

# CVCC Curriculum Presentation to the BUUSD Curriculum Board

March 23, 2021



# CVCC students apply academic knowledge and skills in our classrooms, labs and ultimately in the workplace.

## By the Numbers

∞ # of hours **EACH** CVCC student spends practicing their skills during the school year.

*"Hands on learning gives students the opportunity to learn more and learn better."*  
– A CVCC student

14 Programs  
162 Students currently enrolled

## CVCC students learn to:

- Research, interpret, analyze and evaluate information; and
- Use essential academic concepts, facts, and procedures in work and personal settings.



Education that works.

# DestinationCVCC: CVCC Middle School Initiative

CENTRAL  
VERMONT CAREER  
CENTER



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## DESTINATION CVCC



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# CVCC

## A Student Perspective



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# Center Wide Curriculum

- Suite360: is a digital, character development, and social & emotional learning program.



- ACT WorkKeys: An AOE requirement. A National Career Readiness Certificate is earned by completing the three WorkKeys Assessments:
  - Applied Math
  - Workplace Documents
  - Graphic Literacy



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# Google Classroom

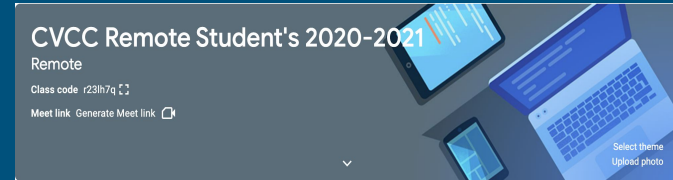
**2019-2020 School Year- All CVCC teachers begin or extend use of Google Classroom to facilitate remote learning**

**2020-2021 School Year- All CVCC teachers use Google Classroom as an integral part of remote and in-person instruction**

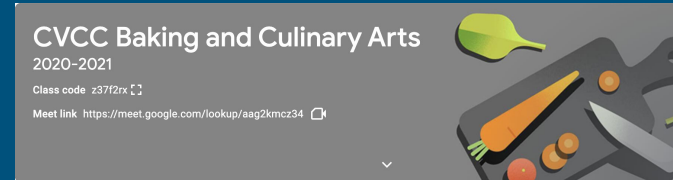
## Advantages:

- Allows sophisticated communication and collaboration between students, teachers and classmates
- Interfaces with Google Docs, Sites, Calendar, Sheets etc. for a universally applicable Learning Management System
- Accessible from a wide range of devices
- Provides for organized and easily tracked feedback and re-submission of work
- Significantly reduces paper usage and provides reliable access to all materials
- Fosters program to program instructional collaboration and allows simplified tracking by Administrators, Parents, etc.

## Remote Students



## Baking and Culinary Arts



## Digital Media Arts





# CVCC Individual Program Projects

## Learning by Doing...

- Natural Resources: Hydroponics, Mycology and Barre City Tree Nursery
  - 2020 Pandemic remote year:
    - All Natural Resource students set up home hydroponics systems, growing lettuce.
    - Independent projects as their midterm and finals. These projects varied greatly from home garden planning, raised bed building, habitat box building (Duck, bat, beneficial insects, and birdhouses), to building a "tiny house" out of a small shed.
      - Student Final Project Presentation-2020: Raised Bed Final Project
  - 2020-2021: Natural Resources students focused on mycology, growing mushrooms at home. This student brought their mushrooms back to the classroom:



Natural Resources also worked very hard as a team this year during their remote learning to plan their big spring project: **Creating a Tree Nursery for the City of Barre**. A \$3500 grant will be used. This grant was written by the Natural Resource students last year during remote learning.

# CVCC Individual Program Projects

Learning by Doing...

Plumbing & Heating:

Drain Waste Vent & Water-School Year 19/20  
Final Plumbing Project

- 2019-2020: The Plumbing & Heating students studied, designed, and created a ½ scale bathroom rough-in assembly including drain, waste, vent and water piping. In addition, students studied for the State first-year apprenticeship exam with a 60% pass rate.

