

PROGRAM OF STUDIES

GRADES 9-12



**William M. Davies, Jr. Career and Technical High School
50 Jenckes Hill Road
Lincoln, RI 02865**

Revised: 9/1/2006

MISSION STATEMENT

The school's mission is to develop graduates who aspire to be:

- Life-long learners,
- Globally competitive skilled workers,
- Future business and community leaders,
 - Productive team members,
 - and
- Responsibly engaged citizens.

PHILOSOPHY AND GOALS

The school's mission is to develop graduates who aspire to be life-long learners, globally competitive skilled workers, future business and community leaders, productive team members, and responsibly engaged citizens.

The underlying premise is that this mission will be accomplished with an aggressive implementation of fundamental academic and technical skills, integration of academic and technical learning, a close collaboration of family involvement, partnerships with the community at all levels, and a strong professional development program for faculty and staff.

To accomplish our mission, the following educational and organizational strategies will be implemented:

- innovative scheduling
- academic integration
- school-to-career activities
- business and industry partnerships
- infusion of technology throughout the curriculum
- support services including Guidance, ELL, Special Education, 504 Plans, school psychologist, school nurse, academic remediation, assessments, and social workers,
- safe supportive environment.

The following goals have been identified to assist the staff and administration in their journey to improve student performance and achievement.

To continue to promote and enhance:

- the communication between administration, staff, students and parents,
- the development of a school-wide, integrated curricula among academic and technical areas,
- the learning opportunities within our diverse student population,
- the various instructional strategies and assessment methods enabling all students to meet the requirements of the RI Diploma System,
- the involvement of all internal and external stakeholders in the process of education our community of learners,
- the commitment of providing professional development opportunities for all staff,
- the implementation of infusing technology into the teaching and learning practices,
- the opportunities offered through extra-curricula activities that broaden both the educational and social experiences provided with the learning environment.

William M. Davies, Jr. Career and Technical High School

Administrative Team

Victoria Gailliard – Director/Principal
Brian Butler – Supervisor of Instructional Services
Vicki Phelps – Supervisor of Special Populations
Bernard Blumenthal – Coordinator of Business/Industry Partnerships
Joanne Andrews – Coordinator of Human Services
Cheryl Carroll – Coordinator of Business Affairs
Susan Tierney - Coordinator of Information Technology
William Okerholm – Director of Facilities

School Improvement Team

Faculty: Susan Brassard - _____
Pasquale Genco – Academy of Information Technology
Deborah Moran - Diagnostic Technician
Robert Perfetto - Career-Technical Assessment
TBD
Teacher's Assistant (1):
Educational Support Personnel: Susan Tierney – Coordinator of Information Technology
Parent (2)
Student (3)
Business Partner (1)
Community Partner (1)

Department Chairs

Richard Bonenfant – Guidance Services
TBD – English
TBD – Mathematics
Dana Hopkins – Science
William Foley – Social Studies
Cynthia Ginish-Hundertmark – Physical Education / Health
William Murphy – Construction / Auto / Manufacturing
Andrea Kelly – Human Services / Information
Tina Campbell – Reading

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LEARNING EXPECTATIONS

Academic & Technical Expectations

- Read, write, speak and present effectively
- Demonstrate mathematical competency
- Demonstrate technical competency
- Use a variety of technologies and resources
- Demonstrate employability skills
- Demonstrate business and entrepreneurial skills

Social, Behavioral & Civic Expectations

- Take responsibility for your own behavior
- Show respect for others, the school and yourself
- Maintain self-control
- Resolve conflicts responsibly
- Commit to behaving in a manner that optimizes your educational experience
- Demonstrate the rights and responsibilities of a democratic society
- Make positive contributions to business and community organizations

GRADUATION and DIPLOMA REQUIREMENTS

In accordance with the Board of Regents' High School Regulations, the William M. Davies, Jr. Career and Technical High School has established the following graduation requirements for all students beginning with the 2008 graduating class. All students must accumulate during grades 9-12, sixteen and one quarter (16 ¼) academic credits above and beyond technical area credits by the end of their senior year. In reference to technical area credits, successful completion of the shop experience is necessary for continuation at Davies. Students must pass the technical area in their senior year in order to graduate. All students are required to accumulate ten (10) technical credits in addition to the sixteen and one quarter (16 ¼) academic credits. In addition to the Carnegie units (academic credits) and technical credits, all students are required to demonstrate proficiency of academic and technical content by completing and passing the Senior Seminar course (1 credit), a senior project, and a graduation portfolio. To graduate all students must acquire a total of twenty-seven and one quarter (27 ¼) credits to receive a high school diploma.

Through the diploma system, students will demonstrate proficiency by:

- Capitalizing on the mastery of content knowledge in academic preparation and technical training
- Integrating applied learning skills with instructional practices across content disciplines
- Integrating academic preparation and technical training across school-wide instructional practices
- Integrating and infusing technology instruction and practices across all disciplines
- Fostering a level of comprehension and application of visual arts standards through technology instruction/practices and senior project exhibition

CARNEGIE and TECHNICAL UNITS

By 2008, all students must successfully complete twenty-seven and one quarter units (27 ¼) to meet core and technical area requirements.

English	4 units
Math	4 units (1 unit math-related course, i.e. technical theory)
Science	3 units
Social Studies	2 units (1 unit must be U.S. History)
Senior Seminar ¹	1 unit (art and technology)
Physical and Health Education ²	1 ¾ units
Electives ³	1½ units
Technical	10 units

¹ Senior Seminar is a required course for all seniors. It is a series of workshops designed to provide guidance, support and monitoring of student progress while working on PBGRs. In

addition to support services, the course also provides targeted skills reinforcement and opportunities for students to access school resources, i.e., library, Internet, and the technology center.

² Physical and Health Education courses are offered bi-weekly over two semesters for four years. Students are required to enroll and participate in both courses every year. Students can earn up to two (2) credits, but are required one and three-quarter (1 $\frac{3}{4}$) credits for graduation.

³ Electives are any courses that are not required in the six core areas, senior seminar, and technical programming.

MEASURES OF GRADUATION BY PROFICIENCY

All students are required to demonstrate proficiency in the six core areas of academic instruction and technical training. Students are required to demonstrate their acquired proficiencies through the following multiple measures: Exhibition and Graduation Portfolio.

Graduating seniors will be required to produce a senior project related to their career-focus and technical training. The senior project is a culminating educational process and experience that will afford all students the opportunity to engage in progression proficiency to ultimately master academic and technical curricula that are aligned to content standards and grade span expectations in the six core areas of instruction. The project experience provides an opportunity for students and staff to measure the required proficiencies through a largely independent and performance-based exit requirement for graduation. The project is a student led activity that will allow students to apply skills learned at higher levels of critical and creative thinking. The project is a proficiency-based assessment for high school seniors to demonstrate their mastery of technical and academic skills learned. It has a standardized format that incorporates research, writing, presentation skills, community service, and the creation of tangible project and portfolio. The graduation portfolio is a teacher-student led activity. It has two components: academic and technical. The academic component will provide evidence/measures of the student's progress toward mastery of the six core areas of proficiency. The technical component is a culmination of research and product of a student's community service experience as she/he gains content knowledge in a technical-related career path.

