

# **VERGENNES UNION HIGH SCHOOL**

**Home of the Commodores**



**2023 – 2024**

**PROGRAM OF STUDIES**

## Notice of Non-Discrimination

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Addison Northwest School District are hereby notified that this district does not discriminate on the basis of race, color, religion, ancestry or place of birth, national origin, sex, sexual orientation, gender identity, mental or physical disability, age or marital status in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the Addison Northwest School District's compliance with the regulations implementing Title VI, Title IX, Section 504 or other state or federal non-discrimination laws or regulations is directed to contact:

Superintendent of Schools  
11 Main Street, Suite B100  
Vergennes, VT 05491  
(802) 877-3332

This Program of Studies contains information about course offerings, schedules, flexible pathways and more information for the 2023-2024 school year to assist students and families. While we make every attempt to be as accurate as possible, this guide is prepared months before the school year begins. Teacher availability and scheduling may have an impact on the courses we are able to offer. We also have a “live” version as needed for “real time” updates which will be posted on our website, so be sure to check that one as well ([School Counseling Webpage](#) in the Quicklinks section).

Additional information about course sequencing is listed in each department area on the pages that follow. **We want every student to have the opportunity to take the classes they request but sometimes scheduling conflicts occur. We will make every effort to ensure that students are able to continue in their planned course sequence.**

VUHS is working to increase flexible pathways for students. In this document students will find descriptions for classes offered by community partners, as well as existing opportunities including Dual Enrollment, Independent Learning, Community Based Learning and others. We are committed to creating flexible pathways for students to engage in relevant and personal learning experiences. Students are encouraged to talk to their school counselor about their ideas for learning and together create a plan that excites them and meets graduation requirements.

Please reach out to your school counselor at any time for scheduling questions and program planning. Call, email, or stop in to make an appointment. Information about school counselors is listed below. This Program of Studies, as well as additional college and career planning information, is available online at [www.VUHS.org](http://www.VUHS.org) under the “Services” tab and then VUHS School Counseling.

**Director of School Counseling, April Wortmann – 802-471-2302, [awortmann@anwsd.org](mailto:awortmann@anwsd.org)**

**School Counseling Office Administrative Assistant/Registrar, Anne Vincent - 802-471-2359, [avincent@anwsd.org](mailto:avincent@anwsd.org)**

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**Middle School Counselor**  
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**Morning Meeting**  
Nancy Ambrose  
Rebecca Coffey  
David Grabin  
Carlie Guinane/Gerry Goulet  
Lynn Kayhart  
Janet Kepes  
Kristine Kirkaldy  
Charlie Kornman  
Angela Kunkel  
Cailin O’Hara/Matt Schlein  
Kyle Vickers/Ed Cook

**Morning Meeting**  
Sarah Cook/Becky Ebel  
Karyn Choromanski  
Brent Francis  
Andy Kepes/Parker Mann  
Anna Macijeski  
Allison Mahoney  
Gabe Schechter  
Karl Steen  
Glenn Story  
Michael Thomas  
Sarah Thompson/Eric Warren  
Dennis West  
Chris Wyckoff

**Morning Meeting**  
Ralph Bernardini  
Laura Frangipane/Christine Gingras  
Laura Husk/Peter Garrecht  
Melissa Muzzy  
Sean Nary  
Meghan Olsen/Stacy Raphael  
Elizabeth Payeur  
Matt Samuels  
Laura Williams

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# GENERAL INFORMATION

## MISSION STATEMENTS

**Addison Northwest School District's Vision Statement:** We envision a kind, collaborative, and creative community for all that nurtures a diverse and accessible learning environment. Students will flourish as critical thinkers and productive citizens, cultivating resilience in an ever-changing world.

**Vergennes Union High School Mission Statement:** Our purpose as a school community is to develop knowledgeable, responsible, respectful, and healthy individuals who flourish in and contribute to an ever-changing society.

## GRADUATION REQUIREMENTS

It is the policy of the Addison Northwest School District to ensure students can engage in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency in literacy, mathematics, scientific inquiry, global citizenship, physical education, artistic expression, and transferable skills. Transferable skills are assessed in classes and align with content area proficiencies along with habits of work. A student meets the requirements for graduation when the student demonstrates evidence of proficiency in these curriculum content areas. These graduation requirements will ensure that all students provide evidence that they have achieved the established learning standards, and acquired the knowledge, skills and work habits that will prepare them for postsecondary education and careers.

Each VUHS graduate will demonstrate proficiency through a minimum of the following courses and/or by accessing equivalent learning through Flexible Pathways (online learning, career and technical centers, Community Based Learning, Walden Project, dual enrollment and/or early college, and other school approved opportunities). Successful completion of a course indicates that students have met the identified content and skill proficiencies (listed below).

### **22.5 credits are required to meet graduation requirements:**

4 credits in English, including English Composition & Literature and American Composition & Literature

3 credits in mathematics, including Math 1

3 credits in science including Science & Sustainability, Energy and Matter, and one science elective.

3 credits in social studies, including 1 credit in World Geography, 1 credit in US History, .5 credit in Modern Citizenship

1 credit in visual or performing arts

1.5 credits in physical education

.5 credit in Health

.5 credit in technology

.5 credit in financial literacy

5.5 credits in electives

## DAILY SCHEDULE

The first twenty-five minutes of the daily schedule are Morning Meeting, block 1. Blocks 2, 3, 7, and 8 may be scheduled as a semester class meeting every day, or as an A or B-day class, meeting every other day for a semester. The compass blocks, 4, 5, and 6, are twenty-five minutes each and are used for music instruction, lunch, as well as extension/intervention/enrichment/proficiency recovery time for students with teachers.

|                         |         |                                 |
|-------------------------|---------|---------------------------------|
| 8:00 a. m. – 8:25 a.m.  | Block 1 | Morning Meeting                 |
| 8:28 a. m. – 9:43 a.m.  | Block 2 | Class time                      |
| 9:46 a.m. – 11:01 a.m.  | Block 3 | Class time                      |
| 11:04 a.m. – 11:29 a.m. | Block 4 | Compass or Lunch or Chorus/Band |
| 11:29 a.m. – 11:54 a.m. | Block 5 | Compass or Lunch or Chorus/Band |
| 11:54 a.m. – 12:19 p.m. | Block 6 | Compass or Lunch                |
| 12:22 p.m. – 1:37 p.m.  | Block 7 | Class time                      |
| 1:40 p.m. – 2:55 p.m.   | Block 8 | Class time                      |

### Morning Meeting

School begins each day at 8:00 a.m. with Morning Meeting. Morning Meeting provides each student with a stable community of peers in the same grade who learn together through four years with an advisor. The role of Morning Meeting is to personalize school for each student and provide an additional adult connection for academic success. Each advisor serves as an advocate and liaison, and helps students navigate school-related choices with their family and school counselor. See page 3 for counselor/advisor pairings. Each Morning Meeting group establishes its own ground rules, responsibilities, and expectations.

In Morning Meeting students:

- Develop a peer-based supportive environment.
- Receive important information from the main office, school counselors, and other teachers.
- Meet with their school counselor.
- Attend school wide and grade specific assemblies.
- Continue to learn and work within the five guidelines (our school wide expectations) presence, integrity, respect, kindness, and self-challenge to have a safe and inclusive environment.

In Morning Meeting advisors:

- Maintain contact with all advisees in their morning meeting groups.
- Follow up with progress in classes, compass, and other academic issues.
- Schedule activities for Morning Meeting that build both social and academic connections.
- Attend monthly meetings that monitor each student's progress.
- Refer students to the support teams as needed.
- Work with school counselors to support student progress.
- Continue to educate and model to our students by utilizing the five guidelines (our school wide expectations) presence, integrity, respect, kindness, and self-challenge to have a safe and inclusive environment.

### Compass

We offer Compass every day as an opportunity for students and teachers to work together to reinforce learning. Compass provides students with the extra help necessary for them to be successful. Students should have a clear understanding of when they need additional support from a teacher and call themselves back using the adaptive scheduler through PowerSchool. Teachers also use this scheduler to call students back. If students are "called back" by a teacher for extra help, they are required to attend.

## **PERSONALIZED LEARNING PLANS (PLPs)**

In accordance with Act 77, all students are required to develop and maintain a Personal Learning Plan (PLP) to guide graduation planning. These plans are based on the belief that students will be more engaged learners, achieve more in school, and take ownership of their learning in more profound ways if they are able to make informed decisions about their learning. We encourage students to explore any and all options to meet their graduation requirements. Developing a Personalized Learning Plan is a process that allows students to focus on goals and reflect on progress and achievement. Administrators, teachers, school counselors, and morning meeting advisors want to help all students be successful, make the most of their high school education, and prepare for life after graduation.

A PLP is developed in collaboration with teachers, a morning meeting advisor, the school counselor, and parents and establishes individual student goals based on academic and career objectives and personal interests; sequences content and skill development to achieve those goals and ensures that a student can graduate from high school ready for college and/or career. The PLP is updated based on information about student performance in a variety of learning experiences – including assessments – that indicate progress towards goals. The PLP includes opportunities to explore career and interest inventories that can assist students in exploring their strengths and challenges, help them to focus on what they enjoy and find satisfying, assist them in discovering their unique and preferred ways of learning, and help them to discover the career paths they may prefer. The PLP is also a place to document and plan for involvement in co-curricular activities such as student government, clubs, and sports that help students develop their interests, abilities, and leadership skills.

