

PROGRAM OF STUDIES

2022-2023





Spaulding High School

PRINCIPAL

Brenda Waterhouse

ASSISTANT PRINCIPAL

Luke Aither

HEAD OF SCHOOL COUNSELING

Ry Hoffman

SUPERINTENDENT OF SCHOOLS

Chris Hennessey

NON-DISCRIMINATION POLICY

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



Spaulding High School

155 Ayers Street, Suite 1
Barre, VT 05641-4300

Phone: 802-476-4811

Fax: 802-479-4535

Website: www.spauldinghs.org

Principal
Brenda Waterhouse

Assistant Principal
Luke Aither

Dear Students, Parents, & Guardians,

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

The Program of Studies is a comprehensive document outlining the course offerings, course sequence and related requirements for high school students. Students are encouraged to maximize their learning experiences during their high school career. All courses are organized by department with individual descriptions.

Vermont's Education Quality Standards (EQS) require that schools' graduation requirements be rooted in demonstration of student proficiency, as opposed to time spent in classrooms. Spaulding High School has transitioned to a fully proficiency based grading system in support of EQS. Students are assessed against performance indicators and standards that are clearly identified for each course. Students can also create self-directed learning experiences and identify standards and performance indicators that they will meet their individualized learning experiences.

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

This is truly a complicated, challenging yet exciting time in education. Our focus is clearly upon student learning and enhancing student interests and experiences.

We, at Spaulding High School, look to support each and every learner in having a rigorous and engaging learning experience.

Sincerely,
Brenda Waterhouse
Principal

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

Core Values, Beliefs, & Learning Expectations

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

We hold the following beliefs about learning:

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

Learning expectations:

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

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 650 students by offering a variety of traditional and online courses, along with over 6 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 21JV 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 Friday 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, 7 Elective credit courses
US History, & Civics)
1 Fine Arts
1.5 Physical Education credits
.5 Health credit
.5 Financial Literacy credit



*Effective fall 2019, *Spaulding High School* requires community service over the course of a student's high school career (Class of 2023 - 30 hours, Class of 2024 - 40 hours, Class of 2025 - 40 hours, Class of 2026 - 40 hours) as part of a student's graduation requirement.

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

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

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

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

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

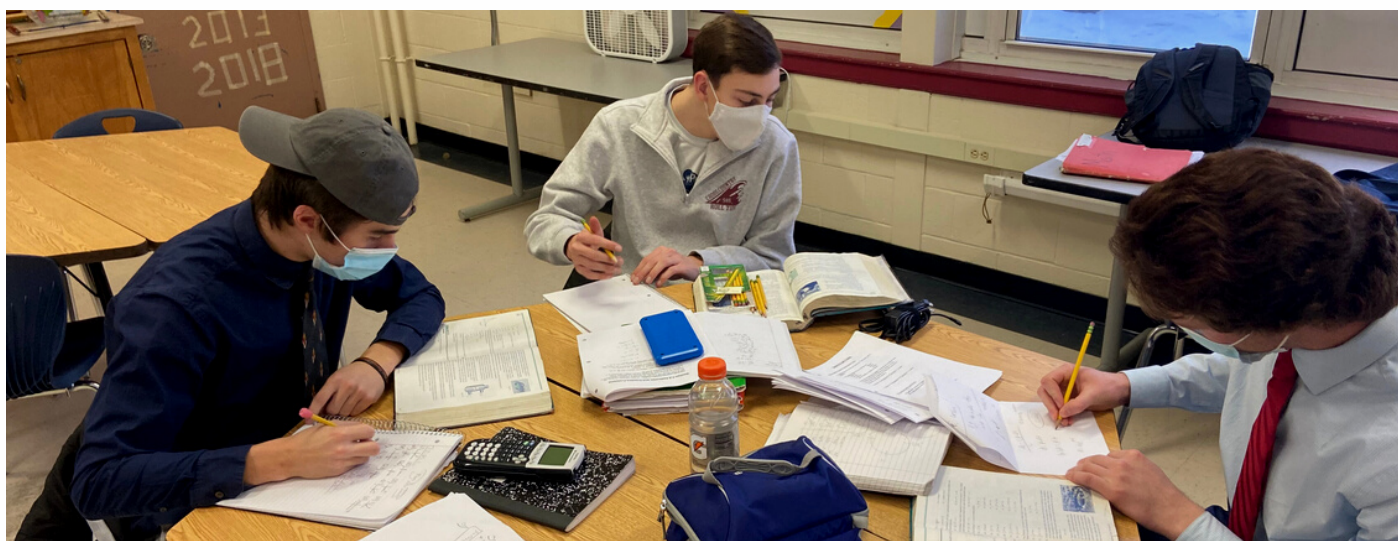
[] A description of the activity.

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

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

Academic Planning

pathways to your future



Flexible Pathways

Act 77 has charged Vermont secondary school educators to create personalized learning environments that offer flexible pathways to graduation. 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 must be made available.

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 their sophomore year. By doing so, students may have more flexibility in scheduling remaining required and elective (including Central Vermont Career Center) courses during their junior and senior years.

Concurrent College Courses

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

Career Technical Education

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

Dual Enrollment

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

Early College/VAST

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

Fast Forward at CVCC

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

Flexible-Pathways/Independent Study

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

Online Learning

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

Phoenix Program

Program where students can learn in a smaller setting that allows them to attain their short and long term goals.

