

SPAULDING



HIGH SCHOOL



BARRE, VERMONT



**PROGRAM OF STUDIES**

2021 -2022



# **SPAULDING HIGH SCHOOL**

**Brenda Waterhouse**

Principal

**Luke Aither**

Assistant Principal

**Jim Ferland**

Assistant Principal

**Ry Hoffman**

Head of School Counseling

**David Wells**

Superintendent of Schools

**Mary Ellen Simmons**

Assistant Superintendent of Instruction Curriculum

## **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 the Barre Unified Union School District 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.



Dear Students, Parents, & Guardians,

At *Spaulding High School*, we strive 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 is 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. All courses are organized by department with individual descriptions.

Vermont's Education Quality Standards (EQS) require that schools' graduation requirements be rooted in demonstration 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 their individualized learning experiences.

Students and parents/guardians are encouraged to review the graduation requirements, course options and flexible pathways that we offer within the Program of Studies.

This is truly a complicated, challenging yet exciting time in education. Our 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

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*\*some of the images included in the Program of Studies are based upon the FY2019/2020 School Year prior to COVID impacting programming*

# 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



Settled in 1781, Barre is known as the "Granite Capitol of the World" and it is one of only a handful of Vermont communities with a diverse population, in part because of the many artists and craftsmen who immigrated across Europe to cut, carve, and sculpt the famous, Barre gray.

As a school, we celebrated our 125th anniversary in 2015 and we are known as one of the oldest and longest-operating high schools in Vermont.

We provide educational opportunities and services to over 700 students by offering a variety of traditional and online courses, along with over 11 Advanced Placement courses in the areas of Math, Science, History & English onsite; additional options online.

Our student body comes from a wide range of cultural and socio-economic backgrounds who have access to a variety of outstanding academic and career oriented courses. Thus, we strongly recommend our students to take advantage of the many academic opportunities designed to enrich their educational experience and help them be more college/career ready.

Student participation is valued at *Spaulding High School* and is an integral part in making school performances, art shows, athletic competitions, and community service events successful. We have several extracurricular organizations that promote community service, civic engagement, and the performing & fine arts that are combined with 21 JV and Varsity sports programs.

We are also incredibly proud to be one of the three schools in Vermont that offers JROTC on campus.

In turn, the spirit of Tide Pride is always present whether it be in a classroom, during an athletic competition, school function or among the alumni who continue to invest in our school.

From sideline cheers at competitions and school performances, our community continues to foster an affection that is echoed through the halls every Monday Morning with the song, "Glory to Spaulding."

# Graduation Requirements

**24**  
**credits**  
and community service\*

4 English credits

3 Math credits

3 Science

3.5 History/Social Studies (including 1 World, US History, & Civics)

1 Fine Arts

1.5 Physical Education credits

.5 Health credit

.5 Financial Literacy credit

7 Elective credit courses



\*Effective fall 2019, *Spaulding High School* requires community service over the course of a student's high school career (Class of 2022 – 20 hours; Class of 2023 - 30 hours, Class of 2024 - 40 hours) as part of a student's graduation requirement.

Community Service is defined as unpaid work which is meaningful and done toward the benefit of others without expectation of repayment whether monetary or otherwise. The intent of this requirement is that SHS students make an impact, however large or small, on the community in which they are volunteering their time. The main requirement of community service is summarized below:

1) Times are highlighted above and must be reached by the spring of a student's senior year:

The hours can be accrued through multiple projects or a single project.

The hours can be earned over the course of multiple years or in one year.

2) Hours must be recorded on the community service form found on the website and must include:

A description of the activity.

The name and contact information for the supervisor of the activity. If the activity does not have a supervisor, students will need to supply evidence of their participation.

Questions about community service? Please go to *Spaulding High School's* web page "Community Service" and contact Margo Austin at [maustshs@buusd.org](mailto:maustshs@buusd.org)

# ACADEMIC PLANNING





# 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/their 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.

## Concurrent College Courses

Concurrent courses are *Community College of Vermont* (CCV) approved courses, taught by a Spaulding High School teacher, and during the regular high school day. A Dual Enrollment voucher is required to be used to access this course (examples: English Comp, Contemporary Literature, & Introduction to Psychology). Students will need to meet CCV's requirements in order to access these courses.

## 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 (CVCC)*.

## Flexible-Pathways Plan/Independent Study

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

## 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, for no tuition cost.

## Online Learning

Opportunity for students to take online courses through Virtual High School. This option can be relevant for students looking for classes not offered at SHS, for areas of scheduling conflict with required courses, or to supplement a student's schedule outside of the regular school day.

## Early College/VAST

Opportunity for Seniors to enroll in a full year of college courses, at no tuition cost, at an accredited college like *Vermont Technical College* in Randolph or CCV.

## Phoenix Program

Program where students can learn in a smaller setting that allows them to attain their short and long term goals. An application is required, which can be obtained from a student's School Counselor.

## Fast Forward at CVCC

Opportunity for students who are enrolled in a technical center program who would like to enroll in college courses in their particular technical field. Similar to Dual Enrollment, in that there is no tuition cost, but only for students of CVCC.

## 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.

# SCOIR



**SCOIR**  
Your College Search Starts Here  
**SCOIR GUIDE SHEET**

**RESEARCH**  
Become **familiar** with Scoir's features & with your parent/guardian.

**RECORD**  
Access the Menu Options and go to My Profile, so you can **record** the proper data.

**READ**  
Carefully **read** over the FERPA of RELEASE & WAIVER of RIGHTS with your parent/guardian.

**SCOIR** [Icons: Home, Chat, Notifications, Search, Profile, Menu]

SCOIR Logo | SCOIR Notifications  
Menu with Options | Your Messaging Tool  
Search Bar for Assistance | College Messaging Tool

**RESEARCH**  
Access the College Search Bar and begin to **research** the different colleges/universities based upon tips from your notebook

**RECORD**  
Start **recording** colleges/universities that you are interested in by clicking on the My College icon that will add them to the Following Category within the program.

**COMPARE/CONTRAST**  
Start examining colleges/universities in terms of how they **stack up against each other** in terms of: acceptance rates, application fees, student life, programming, majors/minors, gender & ethnicity diversity, financial aid, location, and population size.

**RESEARCH**  
Begin to curate which colleges/universities are of great interest to you by doing further **research** by going directly to the college's/university's website.

**RECORD**  
Start **recording** colleges/universities that you are interested in by clicking on the My College icon that will add them to your account.

