

Paine Mountain

School District



Guide To Learning Experiences 2022-2023

CVSU GUIDE TO PERSONALIZED & PROFICIENCY BASED LEARNING

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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 made a substantial shift in our approach to teaching and learning by moving to a proficiency based model. The fall of 2018 marked the start of that change to proficiency-based instruction and assessment.



EQUITY



CLARITY

Why did we make 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 doing so, 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

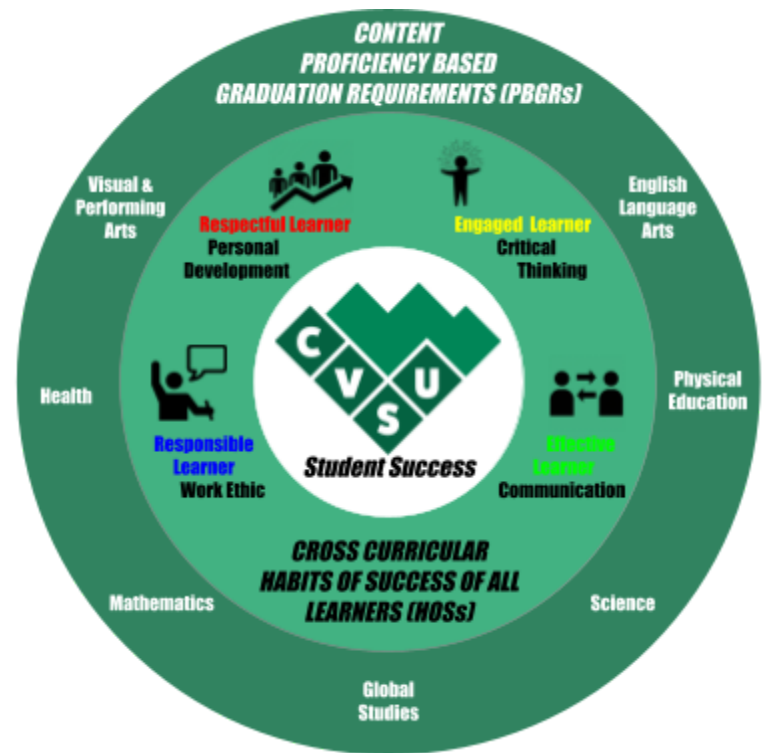
It is required by the state of Vermont

“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

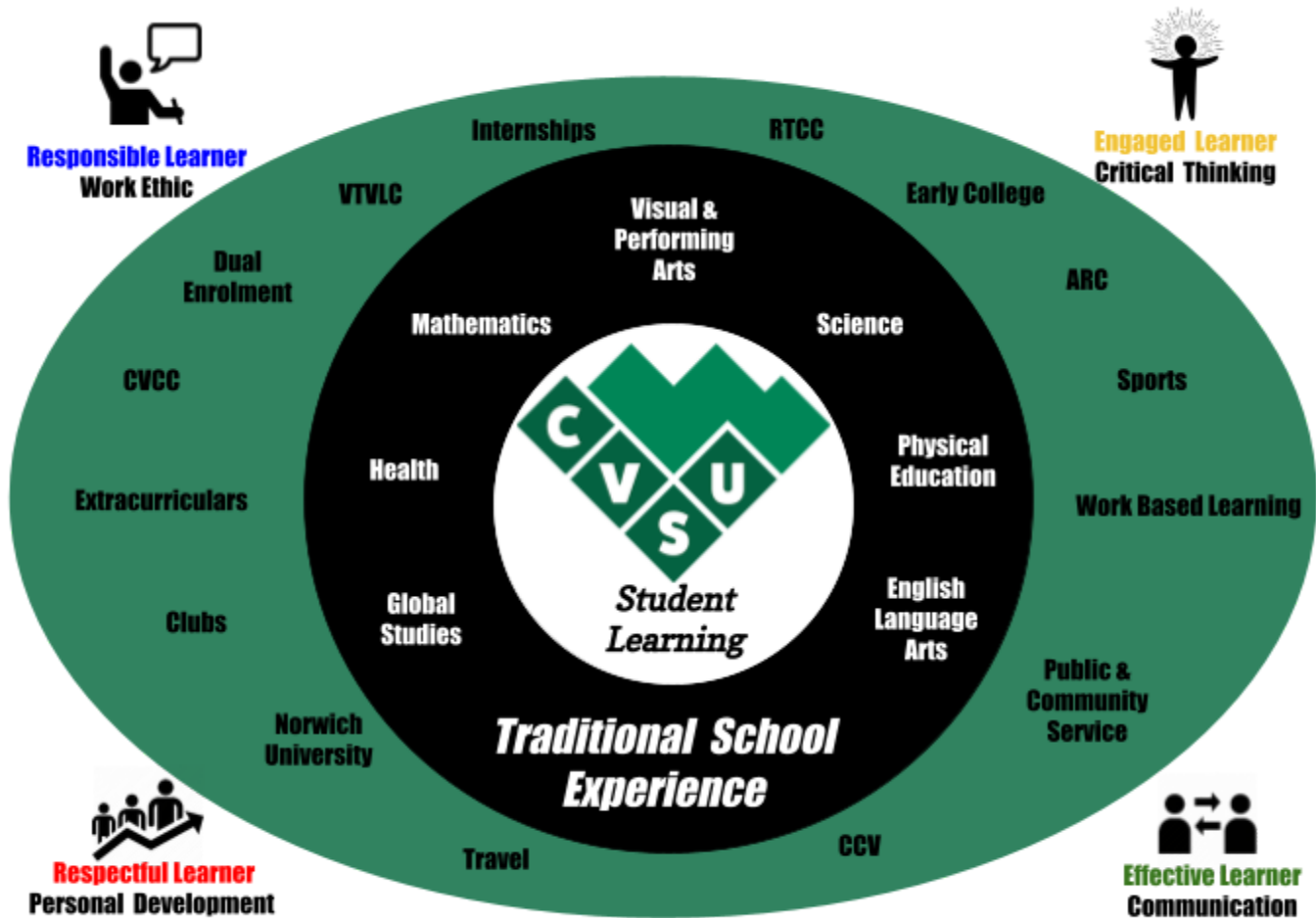
Over the past few years, Central Vermont Supervisory Union faculty and administration have focused on how to teach and assess the most crucial skills for the 21st century colleges and careers. The cross curricular Habits of Success of All Learners (HOS) are now at the center of all unit design. Each 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 proficiency reports along with content performance.



“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 Google Sites as a digital portfolio providing a way for students to track and map their educational 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 has enhanced 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 proficiency reports, 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.

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)

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 overall course score directly. Instead, those scores provide feedback for the student and family to review in order to gauge progress on that particular performance indicator.

Summative Assessment

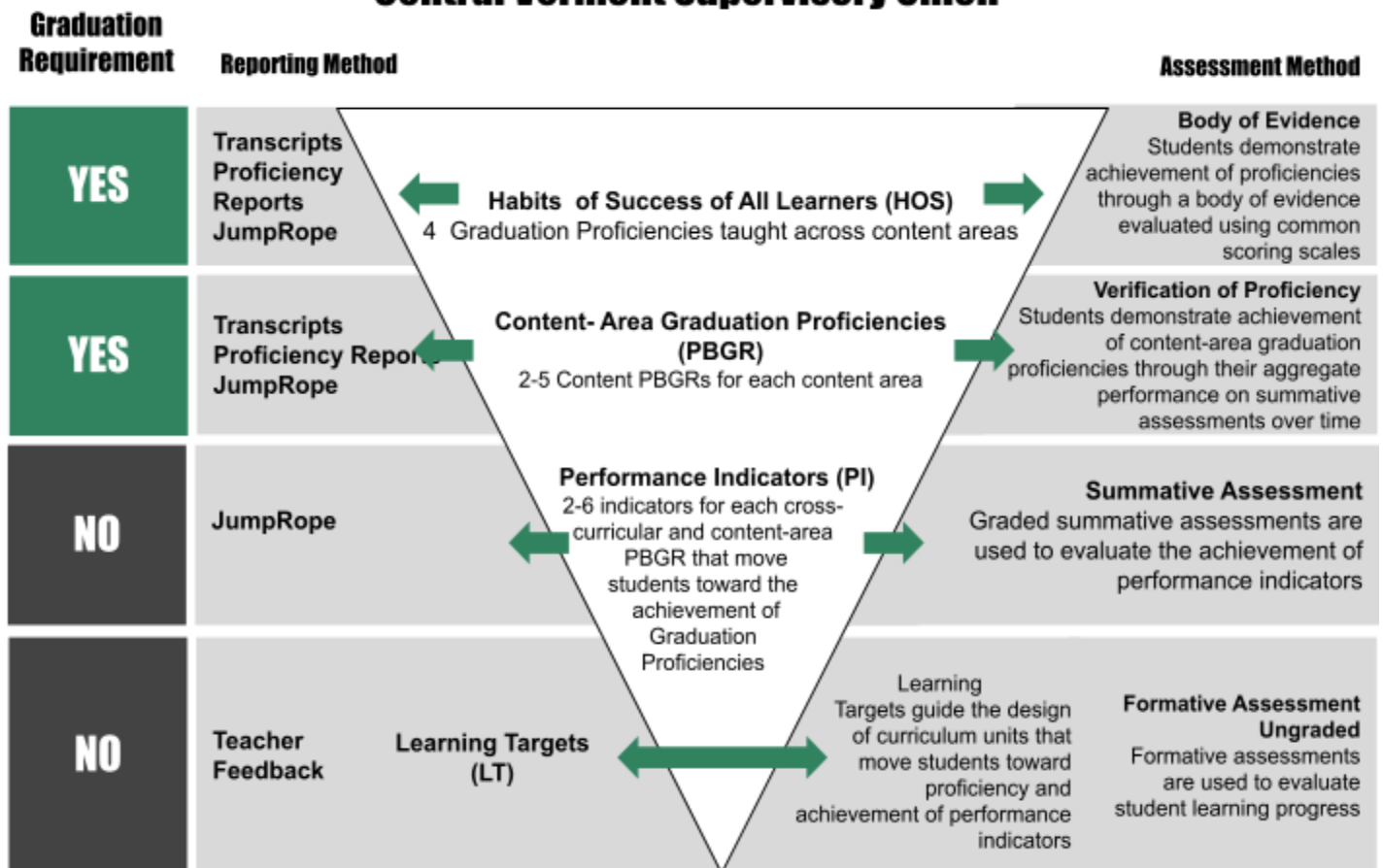
Principle

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 course score. Summative assessments are well designed and criterion based, with scoring scales provided in advance to students 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 course.

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 continuum of that learning.

Proficiency-Based Learning

Central Vermont Supervisory Union



A Great Schools Partnership Learning Model adapted for CVSU Version 3.3.2022

What Do the Scores Mean?

The terms Beginning, Approaching, Proficient and Exemplary are used by the teachers to communicate information at the assignment level. These scores are listed on all the CVSU scales K-12. The scores are entered by teachers as a numerical score in JumpRope. JumpRope then aggregates all of the scores for individual performance indicators in a course to calculate an overall course score for middle and high school students.

Assignment Level Scoring (see rubrics)





Beginning (1)	Approaching (2)	Proficient (3)	Exemplary (4)
<p>Does Not Meet Proficiency: The student may demonstrate a basic foundational understanding of the PI and may be beginning to make gains toward the standard.</p>	<p>Does Not Meet Proficiency: The student has made substantive attempts and is progressing toward meeting proficiency, but does not meet proficiency independently and/or at this time.</p>	<p>Meets Proficiency: The student demonstrates solid proficient achievement on the PI. Shows good understanding of the concepts and skills.</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>

**If a student does not submit evidence of learning, a "0" will be entered into JumpRope*

Proficiency Level Scoring- Course Scores and Transcript

Score Range	Description	Course Score
0-0.99	Inadequate Evidence	Sufficient evidence has not been submitted to demonstrate understanding or proficiency.
1.0	Beginning	The evidence submitted throughout the course shows the student demonstrated a basic understanding of the concepts and skills taught in the course and began to make gains toward proficiency.
1.01 - 2.0	Approaching	The evidence submitted throughout the course shows the student made substantive attempts and progressed toward meeting proficiency, but did not yet meet proficiency independently.
2.01 - 3.0	Proficient	The evidence submitted throughout the course shows the student demonstrated proficient achievement and understanding of the concepts and skills.
3.01 - 4.0	Exemplary	The evidence submitted throughout the course shows the student demonstrated they have consistently exceeded the level of Proficient.

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 must receive an overall course score of 2.01 or higher.
- **Marking Periods:** A summative score will be recorded for each course's listed performance indicators addressed in the marking period. 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).
- **Reporting Summative Assessments:** Summative assessment scores will be recorded numerically as follows:
4 (Exemplary), 3 (Proficient) 2 (Approaching) 1 (Beginning)
0 (No Evidence).

Graduation Requirements

Proficiency-Based Graduation Policy

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

Beginning with students entering ninth grade in the fall of 2018, 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.

Central Vermont Supervisory Union 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 Personalized Learning Plan.

CVSU Proficiency Verification Process

Graduation Requirements:

Course requirements for Graduation

English: 4 credits

Science: 3 credits

Math: 3 credits

Global Studies: 3 credits (1 US History)

Fine Arts: 1 credit

Health: .5 credit

Physical Education: 1.5 credits

Electives: 5.5 credits

TOTAL: 21.5

Students will demonstrate proficiency in each area of the Proficiency Based Graduation Requirements (PBGRs). To demonstrate proficiency, students must attain an overall course score of 2.01 or higher. To meet graduation requirements, students demonstrate proficiency through a minimum of the above courses and/or by accessing equivalent learning through Flexible Pathways.