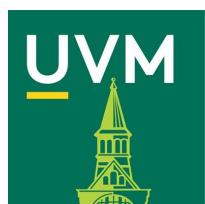
Work Based Learning

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.

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

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>

MIDDLEBURY COLLEGE



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 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 time frame 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 Scale: as of School Year 2020/2021 Standard grading scale is in effect for the school year, with the following added procedure: if a student does not meet proficiency in a course, repeats that course, and meets proficiency. The original GPA value will be expunged and only the credit-bearing score will be factored into the cumulative GPA. The original course and final grade will still be listed on the transcript.

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 (Effective SY 2021-2022)

Proficiency-based graded AP courses:
weighted with an additional +.67 to the
GPA

Any other Honors, College, or AP
courses: weighted with an additional +.33
to the GPA

Prior to SY2021-2022, all honors,
college and AP courses earned a
weighted +0.33 GPA

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

National Collegiate Athletic Association (NCAA)

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

What is the NCAA?

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

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

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

Why is this relevant?

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

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

DIVISION I

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

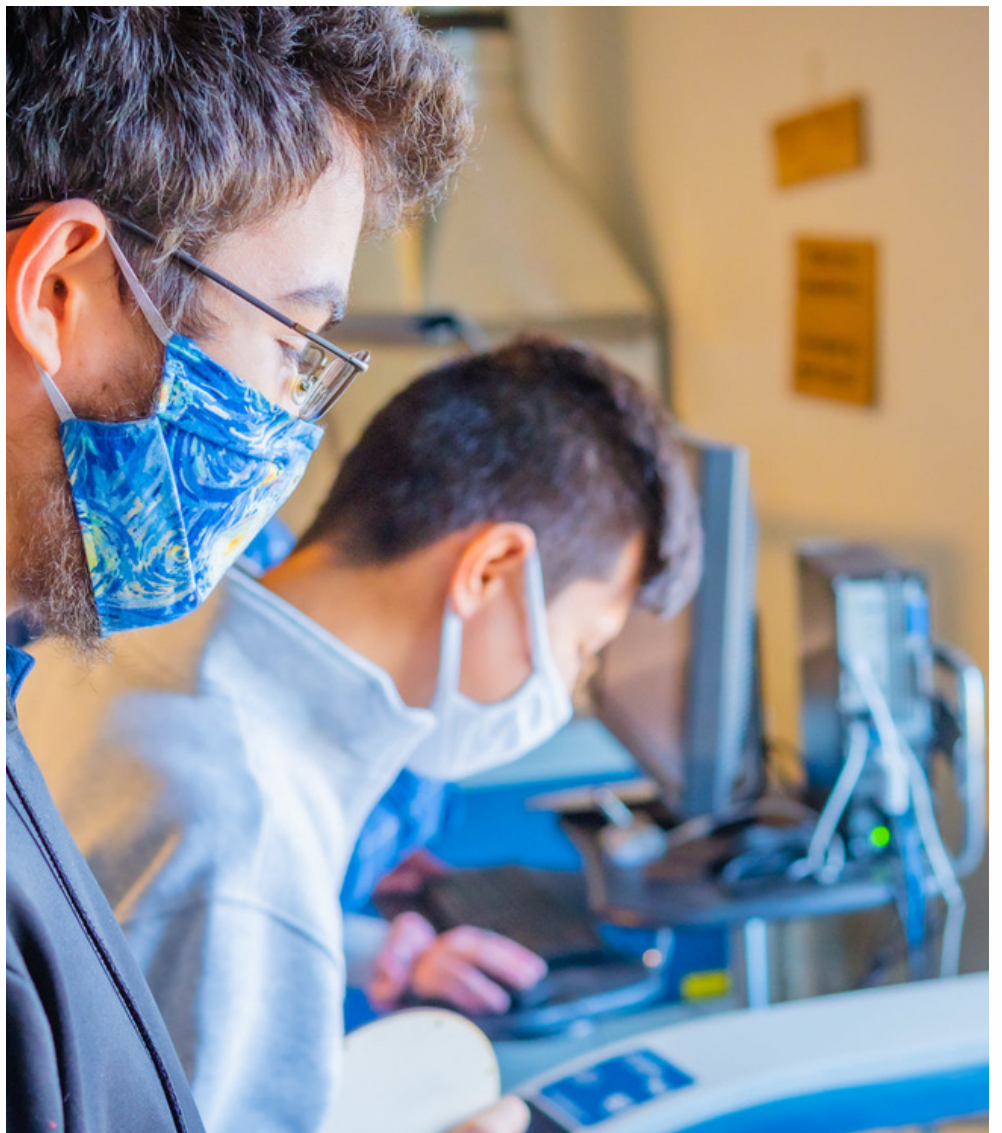
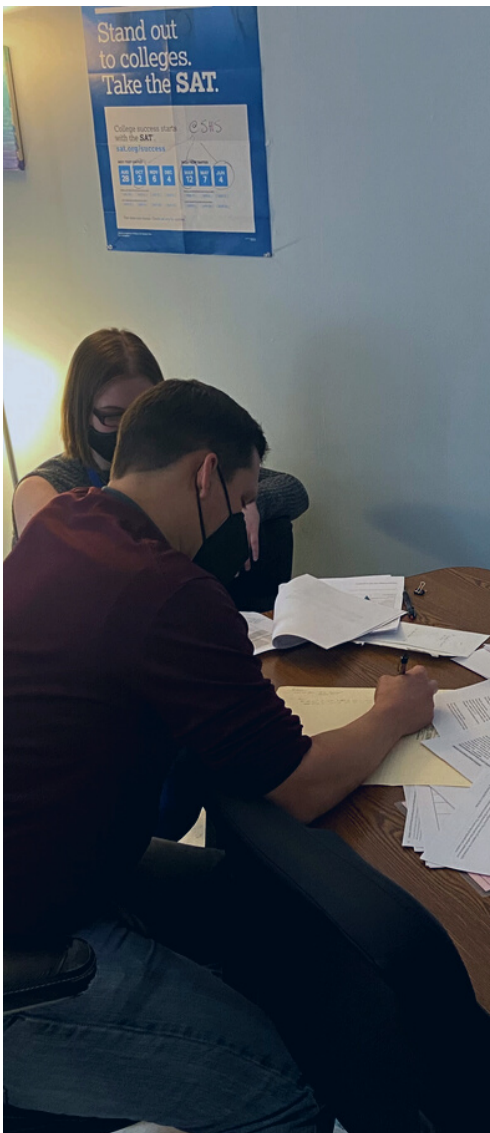
Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

