language skills, reading comprehension, and other relevant areas. The student may be placed according to need. The MLL student is also placed in one traditional English class. Placement within traditional classes is determined through evaluation by the MLL Coordinator, recommendations from the Guidance Department, and/or testing by the academic department chair, if necessary.

V. WORLD LANGUAGE DEPARTMENT

301 ITALIAN I **1 credit**

The goal of the first year is to develop basic communicative skills (speaking, listening, reading and writing) effectively so that students will gain knowledge and an understanding of the language as well as make connections to the culture. Focus is on building vocabulary and applying the present tense in a variety of student-centered contexts. Flipgrid, Duolingo, Kahoot, and Quizlet are among some of the interactive activities employed so that students can show evidence of becoming lifelong learners of Italian.

312 ITALIAN II **1 credit**

Prerequisite: Italian I

The second year reinforces the communicative skills by scaffolding previously learned vocabulary and structures and applying them to new and meaningful contexts. Focus is on deeper application of vocabulary and enumeration in the past as well as a continued focus on making a connection with culture. The reading skill is presented through cognate words, skimming and scanning techniques. Cultural awareness is further enhanced by direct comparison of Italian and Italo-American customs.

321 ITALIAN III **1 credit**
Prerequisite: Italian II

Italian III features the continued development of the receptive as well as the productive skills by working cooperatively and/or independently in a highly contextualized setting. Cultural projects involving oral presentation and writing are a regular class feature so that students may respect the diversity and individuality of the Italian way of life. While emphasis is placed on the communicative skills, there will be further study of more advanced grammatical structures. Students will begin exploring short stories and will read the novel such as *Le Avventure di Pinocchio or similar* as well as view an Italian film. Projects will form an integral component of the course. Students will be able to harness technology in a variety of contexts.

331 ITALIAN IV – AP **1 credit**
Prerequisite: Italian III

The fourth year is structured by the syllabus designed and approved by the College Board. The selections are thematically related to Families, Language and Cultural Identities, Influences of Beauty and Art, Impacts of Quality of Life, Science and Technology and Environmental, Political and Societal Changes. There are supplements used that focus on authentic speaking and listening as well as cultural films, reading and persuasive essay practices. Students will use the practice exams with College Board Prompts and follow the prescribed sequence. This course is conducted mostly in Italian.

302 SPANISH I **1 credit**

The goal of the first year is to develop basic communicative skills (speaking, listening, reading and writing) effectively so that students will gain knowledge and an understanding of the language as well as make connections to the culture. Focus is on building vocabulary and applying the present tense in a variety of student-centered contexts. Flipgrid, Duolingo, Kahoot, and Quizlet are among some of the interactive activities employed so that students can show evidence of becoming lifelong learners of Italian.

314 SPANISH II **1 credit**
Prerequisite: Spanish I

The second year reinforces the communicative skills by scaffolding previously learned vocabulary and structures and applying them to new and meaningful contexts. Focus is on deeper application of vocabulary and enumeration in the past as well as a continued focus on making a connection with culture. The reading skill is presented through cognate words, skimming and scanning techniques. Cultural awareness is further enhanced by direct comparison of Spanish and American customs and practices.

322 SPANISH III **1 credit**
Prerequisite: Spanish II

The third year of Spanish features the continued development of the four skills by employing a variety of highly contextualized activities in individual, pair, or group settings. There will be cultural projects making students aware of the connections with other disciplines. While emphasis is placed on the communicative skills, there will be further study of more advanced structures. Short stories and poetry as they relate to culture will also be discussed. Guided writing exercises and oral presentations are done frequently on a variety of topics in order to gain an understanding of the Hispanic way of life with comparison to one's own. Research using a variety of media sources.

332 HONORS SPANISH IV- EEP/AP **1 credit**
Prerequisite: Spanish III, and departmental selection criteria

This course is conducted **entirely** in Spanish and focuses on active communication. It is intended for students who have thorough knowledge of the Spanish Language. Students will gain a greater understanding of Spanish speaking cultures and global topics by reading on a variety of authentic materials and encompassing oral skills with enriched vocabulary. Eligibility for EEP credit to be determined by Rhode Island College. In addition, the objectives are aligned with the College Board Advanced Placement Program to prepare students for the AP examination in Spanish.

303 SPANISH 1 FOR NATIVE SPEAKERS **1 credit**

A one-credit elective for grade 9 students available to the diverse student population currently enrolled in Spanish I. This course would be directed at those students enrolled in Spanish I who are native speakers and allow the teachers to instruct the course in a manner which would allow the unique characteristics of native speakers to be addressed appropriately. The course would provide an opportunity for native speakers to learn more about their heritage, address linguistic matters, explore history, culture, and literature of Spanish speaking countries with emphasis on communication.

