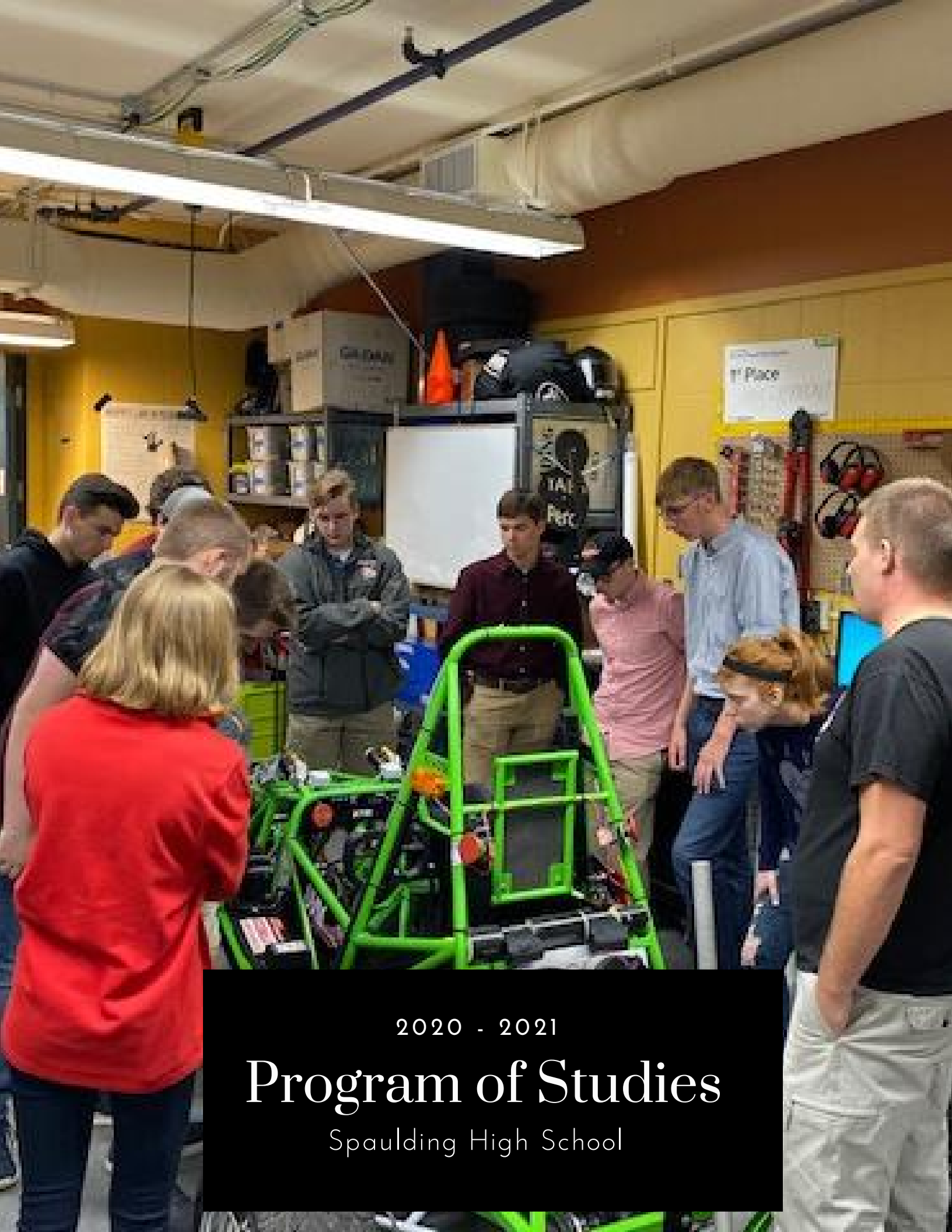




2020 - 2021

Program of Studies

Spaulding High School



SPAULDING HIGH SCHOOL

Barre Unified Union School District

Gina Akley

Tim Boltin

Guiliano Cecchinelli

Tony Folland

J. Guy Isabelle

Rebecca Kerin-Hutchins

Paul Malone, *Board Chair*

Victoria Pompei

Sonya Spaulding

John Pandolfo

Superintendent of Schools

Jessica Barewicz

Director of Curriculum Instruction & Assessment

Brenda Waterhouse

Principal

Luke Aither

Assistant Principal

Jim Ferland

Assistant Principal

Ry Hoffman

Head of School Counseling

NON-DISCRIMINATION POLICY

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



Dear Parents, Guardians and Students,

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

The Program of Studies is a comprehensive document outlining the course offerings, course sequence and related requirements for high school students. Students are encouraged to maximize their learning experiences during their high school career and are expected to be fully scheduled with at least four blocks scheduled, or the equivalent thereof. All courses are organized by department with individual descriptions.

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

Students and families are encouraged to review the graduation requirements, course options and flexible pathways that we offer within the Program of Studies. In addition to reviewing the Program of Studies, it is also recommended that parents and guardians review their child's Personalized Learning Plan (PLP). Each student has a GoEnnounce account in which to maintain their PLP, and parents and guardians should receive an email alert each time it is updated. It is important that students and families understand the importance of continually updating the PLP and documenting learning experiences throughout the entire four years at SHS. The PLP is a portfolio of a student's goals, progress, learning activities, community service activities, achievements and more.

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

Sincerely,
Brenda Waterhouse
Principal

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Core Values, Beliefs, & Learning Expectations

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

We hold the following beliefs about learning:

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

Learning expectations:

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

Approved by SHS Faculty May 7, 2013

Approved by SHS Union School Board June 3, 2013

School Profile



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

We have been serving students since the early 1890s and are considered one of the oldest and longest-operating high schools in Vermont.

We provide educational opportunities and services to over 700 students by offering a variety of traditional and online courses, along with over 11 Advanced Placement courses in the areas of Math, Science, History & English onsite and various Flexible Pathways, such as Concurrent & Dual Enrollment with Community College of Vermont.

We strongly recommend our students to take advantage of the many academic opportunities designed to enrich their educational experience and help them be more college/career ready. We believe that all students need to learn self-advocacy skills, and encourage them to do so with their teachers, academic advisors, and school counselors in order to best individualize their academic path through their high school years.

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

We are also incredibly proud to be one of the three schools in Vermont that offers Junior Reserve Officers' Training Corps (JROTC) on campus.

In turn, the spirit of Tide Pride is always present whether it be in a classroom, during an athletic competition, school function or among the alumni who continue to invest in our school. From sideline cheers at competitions and school performances, our community continues to foster an affection that is echoed through the halls every Friday Morning with the song, "Glory to Spaulding."

