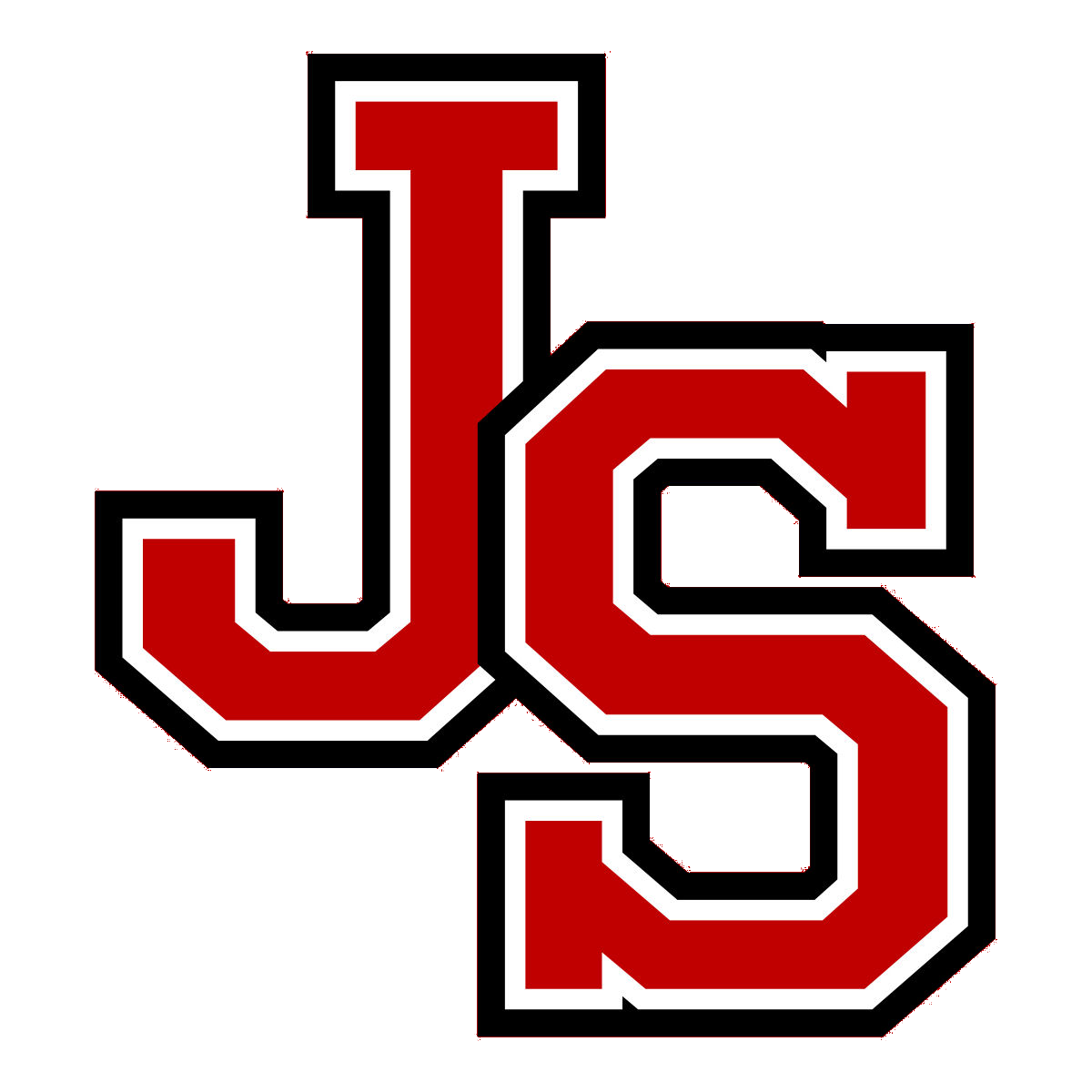
**Student / Family Handbook**

W.B. Cooley at

the Juanita Sanchez Education Complex (JSEC)

2022-23

****

**Robert M. Rametti**, *Principal*

**Ariana Testa**, *Asst. Principal*

182 Thurbers Ave.

Providence, RI 02905

Ph: 401-456-1781  
Fax: 401**-**456-1782

**Table of Contents**

**Principal’s Message………………………………………………………………………………………**3

**School Overview…………………………………………………………………………………………**.4

**Core Values………………………………………………………………………………………………..**6

**School Calendar………………………………………………………………………………………...**16

**Bell Schedule………………………………………………………………………………………………**17

**Academic Regulations…………………………………………………………………………………..**18

Course Sequence

GPA Calculation

Academic Integrity

Progress Reports

Scholarships

Quarterly Academic Honors

Academic Recognitions

Academic Interventions (CR, Success Academy)

Final Exams

**Behavior Expectations……………………………………………………………………………………**21

**Guidance Department Services………………………………………………………………………..**25

Student Supports/Services

College Admissions and Selection

Advanced Placement

Developmental Guidance Curriculum

**Program of Study……………………………………………………………………………………….….**.27

English/ESL

Math

History

Science

Wellness

World Language

Pathways

**Principal’s Message**

Dear JSEC Students and Families,

Welcome to a new school year! I am excited to support you on your educational journey. This handbook is meant to provide students and families with important information regarding academics, student support services, and behavioral expectations.

It is important that we work together to ensure that our students are successful. Understanding what we offer and what we expect from our students will help us to be on the same page throughout the year.

Many of the questions you might have will be answered in this handbook. If you still have unanswered questions or if you would like additional support, please contact us by calling the main office at 401-456-1781. We will be happy to help you!

Have a great school year!  
  
  
Sincerely,

Mr. Rametti

**School Overview**

| **our core beliefs** | 1. All Providence students can and must learn at high levels, reach their full potential, and succeed in school and in life. 2. We believe Providence teachers and Providence schools can and must have a positive influence and a profound effect on our students’ lives. 3. We believe Providence schools can and must be good places to teach and good places to learn. 4. We believe the Providence school district can and must be a high-performing organization. 5. We believe Providence families and the entire Providence community can and must support our students’ success. |
| --- | --- |
| **our call**  **to action** | All students will continue to be confident, lifelong learners who responsibly contribute to the global community and succeed in their futures. |
| **our learner profile** | * Communicator * Collaborator * Empathetic * Inclusive * Critical Thinker * Creator * Adaptable * Multi-lingual |
| **our educator profile** | **JSEC High School Educators...**   * Inspire through passion, subject matter knowledge, and a growth mindset * Are designers of engaging experiences * Are providers of multiple opportunities for success in a risk-free environment * Have an attitude/growth mindset * Communicate effectively * Cultivate cultural awareness * Are Empathetic * Are Trauma-Informed * Support social-emotional learning and wellbeing |

**Our Core Values**

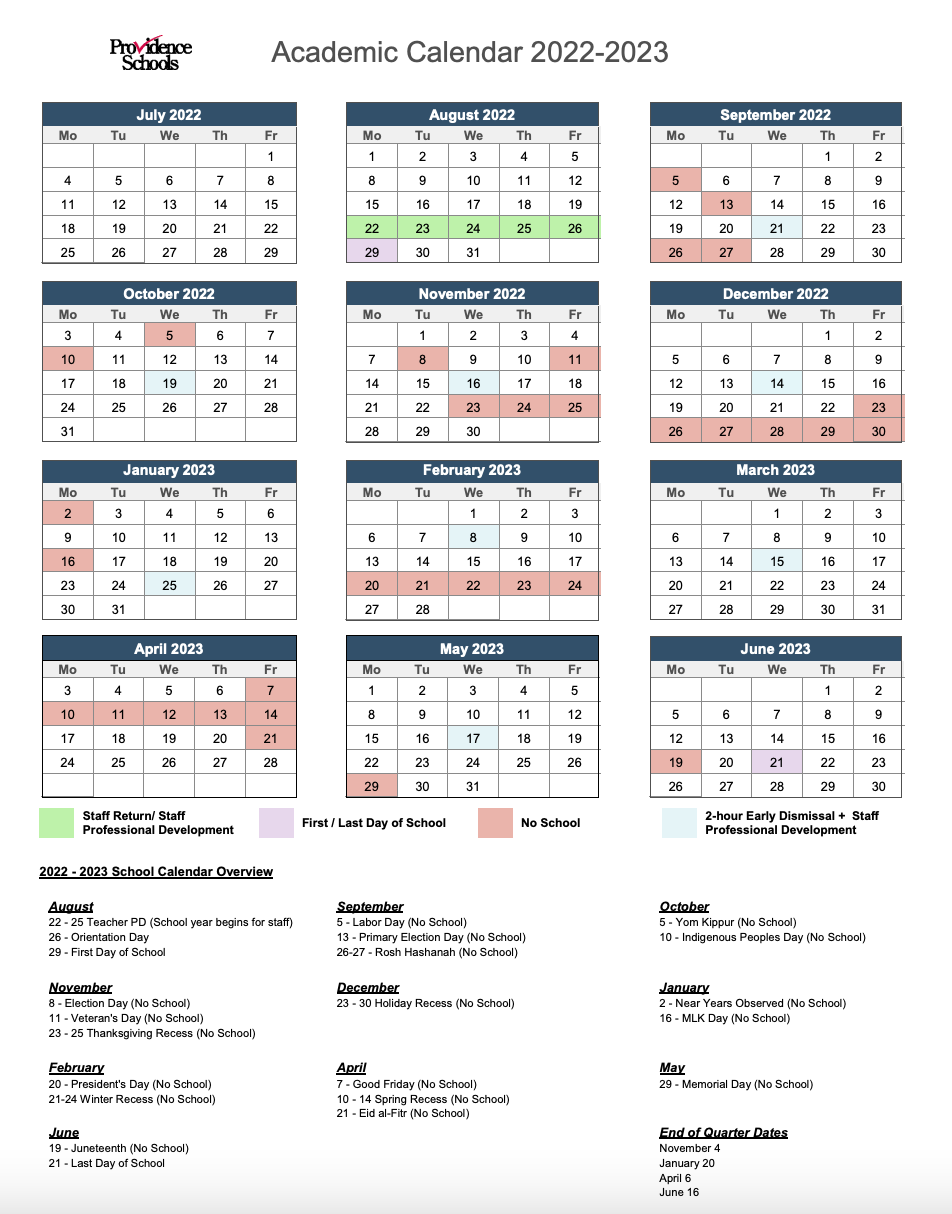
| **Journey to best self**  Viaje a lo mejor de uno mismo  Jornada para tornar-se o seu melhor  أخرج أفضل ما لديك  Kaminhu pa Midjor Verson di Bo  ጉዞ ወደ ምርጥ የራስ ማንነት | **Spread Kindness**  Difundir la bondad  Espalhe a Gentileza  انشر اللُطف  Spadja Bondadi  ደግነትን ማሰራጨት |
| --- | --- |
| **Engage in learning**  ​​Participar en el aprendizaje  Engaje-se no Conhecimento  شارك في التعلم  Fokadu na Prendi  በመማር ላይ መጠመድ | **Collaborate to Fly**  **​​**Colaborar para volar  Colaborar para Ir Além  تعاون كي تُحلِق  Nu Ta Bua Djuntu  ለመብረር መተባበር |

