Westerly High School is a community of learners who are committed to a positive school culture that honors academic achievement, mutual respect and personal accountability. We commit to clearly communicating our expectations to all stakeholders and holding ourselves accountable to meeting them. We commit to providing our students multiple pathways to success so that ALL students can be prepared for life after high school. We believe that innovation, technology, and having a global perspective will advance our learning, and we reject the structures that have traditionally served as limitations to progress. We believe that learning must never be a passive activity, that instruction should inspire and that schools must operate in an atmosphere that is electric. We believe in the power of collaboration between teachers, students, their families and the community, and draw upon the strength of our diversity to solve our problems and create our own opportunities.
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**Introduction**

This program of studies has been prepared to provide students and parents with information regarding the courses offered at Westerly High School and the requirements for graduation. Reading this booklet carefully is a necessary step in the important task of selecting courses that are appropriate for students. Before deciding on specific subjects to include in your schedule for next year, you should carefully consider your future educational and vocational goals. You should consult your guidance counselor, your teachers, and your parents, and use the information together with your knowledge and your ability in selecting courses that will be most suitable for you and your goals. The courses you select should align to the goals and choices included in your *Individual Learning Plan*. You are asked to take time and extreme care before you select your courses for next year. If this is done, there will not be a need for any program changes. **Please keep in mind that no program changes are allowed in September or January (the start of each semester).** The final decision as to the offering of any course is subject to staff availability and budget allocation as reviewed by the Westerly School Committee.

**Administration**

Mr. Todd Grimes  
Principal

Mrs. Anne Greene  
Assistant Principal

Ms. Mary Nancy Toscano  
Assistant Principal

**Department Heads**

- **Arts**  
  Mr. John Tedeschi

- **Business & Technology**  
  Mrs. Susan Wood

- **English**  
  Mrs. Erica DeVoe

- **Mathematics**  
  Mrs. Jennifer Johnson-Octeau

- **Physical Education**  
  Mr. Steve Scott

- **Science**  
  Ms. Maryjane Utley

- **Social Studies**  
  Mr. Anthony Lementowicz

- **Special Services**  
  Mrs. Michele Azzinaro

- **World Languages**  
  Ms. Sarah Steverman

**Phone Numbers**

- **Main Office:** 596-2109
- **FAX:** 315-1586
- **Guidance Office:** 596-2148
Westerly High School Core Values, Beliefs and Learning Expectations

Core Values and Beliefs

Westerly High School is a community of learners who are committed to a positive school culture that honors academic achievement, mutual respect and personal accountability. We commit to clearly communicating our expectations to all stakeholders and holding ourselves accountable to meeting them. We commit to providing our students multiple pathways to success so that ALL students can be prepared for life after high school. We believe that innovation, technology, and having a global perspective will advance our learning, and we reject the structures that have traditionally served as limitations to progress. We believe that learning must never be a passive activity, that instruction should inspire and that schools must operate in an atmosphere that is electric. We believe in the power of collaboration between teachers, students, their families and the community, and draw upon the strength of our diversity to solve our problems and create our own opportunities.

Learning Expectations

Academic…

(1) WHS students will communicate effectively.
(2) WHS students will think critically.
(3) WHS students will solve problems.
(4) WHS students will research to reach reasonable conclusions.
(5) WHS students will engage in self-reflection.

Social…

(1) WHS students will manage and direct their own learning.
(2) WHS students will articulate career goals.

Civic…

(1) WHS students will demonstrate their civic responsibility through service learning.
GRADUATION REQUIREMENTS

For a student to graduate from Westerly High School, the following requirements must be met:

I. Course Requirements

<table>
<thead>
<tr>
<th>Subject Required</th>
<th>Specific Course Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHS 101</td>
<td>All freshmen are required to take WHS 101 in their first semester.</td>
</tr>
<tr>
<td>English</td>
<td>1 grade level course each year (total of 4)*</td>
</tr>
</tbody>
</table>
| Mathematics      | Algebra I*  
|                  | Geometry*  
|                  | 3rd and 4th math courses* |
| Science          | Physical Science*  
|                  | Chemistry*  
|                  | Biology* |
| Social Studies   | Modern World History*  
|                  | US History & Government*  
|                  | Citizenship in a Democracy* |
| Physical Education | 1 PE course each year (total of 4)* |
| Health           | 1 course* |
| Fine Arts        | 1 course*; Fine Arts courses are designated in this program of studies with the following symbol:  |
| Computer Competency | 1 course*; Computer Competency courses are designated in this program of studies with the following symbol:  |
| Financial Literacy | 1 course*; Financial Literacy courses are designated in this program of studies with the following symbol:  |
| Global Awareness | 1 course; Global Awareness courses are designated in this program of studies with the following symbol:  |
| Electives        | Courses selected by students based on personal interest or in pursuit of a career pathway. |

Total Number of Credits Required to Graduate is 23.

*Students must earn credit in these courses in order to graduate.

At least 3 years of a world language are strongly recommended for all students.

II. Participation in Community Service: All students must complete 30 hours of community service in a pre-approved setting prior to graduation.

III. Graduation by Proficiency: In order to graduate from Westerly High School, a student must demonstrate proficiency in the school-wide learner outcomes. Students will complete Comprehensive Course Assessments aligned to school-wide learner outcomes in every course. Additionally, an exhibition of student work through a major applied learning project must be successfully completed in the student’s senior year.
Four Year Course Planning Guide

Here are some sample pathways to graduation with subject area requirements.

### GRADE 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English I Honors</td>
</tr>
<tr>
<td></td>
<td>English I CP</td>
</tr>
<tr>
<td></td>
<td>Humanities CP</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra 1 or Algebra 1 Part A</td>
</tr>
<tr>
<td></td>
<td>Geometry Honors</td>
</tr>
<tr>
<td></td>
<td>Geometry CP</td>
</tr>
<tr>
<td>Science</td>
<td>Physical Science Honors</td>
</tr>
<tr>
<td></td>
<td>Physical Science CP</td>
</tr>
<tr>
<td>Social Studies</td>
<td>World History CP</td>
</tr>
<tr>
<td></td>
<td>Humanities CP</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education</td>
</tr>
<tr>
<td>WHS 101</td>
<td>Westerly High School 101</td>
</tr>
</tbody>
</table>

Other requirements (e.g. Art requirement), electives (e.g. Spanish I) or interventions (e.g. Literacy Lab)

### GRADE 10

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English II Honors</td>
</tr>
<tr>
<td></td>
<td>English II CP</td>
</tr>
<tr>
<td></td>
<td>English II CP Social Action</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra 1 Part B</td>
</tr>
<tr>
<td></td>
<td>Geometry Honors</td>
</tr>
<tr>
<td></td>
<td>Geometry</td>
</tr>
<tr>
<td></td>
<td>Algebra 2 Honors</td>
</tr>
<tr>
<td></td>
<td>Algebra 2 CP</td>
</tr>
<tr>
<td>Science</td>
<td>Chemistry Honors</td>
</tr>
<tr>
<td></td>
<td>Chemistry CP</td>
</tr>
<tr>
<td>Social Studies</td>
<td>US History &amp; Government AP</td>
</tr>
<tr>
<td></td>
<td>US History &amp; Government CP</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td>Personal Fitness &amp; Training</td>
</tr>
</tbody>
</table>

Other requirements (e.g. Computer Competency requirement), electives (e.g. Spanish II) or interventions (e.g. Literacy Lab)

### GRADE 11

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English Language &amp; Composition AP</td>
</tr>
<tr>
<td></td>
<td>English III CP</td>
</tr>
<tr>
<td></td>
<td>English III CP “American Voices”</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra II Honors</td>
</tr>
<tr>
<td></td>
<td>Algebra II CP</td>
</tr>
<tr>
<td></td>
<td>Pre-Calculus Honors</td>
</tr>
<tr>
<td></td>
<td>Pre-Calculus CP</td>
</tr>
<tr>
<td>Science</td>
<td>Biology Honors</td>
</tr>
<tr>
<td></td>
<td>Biology CP</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td>Personal Fitness &amp; Training</td>
</tr>
</tbody>
</table>

Other requirements (e.g. Health requirement), electives (e.g. Spanish III) or interventions (e.g. Literacy Lab)

### GRADE 12

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English IV CP</td>
</tr>
<tr>
<td></td>
<td>English IV CP Senior Seminar: Modern Topics</td>
</tr>
<tr>
<td></td>
<td>English IV AP Lit and Composition</td>
</tr>
<tr>
<td></td>
<td>English IV The American Short Story &amp; Lit Honors (college credit)</td>
</tr>
<tr>
<td></td>
<td>English IV College Writing &amp; Lit. Honors (college credit)</td>
</tr>
<tr>
<td>Math</td>
<td>College Math CP</td>
</tr>
<tr>
<td></td>
<td>Pre-Calculus Honors</td>
</tr>
<tr>
<td></td>
<td>Pre-Calculus CP</td>
</tr>
<tr>
<td></td>
<td>Calculus AP or CP</td>
</tr>
<tr>
<td></td>
<td>Practical PS &amp; Statistics</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Citizenship in a Democracy</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td>Personal Fitness &amp; Training</td>
</tr>
</tbody>
</table>

Other requirements (e.g. Financial Literacy requirement), electives (e.g. Accounting I) or interventions (e.g. Literacy Lab)
Already Thinking About a Career?
Plan your high school courses now to prepare yourself to meet college and career pathway requirements.

