

LUHS Course Description Book 2024-2025



Cover art by Ruby Kontos, class of 2026

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Notes on Course Selection

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

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

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

Graduation Requirements

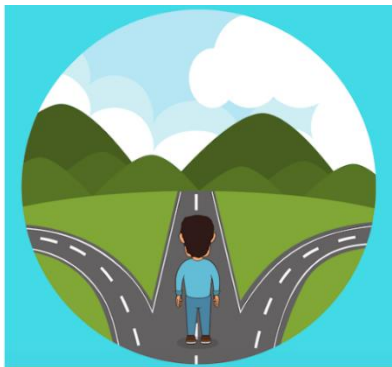
English: 4 credits
Mathematics: 3 credits
Science: 3 credits
Social Studies: 3 credits
Physical Education: 1.5 credits
Art: 1 credit
Health: .5 credits
Capstone Project: .5 credits
Electives: 7.5 credits
Total Credits: 24

Credits Required for Promotion

To be promoted to the next grade level, students must achieve the minimum amount of credits for that grade level.

Grade 10: 4 credits
Grade 11: 12 credits
Grade 12: 16 credits

Flexible Pathways



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

- Traditional courses on the LUHS campus including introductory courses through advanced placement.
- EPIC stands for “Educational Path I Choose” and is a project-based learning experience open to students in grades 10-12 who want to earn proficiencies by designing projects that are important to them. Schedules can be modified to incorporate traditional classes as well as the EPIC experience.
- Independent Study is for any student interested in a self-designed experience driven by inquiry to earn proficiencies.
- Extended Learning Opportunity is available to all students who are involved in activities outside of school (e.g. fire department volunteer, Taekwondo classes, horseback riding lessons, etc.) that may help them demonstrate proficiency.
- Early College is for seniors who are interested in combining their final year of high school and first year of college at one of several VT colleges.
- Dual Enrollment for juniors and seniors interested in earning both college and high school credit, two free VT college courses are granted.

- Online learning opportunities through the PLATO platform are available to all students interested in earning proficiencies through online labs, activities, and assessments.
- Green Mountain Technology & Career Center offers an exploratory pre-tech program for sophomores, and twelve career and technical training programs for juniors and seniors.
- YouthBuild is open to students age 16+ who are interested in earning proficiency through paid job-training in the construction trade.

Suggested Courses and Sequences for Students Considering Post-Secondary Education

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

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

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

Green Mountain Technology and Career Center

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

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

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



EPIC Academy is reimagining the high school experience.

Are you interested in charting your own path to graduation? One where you choose what you learn and how to show what you've learned, all while surrounded by and participating in a community of interested, supportive people? Then EPIC (Educational Path I Choose) may be the place for you! In EPIC, you'll spend half of your day (2 full blocks) working on a project of your choice and your design. Everyday part of that time will also be devoted to participating in full group conversations about important topics and events, playing games, and supporting and cheering on each other through all the challenges that come with this different way to "do school." If you have a strong commitment to participating in discussion, reflection, self-directed learning, and the challenge of trying difficult things, then EPIC is a place where you can spread your wings and really fly!

EPIC Students (10-12) will:

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

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

Want to learn more?



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



EPIC: Rewild is reimagining science education.

We are disconnected- from each other, from our food, from nature. But we're not wired to be this way. With the same brains that invented smartphones, we can turn off the WiFi and walk back into our evolutionary past. We can work with, not against, the natural world to meet our needs and build a life of meaning.

In this half-day EPIC experience, you'll chart a new path into the wild spaces of our campus, braving the elements in all their extremes and committing to learning by doing. From friction fire, survival shelters, and species identification to restorative agriculture, food preparation, and personalized nature-based projects, we'll build knowledge, skills and community in an uncultivated classroom. Like our ancestors, we'll circle around fire to discuss big ideas, share our stories, and reflect on our experience. If you're hungry to build agency and science proficiency in the great outdoors, join us for the inaugural adventure of *EPIC: Rewild*.

EPIC: Rewild (grades 9-12) will enthusiastically:

- **Go outside daily and brave the elements (cold, rain, snow, mosquitoes, and more)**
- **Actively participate in group discussion, challenges, and activities**
- **Reflect on the 4 EPIC Pillars: Know Myself, Grow Myself, Make My Mark, See It Through**
- **Learn by trying hard with practical applications**
- **Design and carry out personalized, nature-based projects**



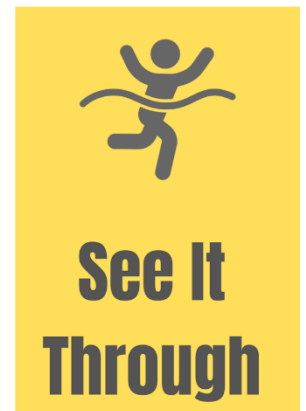
**Know
Myself**



**Grow
Myself**



**Make My
Mark**



**See It
Through**

Students in grades 9-12 will commit to EPIC: Rewild for two consecutive blocks on either blue or gold days all semester. Students can earn 1.0 credit of science in this 2-block experience.

Want to learn more? Contact Amber Carbine-March (amarch@luhs18.org) and Kim Hoffman (khoffman@luhs18.org)

English

	<u>Course #</u>	<u>Recommended Grade Level</u>	<u>Page</u>
Advanced Placement (AP) Language & Composition	HS175	11-12	8
African American Literature	HS173	11-12	8
American Dream in Literature	HS115	11-12	8
Contemporary Issues in Literature	HS141	11-12	9
Creative Writing	HS123	11-12	9
Dramatic Writing	HS174	11-12	9
Dystopian Literature	HS137	11-12	10
English 9	HS102	9	10
English 10	HS112	10	10
Fantasy Literature	HS176	11-12	11
Film & Fiction	HS122	11-12	11
Literature of the Theater	HS159	11-12	11
Media Literacy	HS124	11-12	12
Television and Video Production	HS177	9-12	12

Advanced Placement (AP) Language & Composition

Course #HS175

Course Length: Year

Grades 11-12

Prerequisite: High engagement and excellence in prior English courses and the completion of the summer assignment

AP Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. Completion of a summer assignment is mandatory for enrollment in the course. Students will sit for the AP Language and Composition exam in May.

