



2019-2020

Program of Studies

Spaulding High School



SPAULDING HIGH SCHOOL

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Curriculum, Instruction & Assessment

Brenda Waterhouse

Principal

Ry Hoffman

Head of School Counseling

Luke Aither

Assistant Principal

Jim Ferland

Assistant Principal

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 schools' graduation requirements be rooted in demonstration of student proficiency, as opposed to time spent in classrooms. Spaulding High School has transitioned to a fully proficiency based grading system in support of EQS. Students are assessed against performance indicators and standards that are clearly identified for each course. Students can also create self-directed learning experiences and identify standards and performance indicators that they will meet their individualized learning experiences. Such individualized learning experiences must also be incorporated into the student's Personalized Learning Plan (PLP) and be preapproved 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 recommend that parents and guardians review their child's Personalized Learning Plan (PLP). Each student has a GoEnnounce account to maintain their PLP in, and parents and guardians should receive an email alert each time it is updated. It is important that students and families understand the importance of continually updating the PLP and documenting learning experiences throughout the entire four years at SHS. 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.

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

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

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

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

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

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

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

Graduation Requirements

24
credits
and community service*

4 English credits

3 Math credits

3 Science

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

1 Fine Arts

1.5 Physical Education credits

.5 Health credit

.5 Financial Literacy credit

7 Elective credit courses



Effective fall 2019, Spaulding High School requires 40 hours of community service over the course of a student's high school career (Class of 2020 – 10 hours; Class of 2021 – 20 hours; Class of 2022 – 30 hours; Class of 2023 and thereafter – 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.

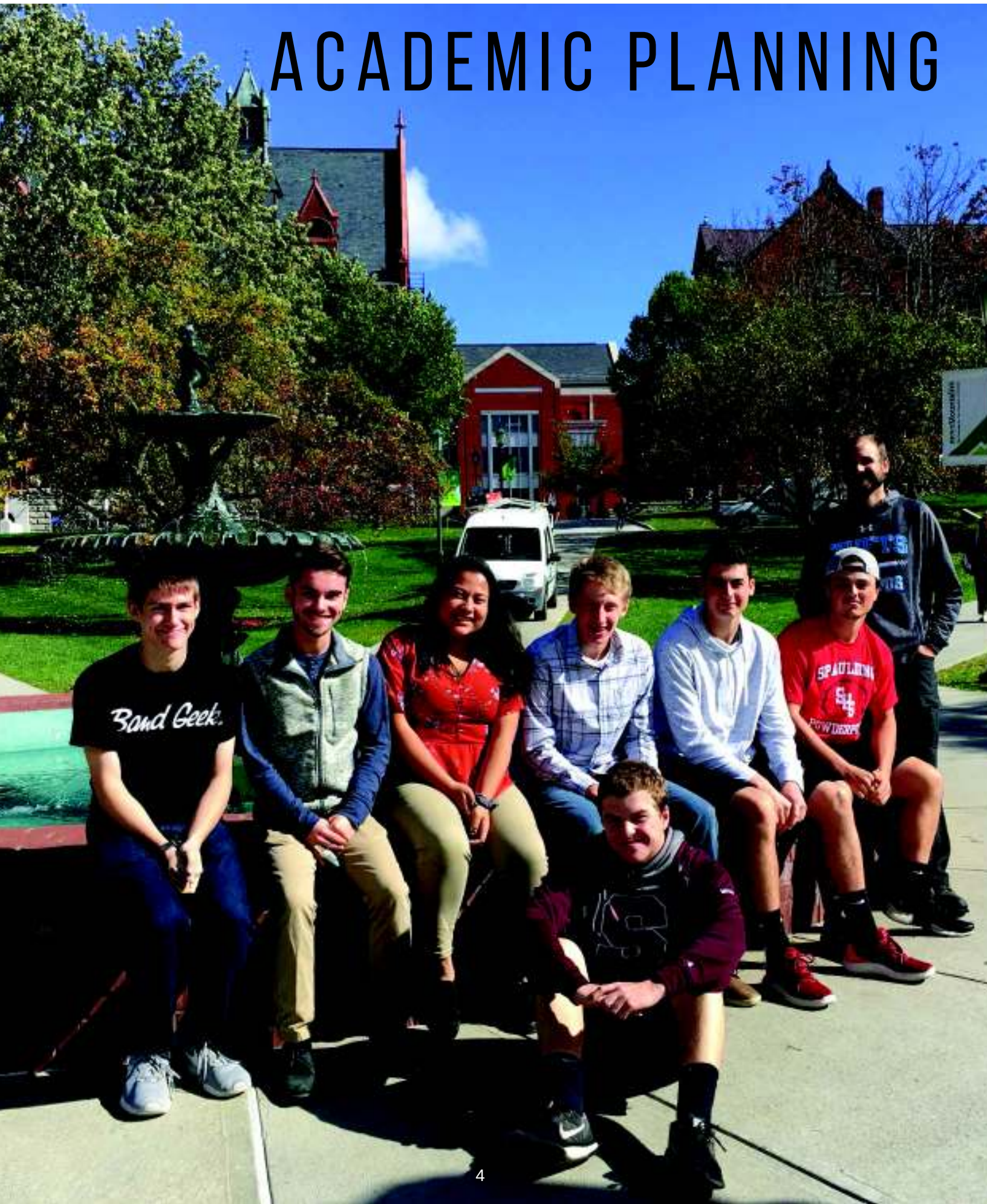
The hours can be earned over the course of multiple years or in one year.