REQUIREMENTS

- Students must complete a minimum of fifteen hours of outside class work with a mentor on a topic and product related to their technical training.
- Students must submit a ten-page research paper that incorporates five (5) primary and secondary sources, including validated Internet sources, and all written documentation must be presented in MLA style and cited sources in parentheses.
- Students must submit a portfolio that demonstrates alignment to Davies learning expectations and graduation proficiency requirements to validate their educational experiences.

- Students must do an oral presentation of their research findings and finished product before a panel of judges.
- Students must pass and complete required hours of Senior Seminar workshops.

FOUR-YEAR SCHEDULING SCENARIO

Electives are any course other than English, Math, Science, US History, Physical Education, Health Education and Technical.

FRESHMEN

English 9	1 credit
Math 9	1 credit
Science 9	1 credit
Social Studies	1 credit
Physical Education	¼ credit
Health Education	¼ credit
Technical Exploration	1 credit
Electives (1 ½ credits)	

SOPHMORES

English 10	1 credit
Math 10	1 credit
Science 10	1 credit
Physical Education	¼ credit
Health Education	¼ credit
Technical	3 credits
Elective	½

JUNIORS

English 11	1 credit
Math 11	1 credit
Science 11	1 credit
Elective	½ credit
Physical Education	¼ credit
Health Education	¼ credit
Technical	3 credits

SENIORS

English 12	1 credit
US History	1 credit
Science	½ credit
Math	½ credit
Physical Education	¼ credit
Health Education	¼ credit
Technical	2 ½ credits
Senior Seminar	1 credit

SCHEDULING FORMATS

GRADE 9

Period 1 Technical Exploration
Period 2-7 Academic

GRADE 10

Period 5, 6 & 7 Technical Block
Period 1-4 Academic

GRADE 11

Period 2, 3 & 4 Technical Block
Period 1, 5, 6 & 7 Academic

GRADE 12 Alternating Weeks

1st week – All Academic

2nd week – 5 periods Technical and 2 periods Academic (could be more Technical based on qualifications)

TECHNICAL REQUIREMENTS

Successful completion of Shop Experience is necessary for continuation at this school. Students must pass shop every year in order to be promoted to the next grade. Students must pass shop in their senior year in order to graduate. Shop grades will be determined by averaging the shop theory grade at one-third (1/3) value with the shop practical grade at two-thirds (2/3) value.

ACADEMIC REQUIREMENTS

College Readiness Placement

In-coming Ninth Grade students must

- A. 8.0 grade equivalent on the Standard Diagnostic Tests in reading and mathematics
- B. Recommendation from middle school counselors or content teacher
- C. Receive an 85 or better in basic courses in English and mathematics

In order to continue in college preparatory classes students must:

- A. Pass the prerequisite course
- B. Be recommended by this teacher

In order to move into college preparatory classes students must:

- A. Receive an 85 or better in the basic course
- B. Be recommended by their teacher

Recommending teachers and guidance counselors must emphasize to students that once the student is scheduled into a college preparatory class he/she will not be allowed to transfer into a lower level class unless there are seriously extenuating circumstances

SUMMER SCHOOL POLICY

Students with a failing average grade between 50 and 69 inclusive **MUST** attend a 40-hour summer program at an approved summer school or take a tutorial program with a certified teacher who has been registered and approved by the school. Students with grades below 50 will **NOT** be eligible for summer school or tutoring for that/those subject(s). Students will receive a letter from Guidance which indicates permission to attend a summer program for no more than two (2) major subjects (English, Math, Social Studies, Science).

The following are the three situations that would require a student to repeat the grade:

- 1) Students who fail three or more major subjects.
- 2) Students who fail shop (1/3 theory 2/3 practical)
- 3) Students who fail two major subjects along with two minor subjects (any subject other than English, Math, Social Studies, or Science).

ARCHITECTURAL WOODWORKING

CIP # - 46-0201

This program works in partnership with Monarch Industries of East Providence and Crest Distributors, the area distributor for Wilson Art laminates. The goal of this program is to educate, train and develop students with the solid basic work and technical skills that will allow them to be the cornerstones of the woodworking industry in the future.

Students will be trained to the national standard as established by the American Woodworking Institute. Areas of training include knowledge of tools, woodworking techniques, laminate use, blueprint reading and composite training. Students will work on real projects provided by our industry partners.

GRADE 9 – TECH2003

Safety, tools of the trade, industry math, finish techniques, woodworking project.

GRADE 10 – TECH2015

The goal of the sophomore curriculum is to prepare students to attain basic woodworking knowledge and skills in the areas of basic safety, construction math, construction hand and power tools, and basic print reading. Students will also acquire basic woodworking joinery skills and cabinetmaking techniques.

GRADE 11 – TECH2035

The goal of the junior curriculum is to prepare students to attain additional woodworking knowledge and skills in the areas of tool and job specific safety, associated construction math, woodworking hand and power tools, and construction blueprints. Students will also acquire advanced woodworking joinery skills and cabinetmaking techniques in addition to residential framing from foundation to ceiling frame.

GRADE 12 – TECH2059

The goal of the senior curriculum is to allow students to advance their woodworking knowledge and skills in residential construction, i.e., roof framing, and window and door installation. Students also have the opportunity to be exposed to architectural woodworking, solid surfacing techniques, advanced spraying techniques, and CNC operations. They will achieve their personal goals via in-school training and/or on-site job activity through a co-op placement.

AUTOMOTIVE CAREERS

CIP # 47-0604

Because of the changing nature of the Automotive Industry, as well as the technological changes in the ways cars are built, the maintenance, repair and refinishing of cars are highly inter-related. Industry partners have suggested that students must be aware of and cross-trained in both the mechanical systems and collision/refinishing systems in order to have greater long-term career options and personal and professional successes in the ever-changing automotive industry.

All of the training given to students is current industry-standard and provided by our industry partners: DuPont Corporation, Carquest. All qualified seniors in the collision area will complete their training at DuPont training in Delaware for national certification.

COLLISION REPAIR AND REFINISHING TECHNOLOGY AT A GLANCE

- ❖ Non-Structural Repair
- ❖ Refinishing
- ❖ Estimating
- ❖ Mechanical & Electrical Repair

PROFESSIONAL TRAINING

DUPONT PERFORMANCE COATINGS AND DAVIES: Davies business education partnership with Dupont Performance Coatings allows Davies' students, by meeting predetermined criteria as a student of the Collision Repair and Refinishing Technology program, to graduate as a credentialed Dupont Refinisher.

I-CAR (The Industry Standard): I-CAR (Inter-Industry Conference on Auto Collision Repair) is the industry standard for collision repair training. That is why Davies' Collision Repair and Refinishing program uses the same curriculum taught in the field by I-CAR certified instructors.

Students earn these credentials:

- ❖ I-CAR Golo Class Points – 24 Points
- ❖ Dupont Refinishing Credential
- ❖ 50 Enhanced Delivery CD's
- ❖ EPA 609 A/C Certification

GRADE 9 – TECH2001: “Exploration/Industry Awareness”

- Industry Awareness
- Safety/Environment
- Career Path Exploration
- Basic Skills and Technologies
- Academic Integration
- Fundamental Project

GRADE 10 – TECH2011 & GRADE 11 – TECH2031: “Broad-based Technical Skills and Academic Fundamentals”

- Industry/Career Path Awareness
- Broad-based Skills and Technologies
- Computer Skills and Applications
- School-to-Work Experiences: Industry Visits, Job Shadowing, Career Path Rotations
- Safety/Environment
- Academic Integration
- Employability Skills

GRADE 12 – TECH2051: “Specialization and Industry-based Training”

- Assessment of Skills and Career Interests
- Business Partner Activities / Worksite Mentors
- Specialized Training
- Academic Integration
- Cooperative Education
- Employability Skills

Career Paths							
Reconditioning Technician	Prep Technician	Spray Technician	Frame Technician	Mechanical Systems	Sales/ Distribution	Management Systems	Insurance Related

BUSINESS TECHNOLOGY

CIP# - 11-1099

Through a series of recommended courses, the Business Technology curriculum will develop the knowledge, skills, attitude and competencies business students need to continue on to post-secondary education and/or secure a job in today's business world.