The table below represents a small sample of the course taking pathways to a specific career field. If these samples do not include your area of interest, be sure to see your guidance counselor. They will be able to help you design a pathway for the career you are interested in pursuing.

<table>
<thead>
<tr>
<th>Course Pathway</th>
<th>Criminal Justice</th>
<th>Engineering</th>
<th>Health Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>Grade 9 through 12: Four Years of English</td>
<td>Grade 9 through 12: Four Years of English</td>
<td>Grade 9 through 12: Four Years of English</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Grade 9-11: Algebra I, Geometry, and Algebra II</td>
<td>Grade 9-11: Algebra I, Geometry, and Algebra II</td>
<td>Grade 9-11: Algebra I, Geometry, and Algebra II</td>
</tr>
<tr>
<td></td>
<td>Grade 11-12: Pre-Calculus, College Math, Calculus, and/or Statistics AP</td>
<td>Grade 11-12: Pre-Calculus and/or Calculus</td>
<td>Grade 11-12: Pre-Calculus, College Math, and/or Calculus</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Grade 9: Physical Science</td>
<td>Grade 9: Physical Science</td>
<td>Grade 9: Physical Science</td>
</tr>
<tr>
<td></td>
<td>Grade 10: Chemistry</td>
<td>Grade 10: Chemistry</td>
<td>Grade 10: Chemistry</td>
</tr>
<tr>
<td></td>
<td>Grade 11: Biology</td>
<td>Grade 11: Biology and Physics</td>
<td>Grade 11: Biology and Physics</td>
</tr>
<tr>
<td></td>
<td>Grade 12: Physics</td>
<td>Grade 12: Chemistry AP, Biology AP or Anatomy &amp; Physiology</td>
<td>Grade 12: Chemistry AP, Biology AP or Anatomy &amp; Physiology</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Grade 9: World History</td>
<td>Grade 9: World History</td>
<td>Grade 9: World History</td>
</tr>
<tr>
<td></td>
<td>Grade 10: US History</td>
<td>Grade 10: US History</td>
<td>Grade 10: US History</td>
</tr>
<tr>
<td></td>
<td>Grade 11 or 12: Criminal Justice or Law and Society</td>
<td>Grade 12: Citizenship</td>
<td>Grade 11 or 12: Psychology</td>
</tr>
<tr>
<td></td>
<td>Grade 12: Citizenship</td>
<td>Grade 12: Citizenship</td>
<td>Grade 12: Citizenship</td>
</tr>
<tr>
<td><strong>World Language</strong></td>
<td>Grades 9 through 12: Four Levels of a Language</td>
<td>Grades 9 through 12: Four Levels of a Language</td>
<td>Grades 9 through 12: Four Levels of a Language</td>
</tr>
<tr>
<td><strong>Recommended Electives</strong></td>
<td>Forensic Science</td>
<td>Technology:</td>
<td>Certified Nursing Assistant program</td>
</tr>
<tr>
<td></td>
<td>Business Law</td>
<td>Grade 9: Computer Requirement</td>
<td>Early Childhood Studies</td>
</tr>
<tr>
<td></td>
<td>World Cultures</td>
<td>Grade 10: CAD, Architectural Design for</td>
<td>Public Speaking</td>
</tr>
<tr>
<td></td>
<td>Public Speaking</td>
<td>Architectural Engineering majors</td>
<td>Internship at Hospital, Nursing Homes, Physical Therapy Offices, Rehabilitation Centers</td>
</tr>
<tr>
<td></td>
<td>Journalism</td>
<td>Transportation Tech or Manufacturing Tech</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Internship (local police departments)</td>
<td>Grade 11/12: Engineering Design 1 and 2 or Robotics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>World Affairs</td>
<td>Introduction to Engineering Technology Advanced Design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle East</td>
<td></td>
<td>Other Elective Areas:</td>
</tr>
<tr>
<td></td>
<td>Anthropology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topics in US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern European History AP</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Points to Consider

Before a student begins the process of selecting courses, the following points should be considered…

✓ All course selections should be consistent with each student’s four-year plan, and should be reviewed by a guidance counselor, the student, and his or her parents.

✓ Courses are categorized as follows…

1. Advanced Placement: The College Board’s Advanced Placement (AP) courses are college-level classes in a variety of subjects that you can take while in high school. They offer challenging course work and a taste of what college classes are like. AP courses are taught using a college-level curriculum and end of course examinations are available to high school students for a fee. Many colleges often award placement and course credit to students who obtain passing scores on the exams. College Board, the organization that owns the Advanced Placement (AP) designation and administers the AP examinations, is in the process of conducting an audit of all AP classes in high schools across the United States. Westerly High School has submitted to College Board a completed audit form and syllabus for each AP class in this program of studies. All of our AP courses have been granted AP status by the College Board.

2. College Credit Bearing Courses: These courses follow the same curriculum of college courses offered at area colleges. Westerly High School students have the opportunity to earn college credit from these colleges upon successful completion of these courses. See pages 10-11 for a full listing of these courses.

3. Honors: It is recognized that certain courses within the curriculum should be labeled "honors" and granted extra academic weight in the computation of class rank. It is intended that only a select number of courses at the high school receive this special designation, and qualification be limited to those courses that require a significantly greater commitment to course work than other comparable courses within the curriculum. The following evidence may be considered to determine if a course should be given extra weight: the increased level of rigor in the curriculum, the amount and/or type of projects and research required, work required out of class (summer reading or pre-requisite packets in math), and the level and type of performance expected on tests and quizzes, time spent in class and beyond.

4. College Preparatory: These courses prepare students to be college and career ready. They are aligned to local, state and national standards in their respective subject areas.

✓ Advanced Placement courses, college credit bearing courses, and honors courses are weighted more heavily (one additional quality point) when calculating a student’s grade point average (GPA) and class rank. GPA is calculated by dividing the total number of quality points earned by the student from the grade achieved in each course by the number of credits attempted (see School Profile, available in the Guidance Office). Class rank is determined by student GPA (highest to lowest).

✓ Courses taken at colleges may be applied toward graduation credit. Students are responsible for obtaining prior approval from the principal.
Guidance Counselors …

are here to help you!

The role of each counselor at Westerly High School is primarily concerned with helping each student move toward more effective levels of personal planning, decision making, and personal development within the context of social opportunities and freedom on one hand, and an awareness of social realities and responsibilities on the other. It should be recognized that counseling is vitally related to every aspect of the school. This implies that there is a close cooperation between counselors and other members of the professional staff.

9th-12th grade students last name A-F… Heidi Koss hkoss@westerly.k12.ri.us
9th -12th grade students last name G-N… Arthur Fiore afiore@westerly.k12.ri.us
9th -12th grade students last name O-Z… Amy Roy aroy@westerly.k12.ri.us
Career Counselor… Tom Alfiero talfiero@westerly.k12.ri.us

Guidance Office Phone Number: 596-2148

How to Read the Course Descriptions

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Advanced Placement, Honors or College Prep designation</th>
<th>Course number</th>
<th>Course recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOLOGY AP (545)</td>
<td>1 credit</td>
<td>Grade 11-12</td>
<td>Successful completion of Biology 1 Honors is strongly recommended.</td>
</tr>
</tbody>
</table>

In this second-year biology course students will experience a curriculum that parallels the standard freshman college course emphasizing cellular and molecular biology. The course is aligned to the Advanced Placement curriculum provided by the College Board with substantial significance placed on application of content to situations and data analysis. Students enrolled in AP classes are expected to sit for the content exam of the course.
9th GRADE TRANSITION

WHS 101 (WHS101)  
.5 credit  
Grade 9  
This course will help students acquire the skills necessary to successfully transition from middle to high school and beyond, including good organizational and study skills, and productive work habits. Students are exposed to the key people at WHS including Administration, Student Assistance Counselor, School Social Worker, Guidance Counselors, E-Portfolio Coordinator and Librarian that provide valuable resources to navigate the next four years.

COLLEGE CREDIT BEARING COURSES

INTRODUCTION TO COMPUTING (703)  
.5 credit  
This course introduces students to Computing and Computer Science as they create digital artifacts. No programming background is required for this class. We will explore computer science both creatively (e.g. games, artistic web sites), and through science and math exploration. We will cover computational thinking, basic data collection, management and analysis through computing will be covered. This will provide you with a start for a concentration in Computer Science and a good foundation of technology skills. URI college credit is awarded under the State's Concurrent Enrollment program upon successful completion of this course.