Graduation Requirements

24
credits

4 English credits

3 Math credits

3 Science

3.5 History/Social Studies (including 1 World,
1 US History, .5 Civics & 1 History Elective)

1 Fine Arts

1.5 Physical Education credits

.5 Health credit

.5 Financial Literacy credit

7 Elective credit courses

Community Service*



*Effective fall 2019, Spaulding High School requires community service over the course of a student's high school career (Class of 2021 – 20 hours; Class of 2022 – 30 hours; Class of 2023 - 40 hours, Class of 2024 - 40 hours) as part of a student's graduation requirement. Community Service is defined as unpaid work which is meaningful and done toward the benefit of others without expectation of repayment whether monetary or otherwise. The intent of this requirement is that SHS students make an impact, however large or small, on the community in which they are volunteering their time. The main requirement of community service is summarized below:

1) A total minimum of 40 hours is required by the last semester of a student's senior year.

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

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

2) Hours must be recorded in the student's PLP, and must include:

A description of the activity.

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

More information, please visit:

<https://www.spauldinghs.org/for-students-parents/community-service>

pathways to your future

ACADEMIC PLANNING



Flexible Pathways

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

It is highly recommended that along with completing an English, Math, Science, and History credit every year, that a student complete the PE, Art, and Health requirements by the end of the student's sophomore year. By doing so, students may have more flexibility in scheduling remaining required and elective courses during their junior & senior years.

Concurrent College Courses

Concurrent courses are *Community College of Vermont (CCV)* approved courses, taught by a *Spaulding High School* teacher, and are held during the regular high school day. A Dual Enrollment voucher can be utilized for this course, or a student can choose to pay a fee. Students will need to meet CCV's requirements in order to access these courses.

Career Technical Education

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

Dual Enrollment

Juniors and seniors have the opportunity to utilize two Dual Enrollment vouchers during their high school years. This program allows for such students to enroll in college classes for credit, awarded both through SHS and the chosen college/university, for no tuition cost.

Early College/VAST

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

Fast Forward at CVCC

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

Flexible Pathways Plan/Independent Study

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

Online Learning

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

Phoenix Program

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

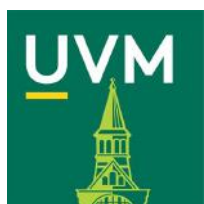
Work Based Learning

WBL creates opportunities for employers and schools to provide structured learning experiences to develop workplace readiness, technical skills, and 21st Century Skills. It is a process that allows students to explore careers, connect with businesses, learn about the functions of an organization, and understand the relevance of their education.

Sample Entrance Requirements for College

Below are several examples of college entrance requirements.

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



UNIVERSITY OF VERMONT

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

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



Middlebury
College

MIDDLEBURY COLLEGE

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

Music, Art, and Drama also recommended

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



CASTLETON UNIVERSITY

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

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



VERMONT TECHNICAL COLLEGE

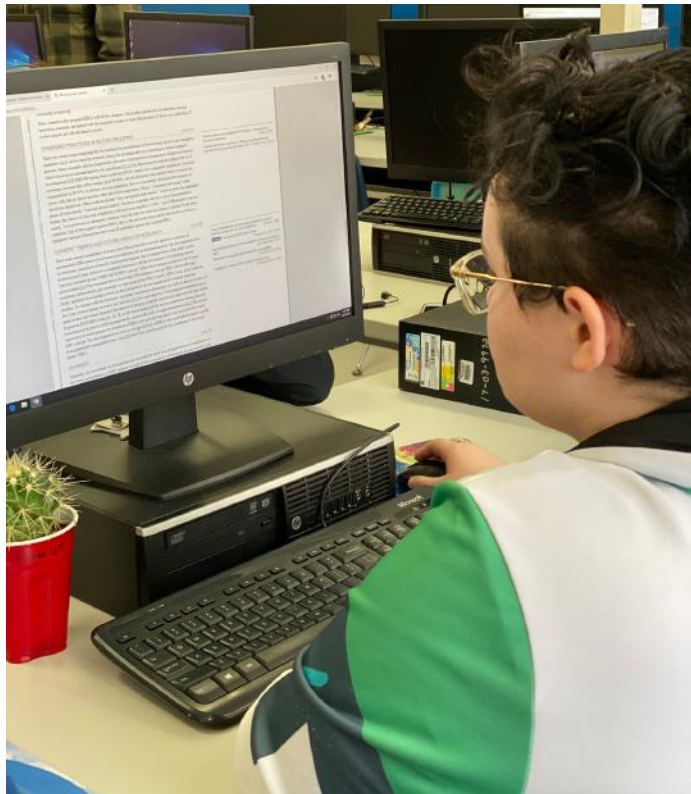
4 credits of English
3-4 credits of Math
2 credits of History/Social Studies
2-3 credits of Science (including 1 lab ex: Biology, Chemistry)
2 credits of Foreign Language

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

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

School Terms

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



Full Time Status

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

Adding/Dropping Courses

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

Dropping Classes

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

Students do have the option of dropping a semester class at the end of a quarter and replacing it with a quarter class. They also have the option of dropping a year-long class at the end of a Quarter or at the end of a semester and replacing it with a quarter or semester class.

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

W - Withdrawn Passing

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

WPNM - Withdrawn Proficient

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

Every student is expected to be fully scheduled.

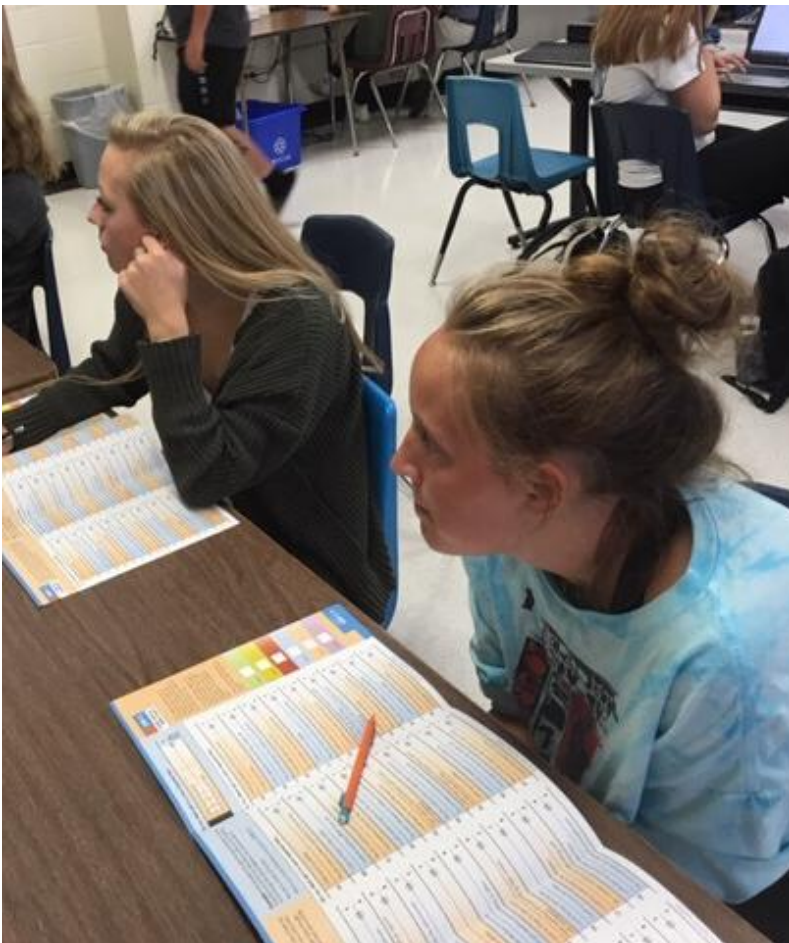
Being fully scheduled can include any combination of participation in Spaulding High School classes, CVCC programs, on-line learning, dual enrollment, or any other form of a flexible pathway approved by the Head of School Counseling.