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

African American Literature

Course #HS173

Course Length: Semester

Grades 11-12

Prerequisite: Successful completion of 9th & 10th grade English

Taking a look through history, this course seeks to build connections to the African American experience through various authors and media. In early literature we will read about the experiences of African American slaves and free persons written by many freed and escaped slaves. Starting with authors like William Wells Brown and Frederick Douglass, students will learn about the lives of both the enslaved and the free in early America. The class will move through The Harlem Renaissance and New Negro Movement in the 1920s and up to the rise of the Black Power and Black Arts Movement in the 1960s. At the end of the course, students will read and watch contemporary works about the results of the War on Drugs, the racial impact of the economic recession of 2008, and contemporary African American arts.

Formative & Summative Evaluation Methods: journals, essays, presentations

American Dream in Literature

Course #HS115

Course Length: Semester

Grades 11-12

Prerequisite: Successful completion of 9th & 10th grade English

This semester class focuses on questions of what it means to be American and an exploration of the American dream. By looking at a variety of ethnic, religious and cultural identities that are a part of America, students will see how current events are linked to the past. Additionally, students will unpack the concept of the American dream and debate if the dream is the same, and attainable, for all. Readings include both fiction and non-fiction texts; students are encouraged to engage in a variety of projects to pursue their own interests. This class includes work towards upper level writing and speaking and listening proficiencies as students continue to develop their personal portfolios.

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

Contemporary Issues in Literature

Course #HS141

Course Length: Semester

Grades 11-12

Prerequisite: Successful completion of 9th & 10th grade English. Open to 10th graders with a teacher recommendation

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

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

Creative Writing

Course #HS123

Course Length: Semester

Grades 11-12

Prerequisite: Successful completion of 9th & 10th grade English. Open to 10th graders with a teacher recommendation

Creative Writing is a writing intensive course. Students will study poetic forms and work through the writing process to write their own original poetry. Additionally, students will analyze the elements of the fairy tale and then write their own original or fractured tale. Word games, writing prompts, and classroom discussions are daily classroom activities.

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

Dramatic Writing

Course #HS174

Course Length: Semester 1

Grades 11-12

Prerequisite: Successful completion of 9th & 10th grade English

This upper level English course will help students focus their creative writing on pieces that are meant to be performed. It will be an English course that involves the study, analysis and creation of writing that is meant for television, radio, film, stage or even social media. Students will analyze texts and create their own pieces of writing, including a monologue or dialogue, a video recorded scene for film or TV, and a 10 minute play that could potentially be performed by a theatre class or performing arts group.

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

Dystopian Literature

Course #HS137

Course Length: Semester

Grades 11-12

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

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

Formative & Summative Evaluation Methods: essay writing, presentations, and homework completion

English 9

Course #HS102

Course Length: Year

Grade 9

Prerequisite: None

In English 9 students will engage with literature and other media which explore their own personal identity and the relationship between an individual and society. Through personal reflection and critical thinking students will engage in writing exercises, discussion and composition of a formal narrative. Students will also build on their understanding of themselves and apply their knowledge to the greater world. Students will work with a variety of texts, develop thesis statements, cite credible sources, and draft persuasive essays. Schoology will be the courses learning management platform and an emphasis is placed on self-direction. A portfolio of students' achievements will be compiled to document proficiency and proceed to further learning.

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

English 10

Course #HS112

Course Length: Year

Grade 10

Prerequisite: Successful completion of English 9

This year-long course will cover fictional and nonfictional works. Students will read a variety of literature, including short stories, novels, drama and articles, to explore social issues in modern society. Students will improve their writing skills through reflective journals, a persuasive essay, and other various writing exercises. An on-going portfolio of students' achievements will be compiled to document proficiency and to proceed to further study. Since learning is not limited to the classroom students will be expected to complete assignments outside of school. All students are **required** to and are expected to use Chromebook in lieu of personal devices for assignments and to access Schoology, our online learning platform. Students will be assessed through essays, quizzes/tests, projects and participation in class as well. Please note that Self-Direction is an important part of student evaluation.

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

Fantasy Literature

Course #HS176

Course Length: Semester

Grades 11-12

Prerequisite: Successful completion of 9th & 10th grade English

This course will begin with a discussion of the origins of fantasy, and a quick look at world mythologies that have helped to shape archetypal characters and plot structures that are still commonly used in fantasy today. After this introduction, the course will explore the development of modern fantasy, explain what “high fantasy” is, discuss the things that make the supernatural world so important to this genre, and explore some texts where this supernatural world is prominently featured. After this, we will discuss JRR Tolkien, some of his influences, his thoughts on fantasy and its place in literature, and we will examine some of his works for their obvious contributions to modern high fantasy. After Tolkien, we will examine several other works of high fantasy that came afterward, such as Ursula LeGuin’s “Earthsea” novels, and several other stories that center around wizards fulfilling their heroic journeys and destinies through their experiences at wizarding schools. Throughout all of this reading and discussion we will be reading accompanying nonfiction texts that contain elements of history, mythology, and essays by various authors about fantasy, its importance, and its impact.

Formative & Summative Evaluation Methods: journal assignments, presentations, essays, quizzes

Film & Fiction

Course #HS122

Course Length: Semester

Grade 12

Prerequisite: Successful completion of 9th & 10th grade English and an additional English

In Film & Fiction students will read contemporary novels and engage in literary analysis of theme, symbolism, and characterization. The class will watch film adaptations of the anchor texts as well as movies and documentaries with thematic connections. Students will work on analysis and critical thinking skills in critiquing directorial choices in content and style. Students will read, write and engage in discussion.