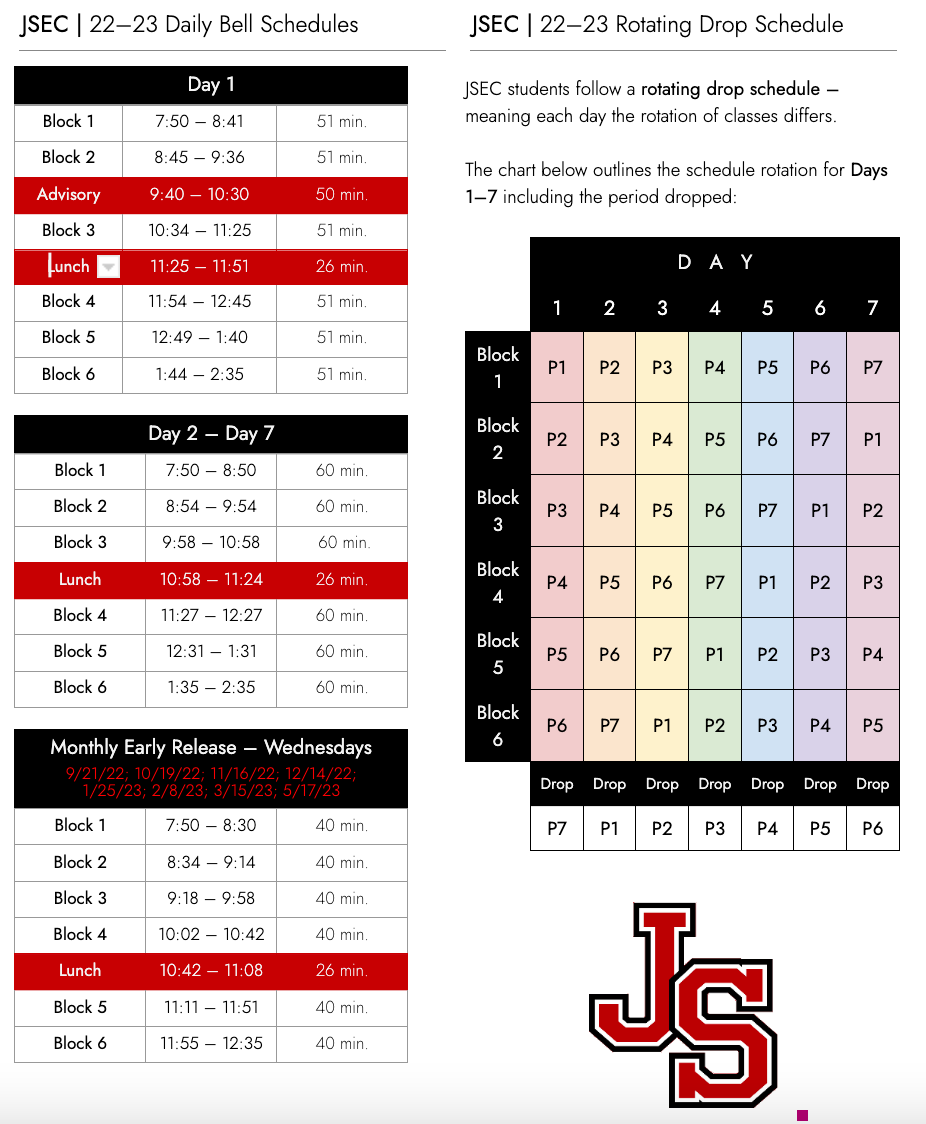
**Academic Regulations**

**Graduation Requirements**

| **General Belief** | The Providence School Board believes that all students can and should learn at high levels, and that it is incumbent upon the Providence Public School District (PPSD or the District) to provide the structures, tools and supports necessary to enable all students to realize their potential. PPSD’s mission is to prepare all students to succeed in the nation’s colleges and universities, and in their chosen professions. Earning a diploma from a PPSD school will represent a high standard of student learning, based on rigorous curriculum content, instruction, and technical skill proficiency, ensuring post-secondary and career readiness for all graduates. |
| --- | --- |
| **Purpose and Scope** | The purpose of this policy is to establish a uniformly high standard for graduation for all students in the District. The Providence School Board expects the District to focus on core instruction, and maintain a manifest dedication to high expectations and a commitment to ensuring that all students are fully supported on their paths to graduation. To that end, processes and programs must be implemented at all PPSD schools, in accordance to this policy and subsequent regulations. Each student in every school in the District must be supported to ensure they are able to not only meet the requirements for graduation, but also to reach success in their endeavors after graduation. |
| **Definitions** | The following definitions are provided to assist in understanding this policy.  **College and Career Readiness-based Exam:** A standardized test or assessment that, at minimum, measures students’ reading, writing, and math skills in order to assess their progress towards college and career readiness.  **Council on Elementary and Secondary Education:** The subset of the Rhode Island Board of Education (which is the chief policy-setting body overseeing K-20 education in Rhode Island) thatfocuses on the education of students in grades K through 12.  **Course Catalog/Program of Study:** The document that houses all approved courses offered within PPSD schools. A description is provided for each course, which includes number and type of credit(s) earned for successful completion of the course.  **Individual Learning Plan (ILP):** A planning and monitoring tool that customizes and directs students’ goals and development in three domains: academic, career, and personal/social.  **Individualized Education Program (IEP):** A written plan describing a student’s special learning needs and the program of special education services provided to meet those needs. The IEP team consists of parents; the student, as appropriate; a general education teacher; a special education teacher and/or provider; a local educational agency representative who can commit agency resources and is knowledgeable about the general education curriculum; and others as requested.  **Intervention:** A specific program or set of steps to help address a particular area of need, be it behavioral, instructional, or linguistic. Interventions are neither strategies nor accommodations; they are formal, aimed at a known need, and monitored. Interventions are intentional (aimed at a fine-grained, particular weakness), flexible (able to be changed based on student need), and specific.  **Literacy:** Literacy is traditionally defined as the ability to read, write, speak and listen in order to communicate with others effectively. Literacy also involves the ability to think and respond critically.  **Numeracy:** Numeracy involves students confidently and effectively using mathematics to solve problems in a variety of contexts. Students learn numerical, spatial, graphical, statistical and algebraic concepts and skills while incorporating critical evaluation, interpretation, application, and communication of mathematical information.  **Performance-based Diploma Assessment:** A series ofmultifaceted assignments that serve as a culminating demonstration of a student’s applied learning skills and knowledge of one or more content areas.  **Proficiency:** For a student to demonstrate proficiency, they must obtain a final score of 65 or higher in each of their core courses.  **Rhode Island Alternate Assessment:** The Rhode Island Alternate Assessment is a state assessment that is used to evaluate the performance of students instructed under modified state standards. The assessment is aligned with the state standards, but the level at which the content is presented is lower in complexity, and students receive more scaffolding and supports. |
| **Guidelines and Implementation Strategies** | The following graduation requirements are definitive. An individual school shall not waive graduation requirements or their components unless otherwise noted in this policy.  The Superintendent will develop administrative regulations to implement the graduation requirements for the Providence Public School District. The regulations should address and expand upon each of the items articulated below.  **Requirements for Graduation**  The Providence Public School District graduation requirements align with and expand on those set forth by the Regulations of the Council on Elementary and Secondary Education (Council)[[1]](#footnote-0). To be eligible for a diploma, all District high school students shall meet the following conjunctive graduation requirements:   1. Successful completion of at least 21 courses[[2]](#footnote-1) through a District-approved course of study, in the following content areas:  * English Language Arts (core content area) – 4 credits * Math (core content area) – 4 credits * Science (core content area) – 3 credits * Social Studies (core content area) – 3 credits * Arts (core content area) – .5 credit * Technology (core content area) – .5 credit * World Language (core content area) – 2 credits * Physical Education and Health – 2 credits * Additional Credits of Choice – 2 credits   ***and***   1. Successful completion of one performance-based diploma assessment.   Students who are determined to be eligible for the alternate assessment under federal law, state rules and regulations, and as noted in the student’s Individualized Education Plan (IEP), may receive a diploma by meeting the above-stated graduation requirements through modified curriculum and proficiency standards.  ***Certificate Options for Students Taking the Rhode Island Alternate Assessment (RIAA)***  Providence will award certificates as outlined in the Rhode Island Secondary Regulations for students who qualify for the Rhode Island Alternate Assessment (RIAA). These certificates convey critical information and skill attainment for students who are assessed using the RIAA as they transition to adult life. While these certificates are not diplomas, they are designed to provide critical information to help families and/or adult service programs determine the appropriate supports students will need as they exit high school.  The four certificate areas include:   * Certificate of Academic Achievement * Certificate of Work Readiness * Certificate of Self-Determination * Certificate of Citizenship and Community   **Council Designations and Providence Diploma Distinctions**  Beginning with the class of 2021, all students who meet Council-defined criteria shall receive a designation notation on their permanent high school transcript.  In addition to state-defined Council designations, students will be eligible for the State Seal of Biliteracy, as well as local designations, including recognition of Career and Technical Education (CTE) accomplishments, as defined in the accompanying PPSD Graduation Requirements regulations document.  **Conjunctive Requirements**   1. ***State Assessment Requirement***   Students are required to participate in at least one college and career readiness-based exam prior to obtaining a diploma.  ***2. Credit Attainment***  Students must complete no fewer than 21 credits through a District-approved course of study. Those subjects designated as core content areas must include demonstrations of proficiency, as defined by the District.  **Alternative methods of course study**  Students can meet any and all of the course requirements through courses within state-approved career and technical programs, expanded learning opportunities, dual enrollment, concurrent enrollment, online learning, experiential learning opportunities, and other non-traditional academic readiness learning experiences as defined and approved by the District. The course catalog (program of study) will clearly indicate which of these courses fulfill content-area requirements.  Career and Technical Education (CTE)  CTE courses are designed to help students acquire academic, technical, and employability skills to succeed in postsecondary education and in-demand careers. CTE provides students with a technical skill set and valuable industry credentials that are specific to particular professions such as Automotive Technology or Engineering.  Expanded Learning Opportunities (ELO)  The ELO initiative is supported by the state department of education. It is a model of practice for high school youth allowing them to receive high school credit for quality out-of-classroom learning. Students are required to score proficient or exemplary on a series of rubrics in order to gain academic credit for the ELO, with these being a combination of elective credits or credits to meet their technology or art graduation requirement.  Dual Enrollment  Dual enrollment courses are part of the offering institution’s (colleges and/or universities) regular schedule and are taught by a college professor on the college campus. High school students will attend classes at the institute of higher education during high school, and will receive college credit(s) and obtain a college transcript upon successful completion of the course.  Concurrent Enrollment  Concurrent enrollment courses are college courses that are approved by an institute of higher education to be taught at the high school, by the high school teacher, allowing students to earn college credit(s) and obtain a college transcript upon successful completion of the course.  Online Learning/Virtual Programs  Online instruction and content are primarily delivered over the Internet with an instructor in a location other than the supervised brick-and-mortar location.  Additional Academic Readiness Learning Experiences  The District reserves the right to review and allow additional academic readiness learning experiences toward graduation course requirements on a case-by-case basis.  ***Attaining Credits for World Language Proficiency***  A student may receive up to six credits via demonstrating proficiency on the American Council for Teachers of Foreign Language (ACTFL) examination, two of which may count towards the World Language requirement (provided they are in the same language).  ***High school courses taken in middle school***  Students who successfully complete District-approved high school courses during middle school shall be provided appropriate credits toward graduation.  ***Transfer of credits***  (1) Standard Secondary Schools: Providence shall accept credits from accredited standard secondary schools in Rhode Island and other states, provided the student received credit in the course(s) from the sending state or district.  (2) Non-Standard Secondary Schools: In the event of student transfer from a non-accredited or non-standard school, the Chief Academic Officer or his/her designee shall make determinations about credit transfer.  (3) Foreign Study/Foreign Schools: The Chief Academic Officer or his/her designee shall have the responsibility for equating subjects taken in a foreign country. In the event that transcripts are impossible to obtain, student performance can be used to make credit transfer, course and graduation determinations.  **Grade level classifications**  Determinations about student progression shall be made on an ongoing basis and must include any courses successfully completed through summer school and district administered credit recovery programs.  ***Ninth grade promotion***  In order to be promoted from ninth to tenth grade, students must have earned a minimum of five credits.  ***Tenth grade promotion***  In order to be promoted from the tenth to eleventh grade, students must have earned a minimum of 10 credits.  ***Eleventh grade promotion***  In order to be promoted from eleventh to twelfth grade, students must have earned sixteen credits, including two core English Language Arts and two core Math credits.  ***Performance-based Diploma Assessment***  Successful completion of the performance-based diploma assessment shall include demonstrations of both applied learning skills and proficiency in the given content area(s).  This assessment will be evaluated using consistent, District developed scoring criteria that align with state-adopted content standards and applied learning standards. In the absence of state-adopted standards for a particular content area, other relevant nationally recognized content standards will be utilized.  ***Accelerated Graduation***  Students with advanced standing and the ability to demonstrate their completion of all elements of the requirements for graduation may graduate early. Students wishing to pursue accelerated graduation should seek application through their guidance office. Decisions about accelerated graduation shall be made by the Chief Academic Officer or his/her designee.  ***Participation in Graduation Ceremonies***  Only students who have fully completed all graduation requirements or RIAA Certificates will be allowed to participate in graduation ceremonies.  **Middle and High School Supports for Students**  All Providence students can and must learn at high levels; therefore it is incumbent upon every school to provide adequate academic, career, and social/emotional supports to ensure students reach their potential. These supports shall include, but are not limited to:   1. The use of District-approved Individual Learning Plans (ILPs) for students in grades 6 through 12 and support plans for students failing to reach required levels of proficiency. Per RIDE secondary regulations, the ILPs shall document the students’ academic and applied learning interests, as well as any support plans in place for the student, to make sure that all students are on the best pathway to excel and meet all of the graduation requirements and beyond. Parents/ guardians will be notified annually about how to access their child’s ILP. 2. Providing research-based interventions, in addition to core instruction and additional academic and instructional support, to all students not on track to meet the requirements for a diploma. Students must be identified and placed in instructional programs that address their knowledge and skill gaps and accelerate their learning. The identification and placement process must be primarily informed by data gathered through the comprehensive assessment system, but should also be informed by other data sources such as in-program assessments and professional recommendations. Instructional programs and their required assessments must be implemented with fidelity to maximize the benefit to the student. 3. Credit-recovery opportunities for high school students who have failed to receive credits for a course. Face-to-face courses or virtual courses must be offered throughout the academic year and summer months for students to have multiple opportunities to recover credits.   **Ensuring Grade Level Literacy and Numeracy**  Students must be proficient in literacy and numeracy in order to be ready for college and career upon graduation. PPSD will ensure this proficiency through curriculum, monitoring student progress, and providing academic, career and social/emotional supports.  All students will be evaluated, through an established screening/review process, to determine their literacy and numeracy levels. Any student determined to be performing below grade level will be diagnostically assessed and subsequently assigned appropriate instructional strategies, interventions and supports.  Any interventions initiated will be documented in the student’s ILP.  **Notification**  The Superintendent or his/her designee shall be responsible for ensuring annual communication of the high school graduation requirements to Providence students and families.  Full and effective notice of the requirements for graduation must be provided to students and their families no later than September 15 of the year in which the student first enters the ninth grade, or at which time the student enters a District high school, whichever comes first.  Once notice of graduation requirements has been provided, the requirements shall not be altered for students in that cohort.  The District will also provide notice of requirements to any students enrolled by the District in non-public schools and/or programs, and to students attending school in any juvenile correction program.  Students in jeopardy of not earning a diploma will receive multiple timely notices that will include:   * Academic status * An opportunity to meet and discuss the student’s academic program, support and planned interventions. * Regular updates on the student’s progress.   **Appeals Process**  Any student who fails to meet PPSD’s minimum requirements for graduation has the right to appeal that determination. Each level of the appeals process requires written notification to the party indicated below.  The process and levels of the District-managed appeals process include:   * *Level One Appeal:* A student may request an appeal if he/she has been determined to be ineligible for a diploma. Level One appeals shall be the responsibility of the school principal or designee. The principal or designee will respond in writing within five business days and must meet with the student and family at their request. * *Level Two Appeal:* If the student is not satisfied with the outcome of the Level One Appeal, the student may appeal to the Superintendent or his/her designee in writing. The Superintendent or his/her designee will respond in writing within five business days and a review will be scheduled. * *Level Three Appeal*: If the student is not satisfied with the outcome of the Level Two Appeal, the student may appeal to the School Board. The student must inform the School Board President or designee in writing after the Level Two Appeal decision is received. The School Board President will respond in writing within five business days and schedule a review. |
| **Training, Oversight and Communication** | The Superintendent shall provide an update to the Board by February 28th of each year which includes:   * Graduation and Dropout Rates. * A report on student participation and performance in credit-recovery opportunities. * Other pertinent information related to the implementation of the Graduation Requirements policy. |
| **Compliance with Laws, Confidentiality Requirements** | The Superintendent will ensure that all PPSD personnel and all PPSD contractors comply fully with all applicable laws, rules, and regulations, and with all Board policies. In the event any part of any policy is unlawful, the Superintendent will report such event to the Board as soon as practicable and request of the Board a modification of this policy. |
| **Legal Reference** | Rhode Island Department of Education Initial guidance for High School Regulations – Section 5.0  Graduation by Proficiency**.**  Regulations of the Board of Regents for Elementary and Secondary Education: K-12 Literacy, Restructuring of the Learning Environment at the Middle and High School Levels, and Proficiency Based Graduation Requirements (PBGR) at High Schools. Title L – Secondary Design, Chapter 6 (March 3, 2011).  Rhode Island Board of Regents Elementary and Secondary Education Secondary Regulations Guidance (May 2011).  Regulations of the Council on Elementary and Secondary Education, Middle and High School Learning Environments and the Rhode Island Diploma System (October 11, 2016; Effective July 1, 2017) |
| **History** | Approved: May 24, 2004  Revised: September 14, 2009  Revised: April 26, 2010  Revised: November 12, 2013  Revised: February 10, 2014  Revised: May 27, 2014  Revised: August 23, 2017  Regulations Issued: October 24, 2017  Revised: November 19, 2019  Revised: December 3rd, 2019  Revised: March 12, 2020  Revised: May 29, 2020  Revised: November 15, 2020  Revised: December 20, 2020 |

**School Calendar**

****

****

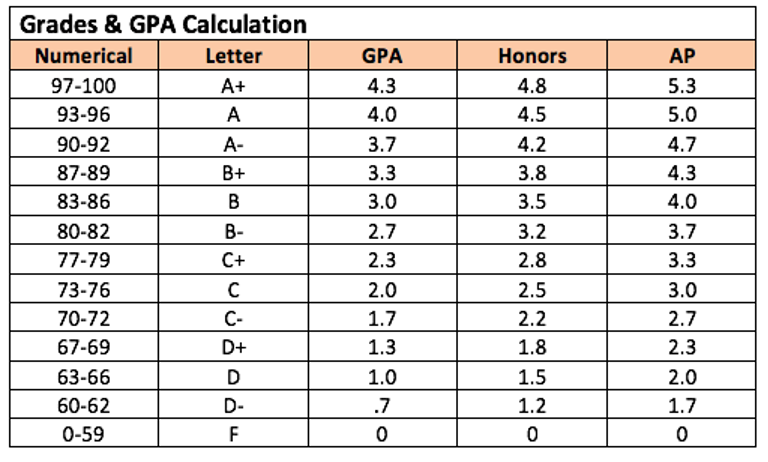
**Academic Regulations**

**JSEC Course Sequence SY22-23**

|  | **English** | **Math** | **Science** | **History** | **Arts/**  **Tech/**  **PE/**  **Health** | **World Language** | **CS Pathway** | **Teacher Academy**  **Pathway** | **Bio-**  **Medical Pathway** | **Support** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **9** | English 1 | Alg 1 | Biology | Law and Government | Phys. Ed. 1 / Comp Apps |  | CS Discoveries | Teacher Academy 1 | PLTW 1: Intro to Biomedical Science | Writing Development  Saga Math Tutoring |
| **10** | English 2 | Geometry | Chemistry | Civics and Social Justice | Phys Ed 2 / Visual Arts 1 | Spanish 1 or  Spanish 2 | Intro to Data and Computing / Computer Applications | Teacher Academy 1 | PLTW 2: Human Body Systems | Saga Math Tutoring |
| **11** | English 3 | Algebra 2 | Physics | Civics and Social Justice | Phys Ed 3 / | Spanish 2 or  Spanish 3 | AP Comp Sci Principles | Teacher Academy 2 | PLTW 2:  Human Body Systems | Personalized Learning Time |
| **12** | English 4  OR  AP Language and Composition | PreCalc  OR  Statistics |  | PBDA / Public Speaking | Phys Ed 4/ | AP Spanish Lang | PLTW: Cyber-  Security | Teacher Academy 3 | BCH-190 Issues in Biotech | Personalized Learning Time  College Success Skills |
| **12th Grade Electives** | | | | | | | | | |
| Personal Financial Literacy  AP Psychology  Current Events  Journalism | | | | | | | | | |

**Grading Scale and GPA Calculation**

Students earn grades in all courses according to the numerical/letter grade scale below.