**BE INFORMED**  
Access the Menu Options and go to Events & Deadlines, so you are **informed** about upcoming college/university visits for Spaulding High School students & important deadlines.

For Technical Assistance with SCOIR, please contact Ms. Ryan at [aryanshs@busd.org](mailto:aryanshs@busd.org)

Spaulding High School is pleased to announce that we have implemented a new college guidance management system called *Scoir* (pronounced "score").

This new, modern online system will streamline the process of requesting, processing, sending and tracking the electronic delivery of all application-related documents. More importantly, it's much more helpful for students and parents during the college search and selection process. On *Scoir*, colleges come to life through pictures, videos and links that highlight active student clubs and organizations. This better enables students to identify colleges that are a good fit with their personal and academic interests, which increases college retention.

*Scoir* also provides parents with useful financial calculators so you can determine the likely cost of attendance at different colleges and consider the affordability when deciding where to apply. These features, along with more convenient scheduling and communication tools, will help keep everyone informed and engaged throughout the college application process. *Scoir* exists to help more students achieve more positive outcomes, and we're excited that our students have access to this system and the opportunities it provides.

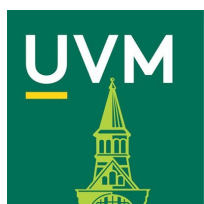
Every *Spaulding High School* student is issued a *Scoir* account, which is a valuable resource for information about yourself, careers and colleges. *Scoir* can be accessed by clicking on this [link](#).

If you are an existing student or parent, please use your login information to enter the site. If you do not have (or remember) your login information, please contact your school counselor. If you have any questions regarding our site, please contact Ms. Ryan at [aryanshs@busd.org](mailto:aryanshs@busd.org).

# 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 may be through a Flexible Pathway.

## **Adding/Dropping Courses**

Courses must be added to a student's schedule within the first 5 *days* of the class starting. This is true for year-long, semester-based, or quarter-length courses.

## **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 add/drop 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 \*

## WEIGHTED GRADING SYSTEM (for Honors, AP, & College Courses)

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

### Grading Scale: as of School Year 2020/2021

Standard grading scale is in effect for the school year, with the following added procedure: *if a student does not meet proficiency in a course, repeats that course, and meets proficiency.* The original GPA value will be expunged and only the credit-bearing score will be factored into the cumulative GPA. The original course and final grade will still be listed on the transcript.

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

# National Collegiate Athletic Association (NCAA)

Throughout this Program of Studies, you will find that some courses show "NCAA Status". This qualifier has to do with NCAA eligibility for student-athletes who wish to play athletics at the collegiate level.

## What is the NCAA?

The National Collegiate Athletic Association is an organization dedicated to providing a pathway to opportunities for college athletes. More than 1,100 colleges and universities are members of the NCAA.

Those schools work together with the NCAA national office and athletics conferences across the country to support nearly half a million college athletes that make up 19,500 teams competing in NCAA sports. For more information, click on this link: <http://www.ncaa.org/>

The NCAA's diverse members include schools ranging in size from those with hundreds of students to those with tens of thousands. The NCAA's current three division structure was adopted in 1973 to create a fair playing field for teams from similar schools and provide college athletes more opportunities to participate in national championships.

## Why is this relevant?

For those students who are interested in playing sports at an NCAA Division I, II, or III school, start planning ahead and taking high school courses that include 16 NCAA approved core courses and earn the minimum GPA required by the division. This program of studies outlines which SHS courses have qualified as NCAA-eligible courses to meet the requirements below.

NCAA suggests students enroll in the following courses to qualify for NCAA Eligibility.

### DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or natural/physical science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