315 SPANISH 2 FOR NATIVE SPEAKERS **1 credit**

A one credit elective for 10th grade students available to the diverse student population who has successfully completed Spanish I for Natives or teacher recommended. The goal is to expand student's view of Spanish speaking world in a variety of areas. Course will continue to build language art skills, enrich vocabulary,

expose students to their history and culture, and heighten awareness of their heritage, literature and cultural arts. Emphasis will be on speaking, writing and small presentations.

VI. MATHEMATICS DEPARTMENT

The mission of the North Providence High School Mathematics Department is to ensure that all students develop the skills, concepts, and problem solving techniques to become productive members in an ever-changing society. To this end, the math offerings available are taught in a nurturing, yet challenging environment. Each subject addresses the CCSS in Mathematics and the Mathematical Practices by incorporating elements of problem solving and mathematical reasoning along with Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability as set forth by the national standards. Students are taught to communicate mathematically and to appreciate the mathematical skills and tools presented to them in their classes. In doing so, not only are the students taught the subject content area of a specific math course, but they are also able to experience the Graduation Expectations of North Providence High School in a real meaningful way.

400 ALGEBRA I (CP) **1 credit**

Algebra I is a course that devotes a great deal of attention to the structure, properties, and application of the real numbers, stressing basic and unifying concepts. The course is concerned with problem solving, the ability to generalize, logical thinking, and the application of mathematical ideas to other disciplines in a way that models the real world. This course follows the CCSS Mathematics Curriculum of: Expression, Equations, Inequalities, Linear, Quadratic, Exponential Functions, Polynomials, and Statistics.

406 ALGEBRA I (ENRICHED) **1 credit**
Prerequisite: teacher recommendation

This course follows the same curriculum as Algebra I with a more intense and expanded depth of topics.

410 GEOMETRY (CP) **1 credit**
Prerequisite: Algebra I

The geometry course includes analysis of plane and coordinate geometry as they relate to both abstract mathematical concepts and the real-world. This course follows the CCSS Mathematics Curriculum topics of: Construction, Triangle Congruence and Similarity, Right Triangle Trigonometry, Transformations, Polygons, 2D and 3D Modeling, Circles, and Probability. Students will be required to use different technological tools and manipulations to discover and explain much of the course content.

411 GEOMETRY (ENRICHED) **1 credit**

Prerequisite: Algebra I and selection based upon departmental criteria.

Course description is the same as Geometry, with a more intense and expanded treatment of topics. Students must complete a summer packet.

409 ESSENTIALS OF ALGEBRA/GEOMETRY I **½ Credit per semester**

Prerequisite: Algebra I

This course is intended as a bridge course for students who have passed Algebra I and taken Geometry, but do not qualify to take Algebra II and/or who scored below proficiency on the mathematics assessment. Selected topics from Algebra I and Geometry are covered providing the student with basic knowledge in each area. Students who pass this course may go on to take Geometry, if credit was not given, or to Algebra II, if the student has received Geometry credit.

420 ALGEBRA II (CP) **1 credit**

Prerequisite: Geometry

Algebra II is a continuation and extension of the study of the real number system. This course follows the CCSS Mathematics Curriculum of: Linear Programming, Complex Numbers, Quadratic, Polynomial, Rational, Radical, Exponential, Logarithmic Functions, Trigonometry, and Statistics.

421 ALGEBRA II (ENRICHED) **1 credit**

Prerequisite: Geometry and selection based upon departmental criteria. Course description is the same as Algebra II, with a more intense and expanded treatment of topics. Students are required to complete a summer packet.

430 PRE-CALCULUS **1 credit**

Prerequisite: Algebra II and selection based upon departmental criteria

Pre-Calculus presents the material which follows the study of Algebra and Plane Geometry and precedes the rigorous study of Calculus. It includes appropriate pre-calculus topics such as conics, graphs of functions and transformations, higher order polynomial functions, rational functions, systems of equations, trigonometry and analytic geometry. In addition, this course incorporates graphing technology to better prepare students for further study in mathematics by exploring real world situations. Students must complete a summer packet.

AP PRE-CALCULUS **1 credit**

Prerequisite: Algebra II and selection based upon departmental criteria

AP Pre-Calculus prepares you for other college-level mathematics and science courses. During the course, you'll explore everyday situations using mathematical tools and lenses. You'll also develop an understanding of modeling and functions, and examine scenarios through multiple representations. The topics covered are: Polynomial, Rational, Exponential, Logarithmic, Trigonometric, and Polar Functions. In addition, Functions involving parameters, vectors, and matrices are included. The course framework outlines content and skills needed for careers in mathematics, physics, biology, health science, social science, and data science.

