

# Paine Mountain

## School District



# Guide To Learning Experiences 2020-2021



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



EQUITY



CLARITY

## Why are we making these changes?

**Proficiency-Based Learning is best practice for student learning.**

Not only does proficiency-based learning raise the bar for all students, it also improves clarity and equity. Have you ever been in a class and wondered, “What am I supposed to be learning?” Or have you ever been in a class and wondered, “What does the teacher want me to do?” Proficiency-based instruction makes the learning goals and the methods of assessment more explicit than ever. By increasing clarity the learning goals become more accessible to all students. In 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*



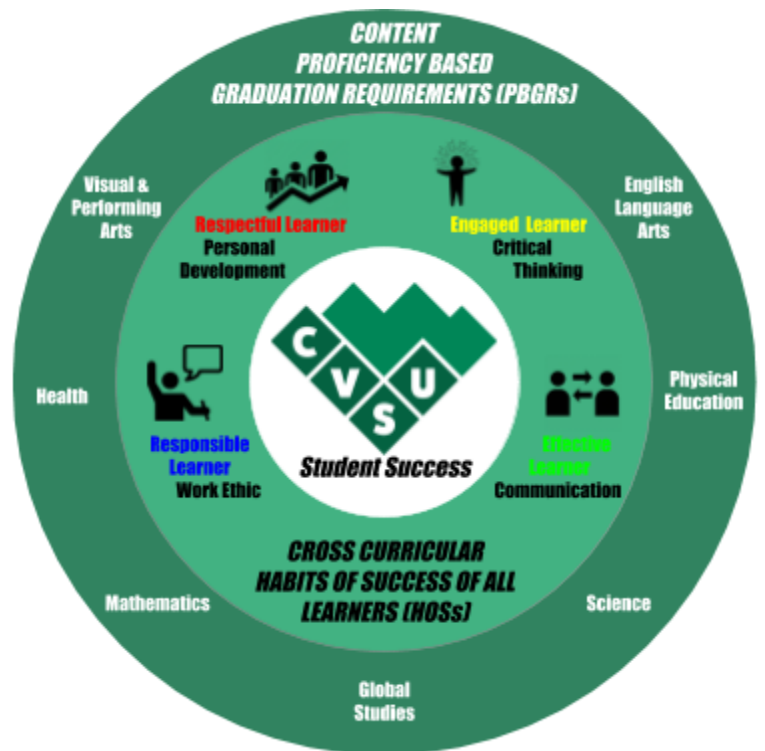
## It is required by the state of Vermont

“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 (HOSs) are now at the center of all unit design. Each unit of study within a course has identified at least one central HOS that will serve as the enduring understandings for the given course, thus they will appear on student report cards for the first time this year.



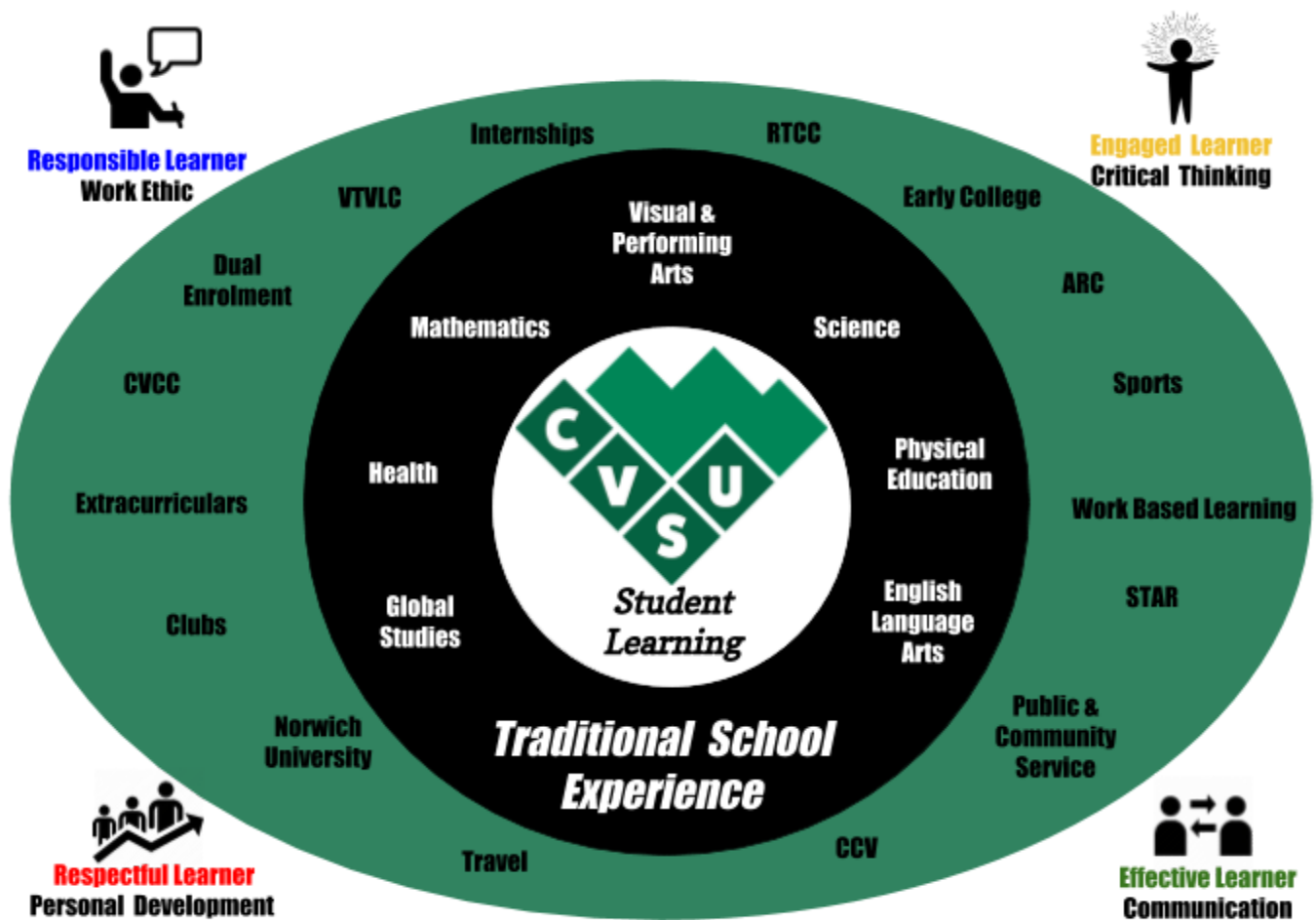
### The importance of knowing your Target

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

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

*-World Economic Forum 2015*

# Personalized Learning Pathways



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

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

# What about **Assessment?**

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

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

## **Purpose of Assessment**

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

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

# Formative Assessment

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

## Formative Assessment

### Principle

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

### Practices

#### How Formative Assessment Contributes to the Overall Grade:

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

# Summative Assessment

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

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

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

(Great Schools Partnership)