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

Literature of the Theater

Course #HS159

Prerequisite: Successful completion of 9th & 10th grade English and an additional English

Literature of the Theatre is designed for students who would like to explore different elements of theatre. It involves reading plays, analysis, script work and in-class performance. Students will also learn vocabulary and terminology of the theatre. It is imperative to be an active student in class. Students are not expected to have any prior acting experience; a curiosity or desire to read, write, study or act in plays is preferred.

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

Media Literacy

Course #HS124

Course Length: Semester

Grade 12

Prerequisite: Successful completion of 9th & 10th grade English and an additional English

In Media Literacy students will be asked to question, research, analyze and report on the world around them and the social justice issues that dominate our media. These skills will be developed through project based deep dives into a topic that interests them pertaining to social justice. As a class we will explore bias, rhetorical and persuasive techniques and hone critical and independent thinking, and research skills.

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

Television and Video Production

Course #HS177

Course Length: Semester

Grades 9-12

Prerequisite: None

Through a project-based learning format, students will learn what it's like to be a part of video and television production in a practical environment. Working together with Green Mountain Access Television located at the GMTCC, students will plan, create and produce various videos and segments for television. This class will involve analyzing informational texts, writing scripts, covering live events, creating, producing, filming and editing. Students will be able to take an idea that starts in a classroom and bring it to life in the studio. They will also produce and implement a short, televised program that will be broadcasted into classrooms each week. Students will take turns being on-camera talent, while others will be able to collaborate as a whole class; contributing to script writing, camera operation, switchboard operation, managing the studio floor, and editing.

Formative & Summative Evaluation Methods: projects, performances, presentations

Fine Arts

<u>Art</u>	<u>Course #</u>	<u>Recommended Grade Level</u>	<u>Page</u>
Art Essentials	HS731	9-12	14
Digital Media Art	HS732	10-12	14
Drawing	HS734	10-12	14
Image Making	HS733	10-12	14
Multimedia Advanced	HS739	10-12	15
Painting	HS723	10-12	15
Sculpture	HS735	10-12	15

Dance

Introduction to Dance	HS725	9-12	16
Intermediate Dance	HS726	10-12	16
Dance Company	HS727	11-12	16
Dance Independent Study	HS055	11-12	17

Music

Advanced Performing Arts: Touring Choir and Jazz Band	HS707	9-12	17
Concert Band	HS711	9-12	17
Concert Choir	HS743	9-12	17
Guitar	HS715	9-12	18
History of Rock, Pop & Soul	HS744	9-12	18
Music in the Movies	HS745	9-12	18
Music Theory & Composition	HS728	9-12	18
Piano Lab	HS708	9-12	19

Art Essentials

Course #HS731

Course Length: Year

Grades 9-12

Prerequisite: None

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

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

Digital Media Art

Course #HS732

Course Length: Semester 1

Grades 10-12

Prerequisite: Successful completion of Art Essentials and/or recommendation of prior art teacher and portfolio evidence

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

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

Drawing

Course #HS734

Course Length: Semester

Grades: 10-12

Prerequisite: Successful completion of Art Essentials

Drawing introduces the second year student to more advanced and in depth drawing techniques and concepts. Emphasis is placed on aspects of 2-dimensional design and composition. We will focus on realistic techniques at the beginning of the semester before moving on to projects with free choice and artist voice. We will be exploring graphite, charcoal, ink, and pastels.

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

Image Making

Course #HS733

Course Length: Semester 2

Grades 10-12

Prerequisite: Successful completion of Art Essentials and/or recommendation of prior art teacher and portfolio evidence

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

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

Multimedia Advanced

Course #HS739

Course Length: Semester

Grades 10-12

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

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

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

Painting

Course #HS723

Course Length: Semester 2

Grades 10-12

Prerequisite: Successful completion of Art Essentials, Drawing recommended

Students will use their foundational drawing skills and the elements of art in order to explore the world of painting. We will begin by focusing on painting techniques, from color mixing, color theory, brush strokes, and more, before jumping into projects where students can apply the skills they have learned in order to create paintings using their own ideas and creative voice. Emphasis is placed on aspects of 2-dimensional design and composition. While we are focusing mainly on acrylic painting, we will also explore watercolor, and gouache.

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

Sculpture

Course #HS735

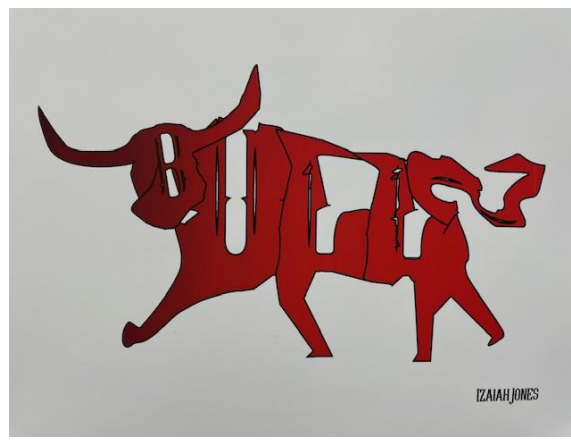
Course Length: Year

Grades 10-12

Prerequisite: Successful completion of Art Essentials and/or recommendation of prior art teacher and portfolio evidence

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

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



Introduction to Dance

Course # HS725

Course Length: Year

Grades 9-12

Prerequisite: None

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

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

Intermediate Dance

Course #HS726

Course Length: Year

Grades 10-12

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

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

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

Dance Company

Course #HS727

Course Length: Year

Grades 11-12

Prerequisite: Teacher approval or audition video/essay

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

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

Dance: Independent Study

Course #HS055

Course Length: Semester

Grades 11-12

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

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

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

Advanced Performing Arts: Touring Choir & Jazz Band

Course # HS707

Course Length: Year

Grades: 9-12

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

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

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

Concert Band

Course #HS711

Course Length: Year

Grades 9-12

Prerequisite: MS Band or written permission of the instructor

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

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

Concert Choir

Course #HS743

Course Length: Year

Grades 9-12

Prerequisite: None

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

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

Guitar

Course #HS715

Course Length: Semester

Grades 9-12

Prerequisite: None

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

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

History of Rock, Pop & Soul

Course #HS744

Course Length: Semester

Grades 9-12

Prerequisite: None

Learn about and discuss the genres of Rock, Pop, and Soul and how they influenced the musical world as we know it. Watch amazing performances from some of the best artists in history and talk about their influence on other musicians, genres, and society. ACDC, Tina Turner, the Beatles, and more. **This is a discussion heavy class** — you should be willing and excited to listen to and regularly voice opinions and comparisons about the music we are engaging with as well as how world and cultural events impacted that music.