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 scales.
- Student progress on proficiency reports/transcripts will reflect their progress on the assessed Performance Indicators.
- Students must demonstrate proficiency of all Proficiency Based Graduation Requirements, both Content and Habits of Success. To demonstrate proficiency, students must attain an overall course score of 2.01 or higher.
- Students can demonstrate their learning outside of a course through a pathway on any Performance Indicator.

Credits

In alignment with the Vermont Education Quality standards, PIs are assigned to each class to determine credit. For a ½ credit course, 4-8 PIs (content and Habits of Success) are offered and assessed. For a 1 credit course 9+ PIs (content and Habits of Success) are offered and assessed.

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.

Graduation Proficiency Profiles

Northfield Middle & High School and Williamstown Middle High School created 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, and examples of completed proficiencies through 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.

College Admissions Requirements

Admission requirements to the University of Vermont are listed below. These are included to give students a general idea of what colleges expect. Please remember that some colleges are more selective than UVM and some are less selective. Requirements vary with different colleges. Students should consult with our Student Services Office or the colleges/universities in which they are interested for specific course requirements.

Minimum entrance requirements for all areas:

- Four years of English
 - Three years of mathematics (Algebra I, Algebra II and Geometry (or equivalents))
 - Two years of the same foreign language (American sign language meets this requirement)
 - Two years of a natural or physical science, including a laboratory science
 - Three years of social sciences
- Additional requirements and recommendations for specific subject areas:

Area Courses	Required Courses	Recommended
Agriculture and Life Sciences	1 year of Biology 1 year of Chemistry (for science majors only)	1 year of Physics 4 years Math (includes 1 yr college prep math beyond Algebra II)
Allied Health Sciences	1 year of Biology 1 year of Chemistry 4 years of Mathematics (including Trigonometry)	Proficiency in Physics
Arts and Sciences		4 years of Mathematics (including trigonometry) 4 years of World Language
Business Administration	4 years of Mathematics, includes 1 year beyond Algebra II. Trig or Calculus preferred	1 additional year of Science
Education and Social Services	1 year of Biology for Human Development & Family Studies and Social Work majors	Additional math & science for teacher education majors
Engineering and Mathematics	4 years of Math, including Trig or PreCalculus 1 year of Physics 1 year of Chemistry 2 years lab-based Science	
Natural Resources	1 year of Biology	4 years of college prep mathematics Additional science
Nursing	1 year of Chemistry 1 year of Biology	1 additional year of Science during senior year

General College Admission Criteria.

Students are evaluated primarily on high school performance and standardized examinations. To ensure exposure to broad fields of intellectual inquiry, candidates are expected to complete at least the minimums listed above. In addition to high school performance and test scores, the following are considered: the rigor of a student's program, grade point average (G.P.A.), trends of performance, the competitiveness of the high school, experiences in a student's background, letters of recommendation, application essay(s), special talents, and community service.

Below are several examples of entrance requirements.

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



UNIVERSITY OF VERMONT

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

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



MIDDLEBURY COLLEGE

Middlebury
College

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

Music, Art, and Drama also recommended

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



CASTLETON UNIVERSITY

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

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



VERMONT TECHNICAL COLLEGE

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

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

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

Registering for Courses and Learning Experiences

Students review long-term and short-term planning for graduation and post-graduation goals as part of their Graduation Proficiency Profile. 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

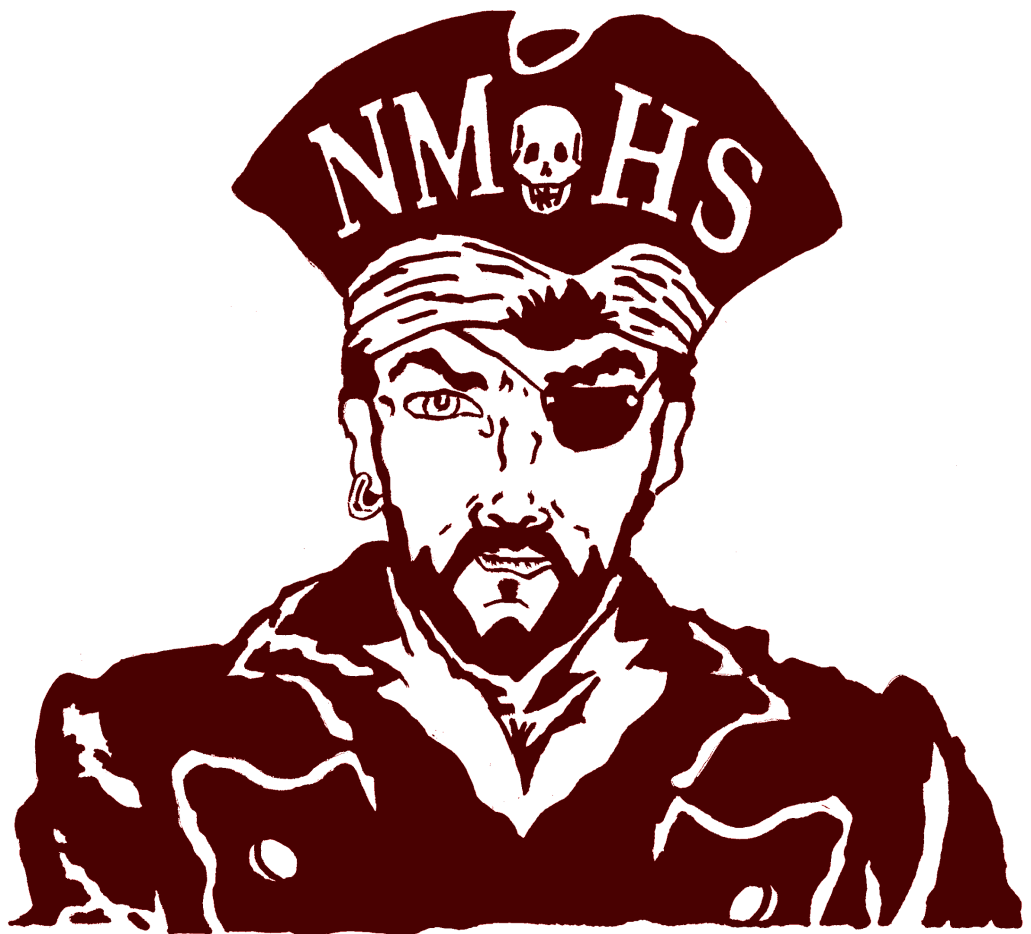
The Drop/Add period is normally one week ***BEFORE and AFTER*** the new semester begins. Adding and/or dropping a course may require approval from the teacher, parent/caretaker and student support team.

- Drop/Add forms may be picked up from the student support team.
- Teacher signatures may be required, for both the class being added or withdrawn.
- Parent/caretaker signature or phone contact may be required.
- Student Support Team signatures are required if it's a team decision.
- Students must remain in their current scheduled classes until given a new schedule.

2022 - 2023

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 35 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 Central Vermont Career Center for technical and career training in 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, teacher advisors, 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.

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 world language. *All students will be scheduled for a minimum of six classes for the academic year.**

English Language Arts

High School English Content PIs

PBGR5

PBGR6

	5A	5B	5C	5D	5E	5F	5G	6A	6B	6C	6D	6E	HOS
English I	X		X			X		X	X		X	X	2
English II	X		X			X			X	X	X	X	2
American Literature		X	X		X		X	X			X	X	2
AP Language & Composition	X		X	X	X		X	X	X		X	X	
Senior Seminar			X		X	X			X	X	X	X	2
VTC English Composition 1361		X		X	X			X	X		X	X	2
Best Sellers	X	X			X								2
True Crime		X		X				X					2
Literature in Nature		X		X				X					2
Sports Literature		X	X						X				2
Dystopian Fiction	X	X		X						X			1
Global Perspectives	X	X			X							X	1
Young Adult Literature	X	X			X								2
Public Speaking & Film Studies	X			X		X							2
Communications & Media							X		X			X	2
ELA Pathways (see description)													

Elective Courses

Students at NMHS are encouraged to take as many of the English electives as they would like.
Students may *not* take elective courses instead of their grade-level course.

English I

Grade 9

English I is a course that is designed to introduce students to the rigors of high school English study. Through this course, they will study various literary genres to 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 which will include interpretation, comprehension, analysis, and evaluation of literary and 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 the importance of the literary experience.

Length: 1.0 Credit

English II

Grade 10

English II is a sophomore English course. Students will take a tour around the globe, visiting various 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 and short timed-writes. Vocabulary and literary term development are woven into each unit.

Length: 1.0 Credit

American Literature

Grade 11

This course explores works from the canon of American 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: 1.0 Credit

AP Language & Composition

Grades 11-12

**taught in conjunction with AP U.S. History*

All juniors and seniors are invited to take this challenging AP Humanities course, which is centered around understanding the rhetorical modes of persuasion. It is highly recommended students take this in conjunction with AP U.S. History. The two courses will share materials and teachers will co-plan a majority of the assignments and units. Students will read and write essays from various times in U.S. history, explore current events and social issues, and hone their critical reading and writing skills in preparation for both AP exams in the spring, which are optional.

Length: 1.0 Credit

VTC English Composition 1361

Grade 12

The only prerequisite for this course is the desire to read complex and provocative works of literature and poetry. 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. Students will write analytical essays on the literature they study. This course will offer college credit through VTC.

Length: 1.0 Credit

Senior Seminar

Grade 12

Senior Seminar is a required English course for Seniors who are not enrolled in VTC English Composition. The course 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 complete their proficiencies, write a resume, practice an interview, conduct college level research, and write senior speeches.

Length: 1.0 Credit

Elective Courses

Students at NMHS are encouraged to take as many of the English electives as they would like. Students may not take elective courses instead of their grade-level course but may use them to regain credits, rather than repeating core courses, if necessary.

SY 22/23	SY 23/24
Global Perspectives	Best Sellers I
Young Adult Literature	True Crime Literature
Public Speaking & Film Studies	Dystopian Literature
Communications and Media	Sports Literature

Global Perspectives

Grades 9-12

This course is a one year course that offers .5 English and .5 Social Studies credits, and is co-taught by an English and Social Studies teacher. Students will explore topics in society and history, and read literature in conjunction with those topics. It is a deep dive into social issues, using a variety of media such as film, fiction, essays, articles, art, music, and fiction.

Length: 1.0 Credit (.5 ELA & .5 Global Studies)

Young Adult Literature

Grades 9-12

This course will focus on the booming Young Adult genre and will explore the themes and criteria specific to this popular category in literature. Materials, which are selected due to their high-interest and appeal, as well as their thought-provoking nature, will focus primarily on novels as well as non-fiction. Students will complete various writing pieces and will also conduct small-scale research into various topics.

Length: .5 Credit

Public Speaking & Film Studies

Grades 9-12

Did you know that fear of public speaking is the #1 fear—even more than clowns, snakes, and spiders? If you're interested in becoming a confident, more prepared public speaker, this course is for you! Students will learn about rhetorical appeals through viewing and reading famous speeches. Then students will craft and deliver their own short speeches on a variety of topics. Did you know there is much more behind film studies than drama, attractive actors and exciting action? Through this course, students will learn the basic cinematic techniques and genre of film through watching films from viewing a variety of documentary and fiction movies.

Length: .5 Credit

Communications and Media

Grades 9-12

This course is designed for the newshound that may be suppressed within you! Are you interested in what's going on around our community, state, nation, or world? Do you want to speak up and inform people about it? Are you a person that has a lot to say!? Then this class is for you. We will study current events and work through the lens of a newscaster. Research will be done, articles will be written, podcasts will be recorded, interviews will be conducted, and who knows, you might even get published!

Length: .5 Credit

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: .5 Credit

Dystopian Fiction

Grades 9-12

Literature, television, and movies are rife with examples of dystopian fiction. Why does this genre appeal to us so much? Why do so many authors focus on this writing and this depiction of our future? Throughout history, people have always desired to change a thing or two about society--dystopian fiction allows them to present scenarios in which these elements have been changed. Texts will range from young adult, classics, short stories, and essays. The syllabus will be designed with student input, based on their interests, the first week of classes.

Length: .5 Credit

Literature in Nature

Grades 9-12

This class is designed for the Vermont student. Our collective connection to nature and the outdoors is strong here, and this course is designed to explore the relationship between people and our environment through a literary lens. This course will focus on poetry, fiction, and creative nonfiction. We will discuss the role of literature in how we view and understand nature, the outdoors as a literary setting, and the effect of pollution and climate change on our ever-changing landscape.

Length: .5 Credit

Sports Literature

Grades 9-12

This course will approach sports in a thematic way and will explore the themes surrounding sports in American culture. Reading, which is selected due to its high-interest and appeal, as well as its thought-provoking nature, will be varied and will include novels, short stories, and non-fiction sports writing. Students will complete informational as well as narrative writing and will also conduct research into various topics.

Length: .5 Credit

Global Perspectives

Grades 9-12

This course is a one year course that offers .5 English and .5 Social Studies credits, and is co-taught by an English and Social Studies teacher. Students will explore topics in society and history, and read literature in conjunction with those topics. It is a deep dive into social issues, using a variety of media such as film, fiction, essays, articles, art, music, and fiction.

Length: 1.0 Credit (.5 ELA & .5 Global Studies)

ELA Pathways

Grades 9-12

In addition to our prescribed English courses, we offer individually designed explorations of literature and ELA skills to motivated students who want to further their study of English. These Pathways are student-driven and student-designed. All units must be pre-approved by an English teacher and the Pathways coordinator.

Length: .5 Credit or 1.0 Credit

High School English and Habits of Success PIs Assessed:

4-8 PIs=1/2 credit

**3 content area PIs and 1 Habit of Success minimum*

9+ PIs=1 credit

**7 content area PIs and 2 Habits of Success minimum*

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 may be 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.