427 AP CALCULUS AB **1 credit**
Pre-Calculus and selection based upon departmental criteria

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. You'll learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and how to make connections amongst these representations. The course adheres to the course description outlined by the College Board implementing the Big Ideas of Calculus and the Mathematical Practices. You will learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Students will use the graphing calculator as an integral part of the class. Students must complete a summer packet.

431 AP PRE CALCULUS 1 **credit**

AP Precalculus is a newly added course that satisfies the RIDE Secondary Regulations for mathematics assessment and students are give the option to acquire AP credits for this course if the attain a "3" on the AP exam.

432 HONORS CALCULUS **1 credit**
Prerequisite: Pre-Calculus and Teacher recommendation

This course will introduce the student to the study of elementary functions, the concepts of analytic geometry and the principles of differential and integral calculus. Equal emphasis is placed upon theory and application. The course employs the use of a graphing calculator to aid the visualization of concepts throughout the course. All students must take a midterm and final exam. Students must complete a summer packet.

433 COMPUTER SCIENCE **1 credit**
Prerequisite: Algebra II

This course is an introduction course in computer programming. The major emphasis of the course is the design and code of programs using algorithms created by the students. Students will learn computer logic

through Alice, a software program. Following Alice, students will learn Java programming. The second half of the course will include Visual Basic.net, an object-oriented/event driven language. Students will learn how to plan and create their own interactive Windows application using: buttons, list boxes and icons.
Programming will involve both Windows based forms, which will include an introduction to HTML programming.

INTRO TO COMPUTING & DATA SCIENCE 101 **1 credit**

URI CREDIT **4 credits**
Introduction to Computing and Data Science is a semester course offered to tenth grade students in the CS Pathway. The class introduces computer programming in an engaging, fun and creative way through simulation programming. Also, provides the computational thinking skills of programming, algorithm development, and data analysis that can be utilized in other classes such as Next Generation Science Standards science classes. The class is offered to all students with varying backgrounds and experiences in computer science education. This course is aligned to URI's curriculum where students can earn 4 college credits. The second half of the course focuses on Work Based Learning where students accrue 80 hours of skills instruction, developing innovative projects with industry partners. Intro. to Computing and Data Science as well as WBL are the second courses in the CS Pathway.

AP COMPUTER SCIENCE PRINCIPLES 106 **1 credit**

URI CREDITS **4 credits**
AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. Students develop innovative computational artifacts using the same creative processes artists, writers, computer scientists, and engineers use to bring ideas to life. The course goes beyond the study of machines and systems and gives students the opportunity to investigate computing innovations that span a variety of interests, examining the ethical implications of new technologies. This course is aligned to URI's curriculum where students can earn 4 college credits. AP CS Principles is the third course in the CS Pathway.

435 AP COMPUTER SCIENCE A **1 credit**
URI CREDITS **4 credits**
Prerequisite Algebra II
AP Computer Science 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 implication of computing. The course emphasizes both object-oriented and imperative problem solving and design using 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 course curriculum is compatible with many CSI courses in colleges and universities. Additionally, this course is aligned to URI's curriculum where students can earn 4 college credits. AP CS A is the fourth course in the CS Pathway.

MATH WORKSHOP **1 credit**
Freshmen/Sophomore

Criteria for students selected to take this course will be based on data consisting of state assessments, classroom grades, and teacher recommendations. The course will utilize a program to close gaps and provide individual feedback towards an individual's goals. It will align to the Algebra 1 CCSS or Geometry CCSS standards.

439 TRIGONOMETRY (Replaced Topics in Math) **1 credit**

Prerequisite: Algebra II

Trigonometry courses prepare students for eventual work in calculus and typically include the following topic: trigonometric and circular functions; their inverses and graphs; relations among the parts of a triangle; trigonometric identities and equations; solutions of right and oblique triangles; the use of the unit circle; modeling trigonometric data; and complex numbers.

440 PROBABILITY & STATISTICS **1 credit (Replaced Consumer Math)**

Probability and Statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data. Course topics generally include basic probability and statistics: discrete probability theory, odds and probabilities, probability trees, populations and samples, frequency tables, measures of central tendency and variation, and presentation of data (including graphs). Course topics may also include normal distribution and measures of variability.