## Summative Assessment

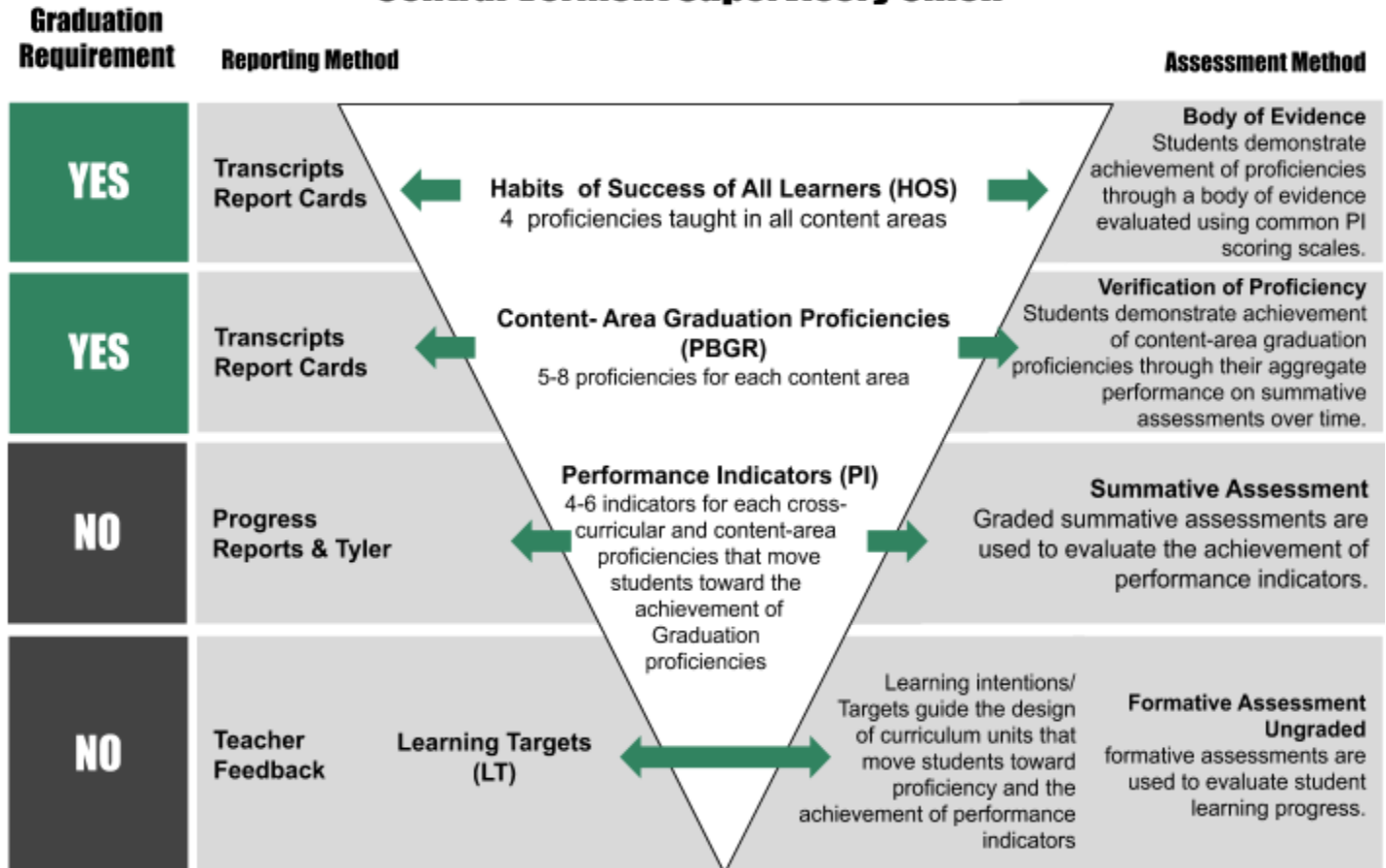
### Principle

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

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

# Proficiency-Based Learning

## Central Vermont Supervisory Union







A Great Schools Partnership Learning Model adapted for CVSU Version 4.25.2018

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

# Proficiency Scoring Key

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

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

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



## CVSU Practices

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

# Graduation Requirements

## Proficiency-Based Graduation Policy

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

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

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

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

## CVSU Proficiency Verification Process

### Graduation Requirements:

- Students will demonstrate proficiency on all but one of the performance indicators in each area of Habits of Success and each of the Content Areas. For example, if there are 4 Performance Indicators in a PBGR, you must meet at least 3 of them twice.

### Verification - PBGR & Performance Indicators:

- Students will receive a minimum of (6 semester) opportunities for formative feedback throughout a marking period.
- Summative Assessments/Learning Experiences will determine final progress towards Performance Indicators. Formative feedback is not factored/averaged in the final level of progress.
- Proficiency is defined as a student performing a summative task at the proficient level on the CVSU 9-12 scale.
- Student progress on report cards/proficiency profiles/transcripts will reflect their progress on quarterly/semester Performance Indicators.
- Students must demonstrate proficiency of Habits of Success and Content Performance Indicators in 2 or more series of learning experiences in a grade level cluster. This can happen in the same course.
- Students can demonstrate any Performance Indicator of their learning outside a course through a pathway.

### **Early Graduation Opportunity Policy Statement:**

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

### **Graduation Proficiency Profiles**

*Northfield Middle & High School and Williamstown Middle High School will create their own Graduation Proficiency Profile containing the Critical Elements as defined by the Vermont Agency of Education. Each student will upload documentation of personal accomplishments, résumé, examples of completed proficiencies through 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.*

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

### **DROPPING/ADDING OR CHANGING COURSES**

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

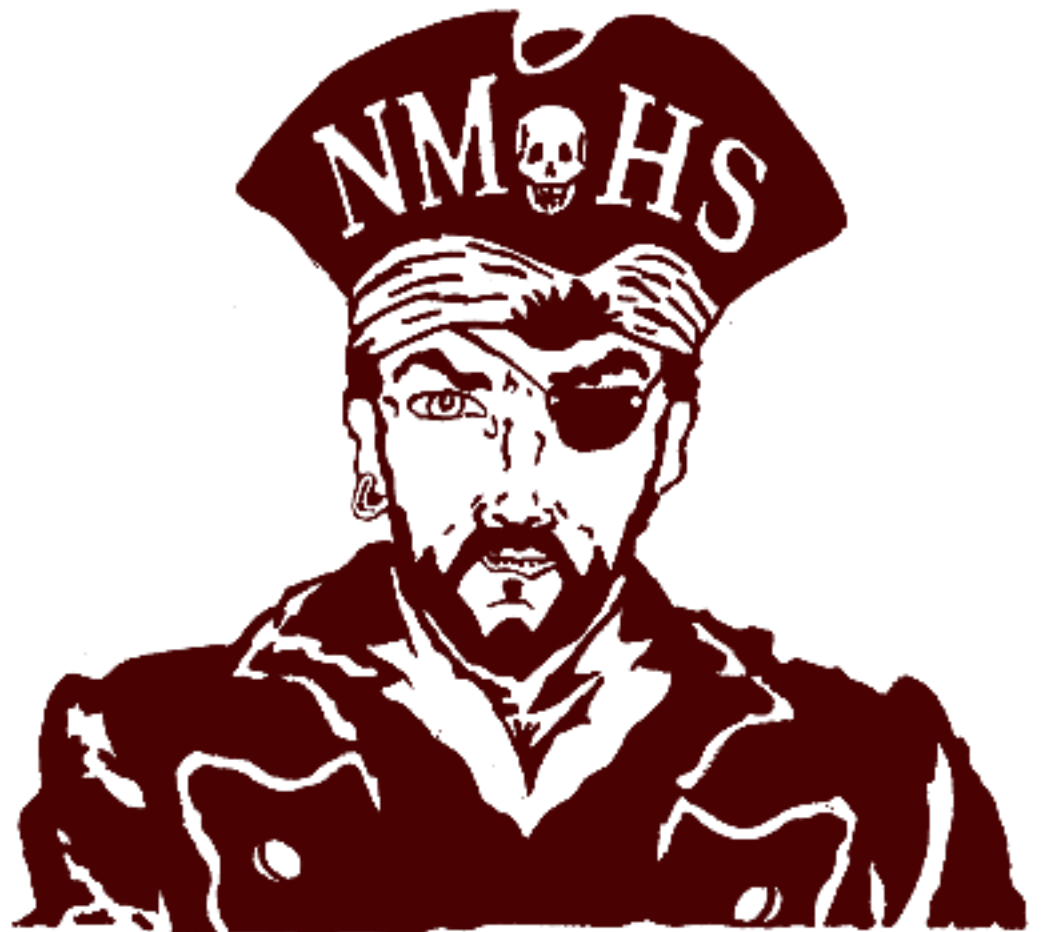
- Drop/Add forms may be picked up from the student support team.
- Teacher signatures may be required, for both the class being added and the class being dropped.
- Parent/caretaker signature is required.
- Student Support Team signatures are required.
- All signatures must be in place before the Student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



# 2020 - 2021

## 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.*

### ***\*Courses offering Honors Designation:***

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

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

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

# English Language Art

## High School English Content PIs

	PBGR5						PBGR6				
	HS 5A	HS 5B	HS 5C	HS 5D	HS 5E	HS 5F	HS 6A	HS 6B	HS 6C	HS 6D	HS 6E
<b>Introduction to Fiction</b> (Honors designation available)	X	X				X	X	X		X	X
<b>World Literature</b> (Honors designation available)	X		X			X		X	X	X	X
<b>American Literature</b>			X	X	X				X	X	X
<b>Senior Seminar</b>		X		X	X		X	X		X	X
<b>Advanced Placement Language</b>			X	X	X				X		X
<b>Advanced Placement Literature</b>		X		X	X	X	X	X		X	X
<b>Best Sellers</b>	X	X			X						
<b>Literature in Nature</b>		X		X			X				
<b>Sports Literature</b>			X		X			X			
<b>Dystopian Fiction</b>			X			X	X				

### **Introduction to Fiction**

### **Grade 9**

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

*Introduction to Fiction is a course that is designed to study fiction to better help develop students' cognitive skills and abilities to think, analyze, organize, and express their ideas clearly and effectively. Throughout the year we will explore the writing processes and academic literacy skills: interpreting assignments; comprehending, analyzing, and evaluating informational texts. Attention to grammar and conventions of standard written English are a "must" in this class. The class will be comprised of a variety of short stories, novels, poetry, and essays from different times and places to help shed light on the importance of the literary experience.*

**Length: Year**



<u>High School English PIs Assessed:</u> HS5A, HS5B, HS5F HS6A, HS6B, HS6D, HS6E	<u>Habits of Success Assessed:</u> Preparedness Evidence
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## World Literature

**Grade 10**

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

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

**Length: Year**

<u>High School English PIs Assessed:</u> HS5A, HS5C, HS5F HS6B, HS6C, HS6D, HS6E	<u>Habits of Success Assessed:</u> Preparedness Revision & Reflection
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## 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: Year**

<u>High School English PIs Assessed:</u> HS5C, HS5D, HS5E HS6C, HS6D, HS6E	<u>Habits of Success Assessed:</u> Preparedness Synthesis & Application Evidence
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## AP Language & Composition

**Grades 11-12**

**(team-taught 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: Year**

<u>High School English PIs Assessed:</u> HS5C, HS5D, HS5E HS6C, HS6D, HS6E	<u>Habits of Success Assessed:</u> Preparedness Evidence Synthesis & Application
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## AP Literature & Composition

