

# 2021-2022 Program of Studies

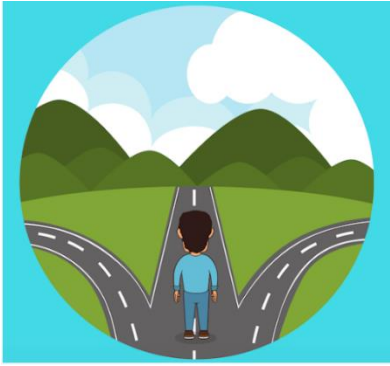


Cover art by Evelyn McAdoo

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# Flexible Pathways



In order to graduate from Lamoille Union High School, students are required to demonstrate proficiency in content areas as well as in transferable skills. They may do so through the various courses, programs, and learning experiences on campus or outside of school listed here:

- Traditional courses on the LUHS campus including introductory courses through Advanced Placement.
- EPIC stands for “Educational Path I Choose” and is a project-based learning experience open to all students who want to earn proficiencies by designing projects that are important to them. Schedules can be modified to incorporate traditional classes as well as the EPIC experience.
- Independent Study is for any student interested in a self-designed experience driven by inquiry to earn proficiencies.
- Extended Learning Opportunity is available to all students who are involved in activities outside of school (e.g. fire department volunteer, Taekwondo classes, horseback riding lessons, etc.) that may help them demonstrate proficiency.
- CCV Introduction to College Studies is available to juniors and seniors to learn what’s necessary to prepare for college.
- Early College is for seniors who are interested in combining their final year of high school and first year of college at one of several VT colleges.
- Dual Enrollment for juniors and seniors interested in earning both college and high school credit, two free VT college courses are granted.
- Online learning opportunities through the PLATO platform are available to all students interested in earning proficiencies through online labs, activities, and assessments.
- Green Mountain Technology & Career Center offers an exploratory pre-tech program for sophomores, and twelve career and technical training programs for juniors and seniors.
- YouthBuild is open to students age 16+ who are interested in earning proficiency through paid job-training in the construction trade.
- Adult Basic Ed is available to students interested in completing graduation requirements off campus through a portfolio-based personalized learning approach.
- Semester abroad is available to juniors and seniors looking to expand their horizons and study in another country.

## Suggested Courses and Sequences for Students Considering Post-Secondary Education

While there may be a few exceptions, most four year colleges and universities and several categories of two year occupational/technical schools have minimum requirements of:

English	4 years
Mathematics	3 years
Science	3 years
Social Studies	3 years
Foreign Language	2 years of the same foreign language

- Four years of the same foreign language are not only highly recommended but expected for very selective and competitive colleges. Foreign language is recommended but may not be required for two-year technical colleges.
- Students who wish to attend a two-year college where the objective is to train for an occupation may not be required to have college-type mathematics or a foreign language in their program. However, most schools of this type encourage students to elect as many college preparatory courses as the student can handle. Students should check with their school counselor for the specific requirements of schools and occupations they may be considering.

## Green Mountain Technology and Career Center

In addition to the classes listed above, the Green Mountain Technology and Career Center (GMTCC) offers a number of full-day programs for juniors and seniors. A student must also be 16 years of age to participate in one of the career and technical courses. Students must complete an application and meet the admission requirements for the specific program. The following programs are available:

- Allied Health
- Automotive Technology
- Business Administration
- Computer Networking Technology
- Construction Technology
- Creative Media & Design
- Culinary Arts
- Electrical Technology
- Forestry & Land Management
- Heating, Ventilation, & Air Conditioning
- Sustainable Agriculture & Food Systems
- Pre-Technology Education

These programs each feature an embedded academic credit which is applied toward the student's high school graduation requirement. Please consult the GMTCC Program of Studies for information on admission and course requirements. The pre-technology program is offered by nomination from a school counselor or other interested adults to rising tenth graders. This program prepares students to meet academic requirements toward high school graduation and for possible entry in a career/technology program in the eleventh or twelfth grade. Each pre-technology student will earn proficiencies in English, mathematics, science and social studies (US History).

## Final Note on Course Selection

In selecting courses, students are encouraged to review four year plans, post-secondary options, current academic progress and the recommendations of current teachers. To help determine the level of difficulty in a given course, students should carefully read the description and consult with teachers and their school counselor.

We ask that parents and guardians encourage students to enroll in the most challenging courses available based on their current demonstrated capabilities and desired future plans.

Students must keep in mind that much of their progress as a high school student depends on their personal motivation to learn, as well as self-discipline and willingness to take advantage of the opportunities offered by the school and community.



## EPIC Academy is reimagining the high school experience.

EPIC Academy is a place where you'll get to profoundly know yourself and others, explore your sense of purpose, and build the skills to bring your own projects from imagination to reality. If you have curiosity, tenacity, and a love of shared community, come be part of our EPIC family!

### EPIC Students (10-12) will:

- Commit to pursuing the 4 EPIC Pillars: Know Myself, Grow Myself, Make My Mark See it Through
- Build community and prioritize positive impact by fully engaging in daily discussion circles, games, and collaborative projects that directly benefit our school and community
- Design and carry their own independent project each quarter
- Work with an EPIC mentor, peers, and community partners to help develop their projects and embed proficiencies
- Showcase their learning through tangible products they create and share with peers and an assessment panel



Students in grades 10, 11 & 12 commit to EPIC for a semester and will engage in the program for all four blocks on either Blue or Gold days.

*Want to learn more?*

Check us out at [www.epicacademyvt.com](http://www.epicacademyvt.com)  
or contact Amber Carbine-March ([amarch@luhs18.org](mailto:amarch@luhs18.org)) and Kim Hoffman ([khoffman@luhs18.org](mailto:khoffman@luhs18.org))

# English

## **Grade 9**

	<b><u>Course #</u></b>	<b><u>Recommended Grade Level</u></b>	<b><u>Page</u></b>
Exploring Identity through Literature	HS138	9	10
Individual in Society Through Literature	HS139	9	11
Theater I: Storytelling and Society	HS136	9-10	12

## **Grade 10**

Investigating Social Issues in Literature: Human Rights	HS140	10	11
Solving Social Issues in Literature: Race & Gender	HS142	10	12
Theater I: Storytelling and Society	HS170	9-10	12

## **Grades 11 & 12**

Advanced Placement (AP) Literature	HS134	11-12	8
American Dream in Literature	HS115	11-12	8
American Identity in Literature	HS118	11-12	8
Contemporary Issues in Literature: Censorship, Justice & Equality	HS141	11-12	9
Contemporary Issues in Literature: Environmental Issues	HS116	11-12	9
Creative Writing	HS123	11-12	9
Dystopian Literature	HS137	11-12	10
Film and Fiction	HS122	11-12	10
Holocaust & Genocide Studies: English	HS157	11-12	11
Media Literacy and Social Justice	HS124	11-12	12
Theater II: Literature of the Theater	HS149	11-12	13

We encourage students to develop their skills throughout their four English experiences whether in or out of the traditional classroom. Students are assessed on their skills through the PBGR indicators at the end of their 10th grade year and again in their senior year. As juniors and seniors students develop their skills to show they are life-long readers and accomplished writers. Junior and senior projects and Capstones offer students the opportunity to show they are literate citizens who can present and discuss in a variety of settings.

**Four successful English experiences with evidence of proficiency are required for graduation. The proficiencies below are addressed in all English courses:**

## English Proficiencies

Reading	Writing	Speaking & Listening
I can understand, closely examine, explain, and assess a wide range and level of complex ideas in both fiction and nonfiction text.	I can produce clear and coherent writing for a range of tasks, purposes, and audiences.	I can initiate and participate effectively in a range of discussions, respond thoughtfully to diverse perspectives and express ideas clearly and persuasively.

## Transferable Skills Proficiencies

Clear & Effective Communication	Creative & Practical Problem Solving	Self-Direction
I can demonstrate organized and purposeful communication, use evidence, collaborate, and adjust based on the context.	I can persistently observe, evaluate, identify patterns, analyze, identify solutions and opportunities, using a range of tools to solve problems.	I can identify and manage learning goals: integrate, apply knowledge, demonstrate initiative and flexibility, collaborate, persevere.

Responsible & Involved Citizen	Informed & Integrated Thinking
I can participate and contribute, take responsibility, demonstrate ethical behavior and commitment to health, and respect diversity.	I can apply knowledge to situations, analyze, evaluate, and synthesize, apply systems thinking, use evidence to justify claims, develop and use models and use technology.



## **Advanced Placement (AP) Literature**

Course #HS134

Course Length: Year

Grades 11-12

**Prerequisite:** Successful completion of freshman and sophomore English; instructor's recommendation; completion of the summer reading: *Their Eyes Were Watching God*, including a 10-page response journal.

Students will study the major genres of literature: novels, short stories and poetry. They will learn the major critical theories and literary terms in each genre. Furthermore, the students will study the major themes and periods of American and British literature. In the second semester students will study classic texts from a variety of genres in preparation for the AP examination in May. Following the AP examination students will work on a variety of projects that show younger students the use of literature. All students are required to participate in the LUHS Summer Reading Program. Details are available on the school website.

**Formative & Summative Evaluation Methods:** research papers, essays, academic journals, other written work, oral presentations, tests, final projects, exam

## **American Dream in Literature**

Course #HS115

Course Length: Semester

Grade 11

**Prerequisite:** Two successful high school experiences in English

This semester class focuses on questions of what the American Dream means both now and in the past. Students are encouraged to develop their own goals and dreams through a variety of research and readings. This class includes work towards upper level writing and speaking and listening proficiencies as students continue to develop their personal portfolios. Discussions on jobs and career essay topics are introduced to students early in the semester. Later work includes studying *The Great Gatsby* and a final project to lead them towards future Capstone experiences.

**Formative & Summative Evaluation Methods:** Reading and writing proficiency assessments are offered as students build portfolios of their work for college and career readiness. A final project assesses speaking, listening, and presentation skills.

## **American Identity in Literature**

Course #HS118

Course Length: Semester

Grade 11

**Prerequisite:** Two successful high school experiences in English

This semester class focuses on questions of what it means to be American. By looking at a variety of ethnic, religious and cultural identities that are a part of America, students will see how many current events are linked to the past. Readings include both fiction and non-fiction texts; students are encouraged to engage in a variety of projects to pursue their own interests.

**Formative & Summative Evaluation Methods:** Reading and writing proficiency assessments are offered as students build portfolios of their work for college and career readiness.



## **Contemporary Issues in Literature: Censorship, Justice & Equality**

Course #HS141

Course Length: Semester

Grades 11-12

**Prerequisite:** One successful high school English experience.

This course will examine current events, locally, nationally and globally and their consequent impact. Students will expand their knowledge of major news events, gaining a better understanding of how complex issues in the news can be, especially around censorship, justice and the many variations of equality. Students will be expected to keep a portfolio, expressing their opinion on various news events and issues by supporting their ideas with factual information. A familiarity of today's issues will be required, as well as daily reading of newspapers/media. Students will read and discuss a variety of literary works of contemporary authors. Daily reading and writing are a part of this course as well as the viewing of various media. Multimedia projects are required elements. Speaking and listening are major components of this class, as well as reading and writing.

**Formative & Summative Evaluation Methods:** research, essays, journals, oral presentations, quizzes, and a final project

## **Contemporary Issues in Literature: Environmental Issues**

Course #HS116

Course Length: Semester

Grades 11-12

**Prerequisite:** Two successful high school English experiences. Open to 10th graders with a teacher recommendation

This course focuses on the relationship between literature and the environment. Students will look at the impact that human civilization has had on the environment and the way in which certain authors come to both explore the beauty of nature and the nature of human destruction. Through a "Nature Appreciation" unit focused on the Transcendentalists, students will deepen a joy for the literature about nature while trying their hand at some themselves. Students will then transition to a proactive phase focusing on various issues that are challenging the environment to develop solutions. Students will also learn to use the lens of ecocriticism to effectively assess the role that nature plays throughout various texts.