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.

ACADEMIC PLANNING



Flexible Pathways

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

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

Concurrent College Courses

Concurrent courses are CCV(Community College of Vermont)-approved courses, taught by a Spaulding High School teacher, and during the regular high school day. A dual enrollment voucher is required to be used to access this course (examples: English Comp and Chemistry). 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.

Flexible-Pathways Plan/Independent Study

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

Dual Enrollment

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

Online Learning

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

Early College/VAST

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

Phoenix Program

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

Fast Forward at CVCC

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

Work Based Learning

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

Naviance & GoEnnounce



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

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

For more information click on this link:

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

Naviance offers individualized assessments that allow students to better learn about their personality, strengths, interests and abilities, and how those individual features relate to possible career paths and learning style.

Additionally, Naviance contains resources allowing students to research various careers and information about colleges, and can be linked with a student's Common Application account to complete the college application process.



GoEnnounce is designed as a digital portfolio.

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

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

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

Sample Entrance Requirements for College

Below are several examples of entrance requirements.

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



UNIVERSITY OF VERMONT

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

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



Middlebury
College

MIDDLEBURY COLLEGE

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

Music, Art, and Drama also recommended

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



CASTLETON UNIVERSITY

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

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



VERMONT TECHNICAL COLLEGE

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

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

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

School Terms

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



Full Time Status

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

Adding/Dropping Courses

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

Dropping Classes

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

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

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

W - Withdrawn Passing

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

WPNM - Withdrawn Proficient

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

Grading System

Spaulding High School uses a proficiency based grading system.

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

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



GRADING SYSTEM

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

WEIGHTED GRADING SYSTEM (for Honors, AP 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*

personalize your learning

COURSE CATALOG



**SCHOOL
COUNSELING
DEPARTMENT**

(802) 476 - 6411

Mr. Ry Hoffman, *Head of School Counseling*
RHoffshs@u61.net

Mrs. Christel Cross, *Administrative Assistant*
CCrosshs@u61.net

Mrs. Gail Cooper, *Registrar*
GCoopshs@u61.net

Dr. Laurie Berryman, *School Counselor*
LBerrshs@u61.net

Ms. Sue Chickering, *School Counselor*
SChicshs@u61.net

Mrs. Emily Graham, *School Counselor*
EGrahshs@u61.net

Mrs. Peggy Roy Portelance, *School Counselor*
PPortshs@u61.net

The following pages contain the course offerings for the 2019-2020 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



Every student is expected to be fully scheduled.

