

Paine Mountain

School District



Guide To Learning Experiences 2019-2020

CVSU GUIDE TO PERSONALIZED & PROFICIENCY BASED LEARNING

Contact Information.....	3
Central Vermont Supervisory Union Mission, Beliefs, and Values.....	4
Why Proficiency?.....	5
Emphasizing Transferable Skill.....	6
Personalized Learning Pathways.....	7
What About Assessment?.....	8
Formative Assessment.....	9
Summative Assessment.....	10
Proficiency-Based Learning at CVSU.....	11
Proficiency Scoring Key.....	12
CVSU Habits of Success of All Learners.....	13

SCHOOL INFORMATION AND REQUIREMENTS

CVSU Practices.....	14
Proficiency-Based Graduation Requirements.....	15
CVSU Proficiency Verification Process.....	15
Class of 2020 Graduation Requirements.....	16
Registering for Courses.....	17
Graduation Proficiency Profiles.....	17

NORTHFIELD CAMPUS PATHWAYS TO GRADUATION

Northfield Middle High School Profile.....	19
Honors Designation.....	20
English Performance Indicators & Courses Offered.....	21
Driver Education Indicators & Course Offered.....	25
Global Studies Performance Indicators & Courses Offered.....	26
Health Performance Indicators & Courses Offered.....	29
Math Performance Indicators & Courses Offered.....	30
Performing Arts Performance Indicators & Courses Offered.....	35
Physical Education Performance Indicators & Courses Offered.....	37
Science Performance Indicators & Courses Offered.....	40
Visual Arts Performance Indicators & Courses Offered.....	45
World Language Performance Indicators & Courses Offered.....	50
Flexible Pathways.....	53
Frontiers Program.....	53

UNIQUE NORTHFIELD/WILLIAMSTOWN COURSES AND EXTENDED PATHWAYS

English Performance Indicators & Courses Offered.....	55
Global Studies Performance Indicators & Courses Offered.....	56
Math Performance Indicators & Courses Offered.....	58
Physical Education Performance Indicators & Courses Offered.....	59

Science Performance Indicators & Courses Offered.....	60
Experiential Learning Opportunities.....	62
STAR Program.....	62
Flexible Pathways.....	63
Work-Based Learning.....	63
Online Course.....	63
Intro to College.....	63
Independent Studies.....	64
Summer School.....	64
Off-Campus Learning Opportunities.....	65
Randolph Technical Career Center.....	65
Central Vermont Career Center.....	65
Dual Enrollment.....	65
Early College Program.....	66

WILLIAMSTOWN CAMPUS PATHWAYS TO GRADUATION

Williamstown Middle High School Profile.....	68
English Performance Indicators & Courses Offered.....	69
Driver Education Indicators & Course Offered.....	75
Global Studies Indicators & Course Offered.....	76
Health Performance Indicators & Courses Offered.....	81
Math Performance Indicators & Courses Offered.....	83
Performing Arts Performance Indicators & Courses Offered.....	87
Physical Education Performance Indicators & Courses Offered.....	90
Science Performance Indicators & Courses Offered.....	92
Visual Arts Performance Indicators & Courses Offered.....	98
World Language Performance Indicators & Courses Offered.....	102
Flexible Pathways.....	104

For More Information Contact:

Northfield Middle High School **802-485-4500**

Principal: Ryan Parkman rparkman@cvsu.org

Co-Coordinator of Student Support: Michelle Aftuck maftuck@cvsu.org

Williamstown Middle High School **802-433-5350**

Pk -12 Co-Principal: Jamie Kinnarney jkinnarney@cvsu.org

Pk-12 Co-Principal: Renee Badeau rbadeau@cvsu.org

Co-Coordinator of Student Support: Jessica Poe jpoe@cvsu.org

Central Vermont Supervisory Union Mission Statement

The CVSU community of schools is committed to cultivating within all our students the knowledge, skills, and character essential to becoming purposeful, productive and engaged members of their world.

To achieve this mission, the Central Vermont Supervisory Union will uphold a united culture across the communities of CVSU and coordinate services to:

- *Ensure a physically and emotionally safe learning environment that fosters mutual respect and the creation of healthy relationships*
- *Provide high-quality learning experiences that authentically engage all students*
- *Develop and support creative and resilient thinkers and problem solvers*
- *Foster opportunities for members of the CVSU family to meaningfully contribute, individually and collectively, to school and community life*
- *Foster an understanding of and engagement in the democratic process of local, state, and national government as citizens committed to positively affecting their society*
- *Develop in our schools, habits of leadership and ethical decision-making*
- *Inspire students to confidently advocate for and design growth experiences that help them define who they are and where they are headed as individuals*
- *Provide opportunities for students to acquire the essential skills they will need to lead independent and productive lives*
- *Craft learning opportunities that nurture environmental stewardship*
- *Ensure that our students meet or exceed state and national academic standards*
- *Hire and cultivate a team of compassionate, creative, and innovative personnel*
- *Foster leadership that promotes innovation, equity, sustainability, and the responsible use of all available community resources*

Why Proficiency?

The Central Vermont Supervisory Union faculty and administration have been planning and preparing to make a fairly substantial shift in our approach to teaching and learning. The fall of 2018 marked the start of that change to proficiency-based instruction and assessment.



EQUITY



CLARITY

Why are we making these changes?

Proficiency-Based Learning is best practice for student learning.

Not only does proficiency-based learning raise the bar for all students, it also improves clarity and equity. Have you ever been in a class and wondered, “What am I supposed to be learning?” Or have you ever been in a class and wondered, “What does the teacher want me to do?” Proficiency-based instruction makes the learning goals and the methods of assessment more explicit than ever. By increasing clarity the learning goals become more accessible to all students. In so doing, we can also create more flexibility for personalized approaches to skills and content, as well as increased flexibility in the pace of learning. We are confident all of these aspects will contribute to increased equity for access to learning and excellence.

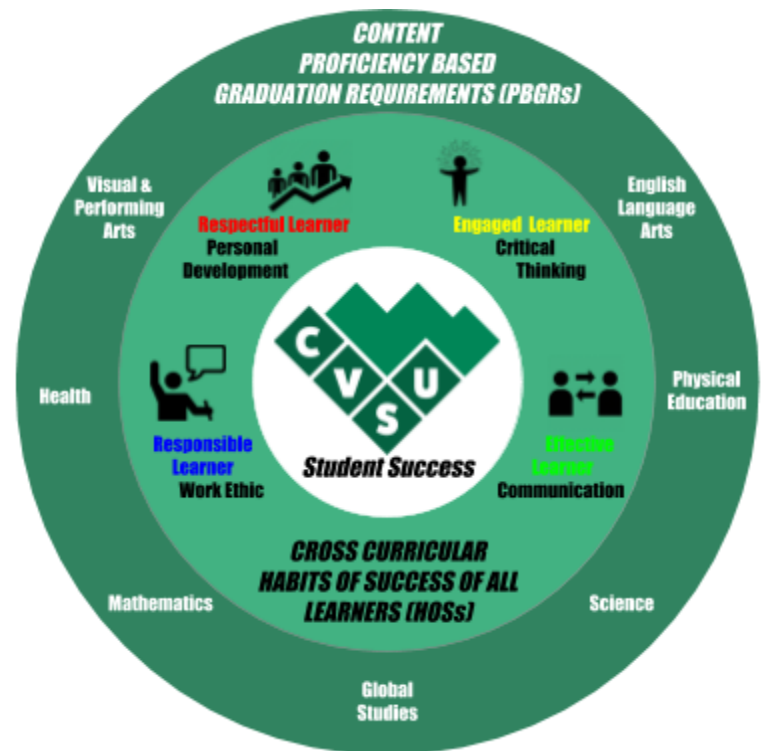
"Schools use proficiency-based learning to raise academic standards, ensure that more students meet those higher expectations, and graduate more students better prepared for adult life." -*Great Schools Partnership of Portland Maine*

It is required by the state of Vermont

“Proficiency-Based Learning is a key component of flexible and personalized pathways set forth in Act 77 and the State Board of Education's Education Quality Standards [EQS]. Vermont public schools must provide students with flexible and personalized pathways for progressing through grade levels and to graduation.”
-Vermont Agency of Education

Emphasizing Transferable Skills

Over the past few years, Central Vermont Supervisory Union faculty and administration have focused on how to teach and assess the most crucial skills for the 21st century colleges and careers. The cross curricular Habits of Success of All Learners (HOSs) are now at the center of all unit design. Each unit of study within a course has identified at least one central HOS that will serve as the enduring understandings for the given course, thus they will appear on student report cards for the first time this year.

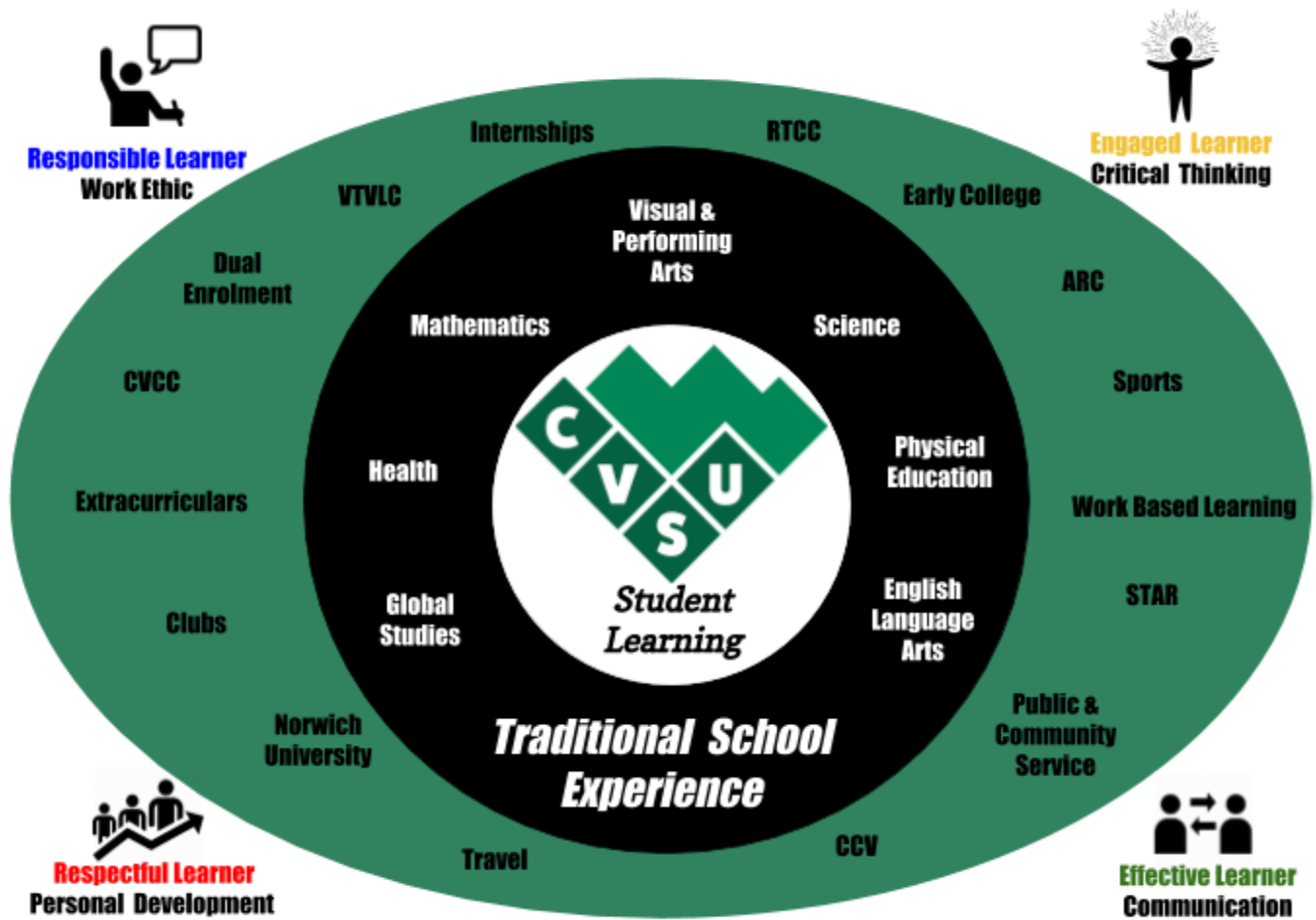


The importance of knowing your Target

Note: Beginning with the class of 2021 will begin collecting a body of evidence in the HOSs to demonstrate proficiency for graduation.

“To thrive in today’s innovation-driven economy, workers need a different mix of skills than in the past. In addition to foundational skills like literacy and numeracy, they need competencies like collaboration, creativity and problem-solving, and character qualities like persistence, curiosity and initiative.”
-World Economic Forum 2015

Personalized Learning Pathways



Personalized Learning Pathways continue to take shape at CVSU as we work to develop student ownership of learning and greater student choice and voice. We look forward to using Protean, a software that provides a way for students to track and map their education pathway. It allows students to connect their learning from the past, present, and future, both in and outside of school, and to document and showcase proficiency and excellence.

Central Vermont Supervisory Union has a tradition of having students pursue learning outside of the walls of our schools. The shift to proficiency-based learning and assessment enhances our students' opportunities to capitalize upon and create any number of learning pathways.

What about **Assessment?**

“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops of feedback.’”

—John Hattie quoted in: Marzano, R. J. (2007). *Classroom assessment and grading that work*. Alexandria, VA: Association for Supervision and Curriculum Development.

Purpose of Assessment

There are 3 primary purposes of Central Vermont Supervisory Union’s Assessment Practices within the CVSU:

1. To provide information on progress of learning to the student for self-evaluation and to spur future growth.
2. To communicate information about a given student’s achievement to their parents and others.
3. To provide information for career path or educational path programs that may use report cards, transcripts, and/or GPA as a method of selecting students for their respective programs.

Formative Assessment

The most important aspect of formative assessment is that it measures learning in progress. These assessments help both the student and the teacher know what learning a student can demonstrate, and what still needs more practice. Formative assessments may include tests, quizzes, exit tickets, homework, classwork, observations, or discussions, just to name a few. Frequent formative assessment allows for teachers to adjust teaching practices and identify needed academic support for students. Re-takes, re-dos and multiple chances to practice a given skill or test of skill are encouraged.

Formative Assessment

Principle

We believe formative assessment should provide frequent feedback and serve as an opportunity to practice key proficiencies.

Practices

How Formative Assessment Contributes to the Overall Grade:

Because we want students to develop stronger learning habits, the scores earned on a particular formative assessment (practice) do not count toward the marking period or course score directly. Instead, those scores only provide feedback for the student and family to review in order to gauge progress on that particular proficiency indicator.

Summative Assessment

“Summative assessments record a student’s proficiency level at specific points in time.

Examples of summative assessments include but are not limited to unit projects, tests, essays, and presentations.

“Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.”

(Great Schools Partnership)

Summative Assessment

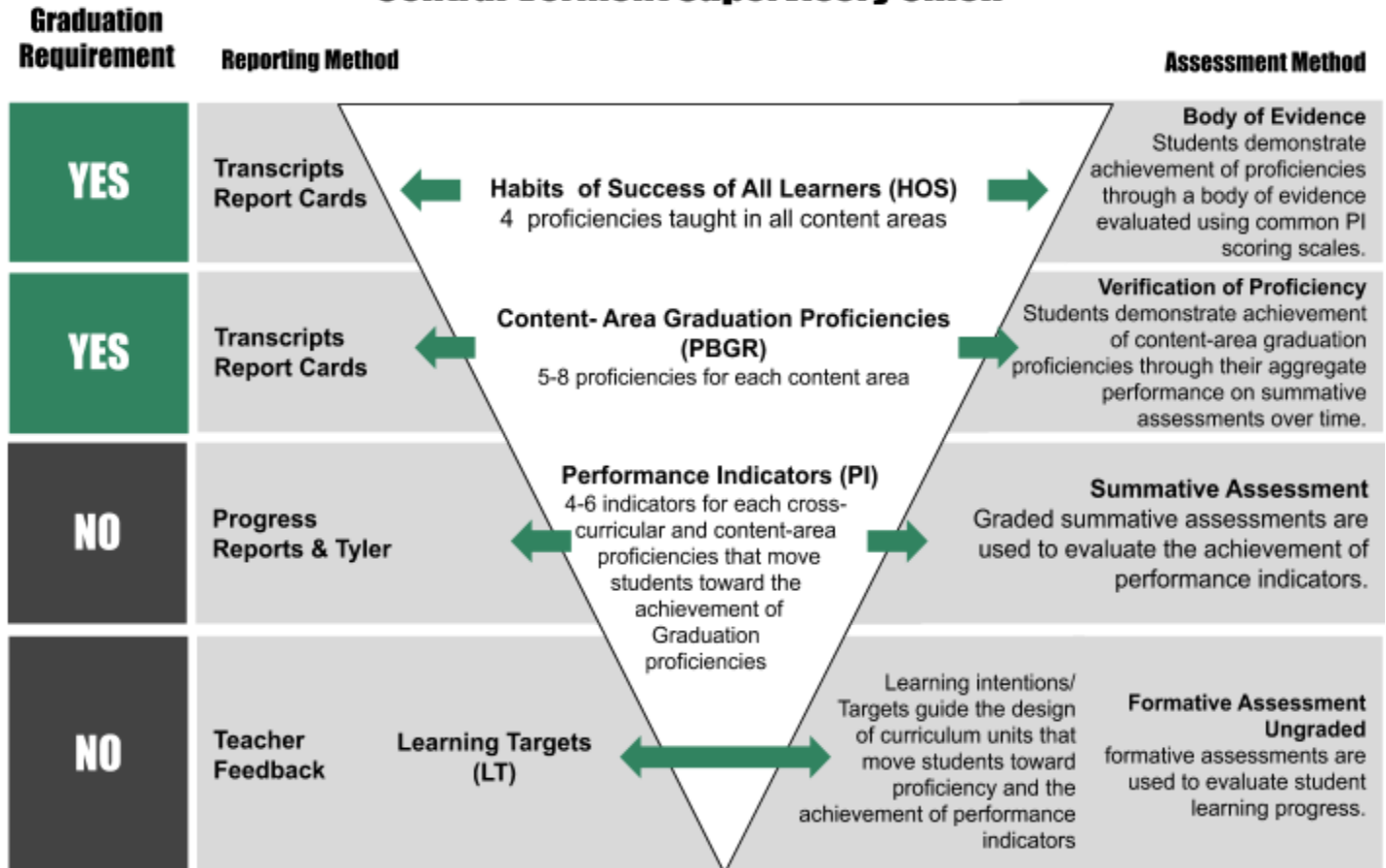
Principle

We believe students should have at least three opportunities to practice skills without being penalized.

Consequently, summative assessments are the primary measure of student achievement, while formative assessments provide feedback but do not contribute to a student’s final grade. Summative assessments are well designed and criterion based, with scoring scales provided in advance that connect to a given unit’s Performance Indicators (PIs). A summative assessment is directly linked to the formative assessments (practice) that the students have been improving upon throughout the marking period.

Proficiency-Based Learning

Central Vermont Supervisory Union







A Great Schools Partnership Learning Model adapted for CVSU Version 4.25.2018

Unlike the traditional system, proficiencies do not exist to rank students or punish with low marks for incomplete or sloppy work; they instead exist to clearly identify what students should and do know and where they are on the spectrum of that learning.