DRAWING/PAINTING FOUNDATIONS (930)  
.5 credit  
This course will cover the elements and principles of design with a strong emphasis on drawing and painting as tools of personal communication. Observational drawing and painting develop the young artist’s knowledge of the 3-D world and how to render it realistically. Students will understand and apply the elements and principle of design. Line, value, form, color, space, perspective, composition, balance, harmony, texture, and repetition will be explored in the creation of individual artworks. Students will learn facial and figure proportions as well as perspective, and rendering light and shade through a variety of drawing and painting materials.

INTERMEDIATE DRAWING/PAINTING (931)  
.5 credit  
In this course the concentration is placed on the advancement of skills relative to the creating personal narratives and communicating ideas visually. Perspective and multi-figure compositions are explored through a variety of media such as pencil, charcoal, pen, brush and ink, acrylics. Students are encouraged to work on larger scale and challenge themselves away from their comfort zones for personal growth. The course will encourage creative and systematic investigation of formal and conceptual issues, emphasize making art as an ongoing process that involves the student in informed and critical decision making, help students develop technical skills and familiarize them with the functions of the visual elements, and encourage students to become independent thinkers who will contribute creatively and critically to their culture through the making of art.

SCULPTURE (932)  
.5 credit  
In this course students will create sculptures using a variety of materials and techniques such as modeling in clay, carving and assemblage. Writing assignments evaluating the Fine Arts in regard to process, meaning and personal reflection will also be included.
CERAMICS I (933)

This is a general foundation course in clay open to students in grades 9-12. Students are introduced to the history and basic hand building of ceramics art through readings, multimedia and teacher presentations. Projects using slab, coil and sculptural techniques and based on cultural, functional and creative influences will be offered. Writing assignments evaluating the Fine Arts in regard to process, meaning and personal reflection will also be included.

POTTERY I (934)

.5 credit
This course will concentrate on 3-dimensional design and construction in clay. Hand building methods, decorative techniques and the introduction to the potter's wheel will be taught. Beginning students will receive step by step directions and demonstrations as they are introduced to the terms, tools and techniques used to create functional objects on the potter's wheel. Course materials and written assignments will examine the processes of creating clay vessels, ceramic history and clay aesthetics.

POTTERY II (944)

.5 credit
This course is a continuation of Pottery I. Students will develop and refine throwing skills to create advanced projects such as covered containers, larger pieces combining forms and series pieces. More sophisticated application of glazing techniques will be explored. A history of contemporary ceramic art and artists will be included.

WATERCOLOR PAINTING (940)

.5 credit
This course will focus on ink and watercolor painting. Students will learn basic brush techniques, color mixing and theory as they explore a variety of watercolor and ink applications to develop conceptual, technical and observational skills. Traditional and contemporary modes of expression will be introduced and explored through art history and appreciation. Course may include off site painting in nearby locations such as the Confucius Center, Westerly High School Campus and the Wilcox Park. Themes of instruction will include; Chinese and Japanese Master Painters and calligraphy, Art of the Impressionists, Modern and Contemporary Art.

MURAL PAINTING (939)

.5 credit
Students will have the opportunity to display a real world application of their artistic skills. Murals within the school community and community at large will inspire, educate and visually tell a story. Students will work with local clients to design, develop and execute murals on site or for installation. Babcock Hall auditorium for starters will portray the historic portrait of Westerly. Students will work as illustrators communicating a visual story to depict a certain person, culture, time, place, or emotion specific to individual needs.

ANIMATION I (941)

.5 credit
This is a one-semester course that introduces students to the history of animation, styles, and techniques. Students will watch, discuss, and critique important animation masterworks. The class will gain hands-on experience in developing project ideas through drawing lessons, storyboarding, and sequencing images. Students will create original work using analog and digital techniques gaining experience with animation software, camera work, web-based animation tools, and mobile apps.

PRINTMAKING (942)

.5 credit
In this course students will be introduced to printmaking tools and techniques through art history, theory, and studio experience. In each lesson we will learn a new printmaking technique and study artists past and present who have used the specific techniques. Students will sketch and develop unique images to be printed in class. This semester-long course is sequenced to build skills and understanding of printmaking techniques as well as learning the medium's impact on literacy, communication, and art culture.

ADVANCED ART - LEVEL I (935)

.5 or 1 credit
This is an advanced studio/portfolio art course. Projects will focus on advanced drawing, painting and mixed media with emphasis on creative thinking and problem solving. Students are required to keep a sketchbook and complete written narratives and reflections on their work and the work of others. Students considering a career in art will begin preparing a portfolio.

ADVANCED ART - LEVEL II WITH OPTIONAL HONORS COMPONENT (936)

.5 or 1 credit
This is an advanced studio/portfolio art course that meets every day for a semester. Students are required to keep a sketchbook, develop a portfolio of work that shows a thematic approach with evidence of media experimentation and submit written narratives and reflections of their work and the work of others. The student is required to participate in the selection, hanging and opening night activities for the annual student art show. Honors credit will be given to students who additionally attend at least one public art show/gallery opening and provide a written evaluation of the event, submit a written or oral presentation based on research of a given artist or period and create a portfolio of 6-10 works in an area of concentration.

AP STUDIO ART (945)

The work involves a concentration and body of related works that demonstrate a student’s commitment to the thoughtful investigation of a specific visual idea. It is not a selection of a variety of works produced as solutions to class projects or a collection of works with differing intents. Students should be encouraged to explore a personal, central interest as intensively as possible; they are free to work with any idea in any medium that addresses two-dimensional design issues. The concentration should grow out of the student's idea and demonstrate growth and
discovery through a number of conceptually related works.
Portfolio Requirements at a Glance The portfolio for AP Studio
Art: 2-D requires submissions in three distinct sections…
Breadth: 12 artworks, Concentration: 12 artworks, and Quality: 5
artworks in the area of drawing, painting, digital art, or
photography. This is a large amount of work that will require a
minimum of 6 pieces made over the summer prior to the course.
Students are expected to take the AP Studio Art Portfolio Exam

THEATER I (150)
.5 credit
Theater I is a semester course that introduces students to the
fundamentals of creative dramatics, theater history, and play
production. Theater I satisfies the fine arts requirement.

THEATER II (151)
.5 credit
Theater II offers more demanding work in all areas covered in
Theater I. In addition, students will learn script analysis, scene
study, improvisation, acting and directing techniques, dance, and mime. Vocal and physical exercises are an integral part of this
course.

INTRODUCTION TO DANCE (950)
.5 credit
This course will allow students to meet their high school arts
requirement. This course of study provides an overview of the
five strands of the Dance Blueprint: Dance Making, Dance
Literacy, Making Connections, Working with Community and Cultural Resources, and Exploring Careers and Lifelong Learning.
An emphasis on the Dance Making strand is scaffolded through
the five modules to make this a physically experiential course in
dance skills and techniques, improvisation, and choreography.
Students begin by exploring how dance communicates meaning
and connects to health and well-being. They understand
themselves as dancers through learning how to take a dance class,
then move on to sound body mechanics and how they apply to
basic dance elements and principles. These are the foundations of
dance styles and techniques. Students apply these principles to
exploring their own expressive capabilities and communicating
with others through the non-verbal medium of the dance art form.

BUSINESS & TECHNOLOGY

COMPUTER TECHNOLOGY

COMPUTER APPLICATIONS (613)
.5 credit
This course is designed to introduce students to the computer as a
tool for personal and business use. Course work will include the
following areas: word processing, spreadsheets, presentation
software, database applications, email basics and the Internet.
This course will prepare students to be successful in our global
business environment. This course meets the computer literacy
requirement.

COMPUTER BASICS (702)
.5 credit
Computer Basics introduces students to the inner workings of
computer and network hardware through projects and hands-on
lessons. Students will learn about basic computing and Internet
knowledge and skills required for basic use of computer
hardware, software, networks, and the Internet. Students will be
introduced to computer science practices and how these are
relevant in today’s world.

COMPUTER REPAIR (700)
1 credit
Using a project-centered, hands-on approach, this course will
include building and testing electronic circuits. Hands on
activities will include computer repair, software installation,
modification, and software upgrades will also be part of this
course. Students will be able to build, configure, troubleshoot,
and maintain personal computers.

MICROSOFT TECHNOLOGY

ASSOCIATE (MTA) INFRASTRUCTURE TRACK (617)
.5 credit
This course is a resource for students interested in exploring
professions involving technology. This course offers multiple
opportunities to earn Microsoft industry certifications. Course
work will prepare you for the Microsoft Technology Associate
Exams in the infrastructure tract. Each MTA certification can be
earned in one semester and can be used to demonstrate your
capability and commitment when applying for entry level IT
positions. The first recommended areas of study are the following:
Windows Operating System Fundamentals MTA Exam 98-349,
Networking Fundamentals exam MTA 98-366. Additional
certifications options and pathways can be discussed. WHS is a
certified Certiport test center and students will have the
opportunity to earn a MTA certification for a fee of $55.00.

