# Blackstone Valley Prep Mayoral Academy High School Program of Studies

***The mission of Blackstone Valley Prep Mayoral Academy is to prepare every scholar for success in college and the world beyond.***

# Course Selection:

Scholars entering grades 10-12 will have the opportunity to list course preferences. While these preferences will be taken into account when scheduling each scholar, they cannot be guaranteed.

Reasons a scholar could not receive their course preferences include, but are not limited to: schedule conflicts with another preferred course, course enrollment limits, prerequisite courses not completed, courses not offered.

All scholars entering grade 9 will take a standard course of study. Scholars may be enrolled in an extra period of math or an accelerated math course based on their successfully completed courses entering the year.

# Admission Standards for Rhode Island four-year state-run institutions:

The state of Rhode Island operates two four-year postsecondary schools: Rhode Island College (RIC) and the University of Rhode Island (URI). Admittance to these two institutions is based on a number of factors, including minimum course requirements as follows:

4 English Courses

3 Mathematics Courses (Algebra I, Algebra II, Geometry)

2 History Courses

2 Science Courses

2 Foreign Language Courses (same language)

5 Additional Courses

Scholars earning a high school diploma will meet all of the above requirements automatically, with the exception of 2 Foreign Language Courses, which are not a BVP graduation requirement.

# Course Change Request:

Scholars may change courses during the first 15 days of the course starting. Course change requests will be made based on availability of an alternate schedule for the scholar.

Course changes after the first 15 days of the course starting will be granted only in the following cases:

* the scholar moving between levels in a course (non-AP course to an AP course) based on the teacher recommendation and parent approval.
* due to extenuating circumstances of physical or mental health, with approval from the Head of School.

# Grade Advancement Requirement:

Scholars must be enrolled in 28 credits unless otherwise approved by the Head of School or Multiple Pathways Committee. Completion of a course is defined by mastery of the content and skills, and may be completed through a personalized format or timeline.

In order to be promoted to the next grade, scholars must earn the following number of credits prior to the start of the following school year:

| **Promotion from 9th to 10th Grade** | 15 out of 28 possible credits |
| --- | --- |
| **Promotion from 10th to 11th Grade** | 35 out of 56 possible credits |
| **Promotion from 11th to 12th Grade** | 56 out of 84 possible credits |
| **Graduation Eligible** | 80 out of 108 possible credits |

*\*Note: Scholars will not be required to repeat courses they have completed (earned credit), but will be retained with respect to year of graduation.*

**Grading Policy:**

**Description:** At the end of each semester, students receive a **total grade** for each course on their report cards, calculated using **two subcategories:** a **Product** grade, and a **Process** grade.

| **Details** |
| --- |
|  | **PRODUCT GRADE** | **PROCESS GRADE** |
| **Headline** | * Reflects student **mastery of standards**
* Some opportunity to redo major course tasks by the end of the semester.
 | * Reflects the **work students do on the way** to achieving mastery.
* Provides feedback on smaller assignments and serves as evidence of scholar work habits.
 |
| **Derived From** | Standard mastery on summative tasks, including a midterm or final exam | Formative tasks |
| **Examples** | Unit exams, DBQs, Lab Reports, Summative Essays, Quizzes | Homework, Exit Tickets, Seminar Discussions, In-Class Assignments |
| **Grading** | Percentage derived from a weighted average of performance on summative tasks. Tasks are identified in the course curriculum map and are graded by extent of mastery on standards using discipline-specific rubrics. | Percentage derived from a weighted average of grades on formative tasks listed above. May be graded based on standard-mastery or on timeliness, completion, or effort, based on department-wide rubrics |
| **Retakes**  | Yes, **within** predefined building-wide parameters | No, not for a new grade, absent extenuating circumstances (e.g., absence for illness).  |

| **Weighting** |
| --- |
| **Grading Formula (with exams)** |
| 60% + | 20% + | 20% = | 100% |
| Mean **Product** Grade | Mean **Process** Grade | Mean **Exam** Grades (midterm and final) | **Total** Semester Grade |
| **Grading Formula (no exam)** |
| 80% + | 20% = | 100% |
| Mean **Product** Grade | Mean **Process** Grade | **Total** Semester Grade |