The courses that comprise the Business Technology curriculum will focus on changes taking place and issues addressed in the workplace: communication, ethics, multiculturalism and technology. The curriculum combines the National Standards for Business Education in the areas of: Career Development, Communication, Computation, Information Technology and Personal Finance with the High School Performance Standards in the areas of Applied Learning, English Language, Arts and Mathematics.

While the courses within the curriculum are technology-based, each course also focuses on the development of interpersonal, written and verbal communication skills. Achievement standards and performance expectations are incorporated into each discipline of the curriculum. The curriculum prepares students for all aspects of today's culturally diverse, technologically challenged business environment.

FRESHMEN YEAR – TECH2002

Students will begin exploration of the business technology program. Basic foundation skills in the areas of Applied Keyboarding and Introduction to Graphics Presentation will be introduced.

SOPHOMORE YEAR – TECH2013

The goal of the sophomore curriculum is to prepare students to attain skills in the areas of Graphics Presentation I, Records Management, Word Processing I, including keyboarding applications and document formatting.

Upon completion of Word Processing I and Graphics Presentation I, students will be able to continue on to Word Processing II and Graphics Presentation II. These advanced skills will enable students to take the Microsoft Office Specialist exam in their junior year.

Students will attain mastery in learning the 14 new indexing rules for records management. The rules have been developed in compliance with the filing standards recommended by the Association of Records Managers and Administrators, Inc. (ARMA). ARMA is the professional organization responsible for establishing standards in the records management field.

Proficiency in the preparation of business documents is essential in today's business environment. Students will develop mastery in producing a variety of simple and complex business documents including tables, memorandums, business letters and unbound reports.

At the end of the sophomore year, students will also participate in an on-site training program with IKON Solutions learning how to use various types of copier equipment.

JUNIOR YEAR – TECH2033

Students will acquire advanced skills in the areas of Graphics Presentations II and Word Processing II. In addition, the junior curriculum will prepare students to attain skills in the areas of Business Communication Skills I, Financial Applications I and Spreadsheets I.

Elaborating on the concepts covered in Graphics Presentation I and Word Processing I, students will move on to more expert applications. Upon completion, students will be administered the Microsoft Office Specialist exam for Microsoft PowerPoint and Word. These exams will certify and validate a student's desktop computer skills using Microsoft Office Programs.

Language arts and decision-making skills are critical to the success of today's business professionals. Therefore, students will be exposed to the foundations of communication including oral and written communication skills. Upon review of correct grammar, spelling and punctuation rules, students will be required to apply usage to a variety of simple and complex business documents. Proficiency in keying business documents is a major component of Business Communication Skills I. In addition, students will be required to demonstrate appropriate social communication skills in personal and professional situations.

Financial decision-making and problem-solving skills are critical elements in today's complex business world. To meet this challenge, students will be taught the basic elements of credit management and money management. Topics to be discussed include earning a living, managing finances and budgeting, banking and using credit. As part of this content area, students will have the opportunity to interact with the Federal Reserve Bank in Boston and participate in programs offered by local banking institutions.

Students will also participate in a variety of career development activities including job shadows to area business such as CVS, Fidelity Investments, Hasbro, Northern Rhode Island Chamber of Commerce, etc.

SENIOR YEAR – TECH2055

During the senior year students will acquire advanced skills in the areas of Business Communication Skills II, Financial Applications II and Spreadsheets II. Students will also attain skills in the area of Desktop Information Management and participate in various career development opportunities.

Business Communication Skills II will emphasize employment and business relationship communication skills. In addition students will conclude their study of the English grammar rules in the areas of numbers, capitalization, misused words, troublesome pronouns and subject and verb agreement in business documents. Students will be required to demonstrate mastery of these skills by completing a comprehensive written exam.

Using a desktop information management program (Outlook), students will learn about organizing schedules, keeping track of files and communicating with others. This (DIM) program will allow for closer integration and sharing of data between all Office applications.

Elaborating on the concepts covered in Spreadsheets I, students will move on to intermediate concepts in the areas of using sorting, formulas, charts, graphics, and linking and consolidating

worksheets. Upon completion students will be administered the Microsoft Office Specialist exam for Microsoft Excel.

Financial Applications II will continue to explore such topics as financial security and risk management. Participation in the Providence Journal's on-line stock market simulation game will be a key component of this content area as well as a visit to New York City's financial district.

Students will also be given the opportunity to expand their career exploration through both paid and non-paid internship programs.

ACADEMY OF INFORMATION TECHNOLOGY

CP# 11-1099

Once the ninth grade exploration has been completed, Academy of Information Technology Students follow an introductory curriculum consisting of coursework in computer applications and strategies for success. Actual coursework involves lecture and assignments in the following areas: Operating Systems, Word Processing, Spreadsheet, Presentation, Copyright and Ethics, E-Mail, WWW and employability skills. Students will also receive instruction in the use of both the Windows and Macintosh OS platforms as they complete cross-platform training.

Sophomores are split into two groups and rotate between the Windows and Mac Labs for instruction in the following areas: Exploration of IT Careers, Communications Delivery Methods, Programming Language Basics and Spreadsheet functions.

Upon successful completion of Grade 10, Academy students will continue through to graduation in either Computer Technology or Interactive Multimedia as a specialized course pathway.

COMPUTER TECHNOLOGY

❖ Junior Year:

- Programming & Software Development
 - ◆ Databases – Microsoft Access
 - ◆ Programing II – Visual Basic, Java and Pocket C
- IKON – Internship I

❖ Senior Year

- Network Systems
 - ◆ Digital Networks
 - ◆ System Support & Maintenance
- IKON – Internship II
- IT-related Internship – during the summer between junior and senior year for all eligible AOIT juniors

Industry Certification Opportunities: Microsoft User Specialist – Access
Internet & Computer Core Certification (IC³)

INTERACTIVE MUTLIMEDIA

❖ Junior Year:

- Digital Imaging:
 - ◆ Digital Media
- IKON – Internship I
- IT-related Internship – during the summer between junior and senior year for all eligible AOIT juniors.