DIVISION II

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

Course Catalog

personalize your learning



School Counseling Department

(802) 476-6411

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

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

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

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

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

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

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

The following pages contain the course offerings for the 2022-2023 school year. Prior to selecting courses, please consider your credit standings in each credit requirement area, your goals after high school, the requirements for each course offered, as well as your areas of interest.

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

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

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

Course Catalog

0.5

Graduation
Requirement
Financial Literacy
Credit

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.

BUSINESS DEPARTMENT

consider courses that connect you with promising careers

BUS106 – Financial Literacy

This course focuses on personal financial planning, which includes income and asset protection, income, investment, 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 – Grades 10, 11, 12

Awarded Credit - 0.5 credit of Financial Literacy

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.

ENGLISH DEPARTMENT

read, lead, and master the world of literature

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

121*/122 Humanities: English	201* Sophomore English	English Seminars
	203 Sophomore English	418 New England Authors *
		423 Journalism I *
		431 Gothic, Mystery & Horror Stories *
		443 Survival Stories
		444 Redemption Stories
		445 World Mythology *
		446 Holocaust, Internment, and Genocide Literature *
		447 Dystopian Fiction *
		502 AP English Lit & Comp
		600 CCV-English Composition
		601 CCV-Contemporary World Literature

* Embedded Honors option available

ENG121 – Humanities English

Humanities English is a semester-long survey course designed to ensure a productive and successful transition to high school, along with providing a solid foundation for high school English. Through the study of literature, informational text, and digital media, students will explore major themes and essential questions about the human condition over a broad period of time across the globe. Students will have opportunities to practice and demonstrate proficiency in skills and content area standards, including reading, writing, speaking and listening, and presentation.

Open To – Grade 9

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status – Approved

ENG122 – Humanities English

This course is intended to provide a solid foundation for high school English. Reading and writing assignments are frequent. Students receive instruction in effective study habits, reading strategies, as well as speaking and listening skills. Language basics (grammar, spelling, vocabulary, and mechanics) are reviewed. Essays will focus on the development of narrative and explanatory writing techniques.

Open To – Grade 9

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status – Approved

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

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

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

ENG104 – Read 180

A course designed to support students in building the literacy skills needed for success in high school and beyond. With a blended learning approach, the program provides individualized and personalized instruction through adaptive software, high-interest literature, and small-group direct instruction in reading and writing skills. The core components of the system have been designed to address literacy and language problem areas for improved reading comprehension and fluency. In addition to reading and writing, students will have opportunities to practice and demonstrate proficiency in speaking and listening, presentation, and language.

Open To – Grades 9, 10, 11, 12

Prerequisite - Placement by English Department

Awarded Credit - 1 credit of English

NCAA Status – Not Applicable

ENG201 – 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 English Department

Awarded Credit - 1 credit of English

NCAA Status – Approved

ENG203 – Sophomore English

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

Open To – Grade 10

Prerequisite - Placement by English Department

Awarded Credit - 1 credit of English

NCAA Status – Approved

ENG418– New England Authors

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

Open To – Grades 11, 12

Awarded Credit - 1 credit of English

NCAA Status – Approved 15

ENG423– Journalism 1

Journalism I is a semester course designed for students interested in developing their writing skills and learning about the ever-evolving world of media. This course explores news writing and editing; the rights and ethical responsibilities of a journalist; and the power of the written word in modern society. Throughout this course, students will have the opportunity to research, write, and edit original articles using a variety of news structures. Students taking this course will be expected to complete all class readings, hold discussions, and give presentations on a range of journalistic topics.

Open To – Grades 11, 12

Awarded Credit - 1 credit of English

NCAA Status – Approved

ENG431 – Gothic, Mystery and Horror Stories

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

Open To – Grades 11, 12

Awarded Credit - 1 credit of English

NCAA Status – Approved

ENG443 – Survival Stories

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 – Grades 11, 12

Prerequisite - Placement by English Department

Awarded Credit - 1 credit of English

NCAA Status – Approved

ENG444 – Redemption Stories

This semester-long intervention course reinforces and continues the development of reading, writing, speaking, and listening skills. Through close reading, interactive discussion, and paragraph writing, students will examine themes such as identity, coming of age, morality, and justice. 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 – Grades 11, 12

Prerequisite - Placement by English Department

Awarded Credit - 1 credit of English

NCAA Status – Approved

ENG445 – World Mythology

In this course, students will read, analyze, and evaluate myths from around the world. We will consider the ways myths reflect the unique culture in which they were created, as well as sharing common themes and patterns across cultures and time periods. Additionally, students will examine the role and influence of mythology on contemporary literature and film. Units will include reading, speaking, and listening components, formal and informal writing and presentations. Students will also participate in weekly vocabulary and grammar instruction.