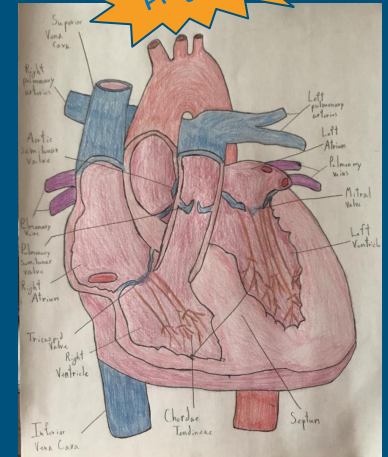
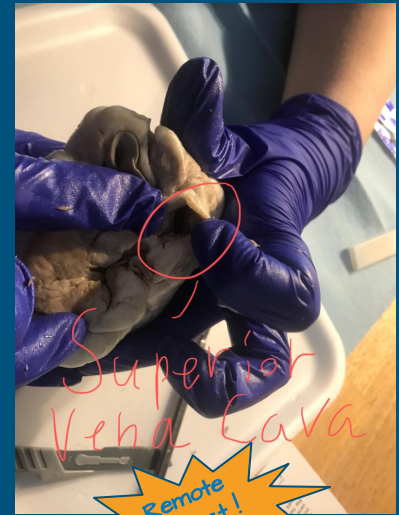
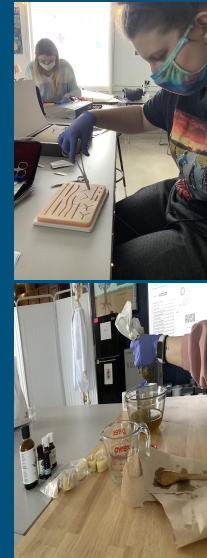
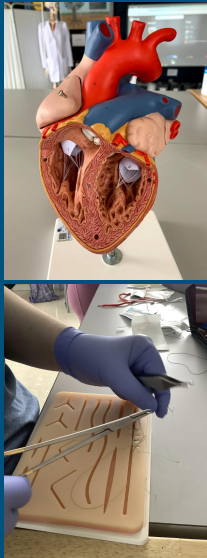




# CVCC Individual Program Projects

Learning by Doing...

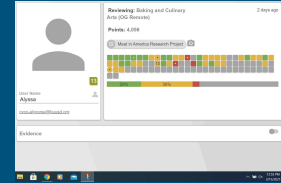
Medical Professions



# Online Learning Opportunities

## Baking & Culinary Arts: KP Compass

- An objective-driven and specifically designed curriculum to prepare students for the workforce by developing their skills and enhancing their techniques. More than 24 hours of video content in the lessons with automatic remediation and mastery. A powerful tool with professional instruction on nearly every aspect of being a chef.



Red = Novice  
Orange = Apprentice  
Green = Scholar

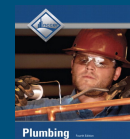
## Cosmetology: Pivot Point LAB

- Pivot Point is an online learning lab that offers videos, models and practice exercises for students.
- Allows students to Explore, Engage, Experience, Expand—enhancing engagement and brings students into a world of active learning.



## Plumbing & Heating, Electrical and Building Trades: NCCER Online Curriculum

- All 3 Instructors are certified trainers.
- Gives our students Industry Recognized Credentials (IRC's).
- NCCER curriculum is competency-based with measurable objectives.



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# Proficiencies: DMA I



## CVCC Digital Media Arts Proficiency Descriptions



See the DMA Syllabus for more information about how assignments fit into these proficiency areas.

Proficiency/Indicator	What does it actually mean in the DMA program?
<b>Media Arts 1a, 1b, 1c, 1d</b> <b>CREATE</b> Showcase skills in formulating concepts for new creative works. <ol style="list-style-type: none"> <li>Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.</li> <li>Utilize aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.</li> <li>Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.</li> <li>Refine and modify media artworks, honing personal aesthetic quality and intentionally accentuating stylistic elements using associated principles, to reflect an understanding of personal goals and preferences.</li> </ol>	Can you learn all of the DMA CTE Concepts about producing Media Art and use them to make better quality art in your projects? Can you develop creative ideas and make use of professional media art practices to make better quality art in your projects? Can you make use of our DMA CTE concepts in your creative process and explain why these are effective? Can you develop your own unique creative processes, such as visual approaches or adding your own personality?
<b>Media Arts 2a, 2b, 2c, 2d, 2e, 2f</b> <b>PRESENT/PRODUCE</b> Showcase skills for creating professional media art. <ol style="list-style-type: none"> <li>Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.</li> <li>Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling roles and processes in the production of a variety of media artworks.</li> <li>Develop and refine a determined range of creative and adaptive innovation abilities, such as design principles, to solve problems through media art productions.</li> <li>Demonstrate adaptation and innovation through the combination of tools and techniques, in standard and innovative ways, to produce a creative intent in the production of media artworks.</li> <li>Design the presentation and distribution of collections of media artworks, considering combinations of artworks, formats, and audiences.</li> <li>Evaluate and implement improvements in presenting media artworks, considering professional practices for employable creativity.</li> </ol>	Can you combine the efforts we cover between our units (photography, graphic design, film, music, animation, etc.) and make connections of creative processes between subjects? Can you master the DMA Unit CTE concepts in your projects and address all of the study areas we will cover? Can you think creatively and develop your own ideas? Can you master our hardware, like cameras and lighting equipment, as well as our software as if you were using them on a professional job site? Can you present a diverse and effective portfolio by the end of the year? Can you present your projects in a professional way to market yourself as an artist?