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

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

consider courses that connect you with promising careers

BUSINESS DEPARTMENT

BUS105 - Introduction to Business

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

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of Elective

NCAA Status - Not Applicable

BUS106 - Financial Literacy

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

Open To - Grads 11, 12

Awarded Credit - .5 credit of Elective

NCAA Status - Not Applicable

BUS107 - Computer Literacy

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of Elective

NCAA Status - Not Applicable

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

NCAA Status - Not Applicable

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

NCAA Status - Not Applicable

BUS206 - Introduction to Sports Management

This introductory course emphasizes basic management principles as they relate to the 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

NCAA Status - Not Applicable

COURSE CATALOG

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

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

Admission Policy

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

2) Date of birth

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

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

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

DRIVER'S EDUCATION

DRE201 - Driver Education

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

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

Open To - Grades 10, 11, 12

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

Awarded Credit - .5 credit of Elective

NCAA Status - Not Applicable

ADM101 - iGen Citizenship

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

Open to - Driver's Education students

Prerequisite - None

Awarded Credit - .5 credit of Elective

NCAA Status - Not Applicable

COURSE
CATALOG

4 Graduation Requirement
English Credits



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

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

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

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

read, lead, and master the world of literature

ENGLISH DEPARTMENT

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

101/102 Humanities: English	201 Sophomore English 203 Sophomore English	English Seminars 305 Challenging Dynamics 405 Challenging Truths: Coming of Age 414 Poetry, Prose, & Plays 418 New England Authors 419 Journeys in American Literature 423 Journalism I 424 Journalism II 425 Literature of War 426 Modern American Voices 428 American Nature Writing 501 AP English Language & Composition 502 AP English Literature CCV111 - English Composition
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** Students taking full year classes earn 1 English
Credit & 1 Elective Credit.*

ENG101/102 - 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 HIS111/112, 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 Literature & Composition, and

CCV - English Composition

or

AP English Language & Composition, and

AP English Literature & Composition

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

ENG200/201 - Sophomore English

In Sophomore English, students will engage in study that focuses on grade-level expectations. Students will discuss, analyze, and reflect on a variety of genres, including fiction, drama, science fiction, and memoir. Units will include a reading component, formal and informal writing, and presentations. Students will also participate in weekly vocabulary and grammar instruction. Students who choose to pursue honors credit will develop a plan with the classroom teacher prior to the second unit. Honors students will be expected to display academic achievement and leadership.

Open To - Grade 10

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG305 - Challenging Dynamics: 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

ENG405 - Challenging Truths: Coming of Age

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

Open To - Grade 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG414 - Poetry, Prose, & Plays

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

Open To - Grades 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG418 - New England Authors

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

Open To - Grades 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG419 - Journeys in American Literature

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

Open To - Grades 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG423 - Journalism I

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

Open To - Grades 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved



The Crimson Chronicle is a digital student newspaper produced by Mr. Leene's Journalism II Class.

Students working on the Crimson Chronicle are in complete control of the editorial process-- researching, writing, and editing their own articles for publication while deciding which topics are most interesting and newsworthy to the SHS student body.

With the start of second semester, a new group of student journalists will take the helm and begin working on a new edition of the Crimson Chronicle.

Stay tuned and check out the link:

<https://shscrimsonchronicle.wordpress.com/category/features/>

ENG424 - Journalism II

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

Open To - Grades 11, 12

Awarded Credit - 1 credit of English

Prerequisite - Placement by the English Department

NCAA Status - Not Approved

ENG425 - Literature of War

Students will examine and explore various themes and concepts of war, including but not limited to the issues of war, the men and women involved in war, the families left behind, the innocent victims of war, and war itself. In addition, students will explore social and historical issues pertaining to war, including "just war" principles and tactics of war. The course will include the reading and discussion on non-fiction, fiction and poetry, oral histories and some film study.

Open To - Grades 11, 12

Awarded Credit - 1 credit of English

Prerequisite - Placement by the English Department

NCAA Status - Approved

ENG426 - Modern American Voices

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

Open To - Grades 11, 12

Awarded Credit - 1 credit of English

Prerequisite - Placement by the English Department

NCAA Status - Approved

ENG428 - American Nature Writing

In this course, students will examine writing about the natural environment, ranging from the early observations of Native Americans & European explorers to the 21st century authors tackling current environmental issues. Students will analyze significant works and specific themes from a variety of genres, and will also write and learn from their own experiences with and observations of the natural world.