Grading System

Spaulding High School uses a proficiency based grading system.

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

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



GRADING SYSTEM

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

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

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

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

National Collegiate Athletic Association (NCAA)

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

What is the NCAA?

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

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

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

Why is this relevant?

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

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

DIVISION I

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

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

DIVISION II

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

Source: One Opportunity. Limitless Possibilities, NCAA Eligibility Center

personalize your learning

COURSE CATALOG



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

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

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

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

Ms. Susan Chickering, *School Counselor*
schicshs@buusd.org

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

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

The following pages contain the course offerings for the 2020-2021 school year. Prior to selecting courses, please consider your credit standings in each credit requirement area, your goals after high school, the requirements for each course offered, as well as your areas of interest.

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

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

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

COURSE CATALOG

0.5

Graduation Requirement
Financial Literacy Credits



Spaulding High School students are lucky to have multiple Business options available to them.

Every student is required to earn Financial Literacy credit to meet their graduation requirements, but many students greatly enjoy the other various options and opportunities available to them from the Business Department.

*consider courses that connect you with
promising careers*

BUSINESS DEPARTMENT

BUS105 - Introduction to Business

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

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of Elective

BUS106 - Financial Literacy

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

Open To - Grads 11, 12

Awarded Credit - .5 credit of Elective

BUS207 - Introduction to Sports Marketing

This introductory course emphasizes basic management principles as they relate to sports-related enterprises. Students will learn about sports marketing plans including a variety of marketing techniques and approaches.

Open to - Grade 9, 10, 11, 12

Awarded Credit - .5 credit of Elective

BUS301 - Accounting I

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Elective

BUS302 - Accounting II

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

Open To - Grade 9, 10, 11, 12

Awarded Credit - 1 credit of Elective

Prerequisite - Accounting I

COURSE
CATALOG

4 Graduation Requirement
English Credits



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

All English courses carry 1 English credit (except students taking an AP English course).

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

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

read, lead, and master the world of literature

ENGLISH DEPARTMENT

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

121*/122 Humanities: English	201 Sophomore English * 203 Sophomore English	English Seminars 306 Personal Growth 404 Coming of Age 408 Fantasy 409 Science Fiction 415 Social Issues in Literature 421 Literary Nonfiction - Memoirs 422 Dramatic Literature 423 Journalism I 429 Women in Literature 430 Advanced World Mythology 431 Gothic, Mystery and Horror Stories 501 AP English Lang & Comp 502 AP English Lit & Comp ENG600 CCV-English Composition ENG601 CCV-Contemporary World Literature
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** Embedded Honors option available*

ENG121/122 - Humanities: English

Freshman Humanities is a year-long survey course in which students will explore major themes and essential questions about human civilizations over a broad period of time across the globe. Course sections will be team taught by an English and a social studies teacher, concurrently with HIS121/122, and students will generally rotate between two classrooms on an A/B schedule. As students explore achievements and conflicts in world history, they will analyze literature with a thematic connection to each period in the English classroom. Students will be assessed in skills and content area standards, and successful students will earn credit in both areas. Students who choose to pursue honors credit will develop a plan with the classroom teacher in the second quarter. Honors students will be expected to display academic achievement and leadership.

Open To - Grade 9

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

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

AP English Language & Composition,

AP English Literature & Composition,

CCV - English Composition,

CCV - Contemporary World Literature

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

ENG201 - Sophomore English

In Sophomore English, students will discuss, analyze, and reflect on a variety of genres, including fiction, drama, science fiction, and memoir. Units will include a reading component, formal and informal writing, and presentations. Students will also participate in a variety of discussions, including small groups, Socratic seminars, and online discussions. Students who choose to pursue honors credit will develop a plan with the classroom teacher prior to the second unit. Honors students will be expected to display academic achievement and leadership.

Open To - Grade 10

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG203 - Sophomore English

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

Open To - Grade 10

Prerequisite - Placement by the English Department

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

NCAA Status - Approved

ENG306 - Personal Growth

This semester-long intervention course reinforces and continues the development of reading, writing, speaking, and listening skills. Through close reading, interactive discussion, and type II writes, students will examine real-life themes such as wellness, family dynamics, and learning challenges. Encountering new vocabulary, students will continue to develop context reading skills and comprehension of words and phrases by discovering meaning and applying knowledge to practical situations. Ultimately, students will connect themes discussed throughout the semester to draft, revise, and develop explanatory essays.

Open To - Grade 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG404 - Coming of Age

This semester-long intervention course reinforces and continues the development of reading, writing, speaking, and listening skills. Through close reading, interactive discussion, and type II writes, students will examine themes such as identity, coming of age, and morality. Encountering new vocabulary, students will continue to develop context reading skills and comprehension of words and phrases by discovering meaning and applying knowledge to practical situations. Ultimately, students will connect themes discussed throughout the semester to draft, revise, and develop argument essays.

Open To - Grade 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG408 - Fantasy

Fantasy literature is "not an escape from reality, but rather an investigation of reality". Students in the course will read various fantasy works and identify the magic or supernatural elements of the created imaginary worlds. With a brief introduction of oral traditions, mythology, and folklore, students will analyze what position the author might be taking on elements of society and/or human nature.

Open To - Grade 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG409 - Science Fiction

This course focuses on the truths revealed about human nature, society, and technology in the alternate worlds created in a variety of science-fiction works. Students will analyze how the content is imaginative, but base in science and technology of the future. Students will identify and discuss key elements of the societies the authors create in order to envision possible futures and ways in which science and technology might evolve.

Open To - Grade 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG415 - Social Issues in Literature

In Social Issues in Literature, students will explore a variety of literary genres that reflect universal theses of human rights. literature will have a contemporary, global focus, but will also include classic works of fiction, memoir, poetry, plays, essays, and speeches. Key themes/units in this college preparatory course include readings in refugee experiences, racism, and domestic violence.