PPSD calculates overall GPA using a 0-100 point scale. Colleges and universities often use a 0-4 point scale to calculate GPA. Students can translate their GPA using the scale below: ****

**Academic Integrity:** The expectation of all JSEC community members is that they demonstrate a personal sense of ethics that includes honesty, integrity, grace, humility and dignity. Therefore, students are responsible for earning grades honestly and honorably, in all areas including but not limited to essays, tests, quizzes, exams and homework. Failure to meet this expectation will result in disciplinary action.

Cheating is defined as using someone else’s work or labor with or without their knowledge and representing it as your own. This includes (but is not limited to) giving or receiving answers or work on an assessment, plagiarism, any use of cell phone or other device during an assignment / assessment. If a student assists someone in misrepresenting their work, in any way, it is considered cheating, even if there is no benefit to the accomplice.

**Progress Reports:** Students receive progress reports at the mid-point of each marking quarter. All progress report grades are available to students and parents on Skyward.

**Report Cards:** Students receive report cards at the end of each marking quarter. All report card grades are available to students and parents on Skyward. Report cards are also mailed to parents to the address on file.

**Quarterly Academic Honors:** At the end of each quarter, students earning High Honors (all “A”s), Honors (all “A”s and “B”s) will receive certificates of recognition at a grade level Town Hall.

**Academic Recognitions:** In addition to quarterly honors, students may also earn other special recognitions during their JSEC career.

**Seal of Biliteracy:** The Seal of Biliteracy, adopted in 2017 as part of the Look Act, recognizes graduates who speak, listen, read and write proficiently in another language in addition to English with a seal on the high school diploma. The Seal bill has the goal of promoting long term foreign, native, and heritage language study, documenting achievement in biliteracy, and producing a biliterate, multicultural workforce.

**National Honor Society:** The National Honor Society (NHS) is the nation’s premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to recognize those students who have demonstrated excellence in the areas of scholarship, service, leadership, and character. These characteristics have been associated with membership in the organization since its beginning in 1921.

Today, it is estimated that more than one million students participate in NHS activities. NHS chapters are found in all 50 states, the District of Columbia, Puerto Rico, many U.S. territories, and Canada. Chapter membership not only recognizes students for their accomplishments, but challenges them to develop further through active involvement in school activities and community service. *[taken from* [*www.nhs.us*](http://www.nhs.us)*.)*

At JSEC, students are invited to apply for membership in the National Honor Society during the fall of their sophomore, junior, or senior year. In order to be eligible to apply, a student must have a current cumulative GPA of at least 85. Admission decisions are determined by the National Honor Society Faculty Council and are based on the quality of the application, including teacher recommendations and essays, as well as personal qualities demonstrating strong character.

**Academic Interventions:**

* Credit Recovery: Students who are missing credits required for graduation will be enrolled in Credit Recovery. Credit Recovery courses take place after school from 2:45-3:45 two days each week. Credit Recovery is self-paced and can be completed in eight weeks if the student is committed to completing the requirements.
* Tutoring Center:The JSEC Tutoring Center is typically open four days/week (Monday-Thursday). Students may attend tutoring sessions voluntarily for extra support. Teachers and administrators may assign mandatory tutoring to students for academic-related infractions such as class cutting, tardiness, sleeping in class, etc.

**Quarterly Exams:** At the end of each quarter, students will take a cumulative assessment of their mastery of the standards in each course. Students will need to study for these assessments.

**Behavior Expectations**

At JSEC, we align our behavior expectations with our school-wide core values. We expect students to work actively toward exhibiting our core values.

|  | **J** | **S** | **E** | **C** |
| --- | --- | --- | --- | --- |
| **Journey to best self** | **Spread Kindness** | **Engage in learning** | **Collaborate to fly** |
| **Classroom** | We actively listen to our teacher & peers.    We support each other    We are responsible for our assignments & grades.    We tolerate distress & we confront challenges. | We are kind and respectful to others.    We help others.    We treat others the way we want to be treated. | We engage in learning by asking questions & proposing challenges & solutions.    We engage with each other in productive and positive ways to enhance the learning environment. | We work together to push one another to reach our goals    We hold each other accountable    We learn from one another in order to grow |
| **Hallway** | We walk to class with a purpose and arrive on time    We respect others' space    We interact  respectfully with adults and peers in the hallway. | We use kind language in the hallway    We help others when needed.    We are supportive of others who need assistance. | We engage with our environment throughout the hallway, observing flyers and bulletin board material | We encourage others to engage in the classroom & collaborate to make our school a safe & engaging  environment |
| **Cafeteria** | We are patient & respectful of everyone’s space in line to get lunch. | We show our custodians respect & kindness by cleaning up after ourselves.  We socialize with new people    We invite others to eat lunch with us | We learn from our friends    We engage with our peer's using kind & respectful language | We participate in lunchtime activities when held. |
| **Library** | We respect others who are working by talking & moving quietly    We spend our time productively | We help others with researching, reading, writing, & studying when needed | We engage in project based & relevant learning for our future. | We work with classmates and teachers to hold each other accountable. |

**School Expectations**

| **Rule/Expectation** | **The “Why” Behind It** |
| --- | --- |
| Arrive to class on time. | Every minute a student is out of class is a minute of learning loss. |
| Always ask for a pass to leave your assigned classroom/area. | We are responsible for student safety. We can’t ensure safety if we don’t know where you are. |
| Attend all classes each day. | The most successful students are those who attend classes daily. Students who are absent from school regularly or who choose to skip certain classes tend to struggle academically and fall behind. |
| Put cell phones away during class time. | There is plenty of research to show that cell phones distract us from learning. Multitasking is detrimental to our success when we are trying to learn new content and skills. Save phone use for your free time so you can get the most out of your education. |

**Non-Negotiables**

| **Rule** | **The “Why” Behind It** |
| --- | --- |
| Students may not order food from outside vendors and have it delivered to the school. | We love delicious takeout food too, but ordering food during school is disruptive and compromises the safety of the building. We cannot have strangers delivering food to students during the day. This requires students to 1) use their phones during class, which is not allowed; 2) leave class to meet a delivery person and miss instruction; 3) Miss more class time to eat the food (if it is delivered before or after the designated lunch period, which is likely to happen as delivery schedules are often unpredictable.) |
| Students may not exit the school building and return | Students are required to be in class all day. We are responsible for their well-being and safety. If a student is not in the building, we cannot guarantee safety. It also means the student is losing important instructional time. |
| Students may not let another person into the school building at any time for any reason. | Allowing others into the building compromises the safety of the building. Even if the person is a JSEC student, letting the student in during the day means we cannot accurately take attendance and check that student in for the day. |
| Students may not vape or smoke on school grounds at any time. | Vaping/smoking is unhealthy and poses health risks to other community members. The smell of smoke is distracting to the educational environment. Moreover, vaping/smoking affects students’ ability to focus on learning. |
| Remain on the JSEC side of the building at all times. | We share a building with another PPSD High School (360 HS). Each school has its own administration, teachers, and students. We are responsible for the safety and whereabouts of our JSEC students at all times. It is considered trespassing to enter a school building where you are not enrolled as a student. |

**Infractions and Possible Consequences**

| **Minor Incidents**  (All incidents require the discretion of all parties involved.) | |  | **Major Incidents**  (All incidents require the discretion of all parties involved.) | |
| --- | --- | --- | --- | --- |
| Behavior | Possible Responses | Behavior | Response |
| Cutting Classes and/or loitering | * Student Reflection Sheet * Success Plan Meeting * Mandatory referral to After School Tutoring | Bullying | * Bullying Investigation |
| Excessive talking | * Student Reflection Sheet * Behavior Contract * Mandatory referral to After School Tutoring | Hate Crimes/Acts | * Police investigation |
| Physical Fighting | * Suspension * Mediation |
| Unauthorized Phone Use | * Student Reflection Sheet * Phone contract * Mandatory referral to After School Tutoring | Verbal Abuse | * Mediation * Suspension |
| Unprepared for class (missing pencil, chromebook, etc.) | * Student Reflection Sheet * Personal Responsibility Education * Mandatory referral to After School Tutoring | Drug or alcohol possession | * Suspension * Referral to RISAS |
| Teasing  (joking among friends that can escalate) | * Student Reflection Sheet * Restorative discussion with students. * Parents are notified if it is repetitive. Understanding the effects of teasing and harassment to others. | Threats to student, teachers | * Suspension * Mediation |
| Inappropriate language | * Student Reflection Sheet * Discussion with student * Written apology * Public apology | Stealing | * Restoration |
| Disruption of learning environment | * Student Reflection Sheet * Written apology * Public apology | Defacing school property or the personal property of another student or adult | * Community Service |
| Theft (petty) | * Student Reflection Sheet * Restoration | Unwanted/Inappropriate physical contact | * Education Module: Sexual Harassment |
| Defiance/Disrespect  Directly ignoring staff direction. | * Student Reflection Sheet * Restorative Circle | Weapons | * Suspension * Mediation |
| Personal Property damage | * Student Reflection Sheet * Restoration * Written apology * Public apology |  |  |
| Play Fighting | * Student Reflection Sheet |  |  |  |
| Tardiness to class | * Education Module: Responsibility * Student Reflection Sheet * Parent notification after 3x |  |  |  |
| Tardiness to school | * Education Module: Responsibility * Parent notification after 3x |  |  |  |
| Gambling | * Education Module on Dangers of Gambling |  |  |  |

**Guidance Department Services**

**College Admissions and Selection:** From grades 9th to 12th, JSEC students will engage in activities and experiences that will better prepare them to be college, career and life ready. All JSEC students will pursue a rigorous, college-preparatory curriculum, conduct career interest and exploration activities, have opportunities to participate in internships, independent study, and on-campus college visits s well as College Admissions Representative visits at JSEC:

| **Grade Level** | **Milestones** |
| --- | --- |
| **9** | * Introduction to High School * Making the most of resources * Understanding GPA * SAT 9 Preparation and score interpretation * College visit |
| **10** | * Transcript Audit * PSAT 10 Preparation and score interpretation |
| **11** | * Transcript Audit * SAT 11 Preparation and score interpretation * College Rep Visits |
| **12** | * Transcript Audit * College application process * Financial Aid Applications * Scholarships * College Rep Visits |

**Advanced Placement**

In order to prepare our JSEC Scholars for post-secondary education success, JSEC offers Advanced Placement courses that allows students to delve deeper within the content and progress towards mastery. We currently offer the following AP Courses:

* AP Language and Composition
* AP Spanish Language
* AP Computer Science Principles
* AP Psychology

Students who enroll in AP courses are expected to sit for the AP exam at the end of the school year. AP course enrollment is based on student interest and teacher recommendation.