## CVCC Digital Media Arts Proficiency Descriptions



Proficiency/Indicator	What does it actually mean in the DMA program?
<b>Media Arts 3a, 3b, 3c, 3d</b> <b>RESPOND</b> Showcase the ability to analyze and reflect on existing art work. <ol style="list-style-type: none"> <li>Analyze the qualities of and relationships between the components, style, and preferences communicated by media artworks and artists.</li> <li>Analyze how a variety of media artworks develop audience experience and create intention.</li> <li>Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.</li> <li>Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.</li> </ol>	Can you reflect on how an artists' personal tastes and creative ideas carry on to their products? Can you make considerations in your artwork to make the best product for the intended audience? Can you create art that explores personal or external themes, like cultural or social issues? Can you evaluate and reflect on what makes media art effective for it's purpose in other people's work as well as your own products?
<b>Media Arts 4a, 4b, 4c, 4d</b> <b>CONNECT</b> Showcase the ability to connect artistic ideas and work with personal meaning and contextual knowledge. <ol style="list-style-type: none"> <li>Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences.</li> <li>Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences, such as learning and sharing through online environments.</li> <li>Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity.</li> <li>Critically evaluate and effectively interact with legal, technological, systemic, and career contexts of media arts, considering ethics, identity, media literacy, social media, virtual worlds, and digital citizenship.</li> </ol>	Can you connect how your personality or how a cultural/social influence affected something you created? Can you reflect on art that addresses meaningful cultural experiences, based on how it is created and shared? Can you utilize art to explore themes in an in-direct way, such as using media to explore and provide questions rather than simply seeking answers and direct meanings? Can you pass your DMA Safety Exam topics on Digital Citizenship, especially as outlined in media use laws like copyrighting, ethics, and sharing of art?
<b>Math 1a, 1b</b> <b>MODELING</b> <ol style="list-style-type: none"> <li>Use numerical phenomena or quantities to a model a situation.</li> <li>Use geometric shapes and their properties to model physical objects.</li> </ol>	Can you utilize numbers and math to understand situations in media art? Can you make use of geometry to better understand how to create visual art?
<b>Math 2c</b> <b>NUMBER AND QUANTITY</b> <ol style="list-style-type: none"> <li>Reason quantitatively and use units to solve problems.</li> </ol>	Can you utilize math to solve problems and answer questions about professional media art?

# Competencies

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## Plumbing & Heating

### Ferrous Metal Piping Practices

- E. 001 Identify the types of ferrous metal pipes.
- E. 002 Measure the sizes of ferrous metal pipes.
- E. 003 Identify the common malleable iron fittings.
- E. 004 Cut, ream and thread ferrous metal pipe.
- E. 005 Join lengths of threaded pipe together and install fittings.
- E. 006 Describe the main points to consider when installing pipe runs.
- E. 007 Describe the method used to join grooved piping.





# Virtual Job Shadow: A CVCC & VSAC Aspirations Collaboration Project

VJS prepares students for today's competitive workplace through comprehensive career assessments, exploration and virtual job shadowing/mentoring. VJS is a comprehensive career exploration course. VJS empowers students to discover, plan and pursue their dreams with their video-based career planning platform. Interactive tools help students develop career paths based on choice, not chance.

## CVCC Teacher Testimonials of VJS Curriculum

- ~ Through the generosity of a grant my class has been able to use the Virtual Job Shadow platform for my Pre-Tech program at CVCC. The timing could not have been better as we were able to lean on this site during remote learning. Although we have been back full-time since January, we continue to use VJS on a weekly basis.
- ~ This site provides various modules that hit key themes in Social and Emotional Learning. VJS provides lessons that show how such learning is applicable to work/career settings. This bridging of career best practices and SEL provides a clearer understanding of *why* students are learning about these concepts.
- ~ A great benefit of using VJS has been the resume builder, cover letter builder and the career interest survey.
- ~ VJS guides learners through each lesson which are intuitive and well-paced. In the fourth quarter we will look into post-secondary goal planning and goal setting. I have yet to wield the full potential of this platform and I hope I will have more opportunities to use this next year!