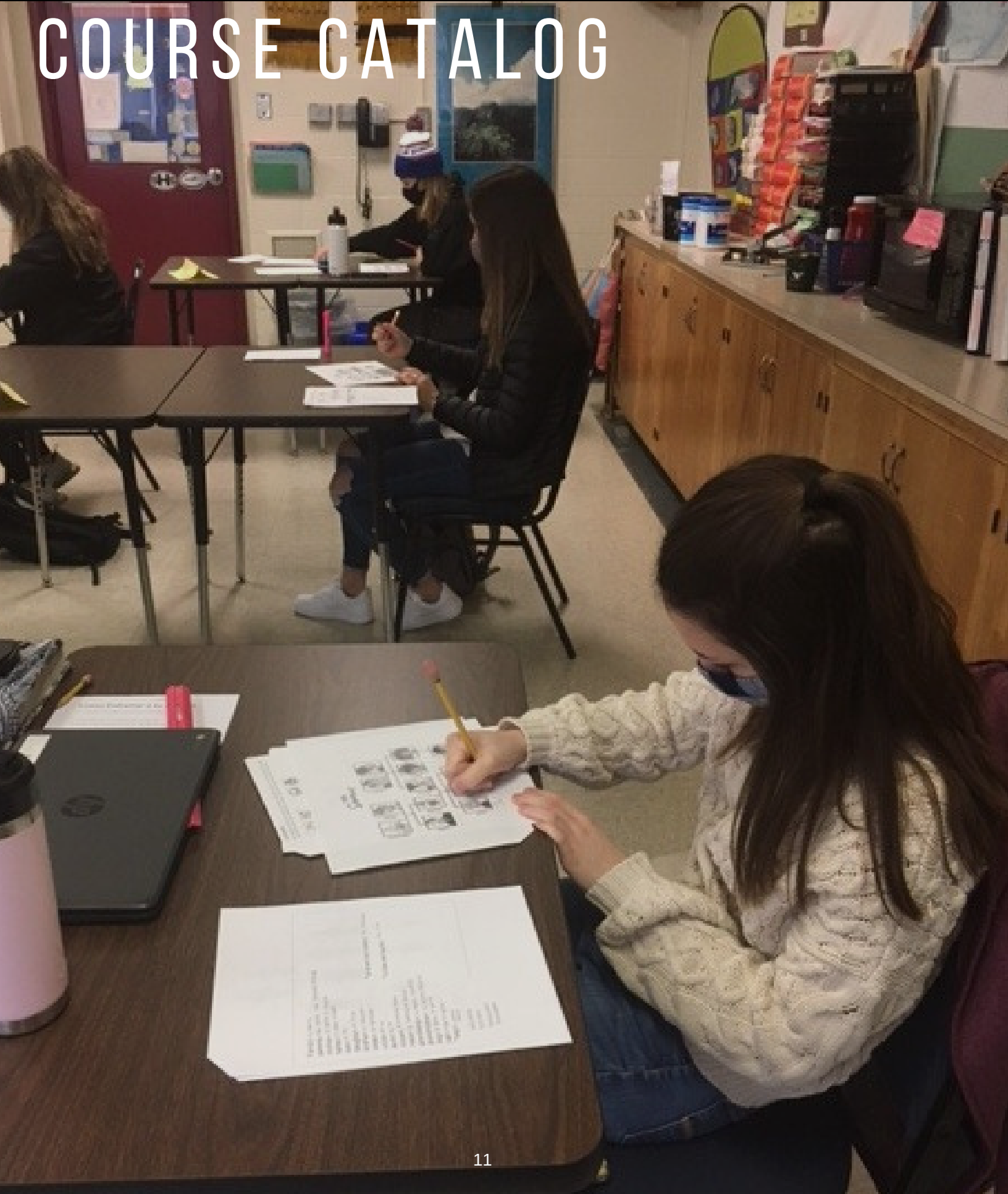
### DIVISION II

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or natural/physical science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

Source: *One Opportunity. Limitless Possibilities*, NCAA Eligibility Center

*personalize your learning*

# COURSE CATALOG



**SCHOOL  
COUNSELING  
DEPARTMENT**  
(802) 476 - 6411

Mr. Ry Hoffman, *Head of School Counseling*  
rhoffshs@buusd.org

Ms. Anna Ryan, *Administrative Assistant*  
aryanshs@buusd.org

Mrs. Lora Gaudreault, *Registrar*  
lgaudshs@buusd.org

Dr. Laurie Berryman, *School Counselor*  
lberrshs@buusd.org

Mrs. Emily Graham, *School Counselor*  
egrahshs@buusd.org

Mrs. Ashley Kellett, *School Counselor*  
akellshs@buusd.org

Mrs. Peggy Roy Portelance, *School Counselor*  
pportshs@buusd.org

The following pages contain the course offerings for the 2021-2022 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, as well as 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 contact 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 Head of School Counseling.

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 Applicable

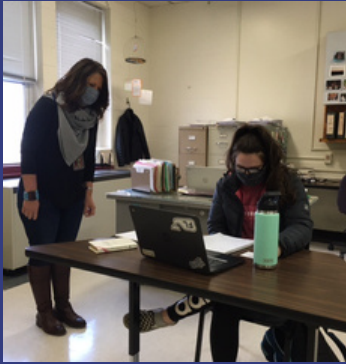
## **BUS106 - Financial Literacy**

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 - Grads 11, 12  
Awarded Credit - .5 credit of Elective  
NCAA Status - Not Applicable

# 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 1 English credit (except students taking an AP English course).

Students enrolled in AP English receive 1 English credit and one general credit that contribute toward the state graduation requirement.

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

*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.

121\*/122 Humanities:  
English

201\* Sophomore English  
203 Sophomore English

English Seminars  
306 Personal Growth  
404 Coming of Age  
414 Poetry, Prose, & Plays  
418 New England Authors  
419 Journeys in American Literature  
423 Journalism I  
425 Literature of War  
426 Modern American Voices  
501 AP English Lang & Comp  
ENG600 CCV-English Composition  
ENG601 CCV-Contemporary World  
Literature

*\* Embedded Honors option available*

### ENG121/122 - Humanities: English

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 speaking and listening skills. Language basics (grammar, spelling, vocabulary, and mechanics) are reviewed. Essays will focus on the development of narrative and explanatory writing techniques.

Open To - Grade 9

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, drama, science fiction, and memoir. Units will include a reading component, formal and informal writing, and presentations. Students will also participate in weekly vocabulary and grammar instruction. Students who choose to pursue honors credit will develop a plan with the classroom teacher prior to the second unit. Honors students will be expected to display academic achievement and leadership.

Juniors and seniors who plan to major in English and/or apply to colleges with highly selective admissions policies should strongly consider taking a combination of:

AP English Language & Composition and/or  
AP Literature & Composition,  
and/or CCV English  
Composition, and/or CCV  
Contemporary World Literature.

These students should also consider taking more than one English course per year.

### **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 10

Prerequisite - Placement by the English Department

Awarded Credit - 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

NCAA Status - Approved

### **ENG306 - Personal Growth**

This semester-long intervention course reinforces and continues the development of reading, writing, speaking, and listening skills. Through close reading, interactive discussion, and type II writes, students will examine real-life themes such as wellness, family dynamics, and learning challenges. 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 explanatory essays.

Open To - Grade 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

### **ENG404 - Coming of Age**

This semester-long intervention course reinforces and continues the development of reading, writing, speaking, and listening skills. Through close reading, interactive discussion, and type II writes, students will examine themes such as identity, coming of age, and morality. 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 argument essays.

Open To - Grade 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

### **ENG414 - Poetry, Prose, & Plays**

In this course, students will develop an individual voice and style through participation in daily writing activities in a variety of genres. In this intensive writing seminar, students will study the works of groundbreaking novelists, dramatists, poets, and other writers, participating in ongoing (an online) peer evaluation, and apply learned concepts to their own writing. Students will be able to explore the world of self-publication and will be expected to propose, plan, and produce a final project in an area of interest.

Open To - Grades 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

### **ENG418 - New England Authors**

Students will look at a variety of literature written by New England authors. They will read a variety of genres ranging from classic to contemporary. They will also look at how living in New England has had an impact upon the author's styles. Possible examples include: Chris Bohjalian, Howard Frank Mosher, Archer Mayor, stories from the granite industry, agricultural poetry, and/or David Budbill.

Open To - Grades 11, 12

Awarded Credit - 1 credit of English

Prerequisite - Placement by the English Department

NCAA Status - Approved

### **ENG419 - Journeys in American Literature**

This course looks at the literature of our country as a metaphor for the journey of life. Thus, the study will progress through four major themes: birth and innovation, coming of age, the burden of responsibility, and the struggle with mortality. Through these themes, students will examine the ways in which the universal struggles of life have specifically American implications. The course readings and content will range through many genres: short fiction, poetry, drama, novels, and non-fiction. Regardless of the course content, however, students will analyze the various techniques writers employ to create meaning and influence audiences through their craft.