Open To – Grades 11, 12

Awarded Credit - 1 credit of English

NCAA Status – Approved

ENG446 – Holocaust, Internment, and Genocide Literature

This course focuses on the literature of genocide, beginning with World War II and including previous and subsequent acts of genocide. Students will engage with a variety of texts including first-person accounts, poetry, film, and historical fiction to gain a deeper understanding of the emotional and psychological costs of these byproducts of war. Units will include reading, speaking and listening components, formal and informal writing, and presentations.

Open To – Grades 11, 12

Awarded Credit - 1 credit of English

NCAA Status – Approved

ENG447 – Dystopian Fiction

This course will examine the popular genre of dystopian fiction with a focus on understanding its purpose and relevance in today's world. Students will be introduced to key terms and concepts of the genre, including the characteristics of dystopian societies, the general warnings inherent in them, and the broad trends in dystopias over time. Units will include reading, speaking, and listening components, formal and informal writing, and presentations. Students will also participate in weekly vocabulary and grammar instruction.

Open To – Grades 11, 12

Awarded Credit - 1 credit of English

NCAA Status – Approved

ENG502 – AP English Literature and Composition

AP English Literature is a college-level literature and composition class. Students will read poetry, fiction, and drama from British, American and world literature. 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 share their work. Formal essay assignments on major works will further develop students' skills in analysis and interpretation. There will be several projects/presentations. Students will also study vocabulary and grammar. *Students are required to take the Advanced Placement English Literature and Composition exam in May.

Open To – Grades 11, 12

Prerequisite - Successful completion of grade 9 & 10 English or their equivalents

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

NCAA Status – Approved

ENG600 – CCV – English Composition

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

This course is considered a "concurrent class", as this is a CCV(Community College of Vermont)-approved course, taught by a Spaulding High School teacher, and during the regular high school day. A dual enrollment voucher is required to be used to access this course. Should a student desire to take this course, but has already used both of their Dual Enrollment vouchers, 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 - Acceptance to CCV as a Dual Enrollment Student

Awarded Credit - 1 credit of English

NCAA Status – Approved

ENG601 – CCV – Contemporary World Literature

This course introduces students to a variety of works of literature primarily published in this century. Through readings in long and short fiction and poetry, students explore the range of human experience across national and cultural boundaries. The primary focus is on diverse and multicultural texts. Through the literature of contemporary writers from around the world, students can gain a broader and deeper understanding of a variety of experiences.

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 - Acceptance to CCV as a Dual Enrollment Student

Awarded Credit - 1 credit of English

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.

ENGLISH SPEAKERS of OTHER LANGUAGES

challenging your linguistic skills

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.

Prerequisite – Placement by the English Department

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

0.5

Graduation Requirement Health Credit

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

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

HEALTH & FAMILY CONSUMER SCIENCES

different methods of learning that prepare one for the future

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 – 0.5 credit of Health and 0.5 credit of Elective

NCAA Status – Not Applicable

FCS201 – Health

This semester-long course that is only open to juniors and seniors 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 - 0.5 credit of Health and 0.5 credit of Elective

NCAA Status – Not Applicable

FCS501 – Nutrition

The objectives of this quarter-long course focus on learning skills that will help students make informed decisions in the areas of nutrition, food preparation, and meal planning. Put on your chef hat to get ready to make some delicious and nutritious meals!

Open To – Grades 9, 10, 11, 12

Awarded Credit - 0.5 credit of Elective

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.

PERFORMING & FINE ARTS

unmasking your creativity through art, music, and photography

FNA110– Band*

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

Open To – Grades 9, 10, 11, 12

Awarded Credit - 0.5 credit of Fine Art per semester

NCAA Status – Not Applicable

FNA111 – Chorus*

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

Open To – Grades 9, 10, 11, 12

Awarded Credit - 0.5 credit of Fine Art per semester

NCAA Status – Not Applicable

FNA120– Jazz Ensemble

This course is a semester-long honors level class. This class is designed for students that are looking for more challenging repertoire. There are two performances a year, one per semester. Students must be concurrently enrolled in Band.

Open To – Grades 9, 10, 11, 12

Prerequisite - Concurrent enrollment in Band or Chorus

Awarded Credit - 1 credit of Fine Art

NCAA Status – Not Applicable

* *Embedded Honors option available*

FNA211 – Advanced Choir

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

Open To – Grades 9, 10, 11, 12

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

Awarded Credit - 1 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 – Grades 9, 10, 11, 12

Awarded Credit - 0.5 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 - 0.5 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.

Limited to 12 students.

Open To – Grades 9, 10, 11, 12

Awarded Credit - 0.5 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 in 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.