498 MATH PEER ASSISTANT **½ credit**
Prerequisite: Successful completion of/or enrollment in Algebra II or Teacher recommendation

This course will be taken twice weekly in lieu of study skills. The student will be assigned to a math teacher for the entire year and will assist the teacher in the daily operations of the classroom. In addition to assisting the teacher, the assistant will work directly with students in a tutoring situation. The student will be required

to attend the class to which he/she has been assigned in the same fashion as he/she would attend any other class. Students must complete required portfolio components for their respective skills class.

451 MATH SKILLS **½ credit**

Required of all grade 10 students. This half-credit course class prepares students to improve performance on math state assessments, as well as the PSAT's and SAT's. In addition to covering the mathematical skills and concepts which are measured by these assessments, this course also assists students with test-taking strategies and processes that will enhance the students' courses and overall math proficiency in Algebra I and Geometry.

438 AP STATISTICS **1 credit**

Prerequisite: Algebra II

This course is intended to introduce students to the major concepts and tool 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, 4) Statistical Inference: Estimating population parameters and testing hypotheses.

VII. MUSIC DEPARTMENT

925 AP MUSIC THEORY **1 credit**

The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

926 HONORS SURVEY OF MUSIC **1 credit**

Music 201 is designed as an introduction course to the world of music. The goals of this course are to involve the student as an active listener-participant. It is designed to develop the student's listening abilities and to heighten their interest in music. Lectures, demonstrations, listening and discussions of musical elements, forms and stylistic periods in music will occur. Basic music vocabulary is introduced to the non-music performing student. The ability to read music is not necessary.

922 GUITAR **½ credit**

No prior experience is required. Classical guitar will be provided for students by NPH Music Department. Students will learn classical guitar techniques and note reading skills. Current, modern guitar performances will be explored during the semester.

922 PERCUSSION AND WORLD RHYTHMS **½ credit**

This class will explore the history of percussion and drums. There will be hands-on activities for the drums and percussion instruments where basic playing techniques and style will be taught. All instruments will be provided. No previous experience is necessary. Students may use their own percussion equipment with approval from the instructor. All course material will be standards based.

931 CONCERT BAND **½ credit**

Concert Band is a music performing ensemble that uses Brass, Woodwind, and Percussion instruments and is intended for the d band student. String Bass players must audition before registering for this class. Students should have prior band experience although not required. Emphasis will be placed on the advanced development of the overall ensemble with careful attention to the improvement of each individual member's instrumental ability. Throughout the year, there will be in depth study to improve the technical ability and musicality of the group and individual students. The concept of melody, harmony, and rhythm are learned in great detail through the performance of a wide variety of upper-level band literature, both traditional and contemporary. This course is recommended as a full year elective and may be taken over again each year. This class actively performs two concerts in the winter and spring in the NPH auditorium.

932 CHORUS **½ credit**

Chorus is a vocal performing ensemble for grades 9-12 students who enjoy singing. This course may be taken in consecutive years. Prior singing experience is preferred but not necessary. Fundamental voice skills are developed including singing in tune, tone quality, rhythm, diction, voice projection, and breath support. Ensemble skills, such as part singing, blending, balance, dynamics and note reading are also taught. A variety of music literature is utilized including standard choral in foreign languages and modern popular music.
Chorus performs two concerts in the winter and spring in the NPH auditorium.

933 CONCERT CHOIR **½ or 1 credit**

Concert Choir is a grade 10-12 vocal performing ensemble whose members are selected by a music teacher or audition. Prior vocal experience is required. Emphasis for this course will be placed on continued individual vocal development in relation to ensemble singing. Specific musical areas are enhanced such as: three to four part harmony, note reading, blending, balance and richness of vocal tones. The full voice range is further developed. Several styles of music are explored including standard choral and popular selections. This class actively sings for the community and participates in out of school functions. As part of the grade, the Concert Choir performs two concerts in the winter and spring in the NPH auditorium.

919 PIANO **½ credit**

This course is designed for students who wish to develop basic piano playing skills, or expand on their existing skills. Time in class will be spent both on and off the keyboards. While playing, students will be working individually and in small groups to master the techniques of playing and to learn pieces. There will also be time spent in group instruction on musical notation and basic music theory.

920 MUSIC TECHNOLOGY AND RECORDING **½ credit**

This course is offered as an elective and musical performing ability is not required to take this class. There is no prerequisite for this course, however it is recommended to have taken at least one semester of any other music class. Students will study the fundamental elements of music through music technology. Topics of instruction will include instrument and equipment care, music literacy (reading and writing music), music technology related history, concepts, terminology and experience with software application. Students will understand relationships between music, the other arts, and disciplines outside the arts. Students will learn to record music and how to sound engineer live events. There are individual and group projects assigned throughout the year. The students will learn skills that can start them on the career path towards becoming a professional sound recording engineer.