Open To - Grades 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG501 - AP English Language and Composition

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

Open To - Grade 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

and 1 credit of Elective

NCAA Status - Approved

ENG502 - AP English Literature and Composition

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

Open To - Grade 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

and 1 credit of Elective

NCAA Status - Approved

CCVIII - 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, 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 12

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

NCAA Status - Approved

COURSE CATALOG



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

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

challenging your linguistic skills

ENGLISH SPEAKERS OF OTHER LANGUAGES

ELL101, 201, 301, 401, 501, 601

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

Open To - by Teacher recommendation

Awarded Credit - 1 credit of English or Elective

TOEFL Preparation Program

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

Open To - ELL Seniors

Awarded Credit - 1 credit of English or Elective

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

COURSE CATALOG



Health and Family Consumer 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.

HEALTH & FAMILY CONSUMER SCIENCES

FCS101 - Wellness

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

Open To - Required for 9th Graders

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

FCS104 - Food Exploration

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

Open To - Grades 9, 10, 11, 12

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

FCS201 - Health

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

Open To - Grades 11, 12

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

FCS204 - Culture & Cuisine

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

Open To - Grades 9, 10, 11, 12

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

COURSE CATALOG

1 Graduation Requirement
Fine Arts Credit



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

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



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

PERFORMING & FINE ARTS

FNA102 - Exploring Popular Music

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

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

Awarded Credit - 1 credit of Fine Art

FNA110 - Band

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

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

Awarded Credit - .5 credit of Fine
Art per semester

FNA111 - Chorus

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

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

Awarded Credit - .5 credit of Fine
Art per semester

FNA211 - Advanced Choir

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

Open To - Grades 9, 10, 11, 12

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

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Applicable

FNA120 - Jazz Ensemble

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

Open To - Grades 9, 10, 11, 12

Prerequisite - Teacher recommendation

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Applicable

FNA300 - Advanced Music Theory

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

Open To - Grades 9, 10, 11, 12

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

Awarded Credit - .5 credit of Fine Art

NCAA Status - Not Applicable

FNA301 - Music Theory

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

Open To - Grade 9, 10, 11, 12

Prerequisite - Teacher recommendation

Awarded Credit - .5 credit of Fine Art

NCAA Status - Not Applicable

FNA302 - Beginning Guitar

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

Open To - Grades 9, 10, 11, 12

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

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Applicable

FNA308 - African Drumming

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of Fine Art

NCAA Status - Not Applicable

FNA313 - Piano Lab

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

Open To - Grades 9, 10, 11, 12

Prerequisite - Teacher Recommendation

Awarded Credit - .5 credit of Fine Art

NCAA Status - Not Applicable

COURSE CATALOG

1

Graduation Requirement
Fine Arts Credit



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

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

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



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

PERFORMING & FINE ARTS

FNA101 - Art Studio Introduction

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Applicable

FNA103 - Drawing Studio

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Applicable

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.

NCAA Status - Not Applicable

FNA202 - 2-D Art Studio

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

Open To - Grades 10, 11, 12

Prerequisite - Art Studio Introduction, World Art or Drawing
& Teacher recommendation

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Applicable

FNA203 - 3-D Art Studio

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

Open To - Grades 10, 11, 12

Prerequisite - Art Studio Introduction, World Art, or Drawing

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Applicable

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

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of Fine Arts

NCAA Status - Not Applicable

FNA312 - Ceramics

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

Open To - Grades 9, 10, 11, 12

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

COURSE CATALOG

3.5

Graduation Requirement
History & Social Sciences
Credits



The history and social science curriculum is organized chronologically and seeks to promote understanding of the world today by exposing students to all historical eras and geographic regions.

Freshmen study world history in the Humanities course, sophomores study United States History, and juniors study Civics. Juniors and seniors may choose additional courses in the History/Social Science Seminars.

For graduation, students must complete one credit in world history, one in US history, one half credit in civics, and one additional history credit. All world and American history classes require a research paper.