Length: .5 Credit

Habits of Success Assessed:

Adaptability

Preparedness

Synthesis and Application

Wellness

Blended Curriculum of Health and Physical Education

Physical Education Content PIs

	PBGR19		PBGR20			PBGR21			PBGR22			PBGR23			HOS
	19A	19B	20A	20B	20C	21A	21B	21C	22A	22B	22C	23A	23B	23C	
Wellness 1	X	X	X	X	X	X		X	X						
Lifetime Activities & Games		X		X			X	X	X			X			
Personal Fitness (Gr. 10 - 12)		X		X		X	X	X				X			1
Mind and Body (Gr. 11 & 12 only)			X	X			X		X			X	X	X	1

Health Content PIs

	PBGR 24				PBGR25		PBGR26			PBGR27			PBGR28		HOS
	24A	24B	24C	24D	25A	25B	26A	26B	26C	27A	27B	27C	28A	28B	
Wellness 1	X	X	X	X		X	X			X	X	X			

Wellness I

Grade 9

An entry course into high school Health and Physical Education, Wellness I contains a blended curriculum and assessment of each content area. Wellness incorporates skills-based health education and physical fitness concepts and practices. Skills-based health education provides students with content knowledge and continuous opportunities to practice skills, aligned with the National Standards for Health Education (health promotion and disease prevention; analyzing influences on health behaviors; access valid information, products and services; decision making; goal setting; interpersonal communication; and advocacy for personal, family, and community health) to enhance health and avoid or reduce risk behaviors. Physical education instruction includes the safe and effective use of equipment in the fitness center (strength training, cardiovascular conditioning) along with selected lifetime activities (yoga, net games). All freshmen will also be required to partake in and complete the FitnessGram as a state-required PE assessment.

Length: 1.0 Credit

Lifetime Activities and Games

Grade 10-12

****Prerequisite: Wellness I completion***

Lifetime Activities and Games is designed for students to become competent in many individual, team, and group games/sports. Students will be required to develop cognitive and psychomotor skills regarding technique, tactics and strategies in a wide range of lifetime activities. Activities will be dependent on weather, class enrollment and facilities. Examples of units will include golf, disc golf, ultimate frisbee, various racquet sports, volleyball, yoga, invasion games and snowshoeing activities. However, the most important unit covered throughout the course will be character trait education and sportsmanship. Teamwork will not only be emphasized but required. Students should be prepared to be outside as often as the outdoor conditions allow.

Length: 0.5 credit

Mind and Body

Grade 11-12

****Prerequisite: Wellness I completion***

Science and modern technology has provided deeper insight into how our minds and bodies change based on our focus, intentions, environment, habits, stress and behaviors. With a scientific approach we will investigate these new perspectives and experience transformative mindful practices to explore our thoughts, beliefs, emotions and paradigms to create sustainable shifts towards optimal health, wellness and living. Students will gain a better understanding of how their nutritional choices contribute positively and negatively towards their health, both physically and mentally. The ultimate goal of the course is for students to come away with an understanding of how to maintain a healthy mind and body for the rest of their lives.

Length: .5 credit

<u>Habits of Success Assessed:</u> Adaptability, Goals, Lifelong Learning
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Personal Fitness

Grades 10-12

****Prerequisite: Wellness I completion***

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive resistance training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Course includes lecture and activity sessions both indoors and outdoors. Students will be empowered to make health enhancing choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

Length: .5 Credit

<u>Habits of Success Assessed:</u> Goals, Lifelong Learning
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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: .5 Credit

Wayfinders

Grades 9 - 10

In ancient times, every culture on this planet had certain individuals who were charged with guiding their people and in carrying their culture. For the seafaring peoples of the South Pacific, there were “Wayfinders” who literally used their knowledge of the stars, the ocean, and the weather to successfully complete long and arduous journeys across vast expanses of ocean. These individuals balanced a strong understanding of self with their knowledge of how they contributed to the well-being of the rest of their tribe.

Wayfinders is a course designed for 9th and 10th grade students who are looking for something different from their typical school experience. The course will meet primarily outside of classroom walls and will immerse students in meaningful hands-on learning experiences that will help them to better understand themselves and the role that they play in the community that they are a part of. Balancing outdoor adventure, wilderness immersion, natural movement, and service learning, this course will challenge students to rethink what their education means to them. No two days will be exactly alike, and the course will offer students ample opportunities to explore their passions and give direction to their education.

Length: .5 Credit

MATH

Math Content PIs

	PBGR11					PBGR12				PBGR13					PBGR14				PBGR15				H O S
	11 A	11 B	11 C	11 D	11 E	12 A	12 B	12 C	12 D	13 A	13 B	13 C	13 D	13 E	14 A	14 B	14 C	14 D	15 A	15 B	15 C	15 D	
Algebraic Reasoning	X			X	X										X								5
Algebra 1	X	X		X	X		X								X								3
Geometry										X	X	X	X	X									4
Algebra II		X	X	X											X	X	X	X					2
Statistics						X		X	X														2
Pre-Calculus		X	X	X	X								X		X	X							2
Calculus			X										X	X	X	X	X	X					2
Personal Finance																			X	X	X	X	2
Functions & Trig.		X	X	X									X		X	X							3

Algebraic Reasoning

Grades 9-12

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

This course is meant to lay the foundations for success in Algebra 1. Students will explore the following topics: algebraic expressions, integers, equations, decimals, fractions, exponents, ratios, proportions, linear functions, inequalities, and graphing. **Length: 1.0 Credit**

Algebra 1

Grade 9-12

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

This course is recommended for all students. Algebra 1 course topics include solving linear, absolute value and exponential equations and inequalities, solving systems of equations using a variety of methods, an introduction to the study of functions and function notation, graphing and interpreting linear, absolute value and exponential functions, and using these functions to model real world applications.

Length: 1.0 Credit

Geometry

Grade 10

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

This course is recommended for all students. Geometry course topics include; angles and angle pair relationships; parallel lines and transversals; perimeter and area of polygons and circles; similar and congruent triangles; the Pythagorean Theorem and right triangle trigonometry; and other properties and theorems related to circles, quadrilaterals, and other polygons.

Length: 1.0 Credit

Algebra 2

Grades 10 - 12

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

This course is recommended for all students. Algebra 2 includes the study of right triangle trigonometry, quadratic and higher degree polynomial functions, and exponential and radical functions. Each family of functions is used to model data and the students practice writing, factoring, solving, evaluating, graphing and transforming the functions.

Length: 1.0 Credit

Introduction to Statistics

Grades 10 - 12

10th-12th graders will get an opportunity to take the most relevant mathematics course for non-scientists: Statistics. Topics will include:

- an extensive analysis of 1-variable data used to understand distributions
- A unit on probability, which includes conditional probability, joint probability and probability of independent events
- A unit discussing the importance of random sampling processes (more than just picking names out of a hat) and how to run experiments

Also, an extensive use of Google Spreadsheets and Google Forms will be used to create and analyze data quickly with formulas.

Length: .5 Credit

Functions and Trigonometry

Grades 11 - 12

****Prerequisite: successful completion of Algebra 2***

This course is recommended for students who are interested in pursuing a non-mathematics or non-science field of study. This course includes further study of linear functions, right triangle trigonometry as well as other advanced algebra 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: 1.0 Credit

Pre-Calculus

Grades 11 - 12

****Prerequisite: Successful completion of Algebra 2 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: 1.0 Credit

Calculus

Grade 12

****Prerequisite: Successful completion of Pre-Calculus***

This course includes the study of limits, differentiation and integration.

Length: 1.0 Credit

Mathematics of Personal Finance

Grades 9 - 12

When will you use this math? Everyday for the rest of your life! How much money do you hope to make? What 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: .5 Credit

Computer Science Principles

Grades 9 - 12

Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable curriculum that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. This year-long curriculum can be taught as an introductory class - no prerequisites required for students new to computer science!

Length: 1.0 Credit

Music/Performing Arts

Performing Arts Content PIs

	PBGR16			PBGR17			PBGR18				
	16D	16E	16F	17D	17E	17F	18D	18E	18F	18G	HOS
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	2
High School Chorus				X	X	X	X	X	X	X	2

High School Stage Band

Grades 9 - 12

The High School Stage Band studies a wide repertoire of musical styles depending on the make-up of the ensemble. This course is offered to experienced instrumentalists and vocalists. 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 also 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: 1.0 Credit

High School Instrumental Studies

Grades 9 - 12

This course is offered to all instrumentalists. Performance skills, instrumental technique, theory and a variety of music literature are studied. No musical experience is required. The Music Director will determine whether an instrumental student will or will not 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: 1.0 Credit

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.

Length: 1.0 Credit

Science

Science Content PIs

	Credit	PBGR1			PBGR2			PBGR3			PBGR4			HOS
		HS 1A	HS 1B	HS 1C	HS 2A	HS 2B	HS 2C	HS 3A	HS 3B	HS 3C	HS 4A	HS 4B	HS 4C	
9th - Integrated Earth & Environmental Science*	1.0	X	X	X		X	X	X	X	X	X	X	X	
10th - Biology & Science Investigations*	1.0	X	X	X		X	X	X	X		X	X	X	
11th - Physical Science: Chemistry or Forensics or Physics*	1.0	X		X	X	X		X	X		X	X	X	
Elective 11th/12th Grade: Anatomy & Physiology	1.0		X	X		X	X	X	X	X	X	X		
Elective 11th/12th Grade: AP Biology	1.0		X	X	X		X	X	X	X	X	X	X	
Elective 11th/12th Grade: AP Environmental Science	1.0	X		X	X	X		X		X	X	X	X	
Elective 10th-12th Grade: Marine Ecology	0.5			X				X		X	X	X	X	
Elective 9th-12th Grade: Food Science & Consumer Chemistry	0.5	X				X	X	X			X			
Elective 9th-12th Grade: STEAM	0.5			X		X		X	X	X	X			
Elective 11th/12th Grade: The Nature of Vermont	0.5	X					X	X			X		X	

*** Suggested progression for obtaining 3 required Science credits:**

- Early College candidates should plan to take a Chemistry course their junior year
- College-bound students should take four years of science (including Chemistry and Physics if interested in a major in Engineering or Math)

11th & 12th grade 1.0 credit Science courses will rotate in a 2-year sequence:

- Year A (offered starting SY22-23): General Chemistry, Forensics, Anatomy, AP Biology
- Year B (offered starting SY23-24): Accelerated Chemistry, Anatomy, AP Environmental Science, Physics

Integrated Earth Science

Grade 9

Integrated Earth Science focuses on Earth Science-based topics: energy, ecosystems, Earth's systems, and Earth and human activity. Throughout the course, students will critically examine topics related to watersheds, geology, energy, the Earth's atmosphere, and space studies (covering the moon, planets, and stars). Students will perform numerous hands-on activities including an examination of the Dog River's water quality, and a critical evaluation of Vermont's electricity production (through writing and engineering).

Length: 1.0 Credit

Biology & Science Investigations

Grade 10

Prerequisite: *Integrated Earth Science

Throughout this course, we will explore the general themes of Biology: the chemistry of life, cell biology processes, heredity, ecology, and evolution. Students will investigate biological questions and problems related to personal needs and societal issues. The course also includes the completion of a science fair research project on a topic of each student's choosing: they design a controlled experiment, perform the experiment, and communicate their results in an oral presentation to a panel of judges; this project can also be focused on the engineering design cycle. This course will meet a college requirement of a Biology lab course.

Length: 1.0 Credit

Physical Science Options for 11th & 12th grade

General Chemistry

Grades 11 - 12

Prerequisite: *Biology & 2 years of math

General Chemistry is an inquiry-based course that examines matter and the changes it undergoes. Experiments and activities are used to introduce concepts including the structure of atoms and chemical compounds, the relationships among the elements on the periodic table, chemical and physical transformations, and the measurement and calculations of chemical quantities. Students will make connections between Chemistry concepts and the world around them, exploring real-world applications of the topics they explore throughout the course. Students who complete this course will develop an understanding of interconnections among the sciences, technology, society, and the environment. This course will meet college requirements for a Chemistry lab course.

Length: 1.0 Credit

Accelerated Chemistry (Dual Enrollment with VTC)

Grades 11 - 12

Prerequisite: *Biology & concurrent enrollment in Algebra 2 or higher

This course is intended to extend student understanding of atomic structure, 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.

This course will move at a fast pace and involve an in-depth exploration of Chemistry concepts, and such, students will be expected to meet a high standard of engagement in this course. This course will meet college requirements for a Chemistry lab course. **Students have the opportunity to take Accelerated Chemistry as a dual-enrollment course with VTC, and receive 4 college credits upon successful completion of the course. There are no additional exams or assignments that are required to receive these credits.*

Length: 1.0 Credit

Forensic Science

Grades 11 - 12

****Prerequisite: Two years of high school science***

Forensic science is an inquiry, skill and content-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.

Length: 1.0 Credit

Physics

Grades 11 - 12

**** Prerequisite: Biology & concurrent enrollment in Algebra 2 or higher***

This course covers general physics concepts including motion, energy, and matter. Aspects of sustainability, climate, astronomy, and engineering will be woven throughout the units. This course will foster curiosity and support hands-on learning, collaborative projects, creative expression, 21st century technology skills, and connecting science to the real world. In previous years, students have participated in design challenges like the VTC Bridge Building Competition. Students will leave the course with a suitable background for a successful transition to college-level Physics; this course meets the college requirements for a Physics lab course. Students who are interested in pursuing engineering or math careers should plan to take this course.

Length: 1.0 Credit

Life Science Options for 11th & 12th grade

Anatomy

Grades 11 - 12

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

Anatomy introduces and explores the structure and function of the human body and focuses on how the body systems relate to one another in organization, adaptation, and homeostasis. Students will explore careers in the human biology field and make personal connections to the content. This course will involve discussion, laboratory activities, projects, and dissections, and will source textbook material, models, and clinical studies as resources for gaining knowledge and experience with the concepts. Students who are interested in pursuing medical or veterinary careers are encouraged to take this course.