Open To: Grade 11, 12

Awarded Credit - 1 credit of English

NCAA Status - Not Approved

ENG421 - Literary Nonfiction - Memoirs

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

Open To - Grades 11, 12

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG422 - Dramatic Literature

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

Open To - Grades 11, 12

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG423 - Journalism I

This course seeks to teach journalistic writing while exposing students to the publication process. This course will cover three major categories: journalistic ethics and responsibilities; the journalistic writing style and its relevance to particular article types; and the power of the word (constructing clear communication).

Journalism I will be writing intensive, with particular emphasis placed on the importance of rewriting and peer editing. There will also be weekly vocabulary, current event, and mugshot assignments. Above all, this is a writing course and it is expected that students will leave the course with a thorough understanding of the fundamentals of journalism-primarily print media.

Open To - Grades 11, 12

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG429 - Women in Literature

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

Open To - Grades 11, 12

Awarded Credit - 1 credit of English

NCAA Status - Not Approved

ENG430 - Advanced World Mythology

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

Open To - Grades 11, 12

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG431 - Gothic, Mystery & Horror Stories

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

Open To - Grades 11, 12

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG501 - AP English Language and Composition

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

Open To - Grade 11, 12

Awarded Credit - 1 credit of English

Prerequisite Placement by the English Department and 1 credit of Elective

NCAA Status - Approved

ENG502 - AP English Literature and Composition

Advanced Placement English is a college-level literature and composition class. Students will read poetry, fiction, and drama from classical and contemporary literature. The class is conducted as a seminar; students should be willing to think aloud and engage in work. Formal essay assignments on major works will further develop students' skills in analysis and interpretation. There will be several projects/presentations. Students will also study vocabulary and grammar. *Students are required to take the Advanced Placement English Literature and Composition exam in May.

Open To - Grade 11, 12

Awarded Credit - 1 credit of English & 1 Elective Credit

Prerequisite - Placement by the English Department

NCAA Status - Approved

ENG600 - CCV-English Composition

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

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

Open To - Grade 11, 12

Prerequisite - Acceptance by CCV to take this course

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

NCAA Status - Approved

ENG601 - CCV-Contemporary World Literature

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

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

Open To - Grade 11, 12

Prerequisite - Acceptance by CCV to take this course

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

NCAA Status - Approved

COURSE CATALOG



The ELL curriculum has been designed to assist high school students whose native language is not English. This language learning acculturation and support program helps students who have come from foreign countries perform well in academic courses and adjust to life in our community.

The ELL students are regularly assessed by means of standardized testing, and in coordination with school counselors, are assisted in planning their college and career goals. A supervised area serves as a homeroom for ELL students. Direct support services are provided for ELL students enrolled in a variety of subjects.

challenging your linguistic skills

ENGLISH LANGUAGE LEARNERS

ELL101, 201, 301, 401, 501, 601

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

Open To - by Teacher recommendation

Awarded Credit - 1 credit of English or Elective

TOEFL Preparation Program

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

Open To - ELL Seniors

Awarded Credit - 1 credit of English or Elective

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

COURSE CATALOG



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

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

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

HEALTH & FAMILY CONSUMER SCIENCES

FCS101 - Wellness

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

Open To - Required for 9th Graders

Awarded Credit - 1 credit of Health

FCS104 - Food Exploration

Are you someone who loves food and learns best by working with your hands? If so, this is the class for you! We will spend the quarter exploring the world of foods including everything from meal prepping and planning, cooking meals, growing our own plants, learning how to budget effectively, the history of the food industry, researching all the resources around us, and collaborating with those resources. There will be a focus on sustainability, project-based learning, and individuality so you can learn ways to best meet your own needs for lifelong success.

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 Elective credit

FCS201 - Health

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

Open To - Grades 11, 12

Awarded Credit - 1 credit of Health

COURSE CATALOG

1 Graduation Requirement
Fine Arts Credit



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

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



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

PERFORMING ARTS

FNA102 - Exploring Popular Music

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Fine Art

FNA110 - Band

This course meets every day during AM block. Band is open to all students. Prior experience is not required. Students will gain experience in both Marching and Concert Band settings. Band members will also work independently on developing their skills and abilities at their own pace. Band members are expected to perform at 2 concerts, all home football games and local parades.

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of Fine Art per semester

FNA111 - Chorus

This course meets everyday during AM block. Chorus is open to all students with a desire to learn to sing. Prior singing experience is not required. Students will gain exposure to a wide variety of styles and genres of music including classical, pop, Broadway, folk, and world music. Students will learn the fundamentals of singing, sight reading, and music notation. Attendance at public performances that take place outside of the school day is expected.

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of Fine Art per semester

FNA120 - Jazz Ensemble

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Fine Art

Prerequisite - Teacher recommendation

FNA211 - Advanced Choir

Students will build upon the basic skills learned in Chorus. If you are looking for more challenging music and individual attention, this is the class for you. In addition to more advanced repertoire, students will work on individual vocal development, sight-reading, and further developing their literacy in music theory. Prior vocal experience is required. Students are expected to attend multiple performances throughout the semester including Baccalaureate and Graduation.

Open To - Grades 9 (with permission), 10, 11, 12

Awarded Credit - 1 credit of Fine Art

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

FNA300 - Advanced Music Theory

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of Fine Art

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

FNA301 - Music Theory

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

Open To - Grade 9, 10, 11, 12

Awarded Credit - .5 credit of Fine Art

Prerequisite - Teacher recommendation

FNA302 - Beginning Guitar

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

Open To - Grades 9, 10, 11, 12

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

Awarded Credit - 1 credit of Fine Art

FNA303 - Song Writing & Music Production

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Fine Art

FNA308 - African Drumming

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of Fine Art

FNA313 - Piano Lab

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of Fine Art

COURSE CATALOG

1

Graduation Requirement
Fine Arts Credit



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

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

He describes additional aptitudes necessary for professional success and personal fulfillment in this new century:
Design, story, symphony, empathy, play and meaning.

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

FINE ARTS

FNA101 - Art Studio Introduction

This foundation course introduces students to creative expression in the visual arts through a variety of mediums. Students build skills in a variety of art forms which may include drawing, painting, sculpting, collage, fiber arts or other media. Emphasis is on learning the creative process artists use to make art including generating ideas, design and planning, applying artistic skills and concepts to create projects, and reflection and critique. As a result of this process, students often learn flexible thinking, patience, and persistence. Students in this course also participate in the semester art show, and curate a portfolio of their original work to show their learning. This course provides an excellent introduction to the skills needed for advanced study in 2-D Art Studio and 3-D Art Studio.

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Fine Art

FNA103 - Drawing Studio

This foundation course introduces students to creative expression in the visual arts through various drawing media and techniques, plus drawing-related art forms. Students learn and practice the creative process artists use to make art including generating ideas, design and planning, applying artistic skills and concepts to create projects, and reflection and critique. As a result of this process, students often learn flexible thinking, patience, and persistence. Students in this course also participate in the semester art show, and curate a portfolio of their original work to show their learning. This course provides an excellent introduction to the skills needed for advanced study in 2-D Art Studio.