Formative & Summative Evaluation Methods: in class discussions, online discussion boards, in class projects and presentations

Music in the Movies

Course #HS745

Course Length: Semester

Grades 9-12

Prerequisite: None

Do you like watching movies and listening to music? That's literally what this course is about! We will examine the effect music has on the storytelling process by watching movies, analyzing the soundtrack, and discussing our findings. We'll also get to try our hand at movie-making — creating an original soundtrack, producing, filming, and editing a movie.

Formative & Summative Evaluation Methods: projects and portfolios

Music Theory & Composition

Course #HS728

Course Length: Semester

Grades 10-12

Prerequisite: Teacher permission

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

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

Piano Lab

Course #HS708

Course Length: Semester

Grades 9-12

Prerequisite: None

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

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



Mathematics

Grades 9-11

	<u>Course #</u>	<u>Recommended Grade Level</u>	<u>Page</u>
Accelerated Geometry/Algebra II Advanced	HS442	10-11	21
Algebra I	HS405	9-10	22
Algebra I Advanced	HS413	9-10	23
Algebra II	HS420	10-11	23
Algebra II Advanced	HS421	10-11	23
Geometry	HS410	9-10	24
Geometry Advanced	HS412	9-10	24
Pre-Algebra	HS407	9	25

Grades 11-12

Advanced Placement (AP) Calculus AB & BC	HS443 & HS444	11-12	21
Advanced Placement (AP) Pre-Calculus	HS441	11-12	22
Advanced Placement (AP) Statistics	HS427	11-12	22
Consumer Mathematics	HS430	11-12	24
Introduction to Statistics & Probability	HS426	11-12	24

Planning Your Mathematics Program 8 — 12

Option A

9th grade: Algebra I
10th grade: Geometry
11th grade: Algebra II
12th grade: Pre-Calculus, or
Statistics and Probability Advanced

Option B

9th grade: Geometry Advanced
10th grade: Algebra II Advanced
11th grade: AP Pre-Calculus or
Statistics and Probability Advanced
12th grade: AP Calculus or
Statistics and Probability Advanced

Option C

9th grade: Pre-Algebra
10th grade: Algebra I
11th grade: Geometry
12th grade: Consumer Math and
Intro.to Statistics & Probability

Students achieving algebra proficiency on the 8th grade end-of-year math assessment may choose Option B

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

Accelerated Algebra/Geometry II Advanced

Course #HS442

Course Length: Year

Grades 10-11

Prerequisite: Successful completion of Algebra I Advanced and recommendation of instructor

This course will cover the eight essential standards in the Common Core Geometry curriculum: basic assumptions and definitions, triangles, parallelograms, circles, trigonometry, modeling and measurement. Emphasis will be placed on deductive reasoning. Algebra II content will include: number sets, axioms, open sentences in one variable, systems of linear equations and inequalities, quadratics, polynomials, factoring, rational numbers and expressions, complex equations, trigonometric functions, logarithmic and exponential functions.

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

Advanced Placement (AP) Calculus AB & BC

Course #HS443 & HS444

Course Length: Year

Grade 12

Prerequisite: Successful completion of Pre-Calculus Advanced

AP Calculus is divided into two semesters, AB for semester one, and BC for semester two. AP Calculus meets every day, and is worth two credits upon successful completion. This course includes derivatives and applications of the derivative, integration — definite and indefinite, applications of the integral, differential and integral calculus of transcendental functions, methods of integration, differential equations (ordinary type), and history of math. The AP exam is given in May.

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

Advanced Placement (AP) Pre-Calculus

Course #HS441

Course Length: Year

Grades 11-12

Prerequisite: Successful completion of Advanced Algebra II or teacher recommendation

The objective is to work through the College Board directed curriculum for AP Pre-calculus in order to prepare students for the AP Pre-calculus exam. Students will have a deep understanding of polynomial, rational, and trigonometric functions upon completion. Students will have the opportunity to take AP Calculus the following year upon successful completion of the course.

Formative & Summative Evaluation Methods: tests, quizzes, class work, class projects

Advanced Placement (AP) Statistics

Course #HS

Course Length: Year

Grades 11-12

Prerequisite: Successful completion of Algebra II (advanced or general)

Students will analyze sampling design, experimental design, and sources of bias. The first semester focuses on descriptive statistics where students learn how to effectively summarize data using appropriate written, numerical, and graphical techniques. Other topics include investigating and applying a variety of probability models. The second half of the course focuses on applying the many methods of statistical inference, including confidence intervals and hypothesis testing. This course is designed to utilize students' analytical writing skills with the purpose of conducting statistical investigations. This course emphasizes communication using appropriate statistical language and vocabulary to prepare students for the AP exam.

Formative & Summative Evaluation Methods: practice, homework, quizzes, tests, and projects

Algebra I

Course #HS405

Course Length: Year

Grades 9-10

Prerequisite: None

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

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

Algebra I Advanced

Course #HS413

Course Length: Year

Grades 9-10

Prerequisite: None

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

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

Algebra II

Course #HS420

Course Length: Year

Grades 10-11

Prerequisite: Successful completion of Algebra I and Geometry

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

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

Algebra II Advanced

Course #HS421

Course Length: Year

Grades 10-11

Prerequisite: Successful completion of Algebra I and Geometry

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

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

Consumer Mathematics

Course #HS430

Course Length: Semester

Grades 11-12

Prerequisite: Successful completion of Algebra I

Topics include checking and savings accounts, hourly wages, salary and benefits, insurance, home rental and ownership costs, net pay, gross pay, taxes, purchasing (credit, cash, debit), taxes, home budgeting (order of topics is flexible and subject to change).