Length: 1.0 Credit

A.P. Biology (Dual Enrollment with VTC*)

Grades 11 - 12

****Prerequisite: Biology & Chemistry (concurrent enrollment is possible) 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. *There is the possibility that this course will ALSO be concurrent enrollment with VTC and eligible for 4 college credits, pending syllabus approval. Students could then still potentially choose not to take the AP exam and still receive college credit.*

Length: 1.0 Credit

AP Environmental Science

Grades 10 - 12**

****Prerequisite: Biology (or concurrent enrollment) & 2 years** of math***

AP Environmental Science (APES) is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate risks, and examine alternative solutions. APES is interdisciplinary, embracing topics from geology, biology, environmental studies, chemistry and geography. At the end of the course, students have the option of taking the national Advanced Placement Exam in Environmental Science to earn college credit. ***Tenth grade students may take APES concurrently with Biology with permission and should be enrolled in Geometry, as well.*

Length: 1.0 Credit

Science Electives

Food Science & Nutrition

Grades 9 - 12

This semester course will introduce students to the 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 the chemistry of foods, the nutritional value they provide us and how the foods we consume impact our health. We will explore food from cradle to grave—where does our food come from, how can we make the most of the ingredients we use, and where does our food waste go? We will work with the Farm to School program, and may have the opportunity to visit farms, bakeries, and other local food-producers. Hands-on learning is paramount to this course and students will come away with a better understanding of good food choices.

Length: .5 Credit

Freshwater Ecology

Grades 10 - 12

Through the Freshwater Ecology course, students will explore the relationships between freshwater organisms and their environment. We will also take a critical look at the nature and causes of human activities that impact aquatic ecosystems on a local and global scale. This is an interdisciplinary course where students will examine the key physical, chemical and biological factors that develop our inland waters such as rivers, lakes, vernal pools and wetlands. A percentage of this class will be conducted in the field, so students should be ready to be outdoors in varied weather.

Length: .5 Credit

Marine Ecology (Fall Semester)

Grades 10 - 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, overfishing, plastic pollution) are affecting the oceans.

Length: .5 Credit

STEAM (Fall Semester)

Grade 9 - 12

This semester class is an opportunity for students to delve deeper into STEAM (Science, Technology, Engineering, Art, Math) topics through content and projects that are partly driven by student interest. The course will explore themes such as engineering through history, sustainability solutions, and communication through art. Students may choose to engage in activities like bridge building, rocketry, digital design (WeVideo, TinkerCAD, etc.), robotics, circuits and electricity, coding, 3D sculpture, and more. Students will have the opportunity to propose engineering and research/science fair-style projects that they will take on during the semester. Students will engage in the project-based learning process, and will be encouraged to seek out opportunities to engage with the school and town community through their project choices. Students who are interested in this class should be comfortable with some self-direction and will present their work to both the class and other stakeholders. If you like hands-on/maker-style activities and a choose-your-own-adventure aspect to your learning, this is the course for you!

Length: .5 Credit

STEAM (Spring Semester)

Grade 10-12

This semester class is an opportunity for 10th - 12th grade students to continue independent and group STEAM (Science, Technology, Engineering, Art, Math) projects that they may have started during the prior semester. The course will explore themes such as engineering through history, sustainability solutions, and communication through art. Students may choose to engage in activities like bridge building, rocketry, digital design (WeVideo, TinkerCAD, etc.), robotics, circuits and electricity, coding, 3D sculpture, and more. Students will have the opportunity to propose engineering and research/science fair-style projects that they will take on during the semester. Students will engage in the project-based learning process, and will be encouraged to seek out opportunities to engage with the school and town community through their project choices. Students who are interested in this class should be comfortable with some self-direction and will present their work to both the class and other stakeholders. If you like hands-on/maker-style activities and a choose-your-own-adventure aspect to your learning, this is the course for you!

Length: .5 Credit

The Nature of Vermont

Grade 11- 12

From the earliest geologic processes that shaped the New England region to the efforts currently being made to keep our lakes and waters free of pollutants, this course will explore Vermont's ecology and natural history, and how we engage with the natural environment in Vermont. This one-semester, project-based learning course will include field studies in our school forest and the nearby rivers and streams, modeling of the watersheds and mountains around the state, researching the geologic history, and an exploration of the different organizations that help protect and manage the public lands.

Length: .5 Credit

Social Studies

Global Studies Content PIs

	PBGR7				PBGR8				PBGR9				PBGR 10			HOS
	7A	7B	7C	7D	8A	8B	8C	8D	9A	9B	9C	9D	10A	10B	10C	
US History		X		X						X	X	X				4
World History	X				X		X	X				X		X		3
AP World History	X				X	X	X	X				X		X		7
Government, Politics & Economics		X					X		X	X			X		X	4
Introduction to Philosophy	X	X		X				X								3
Introduction to Anthropology	X	X						X					X			2
Western Antiquity			X	X	X	X		X								1
AP US History	X	X					X		X	X					X	4

United States History

Grade 9

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: 1.0 Credit

Habits of Success Assessed:

Personal Integrity	Self Respect
Preparedness	Technology
Curiosity	Perspective
Literacy	

World History

Grade 10

This course will cover world history from prehistory to the present. Units include the Neolithic Period, Ancient World, Medieval Period, the Renaissance, the Enlightenment, the Age of Revolutions, the Industrial Revolution, the Age of Imperialism, the World Wars and the Holocaust, the Cold War, 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. This hands-on learning class will emphasize critical reading and thinking skills, essay writing, and classroom discussion.

Length: 1.0 Credit

Habits of Success Assessed:

Preparedness	Technology
Curiosity	Perspective
Analysis	Literacy

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 1200 C.E. through the present.

Length: 1.0 Credit

Habits of Success Assessed:

Adaptability	Preparedness
Technology	Curiosity
Synthesis & Application	Analysis
Collaboration	Literacy

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: 1.0 Credit

Advanced Placement US History

Grades 11-12

*****Teacher permission recommended***

The Advanced Placement program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to pass the Advanced Placement exam for college credit. Students will learn to access primary source materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. The course covers pre-European settlement and exploration of the New World to the present. The course culminates with the Advanced Placement Examination in United States History in the spring. This course is designed to complement the AP Literature syllabus.

Length: 1.0 Credit

Habits of Success Assessed:

Lifelong Learning
Citizenship
Evidence
Purpose

Introduction to Anthropology

Grades 9–12

This course is an introduction to the 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: .5 Credit

Habits of Success Assessed:

Curiosity
Perspective

Introduction to Philosophy

Grades 9-12

This challenging course will study the development of western philosophy, introduce some of the major themes and concepts of philosophy: existentialism, truth and knowledge, freedom of choice and determinism, and ethics. Students will also explore Eastern Influences in the search for truth and meaning. If you are brave and willing to push your thinking then this course is for you.

Length: .5 Credit

Habits of Success Assessed:

Personal Integrity
Analysis

Western Antiquity

Grades 9 - 12

This awesome course will focus on three of the most influential ancient civilizations: the Semites or ancient Jews, the Greeks and the Romans. Students will explore each civilization from their foundational mythology and history through their 'golden' ages and eventually their downfall. Students will study some of the contributions of each civilization and their influence on our own culture and view of history.

Length: .5 Credit

Habits of Success Assessed:

Analysis

Expeditions

Grades 11 - 12

New for this year, Expeditions is a course designed for juniors and seniors to get you off campus and out of your comfort zone. This course will be a dual enrollment credit opportunity with Sterling College. Each unit of study will culminate with an expedition off campus, whether that means backpacking into a remote hut in the White Mountains, bicycling the streets of Burlington, exploring the Maine seacoast, or paddling the Connecticut River. Learn different outdoor and travel skills, find connections with your peers and teachers in lasting ways, explore New England, and give new meaning to your high school experience.

Some of the trips will be teacher designed, planned, and implemented. Eventually, though, the class will determine its areas of interest and will begin to take control of their education. What do you want to learn? Where do you want to go? Who do you want to be?

Length: .5 Credit

Legacy

Grades 11 - 12

When you think back on your high school experience, what is it that you want to remember? Sure, there will be games, dances, friends, and events that will stick out. But what about leaving something behind that you'll really be remembered by?

Legacy is a service-learning course designed to give juniors and seniors an opportunity to "give back" to the community and school that has been preparing them for their future. This course is broken into two distinct semester experiences.

In the first semester, students will choose to serve as a mentor in either NMHS or NES. The cohort of students will meet as a group on Mondays and Fridays, with Tuesdays, Wednesdays, and Thursdays being spent in their mentoring role. Monday will be focused on developing leadership characteristics and setting goals for your mentoring placement. Friday will be about processing and reflecting upon your mentoring experiences.

During the second semester, students will choose to take on service learning projects on their own, in small groups, or as a class. These projects will be student-designed, driven, and implemented from start to finish with the support of faculty and staff. And when it comes to these projects, think big!! This is your chance to leave a positive and lasting impact on our school and community. Past projects have included the Outdoor Classroom, school gardens, the sugar house, and the wood-fired pizza oven. What is it that you want to leave behind to be remembered by?

Length: .5 Credit

Visual Arts

Visual Arts Content PIs

	PBGR16			PBGR17			PBGR18			
	16A	16B	16C	17A	17B	17C	18A	18B	18C	HOS
Two Dimensional Media I (.5 Credit)			X		X	X		X	X	2
Two Dimensional Media II (.5 Credit)	X	X		X			X			3
Ceramics I (.5 Credit)	X	X		X			X			3
Ceramics II (.5 Credit)			X		X	X		X	X	2
Portraiture (.5 Credit)	X	X		X			X			2
Sewing & Design (.5 Credit)			X	X	X	X	X			2
Social Justice Art (.5 Art Credit) (.5 ELA Credit)		X		X	X	X	X	X		3
Advanced / Independent Art (.5 - 1 Credit)	X	X	X	X	X	X	X	X	X	2-4
Artist Legacy / Homegrown Visiting Artist Project (.5 - 1 Credit)	X	X	X	X	X	X	X	X	X	2-4

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 program is designed so students have to grapple and push themselves to work collaboratively, be creative, and embed meaning and content into the artworks they create. They will do this while gaining skills in areas such as drawing, painting, sculpting, and general composition, with the additional goals of developing areas of interest for life-long learning. Ultimately, the program seeks to inspire students and provide students the tools necessary to better see and appreciate the world around them and to express their own visions, artistically.

Content: Given the ongoing uncertainty of living through a pandemic, as well as the added benefits of being able to take advantage of student interests as well as cross-curricular and community opportunities as they may arrive, the exact units of study will be developed as we go.

Past projects:

- **Collaborative Semi-Blind Contour Drawing:** Breaking away from symbolic illustration and learning to see and draw, developing better hand-eye coordination, and using the drawings as a platform for painting and working together with other students to create a unified set of artworks around a common theme.

- **Scratchboard:** Working more intensively in a subtractive method to understand how forming lines and different marks come together to create the illusion of space and textures, and how a range of value can be created through extremes (using only white and black).
- **Inspired Portraiture:** Researching and being inspired by an artist, gaining tools to capture likeness and proportion, and learning about value, forming lines, aesthetic choices, and touching on the impact of photography in art history.

Length: .5 Credit

Habits of Success Assessed:

HS36B Adaptability

HS38A Purpose

Two Dimensional Media II

Grades 9 - 12

*Prerequisite: 2D Media I

This is an intermediate to advanced class that may meet with 2D Media 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.

Past projects:

Purposeful Printmaking: Working with Plexiglas to do line and texture based printing, or, linoleum block printing utilizing shape to create a series of prints around a social justice issue to be displayed to get a message out.

Collaborative Service Project: Working with one or more peer to collaboratively design and produce a meaningful project for a person, place, or organization in order to have real stakes and to give back to the school and/or community.

Independent Project: This self-guided project is designed to give you a taste of advanced independent art, allow you to follow your interests and passions, and to highlight what you have learned and your readiness as a lifelong learner in the arts.

Length: .5 Credit

Habits of Success Assessed:

HS35F Lifelong Learning

HS36F Citizenship

HS37F Synthesis and Application

Ceramics I

Grades 9 - 12

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 awareness of the rules of safe handling of clay and the firing of clay in a kiln.

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

- Pinching Construction
- Coil Construction
- Slab Construction

Length: .5 Credit

Habits of Success Assessed:

HS36F Citizenship

HS37F Synthesis and Application

HS38B Organization

Ceramics II

Grades 9 - 12

*Prerequisite: Ceramics 1

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 awareness of the tenants of safe handling of clay and the firing of clay in a kiln.

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
- Art Service Project
- Firing / Kiln Loading

Length: .5 Credit

Habits of Success Assessed:

HS36F Citizenship

HS37A Curiosity

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 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: .5 Credit

Habits of Success Assessed:

HS35F Lifelong Learning

HS37F Synthesis and Application

Social Justice E.L.Art

Grades 9 - 12

Objectives: This collaboratively taught *Social Justice Art* course is designed so you have to problem solve and think like an artist. This is accomplished while gaining skills in drawing, painting, and composition, with the additional goals of developing a deeper understanding of self, others, cultural awareness, empathy and areas of interest and advocacy for the arts and important issues of our day.

Content: Given the ongoing uncertainty of living through a pandemic, as well as the added benefits of being able to take advantage of student interests as well as cross-curricular and community opportunities as they may arrive, the exact units of study will be developed as we go, and we will make an effort to keep the website up to date as units are developed.