**Formative & Summative Evaluation Methods:** research, essays, journals, oral presentations, quizzes, and a final project

## **Creative Writing**

Course #HS123

Course Length: Semester

Grades 11-12

**Prerequisite:** Two successful high school English experiences. Open to 10th graders with a teacher recommendation

Students will write in a variety of forms including poetry, short stories and prose. Writers will work through all aspects of the writing process including, planning, drafting, revising editing and publishing. Students will read from a variety of models to help them see how author's craft their work. Progress will be measured through portfolios of your work with an emphasis on growth and engagement. Students are expected to share, critique and discuss on a regular basis.

**Formative & Summative Evaluation Methods:** projects, presentations, homework completion, writing portfolio

## **Dystopian Literature**

Course #HS137

Course Length: Semester

Grades 11-12

**Prerequisite:** Two successful high school English experiences. Open to 10th graders with a teacher recommendation

Students will read and examine American science fiction, utopian, and dystopian literature and film. Discussions will emphasize themes dealing with the imagining of possible futures, including post-nuclear apocalyptic societies and the modern post-9/11 world. Because science fiction and utopian/dystopian literature expresses what an author sees as possible, hopes is possible, and fears is possible, it is inherently a political and social critique. We will discuss the causes and effects of these critiques. Texts will include various novels, short stories, and films.

**Formative & Summative Evaluation Methods:** projects, presentations, homework completion, writing portfolio

## **Exploring Identity Through Literature**

Course #HS138

Course Length: Semester

Grade 9

**Prerequisite:** None

This course requires reading of literature which explores identity and covers a wide range of introductory texts. Personal reflection and critical thinking are improved through a series of writing exercises, discussions and developing a formal narrative. Students will learn to comprehend and summarize a variety of texts. Students will further learn to develop thesis statements and organize purposeful writing. A portfolio of students' achievements will be compiled to document proficiency and to proceed to further study. Since learning is not limited to the classroom students will be expected to complete assignments outside of school. All students are required to participate in a one-to-one iPad program and are expected to use them in lieu of personal devices.

**Formative & Summative Evaluation Methods:** Unit tests, projects, presentations, homework completion, writing portfolio

## **Film & Fiction**

Course #HS122

Course Length: Semester

Grade 12

**Prerequisite:** Three successful high school English experiences.

This course looks at the movie and television industries and the stories they tell. Those stories influence how society thinks and acts. We will read stories by authors like Stephen King, Tim O'Brien, John Steinbeck and Raymond Carver and watch assorted movies and television shows like The Truman Show, Pleasantville, as well as Star Trek and the Twilight Zone, in addition to more current programming. We will look at narrative structure, characterization, social norms, and will write opinion/reaction papers all of which will be proficiency-based.

**Formative & Summative Evaluation Methods:** reaction/opinion and research papers, projects, media reviews, tests/quizzes, class participation, midterm and final exams

## **Holocaust and Genocide Studies: English**

Course #HS157

Course Length: Semester

Grades 11-12

Students will examine both the Holocaust and the broader topic of genocide. The course is rooted in the conviction that the Holocaust was a cataclysmic episode in the course of Western history, impacting culture, society, politics, ethics, and science. In a world still tormented by mass murder and genocide, the course also rests on the moral imperative that learning from both the past and present may serve as a basis of hope for the future. This course uniquely combines historical background with an interdisciplinary exploration of the Holocaust and other genocidal events through film, literature, philosophy, psychology, sociology, and other offerings. By understanding such issues as prejudice, discrimination, and racism, students are equipped to analyze contemporary political situations, think critically about ethical responsibility, and respond actively to injustice.

**Formative & Summative Evaluation Methods:** research, essays, journals, oral presentations, quizzes, and a final project

## **Individual in Society through Literature**

Course #HS139

Course Length: Semester

Grade 9

**Prerequisite:** None

This course provides student choice from a variety of literature which explores the relationship between an individual and society. Students will build on understandings gained from their previous exploration of identity (Exploring Identity through Literature) and apply this to the greater world. Observations of the current world and critical thinking skills will be improved through a series of writing exercises, discussions and leadership roles. Vocabulary is developed through work in context and with a series of essential literary terms. Students will further learn to cite credible evidence, develop an argument and revise writing. This course requires students to facilitate their own learning through literature circles. An ongoing portfolio of students' achievements will be compiled to document proficiency and to proceed to further study. Since learning is not limited to the classroom students will be expected to complete assignments outside of school. All students are required to participate in a one-to-one iPad program and are expected to use them in lieu of personal devices.

**Formative & Summative Evaluation Methods:** Vocabulary tests, projects, presentations, discussions, direct observations

## **Investigating Social Issues in Literature: Human Rights**

Course #HS140

Course Length: Semester

Grade 10

**Prerequisite:** One successful high school English experience

This course will take an honest look at racial bias, structure of power and the politics of violence. Students will read a variety of literature to explore social issues in modern society. Students will improve their writing skills through reflective journals, a persuasive essay, and other various writing exercises. An ongoing portfolio of students' achievements will be compiled to document proficiency and to proceed to further study. Since learning is not limited to the classroom students will be expected to complete assignments outside of school. All students are required to participate in a one-to-one iPad program and are expected to use them in lieu of personal devices.

**Formative & Summative Evaluation Methods:** Vocabulary tests, projects, presentations, discussions, direct observations

## **Media Literacy and Social Justice**

Course #HS124

Course Length: Semester

Grade 12

**Prerequisite:** Three successful high school English experiences

In Media Literacy students will be asked to question, research, analyze and report on the world around them and the social justice issues that dominate our media. These skills will be developed through project based deep dives into a topic that interests them pertaining to social justice. As a class we will explore bias, rhetorical and persuasive techniques and hone critical and independent thinking, and research skills. The Lamoille Learner Expectations that will be assessed in the course are Reading, Writing and Problem Solving & Critical Thinking

**Formative & Summative Evaluation Methods:** reaction/opinion and research papers, projects, media reviews, tests/quizzes, class participation, midterm and final exams

## **Solving Social Issues in Literature: Race & Gender**

Course #HS142

Course Length: Semester

Grade 10

**Prerequisite:** One successful high school English experience

Furthering investigations from semester 1, students will be asked to choose a social issue that affects them. Research skills will be utilized to get a comprehensive view of the topic. Student learning will be displayed through an informative research paper and multimedia presentation. An ongoing portfolio of students' achievements will be compiled to document proficiency and to proceed to further study. Since learning is not limited to the classroom students will be expected to complete assignments outside of school. All students are required to participate in a one-to-one iPad program and are expected to use them in lieu of personal devices.

**Formative & Summative Evaluation Methods:** Vocabulary tests, projects, presentations, discussions, direct observations

## **Theater I: Storytelling and Society**

Course #HS136

Course Length: Semester 2

Grades 9-10

**Prerequisite:** None

An introductory performance based course incorporating theatre and verbal storytelling. Students will explore using their voices in different ways to create characterization and bring a story to life.

**Formative & Summative Evaluation Methods:** writings, analysis, vocabulary, script memorization and performance, original works

## Theater II: Literature of the Theater

Course #HS149

Course Length: Semester 1

Grades 11-12

**Prerequisite:** Two successful high school English experiences.

Students will learn about how performance art is used to convey a message of social change in society incorporating contemporary reader's theatre, Bread and Puppet political theatre, and spoken word poetry

**Formative & Summative Evaluation Methods:** writings, analysis, vocabulary, script memorization and performance, original works



# Fine Arts

<b><u>Art</u></b>	<b><u>Course #</u></b>	<b><u>Recommended Grade Level</u></b>	<b><u>Page</u></b>
Art Essentials	HS731	9-12	16
Artist's Workshop	HS705	11-12	16
Digital Media Art	HS732	10-12	16
Drawing & Painting	HS734	10-12	16
Image Making	HS733	10-12	17
Multimedia Advanced	HS739	10-12	17
Pottery	HS738	10-12	17
Revolutionary Art	HS706	11-12	17
Sculpture	HS735	10-12	18

## **Dance**

Introduction to Dance	HS725	9-12	18
Intermediate Dance	HS726	10-12	18
Dance Company	HS727	11-12	19
Dance Independent Study	HS055	11-12	19

## **Music**

Advanced Performing Arts: Touring Choir and Jazz Band	HS707	9-12	20
Concert Band	HS711	9-12	20
Concert Choir	HS743	9-12	20
Guitar	HS715	9-12	20
Music Theory & Composition	HS728	9-12	21
Piano Lab	HS708	9-12	21

The proficiencies listed below are addressed in all Fine Arts courses:

## Fine Arts Proficiencies

Create	Present	Respond	Connect
I can generate, conceptualize, organize, develop and complete artistic work.	I can analyze, interpret, select, develop, refine and convey meaning through presentation of artwork.	I can perceive, analyze, interpret and evaluate artistic work.	I can synthesize and relate knowledge and personal experiences to make art and relate to societal, cultural and historical context.

## Transferable Skills Proficiencies

Clear & Effective Communication	Creative & Practical Problem Solving	Self-Direction
I can demonstrate organized and purposeful communication, use evidence, collaborate, and adjust based on the context.	I can persistently observe, evaluate, identify patterns, analyze, identify solutions and opportunities, using a range of tools to solve problems.	I can identify and manage learning goals: integrate, apply knowledge, demonstrate initiative and flexibility, collaborate, persevere.

Responsible & Involved Citizen	Informed & Integrated Thinking
I can participate and contribute, take responsibility, demonstrate ethical behavior and commitment to health, and respect diversity.	I can apply knowledge to situations, analyze, evaluate, and synthesize, apply systems thinking, use evidence to justify claims, develop and use models and use technology.



## **Art Essentials**

Course #HS731

Course Length: Year

Grades 9-12

**Prerequisite:** None

Art Essentials is designed as an introductory high school class in which students will explore a variety of art materials, concepts, techniques and ideas. Art history, critique and constructive feedback are all integrated into this course.

**Formative & Summative Evaluation Methods:** sketchbook, participation, completion of projects, reflection, critique

## **Artist's Workshop**

Course #HS705

Course Length: Semester

Grades: 11-12

**Prerequisite:** Art Essentials and one other art class, or recommendation of prior art teacher and portfolio evidence

The Artist's Workshop will explore different cultures and time periods and how art was made. We will be focused heavily on art history. Students will explore different processes of making art that are relevant for the culture we are studying: drawing, painting, printmaking, and/or sculpture. The semester will conclude with a culminating project designed by the students and interested in the learning done over the course of the semester. Examples of cultures we will explore are Renaissance Europe, Japan, and tribal societies.

**Formative & Summative Evaluation Methods:** class work, participation, completion of projects, reflection, critique

## **Digital Media Art**

Course #HS732

Course Length: Semester

Grades 10-12

**Prerequisite:** Recommendation of prior art teacher and portfolio evidence

Students will use the fundamentals of graphic design through an understanding of the commercial visual world using industry standard technology, including but not limited to Photoshop, Illustrator, the web and digital photography.

**Formative & Summative Evaluation Methods:** class work, participation, completion of projects, reflection, critique

## **Drawing & Painting**

Course #HS734

Course Length: Year

Grades: 10-12

**Prerequisite:** Recommendation of prior art teacher and portfolio evidence

Drawing & Painting introduces the second + year student to more advanced and in depth drawing techniques and concepts. Emphasis is placed on aspects of 2-dimensional design and composition. We will focus mainly on realistic techniques with the ability and opportunity to translate them to the realm of the abstract. Students will be exposed to a variety of media and materials, including but not limited to charcoal, pastels, paint, and printmaking. The first semester will focus on black and white materials, with a transition to color the second semester, as well as to more choice-based projects. This course is recommended for students wishing to take AP Studio Art.

