



2018 - 2019

Program of Studies

Spaulding High School



SPAULDING HIGH SCHOOL

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NON-DISCRIMINATION POLICY

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the High Education Act of 1972, and the rules and regulations promulgated by the Secretary of Health and Human Services, it is the policy of High School District #41 that no person shall be excluded from participation in any educational program or activity at the school upon the basis of race, color, national origin, disability, marital status, sexual orientation, gender, age, creed or faith.



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January 1, 2018

Dear Parents, Guardians and Students,

Our mission at Spaulding High School is to prepare our students for success in an ever-changing world. We do this by providing a wide range of learning opportunities for students to engage in rigorous and meaningful coursework, learning experiences to enhance their interests and skills, and flexible opportunities to access their education.

The Program of Studies a comprehensive document outlining the course offerings, course sequence and related requirements for high school students. Students are encouraged to maximize their learning experiences during their high school career and are expected to be fully scheduled with at least four blocks scheduled, or the equivalent thereof. All courses are organized by department and sample career pathways are included to help in selecting proper courses to best prepare for post high school plans.

Vermont's Education Quality Standards (EQS) require that schools' graduation requirements be rooted in demonstrations of student proficiency, as opposed to time spent in classrooms. Spaulding High School has transitioned to a fully proficiency based grading system in support of EQS. Students are assessed against performance indicators and standards that are clearly identified for each course. Students can also create self-directed learning experiences and identify standards and performance indicators that they will meet in their individualized learning experiences. Such individualized learning experiences must also be incorporated into the student's PLP and be pre-approved by the Director of Guidance and Administration.

I encourage our students and families to review the graduation requirements, course options and flexible pathways that we offer within the Program of Studies. In addition to reviewing the Program of Studies, I also recommend that parents and guardians review their child's Personalized Learning Plan (PLP). Each student has a GoEnnounce account to maintain their PLP in, and parents and guardians should receive an email alert each time it is updated. It is important that students and families understand the importance of continually updating the PLP and documenting learning experiences throughout the entire four years at SHS.

This is truly an exciting time in education. The focus is clearly upon student learning and enhancing student interests and experiences. We, at Spaulding High School, look to support each and every learner in having a rigorous and engaging learning experience.

Sincerely,

Brenda Waterhouse

Principal, Spaulding High School

TABLE OF CONTENTS

General Information

Core Values, Beliefs, & Learning Expectations - 1

School Profile - 2

Graduation Requirements - 3

Introduction to Academic Planning - 4

Overview on Flexible Pathways - 5

Naviance & GoEnnounce - 6

Sample of Entrance Requirements for College - 7

School Terms - 8

Grading System - 9

Course Catalog - 10

Guidance - 11

Business - 12

Driver's Education - 14

English - 15

English for Speakers of Other Languages - 21

Health & Family Consumer Sciences - 22

Performing & Fine Arts - 23

History & Social Sciences - 29

Junior Reserve Officers Training Corps (JROTC) - 34

Math & Statistics - 36

Physical Education - 41

Science - 43

Learning Services - 47

Work Based Learning - 48

World Languages - 49

Central Vermont Career Center -53

Automotive Technology - 54

Baking & Pastry Arts - 54

Building Trades - 54

Co Op Education - 54

Cosmetology - 54

Culinary Arts - 54

Digital Media Arts - 55

Electrical Technology - 55

Emergency Services - 55

Exploratory Technology - 55

Human Services - 55

Medical Professions - 56

Natural Resources & Sustainable - 56

Plumbing & Heating - 56



Core Values, Beliefs, & Learning Expectations

The Spaulding High School community's mission is to provide a safe, supportive, and motivating environment to promote the best current methods of teaching and learning. We value education and offer it in a variety of ways to meet the needs of all students, enabling them to become respectful, responsible, knowledgeable, confident, healthy, and ethical global citizens. We are committed to providing all students with the support necessary to achieve these goals and expectations.

We hold the following beliefs about learning:

- Students learn best by doing research, asking questions, using primary resources, and applying logic for a practical purpose.
- Initiative, persistence, and effort, mixed with independent and collaborative work, promote meaningful learning.
- Timely and meaningful feedback and assessment, between teachers and students, during and at the conclusion of units, ensures continuous learning and improvement.
- Course options, varied teaching methods, and active classes engage students and address multiple learning styles.
- Up-to-date school resources contribute to effective teaching and learning.
- Success is fostered by guidance in developing clear goals for life after high school. Practical skills are essential for independent and productive living.
- SHS leaders model our values by being fair, firm, and consistent, while performing within the highest standards.
- Learning occurs best in an environment of order, equality, respect, and inspiration.

Learning expectations:

- Students will communicate effectively and creatively using oral and written languages, as well as a variety of media.
- Students will have a plan for life after high school and will be encouraged to pursue their interests and passions.
- Students will have access to and learn to use technology effectively and appropriately.
- Students will meet current state curriculum standards in English, mathematics, science, humanities, history, the arts, physical education, and health.
- Students will apply a variety of problem solving strategies demonstrating critical, reflective, and creative thinking.
- Students will exhibit leadership, collaboration, flexibility, and empathy in school activities.
- Students will understand and practice their rights and responsibilities as citizens and will participate in the democratic process and community service.
- Students will work to improve the school, the natural environment, and the global community.
- Students will develop healthy lifestyles, and treat themselves and all others with dignity and respect at all times.

Approved by SHS Faculty May 7, 2013

Approved by SHS Union School Board June 3, 2013

School Profile



OUR SCHOOL

With a student body of nearly 750, Spaulding High School serves students from a wide variety of cultural and socio-economic backgrounds. Because SHS shares a campus with the *Central Vermont Career Center*, Spaulding students gain a more complete education by having access to a range of academic and career-oriented courses. We strongly encourage students to take advantage of various Flexible Pathway options, to include Dual Enrollment, Early College, Work-Based Learning, as well as other opportunities designed to enrich their educational experience.

This strong combination of rigorous academics, including a large number of AP offerings, and contextual learning opportunities, fosters student engagement both during high school and well beyond the post-secondary level. The school prides itself in its outstanding level of school spirit.

Spaulding students are known around the region for the support they show for all school activities, from cheering at football games to attending the seasonal drama productions on opening night.

OUR COMMUNITY

Barre (pronounced “Bare-ee”) is a community known for its natural surroundings and many local businesses.

Just seven miles from Montpelier, Vermont’s capital city, Barre is the “Granite Center of the World.” The city prides itself in its’ artistic and historical architecture—a result of the mixture of the community’s large artist population, particularly many granite artisans.

As a small urban center in the midst of an extremely rural state, Barre’s downtown is known for its unique blend of commerce.

Graduation Requirements

- English – 4 Credits
 - Math – 3 Credits
 - Science – 3 Credits
 - History/Social Studies – 3.5 Credits
(includes 1 credit World History, 1 credit US History, and 0.5 Civics)
 - Fine Arts – 1 Credit
 - Physical Education – 1.5 Credits
 - Health - .5 Credit
 - Financial Literacy - .5 Credit (beginning with the Class of 2019)
 - Additional Courses – 7 Credits
- TOTAL CREDITS – 24 Credits**



ACADEMIC PLANNING



Whether a student's post high school goal is to attend a college or university, a technical institution, a branch of the military, or enter the job force, students now have the opportunity to develop a four year plan that enables them to personalize their learning and obtain 'High Quality Educational Experiences that acknowledge individual goals, learning styles, and abilities...'

With the passing of Act 77 (2013), students are *strongly encouraged* to take ownership of their learning and embrace the "opportunity to experience learning through any combination of high-quality academic and experiential components leading to secondary school completion and postsecondary readiness." - Adapted from the Agency of Education



For more information on Act 77 from the Agency of Education, click on this link:

<http://education.vermont.gov/student-learning/flexible-pathways>

Flexible Pathways

Act 77 has charged Vermont secondary school educators to create personalized learning environments that offer flexible pathways to graduation and a planning process by which students and educators can reflect on and document student learning over time as they plan their coursework over the next four years.

It is highly recommended that along with completing an English, Math, Science, and History credit every year, that a student complete the PE, Art, and Health requirements by the end of his/her sophomore year. By doing so, students may have more flexibility in scheduling remaining required and elective (including Central Vermont Career Center) courses during their junior and senior years.

Career Technical Education

Opportunity for students to gain the knowledge, training and skills of a particular technical field by enrolling in the Central Vermont Career Center.

Dual Enrollment

Juniors and Seniors have the opportunity to utilize two Dual Enrollment vouchers during these high school years. This program allows for such students to enroll in college classes for credit, awarded both through SHS and the chosen college/university.

Early College/VAST

Opportunity for Seniors to enroll in a full year of college courses at an accredited college like Vermont Technical College in Randolph or CCV.

Fast Forward at CCV

Opportunity for students who are enrolled in a technical center program who would like to enroll in college courses in their particular technical field.

Independent Study

Opportunity for students to pursue a particular discipline under the supervision and guidance of a certified teacher at Spaulding High School.

Online Learning

Opportunity for students to take online courses at other Vermont high schools through Vermont Virtual Learning Cooperative or Virtual High School that works within his/her school schedule.

Phoenix Program

Opportunity for students to learn in a smaller educational setting that allows them to attain their short and long term goals in an alternative setting.

Work Based Learning

Opportunity for Junior and Senior students to connect academic learning to careers and employment by participating in Job Shadows, Employee Panels and an unpaid work experience within the Central Vermont Community.

Naviance & GoEnnounce



At Spaulding High School, we use GoEnnounce and Naviance as two major tools in helping our students to develop their Personalized Learning Plan.

Naviance is designed to assist student in gaining information necessary to connect academic achievement with post-high school goals.

For more information click on this link:

<https://www.naviance.com/>

Naviance offers individualized assessments that allow students to better learn about their personality, strengths, interests and abilities.

Additionally, Naviance contains resources allowing students to research various careers and information about colleges. allowing students to research various careers and information about colleges.



GoEnnounce is designed as a digital portfolio.

Students can upload pictures, documents and notes about their learning experiences, community service, activities and athletics as they are happening. We are hoping to have video capabilities added soon. Students also list their interests and goals in their digital portfolio, which is shared with their adviser, counselor, parent(s) and any other relevant person. These members can see and respond to the great work that the student is recording in their portfolio.

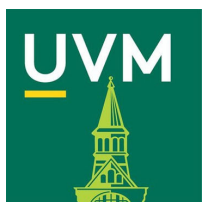
Additionally, the digital portfolio can be shared with employers, colleges, trade schools or others to help students convey their learning and great work that they have accomplished.

By using this information, Spaulding High School students can better learn about themselves and how their current strengths, interests and abilities match potential future pathways. By utilizing the information garnered through their PLPs, students have a much more rich understanding of options available to them now and in their future and can make the most of this information to help craft a personalized pathway through their secondary school education.

Sample Entrance Requirements for College

Below are several examples of entrance requirements.

Students are generally evaluated on their high school performance (including the rigor of a student's program), letters of recommendation and standardized examinations (SAT and/or ACT), essay(s), extracurricular activities and/or employment, special talents, and community service. A student should always be in communication with their School Counselor and the Admissions Departments. For all post high school planning, please use the resources available to you through your School Counselor and the Spaulding High School Counseling Office.



UNIVERSITY OF VERMONT

4 credits of English
3 credits of Math (up to Algebra II)
3 credits of History/Social Studies
3 credits of Science (including a lab ex: Biology, Chemistry)
2 credits of the same Foreign Language

Link to Admission Office:
<https://www.uvm.edu/admissions/undergraduate>



Middlebury
College

MIDDLEBURY COLLEGE

4 credits of English
4 credits of Math (up through at least Pre-Calculus or Statistics)
3 credits of History/Social Studies
3 credits of Science (including 3 labs ex: Biology, Chemistry, Physics)
4 credits of the same Foreign Language

Music, Art, and Drama also recommended

Link to Admissions Office
<http://www.middlebury.edu/admissions>



CASTLETON UNIVERSITY

4 credits of English
3-4 credits of Math (up through at least Algebra II)
3-4 credits of History/Social Studies
3-4 credits of Science (including 2 labs ex: Biology, Chemistry)
2 credits of the same Foreign Language

Link to Admissions Office
<http://www.castleton.edu/admissions/>



VERMONT TECHNICAL COLLEGE

4 credits of English
3-4 credits of Math
2 credits of History/Social Studies
2-3 credits of Science (including 1 lab ex: Biology, Chemistry)
2 credits of Foreign Language

Link to Admissions Office
<https://www.vtc.edu/admissions-aid/apply>

Please note that these are only recommended minimums. There are typically additional requirements and recommendations for a specific area of study. For further information, click on the url address that directly connects you to the Admissions Office.