**Student Supports/Services**

JSEC offers a holistic approach to promoting academic success by offering a variety of student support services. The following partners support the work of the Guidance Department:

* **The Talent Search:** The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. The program publicizes the availability of financial aid and assists participants with the postsecondary application process. Talent Search also encourages persons who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete postsecondary education. The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education.

* **Onward We Learn (formerly College Crusade):** Onward We Learn is the state’s most comprehensive college readiness program for middle school and high school students in our state’s urban school districts. We reach out early to motivated students and encourage their commitment to learning. No other organization in Rhode Island provides as much long-term guidance and support for students from these communities. Onward We Learn was inspired by the idea that the consistent involvement of caring adults helps young people overcome economic and educational disadvantages. We believe in the students we serve. Our dedicated staff nurtures students’ personal and academic growth, and our specially designed programs give them the tools they need to succeed in school and to stay accountable to their college goals. Our sustained social and academic investment in the lives of young people increases the vitality of our state and creates a lasting legacy for the future.
* **School-Based Social Worker:** We are fortunate to have a full time social worker on staff at Juanita Sanchez. Students in need of support may be referred to the social worker from a parent, teacher, or other school staff member through our Student Support Team.
* **RI Assistance Counselor:** Since 1987, RISAS has implemented Project SUCCESS (Schools Using Coordinated Community Efforts to Strengthen Students) in RI middle and high schools. As of August 2021, Project SUCCESS is in 31 RI middle schools and 39 high schools, representing 33 school districts. In the fall of 2021, 52,000 Rhode Island middle and high school students will have access to a student assistance counselor in their school. Project SUCCESS is recognized by the Substance Abuse and Mental Health Services Administration (SAMHSA) as an effective evidence-based program to prevent and reduce substance use among youth ages 12 to 18. Project SUCCESS works by embedding a specially trained master’s degree level student assistance counselor in each school to provide students with easy access to services. This approach allows for early identification and intervention for alcohol and other drug use-related risk factors, such as drinking at an early age, poor academic performance, tardiness, absenteeism and other behavior problems.
* **Family Services:** Family Services provides counseling to students who have experienced traumatic events and/or who live in environments with ongoing stress and/or traumatic reminders. Family Services is particularly effective for young people experiencing difficulty regulating emotions and behavior.

**Program of Studies**

**Art Department**

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Visual Art 1** | **7191** | **05999** |
| Grade Level(s): |  | Course Credit: |
| **10-12** |  | **0.5** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **This course is an introduction to the elements of art: line, shape, color, texture, form, value and space. Students will learn how artists use these elements to create works of art. Students will create their own works of art using various mediums.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Arts and the Community** | **7194** | **05151** |
| Grade Level(s): |  | Course Credit: |
| **10-12** |  | **1.00** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **In this year-long course, students have the opportunity to use the Rhode Island School of Design (RISD) Museum, New Urban Arts, City Arts and other community arts organizations. Objects that form RISD’s permanent and temporary collections will be at the center of student learning. Weekly visits to the arts organizations will provide students with the opportunity to encounter examples of a range of works of art and design both historic and contemporary. Students in this class will benefit from learning about art and the ideas it expresses from curators, docents, educators, and artists.** | | |

**Senior Capstone Course**

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Performance Based Diploma Assessment (PBDA)** | **1107** | **22106** |
| Grade Level(s): |  | Course Credit: |
| **11th and/or 12th** |  | **0.5** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **PBDA is a course designed to give students in-school time to work on their PBDA graduation requirement. This course is not content specific, but rather a guided workspace for students to hone and enhance their research and presentation skills. The multiple milestones that must be met in this course will culminate in a final research paper, and an oral presentation.**  **Throughout the course, students will be engaging in multiple manner of research. Outside of class time, students will be expected to to work on their fieldwork/applied learning with a mentor. The final paper will go through a blind scoring process, and the final presentation will be presented to a panel. This is an authentic college and career ready experience for students, as the format of the course is considerably self-directed, and the final products are of the type expected in many careers.**  **Seminar courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigatory skills, presentation skills, interpersonal skills, group process skills, and problem-solving and critical-thinking skills. Seminars aimed at juniors and seniors often include a college and career exploration and planning component.** | | |

**Electives**

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Personal Financial Literacy** | **1920** | **19262** |
| Grade Level(s): |  | Course Credit: |
| **9-12** |  | **0.5** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **The Personal Financial Literacy course provides students with an understanding of the concepts and principles involved in managing one’s personal finances. These courses emphasize lifespan goal-setting, individual and family decision making, and consumer rights as well as topics that are commonly associated with personal finance so that one can become a financially responsible consumer. Topics may include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. These courses may also investigate the effects of the global economy on consumers and the family.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Advisory** | **4901** | **72000** |
| Grade Level(s): |  | Course Credit: |
| **9-12** |  | **0** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **This course is designed to create a personalized learning environment for students and place him/her on a pathway to college and career success. The students will receive support to attain their academic, career and social/personal goals.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Personalized Learning Time** | **499999** | **13342** |
| Grade Level(s): |  | Course Credit: |
| **9-12** |  | **0** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **During Personalized Learning Time (PLT), students work at their own pace through focus area content, curated resources or “playlists”.  When students feel they have mastered playlist material, they demonstrate their knowledge by taking a content assessment.  PLT learning facilitators provide students with coaching and help develop their self-directed learning habits by facilitating goal setting, reflection, creating structures for learning and collaboration, and providing content support.**  **Our students spend a significant portion of their week in PLT.  During this time, they learn subject content knowledge, academic literacy skills, and the habits and cognitive skills necessary for their later success in college.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Journalism Seminar** | **160** | **11101** |
| Grade Level(s): |  | Course Credit: |
| **9-12** |  | **0.5** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **This semester course focuses on developing discerning consumers of the media.  You will acquire skills which may be utilized in working on school publications.  Newspapers, magazines (both print and electronic), and the world of broadcast news will be explored. The focus of this course is on examining the purposes, successes and failures of mass media; analyzing what is seen and heard in the media; understanding the workings of journalism; practicing writing techniques; practicing interview techniques; working as part of a team; and practicing journalism as a creative process**. | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Public Speaking** | **169** | **01151** |
| Grade Level(s): |  | Course Credit: |
| **9-12** |  | **0.5** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **This course provides opportunities to develop communication skills that can be used in a variety of speaking situations (such as small and large group discussions, delivery of lectures or speeches in front of audiences, and so on). Course topics may include (but are not limited to) research and organization, writing for verbal delivery, stylist choices, visual and presentation skills, analysis and critique, and development of self-confidence.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **College Success Skills\_LRCT 1020** | **423** | **22003** |
| Grade Level(s): |  | Course Credit: |
| **12th** |  | **1.00** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **The course will give new students practical tips and strategies that will help them succeed in college.Emphasis is in altitude, study habits, time and stress management. In a setting of active and collaborative learning students are engaged in a variety of instructional experiences, including discussions with reading, speaking, writing, and listening assignments. The course will require the creation of a personal success plan that will include educational and career goals and will introduce and make use of the college’s resources and personnel.**  **Study Skills courses prepare students for success in high school and/or for postsecondary education. Course topics may vary according to the students involved, but typically include reading improvement skills, such as scanning, note-taking, and outlining; library and research skills; listening and note-taking; vocabulary skills; and test-taking skills. The courses may also include exercises designed to generate organized, logical thinking and writing.​** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **AP Psychology** | **466** | **04256** |
| Grade Level(s): |  | Course Credit: |
| **12** |  | **1.00** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Current Events** | **471** | **04106** |
| Grade Level(s): |  | Course Credit: |
| **12** |  | **1.00** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **The Current Events course introduces you to issues that influence our life in this global, multicultural society. You will research current economic, political, social, and cultural problems, and explore how ongoing conflicts affect groups as well as individuals. Emphasis is upon America as a dynamic society in the 21st century, witnessing changes involving community, state, nation, and world. Some of the pressing problems facing our rapidly changing society will be examined in detail using a variety of media. Critical thinking skills and technology-related research is emphasized. Speaking and listening skills are reinforced through class discussions and oral presentations. The study of interdisciplinary connections relates current events to history thereby enabling you to grasp the interrelationship between and among them. The use of a variety of technologies is integrated throughout the curriculum.** | | |