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

Geometry

Course #HS410

Course Length: Year

Grade 9-10

Prerequisite: Successful completion of Algebra I

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

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

Geometry Advanced

Course #HS412

Course Length: Year

Grades 9-10

Prerequisite: Successful completion of Algebra I

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

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

Introduction to Statistics & Probability

Course #HS426

Course Length: Semester

Grades: 11-12

Prerequisite: Successful completion of Algebra I and Geometry

Students will review data (quantitative vs qualitative) how it is collected and displayed. Then the class will explore central tendencies, standard deviations, outliers, and normal distributions. Then the class will pivot to probability and probability rules — single, compound, conditional. The class will end with how to calculate expected value and using probability/expected value to analyze decisions in sports, finances, and business.

Formative & Summative Evaluation Methods: quizzes, tests, projects, presentations

Pre-Algebra

Course #HS407

Course Length: Year

Grade 9

Prerequisite: None

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

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



Practical Arts

	<u>Course #</u>	<u>Recommended Grade Level</u>	<u>Page</u>
Accounting I	HS699	10-12	27
Accounting II	HS630	10-12	27
Business Startups	HS673	10-12	27
Capstone	HS613	11-12	28
Career and Self	HS614	9-12	28
Coaching Youth Sports	HS603	11-12	28
Driver & Traffic Safety Education	HS644	10-12	29
Financial Independence	HS672	9-12	29
Health	HS600	10	29
Introduction to Business Entrepreneurship	HS631	9-12	30
Introduction to Culinary Arts	HS627	9-12	30
Lifetime Fitness	HS619	9-12	30
Physical Education	HS601	9-12	31
Strength & Conditioning	HS629	9-12	31

Accounting I

Course #HS699

Course Length: Semester

Grades 10-12

Prerequisite: None

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

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

Accounting II

Course #HS630

Course Length: Semester

Grades 10-12

Prerequisite: Accounting I

Students will apply the fundamental accounting principles learned in Accounting I (service business) to learn the procedures of a merchandising business organized as a partnership, corporation and manufacturing business. Topics covered include analyzing transactions, managing subsidiary ledgers accounts payable / receivable, preparing payroll records, managing cash control systems, preparing and analyzing financial statements.

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

Business Startups

Course #HS673

Course Length: Semester

Grades 10-12

Prerequisite: None

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

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

Capstone Seminar

Course #HS613

Course Length: Semester

Grades 11-12

Prerequisite: None

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

Formative & Summative Evaluation Methods: final presentation, self and instructor evaluations

Career and Self

Course #HS614

Course Length: Semester

Grades 9-12

Prerequisite: None

This course will provide students an opportunity to deepen their understanding, development and use of their strengths to guide their career possibilities. The class will focus on project-based learning to deepen the understanding and connection between self, high school, and career.

Formative & Summative Evaluation Methods: self and instructor evaluations

Coaching Youth Sports

Course #HS603

Course Length: Semester

Grades 11-12

Prerequisite: Physical Education

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

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

Driver and Traffic Safety Education

Course #HS644

Course Length: Semester

Grades 10-12

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

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

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

Financial Independence

Course #HS672

Course Length: Semester

Grades 9-12

Prerequisite: None

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

Formative & Summative Evaluation Methods: Using Next Generation Personal Finance curriculum, financial decision making assessments

Health

Course #HS600

Course Length: Semester

Grade 10

Prerequisite: None

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

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

Introduction to Business Entrepreneurship

Course #HS631

Course Length: Semester

Grades 9-12

Prerequisite: None

Students will experience and learn product design, through utilizing the Design for Delight model. Using the customer feedback loop, (questions/feedback/deeper questions), students learn to develop and create a product based on what the customer is looking for. Additionally, students will write a statement that identifies what the customer is looking for and why. Finally, creating a product that can meet the customer's needs.

Formative & Summative Evaluation Methods: projects and presentations

Introduction to Culinary Arts

Course #HS627

Course Length: Semester

Grades: 9-12

Prerequisite: None

Students will learn how to prepare nutritious meals focusing on a series of units from quick and yeast breads to full meals and desserts. Each unit is explored through written and lab work. Topics such as saving time, money and energy in meal planning will be explored.

Formative & Summative Evaluation Methods: tests, lab work, projects

Lifetime Fitness

Course #HS619

Course Length: Semester

Grades: 9-12

Prerequisite: None

This course reinforces the importance of physical activity to one's health and, in doing so, introduces students to various lifetime sports and recreational activities as fun and socially engaging options one might pursue to meet physical activity guidelines. Along with monitoring their daily physical activity, students will set their own skill development goals, identify and engage in appropriate practice strategies, and monitor their own progress toward skill competency. As in all physical education classes, safety and injury prevention will also be emphasized throughout the course. Through participation in several sports, students will gain the knowledge necessary to become an educated participant and spectator. The involvement in specific sports will provide an atmosphere that is enjoyable to the participants, promotes cooperation among peers, and develops an appreciation for the degree of fitness necessary to participate. The following sports are included in the course but are not limited to Lifetime Sports: tennis, badminton, bowling, golf, disc golf, skiing/XC skiing, mountain biking, hiking, ping pong, archery, and other games.

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

Physical Education

Course #HS601

Course Length: Semester

Grades 9-12

Prerequisite: None

This class will consist of team sports activities; i.e. volleyball, soccer, football, basketball, floor hockey, etc. Individual activities may include track & field, badminton, bowling, golf, etc., and lifetime activities such as fitness/aerobics and/or weightlifting. Other activities may include: ultimate Frisbee, two-hand touch football, volleyball, indoor soccer, hand ball, floor hockey, speedball and basketball. Please note that a half year or one semester of Physical Education, Strength and Conditioning or Lifetime Fitness must be scheduled and passed at some point in the four- year program to meet graduation requirements. The additional one credit of physical education may be earned through a variety of options including dance, personal fitness, sports team participation and independent study.