Open To - Grades 11, 12

Awarded Credit - 1 credit of English

Prerequisite - Placement by the English Department

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

Awarded Credit - 1 credit of English

Prerequisite - Placement by the English Department

NCAA Status - Approved

### **ENG425 - Literature of War**

Students will examine and explore various themes and concepts of war, including but not limited to the issues of war, the men and women involved in war, the families left behind, the innocent victims of war, and war itself.

In addition, students will explore social and historical issues pertaining to war, including "just war" principles and tactics of war. The course will include the reading and discussion on non-fiction, fiction and poetry, oral histories and some film study.

Open To - Grades 11, 12

Awarded Credit - 1 credit of English

Prerequisite - Placement by the English Department

NCAA Status - Approved

### **ENG426 - Modern American Voices**

Modern American Voices focuses on literature written in the United States of America from the middle of the twentieth century to recent times. Works are chosen to represent diverse ethnic, racial, and social groups in historical, political, and economic contexts for what they reflect and reveal about the evolving American experience and character. Voices represented in this course include minority and women writers: topics addressed include reactions to war, the Cold War, and the September 11th attacks.

Open To - Grades 11, 12

Awarded Credit - 1 credit of English

Prerequisite - Placement by the English Department

NCAA Status - Approved

## **ENG600 - CCV: English Composition**

In this course, students develop effective composition skills and research techniques. Students learn strategies for organizing, evaluating, and revising their work through extensive reading of a variety of essay styles and literary texts; apply writing and research techniques to their papers; and demonstrate proficiency in first-year college-level writing and information literacy.

This course is considered a "concurrent class", as this is a Community College of Vermont (CCV) -approved course, taught by a Spaulding High School teacher, and during the regular high school day. A dual enrollment voucher is required to be used to access this course. Should a student desire to take this course, but has already used both of their Dual Enrollment vouchers, or wants to save their voucher for a future college course, a small fee will be required to be paid by the student/family to participate in this college course. Additionally, students will need to meet CCV's requirements in order to be placed in this course.

Open To - Grade 11, 12

Prerequisite - Acceptance by CCV to take this course

Awarded Credit - 1 credit of English (student will earn English credit at SHS and English credit at CCV)

NCAA Status - Approved

## **ENG601 - CCV: Contemporary World Literature**

This course introduces students to a variety of works of literature published after WWII. Through readings in fiction, drama and poetry, students explore the range of human experience across national and cultural boundaries. The primary focus is on diverse and multicultural texts, including the topics of gender, post colonialism, indigenous peoples, migrants, and self-reflection. Through the literature of contemporary writers from around the world, students can compare their lifestyles/values/perceptions/experiences/etc. to those of people from different cultures, giving students a broader and deeper understanding of and more tolerance and respect for those cultures.

This course is considered a "concurrent class", as this is a *Community College of Vermont* (CCV) approved course, taught by a Spaulding High School teacher, and during the regular high school day. A dual enrollment voucher is required to be used to access this course. Should a student desire to take this course, but has already used both of their Dual Enrollment vouchers, or wants to save their voucher for a future college course, a small fee will be required to be paid by the student/family to participate in this college course. Additionally, students will need to meet CCV's requirements in order to be placed in this course.

Open To - Grade 11, 12

Prerequisite - Acceptance by CCV to take this course

Awarded Credit - 1 credit of English (student will earn English credit at SHS and English credit at CCV)

NCAA Status - Approved

## COURSE CATALOG

The ELL 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 ELL 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 ELL students. Direct support services are provided for ELL students enrolled in a variety of subjects.

*challenging your linguistic skills*

# ENGLISH SPEAKERS OF OTHER LANGUAGES

ELL101, 201, 301, 401, 501, 601

This series of structured courses supports students learning academic English in the context of an ELL 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

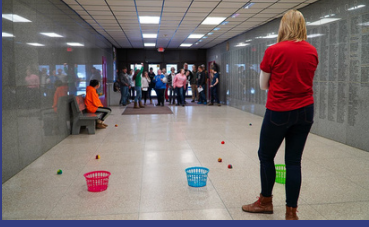
To gain admission to American Colleges, ELL students are often required to take the TOEFL (Test of English as a Foreign Language). This ELL class helps build vocabulary and focuses on the necessary listening and reading comprehension, essay writing, grammar correction, and test-taking strategies for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

Open To - ELL 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 Head of School Counseling.

## COURSE CATALOG



Health and Family Consumer Sciences 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 Applicable

## 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 Applicable



# 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 course 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. It will involve lecture, listening, viewing, student research, and essays.

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

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 Applicable

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. Students will gain exposure to a wide variety of styles and genres of music including classical, pop, Broadway, folk, and world music. In addition to participating in school performances, student will learn fundamentals of singing, sight reading, 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 Applicable

Awarded Credit - .5 credit of Fine  
Art per semester

*\* Embedded Honors option available*

### **FNA120 - Jazz Ensemble**

This course 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 Applicable

### **FNA211 - Advanced Choir**

In this performance based course, students will build upon the basic skills learned in Chorus. 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, sight-reading, 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

NCAA Status - Not Applicable

### **FNA300 - Advanced Music Theory**

This course is designed for students that wish to explore Music Composition. This course 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 Applicable

### **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 - Grade 9, 10, 11, 12

Prerequisite - Teacher recommendation

Awarded Credit - .5 credit of Fine Art

NCAA Status - Not Applicable

### **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 Applicable

### **FNA303 - Song Writing & Music Production**

This class is open to students interested in writing, producing and recording music. The class can accommodate students with one or more of the following abilities: instrumental, vocal, keyboard, creative writing, and audio engineering.

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Applicable

### **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 Applicable

### **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

Awarded Credit - .5 credit of Fine Art

Prerequisite - Teacher Recommendation

NCAA Status - Not Applicable

## 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.

A newly featured course for FY2021/2022 is **FNA600 - Fashion Design and Technology**

The world of fashion design is a competitive and creative market that historically has been the basis of popular culture and trendsetting. Why do certain clothing trends stick? Who decides what's "in" and what's "out?" How easy is it to become a fashion designer? This course introduces students to the construction and business components in fashion and apparel design, allowing students to become designers themselves, using industry design software. Students will learn about the history of fashion design, create fashion drawings, attain pertinent concepts in cloth and textile design, learn sewing and color approaches to apparel construction, and bring ideas to final form in a culminating fashion show and portfolio presentation.