❖ Senior Year:

- Foundations of Web Design:
 - ◆ Apple Web Communication & Design
 - ◆ Macromedia Digital Design Curriculum
- IKON – Internship II

Industry Certification Opportunities: WOW: Certified Associate Webmaster
Macromedia Certified Professional
CIW Foundations

**William M. Davies Career and Technical High School
Academy of Information Technology Course Pathways**

Grade 9	Freshmen Exploration Program	
4th Qtr.	Computer Applications	
	Introductory Level: Operating Systems, Word Processing, Spreadsheet, Presentation, Copyright & Ethics, E-Mail, WWW 10 week program split between the Computer Technology Lab (Windows) and the Interactive Multimedia Lab (Mac)	
Grade 10	Module I: a. Introduction to Information Technology b. Introduction to the Internet Module II a. Programming I	
	Sophomores are split into two groups and rotate between the Windows and Mac Labs for Module I and II instruction in; IT Careers Exploration, Web Page Design, Programming Language Foundations and Excel Basics	
Upon successful completion of Grade 10, students choose to continued in either the Computer Technology or Interactive Multimedia Pathway		
Pathway	Computer Technology	Interactive Multimedia
Grade 11	<u>Programming & Software Development:</u> Programming II Databases	<u>Digital Imaging:</u> Digital Media
IT-related internship during the summer between junior and senior year for all eligible AOIT juniors.		
Pathway	Computer Technology	Interactive Multimedia
Grade 12	<u>Network Systems:</u> Digital Networks System Support & Maintenance	<u>Foundations of Web Design:</u> Apple Web Communication & Design Macromedia Digital Design Curriculum
	* <u>Industry Certification Opportunities:</u> CompTIA: A+ Microsoft Access INet+ • IC ³	* <u>Industry Certification Opportunities:</u> WOW: Certified Associate Webmaster Macromedia Certified Professional CIW Foundation
* AOIT Curriculum is correlated to the objectives of the exams listed below each related pathway.		

COSMETOLOGY

CIP # 12-401

Cosmetology is regulated by the Rhode Island Department of Health and requires that students maintain at least a 70 average and complete 1200 hours at the school to be eligible to take the state written exam. Once passed the student needs a total of 1500 and then may take the state practical exam. Thus attendance is necessary to enable students to become licensed. Students who complete both exams may be eligible for co-op placement. Students are required to become proficient in anatomy, chemistry and math as related to the field. **If a student does not maintain a 70.0 average (1/3 theory and 2/3 practical) in this technical area each quarter, the hours for that quarter will be deducted.**

Manicuring is also regulated by the Rhode Island Department of Health and requires 300 hours and a 70 average to sit for the written test. A minimum of 70 on the test allows for the student to take the state practical exam.

GRADE 9 – TECH2004

Health/Safety, basics of hairstyling, facials, manicuring, scalp conditions

GRADE 10 – TECH2017

Health/Safety, shampooing, makeup basics, skin care, hairstyling, permanents, hair cutting

GRADE 11 – TECH2037

Health/Safety, advanced haircutting/styling techniques, anatomy/physiology, barbering techniques, manicuring, nail structure, advanced nail design, receptionist, practical math cosmetology

GRADE 12 – TECH2063

Health/Safety, Salon project, advanced barbering, chemistry, advanced haircutting, preparation for state exams, co-op, electricity and cosmetology math

ELECTRICAL/TELECOMMUNICATIONS

CIP # 47-0199

This program allows our students the opportunity to select among the many choices of career paths within the electrical and telecommunications industries. Our students and graduates work for ABC and IBEW contractors as well as post-secondary institutions such as CCRI and NEIT.

10th grade students compete in SkillsUSA residential wiring contests; 11th and 12th grade students have the option of competing in residential or industrial motor control contests. 11th grade students are eligible to complete the OSHA 500 ten-hour construction safety course for which they receive certification. 12th grade students are eligible to participate in school-to-work activities.

GRADE 9 – TECH2007

Safety, Ohm's Law, Tools, Wiring Methods, Career Opportunities

GRADE 10 – TECH2023

Safety, Ohm's Law Combination Circuits, Service Entrance, Security Alarms

GRADE 11 – TECH2041

OSHA 500 Course, Motor Controls Symbols, Logic Functions, Telecommunications

GRADE 12 – TECH2075

OSHA Refresher, Programmable Logic Controllers, Industrial Lighting, Solar Power Technology

ELECTRONICS

CIP # 15-0303

This program is designed to afford the graduating student the advantage and opportunity of being able to select among the many choices of either furthering her/his education or a variety of skilled jobs within the electronics industry. Our graduates have been accepted at prestigious universities and are doing honors level work at schools such as Worcester Polytech, Northeastern, North Carolina State, University of Rhode Island, Brown University along with Community College of Rhode Island and New England Tech.

11th grade electronics students are afforded the opportunity to become certified technicians through the International Certified Electronics Technician Guild. Also, 12th grade electronics students, through I.P.C. 610 Training, become certified in soldering/manufacturing techniques. They are also afforded an opportunity to become A+ Certified Technicians.

GRADE 9 – TECH2007

Safety, Technical Math, Basic Circuitry

GRADE 10 – TECH2023

Safety, Technical Math, Introduction to Electronic, Circuits & Semiconductors

GRADE 11 – TECH2041

Semiconductors, Technical Math, Amplifiers, Oscillator, Communication

GRADE 12 – TECH2075

Digital Electronics, A+ Computer Repair

GRAPHIC ARTS/PRINTING

CIP # 10-305

The Davies Graphic Arts/Printing program was the first school in Rhode Island, and the 90th nationally, to receive accreditation from the Print Industries of America (PIA). This association is one of the oldest trade associations having been organized in 1887 and is currently one of the largest graphic arts associations in the world.

Graphic Arts Printing is the United States third largest manufacturing industry. It is one of the most exciting fields in the communication industry today. Printing is one of the fastest growing and technologically advanced forms of media in the world.

The program is competency-based and covers the introduction to the printing industry curriculum: shop safety, technical math, art and copy preparation, electronic imaging, digital photography, image assembly, reproduction photography and photo making. Qualified students are eligible for internships and cooperative education placements.

GRADE 9 – TECH2008

Introduction to careers in graphic arts/printing, screen-printing, electronic imaging, shop safety, layout and design, darkroom and measurements

GRADE 10 – TECH2025

Overview of graphic art/printing, shop safety and health, graphic communication careers, measurements, typography, layout and design, text composition, page composition, color sequence digital imaging and printing, introduction to stripping negatives and imposition, screen printing, adobe programs, technical math, introduction to proofreading, legal restrictions and bindery operations

GRADE 11 – TECH2045

Shop safety, offset lithography, screen printing, paper and inks, darkroom, techniques, color mixing, substrates, plate-making (paper and metal), copyright laws, desktop publishing, folding, paper cutting, paper drill, stapling, collating, padding, shop math, environmental compliance, msds sheets, copy center operation (IKON)

GRADE 12 – TECH20797

Shop safety, plate-making, line photography, halftone photography, screen printing photographic and hand cut, desktop publishing, cost control, job application skills, advanced offset printing, knowledge of flexographic, relief, gravure, contact, digital printing, cost estimating and production planning, trade customs, organization and laws, packaging, trimming, punching, jogging, die cutting, bindery planning, image manipulation, troubleshooting, advanced copy center operation (IKON), skills USA, internships and co-op

HEALTH CAREERS

CIP # - 51-5164

Students are provided with an overview of various health care professions. Instruction provides a basic core of information, which includes completion of the certified nursing assistant association certificate, Red Cross certification and cardio pulmonary resuscitation certification. Students will learn medical terminology, gain insight of growth and development throughout an individual's life span from infancy to gerontology. Part of the training in grades 10-12 includes on-site visits to various health care facilities such as hospitals, nursing homes and CVS Pharmacy. Technical training may lead to certification in multiple areas.