School Terms

As students it is very important to understand the parameters around course changes to your schedule. Students should make every effort to remain in their requested courses. In the event that a schedule change needs to be made, please be aware of the following information on dropping and adding courses.



Full Time Status

Spaulding High School students are required to be scheduled for every block in each of the four quarters. Some of these blocks maybe through a Flexible Pathway.

Adding/Dropping Courses

Courses must be added to a student's schedule within the first *5 days* of the first semester classes. Quarter Courses must be added within the first *5 days* of the quarter.

Dropping Classes

To avoid any record of a course being on a transcript, the following timeframe must be followed. Year long classes must be dropped within the first five days of the first Semester. Semester classes must be dropped within the first five days of the Semester. Quarter classes must be dropped within the first five days of the quarter.

Students do have the option of dropping a Semester class at the end of a Quarter and replacing it with a Quarter class. They also have the option of dropping a Year Long class at the end of a Quarter or at the end of a semester and replacing it with a Quarter or Semester class.

The dropping of courses after the drop/add period is strongly discouraged; however there may be extenuating circumstances. In these cases no credit is awarded for dropped classes and the transcript record of the dropped class is as follows:

W - Withdrawn Passing

a grade of Proficient or above
and not factored into the
student's overall GPA

WPNM - Withdrawn Proficient

Not Met a grade of Partially Proficient or below and factored into the student's overall GPA

Grading System

Spaulding High School uses a proficiency based grading system.

Below is the breakdown of the grading system. Proficiency-Based Graduation Requirements (PBGRs) are the locally-delineated set of content knowledge and skills connected to state standards that, when supplemented with any additional locally-developed requirements, have been determined to qualify a student for earning a high school diploma. Vermont's Education Quality Standards (EQS) require that schools' graduation requirements be rooted in demonstrations of student proficiency, as opposed to time spent in classrooms.

The purpose of proficiency based reporting (PBR) is to improve student achievement by focusing instruction and the alignment of curriculum with state and national standards. Proficiency based reporting measures the level of achievement towards meeting identified standards, or how well students understand the material.



GRADING SYSTEM

Exemplary = 4.0
Partial Exemplary = 3.5
Proficient = 3.0
Partially Proficient = 2.5
Developing = 2.0
Beginning = 1.0
Incomplete = 0.00

** Credit is not awarded if one earns a Beginning or an Incomplete*

WEIGHTED GRADING SYSTEM (for AP and Honors Courses, College)

Exemplary = 4.33
Partially Exemplary = 3.83
Proficient = 3.33
Partially Proficient = 2.83
Developing = 2.33
Beginning = 1.33
No Credit = 0.00

personalize your learning

COURSE CATALOG



**GUIDANCE
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Mrs. Peggy Portelance, *Educational Success Counselor*

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The following pages contain the course offerings for the 2018-2019 school year. Prior to selecting courses, please consider your credit standings in each credit requirement area, your goals after high school, the requirements for each course offered, and your areas of interest.

Please be advised that consulting with your School Counselor is always a good practice.

The course offerings are divided into Departments. Each Department section offers a brief overview of the Department's philosophy. Under each Department are the courses offered. There will be a description of the course, including grade level, the length of the course, any prerequisites that are required, and what type of credit is awarded for successful completion of the course.

If you are unsure of anything pertaining to a particular course, please see your School Counselor.

COURSE CATALOG

0.5 Graduation Requirement
Financial Literacy Credits

Every student is expected to be fully scheduled.

Being fully scheduled includes participation in Spaulding High School classes, On Line Learning, Dual Enrollment, or any other form of a flexible pathway approved by the School Counseling and Guidance Director.

Every Spaulding High School student should familiarize themselves with the graduation requirements.



*consider courses that connect you with
promising careers*

BUSINESS DEPARTMENT

BUS105 - Introduction to Business

This course allows students to discover how businesses work and how they affect our daily lives. Focus is placed on economic decisions, systems, roles and measurements, as well as business in our economy, business structures, managers as leaders, and producing and marketing goods and services.

Computer technology will be used throughout the course. It is recommended that students pair this course with Financial Literacy.

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of Elective

NCAA Status - Not Approved

BUS106 - Financial Literacy

This course focuses on personal financial planning, which includes income and asset protection, income, investment, and money management, and spending and credit management. The course is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve life long personal financial success. **This course is graduation requirement.*

Open To - Grades 11, 12

Awarded Credit - .5 credit of Elective

NCAA Status - Not Approved

BUS107 - Computer Literacy

This course begins with an overview of touch typing and basic keyboarding skills. Students will use both Microsoft software and Google products to practice word processing and spreadsheet applications. Specific features will vary according to existing skills level of each student and will be designed to increase both efficiency and professionalism.

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of Elective

NCAA Status - Not Approved

BUS301 - Accounting I

This course provides the student with knowledge of accounting procedures for both career and personal use. The basic accounting cycles are thoroughly studied, including ethics, the theory of debits and credits, general and special journals, posting, financial reports, worksheets, adjusting and closing entries, and checking accounts. Students will need a pocket calculator. Students will have the opportunity to familiarize themselves with computerized accounting.

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit Elective

NCAA Status - Not Approved

BUS302 - Accounting II

This course is designed to develop higher skills and broader applications of knowledge than is possible in Accounting I. It is specifically oriented toward the career-minded or college bound student who will be seeking higher level business positions. The topics in this course include payroll procedures, adjustments, partnerships, taxes, and auditing.

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit Elective

Prerequisite - Accounting I

NCAA Status - Not Approved

COURSE CATALOG

In order to meet federal and state guidelines, students must have a minimum of thirty hours of classroom instruction and six hours of “behind-the wheel” instruction.

Some students will be expected to drive during after school hours in order to accommodate the “behind-the-wheel” state time requirements. Students need to demonstrate an acceptable level of knowledge and skill during their final class and in-car exam at the end of the nine-week program.

Admission Policy

Year of graduation – (seniors 1st, juniors 2nd, sophomores 3rd – freshmen ARE NOT ELIGIBLE)

2) Date of birth

3) Availability of the student to take Driver Education during a class period it is offered.

PLEASE NOTE: Date of birth does NOT determine semester assignments. In the event that Driver Education is over-enrolled, a waiting list will be maintained by year of graduation AND date of birth.

consider courses that enable you to gain the knowledge, training and skills needed in life

DRIVER'S EDUCATION

DRE201 - Driver Education

This course prepares novice drivers to drive safely on America's highways and empowers teens to manage high risk situations using the most appropriate highway user attitudes, responsible driving skills, and traffic safety principles available.

Course topics include the driving task, zone control, reference points, driving in urban traffic, rural areas, and on expressways, handling emergencies and adverse conditions, insurance and liability, legal issues, and the effects of driver impairment on driving. This program requires students to show respect and tolerance. Also, please be aware that all Drivers Education students will also be required to be enrolled in a companion class outlined at the bottom of this page.

Open To - Grades 10, 11, 12

Prerequisite - A valid Learner's Permit prior to the first class

Awarded Credit - .5 credit of Elective

NCAA Status - Not Approved

iGen Citizenship

This companion course to Driver's Education will be offered opposite Driver's Education in the student's schedule. It will cover interpersonal relationships, diversity, tolerance, Hazing, Harassment, and Bullying Policies, workplace behavior, social media etiquette, communication skills and how the topics apply to people born between 2000 and 2010, the iGen (short for “i Generation”, or “Generation Z”).

Open to - Driver's Education students

Prerequisite - None

Awarded Credit - .5 Elective

NCAA Status - Not Approved B

COURSE
CATALOG

4 Graduation Requirement
English Credits

The English curriculum has been designed to meet the needs of a wide variety of students.

All English courses carry one English credit (except students taking an AP English course, who will receive 1 English credit and one general credit) and contribute toward the state graduation requirement.



All English courses require the completion of a Summer Reading assignment.

Juniors and seniors who plan to major in English and/or apply to colleges with highly selective admissions policies should select AP English Language and Composition (501) and Advanced Placement English Literature and Composition (502); these students should also consider taking more than one English course per year.

read, lead, and master the world of literature

ENGLISH DEPARTMENT

A course sequence map is below. Be advised that courses cannot be repeated after being successfully passed. Juniors and seniors may take more than one English course in a given school year; however, students must take at least one English course in every year of high school.

9th Grade	10th Grade	11th Grade	12th Grade
101 Freshman English (with embedded honors option)	200 Sophomore English Honors	303 Junior English	403 Senior English
102 Freshman English	201 Sophomore English	English Seminars	
103 Freshman English	203 Sophomore English	411 Fantasy & Science Fiction	
		415 Social Issues in Literature	
		416 Modern British Voices	
		420 Classic Mystery Novels	
		421 Literary Nonfiction-Memoirs	
		422 Dramatic Literature	
		423 Journalism I	
		424 Journalism II	
		429 Women in Literature	
		430 Advanced World Mythology	
		501 AP English Language & Composition	
		502 AP English Literature	

** Students taking full year classes earn 1 English Credit & 1 Elective Credit.*

ENG101 - Freshman English (with embedded honors option)

This course is intended to provide a solid foundation for high school English. Reading and writing assignments are frequent. Students receive instruction in effective study habits, reading strategies, as well as in speaking and listening skills. Language basics (grammar, spelling, vocabulary, and mechanics) are reviewed. The units of study include mythology, hero's journey, actions and consequences, poetry, and debate. Essays will focus on the development of narrative and explanatory writing techniques. Students who choose to pursue honors credit will develop a plan with the classroom teacher in the second quarter. Honors students will be expected to display exemplary proficiency and leadership.

Open To - Grade 9

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English and 1 credit of Elective

NCAA Status - Approved

ENG102 - Freshman English

This year-long course provides students with a more extensive study of the fundamentals of critical reading, effective writing, and literacy analysis.

Students will develop their discussion and presentation skills as well as hone their study skills by approaching the course content using the successful habits of work. Language basics (grammar, spelling, vocabulary, and mechanics) are also reviewed.

Open To - Grade 9

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English and 1 credit of Elective

NCAA Status - Approved

ENG103 - Freshman English

This course focuses on developing reading, writing, and study skills through year-long immersion in the English language. The first half of the year focuses on the reading-writing connection by reading poems, fiction, and non-fiction to develop reading comprehension and analysis skills. Sentence structure, parts of speech and paragraph formation are reviewed. Narrative and explanatory essays are developed in response to course readings. The second half of the year follows the Freshman English curriculum and focuses on mythology and the hero's journey.

Open To - Grade 9

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English and 1 credit of Elective

NCAA Status - Approved

ENG200 - Sophomore English Honors

This is a challenging course for students who are motivated and self-disciplined. A rigorous reading program includes short stories, poetry, novels, and Shakespeare. Students will develop skills in literary analysis and interpretation. Instruction in the writing of essays and creative papers will stress organization, clarity of expression, and unity of purpose. Vocabulary study, oral presentations, and group projects are also required.

Open To - Grade 10

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG201 - Sophomore English

In Sophomore English, students will engage in study that focuses on grade-level expectations. Students will discuss, analyze, and reflect on a variety of genres, including fiction, non-fiction, drama, fantasy, science fiction, poetry, and memoir. Units will include a reading component, formal and informal writing and project-based assignments, and will be united by a thematic quest for identity. Students will also participate in weekly vocabulary and grammar instruction.

Open To - Grade 10

Prerequisite - Placement by English Department

Awarded Credits - 1 credit of English

NCAA Status - Approved

ENG203 - Sophomore English

This year-long course emphasizes reading, writing, speaking, and listening skills. Students prepare frequent practical essays while reading a range of short stories, novels, and poetry. Vocabulary and grammar will be studied weekly.

Open To - Grade 10

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English and 1 credit of Elective

NCAA Status - Approved

ENG303 - Junior English

This semester course reinforces and continues the development of reading, writing, speaking, and listening skills. The literature focuses on American authors whose stories reflect the scope of American history. Additional reading assignments allow a more personal choice and encourage the habit of lifelong reading. Frequent writing assignments are connected to the literature study and personal expression. Vocabulary and grammar are studied weekly.