# Credit Recovery:

Scholars who earn a final grade of 70% or higher for a course will receive credit for the course. Scholars who earn a final grade of between 60% and 69% will not receive credit for the course, but will be eligible for Credit Recovery. Scholars eligible for Credit Recovery may earn credit of a C- grade by completing a credit recovery project designed by the school to evaluate proficiency in essential skills associated with the course. Credit Recovery projects must be completed by the end of the summer session following the school year in which the course was taken, and Credit Recovery eligibility will expire by the end of that summer session, with limited exceptions at the discretion of the school administration. Scholars earning a final grade below 60% are not eligible for Credit Recovery and will not earn credit for the course but may be re-enrolled in a subsequent semester. Scholars with Individualized Education Plans (IEPs) will be eligible for Credit Recovery regardless of final grade.

# Graduation Requirements:

Blackstone Valley Prep uses the state of Rhode Island’s minimum requirements for high school graduation.

Successful completion (passing grade) of 20 full credit courses (80 credits) to include:

4 Mathematics Courses (16 credits)^

4 English Courses (16 credits)

3 History Courses (12 credits)

3 Science Courses (12 credits)

6 Elective Courses (24 credits)

^A double-blocked math course will count toward one mathematics course for the purpose of the requirement. The second four credits will count as an additional course toward the minimum 80 credits for graduation

In addition, per new Rhode Island legislation passed in the spring of 2021, scholars must demonstrate proficiency in:

* Civics, beginning with the college class of 2027. As part of this requirement, scholars must participate in a student-led civics project.
* Financial Literacy (also known as consumer education), beginning with the college class of 2028

Blackstone Valley Prep offers Physical Education and Health annually, and scholars are required to be enrolled each year. This course includes instruction and practice in the correct performance of CPR and AED awareness, an additional RI state graduation requirement. If authorized by the Commissioner, there will be a waiver process for scholar athletes participating in athletics for the equivalent of at least two seasons per year.

Annual community service is expected though not required for graduation and will be noted on the scholar’s transcript as complete or incomplete. While we encourage scholars to go beyond the minimum requirement, they may not count previous community service toward a future year (a year runs July 1 to June 30).

9th Grade: 10 hours

10th Grade: 25 hours

11th Grade: 35 hours

12th Grade: 40 hours

Graduation requirements must be met on the following timelines in order to receive a diploma:

* For the current school year: June 30th, First day of school, and October 1st
* For the next school year: End of semester 1

# Multiple Pathways:

# The BVPHS Multiple Pathways team is responsible for increasing and improving equitable learning opportunities for every student through personalization, graduation by proficiency, and multiple pathways. It is particularly important that we have pathways to graduation and post-secondary success that serve our exceptional learners, whether they be multilingual, have medical or special education needs, be uniquely gifted in math or the arts, or have any other characteristic that requires something beyond our most commonly taken course of studies.

# This team includes a HS administrator, Special Populations Chair, a Network administrator (e.g. Chief Academics Officer, Director of Special Populations, Director of Humanities and/or Director of STEM), and Director of College and Careers.

# This team reviews exceptional scholar cases and may make decisions to change:

# a scholar’s course load

# a scholar’s daily class schedule

# a scholar’s eligibility for a particular pathway

# the essential requirements of each pathway

# The Multiple Pathways team will approve scholar graduation plans for exceptional cases and reconvene to determine whether the plans have been completed prior to awarding diplomas at each graduation date.

# Current alternate pathways:

# Individualized Curriculum Pathway: Scholars obtain a diploma with a full 80 credits by demonstrating proficiency on only the most essential content and cognitive skills for multiple courses, earning course grades which may include Ds. This pathway allows scholars to fulfill course requirements through interdisciplinary projects and non-traditional academic and career development programming.[[1]](#footnote-0) This pathway is also an option for scholars on Alternate Assessment to earn a full BVP diploma.[[2]](#footnote-1)

# Transition Pathway: Scholars who are eligible for alternate assessment under federal law who demonstrate proficiency in specific courses or mastery of content within courses may obtain a BVPHS Certificate of Completion that outlines their academic mastery, technical achievement, career readiness, and life skills.[[3]](#footnote-2)

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# Seal of Biliteracy Pathway: In addition to completing all BVP course requirements, scholars will take additional years of Spanish, culminating in AP Spanish. Those who earn a passing grade on the AP exam will be awarded the Seal of Biliteracy.