GRADE 9 – TECH2009

CPR and Red Cross certification, basic nursing skills

GRADE 10 – TECH2027

Safety issues, medical terminology, communication skills, health care professions, human development, child development, body systems

GRADE 11 – TECH2047

CNA certification, nutrition, body systems, care of elderly, neonatal care, emergency care, Biohazardous Decontamination Certification

GRADE 12 – TECH2083

First Aid, CPR certification, aging process, grieving, dying and death, placement in health setting, Pharmacy orientation – PSA (Pharmacy Service Association) Certification

HOSPITALITY CAREERS

CIP # - 12-0505

The Davies Hospitality program through its partnership with the Rhode Island Hospitality and Tourism Association (RIHTA) has adopted a national curriculum for all of its students called Pro-Start. This was the first New England school chosen to institute the intensive classroom instruction, comprehensive hands-on experience in Davies' kitchens and in RIHTA-member hotels and restaurants, Rhody-Host (customer services) and Sero Safe (Sanitary food preparation) training along with successful internships at member establishments.

Students are provided industry-standard education and training, an awareness of career opportunities in the RI food service and hospitality industries, and earn college credits at Johnson & Wales University while attending Davies. This is a 2 year curriculum that leads to PRO-START certification.

GRADE 9 – TECH2005

Health/Safety, technical math, tools of the trade, basic food preparation techniques, weights and measures

GRADE 10 – TECH2019

Health/Safety, technical math, tools of the trade, cooking and baking essentials, basic food and beverage preparation

GRADE 11 – TECH2039

Health/Safety, technical math, customer service, preparing and serving safe foods, preventing accidents and injuries, kitchen basics, nutrition, breakfast foods and sandwiches, salads, fruits and vegetables, food service costs, desserts and baked goods, service marketing, purchasing and inventory content, soups and sauces, White Glove certification, PRO-START certification

GRADE 12 – TECH2067

Health/Safety, technical math, review of all basic hospitality industry skills: customer relations, preparing and serving safe foods, preventing accidents and injuries, kitchen basics, nutrition, breakfast foods and sandwiches, salads, garnishes, fruits and vegetables, food service costs, industry history, lodging, desserts and baked goods, service, marketing, purchasing and inventory control, meat, poultry and seafood, stocks, soups and sauces, White Glove certification, PRO-START certification

MACHINE TECHNOLOGY

CIP # - 47-6303

The Machine Technology program is constantly changing to provide students with the most up to date and technically advanced machinery. From the machine shop to the computer-manufacturing lab, students will receive instruction that will allow them to go into the work force with confidence because they have acquired the skills necessary for success. Students in their junior and senior year have the opportunity to specialize their training in either precision machining or computer assisted manufacturing. Some of the career opportunities available after graduation are:

- Machinist
- Engineer
- Draftsperson
- Apprentice
- Tool & Die Maker
- CNC Programmer
- CAD Designer
- Mold Maker
- Quality Controller
- Entrepreneur
- Inspector
- CNC Operator
- Technician

GRADE 9 – TECH2010

Safety procedures, Blue Print reading and machine operations are all introduced.

GRADE 10 – TECH2029

Safety procedures, Tools of the Trade, Blue Print reading, Milling machine and Lathe set up and procedures, Quality Control and Computer Aided Drafting

GRADE 11 – TECH2049

Precision Machining: Safety Procedures, Technical Math, Tools of the Trade, Quality Control, Machining Skills, Milling, Process Adjustment and Control, General Maintenance, Equipment Operations, Career Management

Computer Assisted Manufacturing: 2&3 Dimensional CAD drawing with Layouts, CNC Setup and Procedures, Toolpaths Creation for CNC Lathes and Milling Machines

GRADE 12 – TECH2087

Precision Machining: Safety Procedures, Technical Math, Tools of the Trade, Advanced Techniques in Machining, Operation and Equipment, Advanced Quality Control, Maintenance, Career Management

Computer Assisted Manufacturing: 3 Dimensional CAD drawing, Creation of Solids in CAD, Surfacing Geometry, Advanced Toolpaths in Mastercam, CNC Programming with G-Codes, Advanced CNC Machining and Introduction to Mold Making

ENGLISH

The English Department curriculum utilizes the Prentice Hall Literature Timeless Voices, Timeless Themes series which is a comprehensive, all-inclusive approach to English language arts. Each text, ranging from Copper through The American Experience, is standard-based and explores the components of reading, literary elements and forms, vocabulary, grammar and mechanics, writing, speaking and listening, viewing and visually representing, as well as projects and technology. Each student maintains a portfolio to illustrate progress over the four years at Davies. The charge of this English Department is to prepare every student for entrance into college.

GRADE 9 –LEVEL I – ENG0001

The emphasis of this survey course lies in strengthening basic skills in reading and writing through the avenue of literature and the various genres of short story, poetry, autobiography, biography, essay, and drama. The coursework includes internationally renown authors such as Poe, Frost, deMaupassant, Michener, Parks, and Alvarez. Students maintain portfolios, are assessed through a wide variety of testing materials, participate in group activities, and attend an arts component such as a production of Trinity Repertory, Providence Performing Arts, or Rhode Island Philharmonic.

GRADE 9 – LEVEL II – ENG0002

The emphasis of this survey course lies in strengthening and reinforcing basic and advanced skills in reading and writing through the avenue of literature and the various genres of short story, poetry, autobiography, biography, essay, and drama. The course includes internationally renown authors such as Poe, Frost, Whitman deMaupassant, duMaurier, Michener, King, Parks, and Alvarez. Students maintain portfolios, are assessed through a wide variety of testing materials, as well as enhancement and extension exercises, participate in group activities, and attend an arts component such as a production of Trinity Repertory, Providence Performing Arts, or Rhode Island Philharmonic.

GRADE 10 –LEVEL I– ENG0003

This course expands upon the ninth grade reading/writing skills and explores different genres such as parable, myth, and poetry. The coursework includes various writers such as Tolstoy, O’Henry, and Dickinson. The literary elements of characterization, theme, symbolism, and figurative language, as well as expository, persuasive, and creative writing are emphasized using a process writing approach. Students are expected to maintain portfolios, participate in group activities, and attend an arts component such as a production of Trinity Repertory, Providence Performing Arts, or Rhode Island Philharmonic.

GRADE 10 –LEVEL II – ENG0004

This course builds upon the reading/writing skills of different genres and literary elements/forms established in the ninth grade. More sophisticated genres and themes are covered including advanced writing techniques such as the analytical essay and literary criticism. Students are expected to maintain portfolios, participate in group activities, and attend an arts component such as a production of Trinity Repertory, Providence Performing Arts, or Rhode Island Philharmonic.

GRADE 11 –LEVEL I– ENG0005

This course explores the works of the British realm. The major focus covers historic background and the genres of poetry, drama, fiction, and non –fiction of such notable authors as Chaucer, Shakespeare, and Sir Thomas More. The emphasis is placed on attaining advanced reading and writing skills. Students are expected to maintain portfolios, participate in group activities, and attend an arts component such as a production of Trinity Repertory, Providence Performing Arts, or Rhode Island Philharmonic.

GRADE 11 – LEVEL II – ENG0006

This course surveys the works of the British Empire with the major focus on historic background and genres of the era. The poetry, drama, fiction, and non-fiction of notable authors such as Chaucer, Shakespeare, and Sir Thomas More are emphasized. Writing techniques for comparison/contrast, persuasion, literary analysis, and critical review are developed. Special attention is given to mechanics and usage, as well as the building of new vocabulary and workplace skills. Students are expected to maintain portfolios, participate in group activities, and attend the arts performances and school-to-career workshops.

