



The Greene School Program of Studies  
2018-2019

## **GRADUATION REQUIREMENTS**

Students acquire many additional skills outside of the classroom setting. To receive a diploma, a student must earn 24 academic credits. The following specific requirements must be met:

|                      |                                  |
|----------------------|----------------------------------|
| English:             | 4 credits                        |
| Mathematics:         | 4 total credits                  |
| Science:             | 4 credits                        |
| Social Sciences:     | 4 credits                        |
| Foreign Language:    | 2 credits                        |
| Fine Arts:           | 2 credits                        |
| Athletics/ Wellness: | 4 credits                        |
| Sophomore Project:   | Successful completion, no credit |
| Senior Project:      | Successful completion, no credit |

## **CLASS RANK**

Due to our small size (approx. 50 seniors), The Greene School does not calculate class rank.

## **GRADING SCALE**

|             |     |
|-------------|-----|
| A+ (97-100) | 4.0 |
| A (93-96)   | 4.0 |
| A- (90-92)  | 3.5 |
| B+ (87-89)  | 3.3 |
| B (83-86)   | 3.1 |
| B- (80-82)  | 3.0 |
| C+ (77-79)  | 2.8 |
| C (73-76)   | 2.6 |
| C- (70-72)  | 2.5 |

## **ADVANCED COURSE OPTIONS**

### *Early Enrollment Program: Rhode Island College*

Biology 111  
Biology 112  
Art and Nature  
Survey of Music

### *Advanced Placement: College Board Assessment Options*

Statistics  
Calculus

| English Language Arts                      | Descriptions   |
|--|--|
| ELA 9: Composition and Literature Classics | <p>Grade 9 English allows students to experience various forms and genres of text. This course will give students a literary foundation by exposing them to classic literature, short stories, poetry, drama, and non-fiction. Our main thematic focus in grade 9 is <i>community</i>: students will analyze each text through the lens of community. There will be regular writing tasks both in daily journal format and in more formal writing pieces such as narratives, expository essays, and persuasive writing. Key skills covered will include literary device recognition and use, close reading, analysis, performance, vocabulary, grammar, writing, and revision.</p>   |
| ELA 10: Nature and Transcendentalism       | <p><i>“I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived.”</i> - Henry David Thoreau, <i>Walden</i>. This course will study American literature to address ideologies from pre-colonial times through current day. We will explore how social, political, and historical contexts contribute to literary topics and themes. Exploring American literature and post-apocalyptic worlds will lead us to consider a crucial question: How can our society create peaceful and sustainable solutions to avoid future challenges?</p>   |
| ELA 11: World Literature                   | <p>Atticus Finch once reminded us that the best way to understand a person is to stand in his or her own shoes. In Grade 11 English, students will study varying perspectives from the 18th century through today in order to develop an appreciation for multiple sides of the same story. This course will encourage students to analyze choices that have led to national and international conflict and the impact it has left on society, even today. Primary skills covered this year will include close reading, literary analysis, critical theory, writing, and revision.</p>   |
| ELA 12:                                    | <p>“Now is no time to think of what you do not have. Think of what you can do with what there is.” - Ernest Hemingway, <i>The Old Man and the Sea</i>. This course will steer our thinking into uncharted waters through world literature. Throughout history, literature has conveyed the stories of people and places around the world. Stories have the power to shape us, challenge us, and inspire change through a new understanding. As we navigate through world selections, an introduction of critical theory will guide a comparative study of significant historical, philosophical, and cultural perspectives. A comprehensive research unit will support short and sustained inquiries to facilitate articles, research papers, and a community action proposal. There will be a particular focus on the backgrounds and philosophies of various authors throughout the course. Students will emerge as informed, innovative, and involved community leaders with a new awareness on global cultural expression.</p> |