# Advanced Courses:

Scholars have a number of opportunities to enroll in advanced courses, including the Advanced Course Network (ACN), dual enrollment at Rhode Island College and Community College of Rhode Island, and Advanced Placement (AP) courses.

The amount of work a scholar is expected to undertake in an ACN or AP course is significantly higher than in a standard course. Scholars can expect an hour or more of expected work outside of school each day, including weekends.

In order to receive AP credit for a course (including notation on the scholar’s transcript), the scholar must sit for the AP exam in May.

All ACN and AP courses are subject to the standard course drop policy.

# Running Start:

Scholars with a strong academic track record have the ability to enroll in the Running Start program through CCRI for their senior year. Running Start is a dual enrollment program where scholars take all of their senior-year courses through CCRI. While scholars maintain enrollment at BVP, they take all of their courses at CCRI. Courses count toward senior-year high school credit and college course placement, and may be eligible for freshman-year college credit at no cost to the scholar’s family.

To be eligible for Running Start, scholars must have a 3.0 GPA at the end of their sophomore year (to be maintained through the end of junior year). Scholars must also receive a recommendation from BVP and pass the Accuplacer entrance exam at CCRI (roughly equivalent to 1000 score on PSAT).

While in the program, scholars must complete 12 credits (4 courses) per semester, including one English and math each semester. More information about Running Start can be found on the CCRI website.

# Typical Course Sequences:

|  | **9th Grade** | **10th Grade** | **11th Grade** | **12th Grade** |
| --- | --- | --- | --- | --- |
| **English** | English 9 | English 10 | English 11 orAP English Language | English 12 orAP English Literature |
| **Mathematics\*** | Algebra I | Geometry | Algebra II | Pre-CalculusAP Calculus, Statistics, or AP Statistics |
| **Science** | Biology | Chemistry | Environmental Science or AP Biology or AP Chemistry or Physics or AP Physics | Environmental Science or AP Biology or AP Chemistry or Physics or AP Physics |
| **History** | Pre-AP Modern World History | Pre-AP United States History or AP United States History | AP United States History or AP Seminar or Psychology | Psychology or AP Seminar or AP Research |

# Course Descriptions

**English Department:**

**English 9 (4 credits)**

In this course, scholars will be developing their written and oral communication skills, while reading college-level texts. Scholars will focus on developing their ability to identify and utilize figurative language, multiple voices and points of view, irony, and storytelling devices in their writing. Scholars will complete discussions, literary essays, and one short creative writing project throughout the year, and will develop communication skills both orally and in writing.

# English 10 (4 credits)

In this course, students will read, discuss, and analyze how writers’ choices in language, structure, and point of view create meaning and influence readers. Students will develop a variety of products in both writing and verbal presentations throughout the year--literary analysis, research, argument, and creative writing--and they will extensively revise these products given constructive feedback from peers and teachers. By analyzing how and why writers convey ideas, students will learn to communicate their own thinking in a clear, persuasive, and original voice.

This course will explore the usage of different rhetorical techniques and how they convey meaning in a variety of texts. It will involve diving deep into the intentional choices that authors make when they write and the specific effects they have on the reader. All of the texts read will be examined closely for technique and usage that make personal and universal experiences come alive for the reader.

# English 11 (4 credits)

This course will explore how writers effectively communicate their messages. Students will study the methods and tools authors use in their writing with the ultimate goal of applying these skills to their own writing. Students will compose several writing assignments that utilize critical thinking skills and create persuasive arguments to readers. This course will explore both fiction and nonfiction texts, analyzing how an author’s style impacts the reader.

# Advanced Placement English Language (4 credits)

The purpose of this course is to help students “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives” (College Board, *AP English Course Description*, 2010*,* p. 7). The course is organized according to the requirements and guidelines of the current *AP English Course Description,* and, therefore, students are expected to read critically, think analytically, and communicate clearly both in writing and speech. This course is taught at a college level and will require extensive work outside of class, including multiple hours of independent work per week.