VIII. PHYSICAL EDUCATION DEPARTMENT

PHYSICAL EDUCATION **.375 credit**
934 PE9
935 PE 10
936 PE 11
937 PE 12

Physical Education is a required subject for all students. The program is designed to develop fundamental skills, leadership and sportsmanship. The course attempts to guide individual growth - physically, mentally, emotionally and socially. The program includes active participation in seasonal, competitive and recreational activities. Formalized work on a team, as well as on an individual basis, and individual maturity, as well as health practices, are stressed. The department endeavors to bring every student to his/her peak of physical development, and to create interest in those activities that will encourage, prompt and maintain physical well being throughout adult life.

HEALTH **.125 credit**
955 HEALTH 9

956 HEALTH 10
957 HEALTH 11
958 HEALTH 12

Health Education is intended to help the student to achieve good health by his/her own actions and efforts. It begins with the interest of people in improving conditions of living and develops a sense of responsibility for personal health betterment as individuals and members of a family, community or government. The health program maintains and improves the health of each student. This refers to all aspects of health, including physical, emotional, and social components. Its responsibility is to see that the student achieves and maintains optimum health from the standpoint that the educational experience will be much more meaningful if optimum health exists.

IX. SCIENCE DEPARTMENT

500 PHYSICAL SCIENCE **1 credit**

Physical Science is an introductory course that explores the physical world. It is a laboratory science course which examines the basic principles of Chemistry, Physics, Earth and Space Science. Students investigate Physical Science concepts through an inquiry-based approach. This course is designed to prepare students with fundamental skills of observing, data collection, manipulation, analyzing, and application of the scientific method. This course is recommended for all 9th grade students.

510 INTRODUCTORY BIOLOGY **1 credit**

Introductory Biology is a laboratory science course offered to students in the 10th grade. Students investigate biology concepts through an inquiry-based approach. Topics include cellular biology, DNA, ecology, genetics, evolution and homeostasis. Laboratory work includes experimentation, microscope use and virtual laboratory simulations. This is a prerequisite for higher-level science courses at North Providence High School.

512 PRINCIPLES OF BIOMEDICAL SCIENCE 1**credit**

In the Introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

513 HUMAN BODY SYSTEMS 1 **credit**

Students examine the interactions of human body systems as they explore identity, power, movements, protections, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal maniken; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

514 Medical Interventions **1 credit** (Grade 11 PTECH students)

Medical Interventions allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of fictitious families.

531 AP BIOLOGY **1 credit**
Prerequisite: Biology

The Ap Biology course is designed to be the equivalent of a two-semester college introductory biology course. The AP biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry as well. Topics include molecular and cellular biology, heredity and evolution, and biologic diversity and populations. The range and depth covered, and the type of laboratory work required of students differ significantly from a typical high school biology course. The course is very demanding and fast-paced, requiring the student to work independently and thoroughly during and especially outside of class. An enormous amount of technical reading, self-guided note-taking, and self-assessment is required. Writing is also an essential component of the course. Testing is rigorous and will cover large amounts of material but will provide a solid preparation for the AP Biology exam. This course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science.

520 HUMAN ANATOMY AND PHYSIOLOGY **1 credit**
Prerequisite: Introductory Biology

Human Anatomy and Physiology is an elective course in which students explore concepts of biochemistry, cytology, histology and anatomy and physiology of the human body. Laboratory work includes microscopy and the study of systems through virtual and live dissection.

520 PHYSICS **1 credit**
Prerequisite: Algebra I and II

This college preparatory course in physics is for the student who requires a comprehensive laboratory course, providing all the concepts needed for further study at the college level. The course covers many areas of physics which are explored through an inquiry-based approach. Topics include forces, motion, energy, light,

heat, sound, electricity, magnetism, and radiation. This is a laboratory course which emphasizes lab techniques, mathematical calculations, and analysis of data. The course is designed to meet all college requirements.

523 APPLIED SCIENCE **1 credit**

Applied Science is a course for the student who does not intend to pursue science as a career, but who desires a general overview of the subject as it relates to life. The course investigates concepts of Biology, Chemistry, Physics, Earth and Space Science. Topics are presented in an inquiry-based manner and studied through laboratory investigations.

524 ASTRONOMY **1 credit**

Astronomy is an elective, inquiry-based science which will focus on the fundamental study of the universe. It will primarily explore the discovery of our place in the universe, study of light and optics and extraterrestrial exploration. Students will explore these phenomena through a sequence of lab activities where they will make observations, analyze data, do research and problem solve in order to develop an understanding of how these forces of nature affect Earth.