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Fine Art

FNA201 - Digital Photography

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

Open To - Grades 10, 11, 12

Awarded Credit - 1 credit of Fine Art

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

FNA202 - 2-D Art Studio

This advanced course builds and refines the traditional skills of two-dimensional art forms such as drawing, painting, or printmaking. Students will build on their knowledge of composition, elements and principles of design, color theory and will develop seeing skills through a series of sequential assignments using both observation and imagination. Students explore Aesthetic Theory to learn the many ideas about what makes something art, and they determine and express their own aesthetic opinions. This course may be repeated for further advanced level art study (teacher recommendation required for repeat enrollment).

Open To - Grades 10, 11, 12

Awarded Credit - 1 credit of Fine Art

Prerequisite - Art Studio Introduction, Drawing Studio,
or Teacher Recommendation

FNA203 - 3-D Art Studio

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

Open To - Grades 10, 11, 12

Awarded Credit - 1 credit of Fine Art

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

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

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of Fine Arts

FNA312 - Ceramics

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of Fine Arts

COURSE CATALOG

3.5

Graduation Requirement
History & Social Sciences
Credits

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

For graduation, students must complete 1 credit in world history, 1 in US History, 1/2 credit in civics, and 1 additional elective history credit. All World and US History classes require a research paper. The department is committed to a sequential, coordinated curriculum from grades K-12 and to continuous professional development in the content areas and classroom practices.

*understanding the past and
mastering the present*

HISTORY & SOCIAL SCIENCES

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

9th Grade	10th Grade	11th Grade	12th Grade
121/122 Freshman Humanities	301 US History 302 US History	304 Civics	HIS502 - AP Psychology HIS503 - AP Government
History & Social Sciences Seminar Electives			
HIS313 - History Seminar: Psychology			
HIS317 History Seminar: World War II			
HIS320 - History Seminar: Vietnam War			
HIS321 - History Seminar: Holocaust Studies			
HIS322 - History Seminar: Medieval Studies			
HIS323: History Seminar: History of Civil Rights			
HIS324: History Seminar: Asian History			
HIS325: History Seminar: American Civil War			

HIS121/122 - Freshman Humanities

Freshman Humanities is a yearlong survey course in which students will explore major themes and essential questions about human civilizations over a broad period of time across the globe. Course sections will be taught cooperatively by an English and a History teacher, concurrently with ENG121/122, and students will generally rotate between two classrooms on an A/B schedule. As students explore achievements and conflicts in world history, they will analyze literature with a thematic connection to each period in the English classroom. Students will be assessed in skills and content area standards, and successful students will earn credit in both areas. Students who choose to pursue honors credit will develop a plan with the classroom teacher in the second quarter. Honors students will be expected to display academic achievement and leadership.

Open To - Grade 9

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

Awarded Credit - 1 credit of History

NCAA Status - Approved

HIS301 - U.S. History

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

Open To - Grade 10

Prerequisite - 1 credit of History, Teacher Recommendation and/or student choice 10th Grade

Awarded Credit - 1 credit of US History

NCAA Status - Approved

HIS302 - U.S. History

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

Open To - Grade 10

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

Awarded Credit - 1 credit of US History

NCAA Status - Approved

HIS304 - Civics

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

Open To - Grades 10, 11, 12

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

Awarded Credit - .5 credit of Civics

NCAA Status - Approved

History & Social Sciences Seminar Electives

Prerequisite for all History/Social Science Seminar Electives: Successful completion of all required history courses (Freshman Humanities History, U.S. History, Civics), or with teacher permission and Department Chair approval.

HIS313 - Psychology

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

Open To - Grades 11, 12

Awarded Credit - .5 credit of History Elective

NCAA Status - Approved

HIS317 World War II

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

Open To - Grades 11, 12

Awarded Credit - .5 credit of History Elective

NCAA Status - Approved

HIS320 - Vietnam War

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

Open To - Grades 11, 12

Awarded Credit - .5 credit of History Elective

NCAA Status - Approved

HIS321 - Holocaust Studies

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

Open To - Grades 11, 12

Awarded Credit - .5 credit of History Elective

NCAA Status - Approved

HIS322 - Medieval Studies

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

Course will include:

- a survey of social, religious, cultural, and economic issues through the eyes of rulers, aristocracy, peasants, women, townspeople, clergy, outcasts, and outsiders.
- analysis of medieval culture through religion, the arts, literature, technology and architecture using relevant materials and period documents.

Open To - Grades 11, 12

Awarded Credit - .5 credit of History Elective

NCAA Status - Approved

HIS323 - History of Civil Rights

This course focuses on the history of people who have pushed against the boundaries of history. Students will learn about the history of women and minorities, including African-American history and LGBTQ+. This course is designed to supplement U.S. History and focus on groups of people who were not satisfied with their place in history and decided to stand up and make changes.

Open To - Grades 11, 12

Awarded Credit - .5 credit of History Elective

NCAA Status - Approved

HIS324 - Asian History

This course is designed to be an overview of Chinese and Japanese History from Antiquity to the present. Students will learn about Chinese and Japanese Dynasties, their interactions with other Asian cultures, as well as their expansion into global markets and politics. This is an introductory view of Asian culture before contact with the European and western world, as well as how that contact impacted the Asian world.

Open To - Grades 11, 12

Awarded Credit - .5 credit of History Elective

NCAA Status - Approved

HIS325 - American Civil War

Although attention will be devoted to the causes and long-term consequences of the Civil War, this class will focus primarily on the war years (1861-1865) with special emphasis on the military and technological aspects of the conflict. Four questions, long debated by historians, will receive close scrutiny:

What caused the war?

Why did the North win the war?

Could the South have won?

To what extent is the Civil War America's "defining moment"?"

Open To - Grades 11, 12

Awarded Credit - .5 credit of History Elective

NCAA Status - Approved

Advanced Placement Offerings for Juniors and Seniors

HIS502 - AP Psychology

This is a college-level introductory psychology course that surveys the methods, approaches and history of psychology, the biological bases of behavior, sensation and perception, learning, motivation and emotion, developmental psychology, personality, testing and intelligence, abnormal psychology, and therapies. Research papers are required. Reading and writing assignments will be substantial and challenging. This course reflects the National Psychology Standards, C3 Standards, and the Vermont standards for literacy and problem solving.