Proficiency Scoring Key

CVSU	Proficiency Scoring Key	
<p>Score earning “Proficiency” toward a HOS or PBGR in a course or equivalent.</p>	<p>E EXEMPLARY</p>	<p>Exceeds proficiency: The student’s work demonstrates excellent achievement of the PI, shows in-depth understanding of the concepts and skills, grasps, applies, and extends the key concepts. The work may not be perfect, but critically shows independent attempts to transfer or apply the learning more deeply or in other settings.</p>
	<p>P Proficient</p>	<p>Meets proficiency: The student demonstrates solid proficient achievement on the PI. Shows good understanding of the concepts and skills.</p>
<p>Score NOT earning “Proficiency” toward a HOS or PBGR in a course or equivalent.</p>	<p>DP Developmentally Proficient</p>	<p>On Track to Meeting Proficiency: The student is making expected and appropriate progress toward meeting proficiency on grade level targets in a multi-year grade band.</p>
	<p>A Approaching</p>	<p>Does Not Meet proficiency: The student has made substantive attempts and is progressing towards meeting proficiency, but does not meet proficiency independently and/or at this time.</p>
	<p>B Beginning</p>	<p>Does Not Meet proficiency, OR, Inadequate Evidence: The student may demonstrate a basic foundational understanding of the PI and may be beginning to make gains toward the standard, OR, may not have attempted the assessment.</p>

CVSU Cross Curricular PreK-12 Habits of Success of All Learners (HOS)
Proficiency Based Graduation Requirements (PBGRs)
 Graduation Proficiencies and Performance Indicators (PIs)

HOS PBGRs	 1. Respectful Learner (Personal Development)	 2. Responsible Learner (Work Ethic)	 3. Engaged Learner (Critical Thinking)	 4. Effective Learner (Communication)
Performance Indicators (PIs)	1A Relationships Demonstrates knowledge of traits and attitudes relating to healthy interpersonal relationships.	2A Goals Has clarity about purpose and intent, sets reasonable short-term and long-term goals, and makes plans to achieve goals.	3A Curiosity Asks questions, seeks to understand why and values multiple perspectives.	4A Purpose Adjusts communication to suit the audience, context and purpose.
	1B Personal Integrity Takes responsibility for actions, perseveres, and demonstrates honesty.	2B Adaptability Demonstrates flexibility to learn, unlearn and relearn by changing focus and goals as the situation demands.	3B Creativity Generates new ideas and pursues alternative solutions supported by evidence.	4B Organization Demonstrates organized and purposeful communication in a variety of ways.
	1C Self-Respect Cares for own physical and mental wellness, keeps safe physically and emotionally, and shows self-control.	2C Preparedness Completes individual and group work using organizational strategies according to deadlines and expectations.	3C Perspective Recognizes and evaluates bias and point of view in the search for solutions.	4C Collaboration Works effectively with others to advance learning.
	1D Problem Solving Applies problem solving strategies to responsibly manage daily academic, environmental and social situations.	2D Revision and Reflection Seeks and accepts feedback to reflect on progress and experiences in order to revise and improve.	3D Evidence Utilizes inquiry to support ideas, conclusions and solutions with valid evidence from active speaking, listening and reliable texts or media.	4D Literacy Demonstrates the essential communication skills of reading, writing, speaking, and listening required for living in a global society.
	1E Conflict Resolution Knows and applies strategies to peacefully resolve conflicts individually and within a group.	2E Technology Uses digital media responsibly to demonstrate learning and to access, manipulate and learn from information.	3E Analysis Reasons logically, looks for connections, compares and contrasts, finds patterns, makes inferences and determines importance.	4E Innovation Identifies opportunities for innovation and collaboration.
	1F Lifelong Learning Identifies and actively pursues interests in preparation for lifelong learning and growth.	2F Citizenship Contributes to the welfare of the classroom, school and community, and participates in school and/or community service.	3F Synthesis and Application Synthesizes information from a variety of sources and experiences into new understanding; applies knowledge and skills.	4F Self-Efficacy Demonstrates confidence in communication of newly acquired ideas, knowledge and understanding.

CVSU Practices

- **Performance Indicators (PIs):** Summative assessments are assessed at the Performance Indicator level. Each course has multiple Proficiency Based Graduation Requirements (PBGRs), and each PBGR is made up of multiple Performance Indicators (PIs). In order to be considered proficient, students at CVSU have to meet the majority (all but 1) PIs under a PBGR, at least two times.
- **Marking Periods:** A summative score will be recorded for each course's listed performance indicators addressed in the marking period. Typically, each marking period will have one or more summative evaluations. This allows for high quality unit design based on content areas in each given course/unit.
- **Unit Design:** Each unit within a course will be designed first and foremost around a Habit of Success (HoS) of All Learners. This cross-curricular objective will be the anchor for the more content-specific Proficiency Based Graduation Requirements (PBGR)
- **End of Semester Retakes:** The End of Semester Retakes will function as a second attempt at a summative. For example, if the test score from marking period 1 did not go well, the student will have a second chance at the end of Term 1.
- **Reporting Summative Assessments:** Summative assessment scores will be recorded alphabetically on the bases of Proficiency (P), Approaching (A), Beginning (B), and Exemplary (E).

Graduation Requirements

Proficiency-Based Graduation Policy

It is the policy of Central Vermont Supervisory Union (CVSU) and its member districts of Paine Mountain and Echo Valley, to ensure that all students can engage in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency in CVSU's Graduation Proficiencies, in alignment with Vermont's Education Quality Standards.

Beginning with the Class of 2021, a student meets the requirements for graduation when the student demonstrates evidence of proficiency in each of the Graduation Proficiencies, including Habits of Success, that are in alignment with Vermont's Education Quality Standards.

CVSU students may demonstrate proficiency via learning opportunities that take place in and outside of the school, the school day, or the classroom, provided that such learning opportunities can be assessed by an appropriately licensed educator.

The superintendent is responsible for ensuring that school administrators communicate to students and parents the meaning of the Graduation Proficiencies, Habits of Success and the corresponding performance indicators, and how students will be assessed. Schools must educate both students and parents about the requirements of the proficiency-based diploma based on the student's established Graduation Proficiency Profile.

CVSU Proficiency Verification Process

Graduation Requirements:

- Students will demonstrate proficiency on all but one of the performance indicators in each area of Habits of Success and each of the Content Areas. For example, if there are 4 Performance Indicators in a PBGR, you must meet at least 3 of them twice.
- Students will demonstrate this through Protean and a final demonstration of learning to a group before graduation. Final demonstration criteria will be created in 2018-19.
- Students in grades 6-10 will begin uploading evidence in Protean of Proficiency for Habits of Success in the 2018-2019 school year.
- Students will begin to demonstrate evidence of learning in clusters in Spring 2012 in grades 8 and 12.

Verification - PBGR & Performance Indicators:

- Students will receive a minimum of (6 semester) opportunities for formative feedback throughout a marking period.
- Summative Assessments/Learning Experiences will determine final progress towards Performance Indicators. Formative feedback is not factored/averaged in the final level of progress.
- Proficiency is defined as a student performing a summative task at the proficient level on the CVSU 9-12 scale.

- Student progress on report cards/proficiency profiles/transcripts will reflect their progress on quarterly/semester Performance Indicators.
- Students must demonstrate proficiency of Habits of Success and Content Performance Indicators in 2 or more series of learning experiences in a grade level cluster. This can happen in the same course.
- Students can demonstrate any Performance Indicator of their learning outside a course through a pathway.

Early Graduation Opportunity Policy Statement:

The student and parent/caretaker must request, in writing, consideration for early graduation to the principal. The principal, the coordinator of student support, the parent/caretaker and the student will confer to consider all aspects of the request. If, in the opinions of all concerned, early graduation is advisable, a statement to that effect will be given to the parents and a copy placed in the student’s file, along with a plan to accomplish this end.

Class of 2020 Credit Graduation Requirements

Northfield Middle High School

English: 4 credits
 Science: 3 credits
 Math: 3 credits
 Social Studies: 3 credits (including 1 in US History)
 Fine Arts: 1 credit
 Health: 0.5 credit
 Physical Education: 1.5 credits
 TOTAL: 22.5 credits

Williamstown Middle High School

English: 4 credits
 Science: 3 credits
 Math: 3 credits
 Social Studies: 4 credits (including 1 in US History)
 Fine Arts: 1 credit
 Health: 0.5 credit
 Physical Education: 1.5 credits
 TOTAL: 21 credits

Registering for Courses and Learning Experiences

REGISTERING FOR COURSES

Students review long-term and short-term planning for graduation and post-graduation goals as part of their Graduation Proficiency Profile (GPP). Students choose courses by consulting with their advisors, teachers, parents/caretakers and student support. The schedule is created during the spring, and is subject to change depending on student interest, instructor availability, class size, school budget, government requirements and other factors. Every effort is made to give students the program that they prefer. Sometimes scheduling conflicts or other circumstances require difficult choices, and not every request can be scheduled. However, students are guaranteed access to the courses needed for graduating in four years.

DROPPING/ADDING OR CHANGING COURSES

The Drop/Add period is normally one week *BEFORE* and *AFTER* the new semester begins. Adding and/or dropping a course may require approval from the teacher, parent/caretaker and student support team.

- Drop/Add forms may be picked up from the student support team.
- Teacher signature may be required, for both the class being added and the class being dropped.
- Parent/caretaker signature is required.
- Student Support Team signature is required.
- All signatures must be in place before the Student Support Team will process the change and issue a new schedule.
- Students must remain in their current scheduled classes until given a new schedule.

Graduation Proficiency Profiles

All students at Northfield Middle & High School and Williamstown Middle High School will create their own Graduation Proficiency Profile containing the Critical Elements as defined by the Vermont Agency of Education. Each student will upload documentation of personal accomplishments, résumé, examples of completed proficiencies through Protean as a digital portfolio. Students will be able to access this anywhere/anytime. These profiles include a student's career interests, preferred learning style, high school academic plan, post-secondary plans, and any Dual Enrollment or Early College Program interests.

2019 - 2020

Northfield Campus

Pathways to Graduation



NORTHFIELD MIDDLE & HIGH SCHOOL PROFILE

COMMUNITY

Northfield is a small college community located ten miles south of the capital city, Montpelier. Our students come from a wide array of backgrounds. Many residents work at Norwich University, for state government, in granite quarries, and in the agricultural and service industries. The Northfield community has an estimated population of 6,300.

MIDDLE & HIGH SCHOOL

Northfield Middle & High School provides a comprehensive program for an enrollment of 300 students in grades 6-12. Northfield students have the opportunity to participate in many flexible pathways. Our current senior class has 38 students. Out of the senior class, 79% are participating in some form of a flexible pathway including: Dual enrollment classes, Career & Technical Education, Early College Program, Work Based Learning and online classes. Northfield students have the opportunity, after successfully completing 9th and 10th grade programs, to attend either the Randolph Technical Career Center or the Barre Technical Center for technical and career training for specific programs. Norwich University, Vermont Technical College, and the Community College of Vermont offer opportunities for students to concurrently enroll in college level courses. In addition, Vermont Technical College offers the VAST program - a math/science-enriched curriculum - while Norwich University and CCV offer the Early College Program to qualified students - students are enrolled as first year full-time college students during their senior year.

ACADEMIC PROGRAM PLANNING

The philosophy behind Northfield Middle & High School's approach to student programming centers on the student's interests, needs, abilities and desires. The tailoring of such individualized programs necessitates close cooperation among students, teachers, parents and school counselors. Please consider these pages carefully and apply the content to your specific educational goals.

Honors Designation at Northfield High School

Paine Mountain Joint Leadership Team is developing criteria for the earning of Honors Designation that will be outlined in each course contract. Honors Designation is a program offered in heterogeneously grouped classes in which students enter into a contract requiring them to engage in challenging educational experiences that go beyond the standards in areas of critical thinking, analysis and application. Honors Designation is open to any student who wants to extend his or her learning beyond the course. All students with a strong desire to learn and the enthusiasm to take responsibility to direct some of their own learning are encouraged to pursue Honors Designation. These students will also have to maintain a higher level of mastery in each course. Students will be awarded the designation of Honors on their transcript in the appropriate course for which they have successfully met the criteria as prescribed by their teacher. Participating in honors can prepare you for more rigorous work in the future and will demonstrate your dedication to academics to prospective employers and colleges. Specific requirements for each course may vary.

****Courses offering Honors Designation:***

American Literature, World Literature, Science 1, Science 2, World Literature and US History.

General – Preparation for vocational training schools, two year colleges, two year business schools, the armed services and post-high school employment. Courses are designed to have students become proficient in content and skills in the core curriculum. **Note: Taking a general level class will NOT hold a student back from attending a four-year college or university.**

*Colleges and universities have found that students are more successful when they have taken 4 years of math & science in high school. We highly recommend that all parents and students consider this when it comes time for pre-registration for next year. **Most colleges require at least two years of a foreign language. *All students will be scheduled for a minimum of six classes each semester.***

English Language Art

High School English Content PIs

	PBGR5						PBGR6				
	HS 5A	HS 5B	HS 5C	HS 5D	HS 5E	HS 5F	HS 6A	HS 6B	HS 6C	HS 6D	HS 6E
American Literature ELA 9 • Honors designation available	X	X	X	X	X		X	X	X		X
World Literature • Honors designation available	X	X		X	X			X		X	X
Foundations in Literature 10-12	X	X			X	X		X	X	X	X
Explorations in Literature, 11th	X	X		X	X		X		X	X	X
Senior Seminar	X		X		X		X	X	X	X	X
AP Language	X	X	X		X		X				X
AP Literature	X	X	X	X			X		X		
Creative Writing	X	X					X	X	X	X	X
Best Sellers	X	X			X			X			

American Literature

Grade 9

****Honors designation is possible in this course.***

Freshmen American Literature is a course that is designed to study American literature to better help develop students' cognitive skills and abilities to think, analyze, organize, and express their ideas clearly and effectively. Throughout the year we will explore the writing processes and academic literacy skills: interpreting assignments; comprehending, analyzing, and evaluating informational texts. Attention to grammar and conventions of standard written English are a "must" in this class. The class will be comprised of a variety of short

stories, novels, poetry and essays from different times and places to help shed light on our literary, cultural and social history of the American experience.

Length: Year

<u>High School English PIs Assessed:</u> HS5A, HS5B, HS5D, HS5E HS6A, HS6B, HS6C, HS6E	<u>Habits of Success Assessed:</u> Evidence Purpose Analysis Literacy Synthesis & Application
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World Literature

Grade 10

World Literature is a sophomore English course. Students will take a tour around the globe, visiting other countries and cultures through the lens of literature, short stories, poetry, film, and essays. Students will continue their understanding of major literary techniques and genre, while practicing analysis, close-reading and interpretation. Students will also write in a variety of modes, honing their planning, revising and editing skills on essays, narratives, and short timed-writes. Vocabulary and literary term development are woven into each unit.

Length: Year

<u>High School English PIs Assessed:</u> HS5A, HS5B, HS5D, HS5E HS6B, HS6D, HS6E, HS6F	<u>Habits of Success Assessed:</u> Preparedness Analysis Revision & Reflection Organization & Literacy
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Foundations of English

Grades 10-12

Foundations of English is a course offered to tenth through twelfth grade students. Each year, students explore literature that is centered on the themes of self-discovery, self-awareness and cultural awareness. Students read and write independently, while working towards becoming proficient in the English Language Arts skills of literacy. Class discussion is at the heart of this class, as students share their various interpretations and understandings of the works they read. Writing will span the genre of explanatory essays, argument essays and narratives. Vocabulary and grammar practice is woven into each unit.

Length: Year

<u>High School English PIs Assessed:</u> HS5A, HS5C, HS5E HS6B, HS6D, HS6E, HS6F	<u>Habits of Success Assessed:</u> Preparedness Synthesis Evidence Analysis Revision & Reflection Organization & Literacy
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Exploration in Literature

Grade 11

It is expected that all juniors take either Explorations or Foundations in Literature. This course, Explorations, explores works from the canon of literature and contemporary popular works of literature. Students will critically and analytically read short stories, novels and historic fiction. Students will write in a variety of forms in response to the text.

Length: Year

<u>High School English PIs Assessed:</u> HS5A, HS5B, HS5D, HS5E HS6A, HS6C, HS6D, HS6E	<u>Habits of Success Assessed:</u> Preparedness Analysis Revision & Reflection Literacy Synthesis & Application
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AP Language & Composition

Grades 11-12

All juniors and seniors are invited to take this challenging AP English course, which is centered around understanding the rhetorical modes of argument. Students will read and write essays, explore current events and social issues, and hone their critical reading and writing skills in preparation for post-high school education as well as the AP exam in the spring.

Length: Year

<u>High School English PIs Assessed:</u> HS5A, HS5B, HS5C, HS5E HS6A, HS6F	<u>Habits of Success Assessed:</u> Preparedness Analysis Curiosity Literacy Synthesis & Application
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AP Literature & Composition

Grade 12

The only prerequisite for this course is the desire to read complex and provocative works of literature and poetry. Students will select and read works from the College Board's suggested lists of literature. Students will read novels, excerpts from novels, plays, and poetry from all over the world, and from all eras in literature. Group discussion and collaboration are at the heart of the course, as we explore challenging works and learn from each other's opinions.

Length: Year

<u>High School English PIs Assessed:</u> HS5A, HS5B, HS5D, HS5E HS5B, HS5E, HS5F	<u>Habits of Success Assessed:</u> Preparedness Analysis & Literacy
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Senior Seminar

Grade 12

Senior Seminar is a required English course for Seniors who are not enrolled in A.P. Literature. It is designed to help prospective graduates hone ELA skills for career and college readiness, equally. First semester students will demonstrate mastery of reading and writing skills through an exploration of literature that inspires the individual to understand who he or she is, and forge a meaningful path beyond high school. Second semester, students will use their Common Core reading, writing and research skills to design and create a capstone project of their choice, that identifies personal interests, explores career options and demonstrates cross-curricular reading, writing and research skills. The final, multimedia project will be presented to the class.

Length: Year

<u>High School English PIs Assessed:</u> HS5A, HS6C, HS5E HS6A, HS6B, HS6C, HS6D, HS6E	<u>Habits of Success Assessed:</u> Lifelong learning Goals Revision & Reflection Literacy
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Creative Writing

Grades 9-12

Students will focus on their skills as young writers and explore the process for publication. Students will participate in daily writing activities aimed at helping them hone their craft and will read a variety of short stories by professional writers. Students enrolled in this class are expected to submit polished pieces for publication.

Length: Semester

<u>High School English PIs Assessed:</u> HS5B, HS5D, HS5A, HS5D, HS6E, HS6F	<u>Habits of Success Assessed:</u> Revision & Reflection Creativity Collaboration
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Best Sellers

Grades 9-12

One of the English Department's most popular courses, this course is for students who wish their English teachers would pick "fun books." Students will read, enjoy and have book talks about several novels of choice, mainly off the best seller lists from the past few years. Genres will range from young adult to mystery, fantasy to crime novels. The class may also choose to read non-fiction memoirs and graphic novels. The syllabus will be designed with student input, based on their interests, the first week of classes.

Length: Semester

<u>High School English PIs Assessed:</u> HS5A, HS5B, HS5E HS6D	<u>Habits of Success Assessed:</u> Preparedness Technology Synthesis & Application Literacy
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Driver Education

The Driver Education Course is a decision-making process. Consequently, students in this course will acquire a foundation of knowledge to make decisions while driving that will ensure their safety and the safety of others on the roadway. Primarily, students will become familiar with Vermont motor vehicle laws, and learn to operate an automatic shift motor vehicle in various environments including city, rural and interstate driving. The course will cover the effects of drug use on the driver and the consequences of negative choices related to a driver's personal health and safety. To satisfactorily complete the driver education course, a minimum score of 80 must be achieved on the road test and students are required to earn a minimum overall average of a 3 for Proficient. Students must also meet the minimum state standard of attendance at 30 hours of classroom sessions and 6 hours of behind the wheel/6 hours of observation instruction to receive a completion certificate.