**Formative & Summative Evaluation Methods:** classwork, participation, completion of projects, reflection, research, critique

## **Image Making**

Course #HS733

Course Length: Semester

Grades 10-12

**Prerequisite:** Recommendation of prior art teacher and portfolio evidence

Students will explore digital photography, recording and movie editing using industry standard equipment. In order to create visually interesting still and moving images, they will learn about composition, scripting, storyboarding, camera shots and angles, and more. Students will use digital still and video cameras along with Light Room, Photoshop and iMovie to view and edit their imagery.

**Formative & Summative Evaluation Methods:** classwork, participation, completion of projects, reflection, critique

## **Multimedia Advanced**

Course #HS739

Course Length: Semester

Grades 10-12

**Prerequisite:** Recommendation of prior art teacher and portfolio evidence, one additional art class, teacher's permission

This course is for self-directed students who are interested in deepening their skills and knowledge of graphic design, photography or movie making. Students will be composing a personal plan regarding one of these areas of study, creating personal goals, and using their time in the Mac lab to complete their chosen area of study.

**Formative & Summative Evaluation Methods:** personal plan of study, classwork, homework, class participation, completion of projects, reflection, critique

## **Pottery**

Course #HS738

Course Length: Semester

Grades 10-12

**Prerequisite:** Recommendation of prior art teacher and portfolio evidence

This course is for students who wish to deepen their knowledge and interest in ceramic clay. Students will create three-dimensional works with clay using hand-building and wheel throwing techniques, as well as various finishing processes. This class is offered every other year, alternating with Sculpture.

**Formative & Summative Evaluation Methods:** classwork, participation, completion of projects, reflection, critique

## **Revolutionary Art**

Course #HS706

Course Length: Semester

Grades: 11-12

**Prerequisite:** Art Essentials and one other art class, or recommendation of prior art teacher and portfolio evidence

In Revolutionary Art, we will be looking at art that goes against the norm. We will be looking at abstraction, political art, as well as other non-traditional forms of making art. We will focus heavily on the messages art can have and how to use art to say something, including themes of social, environmental, and racial justice. The semester will culminate with a student-led project focusing on a topic that is important to them.

**Formative & Summative Evaluation Methods:** classwork, participation, completion of projects, reflection, research, critique

## **Sculpture**

Course #HS735

Course Length: Year

Grades 10-12

**Prerequisite:** Recommendation of prior art teacher and portfolio evidence

Students will further their explorations of the world of three-dimensional sculpture using conventional and non-traditional materials and concepts. This course is offered every other year, alternating with Pottery.

**Formative & Summative Evaluation Methods:** classwork, participation, completion of projects, reflection, critique

## **Introduction to Dance**

Course # HS725

Course Length: Year

Grades 9-12

**Prerequisite:** None

This course teaches the fundamentals of dance. It is a course that is adaptable to any level of dance experience, especially first time dancers. Students will explore several different styles of dance, focusing on jazz, modern and ballet vocabulary, and learning how to notate choreography. They will have an opportunity to explore the elements of dance: time, space and energy (and the human form). Students will develop a set of skills that allow them to choreograph their own dances, write out choreography and appreciate the value of dance. Students need dance, yoga and sweat pants or shorts. Tops need to fully cover the torso without restricting movement. Dance jazz shoes are recommended. This course can satisfy either the one credit fine arts or physical education requirement.

**Formative & Summative Evaluation Methods:** class participation and attendance, technique (proper posture and correct use of movement and spoken vocabulary), short dance projects, journal writing, short essays/reports and participation in performances

## **Intermediate Dance**

Course #HS726

Course Length: Year

Grades 10-12

**Prerequisite:** Introduction to Dance with a proficiency of 2.6 or higher

This is a course designed to develop the skills introduced in Dance I. Content will include more complex dance combinations and a focus on proper technique, including alignment, energy flow, flexibility and strength. Students will learn the basics of a healthy lifestyle, including the proper ways to exercise, warming up and different types of workouts, such as Pilates and yoga. Students will explore common athletic/dance injuries, including prevention and treatment. Students will be able to identify the criteria for an effective warm up, and have a basic understanding of the body's muscles and bone structure. Proper dance attire is required. Jazz shoes and ballet slippers recommended.

**Formative & Summative Evaluation Methods:** class participation and attendance, technique (proper posture and correct use of movement and spoken vocabulary), short dance projects, journal writing, short essays/reports and participation in performances

## **Dance Company**

Course #HS727

Course Length: Year

Grades 11-12

**Prerequisite:** Teacher approval or audition video/essay

This course will continue to build upon the skills learned in Dance I and Dance II, with a stronger focus on improving technique, alignment, strength and flexibility. Students will also continue to expand on the elements of dance and incorporate them into creating individual and group dances. Students will have opportunities for self-expression and using the vocabulary, elements, movements and proper alignment learned in previous classes.

**Formative & Summative Evaluation Methods:** participation and attendance, technique (proper posture and correct use of movement and spoken vocabulary), short dance projects, journal writing, short essays/reports and self-assessments; rehearsals and performances are mandatory

## **Dance: Independent Study**

Course #HS055

Course Length: Semester

Grades 11-12

**Prerequisite:** Dance I with a proficiency of 2.6 or higher and permission from teacher

Students who cannot fit dance into their schedule or wish to get credit for coming to a previously taken course may be able to do an independent study.

**Formative & Summative Evaluation Methods:** participation and attendance, technique (proper posture and correct use of movement and spoken vocabulary), teacher approved semester long dance project (ex: choreography, research, teaching practice, etc), journal writing, self-assessments

## **Advanced Performing Arts: Touring Choir & Jazz Band**

Course # HS707

Course Length: Year

Grades: 9-12

**Prerequisite:** At least one year of band and/or choral experience or permission from an instructor, AND an audition to be completed during the first week of the fall semester

This is an audition based class that has two performing ensembles in it (Touring Choir and Jazz Band). It is geared towards students who are interested in playing in public settings often, and excited to learn popular, jazz, and classical styles.

**Formative & Summative Evaluation Methods:** active in-class participation, performances

## **Concert Band**

Course #HS711

Course Length: Year

Grades 9-12

**Prerequisite:** MS Band or written permission of the instructor

This course provides an opportunity to study a wide range of repertoire for concert band, further develop rehearsal and performance skills, and appear in scheduled public concerts and parades. The course is intended to broaden musical understanding through consistent participation in the Concert Band, rehearsing in smaller ensembles, and preparing solos. Study of music terminology, music theory, and music history is included as part of this course.

**Formative & Summative Evaluation Methods:** playing and written tests, concert and parade performances, demonstration of correct rehearsal techniques and behavior

## **Concert Choir**

Course #HS743

Course Length: Year

Grades 9-12

**Prerequisite:** None

Concert Choir is designed to develop good vocal technique through music representing diverse genres and cultures. Part-singing, critical listening, sight singing, theory and composition, and rehearsal skills are aimed to help students realize their personal goals for developing musicianship

**Formative & Summative Evaluation Methods:** active in-class participation, ability to collaborate, completion of assignments and performance

## **Guitar**

Course #HS715

Course Length: Semester

Grades 9-12

**Prerequisite:** None

This course is for beginning guitar students, though guitarists with previous experience are welcome to sign up. It covers tuning, first position, chords, note reading, and strumming and picking techniques. Students will use school guitars in class. If students do not have access to a guitar at home for practice purposes, arrangements can be made to borrow a school guitar. There is a written component to the class (tests and worksheets) but instruction is geared to playing the guitar.

**Formative & Summative Evaluation Methods:** performance, written tests, attitude and participation

## **Music Theory and Composition**

Course #HS728

Grades 10-12

**Prerequisite:** Teacher permission

Students will explore in depth the language and structure of music. They will increase their listening, analytical and compositional skills. It is also anticipated that they will submit compositions for professional online review through the Vermont MIDI Project.

**Formative & Summative Evaluation Methods:** oral and written tests, critique, assessment, self-evaluation, final composition project

## **Piano Lab**

Course #HS708

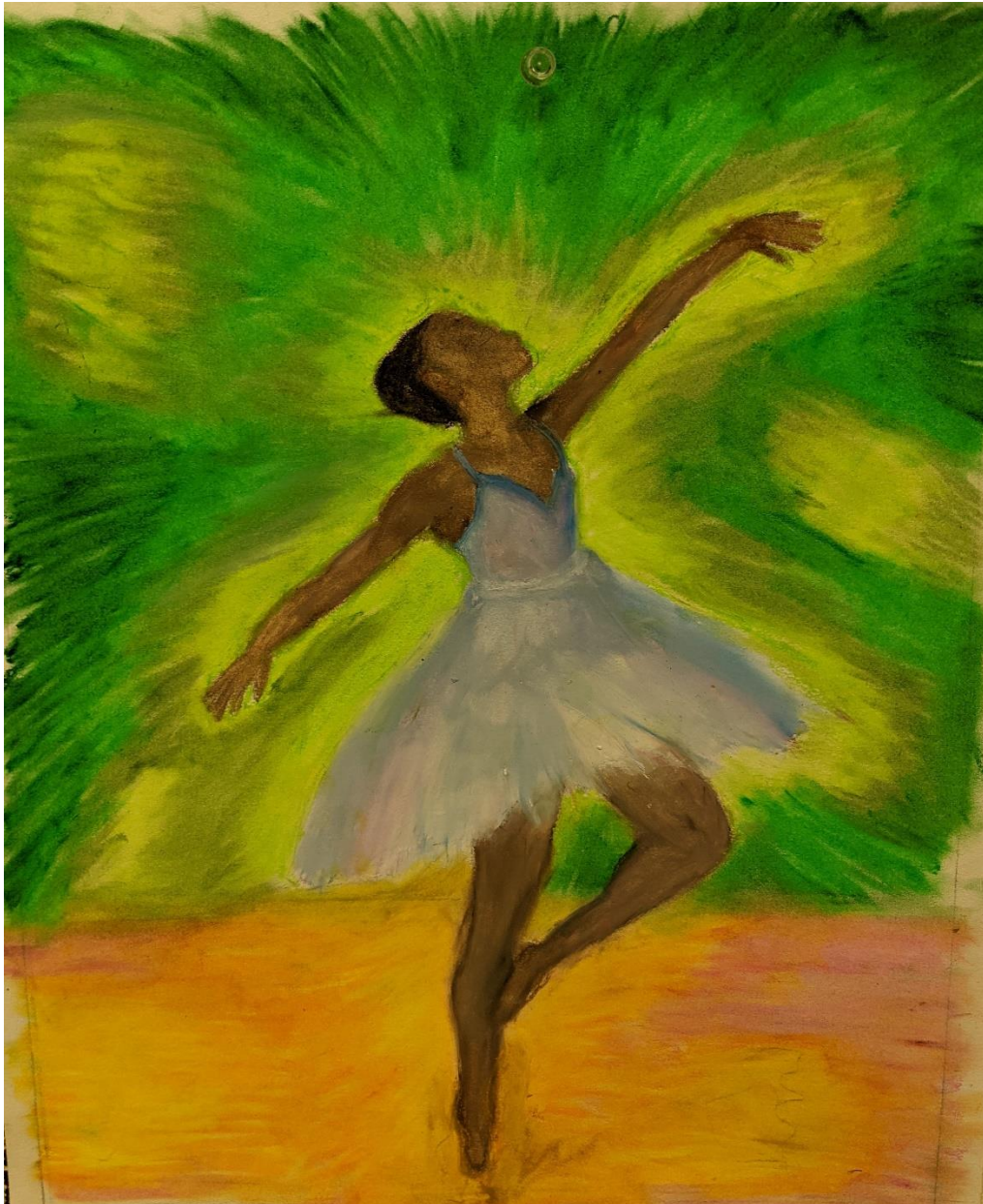
Course Length: Semester

Grades 9-12

Prerequisite: None

This class is geared towards beginner piano players interested in learning how to read music, chords, and basic music theory. This class will give you a foundation to learn how to play all of your favorite songs!