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

Open To - Grades 11, 12

Prerequisite - World History (or Freshman Humanities History) and U.S. History credit

Awarded Credit - 2 credits of History

NCAA Status - Approved

HIS503 - AP Government

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

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

Open To - Grades 11, 12

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

Awarded Credit - 2 credits of Social Studies/History Electives (including embedded Civics credit)

NCAA Status - Approved

COURSE CATALOG

1.0 Elective Credit



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

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

*motivating individuals
to be better citizens*

JROTC

LET1 - Leadership Education & Training 1

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1.0 Elective Credit

LET2 - Leadership Education & Training 2

This course description is similar to LET1, however units are as follows:

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

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

You The People-Citizenship Skills

Foundations of the American Political System

Creating the Constitution

Shaping American Institutions and Practices

Citizen Roles in American Democracy

Open To - Grades 9, 10, 11, 12

Prerequisite - successful completion of LET1, or permission of instructor

Awarded Credit - .5 embedded Elective Credit and .5 Civics Credit



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

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



LET3 - Leadership Education & Training 3

This advanced level course capitalizes on the training received in LET1 and LET2 to allow cadets to assume senior level non-commissioned officer and junior officer ranks in the cadet organization. The course reviews, reinforces and expands on each of the subject areas with emphasis on career development and the pursuit of higher education. A Robotics lesson (S.T.E.M.) will be taught during the first semester for all LET 3-8 Cadets attending class.

Open To - Grades 10, 11, 12

Prerequisite - Earn Partial Proficiency in LET2

Awarded Credit - .5 embedded Elective Credit and .5 Financial Literacy Credit

LET4 - Leadership Education & Training 4

Primary emphasis will be placed on the practical application of the cadet organization. Therefore, the LET4 year is structured to allow cadets to perform their assigned command or staff duties and act as a class instructor or assistant instructor for selected LET 1 through 3 subjects. Academic instruction for LET4 will consist of self-paced study, suggested readings, seminars, vignettes, case studies, and special assignments. A Robotics lesson (S.T.E.M.) will be taught during the first semester for all LET 3-8 Cadets attending class.

Open To - Grades 10, 11, 12

Prerequisite - Earn Partial Proficiency in LET3

Awarded Credit - 1.0 Elective Credit

NCAA Status - Not Approved

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

These advanced level courses are available to cadets having successfully completed the program and who wish to continue to develop leadership and managerial skills in the program by becoming teacher assistants in the LET 1 through 4 classes. Students are expected to perform duties as assigned to include: special projects, tutoring, classroom instruction, coaching of the various extracurricular activities, and to act as cadet mentors. A Robotics lesson (S.T.E.M.) will be taught during the first semester for all LET 3-8 Cadets attending class.

Open To - Grades 11, 12

Prerequisite - Permission of instructor

Awarded Credit -1.0 Elective Credit

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

COURSE CATALOG

3.0

Graduation Requirements
Math Credits



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

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

DEPARTMENT OF MATHEMATICS & STATISTICS

MAT103 - Connections

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

Open To - Grade 9, 10

Prerequisite - Placement by the Math Department

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

NCAA Status - Not Approved

MAT105 - Foundations

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

Open To - Grades 9, 10, 11

Prerequisite - Placement by the Math Department

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

NCAA Status - Not Approved

MAT100 - Algebra I Honors

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

Open To - Grades 9, 10

Prerequisite - Placement by the Math Department

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT110 - Algebra I Part A

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

Open To - Grades 9, 10, 11, 12

Prerequisite - Placement by the Math Department

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT111 - Algebra I Part B

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

Open To - Grades 9, 10, 11, 12

Prerequisite: Successful completion of Algebra I Part A

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT200 - Geometry Honors

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

Open To - 9, 10

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

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT202 - Geometry

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

Open To - Grades 10, 11, 12

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

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT300 - Algebra II Honors

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

Open To - Grades 10, 11, 12

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

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT303 - Algebra II

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

Open To - Grades 10, 11, 12

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

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT400 - Pre-Calculus Honors

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

Open To - Grades 11, 12

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

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT403 - Statistics

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

Open To - Grades 11, 12

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

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT450 - Robotics

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

Open to - Grades 10, 11, 12

Prerequisite - Proficiency in Algebra 1 Part B or Honors Algebra

Awarded Credit - 1 credit of Math

NCAA Status - Not approved

MAT455 - Engineering

Students in this course will develop key engineering skills on topics including electrical, mechanical, and software design. The Introduction 2 Design (S12D) high school course provides an introduction to engineering through a series of team-based design projects based on the First Year Projects Course (GEEN1400) taught in the Integrative Teaching and Learning Laboratory (ITLL) and the University of Colorado at Boulder. Also, students will practice written and oral communication, teamwork, and management of long-term team-based projects. The course integrates mathematics, programming and robotics in order to transform a standard classroom into a modern engineering design facility.

Open to - Grades 10, 11, 12

Prerequisite - Proficiency in Geometry or Honors Geometry

Awarded Credit - 1 credit of Math

NCAA Status - Not approved

MAT460 - Computer Science

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

Open to - Grades 10, 11, 12

Prerequisite - Proficiency in Algebra 1 Part B or Honors Algebra

Awarded Credit - 1 credit of Math

NCAA Status - Not approved

MAT500 - AP Calculus AB

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

Open To - Grades 11, 12

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

Awarded Credit - 2 credits of Math

NCAA Status - Approved

MAT503 - AP Statistics

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

Open To - Grades 11, 12

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

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT600 - AP Calculus BC

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

Open To - Grades 11, 12

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

Awarded Credit - 2 credits of Math

NCAA Status - Approved

COURSE CATALOG

1.5 Graduation Requirements Physical Education Credits

Physical Education classes are offered in semester-long and quarter-long options. One and one-half (1.5) credits and Proficiency of our Standards must be attained in order to meet graduation requirements.

It is recommended that students initially select a semester PE course, followed by one of our quarter courses. Students can also choose to create a flexible pathway to meet their remaining standards/credits.

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

As physical educators observe the students in various activities, the students will be evaluated on both their strengths and gaps so that appropriate course recommendations can be made as they navigate through our PE curriculum.

Students will show proficiency of standards by completing a personalized, evidence-based portfolio. This portfolio will be explained in detail and provides an excellent opportunity for flexible, anytime, anywhere learning.

paving a path to a healthy lifestyle

PHYSICAL EDUCATION

Semester-Long Physical Education

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

PED105 - Games for Understanding

This section is focused on understanding and participating in games within the four main "game categories" (net & wall, invasion, striking & fielding and target). 3-4 days per week students will experience games like badminton, floor hockey, cornhole and wiffleball where they will work towards better understanding game play concepts, rules and strategies as well as motor skill development.

Open To - 9, 10, 11, 12

Awarded Credit - 1 credit of PE

PED106 - Personal Fitness Exploration

This section is focused on understanding and participating in basic fitness programs focused on one of the "5 elements of fitness" (cardio, muscle strength, muscle endurance, flexibility and body composition). 3-4 days per week students will experience genres of fitness like yoga, performance training, and various cardio & resistance training methods where they will work towards better understanding program design, goal setting and safe form in fitness movement patterns. Attention athletes! Please refrain from registering for this course when in season.