Students who sign up for Driver Education during the regular course registration period will be admitted based on the following criteria: Year of graduation – seniors – first, juniors – second, sophomores – third. (Freshmen maybe eligible). Date of Birth – Oldest to youngest within each class and year of graduation. Please note: Date of birth does NOT determine semester assignments. In the event that Driver Education is over-enrolled, a waiting list will be maintained and determined by year of graduation AND date of birth. In the event that Driver Education is under-enrolled, a waiting list will be maintained and admittance will be determined by year of graduation AND date of birth. Students who request Driver Education after the regular course registration period will be added to the bottom of the waiting list for their year of graduation chronologically according to the date of sign-up. Freshmen may be admitted by permission from the Driver Education teacher. If Freshmen are admitted, the class will be capped at 20 students. In order for the student to satisfactorily complete the course, he/she must pass both the classroom and driving phases. It is hoped that the student will also develop a mature attitude toward driving and respect for the rights of others who use the highway transportation system.

Prerequisite: Sophomore standing, age of at least 15 AND in possession of a Vermont Learner's Permit. Students must provide the Counseling office with a copy of their Vermont Learner's permit.

	<u>Habits of Success Assessed:</u> Adaptability Preparedness Synthesis and Application
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GLOBAL STUDIES & CITIZENSHIP

Global Studies Content PIs

	PBGR7				PBGR8				PBGR9				PBGR 10		
	HS 7A	HS 7B	HS 7C	HS 7D	HS 8A	HS 8B	HS 8C	HS 8D	HS 9A	HS 9B	HS 9C	HS 9D	HS 10 A	HS 10 B	HS 10 C
US History		X		X						X	X	X			
World History	X				X		X	X				X		X	
AP World History	X				X	X	X	X				X		X	
Government, Politics & Economics		X					X		X	X			X		X
Anthropology				X		X		X						X	
Introduction to Philosophy	X	X				X				X				X	

United States History

Grade 9

****Honors designation is possible in this course***

This course is intended to equip students with a good understanding and appreciation of U.S. History from the Civil War to the present. Key themes include: domestic politics and policies; foreign policy and America's changing role in the world; race and minority issues; our changing Constitution; and the interaction of citizens and government. Building students' critical reading and content area writing skills will also be emphasized.

Length: Year

<u>High School Global Studies PIs Assessed:</u> HS7B, HS7D HS9B, HS9C, HS9D	<u>Habits of Success Assessed:</u> Personal Integrity Self Respect Preparedness Technology Curiosity Perspective Literacy
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World History

Grade 10

This course will cover world history from the 1300's to the present. Units include the Renaissance, the Protestant Reformation, the Enlightenment, the Age of Revolutions, the Industrial Revolution, the Age of Imperialism, the World Wars and the Holocaust, the Cold War and its global impact, Decolonization and the Developing World, and Globalization. Major historical figures like Gandhi, Mao, and Luther will be spotlighted, as well as key events and inventions that reshaped the world. Changing systems of government, economics and political philosophies will also be examined. Student work will emphasize critical reading and thinking skills and essay writing.

Length: Year

<u>High School Global Studies PIs Assessed:</u> HS7A HS8A, HS8C, HS8D HS9D HS10B	<u>Habits of Success Assessed:</u> Preparedness Curiosity Analysis Technology Perspective Literacy
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A.P. World History

Grades 10-12

****Teacher permission required***

This seminar course is geared towards mastering the basics of college level World History and preparing students to pass the AP World History exam in the spring for college credit. Students should expect to do independent reading and writing at the college level and engage in class discussions to heighten understanding. The course surveys major themes in world history from prehistoric times through the present.

Length: Year

<u>High School Global Studies PIs Assessed:</u> HS7A HS8A, HS8B, HS8C, HS8D HS9D HS10B	<u>Habits of Success Assessed:</u> Adaptability Technology Synthesis & Application Collaboration Preparedness Curiosity Analysis Literacy
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Government, Politics and Economics

Grade 11

Welcome to the exciting world of Government, Politics, and Economics. Yes, I did say exciting. Why you might ask? It is because everything you and I think of as important and interesting in your life (sports, music, fashion, cute girls/boys, hanging with your bro's) can all be connected to something in Government, Politics, and Economics. But that's not all. Oh, no that is not all. It also includes such big concepts as warfare, values, law, punishment, independence, among many others. Over the course of the year we will study complex ideas like: what is the best form of government, what is the social contract, what are the rights and

responsibilities of a citizen, what is wealth, how should we spend it, and some more direct applications: what do the democratic and republican party stand for, what does a town manager do, should a city build a stadium for a sports team, and many, many more. Hold on to your hats, you will be ready to step out of this course and become the active, informed citizen that our founders envisioned.

Length: Year

<u>High School Global Studies PIs Assessed:</u> HS7B HS8C HS9A, HS9B HS10A, HS10C	<u>Habits of Success Assessed:</u> Lifelong Learning Citizenship Evidence Purpose
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Introduction to Philosophy

Grades 11–12

This challenging course will study the development of western philosophy, introduce the major themes and concepts of philosophy: including truth and knowledge, freedom and determinism, ethical values and explore Eastern Influences in the search for truth and meaning. If you are brave and willing to push your thinking than this course is for you.

Length: Semester

<u>High School Global Studies PIs Assessed:</u> HS7A, HS7B HS8B HS9B HS10B	<u>Habits of Success Assessed:</u> Personal Integrity Adaptability Curiosity Perspective
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Introduction to Anthropology

Grades 11 - 12

Introduction to Anthropology: This course is an introduction to discipline of anthropology as a whole. Students will develop a theoretical understanding in the four major subfields: archaeology, biological anthropology, cultural anthropology, and linguistics. The course will present the varied mosaic of humanity; exploring key human questions linking biological and cultural interactions from the distant past through the possible future.

Length: Semester

<u>High School Global Studies PIs Assessed:</u> HS7D HS8A, HS8D HS10B	<u>Habits of Success Assessed:</u> Personal Integrity Analysis	Citizenship Self-Efficacy
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Health

Health Content PIs

	PBGR 24				PBGR25			PBGR26			PBGR27			PBGR28	
	HS 24 A	HS 24 B	HS 24 C	HS 24 D	HS 25 A	HS 25 B	HS 25 C	HS 26 A	HS 26 B	HS 26 C	HS 27 A	HS 27 B	HS 27 C	HS 28 A	HS 28 B
Health	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Health

Grade 10

High School Health Education is designed to provide students with the opportunity to explore the most important and enduring issues, concepts, and struggles related to achieving optimum health. In this one semester course students obtain a standards based curriculum to gain knowledge and insight on core concepts, learn how to analyze one’s influences, access credible information, to set meaningful goals and make informed decisions to enhance their health. The core concepts in this class include social emotional learning adventures in the content of Personal Safety, Mental Health, Physical Fitness, Nutrition, Tobacco, Alcohol, and Other Drug, Human Development and Sexuality, Injury Prevention and First Aid. Students will build on their interpersonal communication to enhance their personal, peer, and professional relationships in their life. The goal of this course it to give students the knowledge and skills to make health enhancing decisions throughout one’s lifetime.

Length: Semester

<u>High School Health PIs Assessed:</u> HS 24A, HS24B, HS24C, HS24D HS25A, HS25B, HS25C HS26A, HS26B, HS26C HS27A, HS27B, HS27C HS28A, HS28B	<u>Habits of Success Assessed:</u> Relationships Self Respect Conflict Resolution Goals Reflection
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Are U Ready?

Grades 10 - 12

This course will cover the important issues that you will encounter during your high school years; and help to prepare you for life beyond high school. We will investigate life management skills in the areas of personal, family, and community living; wellness, nutrition, and foods; consumer management (budgeting), living environments and job readiness.

Length: Semester

<u>High School Health PIs Assessed:</u> There are no PIs for this course.	<u>Habits of Success Assessed:</u> Conflict Resolution Collaboration
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MATH

Math Content PIs

	PBGR11					PBGR12				PBGR13					PBGR14			PBGR15				
	H S 11 A	H S 11 B	H S 11 C	H S 11 D	H S 11 E	H S 12 A	H S 12 B	H S 12 C	H S 12 D	H S 13 A	H S 13 B	H S 13 C	H S 13 D	H S 13 E	H S 14 A	H S 14 B	H S 14 C	H S 14 D	H S 15 A	H S 15 B	H S 15 C	H S 15 D
Algebra IA	X						X															
Foundations Math	X	X																				
Geometry A										X	X											
Geometry B												X	X	X								
Algebra IB				X		X		X	X													
Algebra II		X	X		X										X	X	X	X				
Alg. II w/ Trigonometry		X	X		X										X	X	X	X				
Pre-Calculus											X		X			X	X	X				
Math for Business						X	X												X	X		
Math for Personal Finance																			X	X	X	X
Functions, Trig. & Statistics											X		X			X	X	X				

Foundations Math

Grade 9

Foundations Math is a co-taught introductory course designed to provide students who need skill building in basic math computation, math fluency and problem solving skills. Students use multi-sensory techniques to learn these skills. Technology and real life applications for mathematics are incorporated. In addition to developing basic math skills, students gain an increased awareness of their personal learning styles and individual strengths.

Length: Year

<u>High School Math PIs Assessed:</u> HS11A HS12B	<u>Habits of Success Assessed:</u> Preparedness
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Algebra 1A

Grade 9

***Prerequisite: successful completion of Common Core Math 8**

This course is recommended for all students. The first half of the Algebra One sequence is spent on topics which include solving linear equations and inequalities, functions and direct variation.

Length: Semester

<u>High School Math PIs Assessed:</u> HS11A HS12B	<u>Habits of Success Assessed:</u> Preparedness Revision & Reflection
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Algebra 1B

Grade 9

***Prerequisite: successful completion of Algebra 1A**

This course is recommended for all students. This second half of the Algebra One sequence is spent on topics which include solving linear and quadratic equations using a variety of methods, solving systems of linear equations and inequalities and graphing linear, quadratic and exponential functions.

Length: Semester

<u>High School Math PIs Assessed:</u> HS11D HS12A, HS12C, HS12D	<u>Habits of Success Assessed:</u> Goals Creativity
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Geometry A

Grade 9

***Prerequisite: successful completion of Common Core Math 8**

This course is recommended for all students. The first half of the Geometry sequence is spent on topics which include work with angles and angle pair relationships, perimeter, circumference and area of polygons, parallel lines and transversals; and congruent triangles.

Length: Semester

<u>High School Math PIs Assessed:</u> HS13A, HS13B	<u>Habits of Success Assessed:</u> Analysis Evidence
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Geometry B

Grade 9

***Prerequisite: successful completion of Geometry A**

This course is recommended for all students. This second half of the Geometry sequence is spent working on topics which include right triangle trigonometry, the Pythagorean Theorem, and the properties and theorems related to circles, quadrilaterals, and other polygons.

Length: Semester

<u>High School Math PIs Assessed:</u> HS13C, HS13D, HS13E	<u>Habits of Success Assessed:</u> Revision & Reflection Problem Solving
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Algebra II

Grades 10-12

***Prerequisite: successful completion of Algebra I**

This course is designed for students who are interested in non-mathematics and non-science fields. Topics include a further investigation of quadratic functions, polynomials of higher orders, exponential functions, and logarithmic functions. Discrete math topics include the fundamental counting principle, the probability formulas, combinations, and permutations.

Length: Year

<u>High School Math PIs Assessed:</u> HS11B, HS11C, HS11E HS14A, HS14B, HS14C, HS14D	<u>Habits of Success Assessed:</u> Synthesis & Application Curiosity Adaptability Collaboration
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Algebra II w/Trigonometry

Grades 10-12

***Prerequisite: Proficient in Algebra I or teacher recommendation**

This course is recommended for students who plan to go on in a field related to math or science or who plan to take Calculus. This course includes the study of quadratic functions, circular equations, polynomials, rational functions, logarithmic relations, absolute value equations, exponential functions, trigonometric functions, and power functions. Each family of functions is used to model data while the students practice writing, factoring, solving, evaluating, graphing and transforming the functions. Discrete math topics include the fundamental counting principle, the probability formulas, combinations, and permutations.

Length: Year

<u>High School Math PIs Assessed:</u> HS11B, HS11C, HS11E HS14A, HS14B, HS14C, HS14D	<u>Habits of Success Assessed:</u> Synthesis & Application Curiosity Adaptability Collaboration
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Functions, Trigonometry & Statistics

Grades 11 - 12

***Prerequisite: successful completion of Algebra II**

This course is recommended for students interested in non-mathematics or non-science fields. Topics of this course include advanced algebra topics and basic trigonometry topics. The focus of this course is to prepare students to successfully complete college entrance exams and be successful in their entry level college math class.

Length: Year

<u>High School Math PIs Assessed:</u> HS13B, HS13C, HS13D HS14B, HS14C, HS14D	<u>Habits of Success Assessed:</u> Problem Solving Self Efficacy	Technology Organization
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Pre-Calculus

Grades 10-12

***Prerequisite: Completion of Algebra II w/Trigonometry with a majority of the PI achieved or recommendation of teacher**

This course is recommended for students who plan to major in mathematics or science related fields. Topics in the course include complex numbers, rational and discontinuous functions, asymptotes and basic limits, analytic geometry, logarithmic and exponential functions, operations on functions, periodic functions, trigonometric identities, and probability.

Length: Year

<u>High School Math PIs Assessed:</u> HS13B, HS13C, HS13D HS14B, HS14C, HS14D	<u>Habits of Success Assessed:</u> Problem Solving Self Efficacy	Technology Organization
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Mathematics of Personal Finances

Grades 9-12

When will you use this math? Everyday for the rest of your life! How much money do you hope to make? can you realistically expect your lifestyle to be like? Have you planned for your retirement? This course will explore how the decisions you make will affect your financial security and status. You will create a model for your life which will include choosing a career, making sure you are qualified, meeting your living expenses, taking on debt and paying it off over time, and saving in order to retire with enough wealth to sustain you in your senior years. After successfully completing this course students will be better equipped to make the important choices and avoid common pitfalls involved in living in our modern economy.

Length: Semester

<u>High School Math PIs Assessed:</u> HS15A, HS15B, HS15C, HS15D	<u>Habits of Success Assessed:</u> Lifelong Learning Problem Solving
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Mathematics for Business

Grades 9-12

In this course you will explore many of the mathematical concepts and skills necessary to succeed in today's world of business. You will use spreadsheets to keep records of accounts, project future earnings, manage resources, and investigate various business scenarios. course will be project-oriented and include organization of information and the creation of concise and persuasive presentations.

Length: Semester

<u>High School Math PIs Assessed:</u> HS12A, HS12B HS15A, HS15B	<u>Habits of Success Assessed:</u> Technology Self Efficacy
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AP Computer Science Principles

Grades 10-12

AP Computer Science Principles introduces students to the foundational ideas of computer science. Students will develop and use computational thinking and explore how it is applied in this field and other disciplines. In this course students will create computational artifacts and implement solutions. Students will explore the impact of computers on society and how computers have had a major impact on fields ranging from automotive engineering to zoology. This course is organized around seven big ideas which are: Creativity, Abstraction, Data and Information, Algorithms, Programming, The Internet and Global Impact. This course was developed by a partnership with the National Science Foundation and the College Board in consultation with Computer Science teachers and professors from around the world. AP Computer Science Principles is designed to be the equivalent of an introductory course at the college level. As with all AP classes, many colleges will grant credit to students who successfully complete the course and earn an acceptable score on the AP exam.

Length: Year

<u>High School Math PIs Assessed:</u> There are no PIs for this course. It is considered as an elective.	<u>Habits of Success Assessed:</u> Technology Curiosity Innovation Organization
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Performing Arts

Performing Arts Content PIs

	PBGR16			PBGR17			PBGR18			
	HS 16D	HS 16E	HS 16F	HS 17D	HS 17E	HS 17F	HS 18D	HS 18E	HS 18F	HS 18G
High School Stage Band	X	X	X	X	X	X	X	X	X	X
High School Instrumental Studies	X	X	X	X	X	X	X	X	X	X
High School Chorus	X	X	X	X	X	X	X	X	X	X

High School Stage Band

Grades 9-12

The High School Stage Band studies a wide repertoire of musical styles. This course is offered to experienced instrumentalists. To be a member of the Stage Band you must audition OR meet with the director to discuss placement into the performing group. The following elements are taken into consideration in order for a student to be a member of the NMHS' Stage Band: 1. Student's vocal and/or instrumental ability. 2. Student's musical experiences. 3. Student's commitment to rehearsals and performances. 4. Blend and balance of the group as a whole. Students MUST be a member of the NMHS Chorus and/or Concert Band (Instrumental Studies). Membership status in the band will be reviewed at the end of each semester. It is required that a student perform in the Winter Concert (mid-term), the Spring Performances (final exam), and graduation. A full year will satisfy your Fine Arts Credit required for graduation.

Length: Year

<u>High School Performing Arts PIs Assessed:</u> HS 16D, HS16E, HS 16F HS 17D, HS 17E, HS17F HS18D, HS18E, HS18F, HS18G	<u>Habits of Success Assessed:</u> Problem Solving Self Efficacy Synthese & Application Evidence Revision & Reflection Technology Conflict Resolution Literacy Analysis Innovation Lifelong Learning Citizenship
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High School Instrumental Studies

Grades 9-12

This course is offered to all instrumentalists. Performance skills, instrumental technique, theory and a variety music literature are studied. It is required that a student perform in the Winter Concert (mid-term), the Spring Performances (final exam) and graduation. Students will also have the opportunity to enrich their musical studies by auditioning for various music festivals throughout the year. Students must be a part of the music program in order to audition or participate in the offered festivals. A full year will satisfy your Fine Arts proficiencies required for graduation.

Length: Year

<u>High School Performing Arts PIs Assessed:</u> HS 16D, HS16E, HS 16F HS 17D, HS 17E, HS17F HS18D, HS18E, HS18F, HS18G	<u>Habits of Success Assessed:</u> Problem Solving Synthese & Application Revision & Reflection Conflict Resolution Analysis Lifelong Learning	Self Efficacy Evidence Technology Literacy Innovation Citizenship
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High School Chorus

Grades 9-12

The High School Chorus has the potential to be a soprano-alto-tenor-bass performing choir and is open to all singers in grades 9-12. A wide repertoire of musical styles will be performed and studied throughout the year. Membership status in the choir will be reviewed at the end of each semester. It is required that a student perform in the Winter Concert (mid-term), the Spring Performances (final exam) and graduation. Students who can only participate in Chorus one semester, should work with the director, independently during the semester that Chorus is not scheduled. Students will also have the opportunity to enrich their musical studies by auditioning for various music festivals throughout the year based on approval from the music director. A student must take Senior Chorus as a full-year course, unless there is a conflict with another class in order to audition for festivals. Students must be a part of the music program in order to audition or participate in the offered festivals.