| Mathematics  | Descriptions   |
|--|--|
| Algebra 1<br>(Grade 9)                                       | Algebra is the foundation to all mathematics. It introduces us to a set of rules that hold true for the duration of your math career in high school and beyond. It is because of this that we need to build a strong foundation in Algebra. This course is intended to build critical skills, as well as promote positive Mathematical thinking and problem solving. We will be following the Common Core Standards. Topics to be covered include linear equations and inequalities, exponential expressions, systems of equations, and polynomials. |
| Geometry<br>(Grade 9/10)                                     | Geometry, the study of shapes, is something we have all been doing whether we realize it or not since childhood. You notice that certain shapes occur in nature, construction, and beyond. This course will connect the Algebra foundation students built in Algebra I by putting context to Algebra skills. It will make students think visually, numerically, and will require students to communicate math clearly. Students will explore properties of shapes, angles, and the axiomatic foundation all mathematics was built upon.              |
| Algebra 2<br>(Grade 10/11/12)                                | This course is intended to build critical skills, as well as promote positive Mathematical thinking. Problem-solving and SAT prep will also be a large focus. We will be following the Common Core Standards. Topics to be covered include polynomials, complex numbers, quadratic equations, systems of equations, radicals and rational exponents, rational expressions, probability, exponential models, and logarithms.  |
| Precalculus<br>(Grade 11/12)                                 | Pre-calculus deepens the students' understanding of functions discussed in previous courses, as well as defining and using new types of functions. This course will lay the foundations necessary for students to be successful in Calculus at the high school or college level. This course has a strong focus on analyzing and graphing functions, as well as solving equations as an extension of the skills learned in Algebra.  |
| Calculus<br>(Grade 12)<br>*Advanced Placement<br>Option      | Calculus is the introductory course in function analysis; the concepts are crucial for continued study in mathematics, science, computer science, and engineering. After beginning with a preliminary study of trigonometric functions, students will move sequentially through the topics of limits, derivatives, and antiderivatives, and will examine the applications of each. This course is taught in preparation for the AP Calculus AB Exam and conclude with an examination of math history.  |
| Statistics<br>(Grade 11/12)<br>*Advanced Placement<br>Option | Statistics is everywhere. It is the form of math that tells us that we know how people, animals, nature, sports, and many more fields work the way we think they do. One can say it is almost a study of common sense. In this course, we will look at how to describe datasets, how two quantitative variables impact one another, how to design statistical studies, and how to make inferences about populations. This course will culminate in designing your own study, and making conclusions.   |
| Financial Literacy<br>(Grade 10/11/12)                       |  |

| Science   | Descriptions   |
|---|--|
| Physical Science<br>(Grade 9)   | Students will explore how to answer questions about the world around us by applying the scientific method and experimental design. First semester includes a review of the dynamic earth and energy (potential vs kinetic, Newton's Laws) within earth's system. Students investigate earth's changing climate, compare climate to weather, and examine evidence of climate change. In seeking solutions, students compare renewable and nonrenewable energy sources. Students then study the flow of energy within natural systems, and the interaction of minerals and nutrients in soil health. In addition, the basics of the physics of wave and light energy are explored and how it applies to food growth. |
| Environmental<br>Chemistry<br>(Grade 10/11)                               | Environmental Chemistry is offered to deepen students understanding of the physical sciences by examining the chemical processes that define and describe the natural world. The class will emphasize both the nature and structure of matter as well as chemical changes in matter.   |
| Biology<br>(Grade 10/11)  | Students explore the vast expanse of organisms from macro invertebrates to large megafauna, defining, and surveying biodiversity on a global and local scale. Students briefly review the history of earth and how life itself began by comparing prokaryotic and eukaryotic cells, and how cells evolved more complex systems. Evolution is a common thread interwoven throughout the course, beginning with cell evolution and moving onto human evolution. Students then examine the systems in the human body and how homeostasis is maintained.   |
| EEP (Early Enrollment)<br>Biology 111<br>(Grade 11/12)                    | This course is followed by Bio 112. The world is a biological wonder! Bio 111 will explore the microscopic level of biology. Students review the history of earth, and how life itself began by comparing prokaryotic and eukaryotic cells, and how cells evolved more complex systems. Evolution is a common thread interwoven throughout the course, beginning with cell evolution, and moving onto human evolution. Following is an intense examination of DNA, genetics and genetic engineering.   |
| This is a lab science course.   |  |
| EEP (Early Enrollment)<br>Biology 112<br>(Grade 11/12)                    | This course will expand the study of biology from microbiology content to a study of the diversity of life at the macroscopic level. Starting with ecology, students will examine the local ecosystems of the Greene School campus, while contrasting with the biomes of the global ecosystem. A study of biodiversity on campus will have students evaluating the diversity of plant and animal species using transects, while studying photosynthesis and cellular respiration. With further focus, students will study the structures of plant and animal systems before ending the semester with a human biology unit and dissection labs.   |
| <i>*Students must successfully complete Bio 111 before taking Bio 112</i> |  |
| This is a lab science course.   |  |
| Environmental Science<br>(Grade 12)                                       | This course is a capstone course at The Greene School that allows students to draw broadly on their background in Biology, Chemistry, and Physics to deepen their understanding of the earth's natural systems, human impacts on these systems, and the ultimate dependence of human societies on these systems. Emphasis will be placed on the geology and ecology of RI and issues of sustainability and ecological preservation and restoration in RI and the broader New England Region.   |
| RI Ecology*<br>(Grade 10/11/12)   | This class will explore the fundamentals of ecological through investigations of Rhode Island's unique landscape and ecosystems. Areas of investigation include: wildlife, aquatic ecology, soils and land use, and forestry.  |
| Environment and<br>Society*<br>(Grade 10/11/12)                           | This course explores the impact that civilizations, both contemporary and historic, have had on the planet. Additionally, students will learn about the critical functions of the Earth's natural systems, what ecosystem services they provide that sustain society, how humans impact these systems, and the emerging solutions needed to balance the limits of nature with the growing needs of modern human civilization.  |