Length: .5 Credit

Habits of Success Assessed:

HS37A Curiosity

HS37B Creativity

HS38B Organization

Sewing & Design

Grades 9 - 12

Objectives: This is a collaboratively taught course that tackles Visual Arts PIs through the lens of fashion! We will create practical and avant-garde articles of clothing and more by designing and sewing for ourselves and for the greater school community, such as the musical, prom, graduation, or even childrens' clothing.

Come to this unique and amazing course to both meet your art credit and to gain lifelong skills that will aid you and your friends and family for the rest of your life.

Length: .5 Credit

Habits of Success Assessed:

HS36F Citizenship

HS38C Collaboration

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 projects (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.

Advanced art courses are an opportunity to work toward exemplary status on performance indicators, and there is no limit to the number of Independent Art courses that may be taken, as each one will have a personalized emphasis.

Length: .5 Credit or 1.0 Credit (Personalized)

Habits of Success Assessed:

TBD (2-4, personalized)

Artist Legacy/Homegrown

“Visiting Artist” Project

Grades 10 - 12

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

This Advanced Independent Art course can be developed and implemented individually or be organized as a small group proposal that addresses 4 to 9 art performance indicators and 2 to 4 Habits of Success. Instead of a number of small art projects, this is one semester-long service project to leave a lasting mark on, and give back to, your school or community. Examples of similar projects are the social-justice-oriented Gall-Peters map in the auditorium lobby, the gender neutral marauder in the main lobby, and the mural on Main Street just past the traffic light on the way to Montpelier. Please note, this course can be flexibly scheduled

Optional “Homegrown Visiting Artist” Component: As part of this project, subject to instructor approval, you can mobilize Middle and/or High school students to assist in the the completion of the project, with you acting as the designer and lead facilitator either during supporting group class time or ELO or middle school Flex time.

Advanced art courses are an opportunity to work toward exemplary status on performance indicators, and there is no limit to the number of Independent Art courses that may be taken, as each one will have a personalized emphasis.

Length: .5 Credit or 1.0 Credit (Personalized)

<u>Habits of Success Assessed:</u>

TBD (2-4, personalized)

World Languages

World Language Content PIs

	PBGR29		PBGR30		PBGR31		PBGR32		PBGR33		HOS
	29A	29B	30A	30B	31A	31B	32A	32B	33A	33B	
ASL 1 Spanish 1 Russian 1			X		X	X	X		X	X	3
ASL 2 Spanish 2	X	X	X	X	X	X	X	X	X	X	

ASL I

Grades 9-12

This course is an introduction to American Sign Language, where students will learn basic everyday conversational skills. Units will include: describing yourself, likes and dislikes, school and activities outside of school, family, and more. Both receptive and expressive skills will be developed to have conversations with the Deaf and Hard-of-Hearing communities. The course will also include Deaf Culture education. Learning will be accomplished through games, activities and interactive lessons. Students will engage in signed conversations with one another in class, record monologues via Flipgrid, watch videos for receptive development, and prepare visual presentations.

Length: 1.0 Credit

ASL II

Grades 10-12

***Prerequisite: ASL I**

This course is built upon skills developed in ASL level 1. More advanced conversations will be engaged in to prepare encounters with the Deaf and Hard-of-Hearing communities. Units of study will include: Foods, Weather, Travel, Body and Health, Beginning Storytelling, and more. Learning will be accomplished through games, activities, and interactive lessons. Culture will be expanded upon to include movies, articles, books, directly relating to the Deaf community. Students will engage in signed conversations with one another in class, record monologues via Flipgrid, watch videos for receptive development, and prepare visual presentations.

Length: 1.0 Credit

Spanish I

Grades 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: 1.0 Credit

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: 1.0 Credit

Russian I

Grades 9-12

The emphasis in Russian I is on building a vocabulary and learning everyday Russian. 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: 1.0 Credit

Other Learning Opportunities

Flexible Pathways

Grades 9 - 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: .5 Credit or 1.0 Credit

see the Extended Pathways section of this guide for more information

Woodworking

Grades 9 - 12

This course focuses on the fundamental disciplines of woodworking; that is, the proper execution of the basic skills and attention to detail leading to the development of self-confidence. Projects are designed to reinforce previously learned fundamentals. There is a heavy emphasis on hand tools although competency with power tools is also developed. Students choose projects of progressive complexity and utility; including carving of lettering, sculpture and small furniture making.

Length: .5 Credit

Freshman Academy

Grade 9

All freshmen will take this multidisciplinary course in addition to English I. This supportive course is designed to help support our freshmen as they transition to high school. Teachers will focus on organization, projects, executive functioning, team building, and myriad other skills. The team of teachers who run this course have designed it as a “bridge” between middle & high school expectations.

Length: 1.0 Elective Credit

Junior Colloquium

Grade 11

All juniors are encouraged to enroll in one semester of this course, which is centered around the Vermont History Day project, which will be the vehicle for honing research techniques, critical reading skills, and developing an opinion as well as a voice. Students will identify individual topics for exploration, and design a presentation. Students may select this course in the fall or spring semesters.

Length: .5 Elective Credit

College Readiness

Grades 11-12

This course mirrors a course that was once offered at CCV. Students in this .5 elective course will create and manage both their College Board account and Naviance, conduct an extensive and focussed college search, take field trips to several colleges, meet with college admissions personal, study for the SAT, write their admissions essays, complete other required essays, create a resume and brag sheet, request letters of recommendation, practice interviews, communicate with various colleges admissions and financial aid personnel, submit applications, and start the scholarship application process. Ms. Aftuck will guide, assist, and work directly with the class when needed. This is in addition to all the guidance services provided to all students.

Length: .5 Elective Credit

2022 - 2023

Unique Courses From Northfield/Williamstown &

Extended Pathways

to Graduation



English Language Arts

(Northfield Campus)

Public Speaking & Film Studies

Grades 9-12

Did you know that fear of public speaking is the #1 fear—even more than clowns, snakes, and spiders? If you're interested in becoming a confident, more prepared public speaker, this course is for you! Students will learn about rhetorical appeals through viewing and reading famous speeches. Then students will craft and deliver their own short speeches on a variety of topics. Did you know there is much more behind film studies than drama, attractive actors and exciting action? Through this course, students will learn the basic cinematic techniques and genre of film through watching films from viewing a variety of documentary and fiction movies.

Length: .5 Credit

(Northfield Campus)

Communications and Media

Grades 9-12

This course is designed for the newshound that may be suppressed within you! Are you interested in what's going on around our community, state, nation, or world? Do you want to speak up and inform people about it? Are you a person that has a lot to say!? Then this class is for you. We will study current events and work through the lens of a newscaster. Research will be done, articles will be written, podcasts will be recorded, interviews will be conducted, and who knows, you might even get published!

Length: .5 Credit

(Northfield Campus)

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: .5 Credit

(Williamstown Campus)

Argument and Debate

Grade 9

*****0.5 Credit of Science as well**

This co-taught argumentative writing and debate course focuses on expanding specific skills introduced in the 8th-grade writing and science courses. Students are expected to write every day during class, think critically about a variety of prompts (both individually created and teacher assigned), and collaborate effectively with others in order to meet proficiency and gain credit for the semester. As always, our focus will continue to be on the writing process through drafting, conferring, outlining, and editing.

Length - 1.0 Credit

(Williamstown Campus)

Growing up in Times of War (Advanced/Honors)

Grade 11-12

***Prerequisite: Completion of Argument and Debate and ELA 10**

*****0.5 Credit of Social Studies as well**

This honors-level course will explore Literature set during periods of war and military conflict. Through an in-depth study of various text, we will uncover what it means to come of age in a world where war is on everyone's minds and where it is impossible to escape the impact and repercussions of conflict. We will study the Revolutionary War, World War II, and Vietnam, as well as more current global conflicts through research and primary source documents as well as short stories, poems, essays, novels, music, and film. This interdisciplinary course will culminate in a final project.

Length - 1.0 Credit

Health

(Northfield Campus)

Sex, Drugs, Rock & Roll

Grades 10-12

***Prerequisite: Wellness I completion**

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.

Length: .5 Credit

(Williamstown Campus)

LIFE

Grades 11-12

****Teacher Permission**

*****0.5 Credit of Math as well**

This course is a basic skills course for financial and wellness needs for juniors and seniors as they transition from high school to college and/or careers. Topics of study will include many aspects of personal finance and life skills. Students will discuss and study banking, credit cards, credit scores, rent/mortgages, insurance (house, car, etc.), budgeting, stress management, time management, accessing resources, healthy relationships and resiliency.

This course will be centered around four areas:

- Personal life
- Career and/or academic life
- Relationships
- Wellness

(Williamstown Campus)

Gender and the Media

Grades 11-12

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

****Teacher Permission**

This class will explore the role of gender in the media, to include history, advertisements, television shows, movies, music, etc. We will analyze how these portrayals have shaped images and attitudes, American culture, inclusions and omissions, and draw correlations as to what influences this has contributed to in our society.

Length: 0.5 Credits

Math

(Northfield Campus)

Functions and Trigonometry

Grades 11 - 12

****Prerequisite: successful completion of Algebra 2***

This course is recommended for students who are interested in pursuing a non-mathematics or non-science field of study. This course includes further study of linear functions, right triangle trigonometry as well as other advanced algebra 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: 1.0 Credit

(Williamstown Campus)

LIFE

Grades 11 - 12

*****Teacher permission required***

******0.5 Credit of Health as well***

LIFE is a course designed for juniors and seniors to explore aspects of life after high school they feel unprepared for. Students start the course by determining the topics of study to make sure their needs are met. Topics of study often include personal finance, healthy relationships, advanced sex ed, stress management, time management, CPR and first aid certification, accessing resources, healthy cooking on a budget and self advocacy.

Length: 0.5 Credit

(Williamstown Campus)

Statistics (College Level)

Grades 10 - 12

****Prerequisite: Algebra I and Geometry***

*****Teacher permission required***

In this course, students will make inferences and justify conclusions from sample surveys, experiments, and observational studies. Students will summarize, represent, and interpret data using numerical and graphical descriptive measures, normal distribution, hypothesis testing, correlation and regression. Students will explore various methods of determining probability. (Possibility of 3 credits via Vermont Technical College).

Length: 1.0 Credit

Performing Arts

(Northfield Campus)

High School Instrumental Studies

Grades 9 - 12

This course is offered to all instrumentalists. Performance skills, instrumental technique, theory and a variety of music literature are studied. No musical experience is required. The Music Director will determine whether an instrumental student will or will not 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: 1.0 Credit

(Williamstown Campus)

Applications in Music Technology

Grades 9 - 12

****Prerequisite: Introduction to Music Technology***

Applications in Music Technology is a workshop focusing on practical applications of concepts and skills needed in sound recording, live sound production, music for film and video, television, and video games.

Length: .5 Credit

(Williamstown Campus)

Introduction to Music Technology

Grades 9 - 12

Intro to Music Technology is designed to give students an overview of the tools, concepts, history and theory used in technology in music. We will focus on live sound production, sound recording, music for film, television, and video games. Class will consist of learning background concepts followed by hands-on and practical work on multiple music composing programs.

Length: 0.5 Credit

(Williamstown Campus)

Introduction to Music Theory

Grades 9 - 12

****Prerequisite: Previous knowledge of music theory or previously took a music class***

*****Teacher Permission if you have not met the prerequisite***

In Introduction to Music Theory, students will learn and analyze the history of Western music theory. Students will learn about part writing, classical composers, aural skills, and more.

Length: 0.5 Credit

(Williamstown Campus)

Introduction to Musical Theater

Grades 9 - 12

In Introduction to Musical Theater, students will explore musical theater from historical, literary, and most importantly, performance perspectives. During the semester, we will learn about, listen to and watch important shows, and then take a crack at performing songs from selected musicals.

Length: 0.5 Credit

(Williamstown Campus)

Musical Theater Workshop

Grades 9 - 12

****Prerequisite: Introduction to Musical Theater***

Musical Theater Workshop students take a deep dive into musical theater from historical, literary, and most importantly, performance perspectives. During the semester we will learn about, produce, and perform scenes and songs from musicals studied and possibly create our own show.

Length: 0.5 Credit

Physical Education

(Northfield Campus)

Mind and Body

Grade 11-12

***Prerequisite: Wellness I completion**

Science and modern technology has provided deeper insight into how our minds and bodies change based on our focus, intentions, environment, habits, stress and behaviors. With a scientific approach we will investigate these new perspectives and experience transformative mindful practices to explore our thoughts, beliefs, emotions and paradigms to create sustainable shifts towards optimal health, wellness and living. Students will gain a better understanding of how their nutritional choices contribute positively and negatively towards their health, both physically and mentally. The ultimate goal of the course is for students to come away with an understanding of how to maintain a healthy mind and body for the rest of their lives.

Length: .5 credit

(Williamstown Campus)

Cardio/Weights

Grades 10 - 12

***Prerequisite: Completion of Foundations of Physical Education**

Cardio/Weights is designed to help students learn how to take care of their body and physically enhance different components of physical fitness. This course will begin with fitness testing (FitnessGram and components of other fitness tests for individual specificity, i.e., vertical leap) in order to create SMART fitness goals. Students then will then be given tools and perform research to be used for hands-on activities to reach their goals. Activities will include various methods of weight training, heart rate monitoring through various exercises, yoga, and calisthenics. Students will also begin a journey of becoming experts of their own bodies, identifying major muscles and their function, while introducing the basics of heart and lung function, digestive function, and immune system function. Students will be required to be intrinsically motivated to be active in this course.

Length: 0.5 Credit

Science

(Northfield Campus)

Forensic Science

Grades 11 - 12

***Prerequisite: Two years of high school science**

Forensic science is an inquiry, skill and content-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.