Length: Year

<u>High School Performing Arts PIs Assessed:</u> HS 16D, HS16E, HS 16F HS 17D, HS 17E, HS17F HS18D, HS18E, HS18F, HSG	<u>Habits of Success Assessed:</u> Problem Solving Synthese & Application Revision & Reflection Conflict Resolution Analysis Lifelong Learning	Self Efficacy Evidence Technology Literacy Innovation Citizenship
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Physical Education

Physical Education Content PIs

	PBGR19				PBGR20				PBGR21				PBGR22			PBGR23				
	H S 19 A	H S 19 B	H S 19 C	H S 19 D	H S 20 A	H S 20 B	H S 20 C	H S 20 D	H S 21 A	H S 21 B	H S 21 C	H S 21 D	H S 22 A	H S 22 B	H S ² 2 C	H S 22 D	H S 23 A	H S 23 B	H S 23 C	H S 23 D
Foundations of Physical Education	X			X	X		X	X	X					X		X	X			X
Fitness for Life									X	X	X	X				X				X
Ind. Lifelong Activities & Games		X	X		X	X	X					X				X	X		X	X
Team/Group/Life long Activities	X				X			X					X	X	X	X	X	X	X	X
Methods of Coaching	X							X		X				X				X		X

Foundations of Physical Education

Grade 9

This is an entry course into high school Physical Education. This course will focus on the FitnessGram, the state required PE assessment that all freshman will have to partake in and complete. This course will also touch base on the variety of activities that will be offered in the upper level Physical Education classes (i.e. individual activities, team/group activities and fitness). ations of Physical Education.

Length: Semester

<u>High School Physical Education PIs Assessed:</u> HS19B, HS19C HS20A, HS20C, HS20D HS21A HS22B, HS22D HS23A, HS23D	<u>Habits of Success Assessed:</u> Lifelong Learning Preparedness Collaboration
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Individual Lifelong Activities and Games **Grades 10-12**

Students will participate in single activities and games. Ex: of possible activities are: singles badminton and pickleball, swimming, golf, disc golf, snowshoeing, cross-country skiing, hiking, etc. Activities offered will depend on weather, class enrollment and availability of facilities. Students will develop independent learning skills and understanding of lifetime activities and skills. Students are assessed on their participation, skill development, and knowledge gained in this course to meet National Standards & proficiencies for Physical Education.

Length: Semester

<u>High School Physical Education PIs Assessed:</u> HS19A, HS19D HS20A, HS20B, HS20C HS22D HS23A, HS23C, HS23D	<u>Habits of Success Assessed:</u> Lifelong Learning Preparedness
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Fitness for Life **Grades 10-12**
(Weight Training & Cardiovascular Fitness)

This course is designed to help students set and maintain goals towards living an active lifestyle. Students will be exposed to cardiovascular training, weight training, heart rate monitoring, and personal goal setting. This class is designed for students to learn how to implement fitness into their life. Students will develop independent learning skills, and an understanding of lifetime fitness and skills and are assessed on their ability to design, track, and adhere to their personal fitness plan, proper use of equipment/ facilities, knowledge demonstrated and the ability to work effectively with others and meet national standards and proficiencies for P.E. Students will need to be intrinsically motivated.

Length: Semester

<u>High School Physical Education PIs Assessed:</u> HS21A, HS21B, HS21C, HS21D HS22D HS23D	<u>Habits of Success Assessed:</u> Lifelong Learning Goals Preparedness
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Team/Group/Lifelong Activities & Games **Grades 10-12**

Students will participate in partner/team/group activities and games. Examples of possible activities are: doubles badminton and pickleball, volleyball, team building, strategy/invasion games, etc. Activities offered will depend on weather, class enrollment and availability of facilities. Students will develop independent learning skills and understanding of lifetime activities and skills. Students are assessed on their participation, skill development, and knowledge gained in this course to meet National Standards and proficiencies for Physical Education.

Length: Semester

<u>High School Physical Education PIs Assessed:</u> HS19A HS20A, HS20D HS22A, HS22B, HS22C, HS22D HS23A, HS23B, HS23C, HS23D	<u>Habits of Success Assessed:</u> Problem Solving Lifelong Learning Preparedness Collaboration
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Methods of Coaching

Grades 10-12

Students will be introduced to fundamental skills, methods, and concepts relating to the field of coaching. Topics include adolescent development, group organization and management, coaching philosophies, and teaching of skills. Students are expected to apply their learning in school to a community setting, such as working with young people. Students are assessed on their involvement in school and in the community as coaches, as well as written evaluations, knowledge and demonstrations of technique to meet National Standards and proficiencies for Physical Education.

Length: Semester

<u>High School Physical Education PIs Assessed:</u> HS19A HS20D HS21B HS22B, HS22D HS23B, HS23D	<u>Habits of Success Assessed:</u> Lifelong Learning Preparedness Citizenship Organization
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Science

Science Content PIs

	PBGR1			PBGR2				PBGR3				PBGR4			
	HS 1A	HS 1B	HS 1C	HS 2A	HS 2B	HS 2C	HS 2D	HS 3A	HS 3B	HS 3C	HS 3D	HS 4A	HS 4B	HS 4C	HS 4D
9th Grade: Science 1- Environmental Earth Science	X	X	X	X	X		X	X		X				X	X
10th Grade: Science 2- Biology and Astronomy	X	X	X		X	X		X	X		X	X	X		
11th Grade: Forensic Science Chemistry or Physics				X		X	X		X	X	X	X	X	X	X
AP Biology	X	X	X						X	X		X			X
Marine Ecology	X	X	X							X		X			X
Digital Steam				X	X	X	X								
Food Science & Kitchen Chemistry								X	X	X	X				

Science 1: Environmental Earth Science

Grade 9

****Honors designation is possible in this course***

Science 1 is a lab based course that focuses on the following science topics from the NGSS: energy, ecosystems, Earth's systems, and Earth and human activity. Throughout the course, students will critically examine topics related to watersheds, geology, energy, and the Earth's atmosphere. Students will perform numerous hands-on activities including an examination of the Dog River's water quality, a critical evaluation of Vermont's electricity production (through writing and engineering) and a year-long Create-a-Continent project during which students creatively apply their knowledge to their own-designed continents.

Length: Year

<u>High School Science PIs Assessed:</u> HS 1A, AB, 1C HS2A, HS2B, HS2D HS3A, HS3C HS4C, HS4D	<u>Habits of Success Assessed:</u> Preparedness Technology Evidence Analysis Synthesis & Application Collaboration
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Science 2: Biology & Astronomy

Grade 10

***Prerequisite: Science 1**

***Honors designation is possible in this course**

Science 2 is a lab based course that focuses on the following science topics from the NGSS: the chemistry of life, cell biology, heredity, ecosystems, evolution, human health and physiology (homeostasis), and Earth's place in the universe. Students enrolled in this course will 1) gain an understanding of the scientific inquiry process, 2) explore the application of science in various careers (e.g. engineering, medicine, biotechnology, conservation) and 3) investigate biological questions and problems related to personal needs and societal issues. This course will begin with the formation of the universe (Big Bang Theory), continue through the beginning of life on Earth, examine the characteristics of life, and consider whether the conditions for life exist elsewhere in the universe.

Length: Year

***Science Fair:** *Since scientific investigation is the backbone of science, science students in Science 2 will be required to research a science fair topic of their choice, design a controlled experiment, perform the experiment, and communicate their results in an oral presentation and a written laboratory report. The Northfield High School Science Fair will take place in the spring and students will also have the option of participating in the Vermont STEM Fair at Norwich University.*

<u>High School Science PIs Assessed:</u> HS1A, HS1B, HS1C HS2B, HS2C, HS3A, HS3B, HS3D HS4A, HS4B	<u>Habits of Success Assessed:</u> Adaptability Preparedness Technology Evidence Analysis Innovation Synthesis & Application
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Chemistry (Dual Enrollment with VTC)

Grades 11-12

***Prerequisite: Science 2 & 2 years of math or teacher recommendation**

This course is considered a lab based course which many college require and intended to extend student understanding of chemical formulae and reactions including chemical bonding, mole ratios, stoichiometry, and heats of reaction. Many chemistry laboratory experiments will be completed to help support the students' understanding of these concepts. In addition, real world applications of chemistry concepts will be emphasized. Chemistry at NHS is now a

dual-enrollment course with VTC and student select to receive 4 college credits successful completion of the course. are no additional exams or assignments that are required to receive these credits.

Length: Year

<u>High School Science PIs Assessed:</u> HS2A, HS2C, HS2D HS3B, HS3C, HD3D HS4A, HS4B, HS4C, HS4D	<u>Habits of Success Assessed:</u> Preparedness Technology Curiosity Evidence Analysis Collaboration Synthesis & Application
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Forensic Science

Grades 11-12

***Prerequisite: Science 1 and 2**

Have you ever wondered if TV shows such as CSI, NCIS, Criminal Minds, or Bones follow the correct crime scene procedures? If so, then forensic science is the course for you. Forensic science is an inquiry, skill and lab-based course that studies the connection between science and law. This course asks students to look at what the evidence tells them about a crime, suspect and/or crime scene. Students will learn to examine evidence as they extend their biological, physical and chemical knowledge from their previous years of science experience. Students will investigate, measure, research, write and produce quality work that demonstrates their knowledge of topics such as personal identification, criminal law and crime scene processing.

Length: Year

<u>High School Science PIs Assessed:</u> HS2A, HS2C, HS2D HS3B, HS3C, HS3D, HS4A, HS4B, HS4C, HS4D	<u>Habits of Success Assessed:</u> Preparedness Technology Curiosity Evidence Analysis Collaboration Synthesis & Application
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A.P. Biology (College Level Lab Course)

Grades 11-12

***Prerequisite: Science 1, Science 2 & Chemistry or teacher recommendation**

The Advanced Placement Biology course is a one-year course open to juniors & seniors. The course will include college level instruction on the characteristics, unity and diversity of living things; the concept of evolution as an explanation of unity and diversity; homeostasis as a basic biological phenomenon; the nature of science as an on-going, human enterprise; experimental design and the collection, analysis and interpretations of data, including issues involving man and society. At the end of the course, students have the option of taking the national Advanced Placement Exam in Biology to earn college credit.

Length: Year

<u>High School Science PIs Assessed:</u> HS1A, HS1B, HS1C HS3B, HS3C HS4A, HS4D	<u>Habits of Success Assessed:</u> Evidence Organization Literacy
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Physics (College Level Lab Course)**Grades 11-12*****Prerequisite: Science 2 & 2 years of math or teacher recommendation**

This lab course acquaints the student with the fundamental physical laws of nature. Its content includes mechanics, wave motion, heat, electricity and atomic structure. The material is presented through discussion, demonstrations, recitation, problem solving and laboratory work.

Length: Year

<u>High School Science PIs Assessed:</u> HS2A, HS2C, HS2D HS3B, HS3C, HS3D HS4A, HS4B, HS4C, HS4D	<u>Habits of Success Assessed:</u> Preparedness Technology Curiosity Evidence Analysis Collaboration Synthesis & Application
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Digital STEAM**Grades 9-12**

Digital STEAM (Science, Technology, Engineering, Art, and Math) is a project-based, semester course open to high school students that will aim to fuse technology and student creativity in the production of digital art. The course will include a photo manipulation and graphic arts unit using the photo-editing software GIMP. The second unit will be a video production unit using WeVideo, during which we will produce mini-documentaries on the subject of your choice. The 3rd unit will be in 3D printing, where students will learn how to use CAD (computer-aided design) software to print out their own tools, game pieces, or action figures using the school's multiple 3D printers. The fourth unit will entail use of cricut die-cutting technology to produce various art.

Length: Semester

<u>High School Science PIs Assessed:</u> HS2A, HS2B, HS2C, HS2D	<u>Habits of Success Assessed:</u> Lifelong Learner Preparedness Technology & Collaboration
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Marine Ecology

Grades 9-12

This course will examine the complex ecosystems of the world's oceans and the huge variety of marine organisms that inhabit them. We'll study coral reefs, kelp forests, deep sea trenches, mangroves, estuaries, tide pools, and the open ocean, as well as cetaceans (whales, dolphins, etc.), sharks, sea turtles, cephalopods and the diverse orders of fish and marine birds that make the ocean their home. Over 70% of the planet is covered in ocean and human communities around the world rely on the seas for food and ecosystem services. We'll learn about human cultures from around the planet as well as the numerous ways human activities (climate change, over-fishing, pollution) are affecting the oceans. A case study for the course will be the South Pacific in association with the National Geographic expedition Mr. Heath will participate in during spring 2019.

Length: Semester

<u>High School Science PIs Assessed:</u> HS1A, HS1B, HS1C HS3C HS4A, HS4D	<u>Habits of Success Assessed:</u> Technology Perspective Synthesis & Application	Curiosity Organization
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Food Science & Kitchen Chemistry

Grades 9-12

This semester course is designed to introduce students to the chemistry and science behind the food we consume. From the biochemistry makeup of an ingredient to its role in the baking process, students will gain an understanding of foods and food production. What's the difference between baking soda and baking powder? How does melting the butter versus softening it change the texture of cookies? How does the fat content in milk change the flavor of mozzarella cheese? We will explore food from cradle to grave—where does our food come from, how can we make the most of ingredients we use, and where does our food waste go. We will also discuss good nutrition and careers in food science. Hands-on learning is paramount to this course and students will come away with an arsenal of cooking and baking skills to show off at home.

Length: Semester

<u>High School Science PIs Assessed:</u> HS3A, HS3B, HS3C, HS3D	<u>Habits of Success Assessed:</u> Lifelong Learner, Preparedness Technology, Collaboration Self-efficacy
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Visual Art

Visual Arts Content PIs

	PBGR16			PBGR17			PBGR18		
	HS 16A	HS 16B	HS 16C	HS 17A	HS 17B	HS 17C	HS 18A	HS 18B	HS 18C
Two Dimensional Media I	X	X	X	X	X	X	X	X	X
Two Dimensional Media II	X	X	X	X	X	X	X	X	X
Ceramics I	X	X	X	X	X	X	X	X	X
Ceramics II	X	X	X	X	X	X	X	X	X
Portraiture	X	X	X	X	X	X	X	X	X
Advanced / Independent Art	X	X	X	X	X	X	X	X	X
Digital -(TBD) Photography Possibly available through a Flexible Pathway									

Two Dimensional Media I

Grades 9-12

The overall objective of the National Core Arts Standards is for students to think and problem solve like artists. The emphasis is shifted from traditional arts standards where the importance has been on the product and the Elements and Principles of Art and Design. These are still important in art, but the product is now a means to an end, and not the ends itself.

Two Dimensional Media I & II are designed so you have to problem solve and think like an artist. This is accomplished to offered a strong foundation for lifelong learning through skill acquisition in drawing, painting, and composition, with the additional goals of developing areas of interest and appreciation for the arts and various media. Ultimately, the Visual Arts program seeks to inspire students and provide individuals with the tools necessary to critically see and appreciate the visual world and to express that vision artistically.

Length: Semester

2D Media I: Focuses on building fundamental conceptual skills for drawing, painting, and

- **Contour Drawing**
- **Scratch Art**
- **Artist Inspired Project**
- **Independent Learning Flexwork Project**

<u>High School Visual Arts PIs Assessed:</u> HS16A, HS16B, HS16C HS17A, HS17B, HS17C HS18A, HS18B, HS18C	<u>Habits of Success Assessed:</u> Adaptability Self-Efficacy Preparedness Synthesis & Application
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Two Dimensional Media I/II

Grades 9-12

***Prerequisite: 2D Media I**

The overall objective of the National Core Arts Standards is for students to think and problem solve like artists. The emphasis is shifted from traditional arts standards where the importance has been on the product and the Elements and Principles of Art and Design. These are still important in art, but the product is now a means to an end, and not the ends itself.

Two Dimensional Media I & II are designed so you have to problem solve and think like an artist. This is accomplished to offered a strong foundation for lifelong learning through skill acquisition in drawing, painting, and composition, with the additional goals of developing areas of interest and appreciation for the arts and various media. Ultimately, the Visual Arts program seeks to inspire students and provide individuals with the tools necessary to critically see and appreciate the visual world and to express that vision artistically.

Length: Semester

2D Media II: *Is an intermediate to advanced class that meets with Art I, but is more independent. This class is for those motivated and driven to push their skills further. Students will have the opportunities to create deeper and more challenging compositions, and to more thoughtfully and purposefully employ the Elements of Art and Principles of Design. This course may include: Blind and Semi-Blind Contour Drawing, Printmaking, Artist Emulation.*

- **Independent Contour Drawing Assignment**
- **Introduction to Printmaking**
- **Artist Emulation Project**
- **Independent Learning Flexwork Project**

<u>High School Visual Arts PIs Assessed:</u> HS16A, HS16B, HS16C HS17A, HS17B, HS17C HS18A, HS18B, HS18C	<u>Habits of Success Assessed:</u> Revision & Reflection Innovation Creativity Curiosity
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Ceramics I

Grades 9-12

The overall objective of the National Core Arts Standards is for students to think and problem solve like artists. The emphasis has shifted from traditional arts standards where the importance has been placed solely on the product and the Elements and Principles of Art and Design. These are still important in art, but the product is now a means to an end, and not the ends itself.

Ceramics I and II are designed so you have to problem solve and think like an artist by means of building practical knowledge and skills related to forming clay into both artistic and utilitarian objects, finishing these objects through application of underglazes and glazes, and developing an aweless of the tenants of safe handling of clay and the firing of clay in a kiln.

Length: Semester

Ceramics I: Focus on the 3 fundamental hand-building techniques:

- **Pinching Construction**
- **Coil Construction**
- **Slab Construction**
- **Personalized Final Project**

<u>HS Visual Arts PIs Assessed:</u> HS16A, HS16B, HS16C HS17A, HS17B, HS17C HS18A, HS18B, HS18C	<u>Habits of Success Assessed:</u> Preparedness Synthesis & Application Organization & Collaboration	Citizenship Purpose
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Ceramics II

Grades 9-12

***Prerequisite: Ceramics I**

The overall objective of the National Core Arts Standards is for students to think and problem solve like artists. The emphasis has shifted from traditional arts standards where the importance has been placed solely on the product and the Elements and Principles of Art and Design. These are still important in art, but the product is now a means to an end, and not the ends itself.

Ceramics I and II are designed so you have to problem solve and think like an artist by means of building practical knowledge and skills related to forming clay into both artistic and utilitarian objects, finishing these objects through application of underglazes and glazes, and developing an aweless of the tenants of safe handling of clay and the firing of clay in a kiln.

Length: Semester

Ceramics II: Goes deeper with the above three handbuilding methods, providing opportunities to push technique further and try more challenging forms. Ceramics II additionally introduces:

- **Wheel Construction**
- **Artistic Sculpture**
- **Firing / Kiln Loading**
- **Personalized Final Project**

<u>High School Visual Arts PIs Assessed:</u> HS16A, HS16B, HS16C HS17A, HS17B, HS17C HS18A, HS18B, HS18C	<u>Habits of Success Assessed:</u> Adaptability Self-Efficacy Revision & Reflection Innovation Creativity
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Portraiture

Grades 9-12

***Prerequisite: Two Dimensional Media I or teacher recommendation**

Portraiture is an intermediate to advanced class that is more independent and allows students to pursue their interests in a variety of artistic materials and mixed media with a focus on the human face and form. In this class you will learn from the masters, and about the proportions of the human body and/or face. Additionally, you will learn how to represent emotional and meaningful content through physiological expression and posture of a body and face, but also through psychological use of color and a media application. This course can be very flexible and personalized based on student interest, as it relates to representing people.

Length: Semester

<u>High School Visual Arts PIs Assessed:</u> HS16A, HS16B, HS16C HS17A, HS17B, HS17C HS18A, HS18B, HS18C	<u>Habits of Success Assessed:</u> Problem Solving Purpose Technology Innovation Revision and Reflection
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Advanced Independent Art III, IV, etc.

Grades 10-12

***Prerequisite: 1 full year of art courses or teacher recommendation**

Advanced Independent Art is an art opportunity available after completing 1 full year of Visual Arts courses, including Two Dimensional Media I (exceptions are possible for extenuating circumstances, with teacher recommendation). Advanced Independent Art is a chance for motivated artists to follow their own artistic interests, work on building a portfolio, and strive for Exemplary PI marks for their transcripts. This course will have students engaging in two or more major projects (multi-week, multi-layered projects) and one or more minor project (may be a quick one to two week project, such as a yearbook cover entry). At least one project will be a service project, creating a semi-permanent installation in the school, in a business, or in/for the greater community or community member. Other projects may require making art to enter in contests and shows. Further expectations include student involvement in organizing and setting up local community and school art shows. Ultimately, the expectation is that students opting to take Advanced Independent Art are willing and able to dedicate a significant commitment to producing art and pushing their limits.