Open To - 9, 10, 11, 12

Awarded Credit - 1 credit of PE

Quarter-Long Physical Education

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

PED117 - Personal Fitness

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

Open To - 9, 10, 11, 12

Awarded Credit - .5 credit of PE

PED118 - Game Play

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

Open To - 9, 10, 11, 12

Awarded Credit - .5 credit of PE

PED119 - Tools for Healthy Living

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

Open To - 9, 10, 11, 12

Awarded Credit - .5 credit of PE

PED125 - Cooperative Activities

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

Open To - 9, 10, 11, 12

Awarded Credit .5 credit of PE

COURSE CATALOG

3.0 Graduation Requirement
Science Credits



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

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

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

SCIENCE

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

9th Grade	10th Grade	11th Grade	12th Grade
SCI120 Physical Science I	SCI215 Life Science 1 Honors SCI220 Life Science I	SCI300 Chemistry Honors SCI301 Chemistry SCI305 Anatomy and Physiology SCI310 Physics Honors SCI311 Physics SCI313 Environmental Science & Natural History SCI314 Marine Biology SCI315 Forensic Science SCI321 Astronomy SCI322 Meteorology SCI500 AP Biology SCI520 AP Chemistry	

SCI120 - Physical Science I *

Physical Science 1 is a foundational course where students learn the basics in chemistry, earth science, and physics. Students will start the semester by learning how to read the periodic table and use the table to predict chemical reactions. In earth science, students will use relative age and radiometric dating techniques to explain the geologic history of earth. Students will also use evidence to make claims as to why our Earth's surface looks the way it does (mountains, volcanoes, trenches, etc.). The course ends with an overview of climate, where students analyze data to predict climate trends and ultimately design solutions to reduce human impact. Class will involve laboratory investigations, data collection and analysis, modeling activities, whole-class and small group learning activities, and student presentations.

* Students seeking honors recognition will need to meet all required course standards as well as complete additional assessments outside of class (one per semester).

Open To - Grade 9, 10

Awarded Credit - 1 credit of Science

NCAA Status - Approved

SCI215 - Life Science I Honors

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

Open To - Grades 10

Prerequisite - Partial Exemplary or Exemplary in Physical Science I

Awarded Credit - 1 credit of Science

NCAA Status - Approved

SCI220 - Life Science I

Life Science I is a foundational course where students are introduced to biology-related concepts. Students will learn how changes in the Earth's systems over time influenced the development and survival of living things. Topics studied will include the structure and function of living things, matter and energy flow in organisms, genetics, evolution, and biodiversity.

Open To - Grades 9, 10

NCAA Status - Approved

Awarded Credit - 1 credit of Science

The following courses are considered: Science electives

In order to enroll in Science electives, students must have earned proficiency or higher in Physical Science I & Life Science I. For some Science electives there are additional math-level pre-requirements

SCI300 - Chemistry Honors

This honors lab science course is taught at the college level, and covers the topics of the first semester of a college Intro to Chemistry course. Topics will be covered in great depth and at an accelerated pace; students should be highly motivated, and dedicated to their educational experience. Included in the content of the course are topics such as structure and properties of matter, chemical reactions, conservation of matter, stoichiometry, solutions, gas laws, and energy in chemical processes. A successful chemistry honors student will be a self-disciplined problem solver, who is able to think independently.

Open To - Grades 11, 12

Additional Prerequisite - Proficiency in Algebra 1A and Algebra 1B

Awarded Credit - 1 credit of Science

NCAA Status - Approved

SCI301 - Chemistry

This college-preparatory lab science course is an introduction to interactions of matter and energy and is designed for the student considering a career in science. This class builds off the concepts learned in Physical Science I. Included in the content of the course are topics such as structure and properties of matter, chemical reactions, conservation of matter, nuclear processes, and energy in chemical processes. These topics are studied both qualitatively and quantitatively through lectures, laboratory investigations, and problem-solving.

Open To - Grades 10, 11, 12

Awarded Credit - 1 credit of Science

Additional Prerequisite - Proficiency in Algebra 1A and Algebra 1B

NCAA Status - Approved

SCI305- Anatomy and Physiology

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

Open To - Grades 10, 11, 12

Awarded Credit - 1 credit of Science

NCAA Status - Approved

SCI310 - Physics Honors

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

Open To - Grades 10, 11, 12

Awarded Credit - 1 credit of Science

Additional Prerequisite - Proficiency in Algebra 1A, Algebra 1B and Geometry

NCAA Status - Approved

SCI311 - Physics

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

Open To - Grades 10, 11, 12

Awarded Credit - 1 credit of Science

Additional Prerequisite - Proficiency in Algebra 1A, Algebra 1B and Geometry

NCAA Status - Approved

SCI313 - Environmental Science & Natural History

This course is an introduction to Environmental Science. Students will learn about the interdependence of Earth's systems, environmental quality, global climate changes and their consequences, and our impact on the environment. This course is strongly recommended for students interested in pursuing a career in an environmental or natural resources field. Class will involve laboratory investigations, data collection and analysis, modeling activities, whole-class and small group learning activities, and student presentations.

Open To - Grades 10, 11, 12

Awarded Credit - 1 credit of Science

NCAA Status - Approved

SCI314 - Marine Biology

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

Open To - Grades 10, 11, 12

Awarded Credit - 1 credit of Science

NCAA Status - Approved

SCI315 - Forensic Science

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

Open To - Grades 10, 11, 12

Awarded Credit - 1 credit of Science

NCAA Status - Approved

SCI321 - Astronomy

This is a science elective for those students who want to learn more about the cosmos. This course explores the size and scale of the universe, electromagnetic radiation, the life cycle of stars, and the evidence supporting the Big Bang theory. These topics are studied both qualitatively and quantitatively through lectures, laboratory investigations, and critical thinking.

Open To - Grades 10, 11, 12

Awarded Credit - 1 credit of Science

Prerequisite - Proficiency in Algebra 1

NCAA Status - Approved

SCI322 - Meteorology

This course is designed to familiarize students with Earth's atmosphere and the weather events that take place in it, such as cyclones, hurricanes, and tornadoes. Students will study the effects of pressure fronts, wind systems, cloud formation, and global weather patterns such as El Nino. By the end of the course, students will be able to use meteorology instruments to predict weather patterns and interpret weather maps. Over the course of the semester, students will collect data in order to analyze Barre's weather patterns, and use this data to make predictions of future weather events. Students who take this course should have a strong interest in the physical sciences.

Open To - Grades 10, 11, 12

Awarded Credit - 1 credit of Science

NCAA Status - Approved

SCI500 - AP Biology

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

Open To - Grades 10, 11, 12

Awarded Credit - 2 credits of Science

NCAA Status - Approved

SCI520 - AP Chemistry

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. For most students, the course enables them to undertake, as a freshmen, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. This course is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the College Board. A special emphasis will be placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills. A successful AP Chemistry student will be self-disciplined, think independently, and be able to complete timed assessments in preparation for the AP Exam. *Students are required to take the national Advanced Placement Chemistry Exam in May.