Open To - Grade 11

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG403 - Senior English

This semester course provides a final exploration of different writing conventions and reading strategies. Through close reading, interactive discussion, and type II writes, students will examine real-life themes such as ambition, cultural acceptance, and self-concept. Encountering new vocabulary, students will continue to develop context reading skills and comprehension of words and phrases by discovering meaning and applying knowledge to practical situations. Ultimately, students will connect themes discussed throughout the semester to draft, revise, and develop a final written piece that will outline a next step in their transition.

Open To - Grade 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

English Seminars

ENG411 - Fantasy & Science Fiction

Students in this course will explore the alternate worlds created in fantasy and science fiction works, identifying and discussing key elements of the societies authors create. Students will also identify and analyze the themes common to both types of fiction, and will explore the ideas of human nature presented in these works. Some film presentations will also be analyzed, focusing on the translation from print to film, and evaluation which elements are stronger or weaker in alternate presentations. The emphasis will be analytic discussion and writing. Weekly vocabulary and grammar practice is also included in this course. A final project and presentation will be required through which the student demonstrates his/her understanding of the genres.

Open To - Grades 11, 12
Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English
NCAA Status - Approved

CATALOG

ENG415 - Social Issues in Literature

In human struggle and redemption, students will explore a variety of literary genres that reflect universal themes of human rights. Literature will have a contemporary, global focus, but will also include classic works of fiction, memoir, poetry, plays, essays, and speeches. Students will be expected to complete formal and informal analyses of literary and informational text, as well as several projects and speeches. Key themes/units in this college preparatory course include readings in refugee experiences, special needs students, and domestic violence. Students will be expected to successfully complete a guided independent project on a topic of their choice.

Open To - Grades 11, 12
Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English
NCAA Status - Approved

ENG416 - Modern British Voices

Modern British Voices is an introduction to British Literature of the twentieth century and beyond. Through a diverse collection of seminal works, we will explore how British authors have responded to historical and cultural change throughout the twentieth-century. We will pay specific attention to Modern and Post colonial works from minority and women writers. The topics addressed in this course include reactions to the World Wars, metropolitan ideals, immigration, and multiculturalism.

Open To - Grades 11, 12
Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English
NCAA Status - Approved

ENG420 - Classic Mystery Novels

In this course, we will explore gothic literature and its influence on the mystery and horror genre. Through close examinations of several texts, we will identify the unique aspects of each genre in addition to their commonalities. Beware of ghosts, murderers, and monsters, as we seek to understand all things that go bump in the night.

Open To - Grades 11, 12
Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English
NCAA Status - Approved

ENG421 - Literary Nonfiction - Memoirs

This course investigates the significance of the memoir- a first person account of a portion of one's life, often written by a person not otherwise famous. Through reading and discussing memoirs, we will examine the ways in which memoirists represent themselves through prose and the choices they way make in shaping their life stories. Students will analyze and experiment with various literary nonfiction techniques. Students will also write and learn from their own stories and the stories of others.

Open To - Grades 11, 12
Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English
NCAA Status - Approved

ENG422 - Dramatic Literature

This one semester course will concern itself principally with the examination of the thematic and structural significance of various comedies, histories, melodramas and tragedies. Students will study plays from ancient to modern times that will give them insight into the evolution of the drama, the conventions of the form, and the constraints and possibilities of theatrical production.

Open To - Grades 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG423 - Journalism I

This course seeks to teach journalistic writing while exposing students to the publication process. This course will cover three major categories: journalistic ethics and responsibilities: the journalistic writing style and its relevance to particular article types; and the power of the word (constructing clear communication). Journalism I will be writing intensive, with particular emphasis placed on the importance of rewriting and peer editing. There will also be weekly vocabulary, current event, and mugshot assignments. Above all, this is a writing course and it is expected that students will leave the course with a thorough understanding of the fundamentals of journalism- primarily print media.

Open To - Grades 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG424 - Journalism II

This course seeks to teach journalistic writing while exposing students to the publication process. This course will cover three categories: journalistic ethics and responsibilities: the journalistic writing style and its relevance to particular article types; and the power of the word (constructing clear communication). The course will be writing intensive, with particular emphasis placed on the importance of rewriting and peer editing, as well as producing articles for the school newspaper, The Sentinel. There will also be weekly vocabulary, current event, and mugshot assignments. Above all, this is a writing course and it is expected that students will leave the course with a thorough understanding of the fundamentals of journalism- primarily print media.

Open To - Grades 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG429 - Women in Literature

In this course, students will examine both the role of the female writer and the treatment of women in works by male writers over time. What conclusions can be made about gender, voice, power, and so forth by studying these works as a body, and where does this grouping fall flat? After analyzing texts together, students will have the opportunity to engage in individual, focused study on the minority voice. Students will produce their own works of expressive, informational, and analytical writing.

Open To - Grades 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG430 - Advanced Mythology

In this course, students will read, analyze, and evaluate world mythology. We will compare and contrast myths not only across cultures, but also across time. This course will study the cultural impact of these texts in terms of some of the following: beliefs, values, behaviors, literature, art, and trends.

Open To - Grades 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG501 - AP English Language and Composition

The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. ** Students are required to take the Advanced Placement English Language and Composition exam in May.*

Open To - Grade 11

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English and 1 credit of Elective

NCAA Status - Approved

ENG502 - AP English Literature and Composition

Advanced Placement English is a college-level literature and composition class. Students will read poetry, fiction, and drama from British literature and continental literature. Students will also read some nonfiction. The class is conducted as a seminar. Students should be willing to think aloud and engage in discussion with a partner, a small group, and the entire class. They will write regularly in class and should be prepared to read their work out loud. Formal essay assignments on major works will further develop students' skills in analysis and interpretation. There will be several projects/presentations. Students will also study vocabulary and grammar. In addition to summer reading assignments, students must complete summer writing assignments. ** Students are required to take the Advanced Placement English Literature and Composition exam in May.*

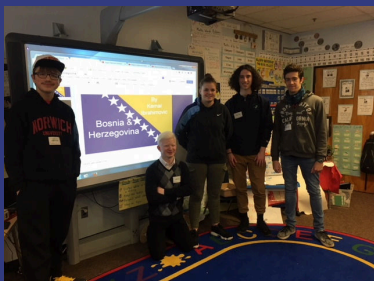
Open To - Grade 11

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English and 1 credit of Elective

NCAA Status - Approved

COURSE CATALOG



The ESOL curriculum has been designed to assist high school students whose native language is not English. This language learning acculturation and support program helps students who have come from foreign countries perform well in academic courses and adjust to life in our community. The ESOL students are regularly assessed by means of standardized testing, and in coordination with school counselors, are assisted in planning their college and career goals. A supervised area serves as a homeroom for ESOL students. Direct support services are provided for ESOL students enrolled in a variety of subjects.

challenging your linguistic skills

ENGLISH SPEAKERS OF OTHER LANGUAGES

ESOL101, 201, 301, 401, 501, 601

This series of structured courses supports students learning academic English in the context of an ESOL class. As students progress from beginning through advanced levels, they will develop their vocabulary and grammar, and focus on speaking, listening, reading, and writing skills.

Open To - by Teacher recommendation

Awarded Credit - 1 credit of English or Elective

TOEFL Preparation Program

To gain admission to American Colleges, ESOL students are often required to take the TOEFL (Test of English as a Foreign Language). This ESOL class helps build vocabulary and focuses on the necessary listening and reading comprehension, essay writing, grammar correction, and test-taking strategies for success in this exam.

Open To - ESOL Seniors

Awarded Credit - 1 credit of English or Elective

Please note that ELL students may receive English credit through ELL structured classes (Level I, Level II, Level III, Level IV, Level V) with approval of the School Counseling and Guidance Director.

COURSE CATALOG

Health and Family Consumer Science education is an exploration of ideas, values, and information that assists students in defining and enhancing their personal quality of life.

Recognizing the concept of family as our greatest strength in establishing quality of life, the curriculum focuses on the management of personal, family, and community resources through applied skill development in communication, critical thinking, reasoning and problem solving, personal development, and social responsibility.



*different methods of learning that prepare one
for the future*

HEALTH & FAMILY CONSUMER SCIENCES

FCS101 - Wellness

This semester-long course focuses on developing skills for lifelong personal health. These skills include Analyzing Influences, Accessing Information, Interpersonal Communication & Advocacy, Decision Making & Goal Setting, and Self Management. Health topics include disease prevention, relationships, alcohol and other drugs, nutrition, and stress management.

Open To - Required for 9th Graders

Awarded Credit - 1 credit of Health
NCAA Status - Not Approved

FCS104 - Food Exploration

What makes bread rise? What happens when you heat beat or mix eggs? How does sugar become candy? Discover the answers to these questions and more as you explore the science of food!! Students will also study safe food handling, basic food preparation methods, alternative eating plans, (including vegetarian and diabetic) dieting, and eating disorders.

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 Elective credit
NCAA Status - Not Approved

FCS201 - Health

This semester-long course focuses on developing skills for lifelong personal health. These skills include Analyzing Influences, Accessing Information, Interpersonal Communication & Advocacy, Decision Making & Goal Setting, and Self Management. Health topics include disease prevention, relationships, alcohol and other drugs, nutrition, and stress management.

Open To - Grades 11, 12

Awarded Credit - 1 credit of Health
NCAA Status - Not Approved

FCS204 - Culture & Cuisine

This course will explore different cultures and the foods related to each specific culture. Students will learn how to plan, prepare, and budget meals. Emphasis is placed upon cooking principles and various food preparation techniques. Successful completion of Food Exploration and/or teacher recommendation in order to be placed.

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 Elective credit
NCAA Status - Not Approved

COURSE CATALOG

1 Graduation Requirement
Fine Arts Credit



Music is a universal expression of the human spirit – a basic human need. It allows us to communicate our deepest ideas and feelings, to explore and preserve our cultural heritages, and to celebrate the realms of emotion, imagination, and creativity that result in new knowledge, skills, and understanding.

Therefore, every individual should be guaranteed the opportunity to learn music and to share in musical experiences.



*unmasking your creativity through art, music,
and photography*

PERFORMING & FINE ARTS

FNA102 - Exploring Popular Music

This class traces the development of American popular music from its roots in the blues, through jazz and early rock and roll, continuing through present styles of rock music. This class will involve lecture, listening, viewing, student research, and essays.

Open To - Grades 9, 10, 11, 12
NCAA Status - Not Approved

Awarded Credit - 1 credit of Fine Art

FNA110 - Band

This course meets everyday in the a.m. block. It is open to all students with prior instrumental music experience from either a middle school band program or private lessons on a band instrument. Students are expected to perform at all parades, home football games, and concerts.

Open To - Grades 9, 10, 11, 12
NCAA Status - Not Approved

Awarded Credit - .5 credit of Fine
Art per semester

FNA111 - Chorus

Chorus is a performing ensemble. This course meets everyday in the a.m. block. It is open to all students with a desire to learn to sing. Prior vocal experience is not required. The group sings a wide variety of styles and genres of music including classical, pop, Broadway, folk, and world music. In addition to preparing music for performances student will learn fundamentals of singing, sightreading, and music notation. Attendance at public performances that take place beyond school hours is required and will be a factor in grading.

Open To - Grades 9, 10, 11, 12
NCAA Status - Not Approved

Awarded Credit - .5 credit of Fine
Art per semester

FNA211 - Advanced Choir

In this performance based class, students will build on the basic skills learned in Concert Choir. If you are looking for more challenging music and one-on-one attention, this is the class for you. In addition to more advanced repertoire, students will work on individual vocal development, sightreading, and further developing their literacy in music theory. Prior vocal experience is required. Attendance at public performances that take place beyond school hours is required and will be a factor in grading.

Open To - Grades 9, 10, 11, 12

Prerequisite - Concurrent enrollment in either Band or Chorus,
or permission by the instructor

Awarded Credit - 1 credit of Fine
Art per semester
NCAA Status - Not Approved

FNA120 - Jazz Ensemble

This class is a semester long class. Students are encouraged to join for the entire year as most of the repertoire that is learned in semester one is performed during semester two. Students must be able to play one of the following instruments: trumpet, saxophone, trombone, piano, bass, drums, or guitar. Students must be concurrently enrolled in Band.

Open To - Grades 9, 10, 11, 12

Prerequisite - Teacher recommendation

Awarded Credit - 1 credit of Fine Art
NCAA Status - Not Approved

FNA300 - Advanced Music Theory

This class is designed for students that wish to explore Music Composition. This class will cover basic harmonization, melody writing and counterpoint. Students will compose and arrange original works using the music notation software Finale. Students who wish to enroll should have already completed Music Theory.