Length: Semester

There is no limit to the number of Independent Art courses that may be taken, as each one will have a personalized emphasis.

<p><u>High School Visual Arts PIs Assessed:</u> HS16A, HS16B, HS16C HS17A, HS17B, HS17C HS18A, HS18B, HS18C</p>	<p><u>Habits of Success Assessed:</u> Citizenship Lifelong Learning <i>Flexible:</i> Student choice, subject to approval, based on specific project proposals.</p>
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World Languages

World Language Content PIs

	HS 29 A	HS 29 B	HS 30 A	HS30 B	HS31 A	HS31 B	HS32 A	HS32 B	HS33 A	HS33 B
Spanish 1 French 1			X		X	X	X		X	X
Spanish 2 French 2	X	X	X	X	X	X	X	X	X	X
Spanish 3 French 3	X	X	X	X	X	X	X	X	X	X

Spanish I

Grade 9-12

The emphasis in Spanish I is on building a vocabulary and learning everyday Spanish. Reading, writing, speaking and listening skills are all stressed in order to build a basic level of proficiency. Students will create a variety of oral and written texts to express their understanding. By the end of the year students will be able to describe and converse about themselves, their family, their school day and their hobbies.

Length: Year

<u>High School World Languages PIs Assessed:</u> HS30A HS31A, HS31B HS32A HS33A, HS33B	<u>Habits of Success Assessed:</u> Relationships Curiosity Collaboration Goals Purpose
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Spanish II

Grades 10-12

***Prerequisite: Spanish I**

At the intermediate level, emphasis will be placed on improving the students' ability to understand spoken Spanish as well as to speak the language more fluently, with most classes being conducted solely in Spanish by the end of the year. Students will create presentations, participate in conversations, and discuss literature and works of art from the target culture. In this multi-level course all students will learn the same vocabulary and cultural elements and will be divided into their respective levels for all new grammar presentations and work.

Length: Year

<u>High School World Languages PIs Assessed:</u> HS29A, HS29B HS30A, HS30B HS31A, HS31B HS32A, HS32B HS33A, HS33B	<u>Habits of Success Assessed:</u> Relationships Goals Curiosity Purpose Collaboration
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French I

Grade 9-12

The emphasis in French I is on building a vocabulary and learning everyday French. Reading, writing, speaking and listening skills are all stressed in order to build a basic level of proficiency. Students will create a variety of oral and written texts to express their understanding. By the end of the year students will be able to describe and converse about themselves, their family, their school day and their hobbies.

Length: Year

<u>High School World Languages PIs Assessed:</u> HS30A HS31A, HS31B HS32A HS33A, HS33B	<u>Habits of Success Assessed:</u> Relationships Goals Curiosity Purpose Collaboration
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French II

Grade 10-12

*Prerequisite: French I

At the intermediate level emphasis will be placed on improving students' ability to understand and respond to spoken and written French. In an effort to achieve this, most classes will be conducted solely in French by the end of the year. Students will create presentations, participate in conversations, and discuss literature, film, and works of art from the target culture. Students will develop skills that support sustained verbal and written expression. In this multi-level course all students will learn the same vocabulary and cultural elements and will be divided into their respective levels for all new grammar presentations and work.

Length: Year

<u>High School World Languages PIs Assessed:</u> HS29A, HS29B HS30A, HS30B HS31A, HS31B HS32A, HS32B HS33A, HS33B	<u>Habits of Success Assessed:</u> Relationships Goals Curiosity Purpose Collaboration
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Spanish III/French III

Grades 11-12

***Prerequisite: French I /II or Spanish I/II**

In the advanced level language courses we are combining to study European exploration and how that influenced the world we live in today. Students will continue to develop their communication skills with a focus on responding to native speakers in authentic situations. By the end of the year students will be able to maintain a conversation with both a native and non-native speaker and articulate and support a position in a discussion.

Length: Year

<u>High School World Languages PIs Assessed:</u> HS29A, HS29B HS30A, HS30B HS31A, HS31B HS32A, HS32B HS33A, HS33B	<u>Habits of Success Assessed:</u> Relationships Curiosity Collaboration Goals Purpose
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Other Learning Opportunities

Flexible Pathways

Grades 8-12

Pathways is a system that facilitates flexible and challenging individual and personal learning plans designed to recognize and nurture unique learning styles, interests, and strengths of individual students, and supports multiple pathways towards achievement and assessment of proficiencies. Individual paths for students can include, but are not limited to: experiential, service, blended, independent, online, skill-based, work-readiness, advanced college-readiness, and traditional learning. You will meet with your advisor and the Coordinator of Student Support in your school to discuss these options.

Length: Semester/Year

see the Extended Pathways section of this guide for more information

Frontiers Curriculum

Frontiers is designed to match all of the performance indicators typically encountered in 9th grade classes at NMHS.

Frontiers is a year long integrated humanities course that explores what it means to be a member of a community. This place-based curriculum uses a series of engaging experiential learning opportunities to help students connect with the various communities of which they are a part. We begin the year by exploring the communities that are close to home- school, local, state- and we gradually work our way outward to look at what it means to be a citizen of a region, of a nation, and of the world. We conclude our year by returning our focus to the individual, ultimately engaging the question of what we each have to offer to the various communities to which we belong.

This course is designed to encourage students to understand and develop their personal core values in relationship to what it means to be a citizen – of a school, of a town, of a nation, of the world. By examining our relationship with “place”, we can understand where we fit into a community. Through the examination of our personal core values, we can better recognize where and how we can contribute to our various communities.

Science - Applied Environmental Science ½ - Length: Year

Social Studies - Frontiers - Length: Year

English - Portfolio ½ - Length: Year

Math - Foundations of Mathematics: Year

2019 - 2020

Unique Courses From Northfield/Williamstown & **Extended Pathways to Graduation**



English Language Arts

(Northfield Campus)

Seniors - AP Literature & Composition

Grade 12

The only prerequisite for this course is the desire to read complex and provocative works of literature and poetry. Students will select and read works from the College Board's suggested lists of literature. Students will read novels, excerpts from novels, plays, and poetry from all over the world, and from all eras in literature. Group discussion and collaboration are at the heart of the course, as we explore challenging works and learn from each other's opinions.

Length: Year

<u>High School English PIs Assessed:</u> HS9A, HS9B, HS9D, HS9E, HS10B, HS10E, HS10F	<u>Habits of Success Assessed:</u> Preparedness Analysis Literacy
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(Williamstown Campus)

Theater & Debate

Grades 10-12

In this class you will learn acting techniques and improve self-confidence in public-speaking through fun and engaging theater exercises, reading and writing assignments, rants, performances, and debates. We will begin with theater games and then move into character-based monologues and scenes, as we study the art of argument, persuasion, and debate.

Length: Semester

<u>High School English PIs Assessed:</u> HS5A, HS5B, HS5E, HS5F HS6C, HS6D, HS6E	<u>Habits of Success Assessed:</u> Personal Integrity Self-Respect Citizenship Creativity Perspective Self Efficacy
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(Williamstown Campus)

Art & Writing

Grades 10-12

***Prerequisite: one art class and one high school ELA course**

Students learn how to think and express their understand and interpretation of the connections between art, literature, and writing. Students consider both art and writing as mode of communication to create images and evoke mood. This course requires the willingness to think outside the box and participate in writing, analyzing, as well as explore the art world through the eyes of an artist and a writer. Students will be able to present a body of art and revised writing created in a portfolio.

Length: Semester

<u>High School English PIs Assessed:</u> HS6D, HS6E	<u>Habits of Success Assessed:</u> Curiosity Organization Self-Efficacy
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(Williamstown Campus)

Challenge Accepted

Grades 10-12

**Includes Science PIs as well*

**Teacher Permission required*

In this course, students will engage in the development of a new and unique solution to a real world problem. This will be based on the annual Biomimicry Challenge. This is an international competition in which groups are challenged to find a solution based on natural systems to solve a real world problem.

Length: Semester

<u>High School English PIs Assessed:</u> HS5E, HS5F HS6D, HS6E	<u>Habits of Success Assessed:</u> Goals Creativity Revision & Reflection Synthesis & Application	Analysis Innovation
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Global Studies

(Northfield Campus)

A.P. World History

Grades 10-12

**Teacher recommendation*

This seminar course is geared towards mastering the basics of college level World History and preparing students to pass the AP World History exam in the spring for college credit. Students should expect to do independent reading and writing at the college level and engage in class discussions to heighten understanding. The course surveys major themes in world history from prehistoric times through the present.

Length: Year

<u>High School Global Studies PIs Assessed:</u> HS7A HS8A, HS8B, HS8C, HS8D HS9D HS10B	<u>Habits of Success Assessed:</u> Adaptability Technology Synthesis & Application Collaboration	Preparedness Curiosity Analysis Literacy
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(Northfield Campus)

Introduction to Anthropology

Grades 9 - 12

Introduction to Anthropology: This course is an introduction to discipline of anthropology as a whole. Students will develop a theoretical understanding in the four major sub-fields: archaeology, biological anthropology, cultural anthropology, and linguistics. The course will present the varied mosaic of humanity; exploring key human questions linking biological and cultural interactions from the distant past through the possible future.

Length: Semester

<u>High School Global Studies PIs Assessed:</u> HS 7D HS8A, HS8D HS10B	<u>Habits of Success Assessed:</u> Personal Integrity Analysis Citizenship Self-Efficacy
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(Williamstown Campus)

Child Development

Grades 10-12

Students examine the theories, concepts, and trends related to early childhood growth and development from prenatal development through adolescence. Students will focus in depth on physical, social, emotional, cognitive, and language and literacy development of children ages 0-7.

Length: Semester

<u>High School Global Studies PIs Assessed:</u> HS8C, HS8D HS10A	<u>Habits of Success Assessed:</u> Relationships Synthesis & Application Creativity Collaboration Citizenship Innovation
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(Williamstown Campus)

Psychology

Grades 10-12

Students will examine individual behavior and why an individual thinks, feels, and reacts to certain stimuli. Major emphasis will be placed on research methods, stages in childhood and adolescence, how the brain works, altered states of consciousness, psychological testing, and psychological disorders.

Length: Semester

<u>High School Global Studies PIs Assessed:</u> HS8D HS9B, HS9D	<u>Habits of Success Assessed:</u> Self-Respect Adaptability Evidence Collaboration
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(Williamstown Campus)

Advanced Placement US History

Grades 10-12

***Prerequisite: successful completion of 9th grade Global Studies & World History**

Advanced Placement United States History is a rigorous and intensive course that is meant to be the equivalent of an introductory freshman college course in American History.

Length: Year

<u>High School Global Studies PIs Assessed:</u> HS7C HS9A, HS9B, HS9C, HS9D	<u>Habits of Success Assessed:</u> Lifelong Learner Adaptability Preparedness Curiosity	Evidence Collaboration Literacy
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Math

(Williamstown Campus)

Calculus

Grades 11-12

***Prerequisite: PreCalculus**

This course begins by exploring limits and their properties. Students will develop various techniques for evaluating limits, one-sided limits, and infinite limits. Students will learn about the basic differentiation rules, implicit differentiation, and related rates and will explore integrals and their properties. Students will learn about indefinite integrations, Riemann sums, definite integrals, The Fundamental Theorem of Calculus, and integration by substitution and will explore the applications of derivatives and integrals in this seminar. Some of the applications include the First Derivative Test, the Second Derivative Test, Optimization Problems, business and economics applications, Area of a Region Between Two Curves, and Volume using the Disc and Shell Methods.

Length: Year

<u>High School Math PIs Assessed:</u> HS11A, HS11B, HS11C, HS11D, HS11E HS13D, HS13E HS14A, HS14B, HS14C, HS14D	<u>Habits of Success Assessed:</u> Problem Solving Adaptability Preparedness Technology Collaboration	Curiosity Creativity Analysis Organization
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(Northfield Campus)

AP Computer Science Principles

Grades 10-12

AP Computer Science Principles introduces students to the foundational ideas of computer science. Students will develop and use computational thinking and explore how it is applied in this field and other disciplines. In this course students will create computational artifacts and implement solutions. Students will explore the impact of computers on society and how computers have had a major impact on fields ranging from automotive engineering to zoology. This course is organized around seven big ideas which are: Creativity, Abstraction, Data and Information, Algorithms, Programming, The Internet and Global Impact. This course was developed by a partnership with the National Science Foundation and the College Board in consultation with Computer Science teachers and professors from around the world. AP Computer Science Principles is designed to be the equivalent of an introductory course at the college level. As with all AP classes, many colleges will grant credit to students who successfully complete the course and earn an acceptable score on the AP exam.

Length: Year

<u>Content PIs Assessed:</u> There are no PIs for this elective course.	<u>Habits of Success Assessed:</u> Technology Curiosity Innovation Organization
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Physical Education

(Northfield Campus)

Methods of Coaching

Grades 10-12

Students will be introduced to fundamental skills, methods, and concepts relating to the field of coaching. Topics include adolescent development, group organization and management, coaching philosophies, and teaching of skills. Students are expected to apply their learning in school to a community setting,, such as working with young people. Students are assessed on their involvement in school and in the community as coaches, as well as written evaluations, knowledge and demonstrations of technique to meet National Standards and proficiencies for Physical Education.

Length: Semester

<u>High School Physical Education PIs Assessed:</u> HS19A HS20D HS21B	<u>Habits of Success Assessed:</u> Problem Solving Lifelong Learning Preparedness Collaboration
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Science

(Northfield Campus)

Marine Ecology

Grades 9-12

This course will examine the complex ecosystems of the world's oceans and the huge variety of marine organisms that inhabit them. We'll study coral reefs, kelp forests, deep sea trenches, mangroves, estuaries, tide pools, and the open ocean, as well as cetaceans (whales, dolphins, etc.), sharks, sea turtles, cephalopods and the diverse orders of fish and marine birds that make the ocean their home. Over 70% of the planet is covered in ocean and human communities around the world rely on the seas for food and ecosystem services. We'll learn about human cultures from around the planet as well as the numerous ways human activities (climate change, over-fishing, pollution) are affecting the oceans. A case study for the course will be the South Pacific in association with the National Geographic expedition Mr. Heath will participate in during spring 2019.

Length: Semester

<u>High School Science PIs Assessed:</u> HS1A, HS1B, HS1C HS3C HS4A, HS4D	<u>Habits of Success Assessed:</u> Technology Curiosity Synthesis & Application Perspective Organization
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(Northfield Campus)

Digital STEAM

Grades 9-12

Digital STEAM (Science, Technology, Engineering, Art, and Math) is a project-based, semester course open to high school students that will aim to fuse technology and student creativity in the production of digital art. The course will include a photo manipulation and graphic arts unit using the photo-editing software GIMP. The second unit will be a video production unit using WeVideo, during which we will produce mini-documentaries on the subject of your choice. The 3rd unit will be in 3D printing, where students will learn how to use CAD (computer-aided design) software to print out their own tools, game pieces, or action figures using the school's multiple 3D printers. The fourth unit will entail use of cricut die-cutting technology to produce various art.

Length: Semester

<u>High School Science PIs Assessed:</u> HS2A, HS2B, HS2C, HS2D	<u>Habits of Success Assessed:</u> Lifelong Learner Preparedness Technology & Collaboration
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(Northfield Campus)

Forensic Science

Grades 11-12

***Prerequisite: Science 1 and 2**

Have you ever wondered if TV shows such as CSI, NCIS, Criminal Minds, or Bones follow the correct crime scene procedures? If so, then forensic science is the course for you. Forensic science is an inquiry, skill and lab-based course that studies the connection between science and law. This course asks students to look at what the evidence tells them about a crime, suspect and/or crime scene. Students will learn to examine evidence as they extend their biological, physical and chemical knowledge from their previous years of science experience. Students will investigate, measure, research, write and produce quality work that demonstrates their knowledge of topics such as personal identification, criminal law and crime scene processing.

Length: Year

<u>High School Science PIs Assessed:</u> HS2A, HS2C, HS2D HS3B, HS3C, HS3D, HS4A, HS4B, HS4C, HS4D	<u>Habits of Success Assessed:</u> Preparedness Curiosity Analysis Synthesis & Application	Technology Evidence Collaboration
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(Northfield Campus)

A.P. Biology (College Level Lab Course)

Grades 11-12

***Prerequisite: Science 1, Science 2 & Chemistry or teacher recommendation**

The Advanced Placement Biology course is a one-year course open to juniors & seniors. The course will include college level instruction on the characteristics, unity and diversity of living things; the concept of evolution as an explanation of unity and diversity; homeostasis as a basic biological phenomenon; the nature of science as an on-going, human enterprise; experimental design and the collection, analysis and interpretations of data, including issues involving man and society. At the end of the course, students have the option of taking the national Advanced Placement Exam in Biology to earn college credit.

Length: Year

<u>High School Science PIs Assessed:</u> HS1A, HS1B, HS1C HS3B, HS3C HS4A, HS4D	<u>Habits of Success Assessed:</u> Evidence Organization Literacy
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(Williamstown Campus)

Honors Anatomy

Grades 10-12

***Prerequisite: 8-10 science sequence, including two Intro to Bio & Intro to Chem courses**

***Teacher permission required**

This honors class will cover the anatomy and physiology of the human body from the molecular to the whole. May include the dissection of a cat.

Length: Year

<u>High School Science PIs Assessed:</u> HS1A, HS1B, HS1C HS2A, HS2B HS3A HS4B, HS4D	<u>Habits of Success Assessed:</u> Adaptability Evidence Synthesis & Application Analysis Organization
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Experiential Learning

(Northfield Campus) STAR

The STAR Program creates a dynamic and experiential learning environment for students who have struggled in a more traditional classroom setting. In this program, the world really is our classroom, and students can expect to be outside, in our natural environments and in our local community, several days per week. Most activities are “hands-on” and give students an opportunity to see the application of academic concepts in real life. The program is located off campus and offers a structured, individualized school day in a supportive environment.

The curriculum balances project-based learning with more traditional curricular work in order to give students a multitude of opportunities to develop investment in their learning and spark interest in educational and career opportunities.

The program emphasizes academic, social, emotional, and physical growth and utilizes a holistic approach to education. Students are encouraged to give direction and purpose to their learning, more actively defining their high school experience than your average student.

*Because there is a competitive application process and spots in the program are limited, students need to show continued growth and investment while enrolled in the STAR Program. **This approach to education requires student commitment and accountability.***

Enrollment in the program is contingent upon a referral, visit and interview.

Flexible Pathway Opportunities

Flexible pathways is a system that facilitates flexible and challenging individual and personal learning plans designed to recognize and nurture unique learning styles, interests, and strengths of individual students, and supports multiple pathways towards achievement and assessment of proficiencies. Individual paths for students can include, but are not limited to: experiential, service, blended, independent, online, skill-based, work-readiness, advanced college-readiness, and traditional learning. To learn more, see your Coordinator of Student Support.

Work-Based Learning Opportunities

Grades 8-12

The purpose of a Work-Based Learning is to provide an opportunity for juniors and seniors to gain on the job experience in a specific field of interest. Students connect classroom experiences to community and career experiences to prepare them for the future.

Internships Overview:

- *Internships can be taken for one semester or full year*
- *The student can earn Habits of Success*
- *This opportunity is available to grades 11 and 12*
- *Approval from the school counselor is necessary*
- *Employer or supervisor verification is required*
- *A contract outlining the duties to be accomplished and skills to be learned must be completed.*

See your Coordinator of Work-Based Learning to learn more.