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

Strength & Conditioning

Course #HS629

Course Length: Semester

Grades: 9-12

Prerequisite: None

This course will provide students with the tools and resources needed to be physically fit and healthy for a lifetime. Throughout this course, students will learn the basic and advanced level of exercise, usage of a variety of equipment, and proper form and technique for various exercises. As in all physical education classes, safety and injury prevention will also be emphasized throughout the course. Intro level class students will be learning the proper lifting techniques, which will not only help students in class, but students who will be having careers that require moving heavy items, boxes, and equipment. During this part of the course, students will be primarily focusing on their individual fitness. This course will also teach students when and how to adjust their ways of training. During this part of the course, we will work on developing strength and conditioning programs.

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

Science

<u>Courses</u>	<u>Course #</u>	<u>Recommended Grade Level</u>	<u>Page</u>
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Advanced Placement (AP) Environmental Studies	HS529	11-12	33
Advanced Placement (AP) Physics	HS541	11-12	33
Anatomy & Physiology Advanced	HS518	9-12	34
Biology	HS502	9-12	34
Biology Advanced	HS504	9-12	34
Chemistry	HS525	9-12	34
Chemistry Advanced	HS526	10-12	35
Earth Science	HS512	10-12	35
Earth Science Advanced	HS513	10-12	35
Environmental Studies	HS523	10-12	36
EPIC: Rewild	HS540	9-12	36
History and Science of Mummification	HS138	10-12	36
Meteorology	HS530	11-12	37
Physics Foundations	HS519	10-12	37
Robotics	HS532	9-12	37
Science & Society	HS527	9-12	38

Advanced Placement (AP) Chemistry

Course #HS534

Course Length: Year

Grades 11-12

Prerequisite: Successful completion of chemistry and Algebra I, Algebra II recommended

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

Formative and Summative Evaluation Methods: tests, quizzes, laboratory activities and reports, daily practice problems/classwork, homework

Advanced Placement (AP) Environmental Studies

Course #HS529

Course Length: Year

Grades 11-12

Prerequisite: Successful completion of biology and chemistry, algebra I

The AP Environmental Studies course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The AP Environmental Science course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course helps students identify and analyze natural and human-induced environmental problems. It enables them to learn how to assess the risks associated with these problems and evaluate alternative solutions for resolving and preventing them. It also provides opportunities to practice applying scientific methods to practical, real-life problems. The curriculum is based on the four big ideas of energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability.

Formative and Summative Evaluation Methods: tests, quizzes, laboratory activities and reports, daily practice problems/classwork, homework

Advanced Placement (AP) Physics

Course #HS541

Course Length: Year

Grades 11-12

Prerequisite: Successful completion of algebra I and geometry; dual enrolled in Algebra II if not completed already

This course will provide a deep understanding of physics using geometry and algebra. Students will be able to take both the AP Physics I and AP Physics II exams in May to receive college credit. The course covers kinematics, forces, energy, momentum, angular momentum/torque, simple harmonic motion, fluids, thermodynamics, electrical circuits, magnetism optics, and the structure of an atom. Students will study the concepts and mathematics behind these phenomena through labs, instruction, and project-based activities.

Formative and Summative Evaluation Methods: labs and lab reports, tests, quizzes, homework, completed projects

Anatomy and Physiology Advanced

Course #HS518

Course Length: Semester

Grades 9-12

Prerequisite: None

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

Formative and Summative Evaluation Methods: labs, dissections, projects, class participation

Biology

Course #HS502

Course Length: Year

Grade 9-12

Prerequisite: None

Biology is the study of living organisms. In this class we'll look at how living beings survive, reproduce, change, and interact. In doing so, we'll investigate things as small as individual molecules (like DNA and proteins) and as large as entire ecosystems (like a Vermont forest or stream), and everything in between. To help us in these studies, we'll do labs and experiments (both inside and outside), have class discussions, share ideas and questions, and work together to learn and discover new things.

Evaluation Methods: homework, tests, quizzes, experiments and projects

Biology Advanced

Course #HS504

Course Length: Year

Grade 9-12

Prerequisite: None

Biology is the study of living organisms. In this class we'll look at how living beings survive, reproduce, change, and interact. In doing so, we'll investigate things as small as individual molecules (like DNA and proteins) and as large as entire ecosystems (like a Vermont forest or stream), and everything in between. To help us in these studies, we'll do labs and experiments (both inside and outside), have class discussions, share ideas and questions, and work together to learn and discover new things. Students choosing the Advanced level of Biology should be prepared to cover the same topics as the biology class, but to a greater depth of understanding, and with more self-direction and motivation.

Evaluation Methods: quizzes, labs, tests, homework

Chemistry

Course #HS525

Course Length: Year

Grades 9-12

Prerequisite: None

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

Formative & Summative Evaluation Methods: labs, tests, quizzes, class participation

Chemistry Advanced

Course #HS526

Course Length: Year

Grades 10-12

Prerequisite: Successful completion of Algebra I

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

Formative & Summative Evaluation Methods: lab reports, quizzes, tests, class participation

Earth Science

Course #HS512

Course Length: Year

Grade 10-12

Prerequisite: None

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

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

Earth Science Advanced

Course #HS513

Course Length: Year

Grade 10-12

Prerequisite: None

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

Formative & Summative Evaluation Methods: testing, laboratory activities, worksheets, research projects and article reviews

Environmental Studies

Course #HS523

Course Length: Semester 1

Grades 10-12

Prerequisite: None

This is a general level course for upperclassmen. This course is interdisciplinary, involving a wide variety of topics and considerations from different specialty areas of study. However, underlying the broad nature of the course are these five common themes: the need for a scientific approach to understanding; all environmental processes are interconnected; humans have great capacity to alter natural systems; social and cultural considerations are important to problem solving, and sustainability is crucial to our long-term quality of life. Topics of study will vary but include natural resources, ecological principles, population dynamics, energy use, human interaction with environments, and cover international, national, state and local issues. Numerous articles will need to be read for this class.