GRADE 12 –LEVEL I– ENG0007

This course explores the major works of America’s best-known authors. The major focus covers historic background and the genres of poetry, drama, fiction, and non-fiction of such notable authors as Benjamin Franklin, Ernest Hemingway, and Arthur Miller. Emphasis is placed on attaining advanced reading and writing skills. Students are expected to maintain portfolios, participate in group activities, and attend an arts component such as a production of Trinity Repertory, Providence Performing Arts, or Rhode Island Philharmonic.

GRADE 12 – LEVEL II – ENG0008

This general survey course studies the works of America’s best-known authors. Emphasis is on reading, writing, speaking and listening. Students explore writings parallel to the historic period being studied in the required social studies class, American History. An appropriate senior project is assigned and a concerted effort is maintained to prepare all students for their future in respect to responsibilities of workload, self-reliance, and performance standards.

FOREIGN LANGUAGE

SPANISH 1 – ELE1042: This course is designed as an introduction to the four (4) skills of listening, speaking, writing and reading. In addition to daily oral participation, students work to improve pronunciation and develop aural comprehension through use of authentic vocabulary and grammatical structures. The thematic approach focuses on Spanish speakers in everyday situations.

SPANISH 2A – ELE1043: This course is a requirement for college-bound students. It is designed for those students who have successfully completed Spanish 1 or both Spanish 1A and Spanish 1B. This course continues to develop and refine the four (4) language skills introduced in level 1. Major emphasis is placed on the continued development of vocabulary and grammatical structure. Again, all materials – vocabulary, grammar, culture – are organized into thematic chapters which are rooted in a context and used meaningfully.

SPANISH 2B – ELE1044: This course, if successfully completed computes the two (2) year language requirement of most colleges. It is only for those students who have passed Spanish 2A. The approach is both to introduce new material and to review previous material. The review is recursive as it allows students to advance to new levels of comprehension, so that their knowledge becomes more refined.

SPANISH 3A – ELE1045: This course aims to provide lively, authentic reading material for students working towards a mastery of the language. The materials included and the tasks set are of the kind that may be encountered when visiting Spain. It is intended to increase students' awareness of strategies for reading comprehension, and each of the eight (8) sections is based on an everyday topic. Focus is also placed on the Spanish culture: film, art, music, dance, etc.

MATHEMATICS

MATH CONNECTIONS 9 – MATH0042

The goal of the curriculum is to prepare students to attain skills in the areas of number and operation concepts and geometry and measurements.

Number and operation concepts will be explored in detail. Students will be able to use order of operations; use matrix logic; write and solve simple algebraic expressions; round and estimate whole numbers and decimals; identify and write arithmetic sequences; estimate and evaluate sums, differences, products and quotients of fractions; and determine prime factors, greatest common factors and least common multiples.

In terms of geometry and measurement, students will be able to calculate the perimeter and area of rectangles, triangles and squares; draw parallel and perpendicular lines; measure and classify angles and triangles; use metric and standard measurements for length, mass and volume.

MATH CONNECTIONS 10 – MATH0043

The goal of the curriculum is to prepare students to attain skills in the areas of numbers and operations, geometry and measurement, statistics and probability and functions and algebra.

Number and operation concepts will be explored in detail. Students will be able to understand ratios and proportions to determine whether two ratios are equal and solve basic proportions. They will also apply ratios and proportions to understand and make scale drawings. In addition, students will determine the rate, base and percentage in word problems and use percents in discount, simple and compound interest problems and find the percent of increase or decrease.

Geometry and measurement concepts will be introduced. Students will be able to calculate the area of parallelograms, triangles, rectangular prisms, cylinders, pyramids and cones.

In terms of functions and algebra, students will use the number line to order and compare integers and use the definition of absolute value in adding, subtracting, multiplying and dividing integers. Students will also solve one-step equations using the four operations and graph ordered pairs of number as well as functions on the coordinate plane.

Statistics and probability will also be explored. Students will be able to find the measures of central tendency and construct frequency tables, bar graphs, pictographs, circle graphs, stem and leaf plots and box and whisker plots. Students will also use fractions, decimals and percents to describe probability and find the number of outcomes by using tree diagrams and the counting principle. Also, students will calculate the probability of independent and dependent events and determine the odds of an event occurring.

FOUNDATIONS OF ALGEBRA & GEOMETRY 9 – MATH062

The goal of the curriculum is to prepare students to attain skills in the areas of geometry and measurement, mathematical skills and tools, statistics and probability, arithmetic and number operations and functions and algebraic concepts.

In terms of geometry and measurement, students will be able to use coordinates and apply them to grids, maps and spreadsheets; use lines of symmetry and design tessellations; and apply properties of three transformations.

Included under mathematical skills and tools, students will interpret, construct and analyze circle, line, bar and picture graphs. They will use a variety of information displays to compare and analyze data. In addition, students will perform calculations involving exponents and order of operations.

Students will be exposed to statistics and probability. Specifically, students will be able to compare and analyze data using measures of central tendency, stem-and-leaf diagrams and scatter plots.

Arithmetic and number operations will include performing basic operations with integers and finding patterns using numbers, letters and figures. This will allow students to express patterns of numbers using variable expressions.

Function and algebra concepts will be explored. Students will evaluate variable expressions, express number patterns using linear equations and identify the parts of linear equations and solve them.

FOUNDATIONS OF ALGEBRA & GEOMETRY 10 – MATH0044

The goal of the curriculum is to prepare students to attain skills in the areas of geometry and measurement, number and operations, statistics and probability, and functions and algebraic concepts.

In terms of geometry and measurement, students will be able to name, describe and illustrate common geometric solids; calculate the surface area and volume of three-dimensional solids; decipher map scales and scale drawings; use the Pythagorean Theorem to find the missing length in a right triangle; and identify and apply sine, cosine and tangent ratios.

Included under number and operations, students will be able to calculate the areas and perimeters of polygons and circles and write ratios and rates and use them in solving proportions.

Students will be exposed to statistics and probability. Specifically, students will be able to determine the probability of an event occurring and use the counting principle.

Functions and algebra concepts will also be explored. Students will identify linear functions and determine slope and y-intercepts and distinguish between linear and non-linear functions.

TOPICS IN ALGEBRA 11 – MATH0045

The goal of the curriculum is to prepare students to attain skills in the areas of numbers and operations; and functions and algebra.

In terms of numbers and operations, students will be able to write, evaluate and solve variable equations; compare and order real numbers; find the opposite and the absolute value of a number; perform the four basic operations with real numbers; and use the distributive law.

Functions and algebra concepts will also be explored. Students will solve simple and multi-step linear equations; apply formulas to model real-life applications; and apply the basic operations to polynomial expressions.

TOPICS IN ALGEBRA 12 – MATH0047

The goal of the curriculum is to prepare students to attain skills in the area of functions and algebra. Students will be able to factor arithmetic and algebraic polynomial expressions; use tables, y-intercepts and slope intercepts to write and graph linear equations; solve and graph simple and compound inequalities; solve systems of linear equations by graphing, substitution and addition/subtraction methods.