**English/ESL Department**

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **ELD A** | **ELD1G9, ELD1G10, ELD1G11, ELD1G12, ELD1GMIX** | **01008** |
| Grade Level(s): |  | Course Credit: |
| **9-12** |  | **1.00** |
| Prerequisite: | | |
| **WIDA composite score level 1.0-1.9** | | |
| Course Description: | | |
| **ELD A focuses on reading, writing, speaking and listening skills to support Multilingual Learners with the following WIDA proficiency range: 1.0-1.9. This ELD course will develop functional and academic English to support multilingual learners strengthen and develop new skills in their English Language proficiency across all four language domains in order to gain grade level content knowledge.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **ELD B** | **ELD2G9, ELD2G10, ELD2G11, ELD2G12, ELD2GMIX** | **01008** |
| Grade Level(s): |  | Course Credit: |
| **9-12** |  | **1.00** |
| Prerequisite: | | |
| **WIDA composite score level 2.0-2.9 or students who already completed ELD A** | | |
| Course Description: | | |
| **ELD B focuses on reading, writing, speaking and listening skills to support Multilingual Learners with the following WIDA proficiency range: 2.0-2.9 or students who already completed ELD A. This ELD course will develop functional and academic English to support multilingual learners strengthen and develop new skills in their English Language proficiency across all four language domains in order to gain grade level content knowledge.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **ELD C** | **ELD3G9, ELD3G10, ELD3G11, ELD3G12, ELD3GMIX** | **01008** |
| Grade Level(s): |  | Course Credit: |
| **9-12** |  | **1.00** |
| Prerequisite: | | |
| **WIDA composite score level 3.0-3.9 or students who already completed ELD B** | | |
| Course Description: | | |
| **ELD C focuses on reading, writing, speaking and listening skills to support Multilingual Learners with the following WIDA proficiency range: 3.0-3.9 or students who have already completed ELD B. This ELD course will develop functional and academic English to support multilingual learners strengthen and develop new skills in their English Language proficiency across all four language domains in order to gain grade level content knowledge.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **ELD D** | **ELD4G9, ELD4G10, ELD4G11, ELD4G12, ELD4GMIX** | **01008** |
| Grade Level(s): |  | Course Credit: |
| **9-12** |  | **1.00** |
| Prerequisite: | | |
| **WIDA composite score level 3.0-3.9 or students who already completed ELD C** | | |
| Course Description: | | |
| **ELD D focuses on reading, writing, speaking and listening skills to support Multilingual Learners with the following WIDA proficiency range: 4.0-4.9 or students who have already completed ELD C. This ELD course will develop functional and academic English to support multilingual learners strengthen and develop new skills in their English Language proficiency across all four language domains in order to gain grade level content knowledge.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **English 1** | **115** | **01001** |
| Grade Level(s): |  | Course Credit: |
| **9** |  | **1.00** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **English/Language Arts I (9th grade) courses build upon students’ prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. Typically, these courses introduce and define various genres of literature, with writing exercises often linked to reading selections.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Writing Development** | **154** | **01149** |
| Grade Level(s): |  | Course Credit: |
| **9** |  | **1.00** |
| Prerequisite: | | |
| **Concurrently enrolled in English 1 or Introduction to Literary Studies course** | | |
| Course Description: | | |
| **This one year course seeks to develop the writing processes and practices necessary for producing successful high school compositions. The focus will be on the three types of writing specified in the Common Core State Standards- argument, informative/explanatory and narrative. You will use revision to produce clear and coherent writing to strengthen and develop your written pieces.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **English 2** | **125** | **01002** |
| Grade Level(s): |  | Course Credit: |
| **10** |  | **1.00** |
| Prerequisite: | | |
|  | | |
| Course Description: | | |
| **English/Language Arts II (10th grade) courses usually offer a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author’s intent and theme and to recognize the techniques used by the author to deliver his or her message.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **AP English Language** | **130** | **01005** |
| Grade Level(s): |  | Course Credit: |
| **11** |  | **1.00** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. The AP exam is required at the conclusion of the course.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **English 3** | **135** | **01003** |
| Grade Level(s): |  | Course Credit: |
| **11** |  | **1.00** |
| Prerequisite: | | |
|  | | |
| Course Description: | | |
| **English/Language Arts III (11th grade) courses continue to develop students’ writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **English 4** | **145** | **01004** |
| Grade Level(s): |  | Course Credit: |
| **12** |  | **1.00** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **English/Language Arts IV (12th grade) courses blend composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.​** | | |

**ECS Program**

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Occupational English 1** | **3191** | **01098** |
| Grade Level(s): |  | Course Credit: |
| **9** |  | **1.00** |
| Prerequisite: | | |
| **Based upon identified need** | | |
| Course Description: | | |
| **These courses are designed for students on alternate assessment.  The standards are based on the alternate GSEs.  Students will also learn vocabulary and literacy skills that will be used on a job site.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Occupational English 2** | **3192** | **01098** |
| Grade Level(s): |  | Course Credit: |
| **10** |  | **1.00** |
| Prerequisite: | | |
| **Based upon identified need** | | |
| Course Description: | | |
| **These courses are designed for special education students on alternate assessment.  The standards are based on the alternate GSEs.  Students will also learn vocabulary and literacy skills that will be used on a job site.  Assessment is based on individual student progress.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Occupational English 3** | **3193** | **1098** |
| Grade Level(s): |  | Course Credit: |
| **11** |  | **1.00** |
| Prerequisite: | | |
| **Based upon identified need** | | |
| Course Description: | | |
| **These courses are designed for students on alternate assessment.  The standards are** **based on the alternate GSEs.  Students will also learn vocabulary and literacy skills that will be used on a job site.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Occupational English 4** | **3194** | **1098** |
| Grade Level(s): |  | Course Credit: |
| **12** |  | **1.00** |
| Prerequisite: | | |
| **Based upon identified need** | | |
| Course Description: | | |
| **These courses are designed for special education students on alternate assessment.  The standards are based on the alternate GSEs.  Students will also learn vocabulary and literacy skills that will be used on a job site.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Fundamental Science 1** | **3311** | **3098** |
| Grade Level(s): |  | Course Credit: |
| **9 10** |  | **1.00** |
| Prerequisite: | | |
| **Based upon identified need** | | |
| Course Description: | | |
| **These courses are designed to assist children who are on alternate assessment develop functional science skills. The standards are aligned to the alternate grade span expectations. Students are assessed based on learning needs.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Fundamentals of Social Studies I** | **3441** | **4051** |
| Grade Level(s): |  | Course Credit: |
| **9** |  | **1.00** |
| Prerequisite: | | |
| **Based upon identified need** | | |
| Course Description: | | |
| **These courses are designed to assist children who are on alternate assessment develop functional history skills.  The core social studies areas of history, government, civics, and economics are developed.  These standards are aligned to the alternate grade span expectations.  Students are assessed based on learning needs** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Occupational Math I** | **3211** | **2998** |
| Grade Level(s): |  | Course Credit: |
| **9** |  | **1.00** |
| Prerequisite: | | |
| **Based on identified need** | | |
| Course Description: | | |
| **If you are an alternate assessment student, Occupational Math I is designed to support you in mastering the mathematics necessary for everyday life. You will learn math skills such as addition, subtraction, multiplication and division. You will work through math problems that offer real-world applications. You will be assessed based on learning needs.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Physical Education Adaptive** | **6506** | **08007** |
| Grade Level(s): |  | Course Credit: |
| **9-12** |  | **0.5** |
| Prerequisite: | | |
| **IEP** | | |
| Course Description: | | |
| **This course is offered to students with gross motor delays or other disability-related difficulties that make them unable to participate productively in a regular physical education class. The student’s will receive the required physical education offerings modified to meet their needs.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Transition I** | **3805** | **22207** |
| Grade Level(s): |  | Course Credit: |
| **11 & 12** |  | **0.5** |
| Prerequisite: | | |
| **Based upon identified need** | | |
| Course Description: | | |
| **The transition elective provides juniors mandated transition services according to IDEA.  Students learn about post-secondary opportunities, employment, community participation, and functional daily living skills.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Transition II** | **3806** | **22207** |
| Grade Level(s): |  | Course Credit: |
| **11 & 12th Grade** |  | **0.5** |
| Prerequisite: | | |
| **Based upon identified need** | | |
| Course Description: | | |
| **The transition elective provides juniors mandated transition services according to IDEA.  Students learn about post-secondary opportunities, employment, and functional daily living skills.** | | |

**Mathematics Department**

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Algebra I** | **232** | **02052** |
| Grade Level(s): |  | Course Credit: |
| **9-10** |  | **1.00** |
| Prerequisite: | | |
| **Successful completion of Middle School mathematics** | | |
| Course Description: | | |
| **Algebra I is a Common Core State Standards-based course where you will learn to represent and solve real life problems by writing equations and simplifying expressions.  You will study the order of operations, arithmetic operations with positive and negative numbers, ratios and proportions, absolute value, polynomials, factoring, function notation, linear equations and inequalities, and quadratic equations.  You will apply both algebraic and graphing methods to solve equations, inequalities and systems of equations.  This course also includes finding the probability of simple or successive events and methods of statistical evaluation including measures of central tendency.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Geometry** | **236** | **02072** |
| Grade Level(s): |  | Course Credit: |
| **9-11** |  | **1.00** |
| Prerequisite: | | |
| **Algebra I** | | |
| Course Description: | | |
| **Geometry is a Common Core State Standards-aligned course, and is a comprehensive course based on the coverage of geometric terms and processes, logic and problem solving. This course includes topics such as parallel and perpendicular lines, planes, congruent triangles, inequalities and quadrilaterals. You will be introduced to various forms of proofs. Emphasis is placed upon reasoning and problem-solving skills gained through study of similarity, areas, volumes, circles, coordinate geometry and transformations.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Algebra II** | **238** | **0256** |
| Grade Level(s): |  | Course Credit: |
| **9-12** |  | **1.00** |
| Prerequisite: | | |
| **Successful completion of Algebra I** | | |
| Course Description: | | |
| **Algebra II is a Common Core State Standards-based course in advanced algebraic reasoning, applications, and problem solving. This course is designed to prepare you for college algebra and/or pre-calculus. In this course, classroom experiences are designed using an inquiry/problem solving model of instruction that allows you to explore concepts from a variety of perspectives and representations. Topics include set theory, operations with rational and irrational expressions, factoring of rational expressions, in-depth study of linear equations and inequalities, quadratic equations, solving and graphing systems of linear and quadratic equations, properties of higher degree equations and operations with rational and irrational exponents. In each topic you will learn to analyze and represent concepts numerically, algebraically, graphically, and linguistically. You will develop an understanding of major topics in Algebra through a process that emphasizes communication, reasoning, and building connections between important algebraic concepts, additional strands of mathematics, and real world applications.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Statistics** | **258** | **02201** |
| Grade Level(s): |  | Course Credit: |
| **10-12** |  | **1.00** |
| Prerequisite: | | |
| **Successful completion of Algebra 1, Geometry and Algebra 2.** | | |
| Course Description: | | |
| **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 presentation of data (including graphs). Course topics may also include normal distribution and measures of variability.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Pre-Calculus** | **259** | **02110** |
| Grade Level(s): |  | Course Credit: |
| **11-12** |  | **1.00** |
| Prerequisite: | | |
| **Successful completion of Algebra 1, Geometry and Algebra 2.** | | |
| Course Description: | | |
| **Pre-Calculus is part of your college preparatory sequence of study. This course is aligned to the Common Core State Standards (CCSS). Pre-Calculus begins with the study of function and change. You will then move on to the following topics: Linear Functions, Function Notation, Exponential & Logarithmic Functions, Transformations, Trigonometric Functions, Trigonometry, Compositions & Inverses, Combination of Functions, Polynomial & Rational Functions, Conic Sections, Matrix Algebra and Limits. Concepts and applications will be demonstrated graphically, numerically, analytically and verbally with an emphasis on the connection between the four representations.** | | |