Length: 1.0 Credit

(Northfield Campus)

A.P. Biology (Dual Enrollment with VTC*)

Grades 11 - 12

***Prerequisite: Biology & Chemistry (concurrent enrollment is possible) 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. *There is the possibility that this course will ALSO be concurrent enrollment with VTC and eligible for 4 college credits, pending syllabus approval. Students could then still potentially choose not to take the AP exam and still receive college credit.*

Length: 1.0 Credit

(Northfield Campus)

AP Environmental Science

Grades 10 - 12**

***Prerequisite: Biology (or concurrent enrollment) & 2 years** of math**

AP Environmental Science (APES) is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate risks, and examine alternative solutions. APES is interdisciplinary, embracing topics from geology, biology, environmental studies, chemistry and geography. At the end of the course, students have the option of taking the national Advanced Placement Exam in Environmental Science to earn college credit. ***Tenth grade students may take APES concurrently with Biology with permission and should be enrolled in Geometry, as well.*

Length: 1.0 Credit

(Northfield Campus)

Freshwater Ecology

Grades 10 - 12

Through the Freshwater Ecology course, students will explore the relationships between freshwater organisms and their environment. We will also take a critical look at the nature and causes of human activities that impact aquatic ecosystems on a local and global scale. This is an interdisciplinary course where students will examine the key physical, chemical and biological factors that develop our inland waters such as rivers, lakes, vernal pools and wetlands. A percentage of this class will be conducted in the field, so students should be ready to be outdoors in varied weather.

Length: .5 Credit

(Williamstown Campus)

Cosmos and the Elements

Grades 10-12

The focus of this course is on the star life cycle and where the first 92 elements of the periodic table come from.

Length: 0.5 Credit

(Williamstown Campus)

Introduction to Material Science

Grades 9-12

The chemistry behind the different solid components that our world is made out of. We would cover metals, ceramics, polymers, and amorphous structures (glass). This class would focus on the atomic makeup of materials.

Length: 0.5 Credit

(Williamstown Campus)

Physics II Electric Boogaloo

Grades 9-12

Introduction to electricity, circuitry, light, sound, and optics

Length: 0.5 Credit

Social Studies

(Northfield Campus)

Introduction to Anthropology

Grades 9–12

This course is an introduction to the 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: .5 Credit

(Northfield Campus)

Introduction to Philosophy

Grades 9-12

This challenging course will study the development of western philosophy, introduce some of the major themes and concepts of philosophy: existentialism, truth and knowledge, freedom of choice and determinism, and ethics. Students will also explore Eastern Influences in the search for truth and meaning. If you are brave and willing to push your thinking then this course is for you.

Length: .5 Credit

(Northfield Campus)

Western Antiquity

Grades 9 - 12

This awesome course will focus on three of the most influential ancient civilizations: the Semites or ancient Jews, the Greeks and the Romans. Students will explore each civilization from their foundational mythology and history through their 'golden' ages and eventually their downfall. Students will study some of the contributions of each civilization and their influence on our own culture and view of history.

Length: .5 Credit

(Williamstown Campus)

Art History

Grade 9-12

Art History looks at history through the lens of art, broadly defined to include fine art, film, music, literature and unconventional art. Although not an art course, the class uses artistry as its primary method of communicating historical developments and outcomes. Students will be given opportunities to produce art themselves, although this is not a requirement of the course.

Length - 0.5 Credit

(Williamstown Campus)

Comparative Revolutions

Grade 9-12

Comparative Revolutions compares and contrasts social upheavals throughout modern world history, analyzing their causes, long-term effects and the ethical questions that arise from radical political change. The course will highlight revolutions in France, Russia, the Middle East, Latin America and possibly more.

Length - 0.5 Credit

(Williamstown Campus)

Cultural Anthropology

Grade 9-12

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 at how trade has changed the way we interact with each other and the world we live in. This course will also include opportunities to connect with students in other schools around the world.

Length - 0.5 Credit

(Williamstown Campus)

Mass Media and Society

Grade 9-12

Mass media has certainly shifted drastically with the proliferation of social media and other alternative forms of advertising and digital media. In this class we will study mass media organizations, how they operate and exert their psychological and sociological influence on individuals and society. Students will have the opportunities to become knowledgeable and self-critical consumers of mass media content.

Length - 0.5 Credit

Visual Arts

(Northfield Campus)

Artist Legacy / Homegrown “Visiting Artist” Project Grades *10-12

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

This Advanced Independent Art course can be developed and implemented individually or be organized as a small group proposal that addresses 6 to 9 art performance indicators and 2 to 4 Habits of Success. Instead of a number of small art projects, this is one semester-long service project to leave a lasting mark on, and give back to, your school or community. Examples of similar projects are the social-justice-oriented Gall-Peters map in the auditorium lobby, the gender neutral marauder in the main lobby, and the mural on Main Street just past the traffic light on the way to Montpelier. Please note, this course can be flexibly scheduled

Optional “Homegrown Visiting Artist” Component: As part of this project, subject to instructor approval, you can mobilize Middle and/or High school students to assist in the the completion of the project, with you acting as the designer and lead facilitator either during supporting group class time or ELO or middle school Flex time.

Length: .5 Credit or 1.0 Credit

Advanced art courses are an opportunity to work toward exemplary status on performance indicators, and there is no limit to the number of Independent Art courses that may be taken, as each one will have a personalized emphasis.

(Northfield Campus)

Sewing & Design

Grades 9 - 12

Objectives: This is a collaboratively taught course that tackles Visual Arts PIs through the lens of fashion! We will create practical and avant-garde articles of clothing and more by designing and sewing for ourselves and for the greater school community, such as the musical, prom, graduation, or even childrens’ clothing.

Come to this unique and amazing course to both meet your art credit and to gain lifelong skills that will aid you and your friends and family for the rest of your life.

Length: .5 Credit

(Williamstown Campus)

Architecture: Sketching & Rendering

Grade 9-12

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 3-d models on par with architects working in the field.

Length - 0.5 Credit

(Williamstown Campus)

Illustration: Images as Narrative

Grade 9-12

This course will demonstrate the power of visual communication through the effect of conveying a thought without speaking. 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

Length - 0.5 Credit

(Williamstown Campus)

Figure Drawing & Anatomy for the artist

Grade 9-12

**Prerequisite: Successful completion of previous art courses*

***Teacher permission needed*

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 the correct proportion.

Length - 0.5 Credit

(Williamstown Campus)

Studio Art I+II

Grade 9-12

**Prerequisite: Successful completion of previous art courses*

***Teacher permission needed*

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

Length - 0.5 Credit

Experiential Learning

(Northfield Campus)

Expeditions

Grades 11 - 12

Expeditions is a course designed for juniors and seniors to get you off campus and out of your comfort zone. This course will be a dual enrollment credit opportunity with Sterling College. Each unit of study will culminate with an expedition off campus, whether that means backpacking into a remote hut in the White Mountains, bicycling the streets of Burlington, exploring the Maine seacoast, or paddling the Connecticut River. Learn different outdoor and travel skills, find connections with your peers and teachers in lasting ways, explore New England, and give new meaning to your high school experience.

Some of the trips will be teacher designed, planned, and implemented. Eventually, though, the class will determine its areas of interest and will begin to take control of their education. What do you want to learn? Where do you want to go? Who do you want to be?

**Rowland PD to get certified (ex. Nicole becomes rock climbing certified), STAR \$2000 travel budget

(Northfield Campus)

Wayfinders

Grades 9 - 10

In ancient times, every culture on this planet had certain individuals who were charged with guiding their people and in carrying their culture. For the seafaring peoples of the South Pacific, there were “Wayfinders” who literally used their knowledge of the stars, the ocean, and the weather to successfully complete long and arduous journeys across vast expanses of ocean. These individuals balanced a strong understanding of self with their knowledge of how they contributed to the well-being of the rest of their tribe.

Wayfinders is a course designed for 9th and 10th grade students who are looking for something different from their typical school experience. The course will meet primarily outside of classroom walls and will immerse students in meaningful hands-on learning experiences that will help them to better understand themselves and the role that they play in the community that they are a part of. Balancing outdoor adventure, wilderness immersion, natural movement, and service learning, this course will challenge students to rethink what their education means to them.

Flexible Pathway Opportunities

(Northfield Campus) and (Williamstown Campus)

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 9 - 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. We are hoping to offer this option in 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/grade will be recorded on the student's transcript.

CCV's Introduction to College and Careers

Grades 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

Service Learning

Grades 9 - 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.

Legacy Project

Grade 12

Leave your Legacy on WMHS and earn the PI's you need for graduation through unique service learning projects designed to hone your skills and areas of interest or expertise. Choose an

interdisciplinary team-based option or design your own year-long service-learning project to encompass the performance indicators you need to earn for graduation. For example, the Orchard Amphitheater Design Implementation Project or designing your own service learning project.

Summer School Opportunities

Grades 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 Coordinator of Student Support and a certified teacher from the content area of the respective Performance Indicator.

Off-Campus Learning Opportunities

Randolph Technical Career Center (RTCC)

Grades 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, Diversified Agricultural , Automotive Technology, Construction Trades & Management, Criminal Justice, Dental Assisting, Culinary Arts, Diesel Technology, Digital Filmmaking, Education & Social Services, Electrical Technology, Graphic Arts, and Health Careers. More information about RTCC programs are available at www.orangesouthwest.org/rtcc

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. Online applications to RTCC are available in December and are due by Mid-January.

Central Vermont Career Center (CVCC)

Grades 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, 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

Grades 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 the 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>

2022 - 2023

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 2,800 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 a 9-12 school sharing the building with a 6-8 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 59 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					
	5A	5B	5C	5D	5E	5F	6A	6B	6C	6D	6E	HOS
American Studies					X			X		X	X	2
Argument and Debate	X		X		X	X			X	X	X	2
Banned Books	X					X			X		X	2
Creative Writing I		X		X			X			X	X	3
Creative Writing II	X	X					X			X	X	3
Dystopian Science Fiction and Fantasy Literature		X	X			X			X	X		2
English 10	X	X	X	X		X	X	X	X	X		2
Graphic Novels 1			X	X					X	X		2
Growing up in Times of War (Advanced/Honors)	X	X	X			X		X	X	X	X	3
Horror Literature			X	X					X		X	2
Short Stories		X					X			X	X	2

American Studies

Grade 9-12

***1.0 Credit of Social Studies as well

In this co-taught course, individuals explore topics related to the formation and development of America. Through discussion of important events, students generate opinions related to a variety of contemporary and historical topics of importance. Students will expand their reading skills by reviewing, analyzing, and discussing primary source material in order to learn more about America and how it has become the country that it is today. By the end of the semester, students will be able to demonstrate their learning through detailed written reflection and analysis utilizing proper sourcing strategies.

Length - 0.5 Credit

Argument and Debate

Grade 9

***0.5 Credit of Science as well

This co-taught argumentative writing and debate course focuses on expanding specific skills introduced in the 8th-grade writing and science courses. Students are expected to write every day during class, think critically about a variety of prompts (both individually created and teacher assigned), and collaborate effectively with others in order to meet proficiency and gain credit for the semester. As always, our focus will continue to be on the writing process through drafting, conferring, outlining, and editing.

Length - 1.0 Credit

Creative Writing I

Grade 9-12

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. Students will have the opportunity to apply for and attend the Young Writer's Conference as well as work with visiting authors and guest speakers.

Length - 0.5 Credit

Creative Writing II

Grade 9-12

****Prerequisite: Creative Writing I***

*****Teacher Permission if you have not met the prerequisite***

Books are often written in order to elicit a response from a reader. Responses can range from pleasure to outrage. In the case of the novels we will read in this course, while this response may not have been the intention, at least in some communities it was outrage. All of the novels we read in this course have either been banned or challenged at some point in time. Of course, we each as individuals have our own personal responses to these works. Students in this course will experience a few of the many works that have been banned and come to their own personal conclusions.

Length - 0.5 Credit

English 10

Grade 10

Students in this course will continue to build on the reading and writing skills developed in 9th Grade English. We will delve deeper into analysis, grammar, and essay writing, as well as other methods to respond to text and share learning. Students will begin looking more closely at rhetorical writing and synthesis. Assessments will incorporate a variety of methods to share understanding to accommodate more styles of learning.

Length - 1.0 Credit

Banned Books

Grade 11-12

****Prerequisite: Completion of Argument and Debate and ELA 10***

Books are often written in order to elicit a response from a reader. Responses can range from pleasure to outrage. In the case of the novels we will read in this course, while this response may not have been the intention, at least in some communities it was outrage. All of the novels we read in this course have either been banned or challenged at some point in time. Of course, we each as individuals have our own personal responses to these works. Students in this course will experience a few of the many works that have been banned and come to their own personal conclusions.

Length - 0.5 Credit

Dystopian Science Fiction and Fantasy Literature

Grade 11-12

****Prerequisite: Completion of Argument and Debate and ELA 10***

Enjoy books like The Hunger Games, The Giver, and Divergent? If so, this is the course for you! Throughout the semester, students in Dystopian Science Fiction and Fantasy Literature will read a variety of short stories and novels set in time periods where a great deal has gone wrong. Students will be asked to analyze and chart the "hero's journey," as seen throughout different stories, and they will also need to be able to articulate their understanding of the genre as a whole. As always, writing will also be assessed throughout this ELA course in the form of thematic essays, critical reviews, and extended narratives.

Length - 0.5 Credit

Graphic Novels 1

Grade 11-12

****Prerequisite: Completion of Argument and Debate and ELA 10***

Students will read a variety of graphic novels with a focus on diversity and literacy. Graphic novels are a way to encourage interpretation and comprehension through images and texts combined to promote engagement and discussion.

Length - 0.5 Credit

Growing up in Times of War (Advanced/Honors)

Grade 11-12

****Prerequisite: Completion of Argument and Debate and ELA 10***

******0.5 Credit of Social Studies as well***

This honors-level course will explore Literature set during periods of war and military conflict. Through an in-depth study of various text, we will uncover what it means to come of age in a world where war is on everyone's minds and where it is impossible to escape the impact and repercussions of conflict. We will study the Revolutionary War, World War II, and Vietnam, as well as more current global conflicts through research and primary source documents as well as short stories, poems, essays, novels, music, and film. This interdisciplinary course will culminate in a final project.