# English 12 (4 credits)

This course will continue to build scholars’ abilities to read and write effectively at a college-ready level. Scholars will read numerous texts in the genres of drama, non-fiction, novels, short fiction, and Supreme Court cases, and respond to them in writing and through full-class discussions.

# Advanced Placement English Literature (4 credits)

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. (College Board)

# Creative Writing (2 credits)

Conventionally, a line has been drawn between the factual, i.e. what has actually happened, and the fictional, i.e. what has been made up. This course is about walking and eradicating this fine line. Using a variety of texts as jumping off points, during our time together, we will take from the materials of our own lives, the lives of others, from historical events and move out into the space of fiction through our writing. In other words, we will actively engage in the process through which something can be made into— can become—fiction. A willingness to engage closely with assigned readings, to take risks, and to do the necessary work, is expected. And the process, it is my hope, will be both joyful and empowering. One should feel free to let the materials of life become art. As the course continues we will develop an everyday writing practice that will engage you in routine, meditation, and active creativity.

 **Creative Writing - Poetry (2 credits)**

# The act of writing can be a welcoming salve during times of struggle, as well as a means of capturing and preserving times of joy. This semester-long course is designed to allow scholars the space to engage in meaningful reflection via daily writing prompts while also introducing the structure of various poetic forms and the skill of strong writing practices. The class utilizes a workshop format wherein scholars share their work with their peers and receive meaningful positive and constructive feedback in order to improve their craft.

# History Department:

**Pre-AP Modern World History (4 credits)**

Pre-AP World History and Geography focuses deeply on the concepts and skills that have maximum value for high school, college, careers, and civic life. The course builds students’ essential skills and hel[s prepare them for a range of AP history and social science coursework during high school, including AP Human Geography and all three AP history courses. The learning model is that of apprenticeship. Primary and secondary sources take center stage in the classroom, and students use the tools of the historian and geographer to examine questions and build arguments. The course content ranges from principles of geography, the Early Modern Period (1450-1750), the Modern Period (1750-1914) and the Contemporary Period (1914-Present).

# Pre-AP United States History (4 credits)

Pre-AP United States History focuses deeply on the concepts and skills that have maximum value for high school, college, careers, and civic life. The course builds students’ essential skills and hel[s prepare them for a range of AP history and social science coursework during high school, including AP Human Geography and all three AP history courses. The learning model is that of apprenticeship. Primary and secondary sources take center stage in the classroom, and students use the tools of the historian to examine questions and build arguments. The course content ranges from pre-Columbian history to present-day.

United States History I will find students engaging in content from the pre-Columbian history through the Civil War. Major topics covered during this course include Native American civilizations, Columbian “discovery”, British colonial conquest and rule, the American Revolution, the Constitutional Convention, the War of 1812, Antebellum Politics and Economics, Westward Expansion, and the Civil War. The major themes of this course are the American Identity, Oppression, Expansion, Destiny, Citizenship, Reform, Redemption, Religion, and Globalization.

**Advanced Placement United States History (4 credits)**

Advanced Placement U.S. History is a college-level introductory course that examines America’s political, diplomatic, intellectual, cultural, social and economic history from 1491 to the present. Through looking at what it means to be an American, the course will draw connections to scholar’s own national identities. As the course journeys through the themes and specific events in American history scholars will hone their historical thinking skills.

**AP Capstone Program**

**Advanced Placement Seminar (4 credits)**

AP Seminar is a foundational course that engages scholars in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing different perspectives. In this class, scholars will practice reading and analyzing sources, research studies, and literary and philosophical texts. Scholars will also listen to and view speeches, broadcasts, and personal accounts, in addition to experiencing artistic works and performances. Scholars will follow the **QUEST** framework (explained on the next page) to learn how to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, this course aims to equip scholars with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence based arguments.

**Advanced Placement Research (4 credits)**

*(Note: AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research.)*

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or ideas of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing empirical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

**Psychology (4 credits)**

This course is designed as an introduction to psychology and will allow scholars to begin to understand the behaviors, thoughts, and emotions of people and animals. By the end of this course, scholars will have a greater understanding of how their mind, brain, environment, and culture drive their behavior and the behavior of others. Major topics covered in class include: Biopsychology, Development, Learning, Sociocultural, Cognition, Motivation, Emotion, Personality, Psychological Disorders, and Applications of Psychological Science.