Open To - Grades 9, 10, 11, 12

Prerequisite - Successful completion of Music Theory and/or Teacher Recommendation

Awarded Credit - .5 credit of Fine Art

NCAA Status - Not Approved

FNA301 - Music Theory

This course is designed for music students who wish to gain an understanding of the form, structure, and sound of music. This course will provide a background in the basics of music and how it is organized. Topics include reading bass and treble clef, intervals, scales, triads, rhythms, and more. Students will be taught music theory and offered practice in theory concepts through computer assisted compositions.

Open To - Grades 9, 10, 11, 12

Prerequisite - Teacher recommendation

Awarded Credit - .5 credit of Fine Art
NCAA Status - Not Approved

FNA302 - Beginning Guitar

This course is for the beginning guitar student with or without previous music experience. The course will consist of a survey of musical styles with emphasis on note reading. Guest artists will give brief clinics during the year. Limited to 15 students, priority is given to Juniors and Seniors.

Open To - Grades 9, 10, 11, 12

Prerequisite - Students are urged to supply their own acoustic guitar. If this is not possible the Music Department has a limited number of guitars for student use.

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Approved

FNA308 - African Drumming

This course is designed for students who wish to gain an understanding and appreciation of African music. This course will provide a background in the techniques and traditions of African drumming. The class will be taught aurally and students will not read music. No prior drumming experience is required, nor is the ability to read music. A willingness to try new things and have fun is required!

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of Fine Art

NCAA Status - Not Approved

FNA313 - Piano Lab

This course is designed for the beginning music student who is interested in developing basic piano and music reading skills. This class will teach the concepts and fundamentals needed to play the piano. It will increase musical understanding by teaching students a vocabulary of chords and keys, accompaniment patterns, and improvisational techniques. Students will develop good practice habits and learn techniques to increase the muscular agility and flexibility of their hands. Previous musical experience or knowledge is not necessary. This class operates largely on an individual basis. The curriculum is delivered in a sequential manner- moving from simple to more complex concepts. There is ample opportunity for practice and review in order for the student to gain understanding and appropriate skill development. Weekly performances in class are the primary means of assessing proficiency and skill development.

Open To - Grades 9, 10, 11, 12

Prerequisite - Teacher Recommendation

Awarded Credit - .5 credit of Fine Art

NCAA Status - Not Approved

COURSE CATALOG

1

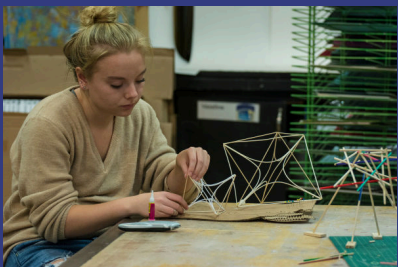
Graduation Requirement
Fine Arts Credit



The visual arts provide an excellent opportunity for creative expression and to develop the neglected parts of our brains.

In his book *A Whole New Mind*, Daniel Pink asserts that while the aptitudes measured by the SAT are still necessary, they are no longer enough in our rapidly changing world.

He describes additional aptitudes necessary for professional success and personal fulfillment in this new century: Design, Story, Symphony, Empathy, Play and Meaning.



*unmasking your creativity through art, music,
and photography*

PERFORMING & FINE ARTS

FNA101 - Art Studio Introduction

This foundation course introduces students to creative expression in the visual arts through a variety of mediums. Students explore the elements and principles of design, critique, and art history/appreciation while building skills in drawing, painting, printmaking, sculpting and other art forms. Emphasis is on expression, creative problem solving and basic technique providing an excellent introduction to the skills needed for advanced study in 2-D Art Studio and 3-D Art Studio.

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Approved

FNA103 - Drawing Studio

This foundation course introduces students to creative expression in the visual arts through various drawing media and techniques, plus drawing-related art forms. Students explore the elements and principles of design, critique, and art history/appreciation while learning to draw both from observation and imagination. Emphasis is on expression, creative problem solving and learning to see like an artist. This course is excellent preparation for 2-D Art Studio.

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Approved

FNA201 - Digital Photography

As an introduction to digital photographic techniques, students will use Adobe Photoshop throughout the course to produce and edit their photographs. Emphasis will be placed on the elements and principles of design and how they apply to strong composition in photography. Students have the opportunity to learn the mechanics of digital photography, lighting techniques and digital image manipulation.

Open To - Grades 10, 11, 12

Prerequisite - Students are urged to supply their own digital camera. If this is not possible, the Art Department has a limited number of cameras available for student use.

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Approved

FNA202 - 2-D Art Studio

This advanced course builds and refines the traditional skills of two-dimensional art including drawing, painting, and printmaking. Students will build on their knowledge of composition, elements and principles of design, color theory and will develop seeing skills through a series of sequential assignments using both observation and imagination. Art history/appreciation and criticism are woven into this course. This course may be repeated for further advanced level art study (teacher recommendation required for repeat enrollment).

Open To - Grades 9, 10, 11, 12

Prerequisite - Proficient (or a grade of B or better in previous years in Art Studio Introduction, World Art or Drawing and Teacher recommendation

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Approved

FNA203 - 3-D Art Studio

This advanced course builds and refines the traditional skills and techniques of sculpture using a variety of media. Clay is emphasized in quarter one, while techniques using materials such as found objects, wood, papier maché, plaster, wire, and natural objects will be emphasized during the second quarter. Students will build on their knowledge of 3-D composition, the elements and principles of design and construction techniques through a series of sequential assignments using both observation and imagination. Art history/appreciation and criticism are woven into this course. This course may be repeated for further advanced level art study (teacher recommendation required for repeat enrollment).

Open To - Grades 10, 11, 12

Prerequisite - Students are urged to supply their own digital camera. If this is not possible, the Art Department has a limited number of cameras available for student use.

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Approved

FNA311 - Artem Future Technology (The Art of Future Technology)

That's cool - How did they do that? How can we use technological tools in art making? Since the invention of the integrated circuit and the Personal Computer democratic access to electronic tools has been accelerated. Robotics, Graphic Design, Photography, and Sound & Video are electronic versions of traditional disciplines such as Cinema, Music, Theater & Engineering. This accelerated course will give you access to all that you are willing to learn about the fundamentals of electronic integrated arts; whether that be via creation of electronic tools (soldering, robotics) or the use of available, off the shelf technologies (circuit bending, Adobe™ Photoshop, © GNU/FOSS/iOS/OSX/Android). Students are expected to create a body of finished work and participate in either the Spring or Winter SHS Art Show as a requirement for achieving Proficiency. No personal digital devices necessary for class participation.

Open To - Grades 9, 10, 11, 12

Prerequisite - Teacher Recommendation

Awarded Credit - .5 credit of Fine Arts

NCAA Status - Not Approved

FNA312 - Ceramics

The oldest art making technology in the world is drawing (see 2D Art Studio). Once you can draw something in mud, if you let that clay bake long enough it will turn into stone. This magical process is at the center of Ceramic Art. Learn about the rich history of ceramic objects by making Art out of clay. Students will be able to create Ceramics and Pottery using a variety of tools including (but not limited to): extrusion, firing, glazing, hand building, modeling & wheel throwing. Students are expected to create a body of finished work and participate in either the Winter or Spring SHS Art Show as a requirement for achieving Proficiency.

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of Fine Art

NCAA Status - Not Approved

COURSE CATALOG

2.5

Graduation Requirement
History & Social Sciences
Credits

The history and social science curriculum is organized chronologically and seeks to promote understanding of the world today by exposing students to all historical eras and geographic regions. Freshmen study world history, sophomores study United States History, and juniors study Civics. Juniors and seniors may choose additional courses in the History/Social Science Seminars.

For graduation, students must complete one credit in world history, one in American history, one half credit in civics, and one additional history credit. All world and American history classes require a research paper. The department is committed to a sequential, coordinated curriculum from grades K-12 and to continuous professional development in the content areas and classroom practices.

*understanding the past and
mastering the present*

HISTORY & SOCIAL SCIENCES

The diagram below illustrates a typical progression of history and social science course sequence. Students and families are encouraged to communicate with history/social science teachers and school counselors to determine which course sequence is best.

9th Grade	10th Grade	11th Grade	12th Grade
Modern World History Honors	AP US History	Civics	AP Government
Modern World History	US History		AP Psychology
		History/Social Science Seminar Courses	
		311 Holocaust/Genocide	
		313 Psychology	
		317 World War II	
		318 The Civil War and Reconstruction	
		319 Medieval History - Castles and Conflict	
		320 Vietnam: War	
		502 AP Psychology	
		503 – AP Government	

HIS110 - Modern World History Honors

This course surveys world history from the seventeenth century to the present and is the first course in the Honors/AP sequence in history and social sciences. Students will read and write extensively based on assigned primary and secondary sources and their own research. They will analyze and evaluate historical information and present it in a variety of ways including a research paper, mock trials, debates, and media applications. Students with an interest in history and who look forward to a challenge should choose the honors section. A high level of independence and initiative is expected of honor students. **Students must write a proficient research paper to receive credit for the class.*

Open To - Grade 9

Prerequisite - Placement by the 8th Grade School Counselor and/or student choice

Awarded Credit - 1 credit of World History

NCAA Status - Approved

HIS111 - Modern World History

This course surveys world history from the seventeenth century to the present. Students use primary and secondary sources, a historical novel, and multimedia sources to build a historical knowledge base on which critical thinking exercises are

based. Homework and writing assignments are assigned frequently, and a research paper is required. **Students must write a proficient research paper to receive credit for the class.*

Open To - Grade 9

Prerequisite - Placement by the 8th Grade School Counselor and/or student choice

Awarded Credit - 1 credit of World History

NCAA Status - Approved

HIS112 - Modern World History

This course surveys world history from the seventeenth century to the present, with an emphasis on connections to current events. Instruction will also focus on improving reading and writing skills. **Students must write a proficient research paper to receive credit for the class.*

Open To - Grade 9

Prerequisite - Placement by the 8th Grade School Counselor

Awarded Credit - 1 credit of World History

NCAA Status - Approved

HIS500 - AP United States History

AP US History will cover the content and skills required for success on the AP exam, which all students are required to take in May. Students will use a college-level textbook and read and write extensively. The course will refine critical thinking techniques and expose students to alternative perspectives on history through print and visual media. The class will move at a quick pace and a considerable amount of independent work will be expected of students.

AP US History and Sophomore Honors English will run concurrently in an A/B format. Students who choose both classes will be scheduled for the same block and meet for English on one day, history the next. The expectation is that students will be better able to absorb and process the information in these two challenging classes in this manner as opposed to the faster pace of a one semester daily block of 75 minutes. If enrollment numbers allow, additional sections will be scheduled for students who choose only one of the courses. In particular, upperclassmen who have taken US History 301 are encouraged to take AP US History. **Students must write a proficient research paper to receive credit for the class.*

Open To - Grades 10, 11, 12

Prerequisite - Teacher recommendation and/or student choice

Awarded Credit - 1 credit of US History

NCAA Status - Approved

HIS301 - U.S. History

Modern U.S. History courses examine the history of the United States from the Civil War era to the present. Political, military, scientific, and social developments are typically included as part of the historical overview. This course will refine critical thinking and reading, writing, and study skills. Independent reading and writing assignments will be assigned regularly, and a research paper is required. **Students must write a proficient research paper to receive credit for the class.*

Open To - Grade 10

Prerequisite - 1 credit of History, Teacher Recommendation and/or student choice

Awarded Credit - 1 credit of US History

NCAA Status - Approved

HIS302 - U.S. History

Modern U.S. History courses examine the history of the United States from the Civil War era to the present with an emphasis on connections to current events. Political, military, scientific, and social developments are typically included as part of the historical overview. This course will refine critical thinking and reading, writing, and study skills.

Independent reading and writing assignments will be assigned regularly, and a research paper is required.

Instruction will also focus on improving reading and writing skills. **Students must write a proficient research paper to receive credit for the class.*

Open To - Grade 10

Prerequisite - 1 credit of History, teacher/counselor recommendation only

Awarded Credit - 1 credit of US History

NCAA Status - Approved

HIS304 - Civics

Civics is the study of government and citizenship, specifically in the United States. It is a nine week required course in which students will investigate the foundations and purposes of government at the federal, state, and local levels, along with understanding how Americans interact with their government on a daily basis, and vice versa. Students will examine the rights, duties, and responsibilities of a citizen at each level and participate in an authentic, inquiry based culminating activity.