**Formative & Summative Evaluation Methods:** performances, projects, written assignments



# Mathematics

## Grade 9

	<u>Course #</u>	<u>Recommended Grade Level</u>	<u>Page</u>
Algebra I	HS405	9	24
Algebra I Advanced	HS413	9	25
Geometry	HS410	9-10	26
Geometry Advanced	HS412	9-10	26
Pre-Algebra	HS407	9	27

## Grade 10

Algebra II	HS420	10-11	25
Algebra II Advanced	HS421	10-11	25
Geometry	HS410	9-10	26
Geometry Advanced	HS412	9-10	26

## Grades 11-12

Calculus Advanced Placement (AP)	HS434	11-12	26
Pre-Calculus Advanced	HS432	11-12	27
Statistics & Probability Advanced	HS423	11-12	27



Three successful mathematics experiences with evidence of proficiency are required for graduation.

## Mathematics Proficiencies

Modeling	Number & Quantity	Algebra
I can use mathematics to help make sense of the real world: identify variables, formulate a model describing the relationship between the variables, interpret results, and validate and report conclusions and the reasoning behind them.	I can reason, describe, and analyze quantitatively, using units and number systems to solve problems.	I can create, interpret, use, and analyze expressions, equations and inequalities.

Functions	Geometry	Statistics & Probability
I can use functions, including linear, quadratic, trigonometric and exponential, to interpret and analyze a variety of contexts.	I can understand geometric concepts and constructions, prove theorems, and apply appropriate results to solve problems.	I can interpret and apply statistics and probability to analyze data, reach and justify conclusions, and make inferences.

## Transferable Skills Proficiencies

Clear & Effective Communication	Creative & Practical Problem Solving	Self-Direction
I can demonstrate organized and purposeful communication, use evidence, collaborate, and adjust based on the context.	I can persistently observe, evaluate, identify patterns, analyze, identify solutions and opportunities, using a range of tools to solve problems.	I can identify and manage learning goals: integrate, apply knowledge, demonstrate initiative and flexibility, collaborate, persevere.

Responsible & Involved Citizen	Informed & Integrated Thinking
I can participate and contribute, take responsibility, demonstrate ethical behavior and commitment to health, and respect diversity.	I can apply knowledge to situations, analyze, evaluate, and synthesize, apply systems thinking, use evidence to justify claims, develop and use models and use technology.

## Planning Your Mathematics Program 8 - 12

### Track A

9th grade: Algebra I

10th grade: Geometry

11th grade: Algebra II

12th grade: Pre-Calculus, or Statistics and Probability Advanced

Students achieving algebra proficiency on the 8<sup>th</sup> grade end-of-year math assessment may choose Track B

### Track B

9th grade: Geometry Advanced

10th grade: Algebra II Advanced

11th grade: Pre-Calculus Advanced or Statistics and Probability Advanced

12th grade: AP Calculus or Statistics and Probability Advanced

- Evaluation methods may include tests, quizzes, homework, class work, class projects, notebook, exams, portfolio exercises and other appropriate assessment tools (up to 4 common assessments per year).
- The math department recommends all high school students plan a four-year math program (take at least four math classes during high school).
- Students expecting to attend a four-year college need to successfully complete Algebra II and/or beyond.
- The math department places emphasis on showing multiple methods to problem solving - graphical, numerical, algebraic and discussion by reason.
- Students must complete a course with a proficiency average of at least a 2.6 for promotion to the next course
- Students with a proficiency average of 2.3 to 2.5 may go on to the next course, but will be required to bring their proficiency average up to a 2.6 through the PBGR recovery process

## Algebra I

Course #HS405

Course Length: Year

Grade 9

**Prerequisite:** None

Algebra I is the foundational math course for all students entering the high school. The exception would be students who demonstrate algebra proficiency on the 8<sup>th</sup> grade, end-of-year math assessment and are prepared to begin their high school career in Geometry Advanced. Topics studied in Algebra I will include solving, graphing and constructing linear equations and inequalities, solving systems of equations, adding, subtracting, multiplying, dividing and factoring polynomials, solving and graphing quadratic functions, properties of exponents and radicals, and solving and graphing exponential and radical functions.

**Formative & Summative Evaluation Methods:** tests, quizzes, homework, class work, portfolio exercises, class projects, notebooks, exams and other appropriate assessment tools

## Algebra I Advanced

Course #HS413

Course Length: Year

Grade 9

**Prerequisite:** None

Algebra I Advanced is the foundational math course for all students entering the high school. The exception would be students who demonstrate algebra proficiency on the 8th grade, end-of-year math assessment and are prepared to begin their high school career in Geometry Advanced. Topics studied in Algebra I Advanced will include solving, graphing and constructing linear equations and inequalities, solving systems of equations, adding, subtracting, multiplying, dividing and factoring polynomials, solving and graphing quadratic functions, properties of exponents and radicals, and solving and graphing exponential and radical functions. Algebra I Advanced follows the same curriculum as Algebra I, however the pace is faster and the topics studied more in depth.

**Formative & Summative Evaluation Methods:** tests, quizzes, homework, class work, portfolio exercises, class projects, notebooks, exams and other appropriate assessment tools

## Algebra II

Course #HS420

Course Length: Year

Grades 10-11

**Prerequisite:** None

Course content includes sets of numbers, axioms, open sentences in one variable, systems of linear equations and inequalities, polynomials, factoring, rational numbers and expressions, complex equations, variation and proportion, analytical geometry, exponential and logarithmic functions, basic trigonometric functions, progressions and binomial expansion, polynomial expansion, polynomial functions, probability, statistics, matrices and determinants, basic trigonometric functions, progressions and binomial expansion, polynomial expansion, polynomial functions, probability, statistics, matrices and determinants.

**Formative & Summative Evaluation Methods:** tests, quizzes, homework, class work, portfolio exercises, class projects, notebooks, exams and other appropriate assessment tools

## Algebra II Advanced

Course #HS421

Course Length: Year

Grades 10-11

**Prerequisite:** None

A strong background in the major topics of Algebra I and Geometry is desirable. Course content includes sets of numbers, axioms, open sentences in one variable, systems of linear equations and inequalities, polynomials, factoring, rational numbers and expressions, complex equations, variation and proportion, analytical geometry, quadratic systems and equations, exponential and logarithmic functions, basic trigonometric functions and complex numbers, progressions and binomial expansion, polynomial expansion, polynomial functions, probability, statistics, matrices and determinants.

**Formative & Summative Evaluation Methods:** tests, quizzes, homework, class work, portfolio exercises, class projects, notebooks, exams and other appropriate assessment tools

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## **Calculus Advanced Placement (AP)**

Course #HS434

Course Length: Year

Grade 12

**Prerequisite:** None

This course includes derivatives and applications of the derivative, integration - definite and indefinite, applications of the integral, differential and integral calculus of transcendental functions, methods of integration, differential equations (ordinary type), and history of math. The AP exam is given in May.

**Formative & Summative Evaluation Methods:** tests, quizzes, homework, class work, class projects, notebooks, portfolio exercises, exams and other appropriate assessment tools

## **Geometry**

Course #HS410

Course Length: Year

Grade 9

**Prerequisite:** None

This course will cover the eight essential standards in the Common Core Geometry Curriculum: basic assumptions and definitions, constructions, triangles, parallelograms, circles, trigonometry, modeling and measurement. Emphasis will be placed on deductive reasoning and embedded algebra.

**Formative & Summative Evaluation Methods:** tests, performance tasks, quizzes, class work, homework, notebooks and other appropriate assessment tools

## **Geometry Advanced**

Course #HS412

Course Length: Year

Grades 9-10

**Prerequisite:** None

This course will cover the eight essential standards in the Common Core Geometry Curriculum: basic assumptions and definitions, constructions, triangles, parallelograms, circles, trigonometry, modeling and measurement. Emphasis will be placed on deductive reasoning and embedded algebra. This course will go into more depth than the general geometry course.

**Formative & Summative Evaluation Methods:** tests, performance tasks, quizzes, class work, homework, notebooks and other appropriate assessment tools

## **Pre-Algebra**

Course #HS407

Course Length: Year

Grade 9

**Prerequisite:** None

In Pre-Algebra, you will learn about and explore topics including integers, order of operations, algebraic expressions, one and two-step equations, proportions, percents, probability, geometry, and linear equations. These skills learned will serve as the basic foundation of supporting your mathematics learning throughout high school and college. This course prepares students to be mathematically literate as well as prepare them for future courses.

**Formative & Summative Evaluation Methods:** tests, performance tasks, quizzes, class work, homework, notebooks and other appropriate assessment tools

## **Pre-Calculus Advanced**

Course #HS432

Course Length: Year

Grades 11-12

**Prerequisite:** None

Pre-Calculus is the third course in the college preparatory mathematics sequence. Heavy emphasis is placed on functions and their behavior. Linear, quadratic and other polynomial functions are investigated as well as exponential and logarithmic functions, advanced algebra applications, complex numbers, limits and statistics. Additional study includes right triangle trigonometry, circular functions, radian measure, trig identities and formulas, inverse functions, graphing, the polar coordinate system and applications in solving problems using trigonometry.

**Formative & Summative Evaluation Methods:** tests, quizzes, class work, class projects, exams and other appropriate assessment tools

## **Statistics and Probability Advanced**

Course #HS423

Course Length: Year

Grades 11-12

**Prerequisite:** None

This course is an exploration of the major topics necessary to form a strong background at an introductory level for Statistics and Probability. Course content includes descriptive statistics, probability, discrete and normal probability distribution, confidence intervals, hypotheses tests of one and two samples, correlation and regression, Chi square tests and non-parametric statistics tests.

**Formative & Summative Evaluation Methods:** tests, quizzes, homework, class work, class projects, notebooks, portfolio work, exams and other appropriate assessment tools

# Practical Arts

<u>Course</u>	<u>Course #</u>	<u>Recommended Grade Level</u>	<u>Page</u>
Accounting	HS699	10-12	30
Accounting Advanced	HS606	10-12	30
Business Startups	HS673	10-12	31
Capstone Seminar	HS613	11-12	31
Coaching Youth Sports	HS603	11-12	31
Driver & Traffic Safety Education	HS644	10-12	32
Financial Independence	HS672	10-12	32
Health	HS600	10	32
LUHServes	HS051	9-12	33
Physical Education	HS601	9-12	33

**One successful health experience with evidence of proficiency is required for graduation.**

## **Health Education Proficiencies**

<b>Core Concepts</b>	<b>Analyze Influences</b>	<b>Access Information</b>
I can comprehend concepts related to health promotion and disease prevention.	I can demonstrate the ability to access valid information and products and services to enhance health.	I can demonstrate the ability to access valid information and products and services to enhance health.

<b>Communication &amp; Advocacy</b>	<b>Decision-Making &amp; Goal Setting</b>	<b>Self-Management</b>
I can demonstrate the ability to use communication skills; to advocate to enhance health and avoid or reduce health risks.	I can demonstrate the ability to use decision-making skills and goal setting to enhance health.	I can demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

**Three successful physical education experiences with evidence of proficiency are required for graduation.**

## **Physical Education Proficiencies**

<b>Knowledge &amp; Motor Skills</b>	<b>Knowledge: Concepts &amp; Principles</b>	<b>Affective/Social Qualities</b>	<b>Physical Fitness</b>
I can demonstrate competency in a variety of motor skills and movement patterns.	I can apply knowledge of concepts, principals, strategies and tactics related to movement and performance.	I can exhibit responsible personal and social behavior that respects and promotes success of self and others.	I can apply the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Eight successful elective experiences with evidence of proficiency are required for graduation. Unless otherwise noted, the proficiencies listed below are addressed in all Practical Arts courses.**



# Transferable Skills Proficiencies

Clear & Effective Communication	Creative & Practical Problem Solving	Self-Direction
I can demonstrate organized and purposeful communication, use evidence, collaborate, and adjust based on the context.	I can persistently observe, evaluate, identify patterns, analyze, identify solutions and opportunities, using a range of tools to solve problems.	I can identify and manage learning goals: integrate, apply knowledge, demonstrate initiative and flexibility, collaborate, persevere.