**Regional and Cultural Geography (2 credits)**

Regional and Cultural Geography is a survey of the complex social, political, economic, and environmental developments that have shaped, and are currently shaping, world geography. The course demands students use geographic and historical thinking skills to analyze how global transformations have had global consequences.

The course examines contemporary issues such as globalization, war, human rights, nationalism, migration, tourism, and environmentalism. Additionally, the course also surveys relevant regional history, as that context is necessary to fully comprehend current geopolitical developments. Finally, the course will examine geopolitical constructions like the “West” and “Third World” to provide a viewpoint for students to understand how geopolitical lenses have shaped our collective imagination about the world around us.

**Revolutions (2 credits)**

Revolutions is a semester-long course which examines the political, social, geographic, and global

aspects that have developed due to the French Revolution. The course begins with examining the causes

of the French Revolution. From there, students dive into the years 1789-1804 to explore how France

evolved through multiple governments. Students will then examine the Haitian and South American

Revolutions to judge to what extent the French Revolution played a role in their outcomes. Finally,

students will finish the content with an examination of the reign of Napoleon and the Bourbon

Restoration. The course is taught through primary and secondary sources taken from college-level

sourcebooks. Throughout the semester, students work towards writing a research paper through guided

inquiry question development, research, and writing workshops.

# Science Department:

# Biology (4 credits)

Biology is the study of life. Unlike other sciences, it covers a tremendous scope: everything from the tiniest cell to the entire planet! 11th grade biology will focus mostly on biology at the level of the cell, which is the smallest possible unit that we consider to be “alive.” Almost everything in biology – from digesting a meal, to the common cold, to cancer, to evolution, can be explained by changes in cells, which scholars will explore in depth over the course of the year. Scholars will develop strong content knowledge through ten units of study focused primarily on cell and molecular biology. Twenty laboratory activities over the course of the year emphasize skills learned in Chemistry, including presentation of numerical data, concise analysis of trends, and novel experimental design. Finally, scholars will continue to use the case study approach they practiced in Chemistry to examine issues of science in society.

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# Chemistry (4 credits)

Chemistry is the study of matter and its interactions in our environment. During this course, scholars will study matter at the atomic level and explore small atomic structure differences that can explain larger chemical changes and reactivity. Scholars will take a hands-on approach and experiment with tools professional chemists use in the laboratory. Throughout the four major units of study, scholars will also improve upon their science skills of modeling using graphs and drawings, interpreting data, and communicating results in the form of lab reports. Scholars will apply the content to their lives by exploring scientific current events and being civically engaged students.

**Physics (4 credits)**

Physics is an algebra-based, single year survey course in which students study theories of physics and learn science processing skills. Topics of study include: motion, forces, momentum, energy, electricity, magnetism, waves, and optics. Students will participate in inquiry-based explorations of these topics. A strong emphasis will be focused on developing critical thinking and reasoning skills beyond traditional formula-based learning.

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# Advanced Placement Chemistry (4 credits)

AP Chemistry is an college-level introduction to inorganic chemistry, equivalent to a first- semester general chemistry class. Topics covered include atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium; scholars are responsible for watching introductory college chemistry lectures to prepare for problem-based learning in class. A comprehensive laboratory program of sixteen advanced, inquiry-based labs focuses on qualitative and quantitative analysis of chemical reactions. In addition to the rigorous level of content knowledge required to pass the AP Chemistry exam, scholars will develop key skills necessary for advanced science coursework: reading and interpreting science textbooks; taking effective notes for lectures; completing problem sets; studying for content exams; and writing formal lab write-ups.

# Advanced Placement Biology (4 credits)

In AP Biology, we will take your general biology studies to the next level. This is a college level biology coursed with topics ranging from biochemistry, cell structures and functions, genetics, and ecology. Scholars will study the core scientific principles, theories, and processes that govern living organisms and biological systems. Scholars will complete hands-on laboratory work to investigate natural phenomena.

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# Advanced Placement Physics (4 credits)

AP Physics 1 is an algebra-based course in mechanics. Topics presented during the course closely follow those outlined by the College Board and also mirror an introductory level university physics course. Topics of study include: Kinematics, Dynamics, Circular Motion, Work & Energy, Momentum, Simple Harmonic Motion, and Rotational Motion..