Open To - Grades 10, 11, 12

Awarded Credit - .5 credit of Civics

NCAA Status - Approved

HIS311 - Holocaust/Genocide

This course will examine efforts to systematically eliminate certain groups of people. Extensive attention will be paid to the Holocaust and Nazi Germany, while exploring genocides in other areas of the world, such as Rwanda and Cambodia. The course will consider the causes of genocide, the victims' experience, the mindset of the perpetrators, and the international response, among other issues.

Open To - Grades 11, 12

Awarded Credit - .5 credit of History Elective

NCAA Status - Approved

HIS313 - Psychology

This course surveys the many fields of psychology including positive psychology, learning, health and stress, and psychological disorders. Students will explore the theories of prominent psychologists such as Freud, Bandura, Seligman, and Skinner. Reading comprehension and critical thinking will be stressed. Special attention will be given to the development of self-understanding. Reading and writing assignments will be substantial and challenging. This course addresses the Vermont standards for literacy and problem solving.

Open To - Grades 11, 12

Awarded Credit - .5 credit of History Elective
NCAA Status - Approved

HIS317 - World War II

This course surveys the causes and effects of World War II in the European and Pacific theaters from the beginning of the conflict through the surrender of the Axis powers and the early stages of the Cold War. Through the use of primary and secondary sources, students analyze social, political, and military implications of one of the most devastating and transformational periods in human history. Students are assessed through a variety of individual and group activities and projects. Homework and writing assignments are assigned frequently, and a research paper is required.

Open To - Grades 11, 12

Awarded Credit - .5 credit of History Elective
NCAA Status - Approved

HIS318 - The Civil War and Reconstruction

Although attention will be devoted to the causes and long-term consequences of the Civil War, this class will focus primarily on the war years (1861-1865) with special emphasis on the military and technological aspects of the conflict. Four questions, long debated by historians, will receive close scrutiny: What caused the war? Could the South have won? Why did the North win the war? To what extent is the Civil War America's "defining moment"?

Open To - Grades 11, 12

Awarded Credit - .5 credit of History Elective
NCAA Status - Approved

HIST 319 - Medieval History - Castles and Conflict

Introduction to the Medieval World spanning the 5th century through the 15th century. A broad view of social, religious, cultural, economic and political developments during Medieval Europe. In addition to studying the culture of Western Europe, the course will also look at Asian and Islamic influences on this time in order to gain an introductory view of important events, people and movements of the medieval era around the world as a whole.

Open To - Grades 11, 12

Awarded Credit - .5 credit of History Elective
NCAA Status - Approved

HIS320 - Vietnam: War

This class examines the military, political and diplomatic history of the war, as well as the context in which it was fought - the cold war and the revolutionary changes of the 1960's themselves. Topics covered in this class will cover the early history and culture of Vietnam, the French involvement, cold war tension and the nuclear standoff between the USSR and the USA, as well as early steps in American military involvement. We will also cover the United States at war in Vietnam and the mistakes made, the protest movement and the music of the time. We will conclude with the lessons learned as a result of American involvement in Vietnam, the memorials raised and how that conflict haunts American leaders even today. The class also attempts to involve students in local history; local boys that were killed in Vietnam will be highlighted in class and graduates of Spaulding High School will come to class and describe to students what high school was like during that time.

Open To - Grades 11, 12

Awarded Credit - .5 credit of History Elective
NCAA Status - Approved

HIS503 - AP US Government & Politics

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning to assess causes and consequences of political events, and interpret data to develop evidence-based arguments. **Students must take the AP exam in order to get credit for this course.* Additionally, completion of this course will earn students their Civics credit, though students retain the option to take the traditional Civics course for credit should they choose to do so. Students are required to take the AP Government Exam in May.

Open To - Grades 11, 12
NCAA Status - Approved

Awarded Credit - 2 credits of Social Studies/
History Elective (including credit for Civics)

HIS502 - AP Psychology

This is a college-level introductory psychology course that surveys the methods, approaches and history of psychology, the biological bases of behavior, sensation and perception, learning, motivation and emotion, developmental psychology, personality, testing and intelligence, abnormal psychology, and therapies. A research paper is required. Reading and writing assignments will be substantial and challenging. This course reflects the National Psychology Standards and the Vermont standards for literacy and problem solving. **Students are required to take the AP Psychology Exam in May.*

Open To - Grades 11, 12
Prerequisite - 2 credits of History

Awarded Credit - 2 credits of Social Studies Elective
NCAA Status - Approved

COURSE CATALOG

1.0 Elective Credit



JROTC is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self esteem, teamwork, and self-discipline.

The program's focus is reflected in the mission statement: To motivate young people to be better citizens. JROTC prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens.

*motivating individuals
to be better citizens*

JROTC

LET1 - Leadership Education & Training 1

This course will cover topics in military leadership, citizenship, interpersonal communications/relations, public speaking, written communications, and physical fitness, with emphasis in personal responsibility. Students will develop their leadership skills during class time through drill and ceremonies (D&C), and physical training (PT). Additional leadership opportunities are available outside the classroom. Students will experience a hands-on learning environment using a military model, with extensive intra-curricular service learning opportunities. Students are required to attend a weekly "formation" conducted at 0730, in the gym, on the first school day each week, wearing the prescribed uniform. Additionally, students are required to participate in the Barre Veteran's Day parade.

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1.0 Elective Credit

NCAA Status - Not Approved

LET2 - Leadership Education & Training 2

Course description is similar above, however units are as follows:

Military Drill (see Course Standards for specific LET level requirements)

Physical Training (see Course Standards for specific LET level requirements)

You The People-Citizenship Skills

Foundations of the American Political System

Creating the Constitution

Shaping American Institutions and Practices

Citizen Roles in American Democracy

Open To - Grades 9, 10, 11, 12

Prerequisite - successful completion of LET1

Awarded Credit - .5 embedded Elective Credit and .5 Civics Credit awarded upon successful completion

NCAA Status - Not Approved



The program requires the accomplishment of community service projects to demonstrate the meaning of citizenship. Also included are the following extracurricular activities designed to provide additional leadership training and complement classroom instruction:

Color Guard, Drill, Rifle, and Raider Teams. JROTC uses the military model to teach leadership, but does not recruit for the military, obligate for the military, or teach combat skills.



LET3 - Leadership Education & Training 3

This advanced level course capitalizes on the training received in LET1 and LET2 to allow cadets to assume senior level non-commissioned officer and junior officer ranks in the cadet organization. The course reviews, reinforces and expands on each of the subject areas with emphasis on career development and the pursuit of higher education.

Open To - Grades 10, 11, 12

Prerequisite - Earn Partial Proficiency in order to be placed

Awarded Credit - .5 embedded Elective Credit and .5 Financial Literacy Credit awarded upon successful completion

NCAA Status - Not Approved

LET4 - Leadership Education & Training 4

Primary emphasis will be placed on the practical application of the cadet organization. Therefore, the LET4 year is structured to allow cadets to perform their assigned command or staff duties and act as a class instructor or assistant instructor for selected LET 1 through 3 subjects. Academic instruction for LET4 will consist of self-paced study, suggested readings, seminars, vignettes, case studies, and special assignments.

Open To - Grades 10, 11, 12

Prerequisite - Earn Partial Proficiency in order to be placed

Awarded Credit - 1.0 Elective Credit

NCAA Status - Not Approved

LET5, LET6, LET7, LET8 - Leadership Education & Training 5-8

These advanced level courses are available to cadets having successfully completed the program and who wish to continue to develop leadership and managerial skills in the program by becoming teacher assistants in the LET 1 through 4 classes. Students are expected to perform duties as assigned to include: special projects, tutoring, classroom instruction, coaching of the various extracurricular activities, and to act as cadet mentors.

Open To - Grades 11, 12

Prerequisite - Permission of instructor

Awarded Credit -1.0 Elective Credit

NCAA Status - Not Approved

COURSE CATALOG

3.0 Graduation Requirements
Math Credits

For all math courses, it is required that students have their own Texas Instruments TI-83+, TI-84 or TI Nspire graphing calculator to support class work as well as homework.

Please contact the Mathematics & Statistics Department Chair, Ms. Erin Carter at ECartshs@u61.net with any questions or concerns regarding calculators.



*students prepare themselves for the future by
mastering mathematical skills*

DEPARTMENT OF MATHEMATICS & STATISTICS

MAT103 - Connections

This course uses principle of engineering and design to reinforce and build on existing knowledge of numbers as well as probability, fractions, proportions, equations, inequalities, percents, angles and geometric figures. The purpose of this course is to build mathematical habits around discussion, questioning and work in order to assist students in achieving state standards and relate acquired knowledge to real-world situations. Connections will foster the development of problem solving skills, questioning techniques, planning and prepare students to take Foundations. Ideas from the beginning of the course continue to reappear as students work on multiple projects throughout the year. A Connections student will need to work with other students to solve problems and discuss ideas. They will also need to manage due dates and deadlines of projects.

Open To - Grade 9

Prerequisite - Placement by the Math Department

Awarded Credit - 1 credit of Math and 1 credit of Elective

NCAA Status - Not Approved

MAT105 - Foundations

For some students, this will be an entry-level course and for others it will be a continuation from their work in Math 103 Connect. Students examine such topics as integers, equations, probability, patterns, order of operations, ratios and proportions, percent applications, Pythagorean Theorem, area and volume. The topics are approached through a variety of methods. Work from the beginning of the course builds throughout the course, continuously reinforcing earlier strategies. A potential Foundations student may need additional skill development in basic computation and/or a more concrete understanding of mathematical concepts generally presented in high school math courses. To be successful, a Foundations student must complete daily assignments and work cooperatively with his/her peers. To assist students in developing mathematical understanding and reasoning skills, the course extends through the year and prepares students for discovering Algebra. This course is not a repeatable course unless individually approved by the Math Department as well as Administration. This course is not repeatable.

Open To - Grades 9, 10

Prerequisite - Placement by the Math Department

Awarded Credit - 1 credit of Math and 1 credit of Elective

NCAA Status - Not Approved

MAT100 - Algebra I Honors

In this course, students develop key algebraic concepts in a rapid succession through explorations and investigations using technology. A potential honors student should be able to skillfully handle the arithmetic of whole numbers, fractions, decimals and percents without a calculator and perform tasks within time limits. Students need to have a significant degree of motivation to be successful in this course.

Open To - Grades 9, 10

Prerequisite - Placement by the Math Department

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT102B - Algebra I

In this course, students examine such topics as proportions, direct and inverse variation, linear equations, systems of equations, inequalities, exponential growth and decay, transformations and quadratics. The examination of the topics is embedded in real-life situations and applications, and includes investigations where students construct their own understanding of the mathematical concepts. A potential Algebra student should also be able to follow directions and be disciplined to read, listen and think. To be successful the student must complete daily assignments and be able to work cooperatively in groups as well as independently. To assist students in being more successful, more time is given for the learning experience.

Open To - Grades 9, 10

Prerequisite - Placement by the Math Department

Awarded Credit - 1 credit of Math and 1 credit of Elective

NCAA Status - Approved

MAT200 - Geometry Honors

In this course students follow the logical development of the structure of Euclidean Geometry, with an emphasis on problem solving involving planes and solid figures. It is a challenging course for students with a high degree of motivation to devote to daily preparedness and perseverance. Students must have the ability to read, understand, and apply the concepts presented and to draw conclusions based on work with the geometry graphing calculator. There is a rapid progression of topics and students must be able to perform within time limits.

Open To - 9, 10

Prerequisite - Must earn proficiency in Algebra I Honors or Algebra I and/or placement by Math Department

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT202 - Geometry

In Geometry, students examine such topics as area, volume, geometric constructions, triangle properties, different forms of reasoning, similarity, and trigonometry. The examination of these topics is embedded in real-life situations such as surveying and architecture. This includes investigations, where students use inductive reasoning to form their own understanding of the mathematical concept. A potential geometry student should be skilled in basic computation and algebra skills and have the willingness and ability to read, listen, and think. Geometry students must also work in groups and independently, and complete daily assignments to be successful.

Open To - Grades 10, 11

Prerequisite - Must earn proficiency in Algebra I and/or placement by the Math Department

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT300 - Algebra II Honors

This course is a continuation of Algebra I Honors, with an emphasis on problem solving using algebraic concepts. Students must be highly motivated with a solid understanding of previous math courses, be able to think abstractly and be proficient problem solvers. There is a rapid progression of topics and students must be able to perform within time limits.