*understanding the past and
mastering the present*

HISTORY & SOCIAL SCIENCES

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

9th Grade	10th Grade	11th Grade	12th Grade
Humanities	AP US History US History	Civics	AP European History AP Psychology

History/Social Science Seminar Courses

306 Native American History

309 Economics

311 Holocaust/Genocide

312 Vermont History

314 Sociology

319 Medieval History

401 Public Issues & World Affairs

501 AP European History

502 AP Psychology

HIS111/112 - Humanities History

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 ENG101/102, 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.*

Open To - Grade 10

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

Awarded Credit - 1 credit of US History

NCAA Status - Approved

HIS500 - AP United States History

AP US History will cover the content and skills required for success on the AP exam, which all students are required to take in May. Students will use a college-level textbook and read and write extensively. The course will refine critical thinking techniques and expose students to alternative perspectives on history through print and visual media. The class will move at a quick pace and a considerable amount of independent work will be expected of students. AP US History and Sophomore Honors English will run concurrently in an A/B format. Students who choose both classes will be scheduled for the same block and meet for English on one day, history the next. The expectation is that students will be better able to absorb and process the information in these two challenging classes in this manner as opposed to the faster pace of a one semester daily block of 75 minutes. If enrollment numbers allow, additional sections will be scheduled for students who choose only one of the courses. In particular, upperclassmen who have taken US History 301 are encouraged to take AP US History. **Students must write a proficient research paper to receive credit for the class.*

Open To - Grades 10, 11, 12

Awarded Credit - 1 credit of US History

NCAA Status - Approved

HIS304 - Civics

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

Open To - Grades 10, 11, 12

Awarded Credit - .5 credit of Civics
NCAA Status - Approved

HIS306 - Native American History

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

Open To - Grades 11, 12

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

HIS309 - Economics

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

Open To - Grades 11, 12

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

HIS311 - Holocaust/Genocide

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

Open To - Grades 11, 12

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

HIS312 - Vermont History

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

Open To - Grades 11, 12

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

HIS314 - Sociology

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

Open To - Grades 11, 12

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

HIST 319 - Medieval History-Castles & Conflict

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

Open To - Grades 11, 12

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

HIS401 - Public Issues and World Affairs

This course examines current political and social issues from a civic and global perspective. This course will begin with an overview of United States government and the roles of citizens. Topics will include environmental, social, political, and human rights issues. Heavy emphasis is placed on class discussion. Reading, critical thinking, and writing assignments, special projects, and opportunities for involvement within the political process and community service are components of this course.

Open To - Grades 11, 12

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

HIS502 - AP Psychology

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

Open To - Grades 11, 12

Prerequisite - 2 credits of History

Awarded Credit - 2 credits of Social Studies Elective

NCAA Status - Approved

HIS503 - AP European History

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

Open To - Grades 11, 12

Awarded Credit - 2 credits of History Electives

NCAA Status - Approved

COURSE CATALOG

1.0 Elective Credit



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

The program's focus is reflected in the mission statement:

To motivate young people to be better citizens. JROTC prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens.

*motivating individuals
to be better citizens*

JROTC

LET1 - Leadership Education & Training 1

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1.0 Elective Credit

NCAA Status - Not Applicable

LET2 - Leadership Education & Training 2

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

Open To - Grades 9, 10, 11, 12

Prerequisite - successful completion of LET1

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

NCAA Status - Not Applicable

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

Color Guard, Drill, Rifle, and Raider Teams.

JROTC uses the military model to teach leadership, but does not recruit for the military, obligate for the military, or teach combat skills.



LET3 - Leadership Education & Training 3

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

Open To - Grades 10, 11, 12

Prerequisite - Earn Partial Proficiency in order to be placed

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

NCAA Status - Not Applicable

LET4 - Leadership Education & Training 4

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

Open To - Grades 10, 11, 12

Prerequisite - Earn Partial Proficiency in LET3

Awarded Credit - 1.0 Elective Credit

NCAA Status - Not Applicable

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

These advanced level courses are available to cadets having successfully completed the program and who wish to continue to develop leadership and managerial skills in the program by becoming teacher assistants in the LET 1 through 4 classes.