Length - 1.0 Credit

Horror Literature

Grade 11-12

****Prerequisite: Completion of Argument and Debate and ELA 10***

From Frankenstein to Stephen King, the horror genre has developed over the ages and has changed significantly to reflect the times. Horror Literature includes a mixture of short stories, plays, and novels to help students develop a rich understanding of text and to create an appreciation for the important literary genre. Writing is an essential part of the course, as students learn to analyze literary devices and themes found within each text. As always, choice projects are embedded into the course for students to show their learning in different and creative ways.

Length - 0.5 Credit

Short Stories

Grade 11-12

****Prerequisite: Completion of Argument and Debate and ELA 10***

This course focuses around the writing and analysis of short stories. Each week, students will read a short story with a focus on an aspect of the author's craft (character development, setting, dialogue, etc). Then, they will write an original short story with that focus. In addition to writing a story a week, students will spend time free writing in a personal journal in order to play with and develop their own craft. The culminating project will be a bound short story collection of their own.

Length - 0.5 Credit

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 may be 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.

Length: 0.5 Credit

Habits of Success Assessed:

Adaptability

Preparedness

Synthesis and Application

Health

Health Content PIs

	PBGR24				PBGR25		PBGR26			PBGR27			PBGR28		HOS
	24 A	24 B	24 C	24 D	25 A	25 B	26 A	26 B	26 C	27 A	27 B	27 C	28 A	28 B	
For the Health of It		X	X				X	X	X	X					1
Gender and the Media			X	X								X		X	1
LIFE		X		X			X			X	X		X	X	1

For the Health of It

Grades 9-10

This course provides students with foundational knowledge and skills to help make informed decisions on a variety of issues to promote positive outcomes and reduce the risk of negative outcomes. Health and wellness skills are learned and practiced within the content topics of decision making and goal setting, communication skills, accessing resources and analyzing influences around us, while supporting our individual responsibility for enhancing our health. This course also has a strong emphasis on sexuality education focusing on both abstinence-based skills and prevention-based skills.

Length: 0.5 Credits

Gender and the Media

Grades 11-12

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

****Teacher Permission**

This class will explore the role of gender in the media, to include history, advertisements, television shows, movies, music, etc. We will analyze how these portrayals have shaped images and attitudes, American culture, inclusions and omissions, and draw correlations as to what influences this has contributed to in our society.

Length: 0.5 Credits

LIFE

Grades 11-12

****Teacher Permission**

*****0.5 Credit of Math as well**

This course is a basic skills course for financial and wellness needs for juniors and seniors as they transition from high school to college and/or careers. Topics of study will include many aspects of personal finance and life skills. Students will discuss and study banking, credit cards, credit scores, rent/mortgages, insurance (house, car, etc.), budgeting, stress management, time management, accessing resources, healthy relationships and resiliency.

This course will be centered around four areas:

- Personal life
- Career and/or academic life
- Relationships
- Wellness

Length: 0.5 Credit

Math

Math Content PIs

	PBGR11					PBGR12				PBGR13								PBGR14			PBGR15				H O S
	1 A	1 B	1 C	1 D	1 E	1 2 A	1 2 B	1 2 C	1 2 D	1 3 A	1 3 B	1 3 C	1 3 D	1 3 E	1 3 F	1 3 G	1 3 H	1 4 A	1 4 B	1 4 C	1 5 A	1 5 B	1 5 C	1 5 D	
Algebra 1	X			X	X		X											X							4
Algebra 2		X	X	X														X	X	X					3
Calculus			X												X	X		X	X	X					3
Geometry										X	X	X	X	X	X	X	X								2
LIFE																					X	X	X	X	3
Number and Quantity																		X	X	X					2
Personal Finance																					X	X	X	X	2
Precalculus		X	X	X	X										X			X	X						2
Precalculus (college level)		X	X	X	X										X			X	X						2
Statistics						X		X	X																3
Statistics (college level)						X	X	X	X																5

Algebra I

Grades 9 - 12

***Prerequisite: 8th Grade Math/Pre-Algebra**

****Teacher permission required**

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.

Length: 1.0 Credit

Geometry

Grades 9 - 12

***Prerequisite: Algebra I**

****Teacher permission required**

The study of Geometry prepares students to understand the world of objects, the concepts of parallelism and perpendicularity, and the nature of shapes. Students will learn the vocabulary of this form of mathematics, and apply many known relationships between lines, points, angles and polygons to logical problems.

Length: 1.0 Credit

Number and Quantity

Grades 9 - 12

****Teacher permission required**

Students will polish their number sense, proportional thinking and problem solving skills as they develop skills and explore a variety of mathematical concepts.

Length: 0.5 Credit

Statistics

Grades 9 - 12

***Prerequisite: Algebra I**

****Teacher permission required**

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: 0.5 Credit

Algebra II

Grades 10 - 12

***Prerequisite: Algebra I and Geometry**

****Teacher permission required**

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 course makes extensive use of the graphing calculator.

Length: 1.0 Credit

Personal Finance

Grades 10 - 12

***Prerequisite: Algebra I and Geometry**

****Teacher permission required**

This course is for students 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: 0.5 Credit

Statistics (College Level)

Grades 10 - 12

***Prerequisite: Algebra I and Geometry**

****Teacher permission required**

In this course, students will make inferences and justify conclusions from sample surveys, experiments, and observational studies. Students will summarize, represent, and interpret data using numerical and graphical descriptive measures, normal distribution, hypothesis testing, correlation and regression. Students will explore various methods of determining probability. (Possibility of 3 credits via Vermont Technical College).

Length: 1.0 Credit

Calculus

Grades 11 - 12

****Prerequisite: Precalculus***

*****Teacher permission required***

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: 1.0 Credit

LIFE

Grades 11 - 12

*****Teacher permission required***

******0.5 Credit of Health as well***

LIFE is a course designed for juniors and seniors to explore aspects of life after high school they feel unprepared for. Students start the course by determining the topics of study to make sure their needs are met. Topics of study often include personal finance, healthy relationships, advanced sex ed, stress management, time management, CPR and first aid certification, accessing resources, healthy cooking on a budget and self advocacy.

Length: 0.5 Credit

Precalculus

Grades 11 - 12

****Prerequisite: Algebra II***

*****Teacher permission required***

This course is designed for students who have demonstrated full understanding of Algebra 2 and are seeking preparation for Calculus. Course topics include linear, quadratic, absolute value, square root, rational, exponential, logarithmic, higher degree, and trigonometric functions and their properties. This course makes extensive use of graphing calculators.

Length: 1.0 Credit

Precalculus (College Level)

Grades 11 - 12

****Prerequisite: Algebra II***

*****Teacher permission required***

This course is designed for students who have demonstrated full understanding of Algebra 2 and are seeking preparation for Calculus. Course topics include linear, quadratic, absolute value, square root, rational, exponential, logarithmic, higher degree, and trigonometric functions and their properties. This course makes extensive use of graphing calculators. (Potential for 6 college credits via Vermont Technical College).

Length: 1.0 Credit

Performing Arts

Performing Arts Content PIs

	PBGR16			PBGR17			PBGR18				
	16D	16E	16F	17D	17E	17F	18D	18E	18F	18G	HOS
Applications in Music Technology	X	X	X		X				X	X	3
High School Choir	X	X	X		X		X	X	X	X	3
High School Concert Band	X	X	X		X	X	X	X	X	X	3
Introduction to Music	X					X	X		X	X	3
Introduction to Music Technology	X			X					X	X	3
Introduction to Music Theory		X	X	X			X	X	X	X	1
Introduction to Musical Theater		X			X	X				X	3
Musical Theater Workshop	X		X	X	X	X	X	X			1
World Music	X			X		X	X	X	X	X	1

Applications in Music Technology

Grades 9 - 12

***Prerequisite: Introduction to Music Technology**

Applications in Music Technology is a workshop focusing on practical applications of concepts and skills needed in sound recording, live sound production, music for film and video, television, and video games.

Length: .5 Credit

High School Choir

Grades 9 - 12

The Williamstown High School Choir is a mixed choir that focuses on singing and performing as an ensemble. We also welcome interested faculty and community members. There will be multiple opportunities to perform with the ensemble, in smaller groups and as a soloist, several of which are required (e.g. School Concerts, All CVSU Festival, Veterans Day, Memorial Day and graduation.) Interested students have the opportunity and are encouraged to audition for the Winooski Valley District Music Festival, and the Vermont All State Music Festival.

Length: 1.0 Credit

High School Concert Band

Grades 9 - 12

The Williamstown High School Concert Band includes brass, percussion and woodwind instruments. Interested faculty and community members are also welcome. Band students will be able to work on music of various levels and styles as an ensemble. There will be multiple opportunities to perform with the ensemble, in smaller groups and as a soloist, several of which are required (e.g. School Concerts, All CVSU Festival, Veterans Day, Memorial Day and graduation.) Interested students have the opportunity and are encouraged to audition for the Winooski Valley District Music Festival, and the Vermont All State Music Festival.

Length: 1.0 Credit

Introduction to Music

Grades 9 - 12

Introduction to Music is designed so students with no musical experience can learn about how music works. We'll explore some of the great musical traditions of the world. There will be a great deal of listening as well as hands on experiences.

Length: 0.5 Credit

Introduction to Music Technology

Grades 9 - 12

Intro to Music Technology is designed to give students an overview of the tools, concepts, history and theory used in technology in music. We will focus on live sound production, sound recording, music for film, television, and video games. Class will consist of learning background concepts followed by hands-on and practical work on multiple music composing programs.

Length: 0.5 Credit

Introduction to Music Theory

Grades 9 - 12

****Prerequisite: Previous knowledge of music theory or previously took a music class***

*****Teacher Permission if you have not met the prerequisite***

In Introduction to Music Theory, students will learn and analyze the history of Western music theory. Students will learn about part writing, classical composers, aural skills, and more.

Length: 0.5 Credit

Introduction to Musical Theater

Grades 9 - 12

In Introduction to Musical Theater, students will explore musical theater from historical, literary, and most importantly, performance perspectives. During the semester, we will learn about, listen to and watch important shows, and then take a crack at performing songs from selected musicals.

Length: 0.5 Credit

Musical Theater Workshop

Grades 9 - 12

****Prerequisite: Introduction to Musical Theater***

Musical Theater Workshop students take a deep dive into musical theater from historical, literary, and most importantly, performance perspectives. During the semester we will learn about, produce, and perform scenes and songs from musicals studied and possibly create our own show.

Length: 0.5 Credit

World Music

Grades 9 - 12

World Music is a survey course designed for students with no previous musical experience, but an interest in exploring the music of the world. We'll cover music from different cultures and traditions throughout different time periods. There will be a great deal of listening, analyzing, some reading, and hands-on experience.

Length: 0.5 Credit

Physical Education

Physical Education Content PIs

	PBGR19		PBGR20			PBGR21			PBGR22			PBGR23			HOS
	19A	19B	20A	20B	20C	21A	21B	21C	22A	22B	22C	23A	23B	23C	
Cardio/Weights		X	X	X		X	X	X	X	X	X	X	X	X	2
Foundations of Physical Education	X	X	X	X	X	X	X	X	X	X	X	X	X	X	2
Lifetime Activities	X	X		X	X	X			X	X	X	X	X		2

Foundations of Physical Education

Grades 9

Foundations of Physical Education is designed to cover a broad range of activities, many in preparation for future Physical Education courses. This course will begin with fitness testing (FitnessGram and components of other fitness tests for individual specificity, i.e., vertical leap) in order to create SMART fitness goals. Students then will then be given tools and perform research to be used for hands-on activities to reach their goals. In addition to physical fitness, areas of study/activity will include nutrition, individual sport activities, team sport activities, sport and exercise safety, team building and character trait education.

Length: 1.0 Credit

Cardio/Weights

Grades 10 - 12

***Prerequisite: Completion of Foundations of Physical Education**

Cardio/Weights is designed to help students learn how to take care of their body and physically enhance different components of physical fitness. This course will begin with fitness testing (FitnessGram and components of other fitness tests for individual specificity, i.e., vertical leap) in order to create SMART fitness goals. Students then will then be given tools and perform research to be used for hands-on activities to reach their goals. Activities will include various methods of weight training, heart rate monitoring through various exercises, yoga, and calisthenics. Students will also begin a journey of becoming experts of their own bodies, identifying major muscles and their function, while introducing the basics of heart and lung function, digestive function, and immune system function. Students will be required to be intrinsically motivated to be active in this course.

Length: 0.5 Credit

Lifetime Activities

Grades 10 - 12

***Prerequisite: Completion of Foundations of Physical Education**

Lifetime Activities is designed for students to become competent in many individual, team, and group games/sports. Students will be required to develop cognitive and psychomotor skills regarding technique, tactics and strategies in a wide range of lifetime activities, including fitness. Activities will be dependent on weather, class enrollment and facilities. Examples of units will include golf, disc golf, ultimate frisbee, various racquet sports, volleyball, snowshoeing activities. However, the most important unit covered throughout the course will be character trait education and sportsmanship. Teamwork will not only be emphasized but required. Students should be prepared to be outside as often as the outdoor conditions allow.