Formative & Summative Evaluation Methods: individual research projects, class discussions, quizzes, and oral presentations

EPIC: Rewild

Course #HS540

Course Length: Semester

Grades 9-12

Prerequisite: This adventure requires a *strong commitment* to participation in discussion, reflection, self-directed learning, and the challenge of trying hard things in all of the weather and wildlife conditions Vermont throws at us. If you're up for it, we want to rewild with you.

We are disconnected- from each other, from our food, from nature. But we're not wired to be this way. With the same brains that invented smartphones, we can turn off the WiFi and walk back into our evolutionary past. We can work with, not against, the natural world to meet our needs and build a life of meaning. In this half-day EPIC experience, you'll chart a new path into the wild spaces of our campus, braving the elements in all their extremes and committing to learning by doing. From friction fire, survival shelters, and species identification to restorative agriculture, food preparation, and personalized nature-based projects, we'll build knowledge, skills and community in an uncultivated classroom. Like our ancestors, we'll circle around fire to discuss big ideas, share our stories, and reflect on our experience. If you're hungry to build agency and science proficiency in the great outdoors, join us for the inaugural adventure of *EPIC: Rewild*.

Formative & Summative Evaluation Methods: Students will be able to build key survival skills including plant, fungus and animal identification; water sourcing, filtration, and purification, shelter construction, field first aid, fire making, and food preparation
History & Science of Mummification Course# HS328 Course Length: Semester 2 Grades 10-12 Prerequisite: Successful completion

History & Science of Mummification

Course# HS328

Course Length: Semester 2

Grades 10-12

Prerequisite: Successful completion of Biology & US History

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

Formative & Summative Evaluation Methods: homework, classwork, projects, lab

Meteorology

Course #HS530

Course Length: Semester 1

Grades 11-12

Prerequisite: None

Meteorology is a course designed for the study and investigation of the Earth's atmosphere, weather and climates. Topics of study include: air and its properties, wind, atmospheric moisture, precipitation, air masses, weather fronts, climates, control of weather, observation of weather, measurement of factors affecting weather, the weather map, forecasting, and human influence upon the atmosphere. Methods of study include discussion of topics, observation and measurement of weather factors and the use of weather maps. An individual project will be done as well, emphasizing research and presentation/public speaking skills.

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

Physics Foundations

Course #HS519

Course Length: Year

Grades 10-12 (9th grade with math teacher recommendation)

Prerequisite: Successful completion of Algebra I

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

Formative & Summative Evaluation Methods: quizzes, guided study sheets, lab activities, class participation, readings, writing article summaries

Robotics

Course #HS532

Course Length: Semester

Grades 9-12

Prerequisite: None

Through an engineering approach, this 1 semester course introduces students to engineering principles, mechanical design, and programming. Students from the class will be members of the Lamoille Robotics team that will build a robot and compete in the Vermont FIRST robotics competition. FIRST robotics is an international organization that challenges students to accomplish a different task with their robot every year. Students' outcomes will be to understand the engineering design process, basics of programming, and mechanical principles such as torque and forces.

Formative & Summative Evaluation Methods: daily contribution to design and building process; group projects; demonstration of program

Science & Society

Course #HS27

Course Length: Semester

Grades 9-12

Prerequisite: None

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

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

Social Studies

Grade 9

	<u>Course #</u>	<u>Recommended Grade Level</u>	<u>Page</u>
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United States History Advanced	HS313	9	45

Grades 10-12

Ancient World History	HS302	10-12	41
Current Events & Project-Based Learning	HS324	10-11	41
Economics	HS334	10-12	42
History and Science of Mummification	HS328	10-12	42
History of Chess, Problem Solving & Skill Development	HS344	10-12	42
Honors Seminar: Slavery	HS345	10	43
Modern World History	HS322	10-12	43
Psychology	HS308	10-12	44
Sociology	HS309	10-12	44

Grades 11-12

Advanced Placement (AP) Human Geography	HS305	11-12	40
Advanced Placement (AP) United States History	HS336	11-12	40
Civics	HS342	11-12	41
Introduction to Philosophy	HS304	11-12	43

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

Advanced Placement (AP) Human Geography

Course #HS305

Course Length: Year

Grades 11-12

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

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

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

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

Advanced Placement (AP) United States History

Course #HS336

Course Length: Year

Grades 11-12

Prerequisite: Successful completion of U.S. History is required. Self-motivated juniors and seniors, and sophomores with special permission from teacher.

This course is a college-level introductory survey of the nation's cultural, political, economic, and social history from the pre-Columbian period (1491) to the present. The course is taught in accordance with The College Board's AP US History curriculum framework, with the focus of preparing students for the APUSH exam in May. Some essential questions that will be asked are: Who is an American? How has the United States made efforts to form a "more perfect Union?" How can the use of historical thinking skills help us better understand the present and orient ourselves to the future?

Formative & Summative Evaluation Methods: daily homework, analysis of primary and secondary sources, tests, quizzes, multiple-choice questions and written response questions from The College Board's bank of AP test materials, and projects.

Ancient World History

Course #HS343

Course Length: Semester 1

Grades 10-12

Prerequisite: Successful completion of U.S. History

This course covers the period from the origins of civilization to the 14th century. It includes a study of the early river valley civilizations such as Egypt and Mesopotamia. It introduces the classical civilizations of Greece, Rome, India, and China. It introduces the world's major religions, and concludes with the medieval world of castles, the Black Death, and the Silk Road.

Formative and Summative Evaluation Methods: may include but are not limited to quizzes, tests, projects, oral presentations, essays, journals, and participation

Civics

Course #HS342

Course Length: Semester

Grades: 11-12

Prerequisite: Successful completion of U.S. History

This course provides students an understanding of the foundations of American democracy, the three branches of the federal government, and the system of checks and balances. It provides an opportunity to examine the civil liberties and civil rights that all American citizens have under our system of laws. And finally the course looks at our right to vote and examines the American political system and different positions taken on various issues by the different political parties. The ultimate goal of the course is that students will develop the knowledge and skills necessary for active participation in a democratic society.