*\*Completion of these courses are required for the STEM: Environmental Pathways Endorsement*

| Social Studies                                | Descriptions  |
|---|---|
| World History<br>(Grade 9)                    | Students will be examining historical movements and revolutions throughout history through the lens of the expedition guiding questions. From intellectual and philosophical movements of the Scientific Revolution and Enlightenment to political and social upheavals of the Haitian, French, and Russian Revolutions students will investigate the anatomy of key historical movements throughout history to better understand the catalysts of change and momentum that have the ability to transform society.  |
| US History and<br>Government<br>(Grade 10)    | This course examines the growth of The United States and its relationship with race, class, and ethnicity as it grows from a land of exploration to a developed industrial nation. The development of the United States Constitution and not only the laws it established but the various mindsets and motivations of the founders as well as the perspectives of the country's minority and disenfranchised populations of the time. The course has a strong focus on the use and analysis of primary source documents, and the use of geography to analyze historical perspectives.   |
| 20th Century History<br>(Grade 11)            | Students will examine how race, ethnicity, and racism became part of the American social and political fabric in the early part of the 20th Century through pseudo-scientific justifications. Students will explore the concept of the “American Dream” throughout the 20th century among groups of marginalized populations, understanding who has been historically invited into the American middle class and who is not. Lastly students will inspect the sociology of race and how it informs social and political conflict in America today.  |
| Facing History and<br>Ourselves<br>(Grade 12) | The Facing History and Ourselves curriculum studies the roots and impact of intolerance and bigotry, and therefore much of what we will study is the “darker” side of history and the more sinister side of humanity. In addition to studying events from history, throughout the semester we will regularly consider current events to the extent that they relate to themes from our curriculum. While this class devotes significant time to the study of the events from the past and in other parts of the world, our starting point of analysis will in fact be with <i>ourselves</i> and from events in the history of our own nation. If we are to understand societal forces that shape history, we must understand the forces that motivate our own actions as <i>individuals</i> who are necessarily part of a larger society. |
| Applied Economics<br>(Grade 10/11/12)         | What math skills are essential to live, work and succeed in the world today? In this class we explore the connections between economic law and the world of commerce that students will be entering in a very short time. The year starts with coursework around basic and incontrovertible truths around economic law. Students study their roles in the supply chain and as a factor of production. Students look at their personal buying decisions and how those also affect their future adult lives as well as the lives of their fellow global citizens. Students will apply their skills as they design their own businesses. Students develop an understanding of statistics and how business uses numbers to make strong, sustainable and responsible decisions as the move their enterprises into the future.                  |

| Health and Wellness | Descriptions   |
|---------------------|--|
| Grades 9-12         | <p>Welcome to Wellness! Throughout this class, we will participate in many activities to help us explore the relationship between physical, mental and social health and the importance of connecting and balancing all three to promote a healthy lifestyle. Students will use the skills and knowledge gained in class to support lifelong healthy habits of wellness, goal setting, positive social interactions and a sense of responsibility and respect for others. This program is designed to support students develop healthy attitudes and values related to lifelong fitness and social/emotional health. This course is aligned to the standards according to the Society of Health and Physical Educators (SHAPE America) curriculum.</p> |

| World Language                 | Descriptions   |
|--------------------------------|--|
| Spanish I-IV                   | <p>Spanish is a fast paced course. Students will follow the textbook, <i>Realidades</i>, and complete Units 1, 2, 3, and 4. The emphasis in this course will be on speaking, writing, reading and listening comprehension. In addition, grammar, idioms, culture and Spanish geography/history will be covered.</p>  |
| German I-IV                    | <p>German I is an introductory course for those just beginning their study of Deutsch. Using the textbook Komm Mit, students will complete chapters 1-6 to explore grammar, syntax, culture and develop fluency listening and speaking basic German. German II, the continuation of this sequence, includes chapters 7-12 in Komm Mit, reading an easy German children's chapter book, and the National German Exam, Level 1. Upper level German classes include German III and IV. The emphasis in the upper level classes is on speaking, writing and reading authentic texts. Students will take the National German Exams, levels 2 &amp; 3. Cooperative project with the German students at North Kingstown High School are a fun part of this course!</p>  |
| American Sign Language<br>I-II | <p><b>American Sign Language: ASL – 1</b><br/>American Sign Language (ASL) is a unique visual language with its own grammar and syntax. We will follow the Master ASL! Level 1 series and will cover Units one through five, each focusing on different themes and vocabulary.</p>   |
|                                | <p>This course will begin with the History of American Sign Language (ASL), Deaf Culture, and what Deaf Culture means to those who are Deaf.<br/>Students will learn important terms, eye contact, the sign space and which hand to use while signing. Facial expressions are very important in ASL, playing a vital role in emotion, meaning and grammar. By the end of ASL 1, students will understand Deaf Culture and should be able to hold basic conversations in ASL.</p> <p><b>American Sign Language: ASL – 2</b><br/>American Sign Language (ASL) 2 will follow the Master ASL! Level 1 series and will cover Units six through ten, each focusing on different themes and vocabulary. We will continue with Deaf Culture, and what Deaf Culture means to those who are Deaf. Students will focus on correctly using ASL syntax.<br/>Students will be assessed through class participation, AFL's and AOL's for each Unit. By the end of ASL 2, students will have a good understanding of Deaf Culture and should be able to finger spell fluently and hold conversations in ASL.</p> |