**Physical Education and Health Department**

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Physical and Health Education 1** | **6511** | **08001** |
| Grade Level(s): |  | Course Credit: |
| **9** |  | **0.5** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **Physical and Health Education 1 includes a freshman orientation to physical education. It is an introduction to basic skills and movement by participation and instruction in the following activities: Presidential physical fitness testing, cooperative games, fitness, leisure activities, and individual and team sports. This course meets the district graduation requirements for physical education.**  **This introductory health course while focusing on required content areas includes lessons on respect, cooperation, teamwork, problem solving, communication, anatomy and physiology of the human body and positive long-term health skills. A unit focusing on wellness helps students to assess their personal health and develop a plan that promotes good nutrition, fitness and positive health habits. Students may have the opportunity to work with the school nutritionist and fitness specialist.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Physical and Health Education 2** | **6512** | **08001** |
| Grade Level(s): |  | Course Credit: |
| **10** |  | **0.5** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **Physical and Health Education 2 builds off of PHE I and includes advanced instruction of the basic skills and movement by participation in the following activities: Presidential physical fitness testing, cooperative games, fitness, leisure activities, and individual and team sports. This course meets the district graduation requirements for physical education.**  **Health builds upon the decision-making skills developed in PHE 1 through an in-depth study of relationships and media influences. The Teen Dating Violence Prevention unit includes lessons on building positive relationships, conflict resolution, sexual harassment, and gender stereotyping, homophobia, and bystander intervention strategies. Students will gain an understanding of the harmful effects that drugs have on the body.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Physical and Health Education 3** | **6513** | **08001** |
| Grade Level(s): |  | Course Credit: |
| **11** |  | **0.5** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **Physical and Health Education 3 builds off of PHE 2. The focus of this course includes the principles of exercise, muscle strength, cardio respiratory endurance, and flexibility. In this course students will analyze factors that affect physical activity and apply activity specific knowledge to develop movement proficiency. Students will begin to set personal fitness goals through participation in cooperative games, leisure activities, and individual and team sports. This course meets the district graduation requirements for physical education.**  **Health is a continued focus on the mandated content areas with particular emphasis on topics such as birth, reproduction, contraception, and STD’s including a specific study on HIV/AIDS, and teenage parenting issues. Students will be required to do a major teenage parenting project as part of their health grade.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Physical and Health Education 4** | **6514** | **08001** |
| Grade Level(s): |  | Course Credit: |
| **12** |  | **0.5** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **Physical and Health Education 4 builds off of PHE 3. The focus of this course is to enable students to learn through classroom instruction, supervised fitness activities and self-directed fitness activities. Students participate in personal fitness assessment by designing and implementing a physical fitness program. In this course students will work cooperatively and productively to compete in individual and team sport or tournament play. Students will identify the importance of leisure activities and how they relate to lifelong fitness. This course meets the district graduation requirements for physical education.**  **Health is a culmination of the required content areas with emphasis on transfer of health knowledge after graduation. Topics include Environmental Health, Nutrition & Consumer Health, Domestic Violence, Stress Management, and HIV/AIDS.** | | |

**Science Department**

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Biology** | **312** | **03051** |
| Grade Level(s): |  | Course Credit: |
| **9, 10** |  | **1.00** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **This inquiry lab science is part of the Providence schools’ core college preparatory sequence of study. This course is aligned to the NGSS. Students who successfully complete this course will have a broad understanding of concepts related to ecosystems, cells, genetics, and evolution which they will learn about through the use of inquiry based (hands-on) science. Student proficiency will be measured by a variety of assessments including, but not limited to, unit tests, lab reports, and projects which will require students to demonstrate their full understanding of the concepts under study. This course is highly recommended for High School students and successful completion of this course will serve as a prerequisite for AP Biology in the 11th/12th grade.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Chemistry** | **322** | **03101** |
| Grade Level(s): |  | Course Credit: |
| **10 - 11** |  | **1.00** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **This inquiry lab science is part of the Providence schools’ core college preparatory sequence of study. This course is aligned to the NGSS. Students who successfully complete this course will have a broad understanding of concepts related to the chemical and physical properties of matter, the structure of matter, chemical reactions, and chemistry of the earth which they will learn about through the use of inquiry based (hands-on) science. Student proficiency will be measured by a variety of assessments including, but not limited to, unit tests, lab reports, and projects which will require students to demonstrate their full understanding of the concepts under study. This course is highly recommended for High School students and successful completion of this course will serve as a prerequisite for AP Chemistry in the 11th/12th grade.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Physics** | **332** | **03151** |
| Grade Level(s): |  | Course Credit: |
| **11** |  | **1.00** |
| Prerequisite: | | |
| **Algebra I** | | |
| Course Description: | | |
| **This course is part of the Providence schools’ core college preparatory sequence of study. This course is aligned to the NGSS. Students who successfully complete this course will have a broad understanding of concepts related to motion, work, energy, magnetism, and astronomy which they will learn about through the use of inquiry based (hands-on) science. Student proficiency will be measured by a variety of assessments including, but not limited to, unit tests, lab reports, and projects which will require students to demonstrate their full understanding of the concepts under study. This course is highly recommended for High School students and successful completion of this course will serve as a prerequisite for AP Physics in the 11th/12th grade.** | | |

**Technology**

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Computer Applications** | **8605** | **1004** |
| Grade Level(s): |  | Course Credit: |
| **9-12** |  | **0.5** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **In Computer Applications courses, students acquire knowledge of and experience in the proper and efficient use of previously written software packages. These courses explore a wide range of applications, including (but not limited to) word-processing, spreadsheet, presentation, graphics, and database programs. Courses may also cover the use of electronic mail and online collaborative software.** | | |

**World Language Department**

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Spanish I** | **561** | **06101** |
| Grade Level(s): |  | Course Credit: |
| **9-12** |  | **1.00** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **This course is designed to provide an introduction to fundamental Spanish grammar and vocabulary and is intended for the beginning student. Upon completion of the course students will have developed a basic proficiency with the Spanish language. Credit for this course may be granted for demonstrated proficiency by examination.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Spanish II** | **563** | **06102** |
| Grade Level(s): |  | Course Credit: |
| **9-12** |  | **1.00** |
| Prerequisite: | | |
| **Spanish I or placement exam** | | |
| Course Description: | | |
| **This class is taught in Spanish and is designed to emphasize the development of written and conversational Spanish. The focus is on advanced grammar and expansion of vocabulary. This course is open to those who meet the prerequisite.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Spanish III** | **565** | **06103** |
| Grade Level(s): |  | Course Credit: |
| **9-12** |  | **1.00** |
| Prerequisite: | | |
| **Spanish II or placement exam** | | |
| Course Description: | | |
| **This class is taught in Spanish and is designed to promote more advanced levels of reading, writing, and conversational Spanish. Students utilize advanced grammar and vocabulary to increase their level of fluency. This course is open to native Spanish speakers who have demonstrated proficiency by examination and those who meet the prerequisite.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **AP Spanish Language IV** | **564** | **06112** |
| Grade Level(s): |  | Course Credit: |
| **11-12** |  | **1.00** |
| Prerequisite: | | |
| **Spanish III or placement exam** | | |
| Course Description: | | |
| **This Advanced Placement course provides students the opportunity to learn Spanish at a college level while still in high school. In this course students develop a strong command of the Spanish Language with proficiency in integrating language skills; focusing on listening, speaking, reading and writing. One of the primary goals is to refine their communicative abilities in the target language. A variety of comprehensive written and audiovisual quality and authentic level appropriate materials are used to enhance the students’ abilities to express themselves accurately. They are also further exposed with the world of literature and current events of Spanish speaking countries with the use of newspapers, magazine articles, films, illustrations and non-technical writings. Class is conducted in Spanish and includes frequent writing with the integration of language skills with a rigorous review of grammatical structures. All these experiences allows students to make connections, broaden their understanding, improve their interpersonal skills, broaden their comprehension of the language and express their ideas in a wide variety of spoken and written ways.The main focus of the course is to develop students’ communication skills with a strong emphasis on conversation and composition through integration of skills. Listening skills will be fine-tuned through a variety of native-speaker audio-visual exercises. An assortment of short stories, essays, periodicals, and Internet assignments will also improve students’ reading fluency. The AP examination will not seek to evaluate specific course content, but rather levels of performance. Students must take the AP Examination in May to receive AP credit for the course.** | | |

**Social Studies Department**

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Law and Government** | **481** | **04163** |
| Grade Level(s): |  | Course Credit: |
| **9** |  | **1.00** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| This course will provide students with a foundation on the system of laws and government that exist in the United States. This course will strive to empower young people to be active, engaged citizens by equipping them with the knowledge and skills they need to successfully participate and create change in their communities. The course will also help foster an understanding of the democratic values on which our country was founded and encourage responsible citizenship through the study of law and government. | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Modern /Contemporary U.S. History** | **602** | **04103** |
| Grade Level(s): |  | Course Credit: |
| **11-12** |  | **1.00** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **United States History from 1890CE – Present is a core History and Social Studies course and is part of a series of courses designed to prepare you for college and to be an effective citizen. This course, which is aligned to the Government and Civics standards for the state of Rhode Island, Common Core Reading and Writing Standards, and National Content Standards, provides you with an overview of the events and people in American history from early American Government to present day. Through this course you are reintroduced to the history of the United States from the Civil War and Reconstruction and will examine the economic, political, social, and cultural changes that impact the way in which we live today. By the end of this course, you will be able to describe the rise of the United States to a global power and the evolution of domestic and foreign policies. You will also be able to identify the major eras of America’s history and how the lessons learned from each are impacting American society today. You will be evaluated on their abilities to identify, describe, explain, and analyze the major ideas presented in this course.** | | |

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Civics in America** | **606** | **04161** |
| Grade Level(s): |  | Course Credit: |
| **9-12** |  | **1.00** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **Civics courses examine the general structure and functions of U.S. systems of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. These courses do not typically delve to the same degree of detail into constitutional principles or the role of political parties and interest groups as do comprehensive courses in U.S. Government.** | | |

**Hybrid Program**

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Learning Center** | **600** | **22003** |
| Grade Level(s): |  | Course Credit: |
| **9-12** |  | **0.5** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **The Learning Center will provide direct services to support students with disabilities in acquiring strategies needed to succeed in general education classes. Only students with disabilities that require this level of services per their IEP should have access to the Learning Center Elective.** | | |