Open To - Grades 10, 11, 12

Prerequisite - Must earn proficiency in Geometry Honors or Geometry and placement by the Math Department

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT303 - Algebra II

This is a one-semester course with a rapid progression of topics such as: recursion, functions, relations, transformations, exponential and logarithmic properties, composite and inverse functions, higher degree polynomials and quadratics. The examination of these topics is embedded in real life situations such as projectile motion and modeling. To be successful students must complete daily work and be disciplined to read, listen, and think independently.

Open To - Grades 10, 11, 12

Prerequisite - Must earn proficiency in Geometry and/or placement by the Math Department

Awarded Credit - 1 Credit of Math

NCAA Status - Approved

MAT400 - Pre-Calculus Honors

This is an advanced one semester course for the motivated mathematics student. It is designed to prepare students for post-secondary education. Topics include: functions, mathematical models, periodic functions, trigonometric and circular functions, trigonometric identities, combinations of sinusoids, conic sections, polynomial and rational functions, limits, and an introduction to derivatives. The examination of these topics is presented graphically, algebraically, verbally and numerically. To be successful students must complete daily assignments.

Open To - Grades 11, 12

Prerequisite - Must earn proficiency in Algebra II Honors or Algebra II and/or placement by the Math Department

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT403 - Statistics

Statistics is a one-semester course for the college bound student interested in pursuing a wide variety of majors including math/science (Math, Engineering, etc.), business and social sciences (economics, psychology, etc). The goals of this course are to further the knowledge and usage of statistics regarding organizing and producing data, probability and inference. This course moves quickly and assumes knowledge of Algebra 1, Algebra 2 and Geometry topics and uses a variety of learning methods including explorations, experiments and self-directed study. There is a heavy dependence on the TI-83 graphing calculator. To be successful, Statistics students must complete daily work and read, and listen, and think independently.

Open To - Grades 11, 12

Prerequisite - Must earn proficiency in Algebra II Honors or Algebra II and/or placement by the Math Department

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT404 - Functions, Statistics, and Trigonometry

This is a one-semester course designed to explore the following in greater depth: probability and statistics, trigonometry, matrices, parametric, and modeling with functions. The examination of these topics is to be embedded into real life situations. This elective course is not required by students intending to take Honors Pre-Calculus or Statistics, but may help to better prepare students for these pathways. A successful FST student will be able to think independently and work cooperatively.

Open To: Grades 10, 11, 12

Prerequisite - Must earn proficiency in Algebra II or Algebra II Honors and/or placement by the Math Department

Awarded Credit - 1 Credit of Math

NCAA Status - Approved

MAT500 - AP Calculus AB

This Advanced Placement Calculus course is taught at the college level and covers the topics of the first semester of college calculus, including limits, derivatives, definite integrals and indefinite integrals. **Students are required to take the national Advanced Placement Calculus AB Exam in May and to have a graphing calculator on the approved list.* Curriculum is defined by the AP program, which includes differential and integral calculus with a focus on problem-solving and applications. This is a full year course. A successful Calculus student will be self-disciplined, think independently, and be able to complete timed assessments in preparation for the AP Exam.

Open To - Grades 11, 12

Prerequisite - Successful completion of Pre-Calculus Honors and/or placement by the Math Department

Awarded Credit - 2 credits of Math

NCAA Status - Approved

MAT503 - AP Statistics

This course is a continuation of Statistics that covers new topics and reviews key areas in preparation for the AP Exam. This Advanced Placement class is taught at the college level and covers the first semester of college Statistics. **Students are required to take the national Advanced Placement Exam in May and to have a graphing calculator on the approved list.* Curriculum is defined by the AP Program. A successful AP Statistics student will be self-disciplined, think independently, and be able to complete timed assessments in preparation for the AP Exam.

Open To - Grades 11, 12

Prerequisite - Must earn proficiency in Statistics and/or placement by the Math Department

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT600 - AP Calculus BC

This Advanced Placement Calculus course is taught at the college level and covers the topics of the first two semesters of college calculus, including limits, derivatives, definite integrals, indefinite integrals, parametric functions, polar functions, vector topics, polynomial approximations and series. **Students are required to take the national Advanced Placement Calculus BC Exam in May and to have a graphing calculator on the approved list.* Curriculum is defined by the AP program which includes differential and integral calculus with a focus on problem-solving and applications. This is a full year course. A successful Calculus student will be self-disciplined, think independently, and be able to complete timed assessments in preparation for the AP Exam.

Open To - Grades 11, 12

Prerequisite - Must earn Partial Exemplary in Pre-Calculus Honors and/or placement by the Math Department

Awarded Credit - 2 credits of Math

NCAA Status - Approve

COURSE CATALOG

1.5 Graduation Requirements
Physical Education
Credits

Physical Education classes are offered every nine weeks and are equivalent to .5 credit. One and one-half (1.5) credits and Proficiency of our Standards must be attained in order to graduate.

An emphasis is placed on motor skill development, collaboration, knowledge of content and valuing physical activity for lifelong health and wellness. Students will have the opportunity to show proficiency of standards through collaborating with one another, problem solving and showing knowledge of skills & strategies. As physical educators observe the students in various activities the students will be evaluated on both their strengths and gaps so that appropriate course recommendations can be made as they navigate through our PE curriculum.



paving a path to a healthy lifestyle

PHYSICAL EDUCATION

PED110 - Collaborative Physical Education

Collaborative PE is a quarter-long required PE course focused on student collaboration, portfolio management and proficiency requirements for graduation. Completion of this course, which includes a project-based learning model centered around the national physical education standards, is required for graduation. Within the first 3 weeks, students will learn to manage online portfolios, be introduced to a basic personal fitness program, and receive details about the required projects for the quarter. The final 6 weeks will follow a scheduled design to help students reach proficiency in a time frame appropriate for their needs. **This is a required Physical Education Course and recommended for students in 10th grade.*

Open To - 9, 10, 11, 12
NCAA status - Not Approved

Awarded Credit - .5 PE credit

Exploratory Physical Education Courses

PED117 - Personal Fitness

Personal Fitness is a quarter-long PE course held in our newly renovated fitness center. Students will be able to choose from a menu of fitness opportunities as they explore fitness. Differentiation is at the core of instruction in this course and any student interested in exploring fitness is encouraged to sign up. This course will cover the 5 elements of fitness (Muscular Strength, Muscular Endurance, Flexibility, Cardiovascular Fitness, Body Composition). Each class starts with a warm-up and closes with an appropriate cool-down. Students will be asked to set an initial goal, track their progress, and reflect on the experience.

Open To - 9, 10, 11, 12
NCAA status - Not Approved

Awarded Credit - .5 PE credit

PED121 - Games for Understanding

Games for Understanding is a quarter-long PE course sampling units from all four game categories (Invasion, Target, Striking and Fielding, Net and Wall). Students will be playing multiple games each week and have the opportunity to experience tournament play on Fridays whenever appropriate. This is a great course for students to develop a better understanding of game play and the game categories that peak their interest.

Open To - 9, 10, 11, 12
NCAA status - Not Approved

Awarded Credit - .5 PE credit

PED122 - Invasion Games

Invasion Games is a PE course compiled of team sports that are popular in our region. The team sports covered in this course are also available to our students in the form of Men's and Women's leagues within the central VT area. Throughout this course, students will be introduced to a variety of challenging and engaging physical activities focused on motor skill development, general understanding of physical activity, and the importance of valuing one's health.

Open To - 9, 10, 11, 12

Awarded Credit - .5 PE credit

NCAA status - Not Approved

PED123 - Target Games

Target Games is a PE course compiled of lawn games (ex. Bocce) and lifetime activities such as Yolf (Yard Golf). All units of study in this course require a moderate level of physical activity but a high level of skill to be successful. This is a great course if you are looking for something low key but engaging. Students will be introduced to a variety of challenging and engaging physical activities focused on motor skill development, general understanding of physical activity, and the importance of valuing one's health.

Open To - 9, 10, 11, 12

Awarded Credit - .5 PE credit

NCAA status - Not Approved

PED124 - Net & Fielding Games

Net and Fielding Games is a quarter-long elective physical education course. This course provides individuals who excel in striking with the opportunity to engage in a highly competitive course with like-minded and similarly skilled classmates. Students will be introduced to a variety of net games, such as Volleyball, Pickleball, Badminton, and Eclipseball as well as striking/fielding games, such as Wiffle Ball, Mat Ball, Kickball, and Cricket. Students will have ample opportunity to master the skill of striking, develop a general understanding of physical activity, and to embrace the importance valuing a physically active lifestyle.

Open To - 9, 10, 11, 12

Awarded Credit - .5 PE credit

NCAA status - Not Approved

COURSE CATALOG

3.0 Graduation Requirement
Science Credits



The science curriculum at SHS is aligned to the Next Generation Science Standards (NGSS) and allows students opportunities to learn and apply knowledge and skills related to earth and space science, life science, and physical science.

Successful performance in science is achieved through engaging in several practices of science including asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions, engaging in argument from evidence; and obtaining, evaluating, and communicating information.

creating a foundation for tomorrow's leaders
in science, technology, engineering, & medicine

SCIENCE

The diagram below illustrates a typical progression of a science course sequence. Students and families are encouraged to communicate with science teachers and school counselors to determine which course sequence is best.

9th Grade	10th Grade	11th Grade	12th Grade
SCI120 Physical Science I	SCI220 Life Science I	SCI211 Anatomy and Physiology SCI300 Chemistry Honors SCI301 Chemistry SCI310 Physics Honors SCI311 Physics SCI314 Marine Biology SCI313 Environmental Science & Natural History SCI315 Forensic Science SCI500 AP Biology	

SCI120 - Physical Science I

Physical Science I is a foundational course where students learn the basics in chemistry, earth science, and physics. Students will start the semester by learning how to read the periodic table and use the table to predict chemical reactions. In the earth science unit, students will use evidence to make claims on why our Earth's surface looks the way it does (mountains, volcanoes, trenches, etc.). In physics, students will collect data through in-class activities to practice the basic formulas of: speed, acceleration, force, & momentum. Class will involve laboratory investigations, data collection and analysis, modeling activities, whole-class and small group learning activities, and student presentations. Students seeking honors recognition will need to meet all required course standards as well as complete additional assessments outside of class (one per standard). **This course is a prerequisite for Life Science I.*

Open To - Grade 9

Awarded Credit - 1 credit of Science

SCI220 - Life Science I

Life Science I is a foundational course where students are introduced to biology related concepts. Students will learn how changes in the Earth's systems over time influenced the development and survival of living things. Topics studied will include the history of Earth's development, the structure and function of living things, matter and energy flow in organisms, genetics, evolution, and biodiversity. Class will participate in laboratory investigations, data collection and analysis, modeling activities, whole-class and small group learning activities, and student presentations. Students seeking honors recognition will need to meet all required course standards as well as complete additional assessments outside of class.

Open To - Grades 9, 10

Awarded Credit - 1 credit of Science

Prerequisite - Successful completion of Physical Science I

Science Electives

In order to enroll in Science Electives, students must have earned proficiency or higher in Physical Science I & Life Science I.

SCI211 - Anatomy and Physiology

This is a science elective for those students who want to learn more about the human body and are interested in pursuing a career in the health sciences including nursing, athletic training and physical therapy. This course explores the structure and workings of the human machine with emphasis on the relationships between the skeletal, muscular, skin and nervous systems. The course includes dissection to study the structure and function of various organs and tissues as well as investigations to explore the body's systems.

Open To - Grades 10, 11, 12
NCAA Status - Approved

Awarded Credit - 1 credit of Science

SCI300 - Chemistry Honors

This college-preparatory lab science course is an introduction to interactions of matter and energy and is designed for the highly motivated student considering a career in science. Included in the content of the course are topics such as structure and properties of matter, chemical reactions, conservation of matter, nuclear processes, and energy in chemical processes. These topics are studied both qualitatively and quantitatively through lectures, laboratory investigations, and problem-solving. This course should be selected by students planning to further their education in the fields of engineering, mathematics, medicine, or the sciences.

Open To - Grades 10, 11, 12
Prerequisite - Placement by the Science Department

Awarded Credit - 1 credit of Science
NCAA Status - Approved

SCI301 - Chemistry

This college-preparatory lab science course is an introduction to interactions of matter and energy and is designed for the highly motivated student considering a career in science. This class builds off the concepts learned in Physical Science I. Included in the content of the course are topics such as structure and properties of matter, chemical reactions, conservation of matter, nuclear processes, and energy in chemical processes. These topics are studied both qualitatively and quantitatively through lectures, laboratory investigations, and problem-solving. This course should be selected by students planning to further their education in the fields of engineering, mathematics, medicine, or the sciences.