**Grade 12**

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

**Length: Year**

<u>High School English PIs Assessed:</u> HS5A, HS5B, HS5D, HS5E HS5B, HS5E, HS5F	<u>Habits of Success Assessed:</u> Preparedness Purpose Analysis
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## Senior Seminar / concurrent college credit

**Grade 12**

*Senior Seminar is a required English course for Seniors who are not enrolled in A.P. Literature. All seniors in senior seminar have the option of taking this class as a concurrent enrollment course for college credit. Specific college-level assignments will be part of the Composition 101 credit option. 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 (concurrent enrollment students will complete their college credit assignments), write a resume, practice an interview, conduct college level research, and write senior speeches.*

**Length: Year**

<u>High School English PIs Assessed:</u> HS5B, HS5D, HS5E HS6A, HS6B, HS6D, HS6E	<u>Habits of Success Assessed:</u> Preparedness Revision & Reflection
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## Best Sellers

**Grades 9-12**

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

**Length: Semester**

<u>High School English PIs Assessed:</u> HS5A, HS5B, HS5E	<u>Habits of Success Assessed:</u> Preparedness
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**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: Semester**

<u>High School English PIs Assessed:</u> HS5C, HS5F, HS6A	<u>Habits of Success Assessed:</u> Preparedness
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**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: Semester**

<u>High School English PIs Assessed:</u> HS5B, HS5D, HS6A	<u>Habits of Success Assessed:</u> Preparedness
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**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: Semester**

<u>High School English PIs Assessed:</u> HS5C, HS5E, HS6B	<u>Habits of Success Assessed:</u> Evidence
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## Driver Education

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

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

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

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

## Global Studies Content PIs

	PBGR7				PBGR8				PBGR9				PBGR 10		
	HS 7A	HS 7B	HS 7C	HS 7D	HS 8A	HS 8B	HS 8C	HS 8D	HS 9A	HS 9B	HS 9C	HS 9D	HS 10 A	HS 10 B	HS 10 C
<b>US History</b>		X		X						X	X	X			
<b>World History</b>	X				X		X	X				X		X	
<b>AP World History</b>	X				X	X	X	X				X		X	
<b>Government, Politics &amp; Economics</b>		X					X		X	X			X		X
<b>Introduction to Psychology</b>	X	X				X				X					
<b>Introduction to Sociology</b>		X				X		X					X		
<b>AP US History</b>	X	X					X		X	X					X

### United States History

### Grade 9

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

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

**Length: Year**

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

## Grade 10

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

### Length: Year

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

## Grades 10-12

### **\*\*Teacher permission required**

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

### Length: Year

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

## Grade 11

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

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

**Length: Year**

<u>High School Global Studies PIs Assessed:</u> HS7B HS8C HS9A, HS9B HS10A, HS10C	<u>Habits of Success Assessed:</u> Lifelong Learning Citizenship Evidence Purpose
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**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 compliment the AP Literature syllabus.

**Length: Semester**

<u>High School Global Studies PIs Assessed:</u> HS7A, HS7B HS8C HS9A, HS9B HS10C	<u>Habits of Success Assessed:</u> Lifelong Learning Citizenship Evidence Purpose
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**Introduction to Psychology**

**Grades 9–12**

Students are introduced to the basic concepts of psychology, beginning with a brief history of the discipline and its major theorists, the key theories of human development, psychological disorders and their treatment, learning, emotions, and group behaviors. Students will conclude with research of a topic of their own interest.

**Length: Semester**

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

**Grades 9-12**

Introduction to sociology is a riveting course that is a perfect complement to psychology. Sociology focuses on the interplay of people in group settings. The course will study the development of the field, including some of the leading theorists. Key units focus on social inequality: including race, gender, and class, social institutions: including family, education, and government and how they function and the dynamics of social change.

**Length: Semester**

<u>High School Global Studies PIs Assessed:</u> HS7 HS8B, HS8D HS10A	<u>Habits of Success Assessed:</u> Personal Integrity Analysis Citizenship Self-Efficacy
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# Health

## Health Content PIs

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

### Health

### Grade 10

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

**Length: Semester**

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

### Grades 10 - 12

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

**Length: Semester**

High School Health PIs Assessed:  
There are no PIs for this course.

Habits of Success Assessed:  
Conflict Resolution  
Collaboration

# MATH

## Math Content PIs

	PBGR11					PBGR12				PBGR13					PBGR14			PBGR15				
	H S 11 A	H S 11 B	H S 11 C	H S 11 D	H S 11 E	H S 12 A	H S 12 B	H S 12 C	H S 12 D	H S 13 A	H S 13 B	H S 13 C	H S 13 D	H S 13 E	H S 14 A	H S 14 B	H S 14 C	H S 14 D	H S 15 A	H S 15 B	H S 15 C	H S 15 D
<b>Algebra 1</b>	X			X	X	X	X															
<b>Foundations Math</b>	X						X															
<b>Geometry</b>										X	X	X	X	X								
<b>Algebra II</b>		X	X												X	X	X	X				
<b>Statistics</b>						X		X	X													
<b>Pre-Calculus</b>											X	X	X			X	X	X				
<b>AP Calculus</b>																						
<b>Personal Finance</b>																			X	X	X	X
<b>Functions &amp; Trig.</b>	X		X	X	X		X						X			X	X	X				

### Foundations Math

### Grade 9

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

#### Length: Year

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

Grade 9

**\*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: Year**

<u>High School Math PIs Assessed:</u> HS11A, HS11D, HS11E HS12A, HS12B	<u>Habits of Success Assessed:</u> Preparedness                      Goals Revision & Reflection
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## 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: Year**

<u>High School Math PIs Assessed:</u> HS13A, HS13B, HS13C, HS13D, HS13E	<u>Habits of Success Assessed:</u> Analysis                              Problem Solving Revision & Reflection
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## 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: Year**

<u>High School Math PIs Assessed:</u> HS11B, HS11C HS14A, HS14B, HS14C, HS14D	<u>Habits of Success Assessed:</u> Adaptability                      Collaboration Synthesis & Application
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## 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: Semester**

<u>High School PIs Assessed:</u> HS12A, HS12C, HS12D	<u>Habits of Success Assessed:</u> Perspective Analysis Technology
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## 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: Year**

<u>High School Math PIs Assessed:</u> HS11A, HS11C, HS11D, HS11E, HS 12B HS13D HS14B, HS14C, HS14D	<u>Habits of Success Assessed:</u> Problem Solving Self Efficacy Technology
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## 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: Year**

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

Grade 12

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

*This course follows the recommended topics of the College Board AP Calculus program. Successful students will have the option of taking the AP Calculus exam given in May. This course includes the study of limits, differentiation and integration.*

**Length: Year**

<u>High School Math PIs Assessed:</u>	<u>Habits of Success Assessed:</u> Analysis                      Technology Revision and Reflection
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## 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: Semester**

<u>High School Math PIs Assessed:</u> HS15A, HS15B, HS15C, HS15D	<u>Habits of Success Assessed:</u> Lifelong Learning Problem Solving
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# Performing Arts

## Performing Arts Content PIs

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

### High School Stage Band

### Grades 9-12

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

**Length: Year**

<u>High School Performing Arts PIs Assessed:</u> HS16D, HS16E, HS16F HS17D, HS17E, HS17F HS18G	<u>Habits of Success Assessed:</u> HS35A, 35B, 35C, 35D, 35E, 35F HS 36A,36B, 36C, 36D, 36E, 36F HS37A, 37B, 37C, 37D, 37E, 37F HS38A, 38B, 38C, 38D, 38E, 38F
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### High School Instrumental Studies

### Grades 9-12

*This course is offered to all instrumentalists. Performance skills, instrumental technique, theory and a variety 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: Year**

<u>High School Performing Arts PIs Assessed:</u> HS16D, HS16E, HS 16F HS17D, HS17E, HS17F HS18G	<u>Habits of Success Assessed:</u> HS35A, 35B, 35C, 35D, 35E, 35F HS 36A,36B, 36C, 36D, 36E, 36F HS37A, 37B, 37C, 37D, 37E, 37F HS38A, 38B, 38C, 38D, 38E, 38F
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**High School Chorus**

**Grades 9-12**

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

**Length: Year**

<u>High School Performing Arts PIs Assessed:</u> HS 17D, HS 17E, HS17F HS18D, HS18E, HS18F, HS18G	<u>Habits of Success Assessed:</u> HS35A, 35B, 35C, 35D, 35E, 35F HS 36A,36B, 36C, 36D, 36E, 36F HS37A, 37B, 37C, 37D, 37E, 37F HS38A, 38B, 38C, 38D, 38E, 38F
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# Physical Education

## Physical Education Content PIs

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

### Foundations of Physical Education

### Grade 9

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

#### Length: Semester

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

### Grades 10-12

*Students will participate in single activities and games. Ex: of possible activities are: singles badminton and pickleball, swimming, golf, disc golf, snowshoeing, cross-country skiing, hiking, etc. Activities offered will depend on weather, class enrollment and availability of facilities. Students will develop independent learning skills and understanding of lifetime activities and skills. Students are*

assessed on their participation, skill development, and knowledge gained in this course to meet National Standards & proficiencies for Physical Education.