AP Physics 1 is organized around six big ideas that bring together the fundamental science principles and theories of general physics. These ideas are intended to encourage students to think about physics concepts as interconnected pieces of a puzzle. The solution to the puzzle is how the real world around them functions. The students will participate in inquiry-based explorations of these topics to gain a more conceptual understanding of these physics concepts. A strong emphasis will be focused on developing critical thinking and reasoning skills beyond traditional formula-based learning.

# Environmental Science (4 credits)

Environmental Science is an upper-level science course that synthesizes what scholars have already learned in biology and chemistry by applying it to real world situations. The class follows a phenomena-based structure as it moves through five main ideas, ranging from understanding the science behind the Earth’s functioning to the possibility of a sustainable future. Each unit is structured around an anchoring phenomenon that unifies the environmental science concepts learned throughout the class. At the end of each unit, scholars solidify their mastery of the concepts being the anchoring phenomenon by completing a project. Throughout the units, scholars address everyday phenomena to center each lesson on inquiry, and investigative phenomena to draw connections between environmental science and their lives, and to provide opportunities to gather the knowledge necessary to make sense of the anchoring phenomena. Through this series of projects, scholars gain the scientific knowledge and literacy to draw connections between themselves and the world around them and their future.

# Material Science: Glass, Ceramics and Polymers (2 credits)

Materials Science is a semester-long science elective class. Materials Science is intended as a general survey course in which students study different types of materials, their properties, and how these materials impact our everyday lives. Topics of study include: how internal structure yields macroscopic properties, heat transfer, production of materials, Ceramics, Glass, and Polymers. Aspects of chemistry, physics, and engineering will be addressed, though students do not need to have taken these courses prior to Materials Science. A significant amount of time will be spent on hands-on activities, student-lead projects, and research.

# Material Science: Metals and Composites (2 credits)

Materials Science: Structures is a semester-long science elective class. Materials Science is intended as a general survey course in which students study different types of materials, their properties, and how these materials impact our everyday lives. Topics of study include the impact of internal structure on macroscopic properties, and the applications of metals and composite materials. Aspects of chemistry, physics, and engineering will be addressed, though students do not need to have taken these courses prior to Materials Science. A significant amount of time will be spent on hands-on activities, student-lead projects, and research.

# Mathematics Department:

**Pre-Algebra (4 credits - do not count towards math required credits)**The purpose of Pre Algebra is to prepare scholars with skills necessary to be successful in

Algebra 1 along with developing general skills to help scholars in all other academic courses.

**Algebra I (4 credits)**

In this course, scholars will deepen and extend their understanding of linear and exponential relationships by contrasting them with each other and applying linear models to data that exhibits a linear trend. Scholars will also engage in methods for analyzing, solving, and using quadratic functions. Throughout this course, scholars will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. By the end of this course, scholars will understand the relationships between quantities and be able to reason with algebraic equations, understand linear and exponential relationships of functions, be able to interpret, create, perform operations on, and solve algebraic expressions and equations, be able to summarize, represent, and interpret models of descriptive statistical data, and be able to construct, analyze, solve, and model quadratic functions.

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# Geometry (4 credits)

The fundamental purpose of the course in Geometry is to deepen scholars’ geometric knowledge and explore more complex geometric situations. Emphasis is placed on scholars’ explanations of geometric relationships, moving towards formal mathematical arguments. A significant emphasis is placed on geometry through the coordinate plane, specifically transformations. The course examines congruence, similarity/right triangles/trigonometry, circles, geometric measurements, and conic sections.

# Algebra II (4 credits)

Welcome to Algebra 2 at Blackstone Valley Prep Mayoral Academy High School! Broadly speaking, Algebra is an in-depth study of functions that will prepare you conceptually to succeed in higher level mathematics courses, along with a study of modeling through the use of functions and data. By the end of the year, students will have in-depth knowledge of the following topics: polynomial, rational, and radical relationships; trigonometric functions; modeling real world situations with functions; inferences and conclusions from data.