Length: 0.5 Credit

Science

Science Content PIs Offered

The CVSU Science PBGRs and PIs are currently under revision and will be updated for the 22-23 school year

	PBGR1			PBGR2				PBGR3			PBGR4				HOS
	1A	1B	1C	2A	2B	2C	2D	3A	3B	3C	4A	4B	4C	4D	
Argument and Debate															
Conceptual Physics															
Cosmos and the Elements															
Earth Science															
General Human Biology															
Honors Biology															
Honors Chemistry															
Intro to Biology															
Intro to Chem															
Introduction to Material Science															
Physics II Electric Boogaloo															
VTC Anatomy and Physiology 1 and 2 (college credit)															

Argument and Debate

Grades 9

*****1.0 Credit of English as well**

This co-taught argumentative writing and debate seminar focuses on expanding specific skills introduced in the 8th-grade writing and science courses. Students are expected to write every day during class, think critically about a variety of prompts (both individually created and teacher-assigned), and collaborate effectively with others in order to meet proficiency and gain credit for the semester. As always, our focus will continue to be on the writing process through drafting, conferring, outlining, and editing.

Length: 0.5 Credit

Earth Science

Grades 9

In this course, students will uncover the origins of the Universe, make claims about the early Earth, and understand how our Earth is evolving over time.

Length: 0.5 Credit

Intro to Chem

Grades 9

******Required course for graduation**

This course is designed to introduce students to the basic ideas of the nature of matter and how it changes physically and chemically. It is required of all graduating students.

Length: 0.5 Credit

Conceptual Physics

Grades 9-10

Introduction to physics. Students will be able to do basic 1 dimensional motion calculations to predict how things will move.

Length: 0.5 Credit

Introduction to Material Science

Grades 9-12

The chemistry behind the different solid components that our world is made out of. We would cover metals, ceramics, polymers, and amorphous structures (glass). This class would focus on the atomic makeup of materials.

Length: 0.5 Credit

Physics II Electric Boogaloo

Grades 9-12

Introduction to electricity, circuitry, light, sound, and optics

Length: 0.5 Credit

Intro to Biology

Grades 10

This course will overview the major concepts of biology, including cells and cell processes, genetics, evolution, a survey of the diversity of life: microorganism, animal anatomy and physiology, plant structure and function.

Length: 0.5 Credit

Cosmos and the Elements

Grades 10-12

The focus of this course is on the star life cycle and where the first 92 elements of the periodic table come from.

Length: 0.5 Credit

Honors Chemistry

Grades 10-12

***Prerequisite: Intro to Chem, Intro to Bio, Conceptual Physics, and Earth Science**

This class provides learning in all aspects of the science practices (PIs and PBGRs) through the lens of matter and its properties. The course is designed to provide a strong foundation for college bound students as well as practical knowledge for those joining the job market after graduation or planning to pursue additional training in the trades. Students will study the nature of matter and the reactions or changes that matter undergoes.

Length: 1.0 Credit

General Human Biology

Grades 11-12

****Prerequisite: Intro to Chem and Intro to Bio***

The An introduction to the structure and function of the human body and focuses on how the body systems relate to one another in organization, adaptation, and homeostasis.

Length: 0.5 Credit

Honors Biology

Grades 11-12

****Prerequisite: Intro to Chem and Intro to Bio***

This is a one-credit course offered to all honors level 11th and 12th grade students or by teacher permission. Honors Biology is a student-centered exploration of the living world. This course relies on the interest and self motivation of each student as we develop inquiry investigations to answer questions. The curriculum covers most aspects of a traditional Biology, but may vary to provide more time for in depth study of current topics or presentation of additional topics not usually found in the regular classroom. Students will complete at least one independent research project/inquiry during the year.

Length: 1.0 Credit

VTC Anatomy and Physiology 1 and 2 (college credit)

Grades 11-12

****Prerequisite: Intro to Chem and Intro to Bio***

This is a college level course that covers the anatomy and physiology of the human body from the molecular level to the organismic level with an emphasis on histology and lab work. All students will be required to dissect a cat to aid in the understanding of anatomical structures. (Possibility of 3 credits via Vermont Technical College).

Length: 1.0 Credit

Social Studies

Social Studies Content PIs

	PBGR7				PBGR8				PBGR9				PBGR10			HOS
	7A	7B	7C	7D	8A	8B	8C	8D	9A	9B	9C	9D	10A	10B	10C	
American Studies	X	X	X	X					X	X	X	X	X			3
Art History	X	X	X	X		X	X	X		X						
Comparative Political Systems										X	X			X		2
Comparative Revolutions	X		X		X			X	X			X	X			1
Cultural Anthropology		X			X	X		X	X	X			X			1
Economics										X			X	X	X	3
Growing up in Times of War (Advanced/Honors)		X	X							X						2
Law and Order				X			X			X						3
Mass Media and Society							X	X					X			2
Ongoing and Recent Armed Conflicts									X			X		X		2
Psychology								X		X		X				4

American Studies

Grade 9-12

*****0.5 Credit of ELA as well**

American Studies is a survey course that highlights major events in American political development since the colonial era. The course uses the inquiry “Has America achieved its aspirations?” as the guiding question for the course. As such, that class addressed political, economic and cultural change over the course of the American experiment. This is a hybrid course taught between the English and Global Studies department, allowing students to gain one full credit for history and a half credit for English Language Arts.

Length - 1.0 Credit

Art History

Grade 9-12

Art History looks at history through the lens of art, broadly defined to include fine art, film, music, literature and unconventional art. Although not an art course, the class uses artistry as its primary method of communicating historical developments and outcomes. Students will be given opportunities to produce art themselves, although this is not a requirement of the course.

Length - 0.5 Credit

Comparative Political Systems

Grade 9-12

Comparing political systems from around the world and over time. We will investigate the debates and topics surrounding the effects of electoral systems, the characteristics of different political regimes, the causes of political violence, as well as the causes of political corruption. Countries we will research include but are not limited to: UK, France, China, Iran, North Korea, and South Korea

Length - 0.5 Credit

Comparative Revolutions

Grade 9-12

Comparative Revolutions compares and contrasts social upheavals throughout modern world history, analyzing their causes, long-term effects and the ethical questions that arise from radical political change. The course will highlight revolutions in France, Russia, the Middle East, Latin America and possibly more.

Length - 0.5 Credit

Cultural Anthropology

Grade 9-12

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 at how trade has changed the way we interact with each other and the world we live in. This course will also include opportunities to connect with students in other schools around the world.

Length - 0.5 Credit

Economics

Grade 9-12

*****Teacher permission required for 9th grade only***

This course starts with the laws of supply and demand and then applies those laws as they relate to market structures, labor markets. Topics also include the basics of stocks, bonds, cryptocurrency, NFTs and other investment and the risks and rewards involved with any type of investment. We will also investigate how governments fund operations through fiscal and monetary policy. Students will simulate how banking, lending and insurance works with their own fictional small businesses.

Length - 0.5 Credit

Law and Order

Grade 9-12

In this course we will focus on how ethical perspectives relate to recent and past legal issues. The timeline of a civil trial and how it compares and contrasts with a criminal trial, as well as the roles played by plaintiffs, defendants, witnesses, judges, juries and attorneys. Students will also investigate a variety of legal outcomes as they relate to identity and status, as well as important criminal trials. Different states and countries will also be investigated.

Length - 0.5 Credit

Mass Media and Society

Grade 9-12

Mass media has certainly shifted drastically with the proliferation of social media and other alternative forms of advertising and digital media. In this class we will study mass media organizations, how they operate and exert their psychological and sociological influence on individuals and society. Students will have the opportunities to become knowledgeable and self-critical consumers of mass media content.

Length - 0.5 Credit

Ongoing and Recent Armed Conflicts

Grade 9-12

****Teacher permission required**

This course is an introduction to the relationship between international conflicts and the terrorism that may result. Students will understand the drivers of conflict, the influence of conflict on terrorism, and how conflict resolution can be used to end terrorism. We will also monitor any active or new conflicts through historical, economic and political lenses.

Length - 0.5 Credit

Psychology

Grade 10-12

Students will examine individual and group behavior and why we think, feels, and reacts to certain stimuli. Major emphasis will be placed on theories of personality, research methods, social psychology, how the brain works, altered states of consciousness, psychological testing, psychological disorders, stress, and positive psychology.

Length - 0.5 Credit

Growing up in Times of War (Advanced/Honors)

Grade 11-12

***Prerequisite: Completion of Argument and Debate and ELA 10**

*****1.0 Credit of English as well**

This honors-level course will explore Literature set during periods of war and military conflict. Through an in-depth study of various text, we will uncover what it means to come of age in a world where war is on everyone's minds and where it is impossible to escape the impact and repercussions of conflict. We will study the Revolutionary War, World War II, and Vietnam, as well as more current global conflicts through research and primary source documents as well as short stories, poems, essays, novels, music, and film. This interdisciplinary course will culminate in a final project.

Length - 0.5 Credit

Visual Arts

Visual Arts Content PIs

	PBGR16			PBGR17			PBGR18			HOS
	16A	16B	16C	17A	17B	17C	18A	18B	18C	
Architecture: Sketching & Rendering		X		X	X			X		3
Ceramics/Working with Clay	X	X	X	X	X	X	X	X		
Drawing and Painting 2D	X	X	X	X	X	X		X	X	
Figure Drawing & Anatomy for the artist			X			X		X		2
Form Study	X		X	X	X			X	X	2
Illustration: Images as Narrative		X	X		X	X		X		1
Studio Art I+II	X	X	X	X	X	X	X	X	X	1

Architecture: Sketching & Rendering

Grade 9-12

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 3-d models on par with architects working in the field.

Length - 0.5 Credit

Ceramics/Working with Clay

Grade 9-12

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 - 0.5 Credit

Drawing and Painting 2D

Grade 9-12

This course is solely dedicated to the reintroduction of traditional methods of artmaking using both wet and dry media. Elements and Principles of Art and Design are reviewed and tested through a variety of fresh exercises aimed at sharpening student's skills while also broadening their comprehension of art through examples of famous artists and their indelible marks on visual art across time.

Length - 0.5 Credit

Figure Drawing & Anatomy for the artist

Grade 9-12

****Prerequisite: Successful completion of previous art courses***

*****Teacher permission needed***

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 the correct proportion.

Length - 0.5 Credit

Form Study

Grade 9-12

This course will demonstrate the power of visual communication through the effect of conveying a thought without speaking. 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

Length - 0.5 Credit

Illustration: Images as Narrative

Grade 9-12

This course will demonstrate the power of visual communication through the effect of conveying a thought without speaking. 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

Length - 0.5 Credit

Studio Art I+II

Grade 9-12

****Prerequisite: Successful completion of previous art courses***

*****Teacher permission needed***

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

Length - 0.5 Credit

World Languages

World Language Content PIs

	PBGR29		PBGR30		PBGR31		PBGR32		PBGR33		HOS
	29A	29B	30A	30B	31A	31B	32A	32B	33A	33B	
ASL 1 Spanish 1 Russian 1			X		X	X	X		X	X	3
ASL 2 Spanish 2	X	X	X	X	X	X	X	X	X	X	

ASL I

Grades 9-12

This course is an introduction to American Sign Language, where students will learn basic everyday conversational skills. Units will include: describing yourself, likes and dislikes, school and activities outside of school, family, and more. Both receptive and expressive skills will be developed to have conversations with the Deaf and Hard-of-Hearing communities. The course will also include Deaf Culture education. Learning will be accomplished through games, activities and interactive lessons. Students will engage in signed conversations with one another in class, record monologues via Flipgrid, watch videos for receptive development, and prepare visual presentations.

Length: 1.0 Credit

ASL II

Grades 10-12

***Prerequisite: ASL I**

This course is built upon skills developed in ASL level 1. More advanced conversations will be engaged in to prepare encounters with the Deaf and Hard-of-Hearing communities. Units of study will include: Foods, Weather, Travel, Body and Health, Beginning Storytelling, and more. Learning will be accomplished through games, activities, and interactive lessons. Culture will be expanded upon to include movies, articles, books, directly relating to the Deaf community. Students will engage in signed conversations with one another in class, record monologues via Flipgrid, watch videos for receptive development, and prepare visual presentations.

Length: 1.0 Credit

Spanish I

Grades 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: 1.0 Credit

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: 1.0 Credit

Russian I

Grades 9-12

The emphasis in Russian I is on building a vocabulary and learning everyday Russian. 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: 1.0 Credit

Other Learning Opportunities

Legacy Project

Grade 12

Leave your Legacy on WMHS and earn the PIs you need for graduation through unique service learning projects designed to hone your skills and areas of interest or expertise. Choose an interdisciplinary team-based option or design your own year-long service-learning project to encompass the performance indicators you need to earn for graduation. For example, the Orchard Amphitheater Design Implementation Project or designing your own service learning project.

Flexible Pathways

Grades 9-12

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

• Interdisciplinary Projects

- *These are projects that are structured yet personalizable with the opportunity to align various PIs. For example, Movement & Uprisings - understanding how people create change learning about various social and environmental movements throughout history while designing and undertaking one of your own.*

• Activity-Based Pathways

- *Work with the WMHS Pathways Coordinator to find PIs which connect to the activities you're already doing in your free time! Document your time and experience, complete some additional research and reflection, and then showcase this in a portfolio or other demonstration of learning project. Examples include: Team-Sports, Health or Personal Fitness-Related Activities, Art, Music, Theater, or Creative Writing, Involvement in Community Organizations, Mentoring, or Community Service.*

• Work-Based Learning

- *Interested in getting out in the world and learning job-related skills through a career-exploration experience? Then this pathways option is for you! Partner with our Work-Based Learning Coordinator to find the career shadow, internship, or work-based experience that is right for you and then document your learning through a portfolio or some other project.*

• Interest-Based Pathways (Self-Designed)

- *Have an interest that isn't covered in a core class or one of the options listed above? Then design your own pathways project! If you're a self-motivated student then you have the chance to be 100% in charge of what you learn and how you learn it! Work with the WMHS Pathways Coordinator to find resources, set a timeline, link PIs, and create the demonstration of a learning product which is most meaningful to you.*