PERFORMING & FINE ARTS

unmasking your creativity through art, music, and photography

FNA101 – Art Studio Introduction

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

Open To – Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Fine Art

NCAA Status – Not Applicable

FNA103 – Drawing Studio

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

Open To – Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Fine Art

NCAA Status – Not Applicable

FNA202B – 2D Studio

Took art and loved it? Continue your art-making practice! This course will expand on the technical skills you learned in either Drawing or Art Studio Intro. Be prepared to discuss and share aesthetic preferences and create a body of work for a professional art portfolio. This course may be repeated with teacher's recommendation.

Open To – Grades 10, 11, 12

Prerequisite - Drawing Studio or Art Studio

Awarded Credit - 0.5 credit of Fine Art

NCAA Status – Not Applicable

FNA203B – 3D Studio

This course opens up the world of three-dimensional art making techniques for students. We will translate the application of the elements/principles of art to the sculptural world. We will build with paper, cardboard, found objects, and plaster strips. Students will explore the work of sculptors and identify purposes for making 3-D art. This course may be repeated with instructor permission.

Open To – Grades 10, 11, 12

Prerequisite - Drawing Studio or Art Studio Intro.

Awarded Credit - 0.5 credit of Fine Art

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 and 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 - 0.5 credit of Fine Art

NCAA Status – Not Applicable

FNA315 – Industrial Design, Electronic Arts (IDEA) & Craft

Industrial Design, Electronic Arts and traditional handcrafts are the media that students will be able to use in this class. Students will have opportunities to learn emergent technologies or to create using traditional art materials.

Open To – Grades 9, 10, 11, 12

Awarded Credit - 0.5 credit of Fine Art

NCAA Status – Not Applicable

FNA316 – Animation

Animation is the art form responsible for your favorite childhood movies, and it probably still brings you entertainment and enjoyment today. In this course we will start with the basics of animation with Dav Pilkey-inspired “flip-o-ramas” and progress to create original animated shorts.

Open To – Grades 9, 10, 11, 12

Awarded Credit - 0.5 credit of Fine Art

NCAA Status – Not Applicable

FNA317 – Fiber Arts

Welcome to the world of fibers! This course will get students sewing, weaving, felting, and more. After learning technique, students will be able to create work with the techniques that interest them most. We will examine how fibers have played an important role in our lives throughout history and how artists today are adapting these techniques to create art.

Open To – Grades 9, 10, 11, 12

Awarded Credit - 0.5 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.

HISTORY & SOCIAL SCIENCES

understanding the past and mastering the present

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

9th Grade	10th Grade	11th Grade	12th Grade
121*/122 Humanities: History	301*/302 U.S. History	304 Civics	Seminar Courses 313 Psychology * 317 World War II * 320 Vietnam War * 321 Holocaust Studies * 323 History of Civil Rights * 324 Asian History * 500 AP U.S. History 503 AP U.S. Government & Politics 600CCV World History I 610 CCV Intro to Psychology
* Embedded Honors option available			

HIS121 – Humanities : History

This course surveys World History from the ancient world to the present. Students use primary and secondary sources, and multimedia sources to build a historical knowledge base on which critical thinking exercises are of great value.

Open To – Grade 9

Prerequisite - Placement by the History Department

Awarded Credit – 1 credit of History

NCAA Status - Approved

HIS122 – Humanities : History

This course surveys world history from the ancient world to the present. Students use primary and secondary sources, and multimedia sources to build a historical knowledge base on which critical thinking exercises are of great value. Instruction will be scaffolded to meet student needs, and will also focus on improving reading, writing skills, historical thinking skills and analysis.

Open To – Grade 9

Prerequisite - Placement by the History Department

Awarded Credit – 1 credit of History

NCAA Status - Approved

HIS111 – Modern World History

Modern World History is a survey course in which students will explore major themes and essential questions about human civilizations over a broad period of time across the globe. As students explore achievements and conflicts in world history, they read and write extensively based on assigned primary and secondary sources and their own research. They analyze and evaluate historical information and present it in a variety of ways including historical investigation, research, writing, discussions, and role-play. Instruction will focus on improving reading, writing skills and historical thinking.

Open To – Grades 10, 11, 12

Prerequisite - Placement by the History Department

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 Post 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 produce a proficient research project and complete a portfolio to receive credit for the class.

Open To – Grade 10

Prerequisite – Earned Proficiency in HIS121/122 or equivalent

Awarded Credit – 1 credit of History

NCAA Status - Approved

HIS302 – U.S. History

Modern U.S. History courses examine the history of the United States from the Post 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. Instruction will be scaffolded to meet student needs, and will also focus on improving reading, writing skills, historical thinking skills and analysis.

Open To – Grade 10

Prerequisite – Earned Proficiency in HIS121/122 or equivalent and placement by the History Department

Awarded Credit – 1 credit of US History

NCAA Status – Approved

HIS304 – Civics

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

Open To – Grades 11, 12

Prerequisite - Student has taken all required history courses (Freshman Humanities and U.S. History), or with teacher permission and Department Chair approval

Awarded Credit - 0.5 credit of Civics

NCAA Status – Approved

HIS313 – Psychology

This course surveys the many fields of psychology with a focus on Developmental Psychology. Students will explore the theories of prominent psychologists and current research in various fields of developmental psychology, including cognitive, emotional, and moral development. Reading comprehension and critical thinking will be stressed.