**Pre-Calculus (4 credits)**

Pre-calculus is a course that is designed to prepare scholars for Calculus/AP Calculus.  The course focuses on the skills and methods of analytic geometry and trigonometry, while building on Algebra 1, Geometry, and Algebra 2 topics of functions, quadratics, probability, and number theory.  In particular, scholars will explore advanced math concepts, including complex numbers and transformations, vectors and matrices, rational and exponential functions, trigonometry, and probability and statistics.

# Advanced Placement Calculus AB (4 credits)

Calculus/AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. (College Board) AP Calculus AB scholars are expected to complete additional work outside of class time and to sit for the AP Calculus AB exam.

**Advanced Placement Calculus BC (4 credits)**

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses. It extends the content learned in AB to different types of equations and introduces the topic of sequences and series (College Board).

# Statistics (4 credits)

Basic Statistics is designed to provide a basic understanding of descriptive and inferential statistics and introduces students to the exploration and analysis of numerical data to make statistical inferences. Students will learn the difference between descriptive and inferential statistics, how to scrutinize the measures of central tendency, develop and differentiate between different types of graphs, produce models using probability theory, analyze binomial and normal distributions, test hypotheses, and calculate standard deviations and confidence intervals.

# Advanced Placement Statistics (4 credits)

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. (College Board)

# World Language:

# Spanish I (4 credits)

The study of the Spanish language and culture begins in Spanish one by providing students with the skills they need to create language for communication. Listening, speaking, reading and writing skills will be further developed through the study of grammatical structures, vocabulary, idiom drills and verb forms. Students will continue their study of the variety of different Hispanic cultures and will present dialogues and/or skits in Spanish to practice their communication skills in real-life settings. An audio and video program will be used to aid in the development of listening comprehension and oral expression. Along the way, we will visit the sights, sounds, and tastes of the rich cultures of the world.

**Spanish II (4 credits)**

The study of the Spanish language and culture continues in Spanish two by providing students with the skills they need to create language for communication. Listening, speaking, reading and writing skills will be further developed through the study of grammatical structures, vocabulary, idiom drills and verb forms. Students will continue their study of the variety of different Hispanic cultures and will present dialogues and/or skits in Spanish to practice their communication skills in real-life settings. An audio and video program will be used to aid in the development of listening comprehension and oral expression. Along the way, we will visit the sights, sounds, and tastes of the rich cultures of the world.

**Spanish III (4 credits)**

The study of the Spanish language and culture continues in Spanish 3. Students will use Spanish extensively. They will recycle previous vocabulary and grammatical structures and continue to build upon them in proficiency-based activities. Students will continue to become more confident in using the target language. Listening, speaking, reading and writing skills will be further developed through the study of grammatical structures, vocabulary, idiom drills and verb forms. Students will continue their study of the variety of different Hispanic cultures and will present dialogues and/or skits in Spanish to practice their communication skills in real-life settings. An audio and video program will be used to aid in the development of listening comprehension and oral expression. Along the way, they will visit the sights, sounds, and tastes of the rich cultures of the world using the different modes of communication.

**AP Spanish (4 credits)**

# The Spanish Language and Culture course is a rigorous course taught exclusively in Spanish. It is designed to prepare the students to take an Advanced Placement Test to demonstrate their proficiency across all the modes of communication.The course focuses on the integration of authentic resources including online print,audio,and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with a goal of providing students with a rich, diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in the three modes of communication; interpretative, interpersonal and presentational.This course is divided into thematic units which are further based on recommended context and guided by essential questions.Corresponding cultural elements are integrated into the study of the units, and activities are directed with those cultural connections in mind. Discussion of the topics completely in Spanish is a requirement for this course.

# Music:

**Introduction to Music (2 credits)**

# Introduction to Music is an entry-level music course at the high school level. This course is designed to be a survey of various topics that scholars can study within the realm of music. Our projects in this course include Mood Mixtape, in which scholars will curate a playlist focused on a certain emotion, as well as a Keyboard project and a unit on music and cultural competence. A highlight of this course is our opportunity to learn from guest speakers who teach other courses at the high school, teaching us about the musical traditions of their own culture. The final project of the semester is a Music and Cultural Competence project, in which each scholar will research the culture and musical traditions of a country of their choice anywhere in the world.