MICROSOFT OFFICE

SPECIALIST (618)
.5 credit
This course is designed to help prepare students for the Microsoft
Office Specialist (MOS) exams for the entire Office suite of
programs beginning with Word or Excel. The Microsoft Official
Academic Course series in Word and Excel are designed to
provide students with the skills and knowledge they need to use
Microsoft technology effectively in all aspects of their personal
and professional lives. WHS is a certified Certiport test center
and students will have the opportunity to earn a MOS certification
for a fee of $75.00.
CLASS LIST

COMPUTER SCIENCE

INTRODUCTION TO COMPUTING (703) .5 credit
This course introduces students to Computing and Computer Science as they create digital artifacts. No programming background is required for this class. We will explore computer science both creatively (e.g. games, artistic websites), and through science and math exploration. We will cover computational thinking, basic data collection, management and analysis through computing will be covered. This will provide you with a start for a concentration in Computer Science and a good foundation of technology skills.

VIDEO GAME DESIGN & DEVELOPMENT I (743) .5 credit
This course is an introductory-level game design/development class that does not require a background in computer programming. Students will explore video game development using game creation software applications. Students will learn the principles of video gaming design, game concepts, genres, script and code writing. Students will work independently and in teams to create a variety of video games for application on web browsers and other platforms.

VIDEO GAME DESIGN & DEVELOPMENT II (745) .5 credit
In this course students will continue to use software applications to create games. Basic computer science concepts will be covered. In addition we will use high level software programs such as Python to create 2D video games.

MULTI-MEDIA TECHNOLOGY

DESKTOP PUBLISHING (621) .5 credit
This course is designed for students who wish to learn a desktop publishing program and go onto more advanced computer application courses using digital imaging skills. Students will create original business, educational, and personal documents such as newsletters, flyers, brochures, business forms, product packaging, and graphic images to enhance those publications. Students will learn to incorporate text and graphics to produce professional layout and design.

APPS DESIGN (627) .5 credit
“There’s an App for that.” In this course students will learn how to create an App to run on a smartphone. Students will use Software Development Kits such as AppInventor for Android OS. AppInventor uses a visual "building block" method of programming designed by Google engineers. With App Inventor you can build apps that directly improve your everyday life or 2D games.

PHOTOGRAPHIC COMMUNICATIONS (730) .5 credit
Students explore the basics of photography and the use of digital cameras. Students will examine the role photography plays in journalism, advertising, and computerized imagery. Digital enhancement and darkroom procedures are covered as well as an introduction to using Photoshop for photo editing. It is helpful, but not required, for students to use their own cameras.

WEB PAGE DESIGN (614) .5 credit
This course provides a foundation for learning the Internet and Web page design using industry software and hardware technology. Some HTML and CSS programming will be covered. Students will learn how to design and create Web sites, format and add graphics to the page following artistic guidelines, and create forms, tables and frames. Students need a solid background in use of text and graphics, file management, and multitasking.

BUSINESS MANAGEMENT

INTERNATIONAL BUSINESS (638) .5 credit
International Business will introduce students to the understanding of the interrelationships between different countries’ political and economic policies and business practices. Areas to be covered include the awareness of the impact of International Business, communication strategies, environmental factors, ethics, finance, management practices, and import/export and balance of trade issues. Awareness of real world economics as they affect everyday life is an important topic for study.

FINANCIAL LITERACY (636) .5 credit
Grades 9-12
This course covers various aspects of personal financial management including earning income, buying goods and services, saving, using credit, financial investing, and protecting and insuring. Students will create their own personal financial plan to help prepare them for life after high school. As part of the course, students participate in the Stock Market Game and EverFi, an online financial literacy program. This course meets the Financial Literacy requirement for graduation.

FBLA / PRINCIPLES OF BUSINESS / ENTREPRENEURSHIP (645) .5 credit
Grades 9-12
This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also
emphasized. Students will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills through the operations of the school store and the Annual Turkey Day T-shirt project. Students will have the opportunity to join FBLA; Future Business Leaders of America is a non-profit educational association of students preparing for careers in business and business related fields.

TECHNOLOGY EDUCATION

TECHNOLOGY EDUCATION AWARENESS (707) .5 credit
The course is an introduction to Technology Education for incoming freshman. Topics include: communication, power energy, construction, and manufacturing. This is a project based class where students will participate in hands on activities that will introduce them to future areas of interest in the technology field.

CONSTRUCTION TECHNOLOGY

HOME REPAIR (710) .5 credit
From design to model construction, students explore basic wood and metal framing, house wiring, plumbing, finish carpentry, and other construction-related topics. This hands-on course helps students learn a variety of basic home repair skills.

DESIGN TECHNOLOGY

COMPUTER AIDED DRAFTING & DESIGN [CADD] (728) .5 credit
This course introduces drafting, free-hand sketching, and Computer Aided Design. Basic geometric constructions will be completed on drawing boards Students will cover measuring, dimensioning, orthographic projection and isometric views. Students will acquire entry level skills in the use of Pro Engineer solid modeling software. It is highly recommended that students take this course prior to taking design related courses.

GRAPHIC DESIGN (732) .5 credit
Explore the exciting and diverse Graphics industry. Learn principles and elements of design as they are applied to the formulation of a broad sampling of layout challenges. Create multi-colored posters, brochures, booklets, logos and more using desktop publishing software. Also, try your hand at silk screen printing. This course may be taken again as an independent study for the purpose of pursuing more advanced work.

ENGINEERING

The engineering program is designed to help students prepare for careers in engineering and related technical fields. Students interested in designing and making objects are encouraged to start out with Computer Aided Design (CADD). These courses do not need to be taken in sequence.

ENGINEERING DESIGN I (742) .5 credit
By using a computer design and modeling program, students discover how engineers create new products and redesign others. The course develops problem solving skills using a design process. Computer models of product solutions are created, analyzed, and communicated. Hands-on activities allow students to see the connection between design and manufacturing. To be successful in this course students should have taken a CADD course.

ENGINEERING DESIGN II (726) .5 credit
This course is designed for students seeking advanced study in either architecture or mechanical design. Areas of concentration include advanced CAD drawing, 3-D solid modeling, technical illustration, and the design and fabrication of a culminating project. To be successful in this course it is recommended that students have taken either Engineering Design I or Architectural Design.

INTRODUCTION TO ENGINEERING AND TECHNOLOGY (746) 1 credit
College credit bearing course
This course introduces students to various tools and problem solving skills common to most fields of engineering and technology. It emphasizes developing both individual critical thinking skills and collaborative problem solving skills, essential in today’s world of technology. Students learn the basics of the engineering design process of product design, test and evaluation. In teams, students apply this process to complete a project that involves practical problem solving, computer simulation and physical product fabrication. To assist in the project analysis, documentation and presentation, students develop skills with spreadsheets, word processing and presentation software.

TRANSPORTATION TECHNOLOGY (741) .5 credit
In this hands-on class, students will explore land, water, air and space transportation systems through the design and construction of working models. Students will learn the design process and apply it to solve given transportation problems. Students will conduct experiments with wind tunnels, water test tanks, rockets, airplanes, Co2 cars, submarines and boats. Students will also cover material on the RI boater safety course which will prepare them for the state proctored exam boater license exam. Alternative power and energy sources will also be explored.

MANUFACTURING TECHNOLOGY (740) .5 credit
Students in this hands-on course will explore the world of manufacturing through design and build projects using wood, plastics, metal and or electronics. Students will use hand tools, power tools, computer design software, CNC machines and rapid prototype (3d Printer) machines. Students will design and build solutions to real world problems.
INTRODUCTION TO MANUFACTURING PROCESSES (739) 1 credit
This course provides students with practical experiences in the set up and operation of basic machines and measuring tools used in manufacturing processes. Students learn the importance of safety using high powered machinery, materials, and machine maintenance. Turning, milling, drilling, and precision measurements are covered, developing the student’s ability to fabricate mechanical components using traditional machining. Students learn the limitations of traditional machining and prepare them to understand the advantage of Advance Manufacturing technology.

ROBOTICS: FUN WITH DIGITAL ELECTRONICS (744) 1 credit
Join the Maker Movement. Learn how to integrate technology into your world. Learn how to create projects that are controlled by circuit boards such as Arduino or Raspberry Pi. Make a drone. Make objects move by voice command. Make electronic projects that you control with light, temperature, motion, and sound sensors. Learn about electronic components and how to build a circuit. Logic gates and electricity will be covered. We will also learn how to use simple programming languages to interact with our projects. Build Robots to compete in FIRST Technical Challenge and Skills USA mobile robotics. You can do it… be a Maker!