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

Current Events & Project-Based Learning

Course #HS324

Course Length: Semester

Grades: 10-11

Prerequisite: Successful completion of U.S. History

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

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

Economics

Course #HS334

Course Length: Semester

Grades 10-12

Prerequisite: Successful completion of U.S. History

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

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

History & Science of Mummification

Course# HS328

Course Length: Semester 2

Grades 10-12

Prerequisite: Successful completion of Biology & US History

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

Formative & Summative Evaluation Methods: homework, classwork, projects, lab

History of Chess, Problem Solving & Skill Development

Course #HS344

Course Length: Semester

Grades 10-12

Prerequisite: Successful completion of U.S. History

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

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

Honors Seminar: Slavery

Course #HS345

Course Length: Semester

Grade 10

Prerequisite: Successful completion of U.S. History is required. Self-motivated sophomores must have approval of previous social studies teacher and a proficiency grade of 3+.

This course will introduce students to the practice of ancient slavery around the world, including the Atlantic slave trade and slavery in the American South. It will include a study of modern slavery, including debt bondage, forced labor, domestic servitude, descent-based slavery, and child marriage. It will explore both continuities and changes in slavery over time, and explore strategies to combat and abolish modern slavery.

Formative & Summative Evaluation Methods: homework, news articles, quizzes, tests, projects, essays, and participation

Introduction to Philosophy

Course #HS304

Course Length: Semester

Grades 11-12

Prerequisite: Successful completion of U.S. History; open to 10th graders with permission of the instructor

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

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

Modern World History

Course #HS322

Course Length: Semester 2

Grades 10-12

Prerequisite: Successful completion of United States History

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

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

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

Psychology

Course #HS308

Course Length: Semester 2

Grades 10-12

Prerequisite: Successful completion of U.S. History

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

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

Sociology

Course #HS309

Course Length: Semester 1

Grades 10-12

Prerequisite: Successful completion of U.S. History

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

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

United States History

Course #HS312

Course Length: Year

Grade 9

Prerequisite: None

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

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

United States History Advanced

Course #HS313

Course Length: Year

Grade 9

Prerequisite: None

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

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



World Languages

	<u>Course #</u>	<u>Recommended Grade Level</u>	<u>Page</u>
American Sign Language			
Beginning American Sign Language	HS226	9-12	47
French			
Beginning French	HS206	8-12	47
Intermediate French	HS207	9-12	47
Advanced French	HS208	10-12	48
Advanced High French	HS209	11-12	48
Spanish			
Beginning Spanish	HS203	8-12	48
Intermediate Spanish	HS204	9-12	49
Advanced Spanish	HS237	10-12	49
Advanced High Spanish	HS219	11-12	49
Advanced Placement (AP) Spanish	HS227	11-12	50

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

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

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

Beginning American Sign Language

Course #HS226

Course Length: Semester

Grades 9-12

Prerequisite: None

Beginning American Sign Language introduces students to this visual/gestural language and the community of people that use it. You will learn the basic vocabulary, grammar, and culturally-appropriate uses of ASL through natural, everyday conversational situations. In order to progress, it is important that students become comfortable using their bodies and “listening” with their eyes. The overall goals of Beginning ASL is for students to understand basic dialogues on a variety of everyday topics of conversation, and feel comfortable being able to converse in the language, as well as being aware of Deaf culture and the general rules within the community.

Formative & Summative Evaluation Methods: tests, quizzes, projects, readings about deaf culture; such as historical perspectives of ASL and the deaf community, dialogues, modeling, copy-signing & performances, cultural and grammatical activities, group work, and vocabulary review

Beginning French

Course #HS206

Course Length: Year

Grades 8-12

Prerequisite: Recommendation of 8th grade English teacher and team

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

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

Intermediate French

Course #HS207

Course Length: Year

Grades 9-12

Prerequisite: Successful completion of Beginning French with a minimum 3.0

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

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

Advanced French

Course #HS208

Course Length: Year

Grades 10-12

Prerequisite: Successful completion of Intermediate French with a recommended minimum 3.0 or teacher permission

Advanced French students continue to work on the four basic language skills: listening, speaking, reading and writing. Course work is focused on intermediate grammatical structures in an effort to improve written and oral expression. At this level, students begin to communicate their ideas and opinions in a more sophisticated manner and are expected to use their language skills in the classroom.

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

Advanced High French

Course #HS209

Course Length: Year

Grades 11-12

Prerequisite: Successful completion of Advanced French with a recommended minimum 3.0 or teacher permission

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

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

Beginning Spanish

Course #HS203

Course Length: Year

Grades 8-12

Prerequisite: Recommendation of 8th grade English teacher and team

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

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

Intermediate Spanish

Course #HS204

Course Length: Year

Grades 9-12

Prerequisite: Successful completion of Beginning Spanish in the previous year with a minimum 3.0 or teacher recommendation

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

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

Advanced Spanish

Course #HS237

Course Length: Year

Grades 10-12

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

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

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

Advanced High Spanish

Course #HS219

Course Length: Year

Grades 11-12

Prerequisite: Successful completion of Advanced Spanish with a recommended minimum 3.0 or teacher permission

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

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

Advanced Placement (AP) Spanish

Course #HS227

Course Length: Year

Grades 11-12

Prerequisite: Successful completion of Advanced High Spanish with a recommended minimum 3.0 or teacher permission

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

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



It is the policy of the Lamoille Union High School Board to respect the legal rights of all students, parents, employees, applicant for admission or employment, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the school district. The board will seek to comply with all applicable federal and state non-discrimination laws. The board will not discriminate against any person or group on the basis of race, color, religion, national origin, sex, ancestry, place of birth, age or disability.

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