Open To – Grades 9, 10, 11, 12  
Awarded Credit - .5

# 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 build skills in drawing, painting, sculpting and other art forms. Emphasis is on learning the creative process artists use to make art including generating ideas, design and planning, applying artistic skills and concepts to create projects, and reflection and critique. As a result of this process, students often learn flexible thinking, patience, and persistence. This course provides 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  
NCAA Status – Not Applicable

Awarded Credit – 1 credit of Fine Art

## FNA103 - Drawing Studio

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 learn and practice the creative process artists use to make art including generating ideas, design and planning, applying artistic skills and concepts to create projects, and reflection and critique. As a result of this process, students often learn flexible thinking, patience, and persistence. This course provides an excellent introduction to the skills needed for advanced study in 2-D Art Studio

Open To – Grades 9, 10, 11, 12  
NCAA Status – Not Applicable

Awarded Credit – 1 credit of Fine Arts

## 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  
NCAA Status – Not Applicable

Awarded Credit – 1 credit of Fine Arts

## FNA202 - 2-D Art Studio

This advanced course builds and refines the traditional skills of two-dimensional art forms such as drawing, painting, or 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.

Students explore Aesthetic Theory to learn the many ideas about what makes something art, and they determine and express their own aesthetic opinions. This course may be repeated for further advanced level art study (teacher recommendation required for repeat enrollment).

Open To - Grades 10, 11, 12

Prerequisite - Art Studio Introduction or Drawing Studio  
& Teacher recommendation

Awarded Credit - 1 credit of Fine Arts

NCAA Status - Not Applicable

### **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 - Art Studio Introduction, World Art, or Drawing

Awarded Credit - 1 credit of Fine Arts

NCAA Status - Not Applicable

### **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

NCAA Status - Not Applicable

Awarded Credit - .5 credit of Fine Arts

### **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

NCAA Status - Not Applicable

Awarded Credit - .5 credit of Fine Arts

# COURSE CATALOG

3.5

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 in the Humanities course, 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 US history, one half credit in civics, and one additional history credit. All world and American history classes require a research paper.

*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
121*/122 Humanities	301*/302 US History	304 Civics	Seminar Courses *
			306 Native American History
			309 Economics
			312 Vermont History
			314 Sociology
			321 Holocaust Studies
			322 Medieval Studies
			325 American Civil War
			501 AP European History
			502 AP Psychology
			600CCV World History I
			610 CCV Intro to Psychology

*\* Embedded Honors option available*

## HIS121/122 - Freshman Humanities

This course surveys world history from 17th 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 of great value.

Open To - Grade 9

Awarded Credit - 1 credit of 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 and complete a portfolio to receive credit for the class.

Open To - Grade 10

Prerequisite - Earned Proficiency in HIS121/122 or equivalent

Awarded Credit - 1 credit of 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 project to receive credit for the class.

Open To - Grade 10

Prerequisite - Earned Proficiency in HIS121/122 or equivalent

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 11, 12

Prerequisite - Successful completion of all required history courses (Freshman Humanities and U.S. History), or with teacher permission and Department Chair approval

Awarded Credit - .5 credit of Civics

NCAA Status - Approved

### **HIS306 - Native American History**

This course explores issues in United States history specific to Native Americans. Topics of study include Native American culture prior to contact with Europeans, contact with and colonization by Europeans, Indian removal policies, reservation systems, the closing of the frontier, and current issues.

Open To - Grades 11, 12

Awarded Credit - .5 credit of History Elective

NCAA Status - Approved

### **HIS309 - Economics**

This course will examine economics on an individual level, business level and as it pertains to the global economy. Students will examine portions of both micro and macro economics, studying the law of supply and demand, money and prices, inflation, etc. History and politics will be intertwined through a look at government financing and its impact.

Open To - Grades 11, 12

Awarded Credit - .5 credit of History Elective

NCAA Status - Approved

### **HIS312 - Vermont History**

This course addresses Vermont and its history from settlement to the 20th Century. Topics of study will include major events such as Abenaki, Settlement, Statehood, the Civil War, the Great Depression, Barre history, and the role of ordinary people and heroes in the state's heritage. The students will complete a final Oral History Project on how Vermont has changed and how it has stayed the same.

Open To - Grades 11, 12  
NCAA Status - Approved

Awarded Credit - .5 credit of History Elective

### **HIS314 - Sociology**

This course explores the study of human relationships and interaction. Concepts include culture, cultural variations, norms and values, socialization process, status, classes and mobility, social institutions and social problems. Social science research techniques and critical thinking skills are stressed. Reading and writing assignments will be substantial and challenging.

Open To - Grades 11, 12  
NCAA Status - Approved

Awarded Credit - .5 credit of History Elective

### **HIS321 - Holocaust Studies**

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  
NCAA Status - Approved

Awarded Credit - .5 credit of History Elective

### **HIS322 - Medieval Studies**

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 at 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  
NCAA Status - Approved

Awarded Credit - .5 credit of History Elective

### **HIS 325 - American Civil War**

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? Why did the North win the war? Could the South have won? To what extent is the Civil War America's *defining moment*?"



Open To - Grades 11, 12  
NCAA Status - Approved

Awarded Credit - .5 credit of History Elective

### **HIS501 - AP European History**

This senior Advanced Placement course is comparable to an actual college course, emphasizing content acquisition and skill development, particularly critical thinking. This course surveys European history from the Renaissance to the present. Students will learn to analyze historical evidence and write analytical and interpretive essays as they explore the major themes of European history. They will research the past by exploring vibrant and engaging pieces of historical evidence, such as paintings, letters, and cartoons. Students will deepen their understanding of readings and concepts through regular class discussion. \*Students are required to take the Advanced Placement European History exam in May and to complete a research project.

Open To - Grades 11, 12  
NCAA Status - Approved

Awarded Credit - 2 credits of History Electives

### **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

### **HIS600 - CCV:World History 1**

This survey course explores the economic, political, cultural, and social developments in world history from the rise of civilization to 1500 CE in Asia, Africa, Europe, and the Americas. The course highlights geography, cultural and political movements, and human interactions that influenced the historical evolution of various world societies and their interrelationships within a global context.

Open To - Grades 11, 12  
NCAA Status - Approved

Awarded Credit - 1 credit of History Electives

### **HIS610 - CCV: Intro to Psychology**

A survey of the basic issues, concepts, theories and methods of psychology. Students will increase their awareness of the scientific approach to understanding human behavior through a study of sensory processes, perception, emotion, motivation, intelligence, learning and personality formation.