VIDEO TECHNOLOGY

INTRODUCTION TO VIDEO PRODUCTION (750) .5 credit
Students learn the basics of video production from storyboarding to editing. This is a hands-on, project-oriented course using the school's production studio. Projects frequently require commitment beyond the regular school day.

ADVANCED VIDEO PRODUCTION WITH HONORS OPTION* (755/757) .5 or 1 credit
This course is for students seriously considering a college major in mass communications. Independent, school, and community projects, as well as project leadership and peer teaching are integral parts of the course. This course can be taken more than once. The honors option includes a major production project, mandatory community service, and a writing project.

BAKING AND PASTRY STUDIES (871) .5 credits
This program begins by giving students an in-depth understanding of common ingredients, techniques, and procedures that will be used throughout this course. These include identification and discussion of the essential ingredient groups such as sugar, dairy, fruit, flours, chocolate. They will also learn weights and measurements, culinary math, food safety, sanitation, and equipment identification. The class will also include Introduction to basic decorating skills, the use of pastry bag, and types of dough’s. In addition, you will study techniques for preparing fruit-based desserts, including paring, poaching, roasting, and candying. Participation in a minimum of one catering event per quarter is a requirement for this class. This course may be taken more than once. As a student in this course for the second time their program will continue to provide them with an in-depth understanding of common ingredients, techniques, and procedures that will be used in creating bakery goods and pastries consisting out of various types of dough and batters. They will use the most technologically-advanced baking technologies, equipment, utensils and techniques to create your own pastry show pieces; wedding cakes, confections and plated desserts which will accelerate the career path to becoming a pastry chef. They will continue to utilize the skills they learned in level I such as weights and measurements, culinary math, food safety, sanitation, and equipment and tools. This class is a project and problem based learning with problem solving projects. This semester long course will provide students with the knowledge and skills that prepare them for working in a bakery.

HOSPITALITY AND TOURISM ACADEMIC LEVEL I (865) .5 credits
This course explores two of the most diverse and global businesses, hospitality and tourism. This course will allow students to investigate trends and technology in the hospitality industry while developing customer service skills. Student will study the impact of these industries on social, environmental, economic, social media website, and consumer factors. Credit is earned for both the classroom and after school or evening work related to culinary events. Participation in a minimum of one catering event per quarter is a requirement for this class.
ENGLISH

Required Courses

ENGLISH I: FRESHMAN HONORS (111)
1 credit
Grade 9
“Reading Classics to Inspire Creativity”
Students will survey poetry, drama, fiction and nonfiction to develop their abilities to analyze, argue, speak, and research. Students will be expected to read a selected text during the summer which is the basis for the first unit. In addition, students will write narratives, poetry, and juxtapose film adaptations with classic literature. Recommendation from Grade 8 teacher is strongly suggested. Summer reading is required.

ENGLISH I: FRESHMAN CP (112)
1 credit
Grade 9
“Overcoming Conflict for Growth”
As a survey course, students will be exposed to informational text and many genres in literature, such as the short story, drama, epic poetry, classic poetry, and the novel. Students will develop their skills in reading, writing, speaking and listening. The skills and work habits from the course seek to build a strong foundation for future ELA courses.

ENGLISH 1: THE HUMANITIES,
A PROJECT-BASED LEARNING EXPERIENCE CP (115)
1 credit
(Student must also enroll in Social Studies Humanities 215)
Grade 9
In this expeditionary English and Social Studies Humanities course, learners will broaden their understanding of the world and human experience through thematic-based units. Possible threads include conflict, social interaction, belief systems, government and human rights as explored through the lenses of cultural values, art, historical time periods, literary works, social movements, and the philosophies of society across the globe and across time. Learners will read, write, complete projects and present in a way that mirrors real world application.

Elective Courses

PUBLIC SPEAKING (156)
.5 credit
Nearly everyone has a fear of speaking in public. In this introductory semester course, students will develop and master basic oral communication and presentation skills as they deliver a variety of speeches such as informational, how-to, persuasive, and impromptu in the safe environment of the classroom. Students will also study methods of speech preparation and aspects of delivery including voice, expression, articulation, gestures, and body movement. This course can be taken more than once encouraging students to continue their mastery in this domain. This course may be taken more than once.

FAMILY AND CONSUMER SCIENCE

EARLY CHILDHOOD STUDIES I (820)
.5 credit
Grades 9-12
This is the study of the physical, emotional, social and intellectual study of children from conception to age 1. Topics include teen pregnancy, birth defects, responsible parenting, and the impact families have on society. There may be an opportunity to interact with the children in the Westerly HS Playschool if the schedule permits.

EARLY CHILDHOOD STUDIES II (821)
.5 credit
Grades 9-12
This course continues the study of the physical, emotional, social, and intellectual development of children with emphasis on the toddler and preschool years. Students observe and plan activities that are related to mathematics, science, creativity and physical health. The plans are implemented in the WHS Playschool with children from the community. To be successful in this course, students should have completed Early Childhood Studies I.

EARLY CHILDHOOD STUDIES II: EMERGENT LITERACY (822)
.5 credit
Grades 9-12
This course continues the study of the physical, emotional, social, and intellectual development of children with emphasis on the toddler and preschool years. Students observe and plan activities that are related to emergent literacy emphasizing skills in reading and writing. The plans are implemented in the Westerly HS Playschool with children from the community, and a Craft/Story hour at the Westerly Public Library. To be successful in this course students should have completed Early Childhood Studies I.

*If the student chooses the option to assist children with these skills at a district elementary school, the student (or parent/guardian) must provide their own transportation during school hours. The student must also submit a copy of his/her driver’s insurance card. Students are not allowed to drive other students in the class to the district schools.

INTERIOR DESIGN (841)
.5 credit
Grades 9-12
This course will enable the student to understand the relevance of the many skills and disciplines within interior design. The student will discover current trends in housing, furniture styles, and understand the importance of functional design. This course will stimulate the student’s creativity and will become an opportunity to learn about the variety of housing related careers.
Note: All math courses require students to utilize the TI 84 Plus C Silver Edition graphing calculator. Students are encouraged to purchase their own for use in high school and post-secondary studies.

ALGEBRA I CP (412)
1 credit
This course provides a formal development of the algebraic skills and concepts. This course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include operations with real number, linear equations and inequalities, relations and functions, polynomials, algebraic fractions, introduction to absolute value and quadratic functions.

ALGEBRA I PART A (415)
1 credit
This course provides a formal development of algebraic skills and concepts. This course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include operations with real number, linear equations and inequalities, relations and functions.

ALGEBRA I PART B (416)
1 credit
This course continues the formal development of algebraic skills and concepts from Algebra I Part A. This course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include a review of operations with real number, linear equations and inequalities, relations and functions but a focus on polynomials, algebraic fractions, introduction to absolute value and quadratic functions.

GEOMETRY HONORS (430)
1 credit
This course is taken by students who have met with success in Algebra II Honors (420). Geometry offers students an in-depth study of plane geometric figures by means of a formal deductive system. Postulates, properties, theorems are used to construct geometric proofs. Selected topics in solid geometry will also be covered. The problems involved in this class will involve a high degree of difficulty with extensive independent study. It is strongly recommended that you take this course if you earned a B or better in Algebra I Honors.

GEOMETRY CP (432)
1 credit
This course provides students with experiences that deepen the understanding of two and three-dimensional objects and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Students will build upon an understanding of points, lines and planes to discover and appreciate the properties and relationships of various polygons. Topics to be covered are triangles, congruency, similarity, quadrilaterals, and circles. Selected topics in solid geometry will also be covered. Students will reinforce their algebra skills throughout this course.

PRACTICAL PROBLEM SOLVING AND STATISTICS (444)
1 credit
This course provides students with experiences that deepen the understanding of Algebra one and Geometry. It is designed for further investigation of problem solving strategies and applications. Students will reinforce their algebra and geometry skills throughout this course. They will discover and appreciate properties and relationships. This course will also cover introductory concepts that describe, explore and analyze categorical and quantitative data to help make inferences, display and justify conclusions. Conditional probability and the rules of probability will be used to make decisions.

ALGEBRA II HONORS (420)
1 credit
This course expands on the topics of Algebra I and provides further in-depth development of the concept of a function. This course places an emphasis on theory, a high degree of rigor in problem solving and extensive independent study. Topics include relations, functions, equations and inequalities, polynomials, rational expressions, rational functions, quadratics, an emphasis on graphing, etc. It is strongly recommended that you take this course if you have earned a B or better in preceding math courses.

ALGEBRA II CP (422)
1 credit
This course expands on the topics of Algebra I and provides further development of the concept of a function. Topics include relations, functions, equations and inequalities, polynomials, systems of equations, and quadratic functions.