Students are expected to perform duties as assigned to include: special projects, tutoring, classroom instruction, coaching of the various extracurricular activities, and to act as cadet mentors.

Open To - Grades 11, 12

Prerequisite - Permission of instructor

Awarded Credit -1.0 Elective Credit

NCAA Status - Not Applicable

*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 Assistant Mathematics & Statistics Department Chair, Ms. Elisha Coleman at ecoleshs@u61.net with any questions or concerns regarding calculators.



DEPARTMENT OF MATHEMATICS & STATISTICS

MAT103 - Connections

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

Open To - Grade 9

Prerequisite - Placement by the Math Department

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

NCAA Status - Not Approved

MAT105 - Foundations

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

Open To - Grades 9, 10

Prerequisite - Placement by the Math Department

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

NCAA Status - Not Approved

MAT100 - Algebra I Honors

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

Open To - Grades 9, 10

Prerequisite - Placement by the Math Department

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT110 - Algebra I Part A

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

Open To - Grades 9, 10, 11, 12

Prerequisite - Placement by the Math Department

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT111 - Algebra I Part B

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

Open To - Grades 9, 10, 11, 12

Prerequisite - Placement by the Math Department

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT200 - Geometry Honors

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

Open To - 9, 10

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

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT202 - Geometry

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

Open To - Grades 9, 10, 11, 12

Prerequisite - Must earn proficiency in Algebra I A & B

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT300 - Algebra II Honors

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

Open To - Grades 10, 11, 12

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

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT303 - Algebra II

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

Open To - Grades 10, 11, 12

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

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT400 - Pre-Calculus Honors

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

Open To - Grades 11, 12

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

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT403 - Statistics

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

Open To - Grades 11, 12

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

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT450 - Robotics

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

Open To - Grades 10, 11, 12

Prerequisite - Proficiency in Algebra 1 Part B or Honors Algebra

Awarded Credit - 1 credit of Math

NCAA Status - Pending approval

MAT455 - Engineering

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

Open To - Grades 10, 11, 12

Prerequisite - Proficiency in Geometry or Honors Geometry

Awarded Credit - 1 credit of Math

NCAA Status - Pending approval

MAT500 - AP Calculus AB

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

Open To - Grades 11, 12

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

Awarded Credit - 2 credits of Math

NCAA Status - Approved

MAT503 - AP Statistics

This course is a continuation of MAT403-Statistics that covers new topics and reviews key areas in preparation for the AP Exam. This Advanced Placement class is taught at the college level and covers the first semester of college Statistics. **Students are required to take the national Advanced Placement Exam in May and to have a graphing calculator on the approved list. Curriculum is defined by the AP Program. A successful AP Statistics student will be self-disciplined, think independently, and be able to complete timed assessments in preparation for the AP Exam.*

Open To - Grades 11, 12

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

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT600 - AP Calculus BC

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

Open To - Grades 11, 12

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

Awarded Credit - 2 credits of Math

NCAA Status - Approved

COURSE CATALOG

1.5 Graduation Requirements Physical Education Credits

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

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

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

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

PED105 - Games for Understanding

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

Open to - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of PE

NCAA Status - Not Applicable

PED106 - Personal Fitness Exploration

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

Open to - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of PE

NCAA Status - Not Applicable

Quarter-Long Physical Education

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

PED117 - Personal Fitness

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of PE

Prerequisite: Successful completion of a 1 credit PE course

NCAA Status - Not Applicable

PED118 - Game Play

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of PE

Prerequisite: Successful completion of a 1 credit PE course

NCAA Status - Not Applicable

PED119 - Tools for Healthy Living

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

Open To - 9, 10, 11, 12

Awarded Credit - .5 credit of PE

Prerequisite - Successful completion of a 1 credit PE course

NCAA Status - Not Applicable

PED125 - Cooperative Activities

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

Open To - 9, 10, 11, 12

Awarded Credit - .5 credit of PE

Prerequisite - Successful completion of a 1 credit PE course

NCAA Status - Not Applicable

COURSE CATALOG

3.0

Graduation Requirement
Science Credits



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

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

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

9th Grade	10th Grade	11th Grade	12th Grade
SCI120 Physical Science I	SCI220 Life Science I	SCI211 Anatomy and Physiology	
		SCI300 Chemistry Honors	
		SCI301 Chemistry	
		SCI310 Physics Honors	
		SCI311 Physics	
		SCI314 Marine Biology	
		SCI313 Environmental Science & Natural History	
		SCI315 Forensic Science	
		SCI321 Astronomy	
		SCI322 Meteorology	
		SCI500 AP Biology	
		SCI530 CCV-Chemistry	