Responsible & Involved Citizen	Informed & Integrated Thinking
I can participate and contribute, take responsibility, demonstrate ethical behavior and commitment to health, and respect diversity.	I can apply knowledge to situations, analyze, evaluate, and synthesize, apply systems thinking, use evidence to justify claims, develop and use models and use technology.

## Accounting

Course #HS699

Course Length: Semester

Grades 10-12

**Prerequisite:** None

This unit presents the fundamental principles of accounting, emphasizing the theory of accounting and the process of tracking the flow of money through a business from recording to creating reports. Students will learn accounting vocabulary, theory, and the accounting cycle as it pertains to sole proprietorships. This unit challenges the students to develop skills they will use in life as well as a career in the business or accounting fields.

**Formative & Summative Evaluation Methods:** daily homework, tests, quizzes, class participation

## Accounting Advanced

Course #HS606

Course Length: Semester

Grades 10-12

**Prerequisite:** None

This course includes financial and managerial accounting and financial statement analysis topics. Compared to the traditional, stand-alone financial and managerial accounting courses, this pilot course encompasses more topics and learning outcomes than the traditional financial accounting course, and at least a quarter of the topics and learning outcomes in a traditional managerial course.

**Formative & Summative Evaluation Methods:** classwork, tests, quizzes, online virtual business simulation including comprehension, math and financial decision making assessments

## **Business Startups**

Course #HS673

Course Length: Semester

Grades 10-12

**Prerequisite:** None

Welcome to the world of small business ownership! This is the real deal: learn social entrepreneurship (business with a purpose) through hands-on experience, from product creation to writing a business plan to marketing your creation and all of the financial decisions involved. Immerse yourself in the inner workings of a business with a purpose. Perfect for those of you looking for a creative challenge who want to make a positive contribution to the world.

**Formative & Summative Evaluation Methods:** participation, correct usage of entrepreneurial concepts, projects, presentations

## **Capstone Seminar**

Course #HS613

Course Length: Semester

Grades 11-12

**Prerequisite:** None

This course is designed to help you meet the Capstone graduation requirement (starting with the Class of 2020). A Capstone is a project in which you explore a topic of personal interest to you, engage in in-depth learning of that topic, and share your learning with a broader audience. You will begin the semester by developing a proposal for your project, and spend much of your time in the class learning more about your topic through making connections in the community, reaching out to experts in the field, and collaborating with teachers and students around your work. The class culminates in an exhibition of learning, in which you share what you have discovered and completed with a panel of teachers, peers, and community members you have assembled. This class emphasizes hands-on, project-based learning in a topic of your choosing! You will be challenged to take your learning into your own hands, but will be rewarded by a sense of satisfaction at having completed a meaningful, relevant project.

## **Coaching Youth Sports**

Course #HS603

Course Length: Semester

Grades 11-12

**Prerequisite:** Physical Education

Coaching Youth Sports is a course designed to have students work with local youth in a sport setting. Students will learn how youth develop and design appropriate drills for specific sports according to the age of the athlete. Students will look at some of the popular sports around the region such as soccer, basketball, baseball/softball, tennis, golf and lacrosse. Students will have the opportunity to demonstrate some of their games or drills for the class and receive feedback on these exercises from the instructor and their peers. There will be a community learning piece to this course where students will work with some of the local youth coaches to gain practical experience as to what they have learned in class.

**Formative & Summative Evaluation Methods:** tests, demonstrations, teacher/coach evaluations

## **Driver and Traffic Safety Education**

Course #HS644

Course Length: Semester

Grades 10-12

**Prerequisite:** Students must be in possession of a Vermont Learners Permit in order to begin this course. It is requested that students drive a minimum of 10 hours with parents/guardians prior to class. Driver Education theory is designed to teach safety practices involved in the use of a motor vehicle. Driver and Traffic Safety Education can teach decision making skills; how to cope with various traffic problems; what to do in adverse weather conditions/emergencies; responsibility for passengers and other roadway users; basic car control, maneuvers, ownership, maintenance and how to plan a trip. Driver Education is offered each semester of the school year with a limit of 48 students per semester. A summer course is also offered on a limited basis. Students will be scheduled for Driver's Education according to the following procedures:

- Three annual sign-up deadlines will occur, the first the week of September 15, as part of course registration for semester 2, the second the week of February 15 for summer, and the last the week of May 15 for semester 1.
- Students who sign up will be prioritized as follows: seniors first, then by date of permit. After the deadline, if there are new openings, students on the waiting list will be considered according to the same criteria.
- Students may be denied access to the course or be removed from the course (in part or whole) based on their eligibility. Eligibility will be based on having a valid driver learner's permit and being in good standing (grades & behavior) with the school. A student will be considered ineligible during the current Driver's Education registration cycle if any of the following is true:
  - The student does not possess a valid driver learner's permit
  - The student presents a false or invalid driver learner's permit
  - The student is non-compliant with a substance abuse treatment program
  - The student has poor behavior or failing grades

It is the student's responsibility to present her/his driver's permit to the guidance office during the sign up periods.

## **Financial Independence**

Course #HS672

Course Length: Semester

Grades 10-12

**Prerequisite:** None

Required for sophomores. This course provides instruction in certain key facets of personal fiscal responsibility. Among the topics covered are responsible use of credit, budget management, economic decisions as a consumer, worker, investor and citizen, basic taxation principles, stocks, municipal bonds, saving for college, obtaining financial aid, medical care and unanticipated financial emergencies. Students create a cover letter, resume and discover future career opportunities.

**Formative & Summative Evaluation Methods:** projects and presentations, on-line virtual business simulation including comprehension, math and financial decision making assessments

## **Health**

Course #HS600

Course Length: Semester

Grade 10

**Prerequisite:** None

All students are required to take a half year of Health. Successful completion of Health is a graduation requirement. Health class will cover the areas of decision making, communication skills, nutrition, exercise, drugs/alcohol, disease, reproductive health and sexuality. The class involves the use of numerous guest speakers and is designed to address various issues that students are exposed to on a daily basis.

**Formative & Summative Evaluation Methods:** homework, quizzes, tests, student projects, exam

## **Lamoille Union High Serves (LUHServes)**

Course #HS051 130 hours

Grades 9-12

**Prerequisite:** Approved and signed LUHS independent study contract prior to beginning the service

LUHServes is an independent elective. Students will work with supervising teachers in selecting activities, preparing time sheets, and preparing a final presentation. Teachers will help match student volunteers with volunteer opportunities. Service for credit may be performed any time during the year. After every 30 hours of service, credit will be awarded at the end of the most current marking quarter. Credit will be bestowed by supervising teachers after receiving a letter of request from a student. The requesting letter must provide time sheets, a statement describing both personal and public benefit derived from the service(s) performed, and whatever documentation deemed appropriate by the supervising teachers. There can be no personal or private financial benefit received from any of the service performed.

## **Physical Education**

Course #HS601

Grades 9-12

**Prerequisite:** None

All 9th graders are required to take a half credit of physical education. Physical education will include both team and life sport activities. Each activity will run for a two to three week duration. Students will receive instruction in the skills, rules and strategies involved in the following activities:

Archery	Field Hockey	Cross-Country Skiing
Soccer	Mountain Biking	Indoor Soccer
Flag Football	Floor Hockey	Softball
Snowshoeing	Table Tennis	Golf
Speedball	Racquetball	Styxball
Frisbee	Pickleball	Weight Training
Orienteering	Modified Rugby	Personal Fitness
Volleyball	Eclipseball	Badminton

**Formative & Summative Evaluation Methods:** written tests, skill tests, homework, teacher observations, exam

Please note that a half year or one semester of physical education must be scheduled and passed at some point in the four- year program to meet graduation requirements. The additional one credit of physical education may be earned through a variety of options including dance, personal fitness, sports team participation and independent study.

# Science

<u>Courses</u>	<u>Course #</u>	<u>Recommended Grade Level</u>	<u>Page</u>
Anatomy & Physiology Advanced	HS518	9-12	36
Biology	HS502	9-12	36
Biology Advanced	HS504	9-12	36
Biology Advanced Placement (AP)	HS533	9-12	37
Chemistry	HS525	9-12	37
Chemistry Advanced	HS526	9-12	37
Chemistry Advanced Placement (AP)	HS534	9-12	38
Climate Change	HS508	9-12	38
Computing for Everyone I	HS515	9-12	38
Computing for Everyone I I	HS516	9-12	38
Earth Science	HS512	9-12	39
Earth Science Advanced	HS513	9-12	39
Environmental Studies	HS523	9-12	39
Environmental Studies Advanced	HS517	9-12	40
History and Science of Mummification	HS138	10-12	40
Meteorology	HS530	11-12	40
Physics: Foundations	HS519	9-12	41
Physics: Motion & Mechanics Advanced	HS521	9-12	41
Science & Society	HS527	9-12	41

**Based on current science department offerings, students would need to take one full-year course in each of the following disciplines: chemistry, physics, Earth science and biology, or develop an alternative pathway to meet some or all of those proficiencies. Three science experiences with evidence of proficiency are required for graduation.**

## Science Proficiencies

Physical Sciences: Structure/Properties of Matter, Forces & Interactions	Physical Sciences: Energy, Waves & Electromagnetic Radiation	Biology	Earth & Space Sciences: Earth, Space & the Universe
I can understand and analyze matter, reactions and physical systems as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.	I can understand and analyze energy and the characteristics and dynamics of waves as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.	I understand and can explain how living systems (including cells, organisms, and ecosystems) operate..	I can understand and analyze the origins, interactions and relationships between and among the Earth, our solar system, and the universe as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.

Earth & Space Sciences: Earth Systems	Engineering, Technology & Application of Science
I can understand and analyze Earth's systems and the relationship between human activity and the earth as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.	I can demonstrate engineering concepts across multiple disciplines and novel situations as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.

## Transferable Skills Proficiencies

Clear & Effective Communication	Creative & Practical Problem Solving	Self-Direction	Responsible & Involved Citizen	Informed & Integrated Thinking
I can demonstrate organized and purposeful communication, use evidence, collaborate, and adjust based on the context.	I can persistently observe, evaluate, identify patterns, analyze, identify solutions and opportunities, using a range of tools to solve problems.	I can identify and manage learning goals: integrate, apply knowledge, demonstrate initiative and flexibility, collaborate, persevere.	I can participate and contribute, take responsibility, demonstrate ethical behavior and commitment to health, and respect diversity.	I can apply knowledge to situations, analyze, evaluate, and synthesize, apply systems thinking, use evidence to justify claims, develop and use models and use technology.

## **Anatomy and Physiology Advanced**

Course #HS518

Course Length: Semester

Grades 9-12

**Prerequisite:** None

This course will study the cells, tissues, organs and organ systems that make up vertebrates with emphasis on the human body. Extensive lab work will be done with dissections, including a fetal pig. This course is highly recommended for any student planning to pursue a career in the biological and health related sciences.

**Evaluation Methods:** tests, labs, dissections, homework, projects, exams, class and lab participation

## **Biology**

Course #HS502

Course Length: Year

Grade 9-12

**Prerequisite:** None

This course begins with a look at how organisms on earth are related to one another and to their physical environment; a good deal of emphasis is placed on the effects that humans have had on this delicate balance, and ways in which we can hopefully lessen our impact. The second half of the course deals with how animals of varying levels of complexity are each adapted to survive in their particular environment; included is a systematic, in-depth study of human biology. To gain an understanding of these topics students will keep a notebook and do a healthy amount of outside reading, as well as participate in field studies, classroom experiments, and projects of their own design.