526 AP HONORS PHYSICS I **1 credit**
Prerequisite: Algebra II

AP Honors Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices**.**

521 AP HONORS PHYSICS II **1 credit**
Prerequisite: Honors Physics 1 –AP and Algebra II

AP Honors Physics 2 – AP is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore 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. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices.

CHEM 103 AP/EEP HONORS CHEMISTRY 1 **1 credit Semester 1**

Prerequisite: Chemistry (CP)

The AP/EEP Chemistry I 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 content such as: atomic theory, formulas and equations, reactions, gasses, thermochemistry, quantum theory, periodicity, bonding, and molecular geometry. AP/EEP Honors Chemistry 1 is part of the Rhode Island College Early Enrollment Program. The student is able to earn four credits through Rhode Island College at the conclusion of the semester. All students enrolled in this course for RIC credit must take the final exam.

CHEM 104 AP/EEP HONORS CHEMISTRY II **1 credit Semester 2**

Prerequisite: Chem 103 AP/EEP Honors Chemistry I

The AP/EEP Chemistry II 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 content such as: states of matter, solutions, reaction rates, chemical equilibrium, acids and bases, acid-base equilibria, solubility, thermal dynamics and electrochemistry. AP/EEP Honors Chemistry II is part of Rhode Island College Early Enrollment Program. The student is able to earn credits through Rhode Island College at the conclusion of the semester. All students enrolled in this course for RIC credit must take the final exam.

532 CHEMISTRY (CP) **1 credit**

Prerequisite: Algebra I

The college preparatory course in chemistry is for the student who requires a comprehensive laboratory course, providing all the concepts needed for further study on the college level. The course covers many areas of organic and inorganic chemistry which are explored through an inquiry-based approach. Topics include matter, chemical reactions, equations, stoichiometry, gas laws and solutions. This is a laboratory course which emphasizes lab techniques, mathematical calculations, and analysis of data. The course is designed to meet all college requirements.

540 MARINE SCIENCE **1 credit**

Prerequisite: Introductory Biology

Marine Science is an elective course in which students explore concepts of the ocean, marine communities, and coastal resources. As Rhode Island is called the “Ocean State,” students should have an understanding and awareness of the marine environment that so affects our lives. It is the intention of this course to introduce and familiarize the students with marine science through an inquiry-based approach that includes lecture, labs, field trips with an introduction to marine organisms, and project-based research.

542 FORENSIC SCIENCE **1 credit**

Prerequisite: Biology and Physical or Applied Science

Forensic science is a lab-based elective course in which students apply scientific knowledge and skills to solve problems. Students will identify, collect and analyze evidence through the reconstruction of a crime scene and follow all proper protocols. Topics include autopsy, hair and fiber analysis, fingerprinting, blood, DNA, impression evidence and toxicology. Forensic Science is the second course in the Law and Public Safety Pathway.

512 PLTW Principles of Biomedical Science **1 credit**

Students explore concepts of biology and medicine to determine factors that lead to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. This course is offered to ninth graders in the PTECH Health Science Program.

543 CNA **1 credit**

A training and certification course designed to provide students with the knowledge nursing assistants need to acquire in order to provide basic care for their patients. Students will have the ability to practice this care under the supervision of certified nurse instructors. Within CNA training, students will perform patient care, check vital signs, and become CPR trained. This course is optional for students only in the PTECH Health Science Program as a junior or senior.

544 EMT **1 credit**

EMT training prepares individuals to render prehospital basic life support at the scene of an emergency, during transport of the sick and injured, or during interfacility transfer within an organized emergency medical services system. The coursework for the EMT program includes various topics from human anatomy to bleeding management, reading vital signs to obstetrics. This course is optional for students in the PTECH Health Science and Law & Public Safety Programs as a senior.

545 EMR **½ credit**

Students learn about stabilizing a patient until more medical services can be provided since an EMR is the first person on the scene of an emergency. Students will learn how to assess a patient's condition, identify life-threatening conditions, provide basic life support, administer oxygen therapy, control bleeding, manage

fractures, and become CPR trained. EMR is a semester course for students in the PTECH Health Science Program only as a ninth or tenth grader.

X. SOCIAL STUDIES DEPARTMENT

221 AMERICAN HISTORY/CIVICS I **1 credit**

American History/Civics I is a required course for sophomores. The course examines American History from the age of exploration to industrialization.

222 AMERICAN HISTORY/CIVICS II **1 credit**

American History/Civics II is a required course for juniors. The course examines American History from the U. S. becoming a world power at the turn of the 20th Century to the present-day current events.