Open To - Grades 10, 11, 12
NCAA Status - Approved

Awarded Credit - 1 credit of Science

SCI310 - Physics Honors

This college-preparatory course is designed for the highly motivated junior or senior who wants a more in-depth understanding of the concepts presented in physics. Additional topics probed include circular motion and energy/momentum interactions. The evaluations are more rigorous and the application of mathematics more sophisticated than those required in Physics. Students should have a strong background in mathematics and have taken Algebra II.

Open To - Grades 11, 12

Awarded Credit - 1 credit of Science

Prerequisite - Algebra II completion and/or placement by the Science Dept

NCAA Status - Approved

SCI311 - Physics

This college-preparatory course introduces students to the basic laws of force and motion, electric and magnetic fields, conservation of energy and energy transfer, properties of waves, and information technology. This course is strongly recommended for students pursuing future studies in a science or engineering field. Since the physics problems and their solutions are an integral part of the course, students need a strong background in mathematics.

Open To - Grades 10, 11, 12

Awarded Credit - 1 credit of Science

Prerequisite - Successful completion of Algebra II

NCAA Status - Approved

SCI313 - Environmental Science & Natural History

This course is an introduction to Environmental Science. Students will learn about the interdependence of Earth's systems, environmental quality, global climate changes and their consequences, and our impact on the environment. Class will involve laboratory investigations, data collection and analysis, modeling activities, whole-class and small group learning activities, and student presentations.

Open To - Grades 10, 11, 12

Awarded Credit - 1 credit of Science

NCAA Status - Approved

SCI314 - Marine Biology

Marine biology is the scientific study of marine life and its relationship to the dynamics of the physical and chemical ocean. This course will include an introduction to oceanography as well as a study of marine plants, animals, the factors affecting their environments, and the impacts humans have on the ocean. This course is strongly recommended for students interested in pursuing a career in wildlife biology, zoology, fish & fisheries biology, marine biology, conservation biology, marine biotechnology, or aquarium technician science.

Open To - Grades 10, 11, 12

Awarded Credit - 1 credit of Science

Prerequisite - successful completion of Algebra II

NCAA Status - Approved

SCI315 - Forensic Science

Forensic Science is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. This course is strongly recommended for students interested in pursuing a career in the medical or law enforcement field. It involves all areas of science including biology, anatomy, chemistry, physics, and earth science with an emphasis on complex reasoning and critical thinking. Specific topics will include: Ballistics, Blood Spatter, Fingerprinting, DNA Profiling, Forensic Entomology, Forensic Anthropology, Crime Scene Investigation, Counterfeiting and Forgeries, Drugs and Toxicology, Cause and Manner of Death. Students will engage in lectures, labs, case studies, online activities, and simulations. *Due to the sensitive nature of this course, parents/guardians of enrolled students must sign a course permission form by the end of the first week of class.

Open To - Grades 10, 11, 12

Prerequisite - successful completion of Algebra II

Awarded Credit - 1 credit of Science

NCAA Status - Approved

SCI500 - AP Biology

This year long, rigorous course is designed for highly motivated students interested in a deeper, college level inquiry into biology. This includes topics in microbiology, biochemistry, genetics, evolution, and ecology. Students are expected to complete textbook reading at home in order to come to class prepared to engage with the topics, and complete a summer homework assignment before the beginning of the course. **Students are required to take the AP Biology Exam in May.* This course is strongly recommended for students interested in pursuing careers in medicine, life science, forensics, and related fields.

Open To - Grades 10, 11, 12

Prerequisite - successful completion of Algebra II

Awarded Credit - 1 credit of Science

NCAA Status - Approved

Special Education Services are delivered to students under the direction of a Special Educator according to the student's Individual Education Plan (IEP).

All students receiving Special Education Services are mainstreamed into regular education classes. Special Education teachers work with mainstream classroom teachers to provide accommodations and students may receive support and/or direct instruction through the Skills Center or the Learning Center.

Students may receive specialized instruction from Special Education professionals or from other instructional staff under their direction.

Students will be assigned to the Life Skills classroom to receive instruction in personal management, basic academic skills, pre-tech, social skills, independent living skills, and job readiness/work skills. Personal management classes will include lessons on hygiene, health, and safety.

Academic skills lessons will include functional reading, practical math (money, time, measurement), and printing, writing and computing. Social skills lessons will include interpersonal communication and appropriate social interactions. Lessons in independent living skills will include cooking, personal finance, and community independence.

Students will also have the opportunity to develop job readiness skills such as work habits, job seeking skills, and job related skills.

additional supports that lead to success

LEARNING SERVICES

SPN111 - Life Skills

The Life Skills Program is designed for students with significant learning disabilities and impairments, autism spectrum disorders, and/or multiple disabilities who are eligible and receiving special education services. These students need personal management skills, basic academic skills, social skills, independent living skills, and pre-tech skills and job readiness/work skills to make a successful transition from school to work. When deemed appropriate by the IEP team, students may also attend regular education classes such as food exploration, pre-tech classes, and various academic courses. Students in this program also have the opportunity to work with an employment specialist to be placed in the community for on-the-job training that may lead to employment.

A multi-disciplinary team comprised of a special educator, speech language pathologist, a behavior interventionist, an employment specialist, and a school nurse provides instruction and services to students in the Life Skills Program. Students will receive instruction that provides learning opportunities in the classroom and the community. The program will provide multiple ways to learn such as hands-on lessons, place-based learning, and experiential learning. The program will also support students as they explore job interests and provide "real life" work experiences in the community.

Open To - Grades 9, 10, 11, 12

Prerequisite - Approval through application process and the student's Individualized Education

Planning Team Awarded Credit - Proposed by the student's Special Educator Case Manager and Life Skills team, along with Guidance Department Review

Teamwork

Teamwork is designed to academically assist students. A student who has been referred by his/her IEP, 504, or EST team may receive support services through Teamwork. The student will receive structured assistance to help him/her improve study skills and work to achieve greater success in academic classes. For students on IEP's, time in Teamwork maybe when they receive one-on-one specialized instruction.

Open To - Grades 9, 10, 11, 12

Awarded Credit - Proposed by the student's IEP Teams

COURSE CATALOG

1.0

Graduation Requirements
Elective Credit



According to the Vermont Agency of Education Work-Based Learning Manual, “WBL creates opportunities for employers and schools to provide structured learning experiences to develop workplace readiness, technical skills and 21st Century Skills.

It is a process that allows students to explore careers, connect with businesses, learn about the functions of an organization, and understand the relevance of their education” (p. 10).



*gaining insight about the workforce by
exploring different pathways*

WORK BASED LEARNING

WBL200 - Introduction to Work Based Learning

This is an introductory course on Work Based Learning that enables students to gain the necessary skills and knowledge of being a part of the workforce. Topics will include Career Readiness & Professionalism in the Workplace, workplace safety, and exposure to various work settings through the Central Vermont area. Students will also have the chance to participate in an activity in the nonprofit sector, and spend the remaining semester in a Work Based Learning Opportunity off site.

Open To - Grades 11, 12

Prerequisites - A valid driver's license and access to reliable and insured transportation. If interested in a medical placement, additional requirements are needed.

Awarded Credit - 1 credit of an Elective
NCAA - not approved

WBL201- Site Experience (Internship)

This elective is a semester long course that enables students to gain practical skills and knowledge about a particular field, along with learning about the aspects of a workplace. It allows students to gain first hand knowledge and determine if this particular career/field is still of interest to them. Components of the course include: preparation and professionalism in the workforce, climate and confidentiality, required written assignments, training agreement, evaluations, and a final product, along with meeting the standards outlined in the curriculum map.

Open To - Grades 11, 12

Prerequisites - Earned Proficiency in WBL 200. A valid driver's license and access to reliable and insured transportation. If interested in a medical placement, additional requirements are needed. For some placements, one must be 18 years of age prior to placement.

Awarded Credit - 1 credit of an Elective
NCAA - not approved

COURSE CATALOG

1.0

Graduation Requirements
Elective Credit



The study of foreign languages is a 21st century skill that allows all students to successfully meet the demands of our increasingly multi-cultural society.

Knowing another language increases job opportunities and enhances communication and cultural awareness in our society. For these reasons, most colleges require two credits of foreign language study; highly competitive institutions require additional years.

The world languages curriculum parallels the student expectations for learning as identified in the National Standards for Foreign Language Learning.

*opportunity to take a journey with foreign
language offerings*

WORLD LANGUAGES

WLA101 - French I

This course is for students with little to no exposure to French. Listening, speaking, reading, and writing are focused on from the beginning of this class. Students are exposed to facets of language through CDs, videos, interactive activities, reading short dialogues, and writing short responses. Emphasis is on vocabulary acquisition, basic grammar skills, and familiarity with the culture and geography of the French speaking world.

Open To - Grades 9, 10, 11, 12

Awarded Credit -1 credit of Elective
NCAA Status - Approved

WLA103 - French II

This course is designed for the student with a solid grasp of the fundamentals of French. Basic skills are reviewed before progressing into new material. Students learn more complicated grammatical concepts, such as the past tense and pronouns. Though all skill areas are covered, speaking and writing skills are especially emphasized.

Open To - Grades 9, 10, 11, 12

Prerequisite - Successful completion
of French I and/or teacher recommendation

Awarded Credit -1 credit of Elective
NCAA Status - Approved

WLA104 - French III

A continuation of language acquisition, this course stresses grammar, which is used in writing exercises and short compositions. In concert with the grammar, a great deal of vocabulary is presented and students use this in both oral and written situations. The reading includes several dialogs and short stories.

Open To - Grades 9, 10, 11, 12

Prerequisite - Successful completion
of French II and/or teacher recommendation

Awarded Credit -1 credit of Elective
NCAA Status - Approved

WLA200 - French IV Honors

An accelerated and intensive course providing a complete and thorough coverage of the French language, in which speaking proficiency, listening comprehension, vocabulary acquisition, reading, and writing are brought to a level enabling students to use the language actively in everyday situations. This course is especially designed for the student who has the capability to function at a higher level of language

acquisition and is self-directed and highly motivated.

Open To - Grades 9, 10, 11, 12

Prerequisite - Successful completion

of French III and/or teacher recommendation

Awarded Credit -1 credit of Elective

NCAA Status - Approved

WLA300 - French V Honors

This course completes the remaining acquisition of thematic vocabulary and essential grammatical structures. A major writing component allows the students to apply new structures learned in class. The class is conducted almost entirely in French. This course will provide the student with the ability to read sophisticated passages, and to write with a firmer command of sentence/grammar structure. Successful completion of this course allows for entrance into AP French.

Open To - Grades 9, 10, 11, 12

Prerequisite - Successful completion

of French IV and/or teacher recommendation

Awarded Credit -1 credit of Elective

NCAA Status - Approved

WLA501 - AP French

The AP French course covers the equivalent of a third-year college course in advanced French writing and conversation. It encompasses listening/oral skills, reading comprehension, grammar, and composition. Course content might best reflect intellectual interest shared by the students and teacher (arts, history, current events, literature, culture, sports, etc.).

Open To - Grade 12

Prerequisite - Successful completion of

French V Honors and/or teacher recommendation

Awarded Credit -2 credits of Electives

NCAA Status - Approved

WLA111 - Spanish I

This course is for students with little to no exposure to Spanish. Listening, speaking, reading, and writing are focused on from the beginning of this class. Students are exposed to facets of language through CDs, videos, interactive activities, reading short dialogue, and writing short responses. Emphasis is on vocabulary acquisition, basic grammar skills, and familiarity with the culture and geography of the Spanish speaking world.

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Elective

NCAA Status - Approved

WLA112 - Spanish II

This course is a continuation of the work that has been done in Spanish I. All four language areas will be focused on, but students are expected to converse with less hesitation and with improved pronunciation. Reading will include short passages and writing will consist of short narratives and various comprehension activities.

Open To - Grades 9, 10, 11, 12

Prerequisite - Successful completion of Spanish I and/or teacher recommendation.

Awarded Credit - 1 credit Elective

NCAA Status - Approved

WLA113 - Spanish III

This course stresses vocabulary acquisition and grammar that is used in various writing exercises and compositions, as well as in speech. Reading includes short cultural stories and several dialogues. Speaking is emphasized at this level, with students being able to converse spontaneously.

Open To - Grades 9, 10, 11, 12

Prerequisite - Successful completion of Spanish II and/or teacher recommendation.