# CVCC Digital Personal Learning Portfolios


A Personal Learning Portfolio is a virtual, personal space that serves as a dynamic planning tool, archive, profile, and showcase of student learning experiences, goals, and achievements. They are created and managed by all CVCC students to demonstrate their learning while at CVCC. We offer teachers and students [A Roadmap to Success](#) to guide them through the process.

Portfolio example: Plumbing & Heating Student




## Water Main Work

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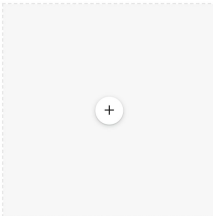
October 19th, 2020.

Today we continued to test in Workkeys, I also studied the first module of NCCER. Then we worked on setting up the perimeter of where we will be laying the pipe. We used stakes to hold the string to show where the pipes will be and to show the space between them.



October 20th, 2020.

Today I worked in NCCER until break, I continued to study the first module for my test. After break we started measuring where the fittings will be in our section of the water main until the end of the class.



October 22nd, 2020.

Today I studied module one of NCCER until break. After break we started cutting the pipe into the lengths we needed for the fittings we laid out.




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# CVCC Transcript

## Medical Professions Sample Student Transcript

All student Transcripts are uploaded to their Portfolios at the end of the school year.

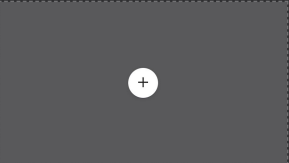

**CVCC Culinary**

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[Transcript](#)



# Transcript

Change image
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Click to edit text

CENTRAL  
VERMONT  
CAREER  
CENTER

155 Ayers Street, Suite 2  
Barre, VT 05641  
Phone (802)476-6237  
FAX (802)476-4045

Grade: 12

## Medical Professions

### Program Core Standards

4 = Proficient with Distinction

3 = Proficient

2 = Moving towards Proficient

1 = Needs Assistance

#### Standard

English & Literacy

Mathematics

Science

Transferrable Skills

Work Based Learning

#### Score

4

4

4

4

4

### Embedded Credits

#### Subject

#### Credit

#### Subject

#### Credit

English

1.0

Math

1.0

Science

1.0

Art

1.0

Social Studies

1.0

Elective

1.0

### Credentials/Certificates

#### Industry/State Recognized Credentials

#### Date Achieved

AHA Heartsaver Adult, Infant & Child CPR/AED Certification

09/20/2019

AHA First Aid Certification

09/20/2019

AHA Basic Life Support Certification

01/30/2020

Bloodborne Pathogens Certification

09/30/2019

OSHA 10 Certification

09/13/2019

#### Certificate/Assessment

#### Date Achieved

American College of Surgeon Stop The Bleed Certification& Associate Instructor Certification

12/10/2019

Corona Virus- What you Need To Know-Certification Workplace Fire Safety Certification

04/01/2020

Alison.com Nursing Studies Communication and Transcultural Factors Certification

03/15/2020

Alison.com: Elderly Care and Caring For The Disabled Alison.com: Human Nutrition

03/25/2020

National Institute of Health-Stroke Recognition Certification

05/08/2020

### Advanced Coursework

#### Institution

#### Score

#### Credit/Date Achieved

CCV Human Biology BIO-1140-VC02

A

05/05/2020

CCV Introduction to Healthcare AHS-1045-VC04

A

05/05/2020

### Next Generation Accuplacer Testing Results

236 and below=beginning    237-249=developing    250-262=intermediate    263-275=distinguished    275 and above=excellent

#### Accuplacer Test

#### Score

#### Accuplacer Test

#### Score

Fall 2019 Arithmetic


264.00

Fall 2019 Reading & Writing

523.00

Penny Chamberlin - Director CVCC

Date

A portrait of a middle-aged man with a grey beard and mustache, wearing a blue button-down shirt. He is looking directly at the camera with a neutral expression. The background is a plain, light-colored wall. The image is framed by a blue border.

**GERRY REYMORE**

STEM COORDINATOR