Open To – Grades 11, 12

Awarded Credit - 0.5 credit of History

NCAA Status – Approved

HIS317 – World War II

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

Open To – Grades 11, 12

Awarded Credit - 0.5 credit of History

NCAA Status – Approved

HIS320 – Vietnam War

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

Open To – Grades 11, 12

Awarded Credit - 0.5 credit of History

NCAA Status – Approved

HIS321 – Holocaust Studies

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

Open To – Grades 11, 12

Awarded Credit - 0.5 credit of History

NCAA Status – Approved

HIS323 – History of Civil Rights

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

Open To – Grades 11, 12

Awarded Credit - 0.5 credit of History

NCAA Status – Approved

HIS324 – Asian History

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

Open To – Grades 11, 12

Awarded Credit - 0.5 credit of History

NCAA Status – Approved

HIS500 – AP United States History

AP US History will cover the content and skills required for 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 alternate 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.

*Students are required to take the AP US History Exam in May

Open To – Grades 11, 12

Prerequisite - Successful completion of US History

Awarded Credit - 2 credits of History

NCAA Status – Approved

HIS503 – AP U.S. Government & Politics

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

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

Open To – Grades 10, 11, 12

Prerequisite - Successful completion of Humanities History and US History, or their equivalent or with teacher permission and Department Chair approval.

Awarded Credit - 0.5 credit of History and 0.5 credit of Civics

NCAA Status – Approved

HIS600 – CCV:World History 1

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

Open To – Grades 11, 12

Prerequisite - Acceptance to CCV as a Dual Enrollment Student

Awarded Credit - 1 credit of History

NCAA Status – Approved

HIS610 – CCV: Intro to Psychology

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

Open To – Grades 11, 12

Prerequisite - Acceptance to CCV as a Dual Enrollment Student

Awarded Credit - 1 credit of History

NCAA Status – Approved

Course Catalog

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.

JROTC

motivating individuals to be better citizens

LET1 - Leadership Education & Training 1

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

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Elective

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 - 0.5 credit of Elective and 0.5 credit of Civics

NCAA Status - Not Applicable

LET3 - Leadership Education & Training 3

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

Open To - Grades 9, 10, 11, 12

Prerequisite - successful completion of LET2

Awarded Credit - 0.5 credit of Elective and 0.5 credit of Financial Literacy

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.

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 credit of Elective

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 credit of Elective

NCAA Status – Not Applicable

Course Catalog

3

Graduation Requirement Math Credits

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

Please contact the Assistant Mathematics & Statistics Department Chair, Ms. Elisha Coleman at ecoleshs@buusd.org with any questions or concerns regarding calculators.

MATHEMATICS & STATISTICS

students prepare themselves for the future by mastering mathematical skills

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 1 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

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 their 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

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 – Grades 9, 10, 11, 12

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

Awarded Credit – 1 credit of Math

NCAA Status – Approved

MAT202 – Geometry

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

Open To – Grades 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 Partial Exemplary or better in Honors Algebra1 and Honors Geometry, or Exemplary in Algebra1B and Geometry and placement by 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

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 Math Department

Awarded Credit – 1 credit of Math

NCAA Status – Approved

MAT403 – Statistics

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

Embedded honors option available.

Open To – Grades 11, 12

Prerequisite – Must earn proficiency in Algebra II Honors or Algebra II and/or placement by 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 – Must earn proficiency in Algebra I B or Algebra Honors

Awarded Credit – 1 credit of Math

NCAA Status – Not Approved

MAT455 – Engineering

Students in this course will develop key engineering skills on topics including electrical, mechanical, and software design. The Introduction 2 Design (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 – Must earn proficiency in Geometry or Geometry Honors

Awarded Credit – 1 credit of Math

NCAA Status – Not Approved

MAT 460 – Computer Science

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

Open To – Grades 10, 11, 12

Prerequisite – Must earn proficiency in Algebra I B or Algebra Honors

Awarded Credit – 1 credit of Math

NCAA Status – Approved

MAT500 – AP Calculus AB

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

Open To – Grades 11, 12

Prerequisite – Successful completion of Pre-Calculus Honors

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

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

Awarded Credit – 2 credits of Math

NCAA Status – Approved

Course Catalog

1.5

Graduation Requirement Physical Education Credit

In order to graduate students need 1.5 credits and have met Proficiency in ALL our Physical Education Standards (Self Awareness & Group Dynamics, Motor Skills & Game Understanding, Personal Fitness, and Physical Activity Engagement).

Students will initially take our semester (1 credit) PE course, followed by one of our quarter courses.

Emphasis is placed on motor skill development, collaboration, knowledge of content, experiencing a variety of fitness programs and recreational sports, and valuing physical activity for lifelong health and wellness.

PHYSICAL EDUCATION

paving a path to a healthy lifestyle

Semester-Long PE Course:

Our Semester-long Physical Education course provides each student with foundational knowledge of ALL PE standards. In the 18 weeks we spend in PE, the aim is to meet each student where they are at and guide them through the proficiency process at a pace appropriate for their learning needs.

PED126 – Introductory Physical Education

This section involves ALL SHAPE National Standards. Students will gain understanding of games by participating in a variety of recreational sports, lifetime activities, non-traditional games and 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. In addition to learning games, students will also gain an understanding of and participation in basic fitness programs focused on one of the '5 elements of fitness' (Cardio, Muscle Strength, Muscle Endurance, Flexibility and Body Composition). 1-2 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.

This course is highly recommended before taking any quarter long PE classes.