Additional information is available at [www.VUHS.org](http://www.VUHS.org). Click on the Services tab, then select VUHS School Counseling under Student Support Services for a plethora of resources related to high school.

## **GRADE 9 CORE PROGRAM**

All entering 9th-grade students will be enrolled in the 9th Grade Core program. The core has been designed to ensure a successful transition to high school and to build the skills necessary to be an engaged and reflective learner. The program goals include:

- a smooth transition between middle and high school ensuring all students experience the same rigorous academic content.
- supportive relationships between students, teachers, and families.
- focus on skills and content with an intentional focus on transferable skills.
- development of the habits of work essential for success in and beyond high school.
- proficiency-based grading using JumpRope.

The 9th grade core curriculum consists of 4 classes: English, math, science, and social studies. Health and Physical Education are also strongly recommended. Each class utilizes content area and transferable skills proficiencies. Electives in world languages, art, music, agricultural sciences, technology and others may also be incorporated into students' schedules outside of the core program.

### **Core Courses**

Course descriptions can be found in the 23-24 Program of Studies Book.

**English Composition and Literature:** See course description on page 13

**Science & Sustainability:** See course description on page 21

**World Geography & Cultures:** See course description on page 24

**Math 1:** See course description on page 17

**Adventure Physical Education (pre-selected and recommended):** See course description on page 16

**Health (pre-selected and recommended):** See course description on page 16

## **FLEXIBLE PATHWAYS OPTIONS**

VUHS offers various courses, programs, and learning opportunities both in and out of school that allow students to demonstrate proficiency toward graduation requirements. While the list below is extensive, there may be other ways that students might decide to engage in personalized learning. We encourage students to think about designing their own learning opportunities while meeting graduation requirements. While we do offer flexible pathways, we do not offer **all** pathways in order to maintain equity of access for all students. Please see your school counselor to explore any of these opportunities.

### **Career Centers**

Patricia Hannaford Career Center (PHCC)

The PHCC is our regional career center. Many VUHS students participate in PHCC's half-day or full day programs in grades 10, 11 and/or 12. PHCC in Middlebury offers foundational, career and technical programs. Transportation is provided to and from PHCC each day. PHCC course descriptions and offerings for 2023-2034 can be found by visiting the PHCC website <https://www.hannafordcareercenter.org/programs>. Paper copies of PHCC course descriptions are also available upon request in the School Counseling Office.

If students attend PHCC, they may be scheduled differently depending on the program and/or individual preferences: full day for a half year; half day for a full year; full day for a full year.

Several of the programs at PHCC offer the option to earn college credit. For example, if students qualify, they can earn credits at Vermont Technical College through the Diesel Tech program or credits at Community College of Vermont (CCV) through the Medical Professions Program. Co-op options are available to second year career center students through some PHCC programs. Upon high school graduation students may continue in their co-op, working to earn certifications in their chosen field as they learn a skilled trade.

### **Other Career Center Options**

In some cases, students may pursue technical studies at other career centers, for example Burlington Tech Center or Center for Technology Essex. Note that preference for admission is given to in-district students first. Accepted students must provide their own transportation. Interested students should meet with their school counselor for more information about applying and deadlines.

### **Walden Project**

The Walden Project provides a unique learning experience rich in the humanities and environmentally based experiences. See the program description on page 31. Most students enroll in Walden for two years, grades 11 and 12; however, the program may be available to grade 10 students on a case-by-case basis depending on enrollment and graduation requirements.

### **Community Based Learning**

While Community Based Learning (CBL) is normally scheduled as a class within a student's schedule, there are additional ways that students can arrange to complete work, projects, and learning in the community. For more information, please see the course description on page 29.

### **Dual Enrollment**

If students want to earn high school and college credit for courses taken at Vermont State Colleges (VSC) they must get prior approval from their school counselor before beginning the course. After completion of students' sophomore year, they are eligible to utilize dual enrollment vouchers to cover the cost of tuition for up to two courses. Considerations include a student's readiness for college-level work, progress towards graduation, and schedule. Any dual enrollment course will become part of both the VUHS and Vermont State Colleges transcripts. For seniors, the School Counseling

Department must receive the transcript at least two weeks before high school graduation for classes that are taken as a graduation requirement. Students are responsible for the cost of books, fees, and transportation. If students qualify for free/reduced meals, they may also be eligible for a small stipend to help defray some of the expense. If students wish to enroll in a dual enrollment opportunity or for more information about the process, they should see their school counselor. If students are taking a pre-approved college course in person or online, it can be counted as a class to ensure full-time status during the school year.

### **Early College**

[Vermont's Early College Program](#) is a full-year alternative to one's senior year of high school. Learners take courses in college, tuition-free, completing their senior year of high school and some or all of their freshman year college credits simultaneously. Some Early College programs also include on-campus housing, however, only the cost of tuition is paid for by the state of Vermont. Learners and families are responsible for the cost of housing, if applicable, transportation, textbooks, and meals. Early College programs are available at Community College of Vermont, Castleton University, Northern VT University, Norwich University, and the Vermont Academy of Science and Technology (VAST) at Vermont Technical College (VTC). Interested students should meet with their school counselor.

### **Early Graduation**

Students who plan to graduate in three years need to make an appointment with their school counselor to discuss this option, check credits, and look at the pros and cons of early graduation. Students are still required to take any state mandated standardized testing as they would have as an 11th grader. Students approved to graduate within three years will be considered a senior during their last year and therefore may be eligible to receive graduation awards and apply for scholarships.

Students who plan to complete high school in three and a half years need to make an appointment with their school counselor to discuss this option, check credits, and look at the pros and cons of finishing in January. Students approved to graduate in three and a half years will receive their diploma at the time of the annual graduation ceremony in June. If students require proof of completion of high school in January, they can request a letter stating such from the principal.

### **Middlebury College**

Seniors who qualify have the opportunity to apply to take Middlebury College courses free of charge; however, there are a limited number of spaces available. In order to qualify, seniors must be ready to do college-level work, must have successfully completed the highest level coursework available at VUHS in the area they would like to study, and must meet other Middlebury College requirements. A three- or four-credit college course will count as one credit toward high school graduation. However, students will receive no college credit from Middlebury College and the course will not transfer to any other college. Students interested in taking a Middlebury College course should meet with their school counselor to get information about additional requirements and to apply. The application process is held in the spring of junior year for semester one courses and December of senior year for semester two classes.

### **Online Learning**

Students wishing to take classes not offered at VUHS, or who have unresolvable scheduling conflicts, may be able to take courses online. Students who plan to do so must get **prior** written approval from their school counselor and an administrator. We partner with Vermont Virtual Learning Cooperative (VTVLC). See more information at <https://www.vtvlc.org/>. Our partnership offers a certain number of free seats for enrollment. It is on a first come, first serve basis. Online courses (besides the free seats from VTVLC) will be the student/family's responsibility to pay for the online course. Students should arrange to have a transcript sent to the School Counseling Department upon completion of the course. In the case of a graduating senior, proof of successful completion of the course must be received at least two weeks before graduation.

### **Additional Opportunities**

We continue to strengthen and update our flexible pathways while maintaining the precedent of providing all students with access to opportunities. Students and families can meet with their school counselor to discuss other possibilities.

## **ADDITIONAL INFORMATION**

### **Adding, Dropping, Withdrawing from a Course**

Students who wish to make changes to their schedules should meet with their school counselor. Students may add or drop courses during the first five days of each semester, which is considered the “add/drop period”, and no record of the changes will appear on the transcript. Parents/Guardians must approve schedule changes. After the add/drop period has ended, the grade “W” indicates that a student withdrew from a course. No numerical grade and no credit are assigned to the “W”, and it will not affect a student’s overall average, although it will appear on their transcript. Students can withdraw from a course up to the last day of class, but before the final assessment.

### **Advanced Placement (AP) Courses**

Many colleges award credit and/or advanced placement in college courses if students score high enough on AP exams. Not all AP courses run every year. We generally offer AP courses in the following academic disciplines: Biology, English Literature and Composition, English Language and Composition, Calculus (Level AB), European History, and United States History with additional offerings depending on enrollments. Students are responsible for AP exam fees. Fee reduction waivers are available for students who qualify for free/reduced school meals. Students should talk with their school counselor if they need additional financial assistance.

\*NOTE: AP courses are offered as staffing, AP College Board certification requirements, and student enrollment permit. If an AP course is not offered at VUHS, but a student wants to take the exam, they should talk with their school counselor about available options.

### **Challenging a Course**

If a student believes they have learned and can apply the skills and knowledge encompassed in a course and can meet the identified Learning Expectations for that course, they may challenge the course by arranging to demonstrate their knowledge and ability to the department coordinator prior to the beginning of the course or within 5 days of starting the new course. If a student successfully challenges a course, they move on to the next level in the course sequence but do not receive a grade or credit for the course successfully challenged. Please note that not all courses can be challenged. Please see your counselor for information.

### **Part-Time, Full-Time Status**

Students must maintain full-time status to participate in co-curricular activities (sports, musical, math team, yearbook, etc.) and to be considered for the honor roll. If students are not planning on a full-time schedule each semester, they must meet with their school counselor. Students will need to obtain written parent/guardian permission and file a part-time student status form signed by their parent/guardian, the athletic director, their school counselor, and the principal or an administrator.