Open To - Grades 11, 12  
NCAA Status - Approved

Awarded Credit - 1 credit of History Electives

## 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.*

### 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 Applicable

### LET2 - Leadership Education & Training 2

This course description is similar to LET1, however units are as follows: military drill, physical training, "You the people" (a citizenship-skills foundation of the American political system), creating the constitution, shaping American institutions, and practices for 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 Applicable

### 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 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 Applicable

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.



#### **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 LET3

Awarded Credit - 1.0 Elective Credit

NCAA Status - Not Applicable

#### **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

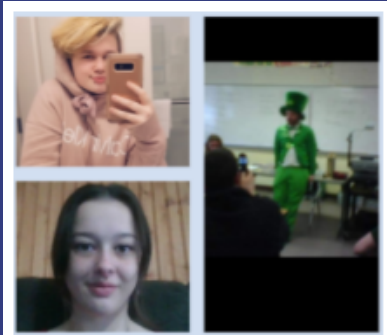
Awarded Credit - 1.0 Elective Credit

NCAA Status - Not Applicable

# 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 Assistant Mathematics & Statistics Department Chair, Ms. Elisha Coleman at [ecoleshs@buusd.org](mailto:ecoleshs@buusd.org) 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 principles of engineering and mathematics to reinforce and build upon 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 related to real-world situations. Connections will foster the development of problem solving skills, questioning techniques, and planning, as well as 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 Connections. Students examine such topics as integers, equations, probability, patterns, order of operations, ratios and proportions, percent applications, Pythagorean Theorem, area and volume. 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.

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

### **MAT110 - Algebra I Part A**

In this course, students examine such topics as proportions, direct variation, linear equations, systems of equations, and inequalities. The examination of the topics are 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, 11, 12

Prerequisite - Placement by the Math Department

Awarded Credit - 1 credit of Math

NCAA Status - Approved

### **MAT111 - Algebra I Part B**

In this course, students examine such topics such as exponential growth and decay, transformations, inverse variation, probability, and quadratics. The examination of the topics are 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, 11, 12

Prerequisite - Placement by the Math Department

Awarded Credit - 1 credit of Math

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 upon work with a 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 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 upon work with a graphing calculator. There is a rapid progression of topics and students must be able to perform within time limits.

Open To - Grades 9, 10, 11, 12

Prerequisite - Must earn proficiency in Algebra I A & B

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 honors 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, 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

### **MAT450 - Robotics**

This course provides an introduction to programming and robotics through a series of individual and team based design activities and labs. Students will develop key engineering and programming skills in the field of robotics. This includes learning about the design and iterative process, written and block programming, systems and controllers and how mathematics, science and statistics apply to engineering. Students will practice and be assessed on written and oral communication, teamwork, and management of short and long term projects. The course integrates mathematics, coding in multiple languages, building and engineering principles. Students should have a solid understanding of Algebra and geometry in order to code more complex tasks and solve challenges with a robotic system.

Open To - Grades 10, 11, 12

Prerequisite - Proficiency in Algebra 1 Part B or Honors Algebra

Awarded Credit - 1 credit of Math

NCAA Status - Pending approval

### **MAT455 - Engineering**

Students in this course will develop key engineering skills on topics including electrical, mechanical, and software design. The Introduction 2 Design (SI2D) High School course provides an introduction to engineering through a series of team-based design projects based on the First Year Projects Course (GEEN 1400) taught in the Integrative Teaching and Learning Laboratory (ITLL) at the University of Colorado at Boulder. Also, students will practice written and oral communication, teamwork, and management of long-term team-based projects. The course integrates mathematics, programming and robotics in order to transform a standard classroom into a modern engineering design facility.

Open To - Grades 10, 11, 12

Prerequisite - Proficiency in Geometry or Honors Geometry

Awarded Credit - 1 credit of Math

NCAA Status - Pending approval

### **MAT 460 - Computer Science**

An introductory course designed to develop logical reasoning and computer programming skills through immersion in the fundamentals of a programming language. Programming projects involving mathematical problems and logic games challenge students to develop their logical reasoning, systematic thinking, and problem-solving skills. Students become familiar with fundamental object-oriented programming concepts, algorithms, and techniques. This course covers an overview of introductory material through hands-on labs and individual and collaborative projects.

Open to - Grades 10, 11, 12  
Prerequisite - Proficiency in Algebra 1 Part B or Honors Algebra

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. 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. \*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.

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 MAT403-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. 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. \*Students are required to take the national Advanced Placement Calculus BC Exam in May and to have a graphing calculator on the approved list.

Open To - Grades 11, 12  
Prerequisite - Must earn Exemplary or Partial Exemplary in Pre-Calculus Honors and/or placement by the Math Department  
Awarded Credit - 2 credits of Math  
NCAA Status - Approved



**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.

It is recommended that students initially select a semester (1 credit) PE course, followed by one of our quarter courses. Students can also choose to create a flexible pathway to meet their remaining graduation requirement.

An emphasis is placed on motor skill development, collaboration, knowledge of content and valuing physical activity for lifelong health and wellness.

*paving a path to a healthy lifestyle*

# PHYSICAL EDUCATION

## Semester-Long Physical Education

Our Semester-long Physical Education courses provide each student with a choice in how they would like to begin navigating the curriculum and graduation requirements. This choice is essential in creating a meaningful experience for each student. In the 18 weeks we spent in PE, the aim is to meet each student where they are at and guide them through the proficiency process at a pace appropriate for their learning needs.

### PED105 - Games for Understanding

This section is focused on understanding and participating in games within the four main 'game categories' (Net & Wall, Invasion, Striking & Fielding and Target). 3-4 days per week students will experience games like badminton, floor hockey, cornhole & wiffleball where they will work towards better understanding game play concepts, rules and strategies as well as motor skill development.

Open to - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of PE

NCAA Status - Not Applicable

### PED106 - Personal Fitness Exploration

This section is focused on understanding and participating in basic fitness programs focused on one of the '5 elements of fitness' (Cardio, Muscle Strength, Muscle Endurance, Flexibility and Body Composition). 3-4 days per week students will experience genres of fitness like Yoga, Performance Training and various Cardio & Resistance Training methods where they will work towards better understanding program design, goal setting and safe form in fitness movement patterns. Attention athletes! Please refrain from registering for this course when in season.

Open to - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of PE

NCAA Status - Not Applicable

## Quarter-Long Physical Education

Our Quarter long Physical Education courses provide each student with yet another choice! For many students this will be their final course as long as they complete all remaining Proficiency requirements. It is essential for students to choose a course they enjoy and that provides them with a learning environment where they can be successful.