STATISTICS AP (462)
1 credit
This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The study of statistics blends the rigor and calculations by using real-world examples, such as problems of the social sciences, decision-making needs of business and medicine, and the laboratory method and experimental procedures of the natural sciences. Extensive independent study is required. This course will prepare students to take the Statistics AP exam, which costs $89.00. Students are required to have a TI 84 Plus C Silver Edition graphing calculator.

VISUAL BASIC COMPUTER PROGRAMMING (461)
.5 credit
Prerequisite: Algebra I
In this class you will learn how to write computer programs using the visual form of the Beginner's All-purpose Symbolic Instruction Code (BASIC) language, which is an object-oriented event-driven computer programming language. Topics include the creation and use of buttons, picture boxes, text boxes, scroll bars and other Controls in the Windows application, of which are applied when coding programs.
MUSIC

BAND (900/901)
1 credit
This is a performance class studying the finest band literature in a variety of styles. The ensemble has a dual role, functioning as both a concert band and a marching band. Members are required to complete all aspects of the concert/marching program. These requirements include attendance at all rehearsals outside of the school day, pre-season training in August, all marching rehearsals. Attendance at performances is mandatory. Performances include football games, parades, field show competitions, concerts, and festivals. A student handbook is available, detailing all policies regarding the band program.

CHORAL MUSIC (902/903)
1 credit
This is a complete choral course utilizing music from 15th century to the present. The course offers vocal training as well as chorus methods of singing, use of voice, diction, articulation, etc. The course includes class, concerts, field trips, and assemblies. No audition is required; students enrolling should be able to match pitch.

VOCAL ENSEMBLE WITH OPTIONAL HONORS COMPONENT (904/906)
1 credit
The Vocal Ensemble is made up of a select group of singers. Membership is open to all students by audition. Opportunities for performance in school concerts and in the community as well as choral adjudication festivals and participation and preparation for the RIMEA All-State and Solo and Ensemble Festivals will be offered. Honors weight will be given to 3rd or 4th year students who participate in one additional performing group, either inside or outside of school, audition for R.I.M.E.A. Sr. division All State, prepare and perform a solo at state R.I.M.E.A. festival and perform two recitals each year.

PIANO I (916)
.5 credit
This course is designed to offer the student the opportunity to learn beginning piano methods. Students will learn to play scales, chords and melodies on the piano. Instruction will include music fundamentals, posture, finger position, and various styles of piano technique. No prerequisite or instrument needed.

GUITAR I (907)
.5 credit
This course is designed to offer the student the opportunity to learn beginning guitar method. Students will learn to play scales, chords and melodies on the guitar. Instruction will include music fundamentals and various styles of guitar technique. Students will learn to read music notation including rhythm and note names. No prerequisite or instrument needed.

GUITAR II (908)
.5 credit
Prerequisite: Guitar I or permission of instructor
Guitar II is a continuation of Guitar I and completes the student’s basic instruction of the guitar. Students will further develop guitar playing skills including position studies, finger picking techniques, scales, improvisation and composition. In addition, students will perform expanded repertoire in many musical styles and genres. Historical and cultural influences of guitar music will also be taught.

JAZZ ENSEMBLE (913/914)
.5 or 1 credit
Students participating in jazz band must be proficient instrumentalists performing at an intermediate or advanced level. Participation in another instrumental ensemble at WHS is recommended. Students in jazz band are exposed to a variety of music from blues, to early jazz, big band classics, Bebop, Rock ‘n’ Roll, Pop, and Orchestral-Style Jazz. Students are also exposed to the history and importance of various pivotal musicians that shaped jazz and modern American music today.

INDEPENDENT TOPICS IN MUSIC (915)
.5 credit
This comprehensive music class is open to all students in grades 9-12. It is designed to meet the needs of students for Music Theory, World Music, and Projects in Music. Each student will work on a project independently from one of the above areas listed and will meet deadlines, time lines, assessments and present their projects to the class as their final exam.

PIANO II (918)
.5 credit
Piano II is an extension of Piano I. Students will continue to Play piano with two hands, encounter more advanced musical notation, compose music, study major scales in all keys, chord structures, and accompany solo instrument. Students must have taken Piano I or have experience in private lessons prior to enrolling in Piano II. National Standards based instruction includes, playing, note reading, improvisation, composing, and studying how music relates to culture, history, and other disciplines. Students will develop technical skills enabling them to perform with expression, a varied repertoire of piano literature. There will be self-evaluated and teacher evaluated playing assessments throughout the semester. This course is designed to offer the student the opportunity to learn beginning piano methods. Students will learn to play scales, chords and melodies on the piano. Instruction will include music fundamentals, posture, finger position, and various styles of piano technique. No prerequisite or instrument needed.
MUSIC THEORY (917)  
.5 credit  
This comprehensive music class is open to all students in grades 9-12. It is designed to meet the needs of students for Music Theory. Students will be presented with the basics of music then progress throughout the semester to compose and arrange music using technology. Students will be assessed through quizzes, tests, and projects.

PHYSICAL SCIENCE CP (511)  
1 credit  
Grade 9  
This course provides students with introductory concepts related to the laws of Physics and topics in Earth and Space Science. Students will approach problems in both a qualitative and quantitative manner while reinforcing skills in mathematical manipulations and scientific reasoning. Students will engage in laboratory activities that emphasize scientific inquiry. This course follows the same curriculum as the honors option but differs in pace and depth of coverage.

PHYSICAL EDUCATION (014, 015)  
.5 credit  
Grades 9-12  
This course will provide students with the opportunity to increase their individual level of physical fitness, acquire knowledge of related fitness concepts, and demonstrate an understanding of how a wellness lifestyle affects one’s health, fitness and physical performance.

PERSONAL FITNESS AND TRAINING (016)  
.5 credit  
Grade 9-12  
The purpose of this course is to provide an opportunity for students to evaluate their physical fitness levels in all areas of health-related fitness: cardiovascular fitness, body composition, muscular strength, muscular endurance, and flexibility. Students will train for and participate in a local 5K. This will be substituted for the Physical Education requirement.

PHYSICAL EDUCATION

SOCIAL STUDIES

Required Courses

MODERN WORLD HISTORY CP (201)  
1 credit  
Grade 9  
This course examines the political, economic, social, and intellectual development of the world since the eighteenth century. Students will explore the past by reading, writing, thinking and researching like a historian.

THE HUMANITIES,  
A PROJECT-BASED LEARNING EXPERIENCE CP (215)  
1 credit (Student must also enroll in English Humanities 115)  
Grade 9  
This expeditionary English and Social Studies humanities course will broaden students’ understanding of their world and human experience through thematic-based units. Possible threads include conflict, social interaction, STEM, belief systems, government and human rights. Units will be explored through the lenses of cultural values, art, historical time periods, literary works, social movements, and the philosophies of society across the globe and across time. This course will satisfy the grade nine Modern World History (Social Studies) requirement for graduation.

Elective Courses

CONSUMER ECONOMICS (229)  
.5 credit  
This course examines personal financial issues relating to jobs, credit, saving and spending money, as well as other economic issues that are important to young adults. Students will develop reliable decision-making skills, set personal goals, evaluate alternatives in the marketplace and understand the basic rights and responsibilities of being a consumer.
RHODE ISLAND LIFE (252)
.5 credit
Grades 9-12
Offered in school years that begin in an even numbered year (ex: 2016-2017)
This course examines the history and culture of our state. From the founding by Roger Williams in 1636 to setting the stage for America’s industrial revolution in the late eighteenth century to facing the challenges of globalization in the twenty-first century, students will learn about what makes the smallest state in the union the most unique.

THE MIDDLE EAST: ITS CULTURE AND CONFLICTS (225)
.5 credit
No region in the world has captured our attention more than the Middle East, yet no part of the world is more misunderstood. Learn about the lands that have dominated our most recent headlines. From religion to politics, social structures to foreign relations, culture to conflicts, students in this course will explore many aspects of this important part of the world.

WORLD AFFAIRS (227)
.5 credit
This course examines the state of the world today as covered by the media. Newspapers, video news segments, and web-based media provide information for lively class discussions, debates, and projects. This course may be taken more than once.

WORLD LANGUAGES

FRENCH I (310)
1 credit
French I offers an introduction to the language and culture of the Francophone world. With a focus on attainment of novice high level written and spoken proficiency according to ACTFL standards and guidelines, students begin to develop competent listening, reading, speaking and writing skills in French. Pronunciation, word recognition and simple grammatical structures of the language are emphasized. Topics pertaining to geography and culture, academic life and family will be discussed.

ITALIAN I (311)
1 credit
Italian I offers an introduction to the language and culture of Italy. With a focus on attainment of novice high level written and spoken proficiency according to ACTFL standards and guidelines students begin to develop competent listening, reading, speaking and writing skills in Italian. Pronunciation, word recognition and simple grammatical structures of the language are emphasized. Topics pertaining to geography and culture, academic life and family will be discussed.