**Pathways Department**

Teacher Academy

| **Course Name** | **CTE Teacher Academy 1** |
| --- | --- |
| School(s) | JSEC/MOUNT PLEASANT |
| Course Number/SCED Code | 4851 |
| Grade level | 9-10 |
| Prerequisite | CTE Enrollment |
| Credit | 1.0 |
| This is the first course in the CTE Teacher Academy program sequence.  Created with support from the National Education Association (NEA) and the American Federation of Teachers (AFT), the EdRising Academy curriculum emphasizes fundamental teaching practices that are critical for high school students to develop as they take their first steps on the path to becoming accomplished professionals. The curriculum showcases teaching as a complex and rewarding profession and inspires students to pursue it as a career.  Educators Rising Standards are as follows:   | Standard 1: Understanding the Profession | Standard 5: Implementing Instruction | | --- | --- | | Standard 2: Learning About Standards | Standard 6: Using Assessments and Data | | Standard 3: Building Content Knowledge | Standard 7: Engaging in Reflective Practice | | Standard 4: Engaging in Responsive Planning |  |   **Industry Credentials: Career Essentials Fundamentals** | |
|

| **Course Name** | **CTE Teacher Academy 2** |
| --- | --- |
| School(s) | JSEC/MOUNT PLEASANT |
| Course Number/SCED Code | 4852 |
| Grade level | 10-11 |
| Prerequisite | CTE Teacher Academy 1 |
| Credit | 1.0 |
| This is the second course in the CTE Teacher Academy program sequence.  Created with support from the National Education Association (NEA) and the American Federation of Teachers (AFT), the EdRising Academy curriculum emphasizes fundamental teaching practices that are critical for high school students to develop as they take their first steps on the path to becoming accomplished professionals. The curriculum showcases teaching as a complex and rewarding profession and inspires students to pursue it as a career.  Educators Rising Standards are as follows:   | Standard 1: Understanding the Profession | Standard 5: Implementing Instruction | | --- | --- | | Standard 2: Learning About Standards | Standard 6: Using Assessments and Data | | Standard 3: Building Content Knowledge | Standard 7: Engaging in Reflective Practice | | Standard 4: Engaging in Responsive Planning |  |   **Industry Credentials:** Child care and First Aid Certificate. | |
|

| **Course Name** | **CTE Teacher Academy 3** |
| --- | --- |
| School(s) | JSEC/MOUNT PLEASANT |
| Course Number/SCED Code | 4853 |
| Grade level | 11-12 |
| Prerequisite | CTE Teacher Academy 2 |
| Credit | 1.0 |
| This is the third course in the CTE Teacher Academy program sequence.  Created with support from the National Education Association (NEA) and the American Federation of Teachers (AFT), the EdRising Academy curriculum emphasizes fundamental teaching practices that are critical for high school students to develop as they take their first steps on the path to becoming accomplished professionals. The curriculum showcases teaching as a complex and rewarding profession and inspires students to pursue it as a career.  Educators Rising Standards are as follows:   | Standard 1: Understanding the Profession | Standard 5: Implementing Instruction | | --- | --- | | Standard 2: Learning About Standards | Standard 6: Using Assessments and Data | | Standard 3: Building Content Knowledge | Standard 7: Engaging in Reflective Practice | | Standard 4: Engaging in Responsive Planning |  |   **Industry Credentials:**  OSHA 10, Para Pro.  Students also will take Dual enrollment courses their Junior and Senior year. | |
|

Biomedical

| **Course Name** | **CTE PLTW PRINCIPLES OF BIOMEDICAL SCIENCE** |
| --- | --- |
| School(s) | JSEC |
| Course Number/SCED Code | 364/14252 |
| Grade level | 9-11 |
| Prerequisite | N/A |
| Credit | 1.0 |
| This is the first course in the CTE BioMedical Pathway.  In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems. | |
|

| **Course Name** | **CTE PLTW HUMAN BODY SYSTEMS** |
| --- | --- |
| School(s) | JSEC |
| Course Number/SCED Code | 366/14252 |
| Grade level | 10-12 |
| Prerequisite | CTE PLTW PRINCIPLES OF BIOMEDICAL SCIENCE |
| Credit | 1.0 |
| This is the second course in the CTE BioMedical Pathway.  Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. 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.  Students have the opportunity to also become certified in OSHA-10 during their sophomore year.  **Industry Credentials: Career Essentials Fundamentals** | |
|

| **Course Name** | **CTE PLTW MEDICAL INTERVENTIONS** |
| --- | --- |
| School(s) | JSEC |
| Course Number/SCED Code | 372/14252 |
| Grade level | 11-12 |
| Prerequisite | CTE PLTW HUMAN BODY SYSTEMS |
| Credit | 1.0 |
| This is the third course in the CTE BioMedical Pathway.  Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.  **Industry Credentials:** CPR/AED/First Aid | |
|

| **Course Name** | **CTE PLTW BIOMEDICAL INNOVATIONS** |
| --- | --- |
| School(s) | JSEC |
| Course Number/SCED Code | 373/14252 |
| Grade level | 12 |
| Prerequisite | CTE PLTW MEDICAL INTERVENTIONS |
| Credit | 1.0 |
| This is the fourth course in the CTE BioMedical Pathway.  In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent project with a mentor or advisor from a university, medical facility, or research institution.  **Industry Credentials: Career Essentials Advanced** | |
|

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Bio-Technology IV-CTE URI BCH-190 Issues in Biotech** | **374** | **14252** |
| Grade Level(s): |  | Course Credit: |
| **12** |  | **0.5** |
| Prerequisite: | | |
| **Successful completion of Biology, and to have career aspirations for careers in the sciences through both middle school and internal recruitment. Laboratory Theory and Techniques, Medical Microbiology, Genetics, and AP Biology as part of the CTE BioMedical Program.** | | |
| Course Description: | | |
| **Section I: The Mechanics of Life and General Biotechnology, examines the basic questions: What is Life? How does it work? How do we go from DNA to an organism that can discuss it, let alone engineer it? To address these questions, the fundamental mechanics of biological life, DNA, gene expression and cloning are presented in basic terms as a basis for the current applications of modern biotechnology. Also, what is evolution? How does it happen? Why is it controversial?**  **Section II: Applications in Biotechnology, examines agricultural biotechnology (GMOs in food, where agriculture come from, organic vs. conventional agriculture etc.); pharmaceutical biotechnology (history of drugs used by humans, small molecule drugs, vaccines, antibodies, personalized pharmacy etc.); medical biotechnology (stem cells, gene therapy, tissue engineering, nanotechnology etc.); pandemic flu and biological weapons (dual use knowledge); cancer biology and Emergent Technologies, Forensics, and generally examines the implications of biotechnology to world economy, politics, careers, ecology social concerns and ethics.**  **Biotechnology courses involve the study of the bioprocesses of organisms, cells, and/or their components and enable students to use this knowledge to produce or refine products, procedures, and techniques. Course topics typically include laboratory measurement, monitoring, and calculation; growth and reproduction; chemistry and biology of living systems; quantitative problem-solving; data acquisition and display; and ethics. Advanced topics may include elements of biochemistry, genetics, and protein purification techniques.** | | |

Computer Science

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Computer Science Discoveries A** | **8895** | **10012** |
| Grade Level(s): |  | Course Credit: |
| **9** |  | **1.00** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Computer Science Discoveries is appropriate for 6-10th grade students and can be taught as a semester or year long introductory course (305 hours per week of instruction for 9+ weeks). The course takes a wide lens on computer science by covering topics such as programming, physical computing, HTML/CSS, and data. The course inspires students as they build their own websites, apps, games, and physical computing devices. The curriculum is available at no cost for anyone, anywhere to teach. The curriculum values and professional learning values of the course has deeper understanding towards Computer Science for every student.**  **Exploring Computer Science courses present students with the conceptual underpinnings of computer science through an exploration of human computer interaction, web design, computer programming, data modeling, and robotics. While these courses include programming, the focus is on the computational practices associated with doing computer science, rather than just a narrow focus on coding, syntax, or tools. Exploring Computer Science courses teach students the computational practices of algorithm design, problem solving, and programming within a context that is relevant to their lives.** | | |

| **Course Name** | **CTE Information Technology Productivity** |
| --- | --- |
| School(s) | JSEC, E-Cubed |
| Course Number/SCED Code | 9565/ 10004 |
| Grade level | 11-12 |
| Prerequisite | CS4RI URI Intro to Data & Computing; AP Comp Sci Principles |
| Credit | 1.0 |
| This is an elective course for students in Information Technology pathways.  The goal of this course is to prepare students for all Microsoft Office certifications including Microsoft Word, Excel, Powerpoint, Outlook and Access. Students will learn how to use the Microsoft suite to create documents, spreadsheets, presentations and databases. Students will be able to present text, data and information to multiple audiences for a variety of purposes. Students will prepare to take the MOS exams in each of these 5 areas over the course of the year. These certifications will authentically evaluate student’s productively skills and provide industry validation.  Students will complete and present a project for an industry partner. Not only will this be an opportunity for students to demonstrate their proficiency in productivity tools but this will provide Work Based Learning hours.  Industry credentials: Microsoft Word, Microsoft Excel, Microsoft Powerpoint, Microsoft Access | |
|

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Intro to Computing Data Science** | **325** | **10012** |
| Grade Level(s): |  | Course Credit: |
| **10th** |  | **0.5** |
| Prerequisite: | | |
| **N/A** | | |
| Course Description: | | |
| **One semester course for all students (not just those interested in computer science as a career) that introduces computer programming in an engaging, fun, creative way and provides the computational thinking skills of programming, algorithm development, simulation and data analysis that can be used in other classes, such as NGSS science classes.**  **Exploring Computer Science courses present students with the conceptual underpinnings of computer science through an exploration of human computer interaction, web design, computer programming, data modeling, and robotics. While these courses include programming, the focus is on the computational practices associated with doing computer science, rather than just a narrow focus on coding, syntax, or tools. Exploring Computer Science courses teach students the computational practices of algorithm design, problem solving, and programming within a context that is relevant to their lives.** | | |

| **Course Name** | **CE PLTW-Cybersecurity** |
| --- | --- |
| School(s) | PCTA |
| Course Number/SCED Code | **9584** |
| Grade level | 12 |
| Prerequisite | ---- |
| Credit |  |
| This is the fourth course in the P-TECH program sequence.  Whether seeking a career in the growing field of cybersecurity or learning to defend their own personal data or a company’s data, students in Cybersecurity establish an ethical code of conduct while learning to defend data in today’s complex cyberworld. | |
|

All Pathways

| Course Title: | Course Number : | SCED Course Code: |
| --- | --- | --- |
| **Career and Technical Workplace Experience** | **497** | **22999** |
| Grade Level(s): |  | Course Credit: |
| **12** |  | **0.5** |
| Prerequisite: | | |
| **Completion of a 3 or 4 course sequence in a Career and Technical Program of Study** | | |
| Course Description: | | |
| **The workplace experience course provides seniors with work experience in fields related to their technical study. Goals are set cooperatively by the student, teacher, and employer.** | | |

1. Middle and High School Learning Environments and the Rhode Island Diploma System [↑](#footnote-ref-0)
2. Courses and credits are used interchangeably in this section. [↑](#footnote-ref-1)