**Evaluation Methods:** homework, tests, quizzes, experiments and projects, final exam

## **Biology Advanced**

Course #HS504

Course Length: Year

Grade 9-12

**Prerequisite:** None

Biology studies living systems. The modern trend in biological education is to emphasize organization, function and relationship. The student is introduced to the chemical basis for life. She/he learns how life continues from generation to generation. The student becomes familiar with the varied forms of living things, both plant and animal, and also uses and improves her/his reading and writing skills. Students completing biology should increase their understanding of the living condition. The student should be able to answer the questions: "How are living things organized?" "What is life?" This course is designed for students considering post-secondary education.

**Evaluation Methods:** quizzes, labs, tests, homework, final exam

## **Biology Advanced Placement (AP)**

Course #HS533

Course Length: Year

Grades 9-12

**Prerequisite:** Biology

AP Biology is meant to be a very challenging course for a student who has already taken biology and is willing to work very hard. The course will cover the topic at the collegiate level, which will require extensive homework, numerous laboratory write-ups, extensive reading, individual research and intention by the student to take the AP exam in the spring. Students enrolling in this course will be required to take a concurrent study hall with the science teacher (see your school counselor for scheduling). This course is offered every other year, depending on minimum enrollment.

**Formative & Summative Evaluation Methods:** chapter/topic tests on a regular basis, laboratory work, homework, numerous article summaries, individual research experiment, oral presentations, quizzes

## **Chemistry**

Course #HS525

Course Length: Year

Grades 9-12

**Prerequisite:** None

This course is designed to provide students with an understanding of how and why different substances are formed and why they “behave” the way that they do. Students will learn about the basic form and structure of substances and then use that knowledge to examine why certain substances will chemically react while other substances will not. Laboratory safety and experimentation is stressed in this course.

**Formative & Summative Evaluation Methods:** daily reading, lab reports, tests, quizzes, class participation, mid-term exam, final exam

## **Chemistry Advanced**

Course #HS526

Course Length: Year

Grades 9-12

**Prerequisite:** Algebra I

The course presents the basic principles of chemistry and aims to achieve a thorough knowledge in basic concepts. It will develop creative, analytical, and logical thinking involving quantitative relationships. Theory, application, structure and bonding will be emphasized.

**Formative & Summative Evaluation Methods:** lab reports, quizzes, tests, class participation, mid-term exam, final exam



## **Chemistry Advanced Placement (AP)**

Course #HS534

Course Length: Year

Grades 9-12

**Prerequisite:** Chemistry

This is a challenging course which is taught at the level of a freshman college chemistry course. A major goal is to prepare the student to take the AP Chemistry examination in the spring, which if passed, may allow the student to apply for college credit in chemistry at many colleges and universities. Problem solving and the quantitative aspects of chemistry are emphasized, along with analytical and critical thinking. Extensive laboratory investigations are used to help develop logical and quantitative relationships. Topics of study include: electron structure; chemical bonding; stoichiometry; acids and bases; gas laws; thermochemistry; electrochemistry; and reaction kinetics. Students enrolling in this course will be required to take a concurrent study hall with the science teacher (see your school counselor for scheduling). This course is offered every other year depending on minimum enrollment.

**Formative & Summative Evaluation Methods:** tests, quizzes, laboratory activities and reports, mid-term exam, final exam

## **Climate Change**

Course #HS508

Course Length: Semester

Grades 9-12

**Prerequisite:** None

This course will explore the issue of global climate change. We will dive into the science of climate change, looking at the driving causes and the evidence that led us to our understanding of the human impact on the climate system. We will look at the effects of climate change and the impacts they have on ecology, biodiversity, agriculture, human health, and social and economic systems. Finally, we will explore our own personal impact and possible solutions to the climate change crisis.

**Formative & Summative Evaluation Methods:** Projects, labs, class activities, written assignments

## **Computing for Everyone I & II**

Course #HS515 & HS516

Course Length: Semester

Grades 9-12

**Prerequisite:** None

Programming for Everybody is designed to be the first programming course that a student would take. Starting from basic principles, we will construct programs designed to accomplish basic tasks that a student is likely to encounter in real life which are difficult to solve without the use of a computer. As the course progresses, we will employ increasingly advanced computing concepts and techniques. The goal is to bring students to the level that they can understand and use conditional statements ( while, for, if, else), functions and data structures (strings, lists, dictionaries, and tuples) to accomplish common, useful everyday tasks (such as extracting information from a text file, processing it, sorting it, etc. Python will be the language used. which has found widespread use as the language of choice for analyzing “big data” problems in real-world applications. In the second semester we will continue building on the more advanced basic computing principles of strings, files, lists, dictionaries and tuples to produce programs that can accomplish useful tasks. The able student may even find it possible to apply the techniques of Python coding to address fundamental concepts which appear in a scientific context, such as in physics, chemistry, or biology.

**Formative & Summative Evaluation Methods:** mastery of data structures, programming exercises

## **Earth Science**

Course #HS512

Course Length: Year

Grade 9-12

**Prerequisite:** None

This course is designed for the study and investigation of the planet Earth, its place in the universe, and the forces which affect it. Units of study include: river environments and chemistry; the universe as we see it; materials and chemistry of the earth's crust; earthquakes, volcanism and mountain building; the record of earth history in rocks; changes caused by wind, water and ice; the atmosphere, including weather and climate. Problem solving, original thinking, discussion and research on environmental problems affecting the earth are required.

**Formative & Summative Evaluation Methods:** quizzes, tests, homework, laboratory activities and reports, research projects and reports, final exam

## **Earth Science Advanced**

Course #HS513

Course Length: Year

Grade 9-12

**Prerequisite:** None

The course is designed for study and investigation of the planet Earth and the forces which shape and affect it. Units of study include: materials and chemistry of the Earth's crust, plate tectonics, earthquakes, volcanoes, mountain building, rocks and minerals, erosion, glaciers, soils, the atmosphere, weather, and the oceans. Problem solving, original thinking, discussion of environmental problems affecting the earth and individual investigation of topics through projects and reports are encouraged. Laboratory investigations appropriate to the unit of study are used with each major topic.

**Formative & Summative Evaluation Methods:** testing, laboratory activities, worksheets, research projects, article reviews, final exams

## **Environmental Studies**

Course #HS523

Course Length: Semester

Grades 9-12

**Prerequisite:** None

This is an ELECTIVE course. This course does NOT meet the required science proficiencies for graduation. Students need to have met their requirements for science first (or concurrently) with other courses before signing up for this elective. This is a general level course for upperclassmen. This course is interdisciplinary, involving a wide variety of topics and considerations from different specialty areas of study. However, underlying the broad nature of the course are these five common themes: the need for a scientific approach to understanding; all environmental processes are interconnected; humans have great capacity to alter natural systems; social and cultural considerations are important to problem solving, and sustainability is crucial to our long-term quality of life. Topics of study will vary but include natural resources, ecological principles, population dynamics, energy use, human interaction with environments, and cover international, national, state and local issues. Numerous articles will need to be read for this class.

**Formative & Summative Evaluation Methods:** individual research projects, class discussions, quizzes, oral presentations, final exam

## **Environmental Studies Advanced**

Course #HS517

Course Length: Semester

Grades 9-12

**Prerequisite:** None

This is an ELECTIVE course. This course does NOT meet the required science proficiencies for graduation. Students need to have met their requirements for science first (or concurrently) with other courses before signing up for this elective. This course studies ecosystems and the impact that humans have on our environment. Emphasis will be on the interactions between plants, animals, soil, water and air. This course will include numerous outdoor lab activities and independent study. This course is highly recommended for any student planning to pursue a career in the biological sciences.

**Formative & Summative Evaluation Methods:** tests, labs, homework, projects, exams, class and lab participation

## **History & Science of Mummification**

Course# HS328

Course Length: Semester

Grades 10-12

**Prerequisite:** Biology suggested

Co-teachers from the history and science departments will help to unwrap the mysteries of human bodies preserved through the ages. We will explore the history and culture of the dried mummies of Ancient Egypt, the frozen mummies of the Incas of Peru, the bog bodies of early Europe, and the modern chemical mummies of communist leaders Lenin & Mao. We will examine the science related to the study of mummies and ancient cultures, including how mummies are preserved and the tools and techniques used to analyze them.

**Formative & Summative Evaluation Methods:** homework, classwork, projects, labs

## **Meteorology**

Course #HS530

Course Length: Semester

Grades 11-12

**Prerequisite:** None

This is an ELECTIVE course. This course does NOT meet the required science proficiencies for graduation. Students need to have met their requirements for science first (or concurrently) with other courses before signing up for this elective. Meteorology is a course designed for the study and investigation of the Earth's atmosphere, weather and climates. Topics of study include: air and its properties, wind, atmospheric moisture, precipitation, air masses, weather fronts, climates, control of weather, observation of weather, measurement of factors affecting weather, the weather map, forecasting, and human influence upon the atmosphere. Methods of study include discussion of topics, observation and measurement of weather factors and the use of weather maps. An individual project will be done as well, emphasizing research and presentation/public speaking skills.

**Formative & Summative Evaluation Methods:** testing, laboratory exercises, quizzes, research presentation, exam, weather measurements

## **Physics: Foundations**

Course #HS519

Course Length: Year

Grades 9-12

**Prerequisite:** None

This full year course engages students in a variety of physics topics through active exploration and mathematical practice. Emphasis is placed on guiding students to a firm conceptual understanding of the principles of physics by means of a guided series of laboratory experiences. There will also be ample opportunity for guided practice which helps the student to apply mathematics to gain an understanding of physical principles. This is a lab credit course, and the following units will be covered: linear motion, projectile motion, forces, momentum, energy, waves, electrostatics/circuits, magnetism, sound and light. This course will provide students with opportunities to meet all of the performance indicators related to physics within the physical sciences graduation requirements.

**Formative & Summative Evaluation Methods:** student skills, standard completion, labs, tests, mid-term, final exam

## **Physics: Motion and Mechanics Advanced**

Course #HS521

Course Length: Year

Grades 9-12

**Prerequisite:** Completed or currently taking Algebra II

This full year course engages students in a variety of physics topics at a more advanced level than Physics: Foundations. The primary difference is that the student must take more responsibility in directing their own progress, and enter with a serious commitment of time to study physics. In particular, students are encouraged to design their own laboratory experiments. Also, students must take the initiative in using mathematical analysis to solve physical problems. This is a lab credit course, and the following units will be covered: linear motion, projectile motion, forces, momentum, energy, rotational motion, wave phenomena, and an introduction to electrostatics. Additional topics in circuits, magnetism, sound and light will be introduced as time allows. Although this course does not carry the formal AP designation, it is recommended for students who wish to independently take the AP Physics 1 Examination in May. This course will provide students with opportunities to meet all the performance indicators related to physics within the physical sciences graduation proficiencies.

**Formative & Summative Evaluation Methods:** student skills, standard completion, labs, tests, mid-term, final exam

## **Science & Society**

Course #HS27

Course Length: Semester

Grades 9-12

**Prerequisite:** None

In this course, we will explore science topics through the lens of current world events. From understanding how vaccines work and investigating climate change to considering the neuroscience behind human behavior, students will develop skills for evaluating scientific information, examining complex relationships, and carrying out action to make a positive impact on our community and world.