### **Public School Choice (application deadline is March 1, 2023)**

For those students who wish to apply to another high school within Vermont, there is a statewide high school choice program (Grades 9-12) for school year 2023-2024. Applications are available in the VUHS School Counseling Office starting in late January and are due by March 1st. Students must apply through the school they are currently attending. Those who are already school choice students do not have to reapply each year. Please direct questions to Anne Vincent, School Counseling Administrative Assistant/Registrar at [avincent@anwsd.org](mailto:avincent@anwsd.org)

### **Year of Graduation**

Students will proceed through school demonstrating proficiency in content and transferable skills areas. To be considered a senior, students must plan to graduate by June of their senior year and have a schedule that will allow them to meet all graduation requirements before graduation. If they do not have a schedule that allows them to complete requirements for graduation by June, they will be reassigned to a junior morning meeting and junior status for that school year.

## ART

*The following courses carry fine arts credit. These courses are designed to meet Vermont Framework and National Arts Education Association Standards. Please direct questions regarding art selections to Ms. Guinane ext. 6219 or Ms. Macijeski ext. 6220.*

### **FA828 ART TIMELINE: An Annotated Journey of Human History as Seen Through the Lens of Fine Art** **NOT OFFERED due to low student requests** .5 Block/credit

**Grades 9-12**

Students will spend the semester viewing, discussing, and critiquing visual art. Students will create their own annotated timeline of art images and information using their choice of digital presentation software and style. The goals for this course will be for students to understand and possess a basic framework of our world's art history (35,000 BCE to current era); for students to have a chance to reflect on their understanding through a presentation medium of each student's choice that is based on their strengths; and to make connections between the culture of art, other domains of knowledge, and human evolution in general. Students will reflect on their opinions, feelings, and critiques of art works through the ages.

### **FA815 ART ESSENTIALS (formerly Art Essentials I)** .5 Block/credit

**Grades 9-12**

In Art Essentials students will explore and experiment with a variety of artistic media and techniques as they study the elements and principles of art. The elements of art (line, shape, value, space, texture, color and form) are basic tools used to make art, and the principles of art (balance, proportion, contrast, emphasis, pattern, rhythm, and movement) are the ways in which we combine those elements to make art. Each unit of study will focus on a different element and related principle of art, with a summative project where students will highlight their knowledge/skill of that element/principle in a finished work of art for display. The course will culminate in a final project where students will create their own original piece of artwork that exhibits mastery in at least three elements/principles of art.

### **FA861 INTERMEDIATE DRAWING AND PAINTING (formerly Art Essentials II)** .5 Block/credit

**Grades 9-12**

**PREREQUISITE** – Successful completion of Art Essentials

In this course students will expand on their basic drawing skills learned in Art Essentials. Students will improve their skills in observational drawing, shading, painting, color theory, and composition through still life, figure, and landscape drawing and painting from a combination of life and photographs. Students will work with a variety of drawing and painting media, including but not limited to graphite, charcoal, colored pencils, pastels, markers, watercolor, and acrylic paint.

### **FA860 DIGITAL MEDIA (formerly Digital Photography/Media)** .5 Block/credit

**Grades 9-12**

**PREREQUISITE** – Art Essentials

In this course students will learn basic digital photography skills and explore other forms of artistic digital media including digital illustration and stop motion animation on iPads. Class time will be spent working on various photography assignments and learning how to incorporate layers, levels, and other editing tools into a wide variety of images and themes. The students will be introduced to the iMovie program while creating animated short videos. Students will also learn the basics of digital illustration with Procreate. This course offers students an excellent opportunity to grow as an artist while developing within a medium that increases technical proficiency.

**FA840 SCULPTURE****.5 Block/credit****Grades 9-12****PREREQUISITE** – Art Essentials

In this course students will learn about the differences between additive and subtractive sculpture and practice each kind. Students will also create multiple different sculptures and end the course with a portfolio of their work. We will have different art talks to discuss how sculpture is made, what different processes are for different artists and how sculpture has existed throughout history. Students should have a basic understanding of artistic creation and have taken Art Essentials.

**FA827 SPECIAL TOPICS IN ART****.5 Block/credit****Grades 9-12****NOT OFFERED due to low student requests****PREREQUISITE** – Art Essentials

Special Topics in Art will allow students to focus on four specific artistic mediums. A longer period of time is spent working in each medium which allows a greater depth of understanding of the associated materials and techniques. Some potential medium choices may include clay, encaustic, sculpture, drawing, batik, painting, mosaic, advanced digital photography, and metals. Having more time to become acquainted with an artistic medium will allow students to expand their artistic repertoire and create quality pieces for their portfolio in preparation for applying to art school.

**FA862A&B ADVANCED PLACEMENT STUDIO ART (formerly Advanced Art)****1 Block/credit for year (.5 block/credit/semester)****Grades 11-12****PREREQUISITE** – Art teacher signature on course request sheet. Successful completion of Art Essentials and at least one additional art course. The course is open to Juniors and Seniors only.

AP Studio Art is a conglomerate of three AP courses: AP Drawing, AP 2-D Design, and AP 3-D Design. Each of these courses are designed to be equivalent to an introductory college-level studio art course. Students will choose which of these courses they wish to pursue based on their own personal artistic strengths and interests. Students will refine and apply skills and ideas they develop throughout the course to produce a cohesive body of creative work exploring common themes and media in depth. AP Studio Art courses culminate in a portfolio submission to the College Board in the spring.

## ENGLISH

Vergennes Union High School requires **four credits** of English for graduation. **All students must take English Composition and Literature (9<sup>th</sup> Grade) and American Literature.** Both of these courses are designed to build skills in the critical reading of major works, in responding to literary and informational texts, and in developing an effective personal writing process. American Literature may be taken any year after 9th grade. In addition to American Literature, students may want to consider taking Voices in 10th grade, if they are preparing for two years of AP English courses.

11<sup>th</sup> and 12<sup>th</sup> grade courses can generally be taken in any order. Most students are encouraged to take Voices in Literature during junior year to develop skills in persuasion and to further hone reading and writing skills. Some students will take Voices in senior year. British Literature pairs well with Voices to further develop college-level reading and study skills; Modern Expression pairs well with Voices for students interested in strengthening more basic analytic reading skills. If students enjoy intellectual discussion of new ideas, beliefs, and values, they should consider Humanities. Highly motivated students should consider taking Advanced Placement courses in the junior and/or senior years. Students can also explore English courses offered through the Walden Project. **Please direct questions regarding English selections to Mr. Thomas, ext. 6235, and the English teachers.**

### After English Composition and Literature and American Literature:

| If you are interested in ...  | Consider Taking ...  |
|---|--|
| advanced (college-level) reading & writing skills                           | AP Literature & Composition, AP Language & Composition, Walden Project |
| intermediate (college-prep) reading & writing skills                        | Voices in Literature, British Literature, The Walden Project           |
| building analytic reading & writing skills with emphasis on oral expression | Modern Expression  |
| the relationship of literature to history and culture                       | British Literature, Humanities, The Walden Project                     |
| exploring beliefs, values, and philosophies                                 | British Literature, Humanities, The Walden Project                     |
| reading and discussing classic literature                                   | British Literature, AP Literature & Composition, The Walden Project    |
| reading and discussing a variety of non-fiction texts                       | AP Language & Composition, Voices in Literature, Modern Expression     |
| creative writing and developing your writing voice                          | Voices in Literature, The Walden Project                               |
| acting, self-expression, public speaking                                    | Modern Expression, Theater Arts (Fine Art credit only)                 |

### **E0002 ENGLISH COMPOSITION AND LITERATURE**

**1 Block/credit**

**Grade 9**

#### **Required for graduation**

This course examines a wide variety of literature and non-fiction, with emphasis on building reading and writing skills essential for high school success. Students are introduced to the close reading of texts and develop an understanding of writing as a process. Writing instruction focuses on clarity, development of ideas, and literary techniques, as well as on sentence crafting and parts of speech.

### **E010 AMERICAN LITERATURE AND COMPOSITION**

**1 Block/credit**

**Grades 10-11**

#### **Required for graduation**

This course explores the foundations of the American experience through study of the stories we tell about ourselves and complements the tenth grade US History course. Students examine important ideas such as tolerance, rebellion, individualism, and community by reading and discussing novels, short stories, plays, essays, and political documents. Students create personal written responses to literary and informational texts using pre-writing, outlining, drafting, revising, proofreading, and presenting texts as part of a literate community.