Open To – Grades 9, 10, 11, 12 (recommended for grades 9 and/or 10)

Awarded Credit – 1 credit of Physical Education

NCAA Status – Not Applicable

Quarter-Long PE Courses:

Our quarter long physical education courses provide each student with 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

In this section each student will focus on their personal fitness. Each day students will have the option to participate in a variety of training methods to reach their fitness goals, work on completing any remaining proficiency requirement. This is 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 (recommended for grades 10-12) or students with no PE credit

Prerequisite - Successful completion of Semester-Long PE course

Awarded Credit – 0.5 credit of Physical Education

NCAA Status – Not Applicable

PED127 – Team & Recreational Sports

This section has a heavy focus on gameplay featuring games within the striking/fielding and invasion games categories. Each day students will participate in PE games as well as working on completing any remaining proficiency requirements. This is 9 weeks we'll spend working together to complete all graduation requirements.

Open To – Grades 9, 10, 11, 12 (recommended for grades 10-12) or students with no PE credit

Prerequisite - Successful completion of Semester-Long PE course

Awarded Credit – 0.5 credit of Physical Education

NCAA Status – Not Applicable

PED128 – Lifetime Activities

This section has a focus on gameplay featuring games within the target and net/wall categories as well as experiencing non-traditional games and individual recreational activities. Each day students will participate in PE games as well as working on completing any remaining proficiency requirements. This is 9 weeks we'll spend working together to complete all graduation requirements.

Open To – Grades 9, 10, 11, 12 (recommended for grades 10-12) or students with no PE credit

Prerequisite - Successful completion of Semester-Long PE course

Awarded Credit – 0.5 credit of Physical Education

NCAA Status – Not Applicable

Course Catalog

3

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

SCIENCE

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

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.

SCI120* Physical Science I

SCI220* Life Science I

SCI301 Chemistry *
SCI305 Anatomy and Physiology*
SCI311 Physics *
SCI314 Marine Biology *
SCI315 Forensic Science *
SCI316 Criminalistics *
SCI321 Astronomy *
SCI325 Science of Engineering *
SCI500 AP Biology
SCI610 CCV Intro to Environmental Science

* Embedded Honors option available
Students seeking honors recognition will need to meet all required course standards as well as complete additional assessments outside of class.

SCI120 – Physical Science

Physical Science 1 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. Students will also use evidence to make claims as to why our Earth's surface looks the way it does (mountains, volcanoes, trenches, etc.). The course ends with an overview of climate, where students analyze data to predict climate trends and ultimately design solutions to reduce human impact. Class will involve laboratory investigations, data collection and analysis, modeling activities, whole-class and small group learning activities, and student presentations.

Open To – Grade 9

Awarded Credit - 1 credit of Science

NCAA Status – Approved

SCI220 – Life Science

Life Science I is a foundational course where students are introduced to biology related concepts. Students will learn how living things and the environment are interconnected. Topics studied will include the structure and function of living things on a cellular and molecular level, how living and nonliving things interact and influence one another in ecosystems, genetics, evolution, and biodiversity.

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 credit in Physical Science I & Life Science I or their equivalent.

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. Included in the content of the course are topics such as structure and properties of matter, chemical reactions, conservation of matter, stoichiometry, 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 - Algebra I

Awarded Credit - 1 credit of Science

NCAA Status – Approved

SCI305 – Anatomy and Physiology

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

Open To – Grades 10, 11, 12

Awarded Credit - 1 credit of Science

NCAA Status – Approved

SCI311 – Physics

This college-preparatory course introduces students to the basic laws of force, linear and circular motion, conservation of energy, momentum and torque. 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. *For an optional honors credit, students may elect to complete additional learning tasks and projects that require a strong work ethic and completion of Algebra II.

Open To – Grades 10, 11, 12

Prerequisite - Geometry, *Honors track only: Algebra II

Awarded Credit - 1 credit of Science

NCAA Status – Approved

SCI314 – Marine Biology

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

Open To – Grades 10, 11, 12

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

SCI316 – Criminalistics

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: hair analysis, fibers and textiles, forensic botany, handwriting analysis, forgery, and counterfeiting, glass evidence, casts and impressions, tool marks, firearms and ballistics, forensic psychology, & coroner's report. 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. Students seeking honors recognition will need to meet all required course standards as well as complete additional assessments outside of class.

Open To – Grades 10, 11, 12

Awarded Credit - 1 credit of Science

NCAA Status – Approved

SCI325 – Science of Engineering

Science of Engineering is a hands-on course for students who are curious about the science behind the technologies and infrastructure of our world. Students will explore concepts of movement, forces and renewable energy through project-based learning challenges. Work will be completed in the style of the industry from problem analysis, to designing solutions to evaluating solutions for improvement. Students will develop the skills necessary to be a contributing member of any design team: design thinking, collaboration, communication, preparedness and presenting work for a target audience. *For an optional honors credit, students may elect to complete additional learning tasks and projects that require a strong work ethic and mathematical skill-set (completion of Algebra II is necessary).

Open To – Grades 10, 11, 12

Prerequisite - Geometry, *Honors track only: Algebra II

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 - Algebra I is preferred, but not required

Awarded Credit - 2 credits of Science

NCAA Status – Approved

SCI610 – CCV: Intro to Environmental Science

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

Open To – Grades 11, 12

Prerequisite - Acceptance to CCV as a Dual Enrollment Student

Awarded Credit - 1 credit of Science

NCAA Status – Approved

Course Catalog

Multi-Tiered System of Supports (MTSS) is defined as a whole-school, data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems. At Spaulding High School, we deliver a variety of services, supports, and programs as part of our overall educational support system. Our goal is to provide support so that all students will achieve academic success.