**Formative & Summative Evaluation Methods:** discussion and action-planned implementation

# Social Studies

## Grade 9

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United States History Advanced	HS313	9	49

## Grades 10-12

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Current Events & Project-Based Learning	HS324	10-12	44
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History of Chess, Problem Solving & Skill Development	HS344	10-12	45
History and Science of Mummification	HS328	10-12	45
Holocaust and Genocide Studies	HS318	10-12	45
Human Geography	HS337	10-12	46
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## Grades 11-12

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The Social Studies Department course offerings provide students opportunities to achieve the Global Citizenship proficiencies described in the C3 Framework for Social Studies State Standards. ([C3 Framework](#)). In addition, social studies courses emphasize the acquisition of factual knowledge and the development of transferable skills.

Students must complete *at least 3* social studies experiences (defined as an LUHS class or approved flexible pathway), and must demonstrate a *graduate level of proficiency* at least once between 11th and 12th grades in each of the five social studies proficiencies.

## Social Studies Proficiencies

Inquiry	History	Geography	Civics, Government & Society	Economics
I can make sense of the world around them through questioning, and analyze information to develop reasonable explanations that support inquiry.	I can use historical inquiry, including the use of primary and secondary sources, to gather information about the past that will help them make sense of the present and decisions about the future.	I can propose solutions to local and world issues by using geographic tools to analyze data and examine cultural information.	I can act as citizens by understanding how governments function and by exercising my rights and responsibilities within my current societal structure(s).	I can make economic decisions through my understanding of the interaction between humans, the environment, government, and the economy.

## Transferable Skills Proficiencies

Clear & Effective Communication	Creative & Practical Problem Solving
I can demonstrate organized and purposeful communication, use evidence, collaborate, and adjust based on the context.	I can persistently observe, evaluate, identify patterns, analyze, identify solutions and opportunities, using a range of tools to solve problems.

## **Civics**

Course #HS342

Course Length: Semester

Grades: 10-12

**Prerequisite:** U.S. History

Do you know your rights as an American? What about your responsibilities? This course provides students with a basic understanding of civic life, politics, and government, and a short history of the government's foundation and development in this country. Students will become informed citizens in regard to their local, state, and federal government. Ultimately, students will develop the knowledge and skills necessary for active participation in a democratic society.

**Formative and Summative Evaluation Methods:** homework, news articles, quizzes, tests, projects

## **Current Events & Project-Based Learning**

Course #HS324

Course Length: Semester

Grades: 10-12

**Prerequisite:** U.S. History

Students will work for an extended period of time answering a challenging question about a contemporary issue. Students will collaborate with each other doing current and historical research to develop their own answers to these questions. Students will demonstrate their knowledge and skills by creating a public product or presentation for a real audience.

**Formative and Summative Evaluation Methods:** homework, news articles, quizzes, tests, projects

## **Economics**

Course #HS334

Course Length: Semester

Grades 10-12

**Prerequisites:** **Prerequisite:** US History

Economics is the study of how societies, governments, businesses, households, and individuals allocate their scarce resources. The study of economics can also provide valuable knowledge for making decisions in everyday life. It offers a tool with which to approach questions about the desirability of a particular financial investment opportunity, whether or not to attend college or graduate school, the benefits and costs of alternative careers, and the likely impacts of public policies including universal health care and a higher minimum wage.

**Formative & Summative Evaluation Methods:** may include but are not limited to quizzes, tests, projects, oral reports, cooperative assignments, essays, journals, current events, and participation

## **History of Chess, Problem Solving & Skill Development**

Course #HS344

Course Length: Semester

Grades 10-12

**Prerequisite:** US History

Students will be introduced to the history of chess through the game's origins in ancient India, its spread to Europe through trade and the Islamic conquest of Spain and Portugal, up to its popularity with medieval European nobility. We will also consider more modern issues and events including the domination of Soviet chess in the 20th century, the rise of the American Bobby Fischer and his symbolic importance in the Cold War, women in chess, discrimination and gender bias, computers and machine learning. To complement the history portion, students will also be introduced to the rules, strategy, and tactics of chess and be encouraged to improve their skills and problem solving through study, play, and analysis.

**Formative and Summative Evaluation Methods:** homework, news articles, quizzes, tests, projects

## **History & Science of Mummification**

Course# HS328

Course Length: Semester

Grades 10-12

**Prerequisite:** Biology suggested.

Co-teachers from the history and science departments will help to unwrap the mysteries of human bodies preserved through the ages. We will explore the history and culture of the dried mummies of Ancient Egypt, the frozen mummies of the Incas of Peru, the bog bodies of early Europe, and the modern chemical mummies of communist leaders Lenin & Mao. We will examine the science related to the study of mummies and ancient cultures, including how mummies are preserved and the tools and techniques used to analyze them.

**Formative & Summative Evaluation Methods:** homework, classwork, projects, labs

## **Holocaust and Genocide Studies**

Course #HS318

Course Length: Semester

Grades: 10-12

**Prerequisite:** Foundations of Literature (English 9), Exploring Identity (English 10), United States History (Grade 9) OR portfolio review and teacher interview

Students will examine both the Holocaust and the broader topic of genocide. The course is rooted in the conviction that the Holocaust was a cataclysmic episode in the course of Western history, impacting culture, society, politics, ethics, and science. In a world still tormented by mass murder and genocide, the course also rests on the moral imperative that learning from both the past and present may serve as a basis of hope for the future. This course uniquely combines historical background with an interdisciplinary exploration of the Holocaust and other genocidal events through film, literature, philosophy, psychology, sociology, and other offerings. By understanding such issues as prejudice, discrimination, and racism, students are equipped to analyze contemporary political situations, think critically about ethical responsibility, and respond actively to injustice.

**Formative & Summative Evaluation Methods:** Journal prompts, Socratic seminars, comprehension checks, and exit cards, research



## **Human Geography**

Course #HS337

Course Length: Semester

Grades: 10-12

**Prerequisite:** U.S. History

Why do people live differently across the world? Why are some countries rich, and some poor? Human geography helps us understand our world and important current events. This course focuses on the human footprint on the planet in every way. The course is organized around 7 major topics:

- Geography: The Problem with Maps
- Population and Migration
- Culture: Language, Religion, Ethnicity
- Political Boundaries
- Agriculture
- Industrialization and Economic Development
- Cities

**Formative and Summative Evaluation Methods:** homework, news articles, quizzes, tests, projects

## **Human Geography Advanced Placement (AP)**

Course #HS305

Course Length: Year

Grades 11-12

**Prerequisite:** Self-motivated juniors and seniors, and sophomores with special permission from teacher. Must have approval of previous social studies teacher and a proficiency grade of 3+. Must take national AP exam at end of year. Summer assignment required.

This course is equivalent to an introductory college-level course in human geography. It introduces students to the study of the patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. They also learn about the methods and tools geographers use. The course is organized around 7 major topics:

- Geography: The Problem with Maps
- Population and Migration
- Culture: Language, Religion, Ethnicity
- Political Boundaries
- Agriculture, Food Production, and Rural Land Use
- Industrialization and Economic Development
- Cities

**Formative & Summative Evaluation Methods:** daily homework, news articles, tests, quizzes, practice multiple-choice questions and free response questions from old AP tests, end-of-year project

## **Introduction to Philosophy**

Course #HS304

Course Length: Semester

Grades 10-12

**Prerequisite:** U.S. United History

Introduction to Philosophy will introduce students to the history of Western philosophical thought from the Greeks to contemporary thinkers. Students will be exposed to big ideas and questions including, but not limited to: Who are you? Where did the universe come from? Is there a God? What is death? Is morality relative? Can computers think? How do you know what you know? Do animals have rights? What is justice? How should we govern ourselves? What should we eat? Students will also be asked to apply what they learn to modern societal, and personal ethical questions. Students will be introduced to the material through assigned readings, role play, class discussions, and lecture.

**Formative & Summative Evaluation Methods:** may include but are not limited to quizzes, tests, projects, oral reports, cooperative assignments, essays, journals, current events, and participation

## **Modern World History**

Course #HS322

Course Length: Semester

Grades 10-12

**Prerequisite:** Successful completion of Great Civilizations and United States History

By the mid-eighteenth century, the world had become smaller. The New World was no longer new, their native populations subjugated by European powers. These same empires dominated a network of trade and power that extended to nearly every corner of the Earth. But something was about to change...

Students taking this course will apply historical thinking skills and concepts to analyze historical narratives of our modern world. The course begins with an overview of these skills, then will move into the outbreak of revolutions that sparked around the globe. Next, we will explore the origins of industrialization and its impact on labor, race and gender. From there we will discuss the impacts of colonialism and imperialism, followed by their eventual collapse during and after the World Wars. The course ends with an exploration of the Cold War and the emergence of a highly technological, globalized society.

**Formative & Summative Evaluation Methods:** May include but are not limited to quizzes, tests, projects, oral reports, cooperative assignments, essays, journals, current events, and participation

## **Personal Law**

Course #HS331

Course Length: Fall Semester

Grades 10- 12

**Prerequisite:** Successful completion of Great Civilizations and United States History

This course includes practical information and problem solving opportunities that develop in students the knowledge and skills necessary for survival in our contentious world. The content includes an introduction to the legal system, criminal and juvenile justice, consumer law, family law, and housing law.

**Formative & Summative Evaluation Methods:** may include but are not limited to quizzes, tests, projects, oral reports, cooperative assignments, essays, journals, current events, and participation

## **Psychology**

Course #HS308

Course Length: Spring Semester

Grades 10-12

**Prerequisite:** Successful completion of Great Civilizations and United States History

This course is designed to introduce students to the study of how we think, feel and behave. Major themes include the brain and neuroscience, behavioral genetics, cognitive and social development, perception, learning, memory, decision-making, language, consciousness, emotions, and motivation.

**Formative & Summative Evaluation Methods:** may include but are not limited to quizzes, tests, projects, oral reports, cooperative assignments, essays, journals, current events, and participation

## **Sociology**

Course #HS309

Course Length: Fall Semester

Grades 10-12

**Prerequisite:** Successful completion of Great Civilizations and United States History

This course offers students an introduction to the ways we describe, investigate, and analyze social life. Major themes include the relationship between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life.

**Formative & Summative Evaluation Methods:** may include but are not limited to quizzes, tests, projects, oral reports, cooperative assignments, essays, journals, current events, and participation

## **United States History**

Course #HS312

Course Length: Year

Grade 9

**Prerequisite:** None

This course is designed as a survey of United States history ranging from the Revolutionary Era to the 21st century. Unit topics include the Declaration of Independence/Constitution; Territorial Expansion/Reform Era; the Civil War; Industrialization, Progressivism, and World War I; the Roaring 20s and Great Depression; World War II and Early Cold War; Civil Rights Movement/Vietnam War at Home and Abroad; and the Global Age.

**Formative & Summative Evaluation Methods:** may include but are not limited to quizzes, tests, projects, oral reports, cooperative assignments, essays, journals, current events, and participation

# United States History Advanced

Course #HS313

Course Length: Year

Grade 9

**Prerequisite:** None

This course is designed as a survey of United States history ranging from the Revolutionary Era to the 21st century. Unit topics include the Declaration of Independence/Constitution; Territorial Expansion/Reform Era; the Civil War; Industrialization, Progressivism, and World War I; the Roaring 20s and Great Depression; World War II and Early Cold War; Civil Rights Movement/Vietnam War at Home and Abroad; and the Global Age.

**Formative & Summative Evaluation Methods:** may include but are not limited to quizzes, tests, projects, oral reports, cooperative assignments, essays, journals, current events, and participation



# World Languages

<b>French</b>	<b><u>Course #</u></b>	<b><u>Recommended Grade Level</u></b>	<b><u>Page</u></b>
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Intermediate French	HS207	9-12	52
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Advanced High French	HS209	11-12	53
French Advanced Placement (AP)	HS216	11-12	53

## Latin

Beginning Latin	HS210	8-12	53
Intermediate Latin	HS218	9-12	54
Advanced Latin	HS236	10-12	54
Advanced High Latin	HS220	10-12	54

## Spanish

Beginning Spanish	HS203	8-12	55
Intermediate Spanish	HS204	9-12	55
Advanced Spanish	HS237	10-12	55
Advanced High Spanish	HS219	11-12	56

We encourage students to experience other languages and cultures as a means of developing a deeper understanding of how our country is part of an increasingly interdependent world.