SPANISH I (312)
1 credit
Spanish I offers an introduction to the language and culture of the Spanish-speaking world. With a focus on attainment of novice high level written and spoken proficiency according to ACTFL standards and guidelines, students begin to develop competent listening, reading, speaking and writing skills in Spanish. Pronunciation, word recognition and simple grammatical structures of the language are emphasized. Topics pertaining to geography and culture, academic life and family will be discussed.

FRENCH II (320)
1 credit
Students who have a strong interest and solid understanding of the content and structures of the prior level are strongly encouraged to enroll in this course. French II continues the study of more sophisticated vocabulary and more complex structures of the French language. The focus of advancing students to the intermediate low level of written and spoken proficiency according to ACTFL standards and guidelines is achieved through the use of authentic materials including ads, maps, magazines and newspapers. Topics pertaining to the community, meal-taking, travel, leisure activities and contributions made by noteworthy figures in the international community will be discussed. Technology is used to enhance student learning. Curriculum is aligned to the ACTFL Refreshed Standards for Language Learning.

ITALIAN II (321)
1 credit
Students who have a strong interest and solid understanding of the content and structures of level I are strongly encouraged to enroll in this course. Italian II continues the study of more sophisticated vocabulary and more complex structures of the Italian language. The focus of advancing students to the intermediate low level of written and spoken proficiency according to ACTFL standards and guidelines is achieved through the use of more authentic materials. Topics pertaining to the community, meal-taking, travel, leisure activities and contributions made by noteworthy figures in the international community will be discussed. Curriculum is aligned to the ACTFL Refreshed Standards for Language Learning.

SPANISH II (322)
1 credit
Students who have a strong interest and solid understanding of the content and structures of level I are strongly encouraged to enroll in this course. Spanish II continues the study of more sophisticated vocabulary and more complex structures of the Spanish language. The focus of advancing students to intermediate low level of written and spoken proficiency according to ACTFL standards and guidelines is achieved through the use of more authentic materials. Topics pertaining to the community, meal-taking, travel, leisure activities and contributions made by noteworthy figures in the international community will be discussed. Curriculum is aligned to the ACTFL Refreshed Standards for Language Learning.
FRENCH III (330)
1 credit
Students who have a strong interest and solid understanding of the content and structures of level II are strongly encouraged to enroll in this course. French III anticipates a more rigorous demand upon the skills and endeavors of its students. Students will achieve an intermediate high level of written and spoken proficiency and will express opinions and preferences through more advanced uses of vocabulary in real-life situations. A movement to an exclusive use of the target language for all spoken and written communications in class is expected. Topics pertaining to art, music, and the media will be discussed. Curriculum is aligned to the ACTFL Refreshed Standards for Language Learning.

ITALIAN III (331)
1 Credit
Students who have a strong interest and solid understanding of the content and structures of level II are strongly encouraged to enroll in this course. Italian III anticipates a more rigorous demand upon the skills and endeavors of its students. Students will achieve a lower intermediate high level of written and spoken proficiency and will express opinions and preferences through more advanced uses of vocabulary in real-life situations. A movement to an exclusive use of the target language for all spoken and written communications in class is expected. Topics pertaining to art, music, and the media will be discussed. Curriculum is aligned to the ACTFL Refreshed Standards for Language Learning.

SPANISH III (332)
1 Credit
Students who have a strong interest and solid understanding of the content and structures of level II are strongly encouraged to enroll in this course. Spanish III anticipates a more rigorous demand upon the skills and endeavors of its students. Students will achieve a lower intermediate high level of written and spoken proficiency and will express opinions and preferences through more advanced uses of vocabulary in real-life situations. A movement to an exclusive use of the target language for all spoken and written communications in class is expected. Topics pertaining to art, music, and the media will be discussed. Curriculum is aligned to the ACTFL Refreshed Standards for Language Learning.

FRENCH IV HONORS (340)
1 credit
Students who have a strong interest and solid understanding of the content and structures of level III are strongly encouraged to enroll in this course. French IV is an advanced course which serves to refine both oral and written communication skills with current and relevant vocabulary presented within the context of the Francophone world. Students are expected to exit the intermediate level of written and spoken proficiency by the end of this course. Class is conducted exclusively in the target language. Topics pertaining to history, citizenship, identity and life after high school will be discussed. Authentic literary readings from the Francophone world are discussed and analyzed. Curriculum is aligned to the ACTFL Refreshed Standards for Language Learning. Students who successfully complete this course will be well prepared for the level V AP course and are encouraged to plan for that next step.

ITALIAN IV HONORS (341)
1 Credit
Students who have a strong interest and solid understanding of the content and structures of level IV are strongly encouraged to enroll in this course. Italian IV is an advanced course which serves to refine both oral and written communication skills with current and relevant vocabulary presented within the context of Italy. Class is conducted exclusively in the target language. Topics pertaining to history, citizenship, identity and life after high school will be discussed. Students are expected to exit the intermediate level of written and spoken proficiency by the end of this course. Authentic literary readings from Italy are discussed and analyzed. Curriculum is aligned to the ACTFL Refreshed Standards for Language Learning. Students who successfully complete this course will be well prepared for the level V AP course and are encouraged to plan for that next step.

SPANISH IV HONORS (342)
1 Credit
Students who have a strong interest and solid understanding of the content and structures of level III are strongly encouraged to enroll in this course. Spanish IV is an advanced course which serves to refine both oral and written communication skills with current and relevant vocabulary presented within the context of Spain and other Spanish-speaking countries. Students are expected to exit the intermediate level of written and spoken proficiency by the end of this course. Class is conducted exclusively in the target language. Topics pertaining to history, citizenship, identity and life after high school will be discussed. Authentic literary readings from Spain and Latin America are discussed and analyzed. Curriculum is aligned to the ACTFL Refreshed Standards for Language Learning. Students who successfully complete this course will be well prepared for the level V AP course and are encouraged to plan for that next step.

FRENCH V AP (350)
1 Credit
Students who have a strong interest and solid understanding of the content and structures of level IV are strongly encouraged to enroll in this course. The AP French Language course covers the equivalent of an intermediate level college French course. Students will exit this course with advanced low level proficiency in written and spoken French. This course seeks to develop practical language skills that can be applied to various daily life and career experiences. Through the use of classroom investigations, learning activities and performance based assessments conducted 100% in the target language, this course is designed to prepare students for both the depth and structure of the Advanced Placement examination in French Language and Culture. The course content is structured around 6 contemporary, interdisciplinary, thematic units with essential questions that require problem solving in an authentic, real-life manner. Six themes: Global Challenges, Beauty and Aesthetics, Families and Communities, Personal and Public Identities, Contemporary Life and Science and Technology. Students are strongly
Students will exit this course with advanced low level written and spoken language proficiency. This course seeks to develop practical language skills that can be applied to various daily life and career experiences. Through the use of classroom investigations, learning activities and performance based assessments conducted 100% in the target language, this course is designed to prepare students for both the depth and structure of the Advanced Placement examination in Spanish Language and Culture. The course content is structured around 6 contemporary, interdisciplinary, thematic units with essential questions that require problem solving in an authentic, real-life manner. Six themes: Global Challenges, Beauty and Aesthetics, Families and Communities, Personal and Public Identities, Contemporary Life and Science and Technology. Students are strongly encouraged to take the AP Spanish Language and Culture examination in May.

SPANISH V AP (352)  
1 Credit  
Students who have a strong interest and solid understanding of the content and structures of the prior level are strongly encouraged to enroll in this course. The AP Spanish Language course covers the equivalent of an intermediate level college Spanish course. Students will exit this course with advanced low level spoken and written language proficiency. This course seeks to develop practical language skills that can be applied to various daily life and career experiences. Through the use of classroom investigations, learning activities and performance based assessments conducted 100% in the target language, this course is designed to prepare students for both the depth and structure of the Advanced Placement examination in Spanish Language and Culture. The course content is structured around 6 contemporary, interdisciplinary, thematic units with essential questions that require problem solving in an authentic, real-life manner. Six themes: Global Challenges, Beauty and Aesthetics, Families and Communities, Personal and Public Identities, Contemporary Life and Science and Technology. Students are strongly encouraged to take the AP Spanish Language and Culture examination in May.

WORLD CULTURES (300)  
.5 Credits  
This course will serve to increase students’ global awareness and promote an increase in tolerance of and appreciation for cultural diversity. It will also promote an in depth analysis of the products, practices and perspectives of the culture studied. Through independent research, visiting experts, literary analysis and the analysis of the visual arts, students will choose projects to demonstrate their proficiency in cultural awareness and understanding culture in relation to history. Literacy and numeracy skills will be strengthened through a variety of tasks and activities related to the cultures studied.