**E031 BRITISH LITERATURE****1 Block/credit****Grades 11-12**

This course traces the history of English language, literature, and culture, exploring timeless themes such as heroic quests, the struggle of good versus evil, the problems of faith and doubt, the attractions of love and beauty, and the corruption of power. Instruction emphasizes analytic reading and written response to literature through interpretive essays, philosophical argument, and personal narratives. *Recommended for students interested in the history of literature, in college-level reading skills, and in discussion of important ideas.*

**E033 MODERN EXPRESSION****1 Block/credit****Grades 11-12**

This course builds reading and writing skills through a wide variety of modern short stories, short essays, magazine articles, and other recent texts, some selected by individual student choice. Writing assignments explore modern issues and topics of personal interest. Students learn to communicate effectively and professionally in both writing and speech, including essays, letters, resumes, and presentations. Instruction focuses on understanding the ideas of others, on developing personal positions, and on improving clarity, organization, and argumentation. *Recommended for students interested in modern perspectives, practical communication, and work on fundamental reading and writing skills.*

**E011 VOICES IN LITERATURE****1 Block/credit****Grades 10-12**

This course offers an extensive study of literary “voice” through both reading and writing. Close reading activities teach students to discover meaning in a wide variety of texts (fiction and nonfiction, written and visual). Formal and informal writing assignments help students refine their personal writing process and create texts of their own including dramatic performances, film storyboards, analytical essays, and various creative writing pieces. This course includes the study of novels, plays, poetry, short stories, essays, drama, film, and television. *Recommended for all students.*

**E052 ENGLISH SEMINAR\*****1 Block/credit****Grades 11-12**

This course emphasizes student choice for reading and writing, allowing both advanced and inexperienced students to grow at their own pace. Adventure stories, science fiction, travel journals, classic novels, non-fiction, biographies, poetry . . . the library is yours to explore. Working alone or in small groups, students choose what to read and what sort of projects or presentations will demonstrate their learning. Written work will also be flexible. Some students focus on traditional essays. Others write short stories or poems. Others polish college application essays, or job-related writing such as resumes. Class work consists of time to read and write, discussions, mini-lessons, teacher conferencing, and presentations to the class. *Recommended for students at any level interested in exploring new worlds, expanding their reading, and continuing to improve their writing skills.* **\*This can be a dual enrollment course opportunity through Community College of Vermont if it meets CCV’s enrollment criteria.**

**E029 HUMANITIES (English or Social Studies)****1 Block/credit****Grades 11-12**

This interdisciplinary honors course addresses some of the core questions of human existence: What is the purpose of life? How should I live? What should I value? How should I relate to others and to the world? How do I know what is true, what is good, what is beautiful? Students explore these questions by examining the art, literature, and philosophy of diverse cultures throughout history. The focus is on the relationships between self, society, and subject matter. The purpose is not to teach specific answers, but to help students develop, clarify, and enrich their own belief systems and to deepen their understanding of themselves. The course concludes with student presentations of extended personal research essays to a panel of community members. *Recommended for students interested in engaging deeply with important ideas and personal beliefs.*

**E040 VISUAL LITERACY****.5 Block/credit****Grades 11-12****NOT OFFERED due to low student requests**

Visual Literacy is an introduction to “reading” images and visual texts, such as film, television, still photos, and computer multimedia sources. You will learn the terminology and concepts of visual text analysis, evaluate visual communication including media bias, and practice interpreting a wide variety of specific visual texts. The course will emphasize responding to visual texts through writing and storyboarding, as well as offer you the chance to create various visual texts. *Recommended for students interested in study of film and other media.*

**E049A&B ADVANCED PLACEMENT LITERATURE & COMPOSITION 1.5 Block/credit**

**Grades 11-12**

**PREREQUISITE: English teacher signature on course selection sheet. Successful completion of summer reading assignments and acceptable performance on the assessment of summer reading assignments.**

AP Literature and Composition is our highest-level English course and emphasizes rigorous literary analysis, in-depth discussion, and focused expository writing. The course will focus on analytic composition relating to major works from across literary history including poetry, drama, novels, essays, and short stories. This course is writing and reading intensive and offers you the opportunity to earn college credit through the College Board's AP exam in May.

*Recommended for students who are well organized and highly motivated to study literature.*

## HEALTH AND PHYSICAL EDUCATION

*The goal of the VUHS Physical Education Department is to help students develop the desire, the motivation, and the skills for physical activity throughout their lives. Physical Education is an integral part of the educational experience. The curriculum is designed to help students develop healthy habits, a wide array of fitness attitudes and skills, decision making skills, confidence, positive self-esteem, and a healthy ability to create and maintain positive relationships. Students learn these skills, habits, and attitudes in a positive, safe environment. Courses give students multiple opportunities to explore and understand the five components of fitness: muscular strength, muscular endurance, flexibility, cardio-respiratory endurance, and body composition through the use of the Fitnessgram battery of tests. Please direct questions regarding Health and/or Physical Education to Mrs. Cook, extension 6222.*

### **Class of 2027 and beyond:**

Adventure Physical Education will be preselected for 9<sup>th</sup> grade students. If there are extenuating circumstances, please reach out to your school counselor.

### **PE709 ADVENTURE PHYSICAL EDUCATION .5 Block/credit Grade 9**

**Recommended for 9<sup>th</sup> graders** (will be preselected for 9<sup>th</sup> grade students)

In this course students challenge themselves physically and mentally in an atmosphere that is safe, supportive, and fun. The program is designed to build confidence, self-esteem, trust, cooperation, and communication skills. Activities may include, but are not limited to, noncompetitive games, group problem solving initiatives, trust activities, knot tying, belaying techniques, as well as low and high ropes course challenges.

### **PH718 HEALTH .5 Block/credit Grades 9 or 10**

**Recommended for 9<sup>th</sup> graders** (will be preselected for 9<sup>th</sup> grade students)

This class focuses on personal wellness by looking at the connections between the mental, social, and physical aspects of students' well-being. The class covers topics including, but not limited to, personal fitness, mental health/mental illness, nutrition, substance abuse prevention, and sexuality. The class gives students a chance to explore their level of personal wellness through projects, guest speakers, and small and large group discussions.

### **PE714 HEALTHY LIVING AND FITNESS .5 Block/credit Grades 10-12**

For those students who have encountered wellness and/or fitness challenges, this class is designed for you. Healthy Living & Fitness allows students to design and carry out their own personal wellness plan. Each student develops lifelong wellness skills and habits by practicing new learning in the areas of nutrition, cooking, stress management, and physical fitness. Students have help figuring out the best and easiest ways to develop core strength, tone muscles, eat nutritionally, and generally achieve physical and mental fitness.

### **PH720 PERSONAL FITNESS .5 Block/credit Grades 10-12**

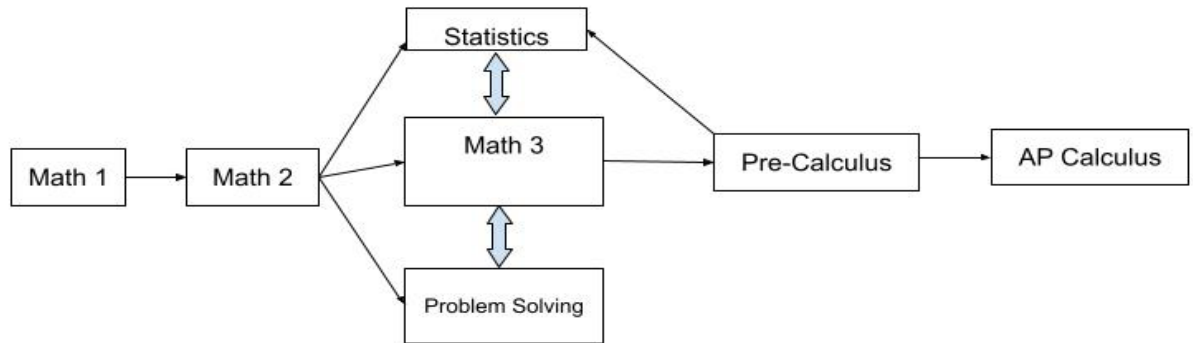
Personal Fitness introduces students to the benefits of lifelong fitness by teaching them how to assess their fitness levels, write a personal fitness plan, and monitor and adjust the plan accordingly. Students learn proper technique and safety concerns of all weight room equipment. They are introduced to basic anatomy, the components of fitness and exercise, goal setting, and circuit training as well as examining recent trends in personal fitness. The expected outcome of Personal Fitness is for students to participate in and establish lifetime health and fitness goals.

### **PH700 PHYSICAL EDUCATION .5 Block/credit Grades 9-12**

Physical Education offers a mixture of traditional team sports and lifetime leisure activities. Students demonstrate knowledge of the rules and the skills required to play various sports. Sportsmanship, team play, and fitness are incorporated into each athletic unit. The goal is for students to learn the fundamental skills needed for enjoyment and active participation in lifetime activities.

## MATHEMATICS

Our mathematics course sequence is aligned with the Common Core State Standards (CCSS) and college and career readiness expectations. All VUHS students will need to successfully complete three courses in mathematics to meet graduation requirements. Below are diagrams that illustrate course sequencing in our math program. **Please direct questions regarding math selections to a math teacher.**



### **M201 MATH 1**

**1 Block/credit**

**Grade 9**

Our Math I course is designed to give students a foundation in algebraic skills and to build connections in and among other genres of mathematics (geometry, statistics, and probability) through a problem-solving approach. Units of study include the following: Sequences, Linear & Exponential Functions, Equations, Inequalities & Systems, Geometric Transformations & Symmetry, and Modeling Data. Students' development of mathematical skills will be acquired in tandem with the development of critical thinking, collaboration, and communication skills.

### **M241 MATH 2**

**1 Block/credit**

**Grade 10**

Our Math 2 course is designed to build on Math I. Units of study include the following: Quadratic Functions, Similarity & Right Triangles, Probability, and Circles. Through a problem-solving approach, students will continue to develop critical thinking, collaboration and communication skills.

### **M235 PROBLEM-SOLVING TECHNIQUES**

**1 Block/credit**

**Grades 10-12**

#### **PREREQUISITE – Math 2**

This course is designed to review skills and concepts in numbers and quantities, algebra and functions, geometry and modeling, and statistics and probability. These skills and concepts are used to solve problems individually and in groups. The development of critical thinking and problem-solving strategies is stressed throughout the course. Test-taking strategies are also practiced. This course is recommended for juniors who plan to take the SAT/ACT in the spring.