ALGEBRA 1A – MATH0046

The goal of the curriculum is to prepare students to attain skills in the areas of mathematical communication, mathematical skills and tools, and functions and algebraic concepts.

In terms of mathematical communications, students will be able to write, evaluate and solve variable equations and inequalities; and use verbal, algebraic models, tables, graphs and equations to represent functions.

Included under mathematical skills and tools, students will be able to graph, compare and order real numbers; find the opposite and absolute value of a number; perform the four basic operations with real numbers; and use the distributive law.

Functions and algebra concepts will also be explored. Students will solve simple and multi-step linear equations; use tables, y-intercepts and slope intercepts to write and graph linear equations; and solve and graph simple compound inequalities.

ALGEBRA 1B – MATH0048

The goal of the curriculum is to prepare students to attain skills in the areas of geometry and measurement, problem solving and mathematical reasoning, and functions and algebraic concepts.

In terms of geometry and measurement, students will be able to use the Pythagorean Theorem, distance and mid-point formulas and apply deductive reasoning to construct proofs.

Included under problem solving and mathematical reasoning, students will be able to use linear systems to model real-life situations.

Function and algebra concepts will also be explored. Students will be able to solve systems of linear equations by graphing and substitution; determine the number of solutions to a linear system; learn properties of exponents; graph exponential functions; use the quadratic formula; factor polynomials; and solve proportions.

ALGEBRA 1 – MATH0050

The goal of the curriculum is to prepare students to attain skills in the areas of numbers and operations; geometry and measurement; and functions and algebra.

In terms of numbers and functions, students will be able to write, evaluate and solve variable equations and inequalities; and use verbal, algebraic models, tables, graphs and equations to represent functions. Students will also be able to graph, compare and order real numbers; find the opposite and absolute value of a number; perform the four basic operations with real numbers; and use the distributive law.

In terms of geometry and measurement, students will be able to use the Pythagorean Theorem, distance and mid-point formulas and apply deductive reasoning to construct proofs.

Functions and algebra concepts will also be explored. Students will solve simple and multi-step linear equations; use tables, y-intercepts and slope intercepts to write and graph linear equations; and solve and graph simple and compound inequalities. Students will be able to solve systems of linear equations by graphing and substitution; determine the number of solutions to a linear system; learn properties of exponents; graph exponential functions; use the quadratic formula; factor polynomials; and solve proportions.

Students will be able to utilize linear systems to model real-life systems.

GEOMETRY – MATH0052

The goal of the curriculum is to prepare students to attain skills in the areas of numbers and operations; geometry and measurement; and functions and algebra.

In terms of numbers and operations, students will be able to analyze problems involved with ratios, proportions and percents

Geometry and measurement concepts will be covered in depth. Students will develop logical reasoning; be able to explain the concepts associated with postulates and theorems; develop geometric proofs; apply concepts associated with vertical, straight, right, complementary and supplementary angles; apply concepts associated with parallel, perpendicular and skew lines; classify triangles; prove congruence and similarity of triangles; explore angles of polygons; solve problems involving circles; develop multiple applications using the Pythagorean Theorem; and draw various geometric constructions.

ALGEBRA 2 – MATH0053

The goal of the curriculum is to prepare students to attain skills in the area of functions and algebra. Students will graph and solve system of equations and inequalities; perform matrix operations; operate with and factor polynomials; operate with and simplify rational and complex expressions; solve quadratic equations and inequalities; and graph quadratic systems and solve algebraically.

ALGEBRA 3 – MATH0059

The goal of the curriculum is to solidify and expand on concepts covered in Algebra 1 and Algebra 2. Students will solve equations and problems dealing with real numbers; algebraic, rational and radical expressions; complex numbers and scientific notation. Students will graph and transform functions of varying degrees; determine the symmetry of a function, combine two functions, and establish if a one-to-one correspondence exists. Students will find the maximum, minimum, upper bounds and lower bounds of quadratic functions. Students will be able to solve, graph and apply polynomial, rational, exponential and logarithmic functions.

TRIGONOMETRY – MATH0055

The goal of the curriculum is to prepare students to attain skills in the areas of geometry and measurement and algebra and functions.

In terms of geometry and measurement students will develop an understanding of the six basic trigonometric functions; solve problems involving right and oblique triangles; graph the trigonometric functions; and secure a basic understanding of the rectangular and polar coordinate systems.

Functions and algebra concepts will also be explored. Students will use formulas concerning the trigonometric identities; solve trigonometric equations; evaluate expressions containing real number exponents; and graph, solve and apply exponential and logarithmic functions.

MATH STANDARDS – MATH0063 – MATH0066

The goal of the course is to identify specific math skill areas a student finds difficult and to give him/her additional individual instruction and practice in those areas. The following topics are covered: Whole Numbers; Decimals; Number Theory; Operations of Fractions; Geometry; Ratio, Proportion and Percents; Measurements; and Pre-Algebra.

PHYSICAL EDUCATION

(PE1025-1033)

A required course for all four years, our Physical Education program attempts to fine-tune our students' motor movements and coordination skills. While participating in a variety of team and individual sports, the student is afforded ample opportunity to participate and enjoy activities they can engage in throughout life. The fitness component allows each student to become aware of techniques which will enable them to be successful at mastering levels of fitness and take advantage of a variety of exercises which will enhance their total overall fitness. General skill level activities and games are initiated during their freshmen year and are sequentially built upon during their remaining years at Davies..

HEALTH EDUCATION

(HE1029-1036)

Each year of academics requires a component of health. During the four (4) years each student will address current health issues as well as training in the emergency field of CPR and First Aid. Emphasis is placed on students' behavioral outcomes in relation to their level of health knowledge and the application of this knowledge in their daily lives. Current health issues are divided into the following grade levels:

Freshmen	Sophomore	Junior	Senior
Making Healthy Choices Social Health ❖ Building healthy relationships ❖ Preventing violence Substance Abuse ❖ Alcohol ❖ Tobacco ❖ Preventing drug abuse	Mental Health ❖ Personality & Self-Esteem ❖ Managing stress ❖ Mental disorders & suicide Human Development ❖ Reproduction & heredity Nutrition & Fitness ❖ Cardiovascular & respiratory health Preventing Disease ❖ AIDS & sexually transmitted diseases	Nutrition & Fitness ❖ Food & nutrition ❖ Making healthy food choices Preventing Disease ❖ Infectious diseases ❖ Noninfectious diseases ❖ Debilitating illnesses Safety & First Aid ❖ Preventing Injuries ❖ First Aid	Human Development ❖ Pregnancy & heredity ❖ Childhood & Adolescence ❖ Adulthood, Aging & Death Environmental & Community Health ❖ Healthy environments ❖ Choosing health care ❖ Public Health
<i>Preventing Disease Transmission</i>	<i>Adult CPR</i>	<i>Standard First Aid & Safety</i>	<i>Infant & Child CPR</i>

WEIGHT TRAINING & CONDITIONING

This elected course is for the individual who is interested in increasing their overall strength and body tone. Students who have the desire to participate in exercise on a daily basis should select this offering. All participants are expected to change clothing attire for this class each day and develop a personal program of exercise, which includes: weight lifting, cardiovascular training and stretching techniques. This year long course expects even students enrolled in interscholastic sports to participate daily.