**Length: Semester**

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

**Grades 10-12**

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

**Length: Semester**

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

**Grades 10-12**

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

**Length: Semester**

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

## Grades 10-12

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

### Length: Semester

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

## Science Content PIs

	PBGR1			PBGR2				PBGR3			PBGR4			
	HS 1A	HS 1B	HS 1C	HS 2A	HS 2B	HS 2C	HS 2D	HS 3A	HS 3B	HS 3C	HS 4A	HS 4B	HS 4C	HS 4D
<b>9th Grade: Science 1- Environmental Earth Science</b>	X	X		X	X		X	X		X			X	X
<b>10th Grade: Science 2- Biology and Astronomy</b>	X	X	X		X	X		X	X		X	X		
<b>11th Grade: Chemistry or Physics</b>				X		X	X		X	X	X	X	X	X
<b>AP Biology</b>	X	X	X						X	X	X			X
<b>Marine Ecology/AP Environmental Science</b>	X	X	X					X	X	X	X			X
<b>Anatomy &amp; Physiology</b>				X	X		X	X	X			X		X
<b>Food Science &amp; Kitchen Chemistry</b>		X	X			X						X		

### Science 1: Environmental Earth Science

### Grade 9

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

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

**Length: Year**

<u>High School Science PIs Assessed:</u> HS1A, HS2B HS2A, HS2B, HS2D HS3A, HS3C, HS 4C, HS4D	<u>Habits of Success Assessed:</u> Preparedness                      Technology Evidence                              Analysis Synthesis & Application        Collaboration
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## Science 2: Biology & Astronomy

Grade 10

**\*Prerequisite: Science 1**

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

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

**Length: Year**

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

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

Grades 11-12

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

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

<u>High School Science PIs Assessed:</u> HS2A, HS2C, HS2D HS3B, HS3C, HD3D HS4A, HS4B, HS4C, HS4D	<u>Habits of Success Assessed:</u> Preparedness Curiosity Analysis Synthesis & Application	Technology Evidence Collaboration
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## Physics (College Prep Lab Course)

**Grades 11-12**

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

*In this course, students will explore general physics concepts including motion, energy, wave motion, particle motion, and their application to engineering and climate science. The material is presented through discussion, demonstrations, problem solving and laboratory work. Students can expect a thoroughly hands-on exploration of the concepts. Students who are interested in pursuing engineering or math careers should plan to take this course.*

**Length: Year**

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

**Grades 11-12**

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

*Anatomy & Physiology is a one year course that introduces and explores the structure and function of the human body, as it pertains to 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, dissections, textbook material, models, and clinical studies. Students who are interested in pursuing medical or veterinary careers are encouraged to take this course.*

**Length: Year**

<u>High School Science PIs Assessed:</u> HS2A, HS2B, HS2D HS3A, HS3B, HS4B, HS4D	<u>Habits of Success Assessed:</u> Technology Evidence Collaboration Synthesis & Application	Curiosity Analysis Perspective
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## Marine Ecology (Fall Semester)

**Grades 9-12**

*This course will examine the complex ecosystems of the world's oceans and the huge variety of marine organisms that inhabit them. We'll study coral reefs, kelp forests, deep sea trenches, mangroves, estuaries, tide pools, and the open ocean, as well as cetaceans (whales, dolphins, etc.), sharks, sea turtles, cephalopods and the diverse orders of fish and marine birds that make the ocean their home. Over 70% of the planet is covered in ocean and human communities around the world rely on the seas for food and ecosystem services. We'll learn about human cultures*

from around the planet as well as the numerous ways human activities (climate change, over-fishing, plastic pollution) are affecting the oceans. Marine Biology is being offered both as a semester elective AND as the first semester of an AP Environmental Science (APES) course. Ecosystems, Biodiversity, Populations, and Land/Water Use will be the primary APES units covered in this course.

**Length: Semester**

<u>High School Science PIs Assessed:</u> HS1A, HS1B, HS1C HS3C HS4A, HS4D	<u>Habits of Success Assessed:</u> Technology Organization      Synthesis & Application
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**AP Environmental Science**

**Grades 9-12**

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. APES is being offered in a unique format. The Fall Semester is concurrent with Marine Ecology, so the APES content (Ecosystems, Biodiversity, Populations, and Land/Water Use) will be covered almost exclusively from the vantage of Ocean Ecosystems. In the second semester, the units covered in APES will include Earth Systems and Resources, Energy Resources and Consumption, Atmospheric Pollution, Aquatic and Terrestrial Pollution, and Global Change.

**Length: Year**

<u>High School Science PIs Assessed:</u> HS1A, HS1B, HS1C HS3C HS4A, HS4D	<u>Habits of Success Assessed:</u> Technology                      Perspective Curiosity                              Organization Synthesis & Application
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**A.P. Biology (College Level Lab Course)**

**Grades 11-12**

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

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

*At the end of the course, students have the option of taking the national Advanced Placement Exam in Biology to earn college credit. 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: Year**

<u>High School Science PIs Assessed:</u> HS1A, HS1B, HS1C HS3B, HS3C HS4A, HS4D	<u>Habits of Success Assessed:</u> Evidence Organization Literacy
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**Food Science & Kitchen Chemistry**

**Grades 9-12**

*This semester course is designed to 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 foods and food production. We will explore food from cradle to grave—where does our food come from, how can we make the most of ingredients we use, and where does our food waste go. Hands-on learning is paramount to this course and students will come away with an arsenal of cooking and baking skills to show off at home.*

**Length: Semester**

<u>High School Science PIs Assessed:</u> HS1B, HS1C HS2C HS4B	<u>Habits of Success Assessed:</u> Lifelong Learner                      Adaptability Collaboration
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# Visual Art

## Visual Arts Content PIs

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

### Two Dimensional Media I

### Grades 9-12

*Two Dimensional Media I & II are 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 areas of artistic interest and a strong foundation for life-long learning. Ultimately, the program seeks to inspire students and provide individuals with the tools necessary to critically see and appreciate the visual world and to express that vision artistically.*

*Each unit will be designed around three to four Performance Indicators (PIs), two to three of which will be art PIs as well as one Habits of Success*

- **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: Semester**

<u>High School Visual Arts PIs Assessed:</u> HS16A, HS16B, HS16C HS17A, HS17B, HS17C HS18A, HS18B, HS18C	<u>Habits of Success Assessed:</u> Adaptability Perspective Self Efficacy
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**Two Dimensional Media II**

**Grades 9-12**

**\*Prerequisite: 2D Media I**

*Two Dimensional Media I & II are 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 areas of artistic interest and a strong foundation for life-long learning. Ultimately, the program seeks to inspire students and provide individuals with the tools necessary to critically see and appreciate the visual world and to express that vision artistically.*

*Each unit will be designed around three to four Performance Indicators (PIs), two to three of which will be art PIs as well as one Habits of Success.*

**2D Media II:** *Is an intermediate to advanced class that meets 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. This course may include:*

- **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 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: Semester**

<u>High School Visual Arts PIs Assessed:</u> HS16A, HS16B, HS16C HS17A, HS17B, HS17C HS18A, HS18B, HS18C	<u>Habits of Success Assessed:</u> Lifelong Learning Technology Citizenship
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**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 aweless 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
- Personalized Final Project

**Length: Semester**

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

**Grades 9-12**

**\*Prerequisite: Ceramics I**

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

**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
- Personalized Final Project

**Length: Semester**

<u>High School Visual Arts PIs Assessed:</u> HS16A, HS16B, HS16C HS17A, HS17B, HS17C HS18A, HS18B, HS18C	<u>Habits of Success Assessed:</u> Conflict Resolution              Goals Adaptability                      Curiosity
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## Portraiture

**Grades 9-12**

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

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

people.