### **M214 MATHEMATICS 3**

**1 Block/credit**

**Grades 10-12**

This course builds on the mathematical topics and problem-solving techniques developed in Math I and II, including additional topics in algebra, geometry, trigonometry, and statistics. Units of study include the following: Inverses, Logarithms & Exponential Functions, Functions, Polynomials, Modeling Geometry, Period Behavior and Trigonometric Functions. Through a problem-solving approach, students will continue to develop critical thinking, collaboration and communication skills.

**M233 PRE-CALCULUS\*****1 Block/credit****Grades 10-12****PREREQUISITE – Math 3**

Pre-Calculus examines all math topics at a deeper level with a strong emphasis on using real-world applications. These topics include linear relations and functions, systems of linear equations and inequalities, polynomial and rational functions, trigonometric functions, identities and equations, exponential and logarithmic functions, and graphical representation of all topics. You are encouraged to have your own graphing calculator. **\*This course prepares students for college-level material and can be a dual enrollment opportunity through Community College of Vermont if it meets CCV's enrollment criteria.**

**M265 STATISTICS\*****1 Block/credit****Grades 11-12****PREREQUISITE - Math 2**

This course is designed for students interested in pursuing any career that involves research and/or interpreting research results. The purpose of this course is to introduce the major concepts and tools for collecting, analyzing, and drawing conclusions from data. A significant amount of reading and writing is required. Students are encouraged to have their own graphing calculator. **\*This course covers college-level material and can be a dual enrollment opportunity through Community College of Vermont if it meets CCV's enrollment criteria.**

**M219 ADVANCED PLACEMENT CALCULUS I AB****2 Blocks/credits****Grades 11-12****PREREQUISITE - Pre-Calculus**

This course is designed for students planning a career in science, mathematics, or engineering. Topics focus on advanced algebra, limits and continuity, concepts of a derivative, derivatives of functions and applications, integrals, area and volumes of revolution. Students are encouraged to have their own graphing calculator. **Summer assignments are required.**

## PERFORMING ARTS

*Personal fulfillment and satisfaction can come to students when they make music with their peers in the band or choir. Students' study of music will provide them with a lifelong skill and an appreciation of music which may be used as a performer or as a patron of the arts. Please direct all questions regarding Band to Mr. Mann ext. 6214, Choir to Ms. O'Hara ext. 6213, and Theatre Arts to Mr. Thomas ext. 6235.*

### **FA830 THEATRE ARTS**

**1 Block/credit**

**Grades 9-12**

This course will focus on drama as a unique form of creative expression. A workshop approach will be used to increase students' comfort with playwriting and acting. Students will work on their acting through established plays, acting games, and their own writing.

### **FA802 SYMPHONIC BAND**

**Offered Daily During Compass/.5 credit/semester**

**Grades 9-12**

**PREREQUISITE - Minimum two years of band experience or permission of the director.**

Students experience the process of learning a wide variety of band literature in varying musical styles. The ensemble performs in several concerts and parades. Students experience the process of improving technique, rhythm reading and sight reading in order to become more independent. Students have the opportunity to receive critical feedback on their individual performance as well as critique and reflect on their personal and their ensemble's process and growth. Students are expected to participate in all performances which often occur in the evenings or on weekends.

### **FA805 CONCERT CHOIR**

**Offered Daily During Compass/.5 credit/semester**

**Grades 9-12**

Students experience the process of learning a wide variety of choral literature in varying musical styles and languages including sacred and seasonal music. The ensemble performs in several concerts. Students experience the process of improving vocal technique, rhythm reading and sight singing in order to become more independent. Students receive critical feedback on their individual performance and critique and reflect on their personal and their ensemble's process and growth. Students are expected to participate in all performances which often occur in the evenings or on weekends.

### **FA831 GUITAR CLASS**

**.5 Block/credit**

**Grades 9-12**

This class provides introductory guitar lessons to students in a group setting. No prior experience is needed. Students experience the process of learning to tune guitar strings, change guitar strings and the fundamentals of guitar technique in order to perform during the semester. Students follow a guitar method book with different styles of music and accompaniment patterns. VUHS guitars are available for use, but students are encouraged to bring their own.

### **FA811 PIANO CLASS I**

**.5 Block/credit**

**Grades 9-12**

This class is designed to provide introductory piano lessons to students in a group setting. No prior experience is needed. Students experience the process of learning the fundamentals of piano technique in order to perform during the semester. They have the opportunity to create a short composition and reflect on their growth during the semester.

### **FA814 PIANO CLASS II**

**.5 Block/credit**

**Grades 10-12**

**PREREQUISITE: Piano Class I**

This class is a continuation of Piano Class I. Students further refine their piano technique and create a more advanced composition.

### **FA807 MUSIC THEORY**

**1 Block/credit**

**Grades 9-12**

Students utilize the elements of music theory to understand the intricacies of melody and harmony. Students study major, minor and chromatic scales, intervals, triads, inversions, chord progressions and transposition in order to analyze and compose music. Students study basic ear training through listening and dictation of intervals and chords.

**FA808 WORLD DRUMMING****.5 Block/credit****Grades 9-12**

This class provides an introduction to music from around the world through drumming. Students will have the opportunity to play with the Vergennes African Drum Ensemble and learn the fundamentals of drumming on a number of different percussion instruments. Students will also learn the basics of reading music and the historical context for the music we perform.

**FA809 INSTRUMENTAL CLASS****.5 Block/credit****Grades 9-12****PREREQUISITE: High School Band**

Students learn secondary instruments while continuing to experience growth on their primary instruments. They compose and arrange music designed to be played by small ensembles. Students experience the process of working toward a performance and reflect on their process and personal growth.

**COMMODORE JAZZ ENSEMBLE****After School (no grades and no credit)****Grades 9-12****After School as a Club**

Students experience the process of learning a variety of jazz ensemble literature and perform in several concerts and jazz festivals. Students experience the process of improvisation in addition to improving technique, rhythm and sight reading in order to become more independent. Students are expected to participate in all performances which often occur in the evenings or on weekends. This ensemble rehearses after school as determined by the teacher. **Students interested in Commodore Jazz Ensemble should check in with Mr. Mann at the start of the school year.**

**COMMODORE SINGERS****After School (no grades and no credit)****Grades 9-12****After School as a Club**

Students experience the process of learning a variety of vocal literature designed for a small ensemble and perform in several concerts and choral festivals. They experience the process of improving vocal technique, rhythm and sight reading in order to become more independent. Students are expected to participate in all performances which often occur in the evenings or on weekends. This ensemble rehearses after school as determined by the teacher. **Students interested in Commodore Singers should check in with Ms. O'Hara at the start of the school year.**

**COMMODORE DRUMLINE****After School (no grades and no credit)****Grades 9-12****After School as a Club**

Students experience the process of learning to play in a drumline on either snare drum, bass drum, tenors or cymbals. All students will be expected to attend a number of concerts, parades and performances throughout the year and additionally will serve as the percussion section for the Commodore Marching Band. Students will learn warm-ups, proper techniques, cadences, and pep tunes. Rehearsal will take place after school 1 to 2 times a week. **Students interested in Commodore Drumline should check in with Mr. Mann at the start of the school year.**

## SCIENCE

*Traditionally, science has been concerned only with matters of fact and how new knowledge is discovered and validated. Much of what we do fits this traditional mold, but there is a difference between acquiring knowledge and being able to use it. Our goal is to promote scientific literacy. That literacy is viewed in two parts. One is acquiring the intellectual skills and knowledge of science and technology, and the second is using that knowledge in situations that require an understanding of science and technology. Our tomorrow is a highly technological society. Students will need to know the laws and facts that make up science and technology, AND to understand the influence of science on social, political, and economic processes. To meet graduation requirements, students must take three science courses. Details are listed below. **Please direct all questions regarding science selections to Mr. Francis, ext. 6217, and the science teachers.***

### **Class of 2023 – 2026:**

- Science & Sustainability (Required 9th grade course)
- Energy and Matter (Required 10<sup>th</sup> grade course)
- 1 additional course in the science department – see courses listed

### **Class of 2027 and beyond:**

- Science & Sustainability (Required 9<sup>th</sup> grade course)
- 2 additional courses in the science department – see courses listed

### **SC331 SCIENCE & SUSTAINABILITY**

**1 Block/credit**

**Grade 9**

#### **Required for 9th grade and graduation**

In this standards-based course students will learn about the science and sustainability of their daily lives. Students will explore the flow of resources through their homes and the sustainability of these resources. This introductory class will incorporate fundamental concepts and skills from the life, physical, and earth sciences.

### **SC332 ENERGY & MATTER**

**1 Block/credit**

**Grades 9-10**

#### **Required for 10<sup>th</sup> grade and graduation for the Classes of 2023 - 2026**

#### **PREREQUISITE: Science & Sustainability**

This is a standards-based course focusing on creating scientifically literate students. This course will start with the Big Bang to examine the origin of energy and matter in our solar system. Photosynthesis and cellular respiration will be explored to connect energy and matter to life on Earth. We will dedicate time to the human relationship with various forms of energy, including electricity, fossil fuels, and renewable energy sources.

### **SC320 BIOLOGY**

**1 Block/credit**

**Grades 10-12**

#### **PREREQUISITE: Science & Sustainability**

This laboratory course is an introduction to the concepts, processes, and experimental methods of biological science. The areas of study within the course are biochemistry, cell structure and function, evolution and genetics. Students perform a variety of tasks with a level of proficiency that exceeds what is expected in an entry-level course of study. Lab work, group work, and projects are an integral part of the course along with class lectures and discussions.