LEARNING SERVICES

additional supports that lead to success

SPN111 – Life Skills

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

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

Open To – Grades 9, 10, 11, 12

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

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

Course Catalog

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

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

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

WORK BASED LEARNING

gaining insight about the workforce by exploring different pathways

WBL100– Admin Aides

This is an opportunity for highly motivated students who are organized, responsible and able to maintain confidentiality within an administrative/classroom setting. Students would be placed on site at Spaulding High School and provide administrative support to an Academic Classroom, Administrative Office (School Counseling Office or Principal's Office), Athletic Office, Library, Nurse's Office, or Yearbook Publication, Our Echo.

Open To – Grades 10, 11, 12

Prerequisite - Interview with Site Supervisor

Awarded Credit - 0.5 credit of Elective

NCAA Status – Not Applicable

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

Prerequisite - 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 Elective

NCAA Status – 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

Prerequisite - 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 Elective

NCAA Status – Not Applicable

Course Catalog

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.

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

WORLD LANGUAGES

opportunity to take a journey with foreign language offerings

WLA101 – French I

This course is for students with no exposure to French. Students are exposed to facets of language through mostly storytelling. With an online platform, students engage with the stories by using all the skills of reading, listening, speaking and writing. Interactive activities, music, videos, game play are used to reinforce the material. Students will be able to ask and respond to a variety of questions and retell stories in both speaking and writing. Emphasis is on comprehension and application of the stories in a variety of modes along with exposure to the culture 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 a continuation of French 1 storytelling and comprehensible input. It is designed for the student with a solid grasp of the fundamentals of French 1. Basic skills are reviewed before progressing into new material. Students learn more complicated grammatical concepts through the stories, acquire more essential vocabulary and continue to practice their reading, writing, listening, and speaking skills through interactive activities, games, projects and classwork. Emphasis is on asking and answering questions in order to create meaningful dialogue.

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 more grammar, which is used in writing exercises and short compositions. It also focuses on acquiring language through storytelling but progressing to the past tense. New vocabulary is presented along with short stories and students use this in both oral and written expression. Speaking is emphasized at this level, with students being able to converse more spontaneously. Students make cultural connections through the online platform stories, music, and authentic materials.

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

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

Open To – Grades 11, 12

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

Awarded Credit - 1 credit of Elective

NCAA Status – Approved

WLA111 – Spanish I

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

Open To – Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Elective

NCAA Status – Approved

WLA112 – Spanish II*

This course is a continuation of the work that has been done in Spanish 1. The focus will be on the listening, speaking, reading and writing standards. Students are expected to converse in Spanish. Reading will include short passages and writing will consist of short narratives and various comprehension activities.

Open To – Grades 9, 10, 11, 12

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

Awarded Credit - 1 credit of Elective

NCAA Status – Approved

WLA113 – Spanish III*

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

Open To – Grades 9, 10, 11, 12

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

Awarded Credit - 1 credit of Elective

NCAA Status – Approved

WLA210 – Spanish IV Honors

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

Open To – Grades 10, 11, 12

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

Awarded Credit - 1 credit of Elective

NCAA Status – Approved

WLA310 – Spanish V Honors

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

Open To – Grades 11, 12

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

Awarded Credit - 1 credit of Elective

NCAA Status – Approved

Course Catalog

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

Some students will be expected to drive during after school hours in order to accommodate the "behind-the-wheel" state time requirements.

Students need to demonstrate an acceptable level of knowledge and skill during their final class and in-car exam at the end of the nine-week program.

Admission Policy

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

2) Date of birth

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

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

MISCELLANEOUS

additional supports that lead to success

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 - 0.5 credit of Elective

NCAA Status – Not Applicable

MIS101 – What Your Mind Needs

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

Open To – Grades 9, 10, 11, 12

Awarded Credit - 0.5 credit of Elective

NCAA Status – Not Applicable

MIS102 – Mindful Communication

Broaden your awareness of how body and mind communicate internally and in our social situations. Expanding on the skills learned in What Your Mind Needs, students will dive deeper into their meditation practices bringing their awareness of the practice off of the meditation pillow to learn more directly how to incorporate their understandings in their daily interactions with others. Through role playing games and scenarios students work through difficult conversations to build their sense of empathy and compassion, learning to resolve conflict equitably and with mutual satisfaction.

Open To – Grades 9, 10, 11, 12

Prerequisite - Successful completion of What Your Mind Needs

Awarded Credit - 0.5 credit of Elective

NCAA Status – Not Applicable

FP601 – Maple Program

This course will cover core concepts of maple syrup production. Maple syrup production is a very important aspect of Vermont life and history. Every year in the early spring people of all ages find their way to the woods to tap trees, collect sap, and participate in the great tradition of producing maple syrup. Vermont is the largest maple syrup producer in the United States and maple is an essential industry from a historical, cultural, agricultural, and economic perspective. As the industry continues to grow, it creates potential employment opportunities for people of all ages, including recent high school graduates.

Open To – Grades 10, 11, 12

Awarded Credit - 0.5 credit of Elective

NCAA Status – Not Applicable

FP300 – Personalized Flexible Pathway

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

Open To – Grades 10, 11, 12

Awarded Credit - Credit earned varies based on students plan

NCAA Status – Not Applicable



CENTRAL VERMONT CAREER CENTER

education that works

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

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

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