**Length: Semester**

<u>High School Visual Arts PIs Assessed:</u> HS16A, HS16B, HS16C HS17A, HS17B, HS17C HS18A, HS18B, HS18C	<u>Habits of Success Assessed:</u> TBD (3-4, possibly personalized)
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**Advanced Independent Art III, IV, etc. Grades 10-12**

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

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

**Length: Semester**

*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.*

<u>High School Visual Arts PIs Assessed:</u> HS16A, HS16B, HS16C HS17A, HS17B, HS17C HS18A, HS18B, HS18C	<u>Habits of Success Assessed:</u> TBD (3-4, possibly personalized)
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**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: Semester**

*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.*

<u>High School Visual Arts PIs Assessed:</u> HS16A, HS16B, HS16C HS17A, HS17B, HS17C HS18A, HS18B, HS18C	<u>Habits of Success Assessed:</u> TBD (2-4, possibly personalized)
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# World Languages

## World Language Content PIs

	HS29A	HS29B	HS30A	HS30B	HS31A	HS31B	HS32A	HS32B	HS33A	HS33B
Spanish 1 French 1			X		X	X	X		X	X
Spanish 2 French 2	X	X	X	X	X	X	X	X	X	X
Spanish 3 French 3	X	X	X	X	X	X	X	X	X	X

### Spanish I

### 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: Year

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

### Grades 10-12

#### *\*Prerequisite: Spanish I*

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

#### Length: Year

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

## Grades 9-12

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

### Length: Year

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

## Grades 10-12

### \*Prerequisite: French I

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

### Length: Year

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

## Grades 11-12

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

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

*articulate and support a position in a discussion.*

**Length: Year**

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

### **Flexible Pathways**

**Grades 8-12**

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

**Length: Semester/Year**

**\*see the Extended Pathways section of this guide for more information\***

### **Legacy - 1 Block**

**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?*

### **Expeditions**

**Grades 11-12**

**\*Can include other courses per unit; 1 block**

*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 connection 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*

## **Wayfinders - 1 or 2 blocks**

## **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 9<sup>th</sup> and 10<sup>th</sup> 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.*

# 2020 - 2021

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



# English Language Arts

## (Williamstown Campus)

### **Banned Books**

**Grades 9-12**

*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: Semester**

<u>High School English PIs Assessed:</u> HS5A, HS5E, HS5F HS6C	<u>Habits of Success Assessed:</u> Curiosity Organization
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## (Williamstown Campus)

### **Film & Literature**

**Grades 9-12**

*In Film and Literature, students will read a variety of novels that had a direct influence on the film and TV industries. Students will be asked to read both short and long texts, analyze and discuss their significance, and compare and contrast them to their film counterparts. This course will require students to think about artistic choices (such as style and tone). Students will also be expected to showcase their learning through a variety of class discussions and written assignments.*

**Length: Semester**

<u>High School English PIs Assessed:</u> HS5F HS6C, HS6E	<u>Habits of Success Assessed:</u> Technology                      Analysis Creativity
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## (Williamstown Campus)

### **Be an Activist**

**Grades 9-12**

*In this argument course, students will complete extensive research in order to gain insight into a variety of local, state, national, and global issues. They will then work together to develop action plans, write argumentative essays, and formally debate in order to articulate possible solutions. Students will be asked to think critically throughout this course and will work to collaborate effectively in a variety of ways.*

**Length: Semester**

<u>High School English PIs Assessed:</u>	<u>Habits of Success Assessed:</u>
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HS5D, HS5E HS6C, HS6D	Collaboration Self-Efficacy
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**(Williamstown Campus)**

**Immigrant Literature & Identity**

**Grades 9-12**

*In this course, students will read essays, pems, stories and/or novels written by and about immigrants and their experiences. Students will respond to and show understanding of texts through a variety of methods.*

**Length: Semester**

<u>High School English PIs Assessed:</u> HS5A, HS5B, HS5E HS6B	<u>Habits of Success Assessed:</u> Adaptability Curiosity	Perspective
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**(Williamstown Campus)**

**Graphic Novels**

**Grades 9-12**

*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: Semester**

<u>High School English PIs Assessed:</u> HS5C, HS5D HS6C, HS6D	<u>Habits of Success Assessed:</u> Preparedness Purpose	Organization
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**(Williamstown Campus)**

**Food, Cooking & Literature**

**Grades 9-12**

**\*Prerequisite: two high school level English courses**

*Students will explore literature which involves foods, learn cooking techniques and safety in the kitchen, and cook in connection to the literature, as well as work on reading comprehension and writing exercises.*

**Length: Semester**

<u>High School English PIs Assessed:</u> HS5A, HS5C HS6B	<u>Habits of Success Assessed:</u> Self-Respect Problem Solving	Adaptability Collaboration
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**(Williamstown Campus)**

**Memoir & Reflection**

**Grades 9-12**

**\*Prerequisite: two high school level English courses**

*Memoir is a form of literature and writing that reflects on past experiences. Memoir is not the same as autobiography. Students will read and respond to*

published memoirs plus write their own collection of memoir pieces, as well as learn revision techniques to improve their personal writing.

**Length: Semester**

<u>High School English PIs Assessed:</u> HS5A, HS5B HS6A, HS6B	<u>Habits of Success Assessed:</u> Personal Integrity      Purpose Revision & Reflection
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**(Williamstown Campus)**

**Harlem Renaissance: Literature & the Arts      Grades 9-12**

**\*Prerequisite: two high school level English courses**

*This course will explore the diverse explosion of the arts, mainly literature but also art and music, with the movement north of African Americans during the 1920s and early 1930s.*

**Length: Semester**

<u>High School English PIs Assessed:</u> HS5B, HS5D HS6A, HS6C	<u>Habits of Success Assessed:</u> Curiosity      Literacy Synthesis & Application
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**(Williamstown Campus)**

**Poetry & Prose      Grades 9-12**

**\*Prerequisite: two high school level English courses**

*Students will read and analyze poetry, learn poetic structures and write poetry, read epic poems such as Beowulf and/or The Odyssey, and possibly poetic prose style stories if time allows.*

**Length: Semester**

<u>High School English PIs Assessed:</u> HS5BD, HS5D, HS5F HS6A	<u>Habits of Success Assessed:</u> Creativity      Organization Analysis
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**Global Studies**

**(Northfield Campus)**

**Advanced Placement World History      Grades 10-12**

**\*Teacher recommendation**

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

present.

**Length: Year**

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

**Introduction to Sociology**

**Grades 9-12**

Introduction to sociology is a riveting course that is a perfect complement to psychology. Sociology focuses on the interplay of people in group settings. The course will study the development of the field, including some of the leading theorists. Key units focus on social inequality: including race, gender, and class, social institutions: including family, education, and government and how they function and the dynamics of social change.

**Length: Semester**

<u>High School Global Studies PIs Assessed:</u> HS7 HS8B, HS8D HS10A	<u>Habits of Success Assessed:</u> Personal Integrity Analysis	Citizenship Self-Efficacy
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**(Northfield Campus)**

**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 compliment the AP Literature syllabus.

**Length: Semester**

<u>High School Global Studies PIs Assessed:</u> HS7A, HS7B HS8C HS9A, HS9B HS10C	<u>Habits of Success Assessed:</u> Lifelong Learning Citizenship Evidence Purpose
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**(Williamstown Campus)**

**Child Development**

**Grades 9-12**

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

**Length: Semester**

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

**Advanced Placement Micro/Macroeconomics**

**Grades 10-12**

**\*\*Teacher permission required**

*Advanced Placement Micro/Macroeconomics provides students with a college-level of instruction in the basic principles of economics. Students will be prepared to take the AP exams in both classes and may earn up to two college credits for these courses. Topics of study include the laws of supply and demand, market structures, labor markets, fiscal and monetary policy, currency markets, and international trade.*

**Length: Year**

<u>High School Global Studies PIs Assessed:</u> HS8C HS9B HS10A, HS10B, HS10C	<u>Habits of Success Assessed:</u> Adaptability                      Evidence Preparedness                      Analysis Curiosity                              Purpose Creativity                              Organization Synthesis & Application
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**Health**

**(Williamstown Campus)**

**Women in Advertising**

**Grades 9-12**

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

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

**Length: Semester**



<u>High School Health PIs Assessed:</u> HS24C, HS24D HS27C HS28B	<u>Habits of Success Assessed:</u> Adaptability Analysis Literacy
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### (Williamstown Campus)

#### What's Love Got To Do With It?

**Grades 9-12**

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

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

**Length: Semester**

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

#### LIFE

**Grades 11-12**

*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: Semester**

<u>High School Math PIs Assessed:</u> HS15A, HS15B, HS15D HS26A, HS26B, HS26C HS27B	<u>Habits of Success Assessed:</u> Relationships Synthesis & Application	Self Efficacy Goals
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## 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: Year**

<u>High School Math PIs Assessed:</u> HS11A, HS11C, HS11D, HS11E, HS 12B HS13D HS14B, HS14C, HS14D	<u>Habits of Success Assessed:</u> Problem Solving Self Efficacy Technology
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**(Williamstown Campus)**

**LIFE**

**Grades 11-12**

*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: Semester**

<u>High School Math PIs Assessed:</u> HS15A, HS15B, HS15D HS26A, HS26B, HS26C HS27B	<u>Habits of Success Assessed:</u> Relationships                      Self Efficacy Synthesis & Application        Goals
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**(Williamstown Campus)**

**Statistics (college-level)**

**Grades 10-12**

**\*Prerequisite: Geometry**

**\*\*Teacher permission**

*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: Year**

<u>High School Math PIs Assessed:</u> HS12A, HS12B, HS12C, HS12D	<u>Habits of Success Assessed:</u> Technology                      Analysis Evidence                              Synthesis & Application
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**(Williamstown Campus)**

**PreCalculus (college level)**

**Grades 10-12**

**\*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: Year**

<u>High School Math PIs Assessed:</u> HS11A, HS11B, HS11C, HS11D, HS11E HS13D HS14A, HS14B	<u>Habits of Success Assessed:</u> Adaptability                      Analysis Technology                          Self Efficacy
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**(Williamstown Campus)**

**Calculus**

**Grades 11-12**

**\*Prerequisite: PreCalculus**

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

**Length: Year**

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

**(Williamstown Campus)**

**Musical Theater Workshop**

**Grades 8-12**

**\*Prerequisite: Intro to Musical Theater**

**\*\*Teacher permission required**

*Musical Theater Workshop students take a deep dive into musical theatre 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: Semester**