Online Course Opportunities

Grade 9-12

****Prior approval from the Coordinator of Student Support is required***

Students may earn graduation PIs/credit via online courses. Our two current vendors are Vermont Virtual Learning Cooperative (VTVLC) and Brigham Young University (BYU). VTVLC is a partnership of Vermont schools that offer online courses that may not otherwise be available at NMHS or WMHS. The school assumes the cost of these courses. Prior approval from the Coordinator of Student Support is required. The course and grade will be recorded on the student's transcript.

CCV's Introduction to College and Careers

Grade 10-12

Introduction to College and Careers is a free 13-week course that provides students with the opportunity to explore the college experience within the context of their future career goals. For more information and a schedule of courses at all 12 CCV locations, please visit: www.gotocollegevt.org

Independent Study Opportunities

Grade 9-12

Policy Statement: *Occasionally, certain students will benefit from a supervised independent study program. The school counselors will approve Independent Study opportunities. The following guidelines will be employed by the student making the request and must be approved by the supervising teacher as well as the guidance director.*

A teacher who accepts the responsibility of working with a student in an independent study program must realize that extra time and effort is required. The teacher and student must complete the independent study form. The teacher must meet with the student at least twice each month and assume the same responsibilities for the independent study student in terms of grading, providing materials, advice, suggestions, etc., as he/she would for a student in a regular class setting. The teacher, student, parent/caretaker and Coordinator of Student Support must all sign an Independent Study Contract.

Service Learning

Grade 8-12

Habits of Success are earned based on the student's ability to demonstrate how they achieved them through their individual experience. HOS are approved by the supervisor and school counselor. Students will engage in direct personal service under an approved plan developed by the student and authorized by the school counselor. Service Learning builds character, empathy, commitment and engagement, all key qualities of both Northfield High School and of caring citizens. Students are responsible for keeping a weekly log documenting hours worked. Possibilities include: tutoring other students, helping senior citizens, improving the school or larger community.

Summer School Opportunities

Grade 9-12

Students in grades 9-12 who have missed earning the proficient level for any Performance Indicator may enroll in approved summer/online courses to attempt to demonstrate those PI's at the proficient level. The student must meet with and get approval from the school counselor and a certified teacher from the content area of the respective Performance Indicator.

Off-Campus Learning Opportunities

Randolph Technical Career Center (RTCC)

Grade 11-12

Northfield & Williamstown High School students have the opportunity to attend the Randolph Technical Career Center. A student may attend the center during his or her junior and/or senior year. Bus transportation will be provided by the CVSU District. RTCC offers the following programs: Advanced Manufacturing, Agricultural Technology, Automotive Technology, Construction Trades & Management, Business Management, Criminal Justice, Culinary Arts, Diesel Technology, Digital Filmmaking, Education & Social Services, Environmental Resource Management, Graphic Arts, and Health Careers. More information about RTCC programs are available at www.orangesouthwest.org/rfcc

Students interested in technical training programs should express their interest to their Advisor and Coordinator of Student Support. All students will have the opportunity to visit the RTCC prior to applying for enrollment. In order to be eligible, students must have completed their sophomore year with a majority of their PIs. Applications to RTCC are available in February, and are due in the Student Support Office by March 15th.

Central Vermont Career Center (CVCC)

Grade 11-12

Northfield & Williamstown High School students have the opportunity to attend the Central Vermont Career Center. A student may attend the center during his or her junior and/or senior year; however, you are responsible for your own transportation. CVCC offers the following programs to our students: Baking Arts, Cosmetology, Electrical Technology, Emergency Services, Exploratory Technology (offered to sophomores), Plumbing & Heating. For more information about the CVCC programs, visit www.cvtcc.org.

Students interested in technical training programs should express their interest to their Advisor and Coordinator of Student Support. Your Coordinator of Student Support can arrange a visit to shadow programs of interest and an interview. In order to be eligible, students must have completed their sophomore year with a majority of their PIs. Applications to CVCC are due in the beginning of February.

Dual Enrollment

Grade 11-12

****Prior approval from the Coordinator of Student Support is required***

With the 2013 passage of the Flexible Pathways bill (S.130/Act77), students in the state of Vermont have the opportunity to take up to two college courses at participating Vermont state colleges/universities. Eligible students can use two Dual Enrollment vouchers during their 11th and/or 12th grade years. These vouchers can be used to take a college course at schools such as Norwich University, Community College of Vermont, Vermont Technical College, University of Vermont and more. Effective November 30, 2015, any student

wanting to participate in a dual enrollment course must have this goal included in their Personalized Learning Plan (PLP). 11th and 12th grade students may enroll in college courses provided a schedule can be arranged to coordinate with the high school program. Your college course and grade will be recorded on your high school transcript.

Visit the following for course schedules:

- Norwich University: www.norwich.edu/registrar
- CCV: www.ccv.edu
- VTC: www.vtc.edu/my-vermont-tech/my-vtc-home/registrar
- Sterling College: www.sterlingcollege.edu
- UVM: www.uvm.edu/~rgweb

Once eligible students are approved for courses they can register online at www.dualenrollment.vermont.gov/vtde. The student must be ready, accept the eligibility criteria and fill out the form requesting a specific partner college and semester. College classes must coordinate with student's high school schedule. College classes are added into the student's schedule for attendance purposes. The Coordinator of Student Support will determine if a student is in good academic standing, and is capable of college level work. Some colleges require students to take a placement test prior to registering for a class.

Early College

Grade 12

***Prior approval from the Coordinator of Student Support is required**

Vermont students with senior standing have the opportunity to spend their entire last year of high school on a Vermont State College campus as a "freshman" college student through the Vermont Early College Program. Participating colleges are: Castleton University, Community College of Vermont, Goddard College, Northern Vermont University (Johnson & Lyndon campuses), Norwich University & VTC. Eligible students must be in excellent academic standing and successfully pass all placement tests required by the college. Students are financially liable for transportation, books and other college fees. See your Coordinator of Student Support for more information on the Early College Program and visit <https://education.vermont.gov/student-learning/flexible-pathways/early-college>

2019 - 2020

Williamstown Campus

Pathways to

Graduation



WILLIAMSTOWN MIDDLE HIGH SCHOOL PROFILE

COMMUNITY

Williamstown is a small, rural community in Orange County, Vermont with a total population of approximately 2,300 residents. Located five miles south of Barre, and 40 miles south-east of Burlington, the primary industries are farming and tourism. Williamstown's position in Central Vermont makes it an ideal location for residents who work in Montpelier, Burlington, Randolph, and Hanover, NH. The school serves students who come from varying socioeconomic settings. Approximately 49% of the student body qualifies for the federal free or reduced meal program. Williamstown draws tuition students from the towns of Orange, Washington, and Chelsea and participates in the Winooski Valley School Choice group.

MIDDLE HIGH SCHOOL

Williamstown High School is an 8-12 school sharing the building with a 6-7 Middle School. The high school and middle school together have an enrollment of approximately 300 students, with about 200 in the high school. 25-30 full-time faculty members plus a variety of other staff support our students, along with Middle School and High School special educators, and two co-principals. Shared specialists include the student support team, school nurse, social worker, and library media specialist.

Williamstown students have the opportunity, after successfully completing 9th and 10th grade programs, to attend either the Randolph Technical Career Center or the Barre Technical Center for technical and career training. Norwich University, Vermont Technical College, and the Community College of Vermont offer opportunities for students to concurrently enroll in college level courses. In addition, Vermont Technical College offers the VAST program - a math/science-enriched curriculum - while Norwich University and CCV offer the Early College Program to qualified students - students are enrolled as first year full-time college students during their senior year.

Recent graduating classes have ranged in size from 43 to 56 students. The official cohort graduation rate has risen to 91% with the cohort of 2017. On NECAP assessments, WMHS students in grade 11 (the grade level tested by the NECAP) have results better than the state averages and science, and similar to Vermont averages in writing, math and reading. Serious attention is being given to improvement of curriculum and instruction to continue improvement in core areas. The school is in the transition of moving to proficiency based requirements.

ACADEMIC PROGRAM

Williamstown High School has gone through a number of program changes in the past six years to better provide students with a proficiency-based model of instruction/assessment. Transcripts of the older students (Class of 2020 and older) may reflect these changing options. Many AP and Honors course offerings rotate each year. Students can demonstrate proficiency through community learning, workplace internship, and independent study via Vermont Virtual Learning Cooperative (VTVLC), and within Dual Enrollment, flexible pathways and a relevant educational proficiency-based experience approved by administration. Students will graduate upon fulfilling their Personalized Learning Plans while demonstrating proficiency in content areas as well as the Habits of Success.

English Language Arts

English Content PIs

	PBGR5						PBGR 6				
	HS 5A	HS 5B	HS 5C	HS 5D	HS 5E	HS 5F	HS 6A	HS 6B	HS 6C	HS 6D	HS 6E
Eng 9: Argumentative Writing & Debate					X	X			X		X
Eng 9: Read to Write I	X	X	X	X				X			
Creative Writing		X		X			X	X	X		X
Theater & Debate	X	X			X	X			X	X	X
Public Speaking			X			X				X	
Literature & Composition I	X		X					X			
Literature & Composition II	X	X								X	
Art & Writing										X	X
Foodie										X	X
Challenge Accepted					X	X				X	X
AP Language & Composition	X	X				X	X		X		

English 8: Read to Write I

Grades 8

Students in Read to Write I will work to demonstrate proficiency through numerous choice projects and activities. A main component of this course is independent reading and connected writing (inside and outside of the classroom). Students will use what they learn through choice texts and whole class novels to write a variety of narratives to showcase their new learning.

Length: Semester

<u>Middle School English PIs Assessed:</u> MS5A, MS5B, MS5F MS6A, MS6E	<u>Habits of Success Assessed:</u> Personal Integrity Goals
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English 8: Informational Writing & Nonfiction

Grades 8

Students in Informational Writing and Nonfiction will focus on reading and analyzing a variety of nonfiction texts in order to improve their overall comprehension and to strengthen vocabulary. A variety of choice and whole class texts will be used throughout the majority of the trimester. Mini-lessons will take place each class period in order to focus on specific skills related to current and future learning. They will then use this new information to craft their own choice informational/argumentative essays.

Length: Semester

<u>Middle School English PIs Assessed:</u> MS5D MS6B, MS6D, MS6F	<u>Habits of Success Assessed:</u> Lifelong Learner Preparedness
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English 9: Argumentative Writing & Debate

Grades 9

Argumentative Writing and Debate will focus on expanding skills introduced in Informational Writing and Nonfiction. Students will be expected to write each class period, think critically about a variety of prompts (both individually created and teacher-assigned), and collaborate effectively with others in order to meet proficiency for the trimester. As always, focus will continue to be placed on the writing process through drafting, conferring, outlining, and editing. The culminating demonstration of learning will be a partner debate and independent research piece.

Length: Semester

<u>High School English PIs Assessed:</u> HS5E, HS5F HS6C, HS6E	<u>Habits of Success Assessed:</u> Preparedness Self-Efficacy
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English 9: Read to Write II

Grades 9

Read to Write II is a direct continuation of Read to Write I. Students in this course will work to build upon their previous learning through complex reading and writing tasks (both independently and whole class). Students will focus on understanding how authors use literary devices to enhance their work, and they will use this knowledge to create powerful writing of their own.

Length: Semester

<u>High School English PIs Assessed:</u> HS5A, HS5B, HS5C, HS5D HS6B	<u>Habits of Success Assessed:</u> Goals Collaboration
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Creative Writing

Grades 10-12

Do you love to write? Are you interested in learning more about how to craft a poem, song, slam, short story, creative essay, personal narrative, or play? In this introductory class we will study model texts, complete daily in-class creative exercises, and share our work with each other as we celebrate the art of writing and work to become better writers. As part of this class you will participate in a traditional writing-workshop where you read and critique each other's work and we will explore options for revision including adding content, changing voice or style, or trying a different approach. Students will have the opportunity to apply for and attend the Young Writer's Conference as well as potentially work with visiting authors and guest speakers.

Length: Semester

<u>High School English PIs Assessed:</u> HS5B, HS5D HS6A, HS6B, HS6E	<u>Habits of Success Assessed:</u> Preparedness Collaboration Revision & Reflection Citizenship Self Efficacy
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Theater & Debate

Grades 10-12

In this class you will learn acting techniques and improve self-confidence in public-speaking through fun and engaging theater exercises, reading and writing assignments, rants, performances, and debates. We will begin with theater games and then move into character-based monologues and scenes, as we study the art of argument, persuasion, and debate.

Length: Semester

<u>High School English PIs Assessed:</u> HS5A, HS5B, HS5E, HS5F HS6C, HS6D, HS6E	<u>Habits of Success Assessed:</u> Personal Integrity Self-Respect Citizenship Creativity Perspective Self Efficacy
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Public Speaking

Grades 10-12

Students will explore the elements of good persuasive presentations based on learning the aspects and nuances of good public speaking, as well as learn the art of persuasion through speech, speech writing, and visual presence, as well as create Google slides appropriate for a presentation. Students will also analyze published speeches with given criteria of analysis, analytical thinking, and reading. There is a high expectation of respectful learning to allow constructive criticism in order to reduce the natural fear and discomfort associated with public speaking.

Length: Semester

<u>High School English PIs Assessed:</u> HS5C, HS5F HS6D	<u>Habits of Success Assessed:</u> Relationships Revision & Reflection Purpose
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Literature & Composition I

Grades 10-12

***Teacher permission required**

Students will explore a variety of texts from poetry, fiction, and plays. Students will show understanding of various text through a variety of response styles including analysis, characterization, and visually interpretation of texts, as well as revision and editing techniques. Reading and writing strategies will be incorporated into instruction to build student comprehension skills.

Length: Semester

<u>High School English PIs Assessed:</u> HS5A, HS5C HS6B	<u>Habits of Success Assessed:</u> Preparedness Literacy
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Literature & Composition II

Grades 10-12

***Prerequisite: Literature & Composition I**

Students will delve further into literary analysis and interpretation as well as show their understanding of author's craft and use of rhetorical and literary devices. Students will also practice peer revision to build confidence in their writing and learning, and as a technique to build awareness of their own writing. Students will be working in literary/writing teams to build a safe and comfortable environment critiquing and become familiar with each others' work and writing styles/needs. Texts will include fiction, poetry, and nonfiction.

Length: Semester

<u>High School English PIs Assessed:</u> HS5A, HS5B HS6D	<u>Habits of Success Assessed:</u> Problem Solving Revision & Reflection Purpose
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Art & Writing

Grades 10-12

***Prerequisite: one art class and one high school ELA course**

Students learn how to think and express their understand and interpretation of the connections between art, literature, and writing. Students consider both art and writing as mode of communication to create images and evoke mood. This course requires the willingness to think outside the box and participate in writing, analyzing, as well as explore the art world through the eyes of an artist and a writer. Students will be able to present a body of art and revised writing created in a portfolio.

Length: Semester

<u>High School English PIs Assessed:</u> HS6D, HS6E	<u>Habits of Success Assessed:</u> Curiosity Organization Self-Efficacy
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Foodie

Grades 9-12

***Includes Science PIs as well**

In this course, students will prepare food and learn about the science behind it. As a student in this course, you must be prepared to be adventurous and try new and unique tastes.

Length: Semester

<u>High School English PIs Assessed:</u> HS6D, HS6E	<u>Habits of Success Assessed:</u> Adaptability Curiosity Innovation
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Challenge Accepted

Grades 10-12

***Includes Science PIs as well**

***Teacher Permission required**

In this course, students will engage in the development of a new and unique solution to a real world problem. This will be based on the annual Biomimicry Challenge. This is an international competition in which groups are challenged to find a solution based on natural systems to solve a real world problem.

Length: Semester

<u>High School English PIs Assessed:</u> HS5E, HS5F HS6D, HS6E	<u>Habits of Success Assessed:</u> Goals Creativity Revision & Reflection Synthesis & Application	Analysis Innovation
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Advanced Placement Language & Comp.

Grades 10-12

***2 ELA courses and teacher permission or recommendation**

Students will practice writing techniques appropriate for college level writing and analysis while preparing for the AP exam. Students will have numerous opportunities to build their skills through writing essays including college admissions, rhetorical analysis, argumentation, and synthesis. Students will also have numerous opportunities to practice analysis of reading, as well as practice for the AP multiple choice section of the exam.

Length: Year

<u>High School English PIs Assessed:</u> HS5A, HS5B, HS5F HS6A, HS6C	<u>Habits of Success Assessed:</u> Adaptability Synthesis & Application Self-Efficacy
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Driver Education

The Driver Education Course is a decision-making process. Consequently, students in this course will acquire a foundation of knowledge to make decisions while driving that will ensure their safety and the safety of others on the roadway. Primarily, students will become familiar with Vermont motor vehicle laws, and learn to operate an automatic shift motor vehicle in various environments including city, rural and interstate driving. The course will cover the effects of drug use on the driver and the consequences of negative choices related to a driver's personal health and safety. To satisfactorily complete the driver education course, a minimum score of 80 must be achieved on the road test and students are required to earn a minimum overall average of a 3 for Proficient.. Students must also meet the minimum state standard of attendance at 30 hours of classroom sessions and 6 hours of behind the wheel/6 hours of observation instruction to receive a completion certificate.

Students who sign up for Driver Education during the regular course registration period will be admitted based on the following criteria: Year of graduation – seniors – first, juniors – second, sophomores – third. (Freshmen maybe eligible). Date of Birth – Oldest to youngest within each class and year of graduation. Please note: Date of birth does NOT determine semester assignments. In the event that Driver Education is over-enrolled, a waiting list will be maintained and determined by year of graduation AND date of birth. In the event that Driver Education is under-enrolled, a waiting list will be maintained and admittance will be determined by year of graduation AND date of birth. Students who request Driver Education after the regular course registration period will be added to the bottom of the waiting list for their year of graduation chronologically according to the date of sign-up. Freshmen may be admitted by permission from the Driver Education teacher. If Freshmen are admitted, the class will be capped at 20 students. In order for the student to satisfactorily complete the course, he/she must pass both the classroom and driving phases. It is hoped that the student will also develop a mature attitude toward driving and respect for the rights of others who use the highway transportation system.

Prerequisite: Sophomore standing, age of at least 15 AND in possession of a Vermont Learner's Permit. Students must provide the Counseling office with a copy of their Vermont Learner's permit.

	<u>Habits of Success Assessed:</u> Adaptability Preparedness Synthesis and Application
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Global Studies

Global Studies Content PIs

	PBGR7				PBGR8				PBGR9				PBGR10		
	HS 7A	HS 7B	HS 7C	HS 7D	HS 8A	HS 8B	HS 8C	HS 8D	HS 9A	HS 9B	HS 9C	HS 9D	HS 10A	HS 10B	HS 10C
Fundamentals of Civics		X							X	X	X	X			
Introduction to Geography		X			X	X	X	X						X	
World History	X	X	X	X	X										
US History	X	X	X	X					X	X	X	X	X	X	
Cultural Geography		X			X	X	X	X	X	X			X	X	
Civics & Government									X	X	X	X	X	X	X
Child Development							X	X					X		
US History: Cold War & Modern Warfare									X	X	X			X	
Psychology								X		X		X			
AP US History			X						X	X	X	X			
AP Micro/Macro Economics													X	X	X

Global Studies 8

Grades 8

8th Grade Global Studies focuses around early American history; Prehistory to 1754, colonizing America, mercantilism, and the American Revolution and resulting creation of the Constitution.