### **PED117 - Personal Fitness**

This section is a personal fitness workshop focused on each student's own personal fitness. Each day students will have the option to participate in a variety of training methods to reach their fitness goals, work on completing any remaining proficiency requirements or a combination. This is another 9 weeks we'll spend working together to complete all graduation requirements. Attention athletes! Please refrain from registering for this course when in season.

Open To - Grades 9, 10, 11, 12

Prerequisite: Successful completion of a 1 credit PE course

Awarded Credit - .5 credit of PE

NCAA Status - Not Applicable

### **PED118 - Game Play**

This section is a game play workshop focused on competitive and/or tournament gameplay featuring games within the four main game categories. Each day students will have the option to participate in competitive game play, work on completing any remaining proficiency requirements or a combination. This is another 9 weeks we'll spend working together to complete all graduation requirements.

Open To - Grades 9, 10, 11, 12

Prerequisite: Successful completion of a 1 credit PE course

Awarded Credit - .5 credit of PE

NCAA Status - Not Applicable

### **PED119 - Tools for Healthy Living**

This course will focus on life after secondary education. The curriculum is designed to help students better understand the management skills required to live a healthy lifestyle while balancing daily commitments. In our cooking classroom, 2-3 days per week we will focus on nutrition, food prep & storage, basic cooking and clean eating. Likewise, in the gymnasium, 2-3 days per week we will introduce students to lifetime activities, fitness opportunities offered in their local community and games commonly played within college intramural programs. In this 9 week course students will be completing any remaining graduation requirements and must complete a college or career readiness plan. This course is very personalized and will be paced appropriately for all learners.

Open To - 9, 10, 11, 12

Prerequisite - Successful completion of a 1 credit PE course

Awarded Credit - .5 credit of PE

NCAA Status - Not Applicable

### **PED125 - Cooperative Activities**

This course will focus on cooperative activities. We take traditional games and modify rules to create a cooperative learning environment. Additionally, students should expect team building activities and lifetime activities for this course. Students will use problem solving, critical thinking, and collaboration when participating in activities. In this 9 week course students will be completing any remaining graduation requirements. This course is very personalized and will be appropriately paced for all learners.

Open To - 9, 10, 11, 12

Prerequisite - Successful completion of a 1 credit PE course

Awarded Credit - .5 credit of PE

NCAA Status - Not Applicable

# 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	SCI215 Life Science I Honors SCI220* Life Science I		SCI300 Chemistry Honors SCI301 Chemistry SCI305 Anatomy and Physiology SCI310 Physics Honors SCI311 Physics SCI314 Marine Biology SCI315 Forensic Science SCI321 Astronomy SCI500 AP Biology SCI610 CCV Intro to Environmental Science

*\* Embedded Honors option available*

### SCI120 - Physical Science I

Physical Science I is a foundational course where students learn the basics in chemistry, earth science, and climate. Students will start the semester by learning how to read the periodic table and use the table to predict chemical reactions. In earth science, students will use relative age and radiometric dating techniques to explain the geologic history of earth. Student will also use evidence to make claims as to why our Earth's surface looks the way it does (mountains, volcanoes, trenches, etc.). The course ends with an overview of climate, where students analyze data to predict climate trends and ultimately design solutions to reduce human impact. 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  
NCAA Status - Approved

Awarded Credit - 1 credit of Science

### SCI215 - Life Science I Honors

Life Science I Honors is a foundational course to biology-related concepts. This course will study the same topics as Life Science I, but will be characterized by greater depth, complexity and rigor. Topics will be covered in greater depth and at an accelerated pace; students should be highly motivated, and dedicated to their educational experience. Over the course of the semester, students will explore how changes in the Earth's systems over time influenced the development and survival of living things. Topics will include the structure and function of living things, matter and energy flow in organisms, genetics, evolution, and biodiversity.

Open To - Grade 10  
Prerequisite - Partial Exemplary or Exemplary  
in Physical Science I

Awarded Credit - 1 credit of Science  
NCAA Status - Approved

### Science Electives

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

#### **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. 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  
Prerequisite - Physical Science I

Awarded Credit - 1 credit of Science  
NCAA Status - Approved

#### **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  
& Algebra II completion/teacher recommendation

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  
Prerequisite - Placement by the Science Department  
NCAA Status - Approved

Awarded Credit - 1 credit of Science

#### **SCI305 - 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

### **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 10, 11, 12  
NCAA Status - Approved

Awarded Credit - 1 credit of Science

### **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  
Prerequisite - Successful completion of Algebra II

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  
NCAA Status - Approved

Awarded Credit - 1 credit of Science

### **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  
NCAA Status - Approved

Awarded Credit - 1 credit of Science

### **SCI321 - Astronomy**

This is a science elective for those students who want to learn more about the cosmos. This course explores the size and scale of the universe, electromagnetic radiation, the life cycle of stars, and the evidence supporting the Big Bang theory. This course is taught differently than most traditional courses. Students work their way through a "Layered Curriculum," where they are given choice in what activities they want to use to learn the material.

Although the teacher provides direct instruction, most learning opportunities are done on their own. Students who like to work at their own pace and can keep to a due-date schedule will excel in this course.

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

Awarded Credit - 1 credit of Science

### **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. This course is strongly recommended for students interested in pursuing careers in medicine, life science, forensics, and related fields.

\*Students are required to take the AP Biology Exam in May.

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

Awarded Credit - 1 credit of Science

### **SCI610 - CCV: Intro to Environmental Science**

This course is a multidisciplinary study of the interrelationship between living things and their environment. The fundamentals of biology, chemistry, geology, and energy flow are studied so that current environmental issues can be understood and discussed from a scientific perspective. Emphasis is placed on maintaining and restoring sustainable ecosystems.

Open To - Grades 11, 12  
Prerequisite - Acceptance to CCV as a Dual Enrollment Student  
NCAA Status - Approved

Awarded Credit - 1 credit of Science

## **COURSE CATALOG**

### **SPN125 - COVE**

The COVE (Core Values Education) Program is designed for students with social/emotional challenges that impact their ability to access general education classes during the full school day.

The program provides academic instruction and skill building in self-awareness and self-regulation techniques. The intent of the program is to build these core value skills, thus allowing students to transition back fulltime to the general education setting. Initially students are involved in self-contained classroom programming for at least a portion of their day.