# Keyboard (2 credits)

In Keyboard class, scholars will learn the foundational skills for playing the keyboard. This includes frequency & pitch, keyboard note identification, triads and scales, as well as healthy technique for hand position and body alignment. Our Keyboard projects challenge scholars to use these foundational skills to perform songs of their choice for an audience of their classmates. These performances serve as an opportunity for each scholar to give and receive feedback about their playing. This feedback can be used to support one another as scholars transition from one project to the next.

**Chorus (4 credits)**

# Chorus is BVPHS’s only performing ensemble that meets for academic credit. This is a fun and immersive course in which we all work together to develop music literacy skills while preparing repertoire for our concerts. Traditionally, we will perform in 3 concerts: the Winter Concert, Spring Concert, and Music Showcase. Scholars who are enrolled in chorus have the opportunity to sing in many languages (in previous years we have sung in Arabic, Spanish, Hebrew, Bemba, Portuguese and many others!) and are also invited to use their experience with other musical instruments as well.

# Art:

# Art Medium (2 credits)

Art Medium has a focus on understanding the choices an artist makes during the creative process. By looking at, discussing, and utilizing the Elements of Design and the Artist Habits of Mind, scholar artists will learn how to clearly articulate the choices they’ve made, whether they were successful, and what they would do differently. Learning how to think like an artist is a skill that will benefit your ability to problem solve, think creatively, and work within your limitations.

# Art Exploration (2 credits)

Art Exploration has a focus on understanding that a successful artwork is a labor of love, and not accidental genius. Artists need to intentionally practice their technical skills. Art History informs today's art. Artist scholars will articulate what moments in art history they are inspired by and why. One can go to college for art! There are many Art Schools to consider- RISD, Mass Art, Pratt, Cooper Union, Parsons, to name a few. In this class, you will articulate the portfolio requirements for RISD and complete the assignment for incoming college freshmen. Artist scholars will develop a personal body of work as they progress. As they consider how does one create work that relates to each other but is unique? Time spent in critique will develop visual and conceptual vocabulary. Dialogue will become more focused and engaged around conceptual standpoints as the semester progresses. Artist scholars will develop a personal vision by ending the course with a project based on a theme of their choosing.

**Photography (2 credits)**

This course is an introductory exploration of digital photography, with a predominant focus on color photography. Through learning digital camera logistics, Photoshop workflow, and ink-jet printing, students will explore both technical and conceptual issues within photography. Time, consistent effort, and constant class participation are required for this exploration. Slide lectures, shooting assignments, class discussion and critique will provide a forum for dialogue and investigation. Exposure to a variety of artists will present various modes of image making within photography. Students will be expected to produce work incorporating their own personal vision and aesthetic.

# Physical Education and Health:

# Physical Education & Health 9/10, 11/12 (1 credit each, totaling 2 credits)

**Physical Education**

These courses include concepts for personal development in health-related fitness and physical skills; these include cardiovascular exercise, body composition, strength, endurance, and flexibility. Students will develop physical and health-related fitness skills through participation in individual and group activities.

**Health Education**

These courses focus on current knowledge of selected health topics. Health Education will provide scholars with a comprehensive, age appropriate program in order to achieve health literacy, and instructional outcomes. The course topics include: Personal Health, Nutrition, Mental & Emotional Health, Disease Control and Prevention, Human Sexuality and Family Life, Life Saving Practices, Drug Use & Abuse, and Lifelong Health.

**Other courses:**

**Financial Literacy**

This course is currently offered as a summer online elective and satisfies the Rhode Island graduation requirement that all scholars beginning with the college class of 2028 demonstrate proficiency in financial literacy/consumer education. Beginning in 2022-2023, BVPHS will offer the opportunity to take this course either as a full course or as a module embedded in another course during the regular academic year.

1. In accordance with RI Secondary School regulations 2.3.1.g http://www.ride.ri.gov/Portals/0/Uploads/Documents/Board-of-Education/Regulations/Secondary\_School\_Regulations\_with\_0318\_Technical\_Revisions.pdf [↑](#footnote-ref-0)
2. RI Secondary School regulations 2.3.1.i [↑](#footnote-ref-1)
3. RI Secondary School Regulations 2.3.5 [↑](#footnote-ref-2)