241 AMERICAN STUDIES **2 credits**

American Studies is a team-taught interdisciplinary course which integrates American history/Civics I and American literature. The course satisfies the requirement of both English III and American History/Civics I . It is open to college preparatory juniors as well as accelerated sophomores. Political, social, economic and cultural developments are traced from the Colonial period to the age of industrialization. Through a combined study of historical events and literary works, the course illustrates the ideas, attitudes, actions and accomplishments of "the American Experience."

200 WESTERN CIVILIZATION **1 credit**

Western Civilization examines the historical, cultural, social, economical, and political roots from the earliest settlement of Mesopotamia and Egypt through the ages of Greece and Rome, the medieval period into modern times.

202 INTRODUCTION TO CRIMINAL JUSTICE **1 credit**
Grade 11 & 12

Introduction to Criminal Justice introduces the many concepts unique to the U.S. Criminal Justice System, specifically relating to the courts, corrections, and policing area. This course creates the foundation for future study in the areas of law, safety, security, government, and public administration. Students may obtain three

college credits from Roger Williams University. Intro. to Criminal Justice is the third class in the Law and Public Safety Pathway.

HONORS AMERICAN HISTORY 118 and 119 **1 credit**
Grade 11 – EEP

Honors American History is a college-level course in which the student reads interpretations of history, writes frequent research papers and participates in discussions. The course is split into two semesters and an Honors-level course and may be taken for College Early Enrollment Credit.

228 AP HONORS AMERICAN HISTORY **1 credit**
Grade 11 & 12

AP American History is a course taught to qualified students who wish to complete studies equivalent to an introductory college course in American History. This course is designed to provide students with the analytic skills and factual knowledge necessary to critically deal with the problems and materials in American history. The AP American History course thus develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively. The culminating exam tests skills and knowledge gained from an introductory survey in American history.

233 AP EUROPEAN HISTORY **1 credit**

AP European History is the study of European history since 1450 and introduces students to cultural, economic, political and social developments that played a fundamental role in shaping the world in which we live today. In addition to providing a basic narrative of events, ideas and movements, students will learn to analyze historical evidence and write analytical and interpretive essays as they explore the major themes of European history. In addition, students will research the past by exploring vibrant and engaging pieces of historical evidence, by examining both primary and secondary source materials.

225 PSYCHOLOGY **1 credit**

Psychology is an elective open to all juniors and seniors. The course uses a variety of teaching techniques, including discussions, films, surveys, research activities and readings to introduce the student to the many diverse areas of psychology. Some of the principal areas covered include personality, development, adolescence, mental illness, adjustment and behavior.

230 AP PSYCHOLOGY **1 credit**

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Through the textbook, class discussions

and activities, students are exposed to the psychological facts and principles associated with each of the major subfields within psychology. This is a college level course that will prepare students for the AP Exam in May.

234 AP U.S GOVERNMENT AND POLITICS **1 credit**
Grade 12

Provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior.

231 LAW & SOCIETY **1 credit**

Introduction to Law and Society will challenge students to consider the laws that society creates in a pursuit of justice while analyzing the development of legislation and social values in order to evaluate the efficacy in creating a safe and ordered system. Students will be encouraged to question the definitions of law and order in order to have a well-rounded understanding of how justice fosters, requires, and results in productive members of society. Law and Society is the first course in the Law and Public Safety Pathway.

237 RHODE ISLAND HISTORY **1 credit**
Grade 11 & 12

Have you ever wondered what impact does Li'l Rhody have on the United States? From Rogue's Island to the Industrial Revolution and beyond, take American History to the next level with an interactive focus on Rhode Island's link to the past, North Providence's role in the present, and what the future of this state holds with a focus on topics YOU are interested in learning more about. Get excited to learn BIG things about this SMALL state!

281 SOCIOLOGY **1 credit**

Sociology is a full-year course open to any student in Grades 11, or 12. Sociology deals with contemporary social problems, including cities, population, crime, equal rights, minorities and aging. The course should be taken as an introduction to the social sciences and as background for further work in courses like psychology, humanities, economics, and ethnic studies. This course will also be a requirement for students in the Law and Public Safety Pathway as a tenth grader.

260 DIGITAL MEDIA **½ credit**

Video Communications is an elective open to all students, but with a preference given first to seniors, then juniors, then sophomores and finally freshmen. This is a "hands-on" program involving the use of technical equipment combined with computer technology as a presentation tool. The technical aspect of the course will be integrated with social studies content area and have a primary focus on current events from the local to the international, with an emphasis on the sociological and psychological impact of contemporary development

REEL HISTORY **½ credit**

This course will present the real history of the United States of America as told through Pop Culture! This course will afford students the opportunity to learn more about modern history and the development of the country in which we live by analyzing and evaluating the media and popular culture produced from World War II to the present. It is a one semester, .5 credit class designed to incorporate an understanding of socio-political history through analysis of changes in popular culture such as film, television and music in the mid 20th century through present day. If you like to watch TV and movies this class is for YOU, but be ready to analyze!!!