Students will learn to use a foreign language effectively and appropriately in a range of situations and for a variety of purposes. Students will demonstrate knowledge and develop awareness and appreciation of other languages and cultures. Through the second language the student will develop a clearer understanding of the English language and a greater sensitivity to structure, vocabulary and syntax. Learning a foreign language also enhances career opportunities and facilitates world travel for business, pleasure or education. Many colleges and universities require a minimum of two years of the same foreign language for admission. Selective colleges will typically require 3 or 4 years of the same foreign language for admission.

We strongly recommend that a student maintain a high average in order to succeed in the next level of study. To this end, students may borrow textbooks over the summer and review guides will be available upon request.

**Eight successful elective experiences with evidence of proficiency are required for graduation. The proficiencies listed below are addressed in all World Languages courses:**

## World Languages Proficiencies

Interpersonal Communication	Interpretive Communication	Presentational Communication	Culture	Language Comparison
Conversation	Reading & Listening	Writing & Speaking	Culture	Language Comparison

## Transferable Skills Proficiencies

Clear & Effective Communication	Creative & Practical Problem Solving	Self-Direction
I can demonstrate organized and purposeful communication, use evidence, collaborate, and adjust based on the context.	I can persistently observe, evaluate, identify patterns, analyze, identify solutions and opportunities, using a range of tools to solve problems.	I can identify and manage learning goals: integrate, apply knowledge, demonstrate initiative and flexibility, collaborate, persevere

Responsible & Involved Citizen	Informed & Integrated Thinking
I can participate and contribute, take responsibility, demonstrate ethical behavior and commitment to health, and respect diversity.	I can apply knowledge to situations, analyze, evaluate, and synthesize, apply systems thinking, use evidence to justify claims, develop and use models and use technology.

## **Beginning French**

Course #HS206

Course Length: Year

Grades 8-12

**Prerequisite:** Recommendation of 8th grade English teacher and team

In the beginning level of a world language course, students can expect to listen extensively and read regularly in the language. This course is taught using Comprehensible Input; language that is easily understood via repetition, gestures and lots of visuals. Students will acquire language by listening and reading to support their eventual output of writing and speaking. The language is often taught through storytelling and reading. Often student's lives, ideas, and interests become part of the curriculum! Students can expect to do the following activities: story asking and telling, movie talk, weekend/calendar talk, mysterious/special person, one-word-image, write and discuss, dictations, language games, and other varied activities.

**Formative & Summative Evaluation Methods:** homework, class participation and effort, skits and dialogues, tongue twister songs, written and oral quizzes, written and oral tests, exams

## **Intermediate French**

Course #HS207

Course Length: Year

Grades 9-12

**Prerequisite:** Completion of Beginning French with a minimum 2.6

This course is a continuation of Level I and will still use Comprehensible Input with heavier focus on listening in the language. Students will be expected to speak and write the language more often and with more independence. Similar activities as Level I will be used in the classroom. Students will begin to read independently each class to increase their vocabulary.

**Formative & Summative Evaluation Methods:** written and oral quizzes, written and oral tests, homework, class participation and effort, skits and dialogues, tongue twister songs, projects, reading assignments, compositions, exams

## **Advanced French**

Course #HS208

Course Length: Year

Grades 10-12

**Prerequisite:** Completion of Intermediate French with a recommended minimum 3.0 or teacher permission

French III students continue to work on the four basic language skills: listening, speaking, reading and writing. Course work is focused on intermediate grammatical structures in an effort to improve written and oral expression. At this level, students begin to communicate their ideas and opinions in a more sophisticated manner and are expected to use their language skills in the classroom. Students may keep a "Journal Culturel" to reflect on various aspect of the French speaking world.

**Formative & Summative Evaluation Methods:** oral and written tests and quizzes, compositions, skits, projects, reading assignments, translations, dictations, class participation and effort, skits and dialogues



## **Advanced High French**

Course #HS209

Course Length: Year

Grades 11-12

**Prerequisite:** Completion of French III with a recommended minimum 3.0 or teacher permission

French IV students continue to perfect their oral and written skills through the study of advanced grammatical structures. The teacher will use French almost exclusively in class. Students also read texts, including poems, essays, short novels, taken from the French speaking world. Students at this level will gain a greater understanding of France and her "offspring"-- the many other regions of the world that use French as a primary or secondary language. Students are given the opportunity, and are expected, to work independently and have much choice in the selection of projects.

**Formative & Summative Evaluation Methods:** homework, class participation and effort, projects, songs, reading and writing assignments, skits, quizzes, tests

## **French Advanced Placement (AP)**

Course #HS216

Course Length: Year

Grades 11-12

**Prerequisite:** Suggested 3.0 in French IV Advanced or recommendation of teacher

The AP French Language and Culture course is designed to challenge students at a level equivalent to a college level curriculum. This demanding course helps students fine tune the language skills acquired over the five years of language study. The six themes (Global Challenges, Science & Technology, Contemporary Life, Personal & Public Identities, Families & Communities, and Beauty & Aesthetics based on the College Board's Curriculum Framework, will be the focus of the teaching and learning through the entire year. Students will be exposed to a number of authentic materials so that they may develop a higher level of understanding in interesting and relevant contexts. The students and teacher will use French exclusively in class at all time in the classroom. Exploration of facets of the Culture of the French-speaking world will be an integral part of the course throughout the year. Culture will be the 'prism' by which students deepen their understanding of the Francophone world. Students will be expected to take the AP French Language and Culture Exam at the end of the course.

**Formative & Summative Evaluation Methods:** active classroom participation, discussions & debates, writing of emails and persuasive essays, projects, quizzes, tests, translations and/or analysis of selected poems or readings, final project after the AP exam.

## **Beginning Latin**

Course #HS210

Course Length: Year

Grades 8-12

**Prerequisite:** Recommendation of teacher or team

Latin is everywhere! Ever wonder why the chemical symbol for gold is Au? Or why a six- sided shape is a hexagon, but a six-member musical group is a sextet? Or why the abbreviation of our state university is UVM and not UVT? When is it appropriate to use the word whom? What do per se, e.g., i.e., etc. actually mean? Why shouldn't you defenestrate your younger siblings? What number is Superbowl XLVIII, anyway? You will learn the answers to these questions and many more in Latin! Students in their first year of Latin will develop the ability to read and write Latin, build their Latin {and English!} vocabulary, and learn about Roman history and culture. Carpe diem, disce Latine!

**Formative & Summative Evaluation Methods:** individual and collaborative quizzes, tests, and projects, which involve translations from Latin and compositions in Latin, recitations of Latin, and investigations and presentations of Latin grammar and Roman culture



## **Intermediate Latin**

Course #HS218

Course Length: Year

Grades 9-12

**Prerequisite:** Completion of Beginning Latin with a 2.6 or higher or teacher recommendation

Students in their second year of Latin will continue to develop the ability to read and write Latin, grow their Latin and English vocabularies, and learn about Roman history and culture. Students will immediately begin reading adapted Latin from primary sources, including Roman philosophers, historians, and poets. Individual and class explorations into the history and culture of Rome is largely guided by student interests.

**Formative & Summative Evaluation Methods:** individual and collaborative quizzes, tests, and projects, which involve translations from Latin and compositions in Latin, recitations of Latin, and investigations and presentations of Latin grammar and Roman culture

## **Advanced Latin**

Course #HS236

Course Length: Year

Grades 10-12

**Prerequisite:** Completion of Intermediate Latin with 2.6 or higher or teacher recommendation

Students in Latin III will continue to develop the ability to read Latin, growing their vocabulary and learning about Roman history and culture with the goal of reading authentic Latin texts. Potential readings (chosen based on student interest) include battle-filled histories of Julius Caesar and Eutropius, the loving and lovingly-insulting poetry of Catullus and Martial, and the mythological epics of Ovid and Vergil. Students will also explore Greek and Latin roots as they relate to English word formation, the linguistic rules that govern that formation, and the impact of Latin grammar on that of English.

**Formative & Summative Evaluation Methods:** grammar, vocabulary, and content of the Latin readings, and are in the form of quizzes, translations, essays, and creative projects

## **Advanced High Latin**

Course #HS220

Course Length: Year

Grades 10 -12

**Prerequisite:** Completion of Intermediate Latin with 2.6 or higher or teacher recommendation

Students in Latin IV will continue to develop the ability to read Latin, growing their vocabulary and learning about Roman history and culture with the goal of reading authentic Latin texts. Potential readings (chosen based on student interest) include battle-filled histories of Julius Caesar and Eutropius, the loving and lovingly-insulting poetry of Catullus and Martial, and the mythological epics of Ovid and Vergil. Students will also explore Greek and Latin roots as they relate to English word formation, the linguistic rules that govern that formation, and the impact of Latin grammar on that of English.

**Formative & Summative Evaluation Methods:** grammar, vocabulary, and content of the Latin readings, and are in the form of quizzes, translations, essays, and creative projects

## **Beginning Spanish**

Course #HS203

Course Length: Year

Grades 8-12

**Prerequisite:** Recommendation of 8th grade English teacher and team

In the beginning level of a world language course, students can expect to listen extensively and read regularly in the language. This course is taught using Comprehensible Input; language that is easily understood via repetition, gestures and lots of visuals. Students will acquire language by listening and reading to support their eventual output of writing and speaking. The language is often taught through storytelling and reading. Often student's lives, ideas, and interests become part of the curriculum! Students can expect to do the following activities: story asking and telling, movie talk, weekend/calendar talk, mysterious/special person, one-word-image, write and discuss, dictations, language games, and other varied activities.

**Formative & Summative Evaluation Methods:** homework, class participation and effort, skits and dialogues, tongue twister songs, written and oral quizzes, written and oral tests, exams

## **Intermediate Spanish**

Course #HS204

Course Length: Year

Grades 9-12

**Prerequisite:** Completion of Beginning Spanish in the previous year with a minimum 2.6 or teacher recommendation

This course is a continuation of Level I and will still use Comprehensible Input with heavier focus on listening in the language. Students will be expected to speak and write the language more often and with more independence. Similar activities as Level I will be used in the classroom. Students will begin to read independently each class to increase their vocabulary.

**Formative & Summative Evaluation Methods:** tests, quizzes, projects, reading assignments, skits and dialogues, essays, class participation and effort, exams

## **Advanced Spanish**

Course #HS237

Course Length: Year

Grades 10-12

**Prerequisite:** Completion of Intermediate Spanish in the previous year with a recommended minimum 3.0 or teacher permission

Students will continue to improve in the skills of listening, speaking, reading and writing. Supplemental material will be integrated into class work to meet needs of students as they work on these skills and continue the study of advanced grammar. This course is conducted primarily in Spanish and students are encouraged to use Spanish as the sole language of communication in the classroom. Students will be assigned daily grammar and communication work, and will also be expected to complete larger projects.

**Formative & Summative Evaluation Methods:** tests, quizzes, projects, reading assignments, journals, dialogues and skits, compositions, class participation and effort, exams

## Advanced High Spanish

Course #HS219

Course Length: Year

Grades 11-12

**Prerequisite:** Completion of Spanish III with a recommended minimum 3.0 or teacher permission

Students will continue to improve their oral and written skills in this advanced level course by incorporating the language skills that have been acquired as the medium of learning about people and cultures of Spain and Latin America. Qualified students may consider the SAT II exam in Spanish language upon successful completion of Spanish IV. This course is conducted almost entirely in Spanish.

**Formative & Summative Evaluation Methods:** oral presentations, written responses about reading content, written paragraphs in response to assigned topics, essays, quizzes, tests, exams, and daily written work



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*Building a community prepared for the choices and challenges of life.*