READING

(READ1000-1022)

Reading is considered by the Board of Trustees and the staff at Davies to be a fundamental necessity to be possessed by all students if they are to become successful citizens. Students who are assessed to be below grade level in their reading based upon our screening process will be required to take reading during each year until the student reaches the appropriate reading level. A variety of reading strategies will be used including the Passkey Computer Program, and the Science Research Associates reading programs. Students and parents will be advised of the necessity of their student to take this class. Students will learn vocabulary, sentence structure, paragraph structure, and writing as well as comprehension. Students are required to read thirty (30) pages a week, from teacher approved books, for homework and report on their reading weekly. Reading can be one period everyday in grade 9 or it can be one period on alternate weeks in grades 10-12.

SCIENCE

PHY101 – Physical Science, 9th grade – Level I - focuses on the principles of Physical Science. The student will develop a basic conceptual understanding of the physical science disciplines and demonstrate their understanding by completing laboratory exercises and portfolio assessment pieces.

PHY102 – Physical Science, 9th grade – Level II, is an in-depth focus on the principles of Physical Science. The student will develop a more conceptual understanding of the physical science disciplines through laboratory and portfolio exercises. Students need to be currently enrolled in Algebra or have had pre-Algebra to be eligible for this course.

BIO201 – Life Science I is a 10th grade multilevel course that focuses on the cell as the basic unit of life. The student will develop an understanding of the diversity of life, as well as the fundamental unifying traits of all life while immersed in the study of the cell. Laboratory exercises and portfolio development will be stressed as a means to strengthen problem-solving skills of the students.

BIO202 – Biology is a 10th grade course designed to develop both the student's biological knowledge base as well as the skills required in a laboratory setting. Beginning with an in-depth examination of the cell and cellular processes, the student will explore the biological principles inherent in each of the different taxonomic groupings. Comparative physiology will be stressed as the student studies the diversity of life forms. Throughout the course, the student will be assessed by the use of laboratory reports, portfolios, individual and group projects.

ENV301 – Environmental Science is an 11th grade investigative course that explores the physical and chemical components of the environment. Case studies of actual environmental problems will be used to illustrate problems with our land, air and water-use policies. The new standards are the basis for the curriculum of this course.

PHY401 – Physical Science is a 12th grade course that continues the exploration of the principles of Physical Science not addressed at the 9th grade level. The second semester is focused on Forensic Studies, which incorporate basic principles of chemistry, biology and physical science. Hands-on practical laboratory experiences are designed to reinforce students' prior knowledge and to integrate practical academic and technical understanding.

ANA402 – Anatomy and Physiology: This course is designed to introduce students interested in entering the allied health fields to the structure and function of the human body. Students will be expected to complete a thorough dissection of a cat to reinforce their academic learning. Case studies and practical applications of knowledge are also completed to enhance the students' level of workable knowledge.

CHEM0121 – Chemistry: This course is designed to study the structure and properties of matter. How these properties can be combined will be the major focus of the course using the tools and laws of chemistry as guides. Because of the analytical thought process involved with chemistry, a prerequisite of Algebra is required and a concurrent college prep math.

BTEC103 to 403 – Biotechnology/Biotechnology Manufacturing: Students will apply a working knowledge of specialized and common laboratory equipment to industry standards. Methods in upstream processing of cells require knowledge in Biology (BIO202) and downstream processing of cellular products requires chemistry (CHEM302). Pre-Algebra concepts are recommended prior to entering this course. Articulation with the Community College of Rhode Island, University of Rhode Island, and various Biotech industries will lead to enrollment and employment opportunities.

SOCIAL STUDIES

GEO0083 – WORLD CULTURES – Grade 9: This course is required of all students at Davies Career and Technical High School. It presents to the student an opportunity to view the enormity of the world and how interdependent we all are and how small the world has become due to the advances in technology. Much of this course will focus on exposing students to different cultural groups and how they impact the world. Included is influence of different world cultures on American life through the immigration of masses of people at different times in our history.

CIV0087 – CIVICS – Grade 9 : This course will cover the gamut of topics that revolve around American government and the rights and responsibilities that citizens in American society must uphold in order for our democracy to be maintained. Topics to be covered will include: American citizenship and government, the American democracy, American political parties, the Federal government, state and local governments, the justice system and foreign policy. This course is required of all grade 9 students.

UHS0085 – UNITED STATES HISTORY – Grade 12: This course is required of all grade 12 students and must be successfully completed for graduation. The approach for this course will be a thematic one in which students will gain in-sight into the major developments that shaped this country. Students will develop critical thinking skills necessary for them to make political, social, economic, geographic and cultural connections.

ELE1041 – CURRENT EVENTS I: This elective is open to students in grades 10-12 and will expose students to the world of mass media and its influence on their lives. The media influences everyone's perceptions on local, state, national and international affairs and in this course students will learn how to determine what the intentions of the authors are in shaping public opinion. Students will be required to analyze events, critically read editorial pages, read and listen to news to determine biases, come to conclusions and form opinions based on information from a variety of media sources.

ELE1041 – CURRENT EVENTS II: This elective course is available to students who successfully completed Current Events I and will delve more deeply into the backgrounds of the news and the newsmakers. Again, critical thinking and critical analysis of the news as reported will be the foundation of the course and, in addition, invitations to local news makers to meet with the classes will give students to opportunity to get up close and personal with them.

CONSUMER ECONOMICS: The focus of this course is to better equip our students with the life skills they will need as they enter society as independent adults. This course will give instruction on the basic information to survive in our economic system. This will include, but not be limited to:

- ❖ Personal Banking
- ❖ Personal Finance
- ❖ Insurance
- ❖ Legal Matters
- ❖ Social Responsibilities
- ❖ Being a Wise Consumer

In each of the areas we will explore and examine the roles the student plays and how to develop strategies to successfully live in today's and tomorrow's world. This will be accomplished through hands-on activities and classroom discussion. A key feature of this course will be guest speakers

SPECIAL EDUCATION

(ECO0013-0147)

The Special Education program provides a full gamut of services from self-contained to monitoring of students' progress in regular education. The special education curriculum parallels that of the regular classroom and seeks to provide its students with the abilities of critical thinking, problem solving and decision-making. The determination of the supports needed for each student is made through an evaluation team and an individual education programming process. Additional reading and math help are offered beyond the regular education curriculum to all students who demonstrate a need in grades nine through twelve. Special education students, like all other students, are required to be assessed through the State's education assessment system and as such must be provided with the same rigor as all other students.

ENGLISH AS A SECOND LANGUAGE

(ESL0009-1024A)

In order for English as a Second Language (ESL) students to be optimally successful in school at Davies they must be able to use English with a facility and level of proficiency similar to that of American-born speakers. ESL students need to use both spoken and written English to acquire academic skills and content, and to communicate what they have learned. They must be able to follow classroom instructions given in English and understand and use appropriate communication patterns to they can become successful learners in the academic environment, technical area and social world outside of school and in their profession.

The ESL curriculum parallels that of the regular classroom and seeks to provide the students with the appropriate content for the grade level in which the student is enrolled. Students are required to meet the same standards as all other students and learn the skills needed to become successful citizens. Critical thinking, problem solving, decision-making are the same objectives for ESL students as all others.

The goal of our ESL program is to be able to transition the student into the regular classroom as quickly as possible so that the student can become successful in the American system. These students are part of the state's educational assessment program and are benchmarked against all other students and it is incumbent upon the school to provide them with the same rigor as the American-born students.