### **SC316 ENVIRONMENTAL SCIENCE**

**1 Block/credit**

**Grades 10-12**

#### **PREREQUISITE: Science & Sustainability**

This course provides students with the opportunity to explore the important systems and processes that shape our planet and influence our lives and the environment. In-depth study of the atmosphere, hydrosphere, and lithosphere and their dynamics are some points of focus. Studies of how natural cycles, as well as human activities, alter the planet make students aware of the importance of environmental stewardship. Stewardship may be explored through social, economic, and political perspectives.



## AGRICULTURAL SCIENCE

The courses in this section satisfy elective requirements for graduation except for the small business class that can satisfy the technology requirement.

### **SC802 ADVANCED MECHANICAL SCIENCE .5 Block/credit Grades 10-12**

#### **PREREQUISITE: Small Engines or Mechanical Science taken at PAHCC**

This technical course allows students to complete numerous lab-based and project-based activities. Students build upon the skills gained in Small Engines through troubleshooting opportunities. Additional focus is placed on repair, maintenance, and customer service. Students learn engine electrical systems, including batteries and ignition. Students learn carpentry skills, collaboratively designing and constructing a wooden structure. Other topics include land surveying, plumbing, oxy fuel torch use, and TIG welding. Mechanical problem solving culminates in the FFA Mechanics Career Development event. It is recommended that students take Welding & Electricity before taking this course.

### **SC623 SMALL ENGINES .5 Block/block Grades 9-12**

This hands-on course offers an intensive study of the operation and repair of small gasoline engines. Topics include repair manual use, fuel systems, ignition systems, the four-stroke cycle, precision measurement, the valve train, the cylinder and crankcase, and troubleshooting. Students take an engine apart to learn how each piece fits and works together, identify problems, make necessary repairs, and reassemble the engine to make it run.

### **SC622 WELDING & ELECTRICITY .5 Block/credit Grades 9-12**

This technical course introduces shielded metal arc welding (stick), gas metal arc welding (MIG), and plasma arc cutting. Significant hands-on practice and project design and completion are included. The course also includes an introduction to alternating current electrical wiring. Students will design, construct and test basic circuits.

### **TE555 SMALL BUSINESS & ENTREPRENEURSHIP 1 Block/credit Grades 10-12**

#### ***Students may satisfy the .5 technology requirement through this course.***

Ever thought of starting your own business or being involved in the management of a small business? In this course students choose a reasonable business concept and develop a real business plan detailing what it would look like to put their ideas into action. The business plan must clearly explain how the business will operate, the target market, and the financial situation. We will use agriculture as the lens through which to learn business planning, but students do not have to choose an agricultural business concept. We will consider what technology can make this task easier or the final product better. We will visit with local business owners throughout the course. Students should be able to impress an admissions counselor, a potential employer, or even a lender with their completed business plan.

### **SC620 TRACTOR & EQUIPMENT OPERATION .5 Block/credit Grades 9-12**

Students learn how to safely operate a tractor. They have the opportunity to earn a tractor safety certificate, which is required for those who do not have a driver's license, including 14- and 15-year-olds who drive tractors other than on their own family's farm. Students learn about equipment, maintenance, and general farm safety. Tractor and equipment operating skills are valuable and marketable, especially given the popularity of compact tractors.

## SOCIAL STUDIES

*The Social Studies Department believes that students need to learn and understand the concepts and details of the past to make connections to current events. It is essential that students acquire an in-depth knowledge of the people, issues, and events that continue to shape their lives and world. All unit performance assessments, as well as the final performance assessment, are required components for each course. In all social studies courses, students are involved in the use of current technology and conducting research. The department is actively integrating the new social studies standards, the C3 Framework, and the Common Core into the curriculum. Please direct questions regarding social studies selections to Mrs. Coffey, ext. 6233, and the social studies teachers.*

**World Geography is the prerequisite for all courses in this department.**

**SS101 WORLD GEOGRAPHY AND CULTURES      1 Block/credit      Grade 9**  
**Required for 9th grade and graduation.**

Students will be investigating past and current cultures through the lens of borders and boundaries. We will be examining issues that are local and global. We will understand how borders and boundaries, human made and geographically, determined influence and shape our lives. Topics that will be studied in detail are Lake Champlain and its historic role; colonialism and imperialism; the role of nationalism in the past and current world; and immigration and migration. Students will conduct and participate in inquiries that will enhance their knowledge of these topics and many more. We will be collaborating with the 9th grade English Course, Science and Sustainability, and Math 1. Students are assessed using summatives based on the national social studies standards: College, Career and Civic Life C3 Framework for Social Studies, and the VUHS transferable skills.

**SS109 UNITED STATES HISTORY      1 Block/credit      Grades 10-12**  
**Recommended for 10th grade and required for graduation**

Students focus on the major forces that contributed to the shaping and emergence of modern America and make connections to their own lives at the local, state, national and international levels. Students use historical inquiry methods to conduct research. They will understand the value of consulting both primary and secondary sources to help them gain an understanding of the history of the United States. Students use current technology to conduct and present their research.

**SS117 MODERN CITIZENSHIP      .5 Block/credit      Grades 11-12**  
**Required for graduation. PREREQUISITE: U.S. History or AP US History**

In this century, it is critically important to not only be a citizen of one's own nation, but to see the world as a global community. In this course students explore how the American identity and experience has been shaped—and will continue to be shaped—by a diverse array of cultural influences and traditions. Students compare and contrast social and political movements while investigating contemporary issues. Students look at how these issues impact local, state, national and global policies and laws. This class includes critical analysis of public issues and allows students to participate in research, discussion, debate and real-world experiences supporting the curriculum.

**E029 HUMANITIES      1 Block/credit      Grades 11-12**  
***This one block course is designed to meet standards in English or Social Studies.***

This interdisciplinary honors course addresses some of the core questions of human existence: What is the purpose of life? How should I live? What should I value? How should I relate to others and to the world? How do I know what is true, what is good, what is beautiful? students explore these questions by examining the art, literature, and philosophy of diverse cultures throughout history. The focus is on the relationships between self, society, and subject matter. The purpose is not to teach specific answers, but to help students develop, clarify, and enrich their own belief systems and to deepen their understanding of themselves. The course concludes with student presentations of extended personal research essays to a panel of community members. *Recommended for students interested in engaging deeply with important ideas and personal beliefs.*

**SS111 CURRENT EVENTS****.5 Block/credit****Grades 10-12**

This class provides students with the opportunity to better understand the world. Students will stay up to date on current issues via class discussion, research, and presentations. They will learn critical thinking skills, how to evaluate media bias, and how to discuss difficult topics respectfully. Students will be challenged to strengthen their opinions with evidence and explore multiple perspectives on a variety of issues.

**SS112 LAW AND JUSTICE****.5 Block/credit****Grades 11-12**

In this course students will have the opportunity to learn about and practice the skills necessary pertaining to our system of laws and justice. Students will have the chance to dive into the procedural issues that drive court decisions, while also exploring a hugely important mechanism for broad social change and justice. If offered in the spring, students will also prepare for and participate in the Vermont State High School Mock Trial Competition, hosted by Vermont Law School.

**SS103A&B ADVANCED PLACEMENT PSYCHOLOGY 1.5 Block/credit****Grades 10-12****Requires Social Studies teacher signature on course request sheet.**

Psychology is a diverse discipline grounded in science, but with nearly boundless applications in everyday life. In this course students will learn that scientific research conducted by psychologists can guide those seeking help with issues affecting their personal lives, family relationships, and emotional wellness. Students in this class will be encouraged to take the AP exam in the Spring.

## TECHNOLOGY

*One-half block of technology is required for graduation. Technology proficiencies can also be met through the Patricia A. Hannaford Career Center. Please direct questions regarding technology to Mr. Crawford ext. 6267.*

### **TE606 DESIGN WITH CAD I**

**1 Block/credit**

**Grades 9-12**

#### **Foundational course for Engineering & Architecture Design at PHCC**

This course addresses the belief that *now is the time* for students to discover if any aspects of Engineering or Architecture could be part of their future. It presents the idea that know-how is not necessarily an intuitive ability. Students can begin to develop an operational knowledge of Engineering and Architecture by applying themselves to a disciplined course syllabus. While learning 3D software will expand students' capacity to professionally present work, they must also bring a free expression of imagination and creativity to fully realize the opportunity this curriculum presents. Those who discover an interest in these fields are encouraged to enroll in the PHCC Engineering & Architecture Design Program during grades 11 or 12.

### **TE607 DESIGN WITH CAD II**

**1 Block/credit**

**Grades 10-12**

#### **Foundational course for Engineering & Architecture Design at PHCC**

This course expands upon the concept that Engineering and Architecture precepts are a conveyable body of knowledge. Those who wish to further develop their understanding from CAD I will complete relevant assignments focusing on innovative design and systems analysis incorporating science, technology, engineering & math. This curriculum requires each student to propose, complete and present several *Product Design Innovations*. Students can continue to pursue their interest in these fields by enrolling in the Engineering & Architecture Design program at PAHCC.

### **B600 STEM (SCIENCE TECHNOLOGY ENGINEERING MATH) .5 Block/credit**

**Grades 9-12**

In this course, students explore and complete various activities, challenges and projects based on STEM (Science Technology Engineering Math). STEM proficient students are able to answer complex questions and develop solutions for challenges and real-world problems while applying the rigor and relevance of science, technology, engineering, and mathematics content. The challenges are "hands-on" activities intended to develop and reinforce critical thinking and problem-solving skills.