<u>High School Music PIs Assessed:</u> HS16D, HS16E, HS16F HS17D, HS17E, HS17F HS18D, HS18E, HS18F, HS18G	<u>Habits of Success Assessed:</u> Problem Solving                      Goals Conflict Resolution                      Adaptability Lifelong Learning                      Preparedness Revision & Reflection                      Citizenship Curiosity                      Creativity Synthesis & Application                      Perspective Organization                      Collaboration
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**(Williamstown Campus)**

**American Music**

**Grades 8-12**

*American Music is a survey course designed for students with no previous musical experience, but an interest in exploring the music of the United States. We'll cover music from all of American history though the majority of the class will focus on music in the 20th and 21st century. There will be a great deal of listening, some reading, and hands on experience.*

**Length: Semester**

<u>High School Music PIs Assessed:</u> HS16D HS17D, HS17F HS18D, HS18E, HS18F, HS18G	<u>Habits of Success Assessed:</u> Personal Integrity                      Citizenship Lifelong Learning                      Curiosity Preparedness                      Analysis Perspective                      Organization Self Efficacy                      Literacy
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**(Williamstown Campus)**

**Intro to Music Technology**

**Grades 8-12**

*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. There will be opportunities (some required) to apply skills and knowledge gained in class to practical situations outside the normal school day.*

**Length: Semester**

<u>High School Music PIs Assessed:</u> HS16D HS17D HS18F, HS18G	<u>Habits of Success Assessed:</u> Lifelong Learning                      Adaptability Personal Integrity                      Preparedness Technology                      Perspective Citizenship                      Curiosity Analysis                      Collaboration
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	Innovation	Self Efficacy
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### **(Williamstown Campus)**

#### **Applications in Music Technology**

**Grades 8-12**

*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, theatre, and video games. This very hands on class includes opportunities (some required) for extensive pre-professional experience outside the normal school day.*

**Length: Year**

<u>High School Music PIs Assessed:</u> HS16D, HS16E, HS16F HS17E HS18F, HS18G	<u>Habits of Success Assessed:</u> Problem Solving Conflict Resolution Lifelong Learning Innovation Revision & Reflection Citizenship Synthesis & Application	Goals Adaptability Technology Curiosity Collaboration Creativity Analysis
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## **Physical Education**

### **(Northfield Campus)**

#### **Methods of Coaching**

**Grades 10-12**

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

**Length: Semester**

<u>High School Physical Education PIs Assessed:</u> HS19A HS20D HS21B	<u>Habits of Success Assessed:</u> Problem Solving Lifelong Learning	Preparedness Collaboration
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### **(Williamstown Campus)**

#### **American Red Cross Lifeguard**

**Grades 9-12**

**\*Prerequisite: swimming skills - 300 yd swim, 2 min tread, 7 ft object retrieval**

*In this course, students will work to obtain an American Red Cross lifeguard certification. This nationally recognized certification is valid for 2 years after successful completion of the course and will open door for employment opportunities while providing life-long skills.*

**Length: Semester**

<u>High School Physical Ed PIs Assessed:</u> HS19A HS22D	<u>Habits of Success Assessed:</u> Relationships                      Citizenship Personal Integrity                  Curiosity Self-Respect                          Self Efficacy
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## Science

**(Northfield Campus)**

**Marine Ecology**

**Grades 9-12**

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

**Length: Semester**

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

**A.P. Biology (College Level Lab Course)**

**Grades 11-12**

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

*The Advanced Placement Biology course is a one-year course open to juniors & seniors. The course will include college level instruction on the characteristics, unity and diversity of living things; the concept of evolution as an explanation of*

unity and diversity; homeostasis as a basic biological phenomenon; the nature of science as an on-going, human enterprise; experimental design and the collection, analysis and interpretations of data, including issues involving man and society. At the end of the course, students have the option of taking the national Advanced Placement Exam in Biology to earn college credit.

**Length: Year**

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

**AP Environmental Science (Full Year)**

**Grades 9-12**

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. APES is being offered in a unique format. The Fall Semester is concurrent with Marine Ecology, so the APES content (Ecosystems, Biodiversity, Populations, and Land/Water Use) will be covered almost exclusively from the vantage of Ocean Ecosystems. In the second semester, the units covered in APES will include Earth Systems and Resources, Energy Resources and Consumption, Atmospheric Pollution, Aquatic and Terrestrial Pollution, and Global Change.

**Length: Semester**

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

**Honors Anatomy (college level)**

**Grades 11-12**

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

The Human Body, you've got your very own, now learn how it works! This is an upper 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: Year**

<u>High School Science PIs Assessed:</u> HS2A, HS2B, HS2C HS3B HS4A, HS4B, HS4C, HS4D	<u>Habits of Success Assessed:</u> Goals Preparedness Adaptability
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**(Williamstown Campus)**

**Honors Physics**

**Grades 10-12**

**\*Prerequisite: completion of Intro to Chem, Intro to Bio, Conceptual Physics, Earth Science, Algebra I and Geometry**

*This course is designed to provide instruction in the science practices (PIs and PBGRs) through the lens of Physics. Students will analyze motion, forces, energy, and special topics in physics. This course is recommended for college bound students who intend to pursue a degree in the sciences, engineering or health professions. Extensive review and practice of mathematical analysis methods is provided in this class.*

**Length: Year**

<u>High School Science PIs Assessed:</u> HS1A, HS1B, HS1C HS2A, HS2B, HS2C, HS2D HS3A, HS3B, HS3C HS4A, HS4B, HS4C, HS4D	<u>Habits of Success Assessed:</u> Adaptability Evidence Synthesis & Application Purpose Technology Analysis Organization
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**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: Semester**

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.

<u>High School Visual Arts PIs Assessed:</u> HS16A, HS16B, HS16C HS17A, HS17B, HS17C HS18A, HS18B, HS18C	<u>Habits of Success Assessed:</u> TBD (2-4, possibly personalized)
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**(Williamstown Campus)**

**Architecture: Sketching & Rendering**

**Grades 8-12**

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

**Length: Semester**

<u>High School Visual Art PIs Assessed:</u> HS16B HS17A HS18C	<u>Habits of Success Assessed:</u> Problem Solving Technology Perspective
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**(Williamstown Campus)**

**Creating Dynamic Concept Art**

**Grades 8-12**

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

**Length: Semester**

<u>High School Visual Art PIs Assessed:</u> HS16B HS17B HS18B	<u>Habits of Success Assessed:</u> Revision & Reflection Technology Literacy
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**(Williamstown Campus)**

**Illustration: Images as Narrative**

**Grades 8-12**

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

**Length: Semester**

<u>High School Visual Art PIs Assessed:</u> HS16A, HS16B HS18B, HS18C	<u>Habits of Success Assessed:</u> Preparedness Evidence Literacy
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**(Williamstown Campus)**

**Figure Drawing & Anatomy for the Artist**

**Grades 8-12**

**\*Prerequisite: met proficient in Drawing & Painting**

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

**Length: Year**

<u>High School Visual Art PIs Assessed:</u> HS16B HS17A HS18B	<u>Habits of Success Assessed:</u> Self-Respect Adaptability
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**Experiential Learning**

**(Northfield Campus)**

**Expeditions**

**Grades 11-12**

**\*Can include other courses per unit; 1 block**

*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 connection 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 - 1 or 2 blocks**

### **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 9<sup>th</sup> and 10<sup>th</sup> 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.*

## **(Williamstown Campus)**

### **Williamstown Agriculture & Sustainability Project**

### **Grades 10-12**

The Williamstown Agriculture & Sustainability Project is an educational strand for students who are interested in an immersive project-based style of learning. This is not a traditional classroom and is unlike other opportunities offered on Paine Mountain. Students will have the opportunity to meet a variety of HoS as well as tailor their experience around PIs toward graduation.

We will meet as a team for the full day twice a week and again on Friday every other block. In this time we may be engaged in any of the following:

- Working on team based or individual projects
- Content specific learning
- Place-based learning
- Outing adventures
- Interacting with experts

Students will look at sustainability through a variety of lens, such as energy use, waste management, and green architecture, addressing global issues at the local level.

One aspect of this will be the development of an agricultural infrastructure on the Williamstown campuses. They will have the opportunity to be a part of the CVSU's long-term goal of developing a multi-grade agricultural experience for all students in the Williamstown schools. They may be involved in any or all of the planning, planting and building of this vision for the future.

**Length: Year**

## **Flexible Pathway Opportunities**

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

### **Work-Based Learning Opportunities**

**Grades 8-12**

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

*Internships Overview:*

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

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

### **Online Course Opportunities**

**Grade 9-12**

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

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

*Support is required. The course/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](http://www.gotocollegevt.org)*

**Service Learning** **Grades 8-12**

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

**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, Agricultural Technology, Automotive Technology, Construction Trades & Management, Criminal Justice, Culinary Arts, Diesel Technology, Digital Filmmaking, Education & Social Services, Environmental Resource Management, Electrical Technology, Graphic Arts, and Health Careers. More information about RTCC programs are available at [www.orangesouthwest.org/rtcc](http://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. Applications to RTCC are available in February, and are due in the Student Support Office by March 15<sup>th</sup>.