SCI120 - Physical Science I

Physical Science I is a foundational course where students learn the basics in chemistry, earth science, and climate. Students will start the semester by learning how to read the periodic table and use the table to predict chemical reactions. In earth science, students will use relative age and radiometric dating techniques to explain the geologic history of earth. Student will also use evidence to make claims as to why our Earth's surface looks the way it does (mountains, volcanoes, trenches, etc.) The course ends with an overview of climate, where students analyze data to predict climate trends and ultimately design solutions to reduce human impact. Class will involve laboratory investigations, data collection and analysis, modeling activities, whole-class and small group learning activities, and student presentations. Students seeking honors recognition will need to meet all required course standards as well as complete additional assessments outside of class (one per standard). *This course is a prerequisite for Life Science I

Open To - Grade 9

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 history of Earth's development, the structure and function of living things, matter and energy flow in organisms, genetics, evolution, and biodiversity. Students seeking honors recognition will need to meet all required course standards as well as complete additional assessments outside of class.

Open To - Grades 9, 10
Prerequisite - Physical Science I

Awarded Credit - 1 credit of Science
NCAA Status - Approved

Science Electives

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

SCI211 - Anatomy and Physiology

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

Open To - Grades 10, 11, 12

Awarded Credit - 1 credit of Science
NCAA Status - Approved

SCI300 - Chemistry Honors

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

Open To - Grades 10, 11, 12

Prerequisite - Placement by the Science Department

Awarded Credit - 1 credit of Science
NCAA Status - Approved

SCI301 - Chemistry

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

Open To - Grades 10, 11, 12

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 11, 12

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

Awarded Credit - 1 credit of Science
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

Prerequisite - Successful completion of Algebra II

Awarded Credit - 1 credit of Science
NCAA Status - Approved

SCI313 - Environmental Science & Natural History

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

Open To - Grades 10, 11, 12

Awarded Credit - 1 credit of Science
NCAA Status - Approved

SCI314 - Marine Biology

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

Open To - Grades 10, 11, 12

Awarded Credit - 1 credit of Science
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. This course is taught differently than most traditional courses. Students work their way through a "Layered Curriculum," where they are given choice in what activities they want to use to learn the material.

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

Open To - Grades 10, 11, 12

Awarded Credit - 1 credit of Science
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 Niño. 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 AP Biology Exam in May.*

Open To - Grades 11, 12

Prerequisite - successful completion of Algebra II

Awarded Credit - 1 credit of Science
NCAA Status - Approved

CCV290-Chemistry

An introduction to the concepts, principles and applications of chemistry. Includes atomic structure, periodicity, structure of matter, solutions, and an introduction to organic chemistry. Includes lab sessions which will illustrate the principles of quantitative interpretation of data.

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, 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 - Grades 11, 12

Prerequisite - successful completion of Algebra II

Awarded Credit - 1 credit of Science

NCAA Status - Pending Approval

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

Services are provided in mainstream regular education setting whenever possible and can range from 1:1 full day assistance and/or direct individual services, to small or large group supported courses. Some services may carry beyond the classroom and school campus in order to provide transitional practice and skill building for life after high school.

Courses which do not have special education staff assigned to be present on a daily basis will be provided consultation from special education case managers.

additional supports that lead to success

LEARNING SERVICES

SPN111 - Life Skills

The Life Skills Program is designed for students with intellectual disabilities, autism spectrum disorders, and/or multiple disabilities who require intensive special education support. The program provides academic instruction in core areas at the individual level of students, as well as academic support for those taking general education classes. There is also a heavy focus on social skills, independent living, communication, and employment to assist students in making a successful transition out of school. A multi-disciplinary team comprised of special educators, speech language pathologists, an employment specialist, an Occupational Therapist, paraeducators, and behavior interventionists provides instruction and services to students in the Life Skills Program.