### **TE555 SMALL BUSINESS & ENTREPRENEURSHIP 1 Block/credit**

**Grades 10-12**

#### ***Students may satisfy the .5 technology requirement through this course.***

Ever thought of starting your own business or being involved in the management of a small business? In this course students choose a reasonable business concept and develop a real business plan detailing what it would look like to put their ideas into action. The business plan must clearly explain how the business will operate, the target market, and the financial situation. We will use agriculture as a lens through which to learn business planning, but students do not have to choose an agricultural business concept. We will consider what technology can make this task easier or the final product better. We will visit with local business owners throughout the course. Students should be able to impress an admissions counselor, a potential employer, or even a lender with their completed business plan.

## WORLD LANGUAGES

The study of world languages teaches the skills necessary to communicate in another language through speaking, listening, reading, and writing. Communication in another language promotes cross-cultural understanding, broadens social, travel, educational, and professional opportunities, and expands the ability to participate in our global community. Students in world language classes use a variety of technology to learn, present information, and enhance the development of the ability to understand languages in various contexts. The World Language department follows the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines which are a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. **Please direct all questions regarding the World Language program to Frau Kepes, [jkepes@anwsd.org](mailto:jkepes@anwsd.org), German; or Ms. Kirkaldy, [kkirkaldy@anwsd.org](mailto:kkirkaldy@anwsd.org), Spanish.**

### **LEVEL I (German and Spanish)**

**1 Block/credit**

**Grades 9-12**

Students begin to develop their proficiency in Level 1. By the end of Level 1 students should be at the Novice Mid-level on the ACTFL proficiency scale and can understand some short and simple questions and statements about familiar topics. Students often need the speaker to pause, slow down, or repeat themselves. The same applies when students read; sometimes students will have to reread a passage. Students develop basic oral and written conversation skills and are able to communicate about basic daily functions using phrases and simple sentences. Students also begin to develop a cultural awareness of the customs in the countries where the language is spoken.

### **LEVEL II (German and Spanish)**

**1 Block/credit**

**Grades 10-12**

Students continue to develop proficiency in Level 2 begun in the prior level. By the end of Level 2, students should be at the Novice High level on the ACTFL proficiency scale and understand short and simple questions and statements and provide basic information about familiar topics. Students begin to combine words and phrases to create original sentences but rely mostly on learned phrases and sentences. When listening, students sometimes need the speaker to pause, slow down, or repeat themselves. The same applies when students read; sometimes they will have to reread a passage. Students continue to develop their cultural awareness of the customs in the countries where the language is spoken.

### **LEVEL III (German and Spanish)**

**1 Block/credit**

**Grades 11-12**

By the end of Level 3 students are at the Intermediate Low level on the ACTFL proficiency scale and can combine words and phrases to create original sentences on a range of familiar topics. Students use strings of simple sentences to express their thoughts with more details and elaboration. Students initiate and respond to simple statements, ask and answer questions, and maintain face-to-face conversations in a limited number of interactive, social situations. Students understand full sentences in face-to-face conversations consisting of familiar words and phrases. In order to understand, students may need repetition and rewording. When students read, they can understand the main ideas and/or some facts from simple texts.

### **LEVEL IV (German and Spanish) 1 Block/credit**

**Grade 12**

By the end of level 4 students are at the Intermediate Mid-level on the ACTFL proficiency scale and can use expanded vocabulary and expressions from a wide range of topics. Students use strings of sentences to describe or explain. Students combine simple sentences using connector words to create original, complex sentences. Students sometimes describe situations in the past or future. Students understand questions and statements from a variety of real-life situations that may take place face-to-face or electronically, such as simple announcements and reports over the media. When students read, they understand main ideas and some facts from simple texts written for a wide audience.

**LEVEL V (German and Spanish)****1 Block/credit****Grade 12****NOT OFFERED due to low student requests – Level V Spanish**

By the end of level 5 students are at the Intermediate High level on the ACTFL proficiency scale and can consistently use words and expressions to communicate ideas on a wide range of topics and use expanded vocabulary within a topic. Students use connected sentences to narrate, describe, or explain. They begin to communicate in paragraph length. Students initiate, sustain, and close a conversation. When students don't know a word, they need to use strategies to express themselves in other ways. Students understand over longer stretches of connected speaking on a number of topics; sometimes they miss part of the main idea and/or details. Students read consistently with a full understanding of simple, connected texts. They are starting to understand when they read more complex texts and get some main ideas and information.

**CONVERSATIONAL GERMAN or SPANISH****1 Block/credit****Grades 10-12****NOT OFFERED due to low student requests**

**Prerequisite: Successful completion of Level 2 as well as teacher recommendation. This course can be taken concurrently with or after Level 3 or Level 4.**

¿Hablas español? Sprichst du Deutsch?

The objective of this engaging and highly participatory course is to improve your speaking ability. In this course, you will build your skills to participate confidently in and maintain conversations. You will participate in a variety of discussions, share personal stories, role-play situations and expand your knowledge of vocabulary. You will be able to ask and answer questions, state opinions, ask for clarification, and offer suggestions. Activities will include exploring different vocabulary themes (such as food, nature, travel), sharing personal stories and anecdotes, learning new idiomatic expressions, situational role-plays, and abundant conversational practice in partners and as a group.

## ELECTIVE & EXTENDED LEARNING OPPORTUNITIES

### **COMMUNITY BASED LEARNING**

**.5 Block/credit**

**Grades 10-12**

*Please direct questions to Mr. Kornman ext. 6279.*

Community-Based Learning (CBL) is a program which enables students to access community-based resources and experiences to enhance their learning. Students will combine learning goals with volunteering and engagement in the community and school. Students may choose their own area of interest and/or select a CBL site with the help of the CBL teacher, who monitors and evaluates their progress. Placements may be at VUHS, local elementary schools, nonprofit and government offices and programs, businesses, art programs, etc. CBL is graded on a pass/fail basis. At the beginning of the semester following the initial face-to-face class time, students develop a schedule of participation and identify goals for new learning. They will keep a log of the hours spent at their CBL placement site and participate in regular reflections or discussions about their experience and the knowledge, understandings, and skills they are developing. Course completion is based on the learning activities in the CBL course, and the hours spent at the placement site. The hours students apply towards course completion may be time spent at a placement during the school day, or, by prior arrangement with the program coordinators, outside of the school day.

### **B501 PERSONAL FINANCE**

**.5 Block/credit**

**Grades 10-12**

**Students must show evidence of proficiency in the area of financial literacy in order to meet graduation requirements.**

This course focuses on four major areas: 1) banking and financial services; 2) credit in our economy and using credit wisely to avoid falling into the credit trap; 3) making, spending, saving, and investing your money, including taxes, e-banking, checkbook management, bond and stock investment; and 4) risk management including informed decisions about car purchases and insurance, and insuring your property, life, and health. Students will explore how their education and career choices affect their financial future. This course will help students develop specific tools and a financial sense of their future as a member of the workforce, as a responsible citizen, and as an effective participant in a global economy.

### **B500 PROJECT WORKSHOP**

**.5 Block/credit**

**Grades 11-12**

This course provides time for students to pursue a personal interest in depth. With support from the instructor, students design their own learning experience, set their own goals, and create their own unique ways to demonstrate what they have learned. Students are free to explore any topic or project of their choice, whether an academic subject, a practical skill, a career interest, a leadership experience, an artistic creation, or an engineering design. Students can even earn credit for learning linked to extracurricular activities such as student council and yearbook, or an after-school job. Projects can take place in or out of school; final products can range from traditional presentations or written pieces to multimedia creations to exhibits, events, or physical objects.

### **B530FC RACIAL AND SOCIAL JUSTICE**

**1 Block/credit**

**Grades 9-12**

In this class, students will explore issues of racial and social justice in the United States, studying the often-overlooked contributions and perspectives of different racial, ethnic, religious, LGBTQ, and other marginalized groups. We will use a combination of current events, short readings, class discussion, and multimedia to analyze how race plays a role in our society, and how all citizens can enact anti-racist practices in their everyday lives and be positive agents of change. Learn why it's *not* racist to talk about race!

**Students must be 15 years of age and hold a valid learner's permit BEFORE the class begins.** It is suggested that students get 5-10 driving hours on their permit before entering the course, so immediate road work can occur once the semester begins. Students are assigned to first or second semester in order of their birthdate. The waitlist is also organized by birthdate. If students request Driver Education after students who initially request it are already placed in one semester or the other, they will be placed on the waitlist. Driver Education is graded on a pass/fail basis. ***Please direct questions regarding Driver Education to Mr. Goulet ext. 6258.***

Accidents while driving is the leading cause of death for today's teens; however, driver education courses have been shown to significantly reduce the risk of accidents. That is why most insurance companies give reduced rates to teens that have successfully completed the class. Students in Driver Education must be able to demonstrate a high level of maturity and responsibility, since driving is one of the most significant responsibilities they will have during their lifetime. This course is based on state and national curriculum and supports students' transferable skill development. Students will address essential questions such as: How do the decisions I make driving impact my personal wellness and that of others? What skills and knowledge do I need to possess to prevent motor vehicle accidents? What knowledge of myself and others do I need to have before I get behind the wheel of a motor vehicle? How does my perception of driving affect how I choose to drive?