### **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](http://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](http://www.norwich.edu/registrar)
- CCV: [www.ccv.edu](http://www.ccv.edu)
- VTC: [www.vtc.edu/my-vermont-tech/my-vtc-home/registrar](http://www.vtc.edu/my-vermont-tech/my-vtc-home/registrar)
- Sterling College: [www.sterlingcollege.edu](http://www.sterlingcollege.edu)
- UVM: [www.uvm.edu/~rgweb](http://www.uvm.edu/~rgweb)

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

## **Early College**

## **Grade 12**

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

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





**2020 - 2021**

**Williamstown Campus**

**Pathways to**

**Graduation**



# **WILLIAMSTOWN MIDDLE HIGH SCHOOL PROFILE**

## **COMMUNITY**

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

## **MIDDLE HIGH SCHOOL**

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

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

Recent graduating classes have ranged in size from 43 to 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

	PBGR <sub>5</sub>						PBGR <sub>6</sub>				
	HS 5A	HS 5B	HS 5C	HS 5D	HS 5E	HS 5F	HS 6A	HS 6B	HS 6C	HS 6D	HS 6E
<b>Banned Books</b>	X				X	X			X		
<b>Film &amp; Literature</b>						X			X		X
<b>Fantasy Literature</b>	X		X			X	X				
<b>Dystopian Literature</b>		X	X				X		X		
<b>Be an Activist</b>				X	X				X	X	
<b>Immigrant Literature &amp; Identity</b>	X	X			X			X			
<b>Life Writing Skills</b>					X			X			X
<b>Graphic Novels</b>			X	X					X	X	
<b>Food, Cooking &amp; Literature</b>	X		X					X			
<b>Memoir &amp; Reflection</b>	X	X					X	X			
<b>Harlem Renaissance</b>		X		X			X		X		
<b>Poetry &amp; Prose</b>		X		X		X	X				
<b>AP Literature</b>	X	X		X		X				X	

### 8th Grade Capstone Experience

### Grades 8

*Students in this course will focus on building the skills necessary to complete a successful capstone project. Students will work together to generate ideas, build background knowledge on the subject, research needed information, learn note-taking and citation strategies, and build multiple demonstrations of learning to showcase their overall knowledge. They will also be asked to successfully write a research paper connected to their topic of choice and work through the writing process with teacher support.*

#### Length: Semester

<u>Middle School English PIs Assessed:</u> MS5E MS6B, MS6E	<u>Habits of Success Assessed:</u> Lifelong Learning Revision & Reflection
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## Read to Write

## Grades 8

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

### Length: Semester

<u>Middle School English PIs Assessed:</u> MS5B, MS5F MS6AB, MS6E	<u>Habits of Success Assessed:</u> Personal Integrity Goals
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## Banned Books

## Grades 9-12

*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: Semester

<u>High School English PIs Assessed:</u> HS5A, HS5E, HS5F HS6C	<u>Habits of Success Assessed:</u> Curiosity Organization
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## Film & Literature

## Grades 9-12

*In Film and Literature, students will read a variety of novels that had a direct influence on the film and TV industries. Students will be asked to read both short and long texts, analyze and discuss their significance, and compare and contrast them to their film counterparts. This course will require students to think about artistic choices (such as style and tone). Students will also be expected to showcase their learning through a variety of class discussions and written assignments.*

### Length: Semester

<u>High School English PIs Assessed:</u> HS5F HS6C, HS6E	<u>Habits of Success Assessed:</u> Technology                      Analysis Creativity
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## Fantasy Literature

## Grades 9-12

*In Fantasy Literature, students will be tasked with analyzing a variety of fantasy novels, short stories and films in order to gain further insight into this popular genre. 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: Semester

High School English PIs Assessed:  
HS5A, HS5C, HS5F  
HS6A

Habits of Success Assessed:  
Goals  
Preparedness

## **Dystopian Literature**

**Grades 9-12**

*Enjoy books like *The Hunger Games*, *The Giver* and *Divergent*? If so, this is the course for you! Throughout the semester, students in *Dystopian Literature* will read a variety of science fiction stories and novels set in time periods where a great deal has gone wrong. Students will be expected to keep up with the reading, contribute to group discussions, and complete a variety of writing tasks throughout the semester in order to gain proficiency. In the end, students will be asked to show their learning through the writing of a unique dystopian story using the knowledge gained through the semester.*

**Length: Semester**

High School English PIs Assessed:  
HS5B, HS5C  
HS6A, HS6C

Habits of Success Assessed:  
Goals  
Curiosity

## **Be an Activist**

**Grades 9-12**

*In this argument course, students will complete extensive research in order to gain insight into a variety of local, state, national, and global issues. They will then work together to develop action plans, write argumentative essays, and formally debate in order to articulate possible solutions. Students will be asked to think critically throughout this course and will work to collaborate effectively in a variety of ways.*

**Length: Semester**

High School English PIs Assessed:  
HS5D, HS5E  
HS6C, HS6D

Habits of Success Assessed:  
Collaboration  
Self-Efficacy

## **Immigrant Literature & Identity**

**Grades 9-12**

*In this course, students will read essays, poems, stories and/or novels written by and about immigrants and their experiences. Students will respond to and show understanding of texts through a variety of methods.*

**Length: Semester**

High School English PIs Assessed:  
HS5A, HS5B, HS5E  
HS6B

Habits of Success Assessed:  
Adaptability                      Perspective  
Curiosity

## **Graphic Novels**

**Grades 9-12**

*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: Semester**

<u>High School English PIs Assessed:</u> HS5C, HS5D HS6C, HS6D	<u>Habits of Success Assessed:</u> Preparedness                      Organization Purpose
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**Life Writing Skills** **Grades 9-12**  
*This course will focus on writing and reading skills for work and personal needs such as emails, cover letters, understanding and filling out forms, deciphering directions, applications, etc., as well as time management, student and note taking skills, reading strategies, and grammar.*

**Length: Semester**

<u>High School English PIs Assessed:</u> HS5E HS6B, HS6E	<u>Habits of Success Assessed:</u> Revision & Reflection      Self Efficacy Technology
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**Food, Cooking & Literature** **Grades 9-12**  
*\*Prerequisite: two high school level English courses*  
*Students will explore literature which involves foods, learn cooking techniques and safety in the kitchen, and cook in connection to the literature, as well as work on reading comprehension and writing exercises.*

**Length: Semester**

<u>High School English PIs Assessed:</u> HS5A, HS5C HS6B	<u>Habits of Success Assessed:</u> Self-Respect                      Adaptability Problem Solving                      Collaboration
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**Memoir & Reflection** **Grades 9-12**  
*\*Prerequisite: two high school level English courses*  
*Memoir is a form of literature and writing that reflects on past experiences. Memoir is not the same as autobiography. Students will read and respond to published memoirs plus write their own collection of memoir pieces, as well as learn revision techniques to improve their personal writing.*

**Length: Semester**

<u>High School English PIs Assessed:</u> HS5A, HS5B HS6A, HS6B	<u>Habits of Success Assessed:</u> Personal Integrity                      Purpose Revision & Reflection
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**Harlem Renaissance: Literature & the Arts** **Grades 9-12**  
*\*Prerequisite: two high school level English courses*  
*This course will explore the diverse explosion of the arts, mainly literature but also art and music, with the movement north of African Americans during the 1920s and early 1930s.*

**Length: Semester**

<u>High School English PIs Assessed:</u> HS5B, HS5D HS6A, HS6C	<u>Habits of Success Assessed:</u> Curiosity                      Literacy Synthesis & Application
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## Poetry & Prose

**Grades 9-12**

**\*Prerequisite: two high school level English courses**

*Students will read and analyze poetry, learn poetic structures and write poetry, read epic poems such as Beowulf and/or The Odyssey, and possibly poetic prose style stories if time allows.*

**Length: Semester**

<u>High School English PIs Assessed:</u> HS5BD, HS5D, HS5F HS6A	<u>Habits of Success Assessed:</u> Creativity                      Organization Analysis
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## Advanced Placement Literature

**Grades 10-12**

**Possible Honors Literature for College Credit**

**\*Prerequisite: at least one stamp HS5B, HS6E, and Preparedness**

**\*\*Teacher permission required**

*In short, this is a course designed to help you become fluent and proficient in close reading and critical analysis of serious, imaginative literature.*

*The course emphasizes the development of skills in critical reading and in writing about literature. It is for students capable of doing college-level work in English while they are in high school and who are willing to devote the energy necessary to complete a course more rigorous and demanding than other high school English courses. Students will prepare for and hopefully choose to take the AP Literature & Composition test*

**Length: Year**

<u>High School English PIs Assessed:</u> HS5A, HS5B, HS5D, HS5F HS6D	<u>Habits of Success Assessed:</u> Adaptability Revision & Reflection
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## Driver Education

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

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

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

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

## Global Studies Content PIs

	PBGR7				PBGR8				PBGR9				PBGR10		
	HS 7A	HS 7B	HS 7C	HS 7D	HS 8A	HS 8B	HS 8C	HS 8D	HS 9A	HS 9B	HS 9C	HS 9D	HS 10A	HS 10B	HS 10C
<b>World History</b>	X	X	X	X	X										
<b>US History</b>	X	X	X	X					X	X	X	X	X	X	
<b>Cultural Geography</b>		X			X	X	X	X	X	X			X	X	
<b>Civics &amp; Government</b>									X	X	X	X	X	X	X
<b>Child Development</b>							X	X					X		
<b>Psychology</b>								X		X		X			
<b>AP Micro/Macro Economics</b>								X		X			X	X	X