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

Awarded Credit - 1 Elective

Prerequisite - Case Manager Referral &
Student Reading Inventory

All Course Offerings under Learning Services is open to - Grades 9, 10, 11, & 12

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

COURSE CATALOG

1.0

Graduation Requirements
Elective Credit



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

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



*gaining insight about the workforce by
exploring different pathways*

WORK BASED LEARNING

WBL200 - Introduction to Work Based Learning

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

Open To - Grades 11, 12

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

Awarded Credit - 1 credit of an Elective

NCAA - Not Applicable

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

NCAA - Not Applicable

COURSE CATALOG

1.0

Graduation Requirements
Elective Credit



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

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

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

*opportunity to take a journey with foreign
language offerings*

WORLD LANGUAGES

WLA101 - French I

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

Open To - Grades 9, 10, 11, 12

Awarded Credit -1 credit of Elective
NCAA Status - Approved

WLA103 - French II

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

Open To - Grades 9, 10, 11, 12

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

Awarded Credit -1 credit of Elective
NCAA Status - Approved

WLA104 - French III

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

Open To - Grades 9, 10, 11, 12

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

Awarded Credit - 1 credit of Elective
NCAA Status - Approved

WLA200 - French IV Honors

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

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

Awarded Credit -1 credit of Elective
NCAA Status - Approved

WLA300 - French V Honors

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

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

Awarded Credit -1 credit of Elective
NCAA Status - Approved

WLA501 - AP French

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

Open To - Grade 12
Prerequisite - Successful completion of
French V Honors and/or teacher recommendation

Awarded Credit -2 credits of Electives
NCAA Status - Approved

WLA111 - Spanish I

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Elective
NCAA Status - Approved

WLA112 - Spanish II

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

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

Awarded Credit - 1 credit Elective
NCAA Status - Approved

WLA113 - Spanish III

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

Open To - Grades 9, 10, 11, 12

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

Awarded Credit - 1 credit Elective

NCAA Status - Approved

WLA210 - Spanish IV Honors

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

Open To - Grades 10, 11, 12

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

Awarded Credit - 1 credit Elective

NCAA Status - Approved

WLA310 - Spanish V Honors

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

Open To - Grades 11, 12

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

Awarded Credit - 1 credit Elective

NCAA Status - Approved

WLA510 - AP Spanish

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

Open To - Grade 12

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

Awarded Credit - 1 credit of Elective

NCAA Status - Approved

COURSE CATALOG



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

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

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

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

CENTRAL VT CAREER CENTER

Greetings from Central Vermont Career Center Administration,

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

Our offerings for the 2019-2020 school year show a range of programming for 11th and 12th graders (and a 10th grade Pre-Tech option) that reflects the needs and interests of our geographic region. It is our goal to prepare our students for high-growth careers and access to postsecondary options that encourage lifelong learning.

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

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

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

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

Penny Chamberlin, Director

Jason Derner, Assistant Director

AUTOMOTIVE TECHNOLOGY



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

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

BAKING ARTS



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

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

BUILDING TRADES



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

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

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

CO-OP EDUCATION



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

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

COSMETOLOGY



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

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

CULINARY ARTS



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

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

DIGITAL MEDIA ARTS



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

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

<http://www.cvtcc.org/digital-media-arts.html>

ELECTRICAL TECHNOLOGY



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

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

<http://www.cvtcc.org/electrical-technology.html>

EMERGENCY SERVICES



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

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

<http://www.cvtcc.org/assets/cvcc-program-of-studies-2018-web-version.pdf>

EXPLORATORY TECHNOLOGY



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

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

<http://www.cvtcc.org/exploratory-technology.html>

HUMAN SERVICES



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

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

<http://www.cvtcc.org/human-services.html>

MEDICAL PROFESSIONS



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

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

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

NATURAL RESOURCES



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

For more information on the program, click on this link:
<http://www.cvtcc.org/natural-resources-and-sustainability.html>

PLUMBING & HEATING



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

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