Driver Education at VUHS is more than a course which students take just to get a license. It will also teach students the skills they need on the road and the ability to make the right choices before getting into the driver's seat. Such deadly problems as DUI, sleep deprivation, and driving distractions are just as important in the class as the skills themselves. These behaviors are taught concurrently in the classroom and in the vehicle throughout the semester and are based on the following objectives:

- To equip students with the knowledge needed to minimize their risk of crashing on the roadways. This includes making healthy choices, developing safe driving habits and skills, and developing confidence in their performance.
- To instill a sense of responsibility for one's own safety and the safety of others while driving.
- To develop the skills necessary to take the Vermont Driver's Exam.

The more supervised driving students get with adults the less likely they are to crash while driving alone. Parents, this is a good reason to drive with your child as much as possible before, during, and even after the course. It is also why the Department of Motor Vehicles requires students to drive 40 hours with a parent or adult supervisor and six hours with a licensed teacher in Driver Education, before obtaining a driver's license. The more a student practices, even in parking lots, before the course begins, the more likely they will be successful at learning more complicated maneuvers once the course begins.

The Driver Education program fulfills the state's required 30 hours of class instruction and six hours of hands-on behind the wheel instruction. Students who meet the standards both academically and in the vehicle will receive their certificate to test for their license at the DMV. If students do not meet both of those requirements, they may take the course over or arrange additional time with the instructor. Students who do not complete assignments will not drive and not meet requirements to receive a license.

## THE WALDEN PROJECT

*The Walden Project is a unique opportunity for students who are interested in a humanities intensive, environmentally based education that is both challenging and personalized. The program is inspired by the writings of the great American philosopher Henry David Thoreau. Thoreau went into the woods to “live deliberately.” During his sojourn there, he meditated upon his life and the relationship between himself and his society. While he did not spend his entire life in the woods, this period was important for him in articulating his own writing and philosophy, which has inspired millions of others, including Mahatma Gandhi, Leo Tolstoy, and Martin Luther King Jr. It also furthered his own attempt to reconcile the notions of self-sufficiency and social responsibility.*

### Application Process:

- Students in grades 11 and 12 are encouraged to apply. Students in grade 10 will be considered on a case-by-case basis due to program enrollment and graduation requirements.
- Students will need to fill out the Walden application and the Vergennes Union High School course request sheet during course registration.
- Students will be notified of acceptance into Walden after the application and credit check have been reviewed by the Walden Application Committee in the spring.

**Students need a minimum of 8 proficiency credits to apply to the Walden Project as outlined below:**

### Required prior to enrolling in Walden:

1 English (English Comp & Lit)  
2 Math  
1 Science & Sustainability  
1 Energy & Matter  
1 World Geography  
1 PE  
.5 Fine Art  
.5 Health

### Recommended prior to enrolling in Walden:

1 American Literature  
1 U.S. History  
.5 Fine Art  
.5 Technology

Part of the design of The Walden Project includes a holistic interdisciplinary approach to learning. Walden Project students do need to earn specific proficiency credits to meet graduation requirements. In order to accommodate these needs, The Walden Project is able to embed Personal Finance, Technology, Physical Education, Fine Arts and Modern Citizenship into the existing curriculum. Students earning specific proficiency credits will need to document their learning in conjunction with teachers to meet specific standards for these courses. **It is important to note that students can only earn .5 credit of Fine Arts as well as .5 credit of Physical Education.**

Walden Project students attend Morning Meeting and will be enrolled in block 2 class within the building for the semester or the year. These blocks offer time for Walden students to complete graduation requirements or continue study in curricular areas of interest. Information regarding graduation requirements embedded in Walden Project courses can be found as mentioned above. Graduation requirements that are not embedded at the Walden Project need to be earned through VUHS including but not limited to Math, Health, specific Science courses.

Walden courses are based on a 2-year program, including earning above embedded credits. Second year students will be signed up for advanced versions of the courses listed below.

Proficiency credits are earned each semester.

**MODERN AND CONTEMPORARY LITERATURE****.5 English credit/semester**

This class is designed to give students an understanding of each piece of literature as its own artistic statement, as well as its relationship to larger cultural currents of the late nineteenth and twentieth centuries. Novels studied will include Dostoevsky's Crime and Punishment, Albert Camus' The Plague, Maxine Hong Kingston's The Woman Warrior, Alice Walker's The Color Purple, Aldous Huxley's Brave New World, Daniel Quinn's Ishmael, and Russell Banks' Rule of the Bone. Other genres, including plays, short stories, and essays, will be read by authors which include W.B. Yeats, James Joyce, H.D. Wells, Wilfred Owen, Leo Tolstoy, e.e. cummings, Walt Whitman, Alan Ginsberg, Stevie Smith, Langston Hughes, Elizabeth Bishop, Gary Snyder, Henrik Ibsen, Dianne Diprima, Edward Albee, Eugene O'Neill, Countee Cullen, Marianne Moore, Tom Stoppard, Walter Benjamin, Luigi Pirandello, T.S. Eliot, Margaret Atwood, Lawrence Ferlinghetti, C.S. Lewis, John Paul Sarte, and others. Students are encouraged to create their own critical and emotional responses to these texts and share them. Students will find an author in which they are particularly interested and do in an in-depth reading project which relates to their subject. In conjunction with our study of these works, Shakespeare's Hamlet and The Tempest may be studied to give resonance to the many literary allusions and to foster a sense of the timeless component of enduring works of literature.

**CREATIVE WRITING****.5 English credit/semester**

Students will create narrative, creative, and reflective pieces that draw upon diverse social, economic, and cultural elements. For one week's writing assignment, they might be asked to observe someone's walk. Students will look closely at how the person moves and then try to make some creative inferential leaps about that person. They will use this person as a model for a character study where they create a fictitious narrative account about who this person is. Another week, students might be asked to write a narrative reflection of their own perceptions about how the promise of American Democracy is evident as they observe a public protest or tour a homeless shelter for runaway youth. They then formulate this into a series of reflective essays, while relating this to the philosophy of Thoreau. As students share their work with their peers, and through constructive group feedback, they develop an understanding of the revision process while participating in a literate community. Students will gain a keen understanding of how the written/spoken word relates to their understanding and perception of the world.

**SOCIAL SYSTEMS THEORY****1 Social Studies credit/semester**

This course is an amalgam of political science, sociology, psychology, anthropology, history, philosophy, and current social issues. As students gather around the fire each day, they will discuss the current happenings of the world. Invoking a polemic style, Walden instructors will ask students to frame their understanding of contemporary social issues by seeing how these intersect with their culture, society, and own burgeoning sense of self. Students will be continually pushed to understand the interplay between and among local, state, national, and international initiatives. They will be asked to look at how institutions and government impact the individual, and to develop an understanding about how the rights and roles of members of society have changed over time. For example, a conversation about political tensions in the Middle East might include a discussion about the historical tensions between the Israelis and their Arab neighbors. This in turn might lead to a conversation about the way Muslims are portrayed in the media, which might in turn lead to a conversation about how religion is regarded within their own society. It is important to note that these conversations are designed to get students to ask questions about the world around them, without indoctrinating them into a particular belief system. Liberal and conservative perspectives alike are challenged, so that students are forced to articulate their own perspective and value system in an intelligent fashion, and so they can understand how they fit within the political and social discourse of their community.

**PSYCHOLOGY, PHILOSOPHY & WORLD RELIGION .5 Social Studies Credit/semester**

This course is a survey of some of the major questions that have intrigued humanity over time. By focusing on the thoughts of thinkers in diverse religious and social traditions, students will continually engage in discourse surrounding questions of being, truth, subjectivity, objectivity, epistemology, ethics, the mind, and other related topics. Texts, thinkers, and ideas considered will be excerpted from the following: The Bible, Sartre, Camus, Heidegger, Freud, Chomsky, Dewey, Plato, Mencius, Aristotle, Lao-Tzu, Carl Jung, Ken Wilber, Kashmir Shavism, Walter Benjamin, Vedanta, Zen, John Searle, Jerome Bruner, Karl Marx, Reinhold Niebuhr, Chang Tzu, Emerson, and of course, Thoreau. As with the Foundations course the emphasis in this course will be exposure to ideas rather than adoption of a particular point of view. Whenever possible, local “experts” in the community are invited to participate in these conversations. While technically part of the physics discipline, some attention will be paid to the basic questions posed in quantum physics, as they raise an important set of assumptions about humans and their relationship with the physical world.

**APPRENTICESHIP .25 elective credit/semester**

Students are required to have a professional internship one day a week. This internship gives students a direct experiential understanding of the world and allows them to develop real job skills to apply toward future employment, if they choose. Past apprenticeships have included work with organic gardens, trades and businesses, elementary education, writing, artists, and non-profit organizations.

**Science courses will rotate every other year.**

**ECOLOGY STUDIES (offered 22-23) .75 science credit/semester**

**ENVIRONMENTAL STUDIES (offered 23-24) .75 science credit/semester**

This course is a multidisciplinary study of environmental issues and solutions. The fundamentals of biology, chemistry, geology, and energy are studied so that topics can be understood and discussed from a scientific perspective. Students will explore the question: how can they address environmental issues while meeting current and future needs in a sustainable manner? This question will be applied on many scales, from issues that arise in their daily lives, to problems that are of global concern. A sequence of topics may include: the unique physical and chemical properties of water, water resource issues locally and around the world, solutions to water resource dilemmas, and field techniques for safely and effectively purifying water. Year two of this course is designed to build a greater depth of understanding on one of the topics presented during the Environmental Studies I course. Students will work with teachers to develop individual research projects or advanced field studies, which may include the development of a living machine or more research-based projects such as climate change and the effects upon Lake Champlain.