Length: Year

<u>Middle School Global Studies PIs Assessed:</u> MS7A, MS7B, MS7C, MS7D MS9A	<u>Habits of Success Assessed:</u> Preparedness Technology Curiosity	Creativity Evidence
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Fundamentals of Civics

Grades 9

Students will be addressing the basic civic structures of our nation. Students will analyze civil and criminal law in combination with our governmental bodies and current events.

Length: Semester

<u>High School Global Studies PIs Assessed:</u> HS7B HS9A, HS9B, HS9C, HS9D	<u>Habits of Success Assessed:</u> Problem Solving Preparedness	Citizenship Collaboration
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Introduction to Geography

Grades 9

This course focuses on the study of the many cultural aspects found throughout the world and how they relate to the spaces and places where they originate and then travel as people continually move across various areas.

Length: Semester

<u>High School Global Studies PIs Assessed:</u> HS7B HS8A, HS8B, HS8C, HS8D HS10B	<u>Habits of Success Assessed:</u> Preparedness Technology Curiosity	Evidence Analysis
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World History

Grades 10-12

***Prerequisite: successful completion of 9th grade Global Studies**

Students will examine pivotal events in World History through the lens of five major themes: Social, Political, Interactions, Cultural, and Economic.

Length: Semester

<u>High School Global Studies PIs Assessed:</u> HS7A, HS7B, HS7C, HS7D HS8A	<u>Habits of Success Assessed:</u> Problem Solving Preparedness Technology	Evidence Organization Collaboration
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US History

Grades 10-12

In this class we will explore topics in US History as we ask questions; review, analyze, and discuss primary source documents; and consider contradictory sources in order to understand what made America and how it's become the country it is today.

Length: Year

<u>High School Global Studies PIs Assessed:</u> HS7A, HS7B, HS7C, HS7D HS9A, HS9B, HS9C, HS9D HS10A, HS10B	<u>Habits of Success Assessed:</u> Personal Integrity Technology Problem Solving Curiosity Lifelong Learner Evidence Preparedness Collaboration Synthesis & Application
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Cultural Geography

Grades 10-12

In this course you will explore world cultures as well as the history and impact of global trade on people around the globe. We will analyze trade routes and agreements, goods bought and sold, and the people and cultures involved in the global economy we depend on today. From caravans to maritime, Phoenicians to Indians, the Silk Road to the World Trade Organization we will look how trade has changed the way we interact with each other and the world we live in. This course will involve a service-learning project based on the Global Goals as well as include opportunities to connect with students in other schools around the world.

Length: Year

<u>High School Global Studies PIs Assessed:</u> HS7B HS8A, HS8B, HS8C, HS8D HS9A, HS9B HS10A, HS10B	<u>Habits of Success Assessed:</u> Relationships Curiosity Problem Solving Creativity Conflict Resolution Collaboration Preparedness Literacy Technology Innovation Citizenship
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Civics & Government

Grades 10-12

In this course we will explore how the United States Government was formed. From Columbus to the Constitution we will explore primary source documents and historical commentary to piece together an understanding of the foundations and principles of American Democracy. We will explore theories of government and apply them to a community-base project related to current issues as well as the Global Goals. You will review your rights and responsibilities as a citizen, explore democracy in action, experience first hand what it means to participate in local, state, and national government, and design and undertake a service-learning project in teams

or as a class. This class will likely connect with students from Northfield to complete some of these activities.

Length: Year

<u>High School Global Studies PIs Assessed:</u> HS9A, HS9B, HS9C, HS9D HS10A, HS10B, HS10C	<u>Habits of Success Assessed:</u> Personal Integrity Citizenship Problem Solving Curiosity Conflict Resolution Creativity Adaptability Innovation Preparedness
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Child Development

Grades 10-12

Students examine the theories, concepts, and trends related to early childhood growth and development from prenatal development through adolescence. Students will focus in depth on physical, social, emotional, cognitive, and language and literacy development of children ages 0-7.

Length: Semester

<u>High School Global Studies PIs Assessed:</u> HS8C, HS8D HS10A	<u>Habits of Success Assessed:</u> Relationships Innovation Synthesis & Application Creativity Citizenship Collaboration
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US History: Cold War & Modern Warfare

Grades 10-12

Students will examine key changes in the motivation, ideology and nature of warfare over the past century.

Length: Semester

<u>High School Global Studies PIs Assessed:</u> HS9A, HS9B, HS9C HS10B	<u>Habits of Success Assessed:</u> Problem Solving Perspective Preparedness Analysis Technology Organization
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Psychology

Grades 10-12

Students will examine individual behavior and why an individual thinks, feels, and reacts to certain stimuli. Major emphasis will be placed on research methods, stages in childhood and adolescence, how the brain works, altered states of consciousness, psychological testing, and psychological disorders.

Length: Semester

<u>High School Global Studies PIs Assessed:</u> HS8D HS9B, HS9D	<u>Habits of Success Assessed:</u> Self-Respect Evidence Adaptability Collaboration
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Contemporary Issues & Possibilities

Grades 10-12

Students will use inquiry skills to examine the issues that impact the contemporary world. They will evaluate historical, cultural, economic, and geographic factors that have raised certain issues to levels of concern in our nation and around the globe and evaluate the extent to how these are being solved.

Length: Semester

<u>High School Global Studies PIs Assessed:</u> HS7B HS8C HS9A, HS9B HS10A	<u>Habits of Success Assessed:</u> Problem Solving Preparedness Technology Analysis Literacy
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Advanced Placement US History

Grades 10-12

****Prerequisite: successful completion of 9th grade Global Studies & World History***

Advanced Placement United States History is a rigorous and intensive course that is meant to be the equivalent of an introductory freshman college course in American History.

Length: Year

<u>High School Global Studies PIs Assessed:</u> HS7C HS9A, HS9B, HS9C, HS9D	<u>Habits of Success Assessed:</u> Lifelong Learner Adaptability Preparedness Curiosity Evidence Collaboration Literacy
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Health

Health Content PIs

	PBGR24				PBGR25			PBGR26			PBGR27			PBGR28	
	HS 24 A	HS 24 B	HS 24 C	HS 24 D	HS 25 A	HS 25 B	HS 25 C	HS 26 A	HS 26 B	HS 26 C	HS 27 A	HS 27 B	HS 27 C	HS 28 A	HS 28 B
For the Health of It					X	X			X	X	X		X		
Sex, Drugs, Rock & Roll	X	X	X				X	X						X	
Women in Advertising			X	X									X		X
What's Love Got To Do With It?						X	X					X		X	X

For the Health of It

Grades 8-12

This course provides students with knowledge and skills to help make informed decisions on a large variety of issues, promoting positive outcomes and reducing the risk of negative consequences. Health and wellness topics are covered in relation to physical, social and mental factors. These include values and goals, communication skills, stereotypes, and influences around us. Skills are gained to maintain and improve health outcomes. This course is the required prerequisite for Sex, Drugs, Rock and Roll, and other Health classes.

Length: Semester

<u>High School Health PIs Assessed:</u> HS25A, HS25B HS26B, HS26C HS27A, HS27C	<u>Habits of Success Assessed:</u> Relationships Purpose Organization
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Sex, Drugs, Rock & Roll

Grades 8-12

***Prerequisite: For the Health of It**

The class has a strong emphasis on sexuality education from both an abstinence-based and a prevention-based skills perspective. Continuing to build on the knowledge and skills from For the Health Of It, this class has a focus on Decision Making and Goal Setting, Analyzing Influences and Accessing Information and

Resources to reduce our risk of negative outcomes. This class is the second required prerequisite class for other Health classes.

Length: Semester

<u>High School Health PIs Assessed:</u> HS24A, HS24B, HS24C HS25C HS26A HS28A	<u>Habits of Success Assessed:</u> Lifelong Learning Curiosity Perspective
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Women in Advertising

Grades 9-12

****Prerequisite: For the Health of It & Sex, Drugs, Rock & Roll***

This class will analyze the history of the role of women and how they are portrayed in the media, and in advertising specifically, from past to present. We will analyze how this portrayal has shaped images and attitudes of women in American culture, what, if any, influence this may have on women's body image, possible connections with eating disorders, treatment of women, and responses to that treatment, such as the #MeToo Movement.

Length: Semester

<u>High School Health PIs Assessed:</u> HS24C, HS24D HS27C HS28B	<u>Habits of Success Assessed:</u> Adaptability Analysis Literacy
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What's Love Got To Do With It?

Grades 9-12

****Prerequisite: For the Health of It & Sex, Drugs, Rock & Roll***

This class learns about various relationships, both healthy and unhealthy, and how we can create and maintain healthy, sustainable relationships in every aspect of our lives. These relationships can include self-esteem and self-efficacy, friends, family, romantic, and what influences and impacts these relationships (such as social media, etc.)

Length: Semester

<u>High School Health PIs Assessed:</u> HS25B, HS25C HS27B HS28A, HS28B	<u>Habits of Success Assessed:</u> Relationships Preparedness Lifelong Learning Self-Efficacy
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Math

Math Content PIs

	PBGR11					PBGR12				PBGR13					PBGR14				PBGR15				
	HS 11 A	HS 11 B	HS 11 C	HS 11 D	HS 11 E	HS 12 A	HS 12 B	HS 12 C	HS 12 D	HS 13 A	HS 13 B	HS 13 C	HS 13 D	HS 13 E	HS 14 A	HS 14 B	HS 14 C	HS 14 D	HS 15 A	HS 15 B	HS 15 C	HS 15 D	
Algebra I	X				X																		
Geometry										X	X	X	X	X									
Algebra II	X	X	X	X	X										X	X	X	X					
Statistics						X	X	X	X														
Personal Finance																			X	X	X	X	
PreCalculus	X	X	X	X	X								X		X	X							
Calculus	X	X	X	X	X								X	X	X	X	X	X					
Concrete Construction																							

Concrete Construction

Grades 8-12

***Teacher permission required**

This seminar is individualized to fit students' needs in terms of mathematical skills and concepts that need more practice to be considered "Proficient". Some examples might include the use of fractions and/or decimals, inverse operations/fact families, or even skills worked on in a previously taken seminar that are at "Approaching" that just need a little more time and practice. You determine the PIs you want to work on and we get you where you need to be.

Length: Year

<p><u>Middle School Math PIs Assessed:</u> Determined by you and teacher</p> <p><u>High School Math PIs Assessed:</u> Determined by you and teacher</p>	<p><u>Habits of Success Assessed:</u></p> <p>Personal Integrity Citizenship Preparedness Analysis Curiosity Organization Revision & Reflection</p>
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Algebra I

Grades 8-12

***Prerequisite: 7th Grade Math/Pre-Algebra**

Students will learn about various types of functions. Students will also learn how and when each is applied to represent and solve problems found in the real world. Students will explore how equations and inequalities interact with each other when applied to represent different parts of the same scenario, as well as how they are used together to reach a viable conclusion. Mathematical reasoning and modeling, and problem solving are emphasized. Students will explore the Pythagorean Theorem in depth--its origins and its uses. Students will also explore classifying triangles and congruency with triangles.

Length: Year

<u>Middle School Math PIs Assessed:</u> MS11A, MS11B, MS11C, MS11D MS13B, MS13C, MS13D MS14B, MS14C MS15A, MS15B, MS15C, MS15D	<u>Habits of Success Assessed:</u> Problem Solving Creativity Adaptability Analysis Preparedness Organization Curiosity Collaboration
<u>High School Math PIs Assessed:</u> HS11A, HS11E	

Geometry

Grades 9-12

***Prerequisite: Algebra I**

This course is for students who have demonstrated a solid foundation in algebra. Course Topics include the relationships between points, lines, and planes; the axiomatic system; logical thinking and proof-writing; measurement, including area and volume; congruency; similarity; two and three dimensional geometric figures; parallel and perpendicular lines; and the coordinate plane.

Length: Year

<u>High School Math PIs Assessed:</u> HS13A, HS13B, HS13C, HS13D, HS13E	<u>Habits of Success Assessed:</u> Goals Analysis Literacy
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Algebra II

Grades 9-12

***Prerequisite: Geometry**

This course introduces advanced topics in algebra including transformations of various families of graphs. Students will explore the linear, quadratic, square root, absolute value, exponential, logarithmic, and circle families. Students will be focusing on quadratic functions and their properties and will investigate the various forms of quadratic functions, the quadratic formula, completing the square, factoring, complex

numbers, and begin to explore higher degree polynomials. This seminar will also begin an in-depth study of trigonometric functions and their properties. Students will explore the Law of Sines, Law of Cosines, the Unit Circle, radian measure, and graphs of trigonometric functions. This seminar makes extensive use of the graphing calculator.

Length: Year

<u>High School Math PIs Assessed:</u> HS11A, HS11B, HS11C, HS11D, HS11E HS14A, HS14B, HS14C, HS14D	<u>Habits of Success Assessed:</u> Problem Solving Technology Adaptability Curiosity Preparedness Creativity Analysis Organization Collaboration
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Statistics

Grades 9-12

***Prerequisite: Algebra I**

In the course, students will make inferences and justify conclusions from sample surveys, experiments, and observational studies. Students will summarize, represent, and interpret data. Students will explore various methods of determining probability. Students will complete an action research project in which they choose a topic of interest, collect data, analyze the data, and interpret its meaning.

Length: Semester

<u>High School Math PIs Assessed:</u> HS12A, HS12B, HS12C, HS12D	<u>Habits of Success Assessed:</u> Technology Curiosity Evidence Analysis Synthesis & Application
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Personal Finance

Grades 10-12

***Prerequisite: Algebra II**

This course is for student who are transitioning into adulthood and wish to learn about careers, banking, credit, budgeting, paying for college, taxes, some economics, investment, retirement and insurance.

Length: Semester

<u>High School Math PIs Assessed:</u> HS15A, HS15B, HS15C, HS15D	<u>Habits of Success Assessed:</u> Lifelong Learning Curiosity Goals Collaboration
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PreCalculus

Grades 10-12

***Prerequisite: Algebra II**

This course is designed for students who have demonstrated full understanding of Algebra 2 and are seeking preparation for Calculus. Course topics include linear relations and functions, systems of equations and inequalities, graphing, polynomial and rational functions/equations/inequalities, and advanced trigonometry.

Length: Year

<u>High School Math PIs Assessed:</u> HS11A, HS11B, HS11C, HS11D, HS11E HS13D HS14A, HS14B	<u>Habits of Success Assessed:</u> Personal Integrity Adaptability Analysis Self-Efficacy
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Calculus

Grades 11-12

***Prerequisite: PreCalculus**

This course begins by exploring limits and their properties. Students will develop various techniques for evaluating limits, one-sided limits, and infinite limits. Students will learn about the basic differentiation rules, implicit differentiation, and related rates and will explore integrals and their properties. Students will learn about indefinite integrations, Riemann sums, definite integrals, The Fundamental Theorem of Calculus, and integration by substitution and will explore the applications of derivatives and integrals in this seminar. Some of the applications include the First Derivative Test, the Second Derivative Test, Optimization Problems, business and economics applications, Area of a Region Between Two Curves, and Volume using the Disc and Shell Methods.

Length: Year

<u>High School Math PIs Assessed:</u> HS11A, HS11B, HS11C, HS11D, HS11E HS13D, HS13E HS14A, HS14B, HS14C, HS14D	<u>Habits of Success Assessed:</u> Problem Solving Curiosity Adaptability Creativity Preparedness Analysis Technology Organization Collaboration
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Performing Arts

Performing Arts Content PIs

	PBGR16			PBGR17			PBGR18			
	HS 16D	HS 16E	HS 16F	HS 17D	HS 17E	HS 17F	HS 18D	HS 18E	HS 18F	HS 18G
High School Choir	X	X	X	X	X	X	X	X	X	X
Williamstown School Band			X			X			X	X
Musical Theater Performance		X	X		X	X		X	X	X
American Music History					X		X			X
Exploratory Strings			X			X			X	
Intro to Music							X		X	X
Music Technology			X			X		X		X

High School Choir

Grades 8-12

Take a more in-depth look at the inner workings of music. Sing songs as a group, study the music of other cultures throughout history, learn theory and how to compose music, learn some fun games and activities, and start your day the right way as a music making ensemble.

Length: Year

<p><u>High School Music PIs Assessed:</u> HS16D, HS16E, HS16F HS17D, HS17E, HS17F HS18D, HS18E, HS18F, HS18G</p>	<p><u>Habits of Success Assessed:</u></p> <table style="width: 100%; border: none;"> <tr> <td>Personal Integrity</td> <td>Adaptability</td> </tr> <tr> <td>Self-Respect</td> <td>Citizenship</td> </tr> <tr> <td>Revision & Reflection</td> <td>Evidence</td> </tr> <tr> <td>Problem Solving</td> <td>Goals</td> </tr> <tr> <td>Lifelong Learning</td> <td>Analysis</td> </tr> <tr> <td>Collaboration</td> <td>Innovation</td> </tr> <tr> <td>Synthesis & Application</td> <td>Self-Efficacy</td> </tr> </table>	Personal Integrity	Adaptability	Self-Respect	Citizenship	Revision & Reflection	Evidence	Problem Solving	Goals	Lifelong Learning	Analysis	Collaboration	Innovation	Synthesis & Application	Self-Efficacy
Personal Integrity	Adaptability														
Self-Respect	Citizenship														
Revision & Reflection	Evidence														
Problem Solving	Goals														
Lifelong Learning	Analysis														
Collaboration	Innovation														
Synthesis & Application	Self-Efficacy														

Williamstown School Band

Grades 8-12

***Prerequisite: played band instrument for 2 years**

The Williamstown School Band includes brass, percussion and woodwind instruments. Students will play from all genres, styles and times in several performances during the school year, including but not limited to the Beatles, Bruckner, Zappa, Byrd, Tchaikovsky, Vince Guaraldi (A Charlie Brown Christmas), Irving Berlin and more.

Length: Year

<u>High School Music PIs Assessed:</u> HS16F HS17F HS18F, HS18G	<u>Habits of Success Assessed:</u> Problem Solving Analysis Preparedness Curiosity Revision & Reflection Collaboration
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Musical Theater Performance

Grades 8-12

Prerequisite: experience singing and acting

Students in this seminar will explore musical theatre from historical, literary, and most importantly, performance perspectives. During the semester students will learn, produce, and perform scenes and songs from musicals studied.

Length: Year

<u>High School Music PIs Assessed:</u> HS16E, HS16F, HS17E, HS17F HS18E, HS18F, HS18G	<u>Habits of Success Assessed:</u> Problem Solving Preparedness Personal Integrity Curiosity Adaptability Collaboration Revision & Reflection Self-Efficacy Synthesis & Application
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American Music History

Grades 9-12

American Music History is a survey course designed to acquaint students with the elements of music, musical styles and major musical forms. We will explore music of the United States from the colonial period forward to the current day. The majority of the class will focus on music in the 20th and 21st century.

Length: Semester

<u>High School Music PIs Assessed:</u> HS17E HS18D, HS18G	<u>Habits of Success Assessed:</u> Conflict Resolution Citizenship Lifelong Learner Curiosity Preparedness Analysis Literacy
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Exploratory Strings

Grades 9-12

In this course, students will learn to play orchestral string instruments like the violin, viola, cello, and double bass. Students will learn proper bowing, fingerings, tuning and how to play in an ensemble.

Length: Year

<u>High School Music PIs Assessed:</u> HS16F HS17F HS18F	<u>Habits of Success Assessed:</u> Problem Solving Preparedness Revision & Reflection	Goals Curiosity Collaboration
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Intro to Music

Grades 9-12

Introduction to Music is a survey course designed to acquaint students with the elements of music, musical style and major musical forms. It will enable understanding and appreciation of great musical traditions of the Western world. European and American musical styles, techniques and forms will be presented from the listener's standpoint.