HISTOGRAPHY **1 credit**
Grades 9-12

This Historiography course allows you to be the designer of your own learning. You will work in conjunction with National History Day to research, develop, and create your own passion project as well as learn more about Rhode Island history.

CSF 102G CYBER SECURITY TECHNOLOGY AND ISSUES IN A GLOBAL SOCIETY **1 credit**
URI CREDITS **4 credits**

Cyber Security introduces students to the concepts of cyber security. This course provides students with the knowledge and skills to assess cyber risks to computers, networks, and software programs. Students will learn how to create solutions to mitigate cyber security risks. Cybersecurity is the first course in the Computer Science Pathway.

263 AEROSPACE ROTC I	1 credit
264 AEROSPACE ROTC II	1 credit
265 AEROSPACE ROTC III	1 credit

Aerospace Science includes aviation history, science of flight, global and cultural studies, exploration of space, management of cadet corps, aviation honors ground school, and survival. Each level builds and cadets become acquainted with the aerospace environment, weather, human requirements of flight, and the principles of navigation. Space exploration equips cadets with the basic concepts of space. Through global and cultural

studies, cadets learn about world affairs, regional studies, and cultural awareness. All of the concepts instructed and assessed in all (4) levels support the STEM initiative utilizing 21st century learning concepts.

Additionally, leadership education, health and wellness are incorporated in the Aerospace Science courses where cadets study air force tradition, wellness, and foundations of citizenship, communication, awareness, and leadership, life skills and career opportunities, and principles of management.

XI. SPECIAL EDUCATION DEPARTMENT

The Special Education Department at North Providence High School offers support services to students who have special needs. For those students eligible, the educational program is individualized to provide opportunities in the least restrictive environment. North Providence High School offers the following continuum of services for students:

715 TRANSITION PROGRAM **½ credit**

This class offers emotional and behavioral support to students as they transition to classes. A special education teacher, social worker, and teacher assistant instruct a maximum of ten students.

977 TEACHING PATHWAYS **1 credit**

This full year 1 credit elective for seniors will provide special needs students increased opportunities to interact with peers. The course will also provide an opportunity for students who are interested in the education field to work with students with special needs. The course will pair upperclassmen with mild/moderate students in the Life Skills Program. Students will require approval from the Guidance Department and Special Education Teacher in order to enroll.

LIFE SKILLS PROGRAM

For students with moderate disabilities. This program offers structured learning in a variety of settings, as well as transitional placements in the community.

INCLUSION CLASSES (INC.)

Inclusion classes are co-taught with a special education teacher and a content area teacher in a regular education setting.

ACADEMIC SUPPORT

Resource teachers provide this service in conjunction with content area teachers. Students are given instruction to support their academic subjects and work with the resource teacher to strengthen their academics, organizational skills and test taking skills.

ACADEMIC MONITORING

For students enrolled in mainstream classes who require a resource teacher to assist in monitoring and evaluation of progress. North Providence High school offers other services such as individual and group counseling, vocational evaluation, and temporary learning center (TLC) to further support student's needs.

ADDITIONAL SUPPORT SERVICES

A student assistance counselor is available to students who exhibit at-risk behaviors.

XII. SPORTS AND CLUBS

Visit our athletic website at North Providence Athletics

Academic Decathlon	DECA	Math Peer Tutoring	Student Government Day
Band	Drama	Math Team	Swimming - Boys
Baseball	ESports	Mock Trial	Swimming - Girls
Basketball - Boys	Football	Model Legislature	Tennis – Boys
Basketball - Girls	Golf	National Honor Society	

Best Buddies	Hockey	Nerd Herd	Tennis - Girls
Broadcasters Club	International Club	No. Prov. Youth Commission	Track & Field – Boys & Girls
Cheerleading	Jazz Band	Peer Mentoring	Unified Basketball
Class Officers	Lacrosse - Boys	Pride Alliance	Volleyball Girls
Competitive Cheer	Lacrosse - Girls	Science Olympiad	Volleyball Boys
Cross Country - Boys	Life Smarts	Soccer - Boys	Wrestling
Cross Country - Girls	Math Club	Soccer- Girls	
Dance Team		Softball - Girls	

Return to Table of Contents