Open To - Grades 11, 12

Prerequisite - Chemistry Honors and Additional Prerequisite - Proficiency in Algebra 1A and Algebra 1B

Awarded Credit - 1 credit of Science

NCAA Status - Approved

COURSE CATALOG

RE: Driver's Education: In order to meet federal and state guidelines, students must have a minimum of thirty hours of classroom instruction and six hours of "behind-the wheel" instruction.

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

Admission Policy

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

2) Date of birth

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

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

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

MISCELLANEOUS

DRE201 - Driver Education

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

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

Open To - Grades 10, 11, 12
Awarded Credit -.5 credit of Elective

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

ADM105 - Career/College Planning

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

Open to - Grades 10, 11, 12
Awarded Credit - .5 credit of Elective

Prerequisite - Concurrent enrollment Driver's Education

MIS100 - Advanced Publication

This course is designed to give students the chance to manage and work for the Crimson Chronicle, our online school newspaper at Spaulding High School.

In this course, students will research, write, edit, and publish weekly articles while working in other newsroom committees, such as advertising, design/technology, or photography.

Students interested in Advanced Publication should be strong writers who are able to work in small- and large-group settings, be open to constructive feedback, and willing to learn new skills. Students must also be independently or internally motivated to work towards deadlines in a setting that is run similar to a business. If you have ever wanted to work together on a team in order to create a product of which you can be proud, then this is the course for you.

Open To - 9, 10, 11, 12
Awarded credit - .5 Elective

MIS101 - What Your Mind Needs

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

Open To - 9, 10, 11, 12
Awarded credit - .5 Elective

Act 264 (Coordinated Services Planning)
Special Education
Employment specialist
Life Skills
Math 180
Read 180
Social Worker
SEA
(Spaulding Educational Alternative)
Tier 3 School Counselor

Multi-Tiered System of Supports (MTSS) is defined as a whole-school, data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems.

At Spaulding High School, we deliver a variety of services, supports, and programs as part of our overall educational support system.

Our goal is to provide support so that all students will achieve academic success.

TIER I SUPPORTS

1:1 Devices
Academic Advisory
ACCESS
(All Children Can Experience School Success)
Athletics
Clubs
Dual Enrollment
English Intervention
Flexible Pathways
School Counseling/Guidance Supports
Health Services
Independent Studies
Individual Teacher Support
Library/Media Support
Literacy Team
Math Intervention
Math Tutorial
Online Learning
Parent-Teacher Conferences
PLP (Personalized Learning Plans)
Proficiency Support
Reassessment Plans
School Resource Officer
SAP (Student Assistance Professionals)
Team Teaching
Tide Pool
Trauma Informed Instructional Strategies

TIER II SUPPORTS

Act 504 Plan
Attendance Plans
English Language Learner Support
EST (Educational Support Team)
Honor Code
Internal CSP
Intervention Level Courses
Midnight Mountain Program
Outside Agency Coordination
Phoenix
Tier 2 School Counselor
VAPE Educate

TIER III SUPPORTS

Act 264 (Coordinated Services Planning)
Special Education
Employment specialist
Life Skills
Math 180
Read 180
Social Worker
SEA
(Spaulding Educational Alternative)
Tier 3 School Counselor

additional supports that lead to success

LEARNING SERVICES

SPN111 - Life Skills

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

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

Open To - Grades 9, 10, 11, 12

Prerequisite - Approval through application process and the student's IEP Team

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

SPN112 - Read 180

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

Open To - 9, 10, 11, 12

Prerequisite - Case Manager referral & Student Reading Inventory

Awarded Credit - 1 Elective

COURSE CATALOG

1.0

Graduation Requirements
Elective Credit



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

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

*gaining insight about the workforce by
exploring different pathways*

WORK BASED LEARNING

WBL200 - Introduction to Work Based Learning

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

Open To - Grades 11, 12

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

Awarded Credit - 1 credit of an Elective

WBL300 - Site Experience (Internship)

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

Open To - Grades 11, 12

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

Awarded Credit - 1 credit of an Elective

COURSE CATALOG

1.0

Graduation Requirements
Elective Credit



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

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

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

opportunity to take a journey with foreign language offerings

WORLD LANGUAGES

WLA101 - French I

This course is for students with little to no exposure to French. Listening, speaking, reading, and writing are focused on from the beginning of this class. Students are exposed to facets of language through interactive activities, music, videos, game play, reading short pieces and writing a variety of short responses and paragraphs. Students will be able to ask and respond to a variety of questions in both speaking and writing. Emphasis is on vocabulary acquisition, basic grammar skills, and exposure to the culture of the French speaking world.

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 Elective
NCAA Status - Approved

WLA103 - French II *

This course is designed for the student with a solid grasp of the fundamentals of French. Basic skills are reviewed before progressing into new material. Students learn more complicated grammatical concepts, acquire more essential vocabulary and continue to practice their reading, writing, listening, and speaking skills through interactive activities, games, projects and classwork. Emphasis is on asking and answering questions in order to create meaningful dialogue.

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

Open To - Grades 9, 10, 11, 12

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

Awarded Credit - 1 Elective
NCAA Status - Approved

WLA104 - French III *

A continuation of language acquisition, this course stresses grammar, which is used in writing exercises and short compositions. New vocabulary is presented along with short stories and students use this in both oral and written expression. Speaking is emphasized at this level, with students being able to converse more spontaneously. Students make cultural connections through films, music, and authentic materials.

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

Open To - Grades 9, 10, 11, 12

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

Awarded Credit -1 Elective
NCAA Status - Approved

WLA200 - French IV Honors

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

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

Awarded Credit - 1 Elective
NCAA Status - Approved

WLA300 - French V Honors

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

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

Awarded Credit - 1 Elective
NCAA Status - Approved

WLA111 - Spanish I

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 Elective
NCAA Status - Approved

WLA112 - Spanish II *

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

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

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

Awarded Credit - 1 Elective
NCAA Status - Approved

WLA113 - Spanish III

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

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

Open To - Grades 9, 10, 11, 12

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

Awarded Credit - 1 Elective

NCAA Status - Approved

WLA210 - Spanish IV Honors

An intensive course of the Spanish language and cultures. Students will develop speaking proficiency, listening comprehension, reading, and writing in everyday situations. This course will provide the student with the ability to participate more fully in general conversation, read more sophisticated passages, and to write with a firmer command of sentence/grammar structure. Spanish language videos and music presented in class are selected to reinforce the cultural material discussed in class. This course is designed to help students develop fluency, and is best suited for highly motivated students who desire to communicate in a second language.

Open To - Grades 10, 11, 12

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

Awarded Credit - 1 Elective

NCAA Status - Approved

WLA310 - Spanish V Honors

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

Open To - Grades 11, 12

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

Awarded Credit - 1 Elective

NCAA Status - Approved

WLA510 - AP Spanish

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

Open To - Grade 11, 12

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

Awarded Credit - 1 Elective

NCAA Status - Approved