Students may require special education services and multi-disciplinary supports to meet all academic graduation requirements in a flexible manner. Referral is made through recommendation at a student's Individualized Education Plan team meeting.

# **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, 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 IEP Team

Awarded Credit - Proposed by the student's Special Educator Case Manager and Life Skills team, along with School Counseling Review

### **SPN112 - Read 180**

READ 180 is an intervention program that focuses on engaging students who traditionally struggle with reading comprehension, fluency, academic vocabulary, and writing skills. Through class discussion, station learning, and building independent skill through interactive software, Spaulding offers the READ 180 intervention as a one semester course with the intention of preparing students to meet the demands of high school literacy.

Open To - 9, 10, 11, 12

Prerequisite - Case Manager referral & Student Reading Inventory

Awarded Credit - 1 Elective

# COURSE CATALOG

1.0

Graduation Requirements  
Elective Credit



Work Based Learning enables students to gain the necessary skills and knowledge of being a part of the workforce.

This is especially meaningful for a student who may be interested in exploring a particular career immediately after high school, students who may seek post-secondary education at a technical or community college, or students who are seeking a four year college education.

In the Spring, WBL will be offering a STEM related opportunity with Project Invent. -----

*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. For some placements, one must be 18 years of age prior to placement.

Awarded Credit - 1 credit of an Elective

### WBL300 - 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.

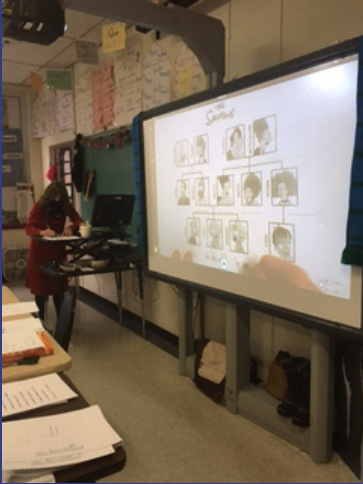
Awarded Credit - 1 credit of an Elective



# 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 interactive activities, music, videos, game play, reading short pieces and writing a variety of short responses and paragraphs. Students will be able to ask and respond to a variety of questions in both speaking and writing. Emphasis is on vocabulary acquisition, basic grammar skills, and exposure to the culture of the French speaking world.

Open To - Grades 9, 10, 11, 12  
NCAA Status - Approved

Awarded Credit - 1 Elective

### 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, acquire more essential vocabulary and continue to practice their reading, writing, listening, and speaking skills through interactive activities, games, projects and classwork. Emphasis is on asking and answering questions in order to create meaningful dialogue.

\*Students wishing to earn embedded Honors credit will need to meet all standards, demonstrate strong habits of work scores, and complete additional requirements specific to this course.

Open To - Grades 9, 10, 11, 12  
Prerequisite - Successful completion  
of French I and/or teacher recommendation

Awarded Credit - 1 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. New vocabulary is presented along with short stories and students use this in both oral and written expression. Speaking is emphasized at this level, with students being able to converse more spontaneously. Students make cultural connections through films, music, and authentic materials.

\*Students wishing to earn embedded Honors credit will need to meet all standards, demonstrate strong habits of work scores, and complete additional requirements specific to this course.

Open To - Grades 9, 10, 11, 12  
Prerequisite - Successful completion  
of French II and/or teacher recommendation

Awarded Credit -1 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 Elective

NCAA Status - Approved

### **WLA300 - French V Honors**

This course is normally offered as an independent study. Students who attain this level of study are self-directed and motivated. Before beginning the course, students will outline the areas of culture, vocabulary and reading that wish to explore. They will guide their own studies with their personal interests. They will continue with more advanced grammar and use their studies to improve their writing in more complex projects and essays.

Open To - Grades 9, 10, 11, 12

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

Awarded Credit -1 Elective

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

NCAA Status - Approved

Awarded Credit - 1 Elective

### **WLA112 - Spanish II\***

This course is a continuation of the work that has been done in Spanish I. The focus will be on the listening, speaking, reading and writing standards. Students are expected to converse in Spanish. Reading will include short passages and writing will consist of short narratives and various comprehension activities.

\*Students wishing to earn embedded Honors credit will need to meet all standards, demonstrate strong habits of work scores, and complete additional requirements specific to this course.

Open To - Grades 9, 10, 11, 12

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

Awarded Credit - 1 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. Students start to make cultural connections through films, music and authentic materials.

\*Students wishing to earn embedded Honors credit will need to meet all standards, demonstrate strong habits of work scores, and complete additional requirements specific to this course.

Open To - Grades 9, 10, 11, 12

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

Awarded Credit - 1 Elective

NCAA Status - Approved

### **WLA210 - Spanish IV Honors**

An intensive course of the Spanish language and cultures. Students will develop speaking proficiency, listening comprehension, reading, and writing in everyday situations. This course 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 are selected to reinforce the cultural material discussed in class. This course is designed to help students develop fluency, and is best suited for highly motivated students who desire to communicate in a second language.

Open To - Grades 10, 11, 12

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

Awarded Credit - 1 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.

Open To - Grades 11, 12

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

Awarded Credit - 1 Elective

NCAA Status - 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.

*additional supports that lead to success*

## MISCELLANEOUS

### 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 Applicable

### ADM105 - College and Career Planning

This course will be a companion course to Driver Education. Its focus upon assisting students acquiring and applying self knowledge in order to develop personal learning and career goals. Topics may include notetaking and organization, digital citizenship, time management, stress management, & career awareness, exploration, and preparation.

Open to - Driver’s Education students

Prerequisite - Concurrent Enrollment in Driver Education

Awarded Credit - .5 credit of Elective

### MIS101 - What Your Mind Needs

"How do I work this thing?" Ever feel distracted or irritable? Ever want to improve your ability to focus and relax? Ever have difficulty controlling your emotions or controlling your mind? This quarter-long course offers a beginning look into the landscapes of our bodies and minds and explores mindfulness practices. What is it that drives human behavior and the choices we make? How can we learn to observe our own minds? Through a series of experiential games and exercises, along with meditative practices, we explore these questions and more - learning how to choose our responses, rather than react to the event around us, and how to build sustaining inner calm and peace.

Open To - 9, 10, 11, 12

Awarded credit - .5 Elective



CENTRAL  
VERMONT  
**CAREER  
CENTER**



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.

Click on this [link](#) to learn more about their programs.