Length: Semester

<u>High School Music PIs Assessed:</u> HS18D, HS18F, HS18G	<u>Habits of Success Assessed:</u> Personal Integrity Preparedness Synthesis & Application	Citizenship Curiosity Organization
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Music Technology

Grades 8-12

Music Technology is an introduction course designed to give students an overview of the tools, concepts, history and theory used in technology in music. Students will focus on sound recording, live sound production, music for film, television and video games.

Length: Semester

<u>High School Music PIs Assessed:</u> HS16F HS17F HS18E, HS18G	<u>Habits of Success Assessed:</u> Lifelong Learning Preparedness Technology Citizenship Collaboration	Curiosity Analysis Perspective Innovation
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Physical Education

Physical Education Content PIs

	PBGR19				PBGR20				PBGR21				PBGR22				PBGR23			
	H S 19 A	H S 19 B	H S 19 C	H S 19 D	H S 20 A	H S 20 B	H S 20 C	H S 20 D	H S 21 A	H S 21 B	H S 21 C	H S 21 D	H S 22 A	H S 22 B	H S 22 C	H S 22 D	H S 23 A	H S 23 B	H S 23 C	H S 23 D
Lifetime Activities	X	X	X			X			X		X					X			X	X
Personal Fitness & Wellness				X	X					X	X	X			X			X		
Net/Racket Sports	X		X				X						X	X				X		
Games, Games, Games								X	X	X							X		X	

Lifetime Activities

Grades 8-12

Lifetime Activities is designed to offer a higher level of in depth instruction in a variety of individual and team lifetime activities. This class will provide a diverse offerings to meet the individual needs of all students and to develop competency in a variety of activities. Students will be given different opportunities they learn that they will use for the rest of their life.

Length: Semester

<u>High School Physical Ed PIs Assessed:</u> HS19A, HS19B, HS19C HS20B HS21A, HS21C HS22D HS23C, HS23D	<u>Habits of Success Assessed:</u> Lifelong Learning Preparedness Collaboration
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Personal Fitness & Wellness

Grades 8-12

This class helps students to create a lifetime self-directed wellness plan. Cardiovascular and cardiorespiratory endurance, strength, flexibility and body agility will be the class focus. Students will develop physical fitness through a variety

of aerobic activities. Students will be given instruction on proper warm-ups, stretching, flexibility, and cardiovascular improvement. Students will learn about the FITT Principle and the 5 Components of fitness.

Length: Semester

<u>High School Physical Ed PIs Assessed:</u> HS19D HS20A HS21B, HS21C, HS21D HS22C HS23B	<u>Habits of Success Assessed:</u> Self-Respect Goals Preparedness Self-Efficacy
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Net/Racket Sports

Grades 8-12

This class is designed for students with a specific interest in net/racquet sports. The course will include tennis, badminton, pickleball, spikeball and volleyball and more. Rules, sportsmanship and cooperative learning are emphasized. Fitness activities pertaining to the sport will be incorporated into class lessons. Students will learn coordination skills with short and long handed implements.

Length: Semester

<u>High School Physical Ed PIs Assessed:</u> HS19A, HS19C HS20C HS22A, HS22B HS23A	<u>Habits of Success Assessed:</u> Relationships Problem Solving Adaptability Preparedness
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Games, Games, Games

Grades 8-12

This class is designed for the students interested in the application of skills and strategies for cooperative/team sport games. Rules, sportsmanship, and cooperative learning are emphasized. Students will compete in the different sports with their classmates while being active and having fun.

Length: Semester

<u>High School Physical Ed PIs Assessed:</u> HS20D HS22A, HS22B HS23A, HS23C	<u>Habits of Success Assessed:</u> Conflict Resolution Preparedness Creativity Organization
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Science

Science Content PIs Offered

	PBGR1			PBGR2				PBGR3				PBGR4			
	HS 1A	HS 1B	HS 1C	HS 2A	HS 2B	HS 2C	HS 2D	HS 3A	HS 3B	HS 3C	HS 3D	HS 4A	HS 4B	HS 4C	HS 4D
Conceptual Physics: Forces & Motion		X		X				X					X	X	
Conceptual Physics: Energy				X			X					X	X		
Earth Science: Cosmos				X	X	X							X		
Earth Science: Earth's Processes				X	X	X									X
Intro to Bio: Human Evolution & Genetics	X	X	X	X	X	X		X	X			X	X		X
Intro to Bio: Life & Environment	X	X	X	X	X		X	X	X			X	X	X	X
Intro to Chem: Atomic Theory				X	X	X		X				X	X		X
Intro to Chem: Matter & Change	X	X	X		X		X		X					X	
Foodie	X	X						X					X		
Challenge Accepted				X	X		X					X			
General Physics	X	X	X	X	X			X	X				X	X	
Anatomy	X	X	X	X	X			X					X		X
Honors Chemistry	X	X	X	X	X	X	X	X	X			X	X	X	X

General Science: Experimental Design

Grades 8-9

This course, designed for 8th grade students, focuses on general science processes and experimental design. We will work on foundational skills to prepare students for high school science courses.

Length: Semester

<u>Middle School Science PIs Assessed:</u> MS1B MS3A, MS3D MS4A, MS4D MS6A, MS6B MS8A, MS8D	<u>Habits of Success Assessed:</u> Preparedness Revision & Reflection Organization	Evidence Analysis Collaboration
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Conceptual Physics: Waves

Grades 8-9

In this course students will explore a particular event to understand how sounds can be created, can travel, and can be detected.

Length: Semester

<u>Middle School Science PIs Assessed:</u> MS2B, MS2C, MS2D MS8B	<u>Habits of Success Assessed:</u> Evidence Synthesis & Application
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Conceptual Physics: Forces & Motion

Grades 8-10

In this course students will analyze and interpret data to better understand Newton's 3 Laws of Motion and how they apply to our lives.

Length: Semester

<u>High School Science PIs Assessed:</u> HS1B HS2A HS3A	<u>Habits of Success Assessed:</u> Evidence Analysis Collaboration
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Conceptual Physics: Energy

Grades 9-10

In this course students will develop their understanding of the basics of energy, focusing largely on transfers and transformations of mechanical energy.

Length: Semester

<u>High School Science PIs Assessed:</u> HS2A, HS2D HS4A, HS4B	<u>Habits of Success Assessed:</u> Revision & Reflection Evidence Collaboration
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Earth Science: Cosmos**Grades 8-10***In this course students will develop their understanding of the basics of energy, focusing largely on transfers and transformations of mechanical energy.***Length: Semester**

<u>High School Science PIs Assessed:</u> HS2A, HS2B, HS2C HS4B	<u>Habits of Success Assessed:</u> Evidence Analysis Organization
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Earth Science: Earth's Processes**Grades 8-10***In this course students will examine the evidence to understand how the Earth was formed and how it has changed over time to be the place we live today.***Length: Semester**

<u>High School Science PIs Assessed:</u> HS2A, HS2B, HS2C HS4D	<u>Habits of Success Assessed:</u> Evidence Analysis Synthesis & Application	Organization Collaboration
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Intro to Biology: Human Evolution & Gen.**Grades 8-12***This course will focus on human biology, genetics and the evolution of life and our species.***Length: Semester**

<u>High School Science PIs Assessed:</u> HS1A, HS1B, HS1C HS2A, HS2B, HS2C HS3A, HS3B HS4A, HS4B, HS4D	<u>Habits of Success Assessed:</u> Personal Integrity Preparedness Revision & Reflection Synthesis & Application	Evidence Analysis Collaboration
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Intro to Biology: Life & Environment**Grades 8-12***This course explores the origins and definitions of life and the relationships among all living things in the biosphere.***Length: Semester**

<u>High School Science PIs Assessed:</u> HS1A, HS1B, HS1C HS2A, HS2B, HS2D HS3A, HS3B HS4A, HS4B, HS4C, HS4D	<u>Habits of Success Assessed:</u> Personal Integrity Revision & Reflection Analysis	Preparedness Evidence Collaboration
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Intro to Chemistry: Atomic Theory

Grades 9-12

In this course, students will construct explanations for the basic structure of the atom and the organization of the periodic table. In addition, students will study the radioactive decay of elements.

Length: Semester

<u>High School Science PIs Assessed:</u> HS2A, HS2B, HS2C HS3A HS4A, HS4B, HS4D	<u>Habits of Success Assessed:</u> Goals Technology Analysis Synthesis & Application	Preparedness Evidence Literacy
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Intro to Chemistry: Matter & Change

Grades 9-12

In this course, students will study the class of matter known as solutions. Students will create models of solutions, master the pH scale and research the effects of acids upon the environment. Students will develop models for chemical and physical changes, explore chemical and physical properties and create explanations for the states of matter. In addition, students will work on engineering design topics and create investigations into classes of matter.

Length: Semester

<u>High School Science PIs Assessed:</u> HS1A, HS1B, HS1C HS2B, HS2C HS3B HS4C	<u>Habits of Success Assessed:</u> Goals Evidence Collaboration Synthesis & Application	Preparedness Analysis Organization
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Foodie

Grades 9-12

In this course students will prepare food and learn about the science behind it. As a student in this course, you must be willing to adventurous and try new and unique tastes.

Length: Semester

<u>High School Science PIs Assessed:</u> HS1A, HS1B HS3A HS4B	<u>Habits of Success Assessed:</u> Adaptability Curiosity Innovation
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Challenge Accepted

Grades 10-12

**Includes English PIs as well*

**Teacher permission required*

In this course, students will engage in the development of a new and unique solution to a real world problem. This will be based on the annual Biomimicry Challenge. This is an international competition in which groups are challenged to find a solution based on natural systems to solve a real world problem.

Length: Semester

<u>High School Science PIs Assessed:</u> HS2A, HS2B, HS2D HS4A	<u>Habits of Success Assessed:</u> Goals Revision & Reflection Synthesis & Application	Creativity Analysis Innovation
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General Physics

Grades 10-12

Prerequisite: 8-10 science sequence, Algebra I and Geometry

This course is designed for college bound students who desire additional science study with an emphasis on mathematical methods. Students will study scientific measurement and calculation, motion in one and two dimensions, forces, energy and momentum.

Length: Year

<u>High School Science PIs Assessed:</u> HS1A, HS1B, HS1C HS2A, HS2B HS3A, HS3B HS4B, HS4C	<u>Habits of Success Assessed:</u> Preparedness Evidence Synthesis & Application	Technology Analysis Organization
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Honors Anatomy

Grades 10-12

**Prerequisite: 8-10 science sequence, including two Intro to Bio & Intro to Chem courses.*

**Teacher permission required*

This honors class will cover the anatomy and physiology of the human body from the molecular to the whole. May include the dissection of a cat.

Length: Year

<u>High School Science PIs Assessed:</u> HS1A, HS1B, HS1C HS2A, HS2B HS3A HS4B, HS4D	<u>Habits of Success Assessed:</u> Adaptability Analysis Synthesis & Application	Evidence Organization
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Honors Chemistry

Grades 10-12

***Prerequisite: 8-10 science sequence**

***Teacher permission required**

This honors class is a fast paced, in-depth course which prepares students to study chemistry at the university level. This is a two semester class that will provide students opportunities to master scientific measurement and calculation, atomic theory, periodicity, chemical bonding, chemical reactions, stoichiometric principles, and radioactivity.

Length: Year

<u>High School Science PIs Assessed:</u> HS1A, HS1B, HS1C HS2A, HS2B, HS2C, HS2D HS3A, HS3B HS4A, HS4B, HS4C, HS4D	<u>Habits of Success Assessed:</u> Preparedness Evidence Revision & Reflection Analysis Synthesis & Application Purpose Literacy
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Visual Art

Visual Art Content PIs

	PBGR16			PBGR17			PBGR18		
	HS 16A	HS 16B	HS 16C	HS 17A	HS 17B	HS 17C	HS 18A	HS 18B	HS 18C
3D/Sculpture		X					X		
Pottery/Ceramics			X		X				
Architecture: Sketching & Rendering	X							X	X
Creating Dynamic Concept Art					X			X	
Illustration: Images as Narrative	X	X						X	X
15 Minutes of Fame: Infamous Art			X		X			X	
Drawing & Painting		X			X			X	
Studio Art		X		X	X				X
Anatomy for the Artist									

3D/Sculpture

Grades 8-12

A survey of the various media, methods, and tools utilized to create stunning three-dimensional work in various scales. Examples of sculptural work, both classical and contemporary will be discussed and analyzed.

Length: Semester

<u>Middle School Visual Art PIs Assessed:</u> MS16A MS18C <u>High School Visual Art PIs Assessed:</u> HS16B HS18A	<u>Habits of Success Assessed:</u> Adaptability Synthesis & Application
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Pottery/Ceramics

Grades 8-12

An exploration into the practice of creating traditional and ornate earthenware. The classic construction of cups, bowls, dishes, vases, and pots will be examined. Glazing and firing methods will also be investigated. Students will use the timeless examples of Greek, African, Chinese, and Japanese pottery to lead them in discovering how to design and produce their own unique wares.

Length: Semester

<u>Middle School Visual Art PIs Assessed:</u> MS17B MS18C	<u>Habits of Success Assessed:</u> Preparedness Self-Efficacy
<u>High School Visual Art PIs Assessed:</u> HS16C HS17B	

Architecture: Sketching & Rendering

Grades 8-12

Students will explore the process of designing inhabitable public and private spaces, homes, and dwellings by executing their well-researched plans in both 2-D and 3-D. An abbreviated history of notable architects and buildings, along with a review of core art concepts will enable students to compose blueprints, concept posters and model diagrams on par with architects working in the field.

Length: Semester

<u>High School Visual Art PIs Assessed:</u> HS16A HS18B, HS18C	<u>Habits of Success Assessed:</u> Problem Solving Technology Perspective
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Creating Dynamic Concept Art

Grades 8-12

From comic books to videogames, sneakers and cars, they all have one thing in common: they all began with a single idea. Borrowing from some of the most iconic designs in pop culture, students will be encouraged to design characters, machinery and worlds all their own using the same methods many video game developers, industrial designers, and artists employ today!

Length: Semester

<u>Middle School Visual Art PIs Assessed:</u> MS16A MS17A	<u>Habits of Success Assessed:</u> Revision & Reflection Technology
<u>High School Visual Art PIs Assessed:</u> HS17B	Literacy

HS18B	
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Illustration: Images as Narrative **Grades 8-12**

This course will demonstrate the power of visual communication through the medium of illustration. Using comics, graphic novels, storyboards, and children's book illustrations, Students will be able to write, pace, produce, and if necessary, refine a theme or mood based body of work, with or without words. Both traditional and digital resources and materials will be used to acquire the desired effect of, conveying a thought without saying a word.

Length: Semester

<u>Middle School Visual Art PIs Assessed:</u> MS17A MS18A <u>High School Visual Art PIs Assessed:</u> HS16A, HS16B HS18B, HS18C	<u>Habits of Success Assessed:</u> Preparedness Evidence Literacy
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15 Minutes of Fame: Infamous Art **Grades 8-12**

A seminar devoted entirely to showcasing some of the most recognized, celebrated, and overly satirized art in history! Students will learn and respond about the artist behind the work, by creating a parody artwork of their own, reflecting the artist's intention, through artistic style or the message behind it.

Length: Semester

<u>Middle School Visual Art PIs Assessed:</u> MS16A MS17A, MS17B <u>High School Visual Art PIs Assessed:</u> HS16C HS17B HS18B	<u>Habits of Success Assessed:</u> Evidence Synthesis & Application Purpose
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Drawing & Painting **Grades 8-12**

For those students who may have taken a short break from art or practicing artist who want to continue polishing their skills, this course is flexible enough to do both. This course serves as an exploratory to test the limits of both dry and wet media in various applications (portraiture, landscape, fantasy, etc.) through project-based inquiry, students will gain the confidence necessary to produce personal choice-based artwork.

Length: Semester

<u>Middle School Visual Art PIs Assessed:</u>	<u>Habits of Success Assessed:</u>
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MS17A MS18A <u>High School Visual Art PIs Assessed:</u> HS16B HS17B HS18B	Curiosity Creativity
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Studio Art

Grades 8-12

***Prerequisite: must be proficient in previous visual art course**

***Teacher permission is required**

Students will cultivate their own unique artistic voice by developing a portfolio of theme-based work. This will be culmination of past learned art skills and concepts, paired with good studio practices to independently produce well-executed, thoughtful, finished work.

Length: Year

<u>High School Visual Art PIs Assessed:</u> HS16B HS17A, HS17B HS18C	<u>Habits of Success Assessed:</u> Problem Solving Revision & Reflection Creativity
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Anatomy for the Artist

Grades 10-12

***Teacher permission is required**

This seminar will focus on the composition of the human form and its depiction throughout the history of art. Students will learn and record the human body from inside out. The skeleton, muscular system, and the finished body will be rendered in everything from quick studies from life and reference, to careful final compositions, completed in correct proportion.

Length: Year

<u>High School Visual Art PIs Assessed:</u> HS16B HS18B	<u>Habits of Success Assessed:</u> Self-Respect Adaptability
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World Language

Spanish I

Grades 8-12

The emphasis in Spanish I is on building a vocabulary and learning everyday Spanish. Reading, writing, speaking and listening skills are all stressed in order to build a basic level of proficiency. Students will create a variety of oral and written texts to express their understanding. They will also be learning about traditions and celebrations from a variety of Spanish speaking countries and be able to express how those events reflect the culture of that country. By the end of the year students will be able to describe and converse about themselves, their family, their school day and their hobbies.

Length: Year

<u>High School Spanish PIs Assessed:</u> HS29A HS30A, HS30B HS31B HS33A, HS33B	<u>Habits of Success Assessed:</u> Adaptability Synthesis & Application Preparedness Curiosity
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Spanish II

Grades 9-12

***Prerequisite: Spanish I**

At the intermediate level, students expand on their learning from Spanish I. Emphasis will be placed on improving the students' ability to understand spoken Spanish as well as to speak the language more fluently, with most classes being conducted solely in Spanish by the end of the year. Students will develop the more complex expression of personal statements, opinions and responses to topics that we will study in the class. Students will create presentations, participate in conversations, and discuss literature and works of art from the target culture.

Length: Year

<u>High School Spanish PIs Assessed:</u> HS29A, HS29B HS30A, HS30B HS31A, HS31B HS33A, HS33B	<u>Habits of Success Assessed:</u> Adaptability Preparedness Synthesis & Application	Citizenship Curiosity
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Spanish III

Grades 10-12

***Prerequisite: Spanish II**

In the advanced level language courses we are combining to study European exploration and how that influenced the world we live in today. Students will

continue to develop their communication skills with a focus on responding to native speakers in authentic situations. By the end of the year students will be able to maintain a conversation with both a native and non-native speaker and articulate and support a position in a discussion.

Length: Year

<p><u>High School Spanish PIs Assessed:</u> HS29A, HS29B HS30A, HS30B HS31A, HS31B HS33A, HS33B</p>	<p><u>Habits of Success Assessed:</u> Adaptability Citizenship Preparedness Curiosity Synthesis & Application</p>
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Other Learning Opportunities

Flexible Pathways

Grades 8-12

Pathways is a system that facilitates flexible and challenging individual and personal learning plans designed to recognize and nurture unique learning styles, interests, and strengths of individual students, and supports multiple pathways towards achievement and assessment of proficiencies. Individual paths for students can include, but are not limited to: experiential, service, blended, independent, online, skill-based, work-readiness, advanced college-readiness, and traditional learning. You will meet with your advisor and the Coordinator of Student Support in your school to discuss these options.

Length: Semester/Year

see the Extended Pathways section of this guide for more information