Awarded Credit - 1 credit Elective

NCAA Status - Approved

WLA210 - Spanish IV Honors

An accelerated and intensive course providing a complete and thorough coverage of the Spanish language, in which speaking proficiency, aural comprehension, vocabulary acquisition, reading, and writing are brought to a level enabling students to use the language actively in everyday situations. This course, upon completion, will provide the student with the ability to participate more fully in general conversation, read more sophisticated passages, and to write with a firmer command of sentence/grammar structure. Spanish language videos and music presented in class and lab sessions are selected to reinforce the cultural material discussed in class. This course is especially designed for the student that has the capability to function at a higher level of language acquisition, and is self-directed, self-managing, highly motivated, and genuinely desirous to be competent in a second language. Successful completion of this course allows for continuing into the second semester of this accelerated honors program.

Open To - Grades 10, 11, 12

Prerequisite - Successful completion of Spanish III and/or teacher recommendation.

Awarded Credit - 1 credit Elective

NCAA Status - Approved

WLA310 - Spanish V Honors

The second of an accelerated Spanish class completes the remaining acquisition of thematic vocabulary and essential grammatical structures. There will be a continuance in which speaking proficiency, aural comprehension, vocabulary acquisition, reading, and writing are brought to a level enabling students to use the language actively in everyday situations. Furthermore, successful completion of this course allows for entrance into AP Spanish.

Open To - Grades 11, 12

Prerequisite - Successful completion of Spanish IV and/or teacher recommendation.

Awarded Credit - 1 credit Elective

NCAA Status - Approved

WLA350 - Spanish Language and Cultures

This course is for students of the general population with an interest to explore the presence of Spanish culture and language in our society. Prior knowledge of Spanish is helpful but not a prerequisite for enrollment. The focus will be on understanding the cultural interaction, cultural assimilation and cultural negotiation as we explore the many Spanish cultural influences as they become part of our language, culinary choices, music, art, entertainment, sports, etc. Students will develop listening, speaking, reading, and writing skills as they research topics of their interest affected by cultural exchange or cultural interaction. Attention will be given to changes in spoken and written word of the dominant language, English, as it interacts with the target language, Spanish. Students will be

exposed to the Spanish language and cultures through videos, interactive activities, readings in Spanish, English, and dual language. We will focus on a variety of genre: short dialogues, poems, short and micro stories, advertisements, essays, blogs and excerpts of plays and novels. Students are expected to develop a working knowledge and familiarity with the cultures and geography of the Spanish speaking world as they interact with the mainstream culture. Students will also maintain an open mind and a respectful discourse, and will challenge themselves to develop informed viewpoints void of generalizations and judgments. This course does not count as a replacement for the 2-3 years of World Language study as recommended by colleges and universities.

Open To - Grades 9, 10, 11, 12	Awarded Credit - 1 credit of Elective NCAA Status - Not Approved
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WLA510 - AP Spanish

The AP Spanish Language course covers the equivalent of a third-year college course in advanced Spanish writing and conversation. It encompasses aural/oral skills, reading comprehension, grammar, and composition. Course content will reflect the intellectual interests shared by the students and teacher (arts, history, current events, , literature, culture, sports, etc.) * Students are required to take the National Advanced Placement Spanish in May. Availability is based on adequate enrollment.

Open To - Grade 12 Prerequisite - Successful completion of Spanish V Honors and/or teacher recommendation	Awarded Credit - 1 credit of Elective NCAA Status - Approved
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COURSE CATALOG



Based in the heart of Vermont, the Central Vermont Career Center has served students throughout the Green Mountain State since 1969.

Through a progressive outlook on education and the professional opportunities of a career-based education, our students learn the skills that lead to lifetime careers and academic excellence for a 21st century world.

Please contact Stephanie Seng, Guidance Coordinator for more information at alestcvcc@u61.net or 476-6237 x1156.

You can find applications in your Guidance Office or at our website by clicking on this link:
<http://www.cvtcc.org/apply-to-cvcc.html>

*opportunity for on the job training in order to
enter the workforce*

CENTRAL VT CAREER CENTER

Greetings from Central Vermont Career Center Administration,

Serving Cabot, Harwood, Montpelier, Spaulding, Twinfield and U-32, we continue to provide high quality and rigorous technical skill training to students and families in the central Vermont area.

Our offerings for the 2018-2019 school year show a range of programming for 11th and 12th graders (and a 10th grade Pre-Tech option) that reflects the needs and interests of our geographic region. It is our goal to prepare our students for high-growth careers and access to postsecondary options that encourage lifelong learning.

Our instructors are knowledgeable and skilled in their fields and continue to offer rigorous and relevant programs of study that apply classroom-based instruction and work-based learning to meet academic, employability, and technical industry standards.

We continue to support and enrich our partnerships among K–12 schools, institutions of higher education, and employers across our region. We have a Cooperative Education program for students applying for a second year experience in their program that includes a new robust admissions process and we will work with all students in obtaining a work experience while attending CVCC.

We support improving teacher quality and effectiveness through a strong foundation of professional development activities both locally and across the state.

We are here to serve you and look forward to working with you and your family in the coming years.

Penny Chamberlin, Director

Jason Derner, Assistant Director

AUTOMOTIVE TECHNOLOGY



Automotive Technology provides an introduction to and training in the automotive service industry. Areas of concentration include: steering and suspension, brake systems, electronics and engine performance and General Service Technician Training. Students will learn the proper repair and maintenance procedures to service automobiles and light trucks. Instruction includes the proper use of power and hand tools, and an introduction to welding skills.

For more information on the program, click on this link:
<http://www.cvtcc.org/automotive-technology.html>

BAKING ARTS



Baking Arts combines a lecture and lab format designed to teach basic and advanced baking principles, basic and advanced baking methods and preparations, customer service skills, culinary math, and efficient working habits. Located off-campus, students take part in running a real bake shop and experience the realities of a professional work space.

For more information on the program, click on this link:
<http://www.cvtcc.org/baking-arts.html>

BUILDING TRADES



Building Trades prepares students for careers in general construction. The projects students participate in are informed by the community needs as well as industrial trends and needs.

Students in Building Trades learn the principles and skills of general carpentry by constructing a five piece modular home and other various projects.

For more information on the program, click on this link:
<http://www.cvtcc.org/building-trades.html>

CO-OP EDUCATION



The Cooperative Education Program extends academic and technical training beyond the classroom by providing opportunities for students to apply their learning in a workplace setting. The program is collaboration between the Central Vermont Career Center and area employers and is designed to offer paid or unpaid career-related jobs that build on and expand a student's entry level skills. Whether the goal is to develop self-confidence, employability skills or advanced job placement, the Cooperative Education career based curriculum encourages students to put their education to work.

For more information on the program, click on this link:
<http://www.cvtcc.org/cooperative-education.html>

COSMETOLOGY



This course prepares students to enter the cosmetology workforce with knowledge in all areas required by the Vermont State Board of Cosmetology. Students will learn the theory behind the hands on aspects of the industry including hair cutting, color, chemical texturizing, waxing, skin care, nail services including artificial nails, and makeup application. Students will also perform and master these services in the CVCC in-house salon, while adhering to state regulations. Students will also learn about anatomy and physiology, chemistry, electricity, infection control, professional image, and business practices, just to name a few.

For more information on the program, click on this link:
<http://www.cvtcc.org/cosmetology.html>

CULINARY ARTS



Culinary Arts is designed to provide the knowledge and the skills needed for employment in the Culinary Industry or to enroll in post-secondary education. Much of the student training is provided through The Lunch Box Restaurant (located on our campus). Designed with a focus on nutrition, teamwork, and farm-to-table practices, this course has everything and more for students passionate about food preparation and gives a complete introduction to the world of professional cooking.

For more information on the program, click on this link:
<http://www.cvtcc.org/culinary-arts.html>

DIGITAL MEDIA ARTS



Digital Media Arts is the home of creativity and forward thinking for the Career Center. Using some of the latest technologies and in anticipation of technologies to come, our students have all the tools needed to design and create in both artistic and professional settings. Combining many media types, career paths, and industry trends, the curriculum of Digital Media Arts takes a progressive approach to learning. The first quarter involves extensive practice in photography and photo manipulation. The second quarter switches the approach to focus on graphic design, including use of our full print and vinyl print shop. The third and fourth quarters introduce digital filmmaking, leading students into film editing, digital cinematography, 2D animation, 3D visual effects, and sound design. Web design and music production are also incorporated into the curriculum throughout the year.

For more information on the program, click on this link:
<http://www.cvtcc.org/digital-media-arts.html>

ELECTRICAL TECHNOLOGY



The Electrical Technology program gives students everything they need to prepare to be electricians. Electricity is essential for light, power, air-conditioning, and refrigeration, and electricians are trained to install, connect, test, and maintain electrical systems for a variety of purposes. Students in Electrical Technology may work indoors or outdoors on a variety of construction sites as well as in our program's lab. This course provides training to prepare electricians in both the fields of construction and maintenance.

For more information on the program, click on this link:
<http://www.cvtcc.org/electrical-technology.html>

EMERGENCY SERVICES



Students in Emergency Services are provided with the instruction required for entry level work or post-secondary training in the fields of Emergency Medical Services and Fire Science. Students will learn to demonstrate problem-solving and critical thinking skills to analyze, synthesize and evaluate situations independently and in teams. They will apply emergency service response skills to manage an incident scene as a First Responder. They will make informed, healthy choices that positively affect the health, safety and well-being of themselves and others.

For more information on the program, click on this link:
<http://www.cvtcc.org/assets/cvcc-program-of-studies-2018-web-version.pdf>

EXPLORATORY SERVICES



In this the three-block Exploratory Tech class, students will learn foundational skills to prepare them to be successful in a Career Center Program in their junior and/or senior years. Exploratory Technology students balance their time between practicing their academic skills and shadowing in all CVCC programs, giving students a chance to explore career pathways and opportunities provided by Career and Technical education. The Exploratory Technology Program follows a curriculum that emphasizes the development of critical thinking, reasoning, and problem solving skills. Students learn applied academic and technical skills designed to prepare them for success in any technical program at CVCC.

For more information on the program, click on this link:
<http://www.cvtcc.org/exploratory-technology.html>

HUMAN SERVICES



The Human Services Program prepares students for employment in careers that relate to families and human needs including education, counseling, mental health services, family and financial planning, elder care, and personal care services. Students who participate in this program will develop academic, problem solving, workplace, citizenship, ethics, and leadership skills.

For more information on the program, click on this link:
<http://www.cvtcc.org/human-services.html>

MEDICAL PROFESSIONS



The Medical Professions program introduces students to a variety of health occupations including nursing, emergency services, home health care, physical therapy, occupational therapy, surgical services, dental assisting, radiology, cardiology, and acute care experiences.

Students will learn the foundational skills required in specific health occupations and will prepare for college coursework in a variety of medical fields. Students use state of the art 3D anatomy technology in the classroom to enhance learning of the human body and body systems. We are the first school in Vermont to use this new technology. Through classroom instruction and clinical shadowing experiences students will learn functions and educational requirements of various health care team members, specific job skills common to patient care, knowledge of the human body and body systems, math skills used by today's health care practitioners, medical terminology and communication skills in healthcare settings, and advanced health career exploration through clinical internship in acute care facilities, medical offices and clinics. Upon successful completion, students will have acquired a solid foundation preparing them to pursue post-secondary education in a wide range of medical professions or health care fields.

For more information on the program, click on this link:

<http://www.cvtcc.org/medical-professions.html>

NATURAL RESOURCES

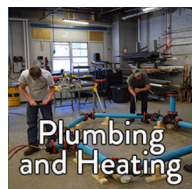


The Natural Resources and Sustainability Program pushes the idea of learning outside of the classroom and into the natural world. Through hands-on education, students study real-world solutions to sustainability issues and complete projects of importance in their community. Students learn about natural resources conservation, environmental stewardship, and sustainable systems, while working as a team to identify and solve problems.

For more information on the program, click on this link:

<http://www.cvtcc.org/natural-resources-and-sustainability.html>

PLUMBING & HEATING



The Plumbing and Heating program is designed to give students a basic knowledge of plumbing and hydronic heating systems. Students who satisfactorily complete the program will be prepared for entry level plumbing and heating jobs, including a registered apprenticeship. Plumbing and Heating fields currently have excellent growth outlooks over the next ten years throughout New England with Vermont alone projected to need 280 new plumbers. 80% of graduates from the past two years found work in the field.

For more information on the program, click on this link:

<http://www.cvtcc.org/plumbing-and-heating.html>