Special Programs and Services

Westerly Pathways in Technology Early College High School (P-TECH)  
Westerly P-TECH, housed at Westerly High School, is Rhode Island’s first advanced manufacturing Pathways in Technology Early College High School (P-TECH) model school serving students in grades 9 - 14. P-TECH combines the best of high school, college and the professional world; its partners include the Community College of Rhode Island (CCRI) and Rhode Island Manufacturers Association (RIMA). Graduates will obtain a high school diploma, associate’s degree, and internship opportunities. Admission is open to all Westerly students at no cost to students and their families. Entrance to P-TECH is by application only. Students are admitted to P-TECH through a lottery and there are no tests or screening required for admission. Applications can be obtained from the student’s middle school counselor or downloaded from the www.westerly.k12.ri.us website. The first year of P-TECH includes a prescribed set of courses focused on building critical foundation skills required to take higher level courses at CCRI. The schedule consists of a double-period of English, a double-period of math, a course in Workplace Learning (WPL), and electives. The focus on English and math in year one is to establish a strong foundation in those areas in preparation for college courses. Social studies and science courses are taken in year two. Alongside regular core high school courses, there is a focus on mastery of STEM (Science, Technology, Engineering, and Math) and manufacturing skills. Students participate in an ongoing WPL curriculum to gain the experience needed for any career. The WPL curriculum emphasizes the “soft” skills of presentation, self-marketing, and communication critical to success in the workplace. In addition, all students are matched in one-on-one relationships with a mentor. They participate in project-based learning activities and workplace visits, and over time, tackle skills-based, real-world projects through internships and apprenticeships. Within a six-year timeframe, students earn a high school diploma and an Associate of Science degree in Manufacturing Technology from the Community College of Rhode Island. Graduates will have the skills and experience to step into jobs in advanced manufacturing or continue their studies at a four-year college or university.
Advanced Coursework Network: Prepare Rhode Island

Rhode Island public secondary schools have the opportunity to expand the advanced level coursework available to their high school students through a new initiative, the Advanced Coursework Network. Enriching experiences with advanced coursework help students get a head start on post-secondary success, master the skills required of a lifelong learner, and be prepared for jobs in sectors critical to Rhode Island’s future prosperity. The Advanced Coursework Network is designed to help districts and schools meet this need by creating opportunities for Rhode Island students to envision, pursue and realize their individualized graduation pathway. High school courses will be offered in various modalities to encourage the greatest participation from students in schools and districts that have chosen to participate in the initiative in its first year. RIDE anticipates the course offerings will include advanced science and mathematics courses, as well as Advanced Placement (AP®), world languages, career-focused and dual/concurrent enrollment courses. Coursework will be offered by Rhode Island LEAs, Community-Based Organizations and Institutions of Higher Education. Students should work with their school guidance counselors to identify appropriate coursework. Once coursework is identified, students, families or guidance counselors may complete the registration form below. Students are not fully enrolled in the course until they and their counselor receive a confirmation email from the course provider. Additional information is available on the RIDE website:

http://www.ride.ri.gov/StudentsFamilies/EducationPrograms/AdvancedCoursework.aspx#33621213-students-and-families

Cosmetology

This 3-year cosmetology program offers a curriculum certified by the State of Rhode Island. This program prepares students for an entry level career in cosmetology. Students cover practical and theory work to accumulate the required 1500 hours for certification. Students must maintain a “C” average or better per State Board Regulations to continue in the program. For information on the admission policy, please click on this link:


Certified Nursing Assistant (CNA) Program

A Nursing Assistant is a member of the health care team who provides personal care and related health care assistance to individuals who are sick, disabled, dependent, or who are residents of health care facilities. If you wish to be employed as a nursing assistant or home health aide in Rhode Island, you must complete an approved nursing assistant training course. This CCRI program offered through Westerly High School consists of 120 hours of training - 88 hours of classroom and laboratory and 32 hours of clinical training in a nursing facility. Topics covered include basic nursing skills, resident’s rights, mental health and social services, basic rehabilitative services, personal care skills, and safety and emergency procedures. Completion of CCRI's CNA program qualifies for a maximum of six credits into the Renal Dialysis Technology Certification Program. See your guidance counselor regarding the prerequisites for this program.

Chariho Career & Technical Center

Each year a number of Westerly students entering grade ten elect to take career and technical programs at Chariho Career & Technical Center. This opportunity is free for Westerly students. Also, upon successful completion of the programs, Chariho Area Career and Technical Center offers college credits at no cost to the students and/or parents and also have the opportunity to obtain industry-recognized credentials. Many career and technical students continue their education at technical institutions, two and four year colleges. Programs available to grade ten students are Advertising Design & Digital Print, Agriculture Science, Automotive Technology, Computer Technology & Game Design, Construction Technology, Cosmetology, Criminal Justice, Culinary Arts, Early Childhood/Elementary Education, Engineering, Drafting & Design, Electrical & Renewable Energy Sources, Health Careers/EMT, Hospitality & Event Planning, Heating, Ventilation, Air-Conditioning & Refrigeration (HVAC-R) and Marine Technology. Please be sure to go to http://www.chariho.k12.ri.us/ctc-application for a detailed explanation of each program and to complete an online application. Please feel free to contact the Director for any questions or concerns at 401-364-6869 or email susan.votto@chariho.k12.ri.us.

College Liaison Programs

Early College Enrollment - Seniors who are accepted and enroll as post-secondary full-time students in an Associate’s or Bachelor’s Degree program, may substitute that program for their senior year at Westerly High School upon successful completion of that school year.

Concurrent Enrollment - Students who are accepted and enroll as part-time students in an approved institution of higher learning may take college level courses at the same time they are taking the courses at Westerly High School.

College Credit Bearing Courses - The following institutions currently maintain an articulation agreement with departments at Westerly High School that allow students to earn college credit while upon successful completion of select courses:
a. Roger Williams University… Social Studies
b. University of Rhode Island… English, Business
c. Community College of RI… Business
d. New England Institute of Technology… Technology

**NOTE:** For all College Liaison Programs:

a. Requirements for graduation from Westerly High School must be fulfilled.
b. Program approval must be in writing from Westerly High School and secured before college enrollment.
c. A Westerly High School diploma will be granted after successful completion of the above program.

**Learning Academy**
The Learning Academy of Westerly High School provides an alternative learning environment for students in grades 10-12, who in addition to their academic requirements, choose to pursue a 1500 hour course in Cosmetology or participate in external internship programs that help bridge the gap between the classroom and the workplace with more intense hands-on learning experiences. Through project based learning, these students are encouraged to think independently, collaborate with their peers, and provide input regarding their own educational pursuits. Our educators serve as coaches, mentors and facilitators, and help to guide learners in mastering real world skills which are critical for success in the 21st century. This alternative setting allows for the personalization of each learner’s proficiencies in the following five graduation requirements: communicating effectively, thinking critically, solving problems, researching to reach reasonable conclusions and reflecting on one’s own work.

**Literacy & Numeracy Support**
Students who have been identified as needing intensive support in reading, writing and/or math will be scheduled for interventions. There they will receive intensive, targeted instruction in our Math 180 and Read 180 courses, based on data derived from standardized assessments

**Narragansett High School Agricultural Science Program**
To provide adequate training for students planning a career in agriculture and related fields, Rhode Island has designated Narragansett H.S. as a regional agricultural science and technology center. As an elective program, with a fixed number of seats available each year, students from Westerly H.S. may apply for enrollment to this state supported regional program and be considered for admission on a competitive basis. See your guidance counselor if you are interested in applying.

**Special Education Placements & Services**
In accordance with the philosophy of the Westerly Public School Department, aligned to the Rhode Island Board of Regents Regulation for children with disabilities, WHS offers a continuum of support services for students covered under the Individuals with Disabilities Education Act (IDEA). A team decision of eligibility in one of the thirteen qualifying areas (as specified by RI State Regulations), would warrant an Individualized Education Plan (IEP). A fully constituted IEP team, will development an annual IEP, determining transitional goals and the level of specialized instruction that is required to support each student.

**Resource Support:** This support is staffed by special educators trained in providing transitional based specialized instruction, as specified in an IEP. The staff ensures students receive supplemental or direct instruction in accordance to their measurable IEP goals and objectives. The Resource teachers monitor progress toward goals and assure that students are afforded any modifications and/or accommodations determined by the IEP team, as it applies to the student’s area of disability. The Resource teachers work with students individually and in small groups, consult with other staff, communicate with parents/guardians, coordinate transition, and collaborate with outside agencies.

**Virtual High School**
*Virtual High School (VHS)* is a non-profit organization that collaborates with schools to offer online, content-rich, credit-bearing high school courses to students across the country and around the world. Westerly High School offers students the opportunity to take online courses in areas that are not currently being offered in our program of studies at no cost to the student. Students will be able to choose from a menu of several courses offered by VHS (see list below). Students should see their guidance counselor for more information on this exciting program and visit the VHS website at [www.govhs.org](http://www.govhs.org).