| The Arts                             | Descriptions  |
|--------------------------------------|---|
| 2-Dimensional Art                    | <p>2D Visual Art + Design is an <b>introductory-level</b> course that will take students through the foundations of visual art, providing students with the technical skill-building needed in order to understand, interpret, and create art in a meaningful manner. This class serves as a prerequisite for EEP and other more advanced art + design classes at the Greene School. In this class, students will engage in visual art skill building activities and in individual art and design projects. Exploring artists past and present will be absorbed into parts of units 2, 3, and 4. Students will also be responsible for conducting research, presenting to their peers, and developing written responses to a specific set of parameters.</p>  |
| 3-Dimensional Art                    | <p>3D Visual Art + Design is a dynamic multi-faceted <b>introductory-level</b> course that will address dimensional and spatial art and design. Students will engage in both indoor and outdoor projects that will address the design process and required students to develop project proposals and project narratives. In this class, students will engage in dimensional and spatial skill building experiences from preliminary aspects through to final installation. 3D design sometimes requires 2D initial exploration and planning in order to achieve successful 3D results in the end. Students will also be responsible for conducting research, presenting to their peers, and developing written responses to a specific set of parameters.</p> |
| Studio Art                           | <p>Studio Art is an <b>intermediate-level</b> course in which students will build upon skills they learned in the 2D Art class. This class serves as a prerequisite for EEP Art, which is an early-enrollment program class administered through Rhode Island College. In this class, students will be required to acquire and maintain a sketchbook/art journal, engage in developing an individual body-of-work, and explore the work and lives of other artists. Students will also be responsible for conducting research, presenting to their peers, and developing written reflections of their artistic investigations.</p>  |
| EEP Art<br>*Early Enrollment Program | <p>EEP Art, (Early Enrollment Program), This course is an <b>advanced</b> study of both 2D + 3D visual art + design. This class is structured in a studio format. Students will develop a body of individual artwork through an investigation of: methods and procedures, periods art, artistic cultural traditions. This work will provide the basis of developing an art portfolio. Students will also develop and maintain a sketchbook/art journal which will be checked throughout the semester.</p> <p>This course will culminate in an exhibition focusing upon the students completed concentration of artwork, aka. body-of-work.</p>  |
| Foundations of Music                 | <p>During this course, students will build basic music literacy skills, such as note reading and rhythmic fluency, and explore the question “how do I use musical symbols and music technology to compose?” Instruction in keyboard, guitar/ukulele and music technology will allow students to apply their knowledge and enjoy the satisfaction of playing a musical instrument.</p>   |
| Studio Music                         | <p>Studio Music is an upper level music class (Foundations of Music is the prerequisite for the course). Students will set personal growth goals on their instruments and demonstrate progress towards these goals in weekly public performances. In addition, students will work in small groups to perform, arrange and record original compositions. Students in Studio Music will be expected to learn such concepts as form, musical analysis and musical critique, and apply those to their own performances and those by others. All students will be required to attend a performance of live music and review it. At the conclusion of the course, students will perform for a jury of professional musicians.</p>                                   |



EEP Survey of Music  
\*Early Enrollment

This college level elective is taught using a curriculum approved and vetted by Rhode Island College. Selective Western musical eras, styles, forms, and basic music vocabulary are introduced through music literature. An ability to read music is not presumed; rudimentary music literacy will be taught as a part of this course. The course material was selected to integrate with core subject content in the Greene School's learning expeditions and provide interdisciplinary learning opportunities. Successful completion of this course will result in 4 college credits from RIC.

Drama I/II

During this course, students will develop basic acting skills, such as voice, gesture, movement and improvisation. By creating an original pantomime, designing a mask for a character, and analyzing scenes from plays, students will also explore aspects of theater that lead to a better understanding of what goes on "backstage." The final products for this course are Shakespeare scenes and original vignettes. Students in Drama II will create a one act play and will do some of the directing of the Shakespeare scenes.