### 8th Grade Capstone Experience

### Grades 8

*Students in this course will focus on building the skills necessary to complete a successful capstone project. They will work together to generate ideas, build background knowledge on the subject, research needed information, learn note-taking and citation strategies, and build multiple demonstrations of learning to showcase their overall knowledge. They will also be asked to successfully write a research paper connected to their topic of choice and work through the Writing Process with teacher support. This would need to take place during the first semester of the next school year in order to help students meet the Capstone deadlines for semester 2.*

#### Length: Semester

<u>Middle School Global Studies PIs Assessed:</u> MS7A, MS7C	<u>Habits of Success Assessed:</u> Lifelong Learning Revision & Reflection
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### Global Studies 8

### Grades 8

*8th Grade Global Studies is a course based on analyzing the causes and effects of early American history while examining the impact these events had on our understanding of human rights. Students will utilize technology to locate and assess primary and secondary source documents and evaluate evidence to support deductive reasoning. Topics covered will include: Native American cultures, colonizing America, the American Revolution and the resulting creation of the*

Constitution.

**Length: Semester**

<u>Middle School Global Studies PIs Assessed:</u> MS7B, MS7D MS9A	<u>Habits of Success Assessed:</u> Preparedness                      Evidence Technology
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**World History**

**Grades 9-12**

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

**Length: Semester**

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

**Grades 9-12**

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

**Length: Year**

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

**Grades 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 how trade has changed the way we interact with each other and the world we live in. This course will involve a service-learning project based on the Global Goals as well as include opportunities to connect with students in other schools around the world.*

**Length: Year**

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

## Grades 9-12

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

### Length: Year

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

## Grades 9-12

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

### Length: Semester

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

## Grades 9-12

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

### Length: Semester

<u>High School Global Studies PIs Assessed:</u>	<u>Habits of Success Assessed:</u>
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HS8D HS9B, HS9D	Self-Respect Adaptability	Evidence Collaboration
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**Advanced Placement Micro/Macroeconomics      Grades 10-12**  
**\*\*Teacher permission required**

*Advanced Placement Micro/Macroeconomics provides students with a college-level of instruction in the basic principles of economics. Students will be prepared to take the AP exams in both classes and may earn up to two college credits for these courses. Topics of study include the laws of supply and demand, market structures, labor markets, fiscal and monetary policy, currency markets, and international trade.*

**Length: Year**

<u>High School Global Studies PIs Assessed:</u> HS8C HS9B HS10A, HS10B, HS10C	<u>Habits of Success Assessed:</u> Adaptability Preparedness Curiosity Creativity Synthesis & Application	Evidence Analysis Purpose Organization
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# Health

## Health Content PIs

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

### For the Health of It

### Grades 8-12

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

#### Length: Semester

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

### Grades 8-12

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

*The class has a strong emphasis on sexuality education from both an abstinence-based and a prevention-based skills perspective. Continuing to build on the knowledge and skills from For the Health Of It, this class has a focus on Decision Making and Goal Setting, Analyzing Influences and Accessing Information and Resources to reduce our risk of negative outcomes. This class is the second required prerequisite class for other Health classes.*

#### Length: Semester

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

**Grades 9-12**

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

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

**Length: Semester**

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

**Grades 9-12**

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

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

**Length: Semester**

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

**Grades 11-12**

*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: Semester**

High School Math PIs Assessed:

HS15A, HS15B, HS15D  
HS26A, HS26B, HS26C  
HS27B

Habits of Success Assessed:

Relationships                      Self Efficacy  
Synthesis & Application      Goals

# Math

## Math Content PIs

	PBGR11					PBGR12				PBGR13					PBGR14				PBGR15			
	HS 11 A	HS 11 B	HS 11 C	HS 11 D	HS 11 E	HS 12 A	HS 12 B	HS 12 C	HS 12 D	HS 13 A	HS 13 B	HS 13 C	HS 13 D	HS 13 E	HS 14 A	HS 14 B	HS 14 C	HS 14 D	HS 15 A	HS 15 B	HS 15 C	HS 15 D
<b>Algebra Concepts</b>	X				X	X									X							
<b>Algebra I</b>	X				X																	
<b>Geometry</b>										X	X	X	X	X								
<b>Algebra II</b>	X	X	X	X	X										X	X	X	X				
<b>Statistics</b>						X	X	X	X													
<b>Personal Finance</b>																			X	X	X	X
<b>PreCalculus</b>	X	X	X	X	X								X		X	X						
<b>LIFE</b>																			X	X		X
<b>Calculus</b>			X										X	X	X	X	X	X				

### Algebra Concepts

### Grades 8-12

**\*\*Teacher permission required**

Students will polish their number sense, proportional thinking and problem solving skills as they develop skills and explore concepts in algebra.

**Length: Year**

<p><b><u>Middle School Math PIs Assessed:</u></b> MS11A, MS11B, MS11C, MS11D MS14A, MS14B MS15B</p> <p><b><u>High School Math PIs Assessed:</u></b> HS11A, HS11E HS12A HS14A</p>	<p><b><u>Habits of Success Assessed:</u></b> Adaptability Evidence Analysis</p>
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## Algebra I

Grades 8-12

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

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

**Length: Year**

<u>Middle School Math PIs Assessed:</u> MS11A, MS11B, MS11C, MS11D MS12C MS13B, MS13C, MS13D MS14B, MS14C MS15A, MS15B, MS15C, MS15D	<u>Habits of Success Assessed:</u> Problem Solving Adaptability Preparedness Curiosity	Creativity Analysis Organization Collaboration
<u>High School Math PIs Assessed:</u> HS11A, HS11E		

## 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: Year**

<u>High School Math PIs Assessed:</u> HS13A, HS13B, HS13C, HS13D, HS13E	<u>Habits of Success Assessed:</u> Adaptability Preparedness Synthesis & Application	Evidence Analysis
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## Algebra II

Grades 10-12

**\*Prerequisite: 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 seminar will also begin an in-depth study of trigonometric*

*functions and their properties. Students will explore the Law of Sines, Law of Cosines, the Unit Circle, radian measure, and graphs of trigonometric functions. This seminar makes extensive use of the graphing calculator.*

**Length: Year**

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

**Grades 9-12**

**\*Prerequisite: Algebra I**

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

**Length: Semester**

<u>High School Math PIs Assessed:</u> HS12A, HS12B, HS12C, HS12D	<u>Habits of Success Assessed:</u> Technology                      Analysis Evidence                              Synthesis & Application
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**Statistics (college-level)**

**Grades 10-12**

**\*Prerequisite: Geometry**

**\*\*Teacher permission**

*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: Year**

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

Grades 10-12

**\*Prerequisite: Algebra II**

*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: Semester**

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

Grades 10-12

**\*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: Year**

<u>High School Math PIs Assessed:</u> HS11A, HS11B, HS11C, HS11D, HS11E HS13D HS14A, HS14B	<u>Habits of Success Assessed:</u> Adaptability                                      Analysis Technology    Self Efficacy
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## LIFE

Grades 11-12

*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: Semester**

<u>High School Math PIs Assessed:</u> HS15A, HS15B, HS15D HS26A, HS26B, HS26C HS27B	<u>Habits of Success Assessed:</u> Relationships                                      Self Efficacy Synthesis & Application                      Goals
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## 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: Year**

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

## Performing Arts Content PIs

	PBGR16			PBGR17			PBGR18			
	HS 16D	HS 16E	HS 16F	HS 17D	HS 17E	HS 17F	HS 18D	HS 18E	HS 18F	HS 18G
<b>The Williamstown Singers</b>	X	X	X		X	X			X	X
<b>The Blue Devil Band</b>	X	X	X		X	X			X	X
<b>Introduction to Musical Theater</b>		X			X	X				X
<b>Musical Theater Workshop</b>	X	X	X	X	X	X	X	X	X	X
<b>American Music</b>	X			X		X	X	X	X	X
<b>Intro to Music</b>	X					X	X		X	X
<b>Intro to Music Technology</b>	X			X					X	X
<b>Applications in Music Technology</b>	X	X	X		X				X	X

### **The Williamstown Singers**

### **Grades 8-12**

*Take a more in-depth look at the inner workings of music. Sing songs as a group, study the music of other cultures throughout history, learn theory and how to compose music, learn some fun games and activities, and start your day the right way as a music making ensemble - performing music from different times and cultures. We also welcome interested faculty and community members. There are multiple opportunities to perform with the ensemble, in smaller groups and as a soloist, several of which are required (e.g. Winter and Spring 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. We'll also explore the fundamentals of music, composing and arranging, and listen to some great music.*

#### **Length: Year**

<u>High School Music PIs Assessed:</u> HS16D, HS16E, HS16F HS17E, HS17F	<u>Habits of Success Assessed:</u> Personal Integrity                      Adaptability Problem Solving                              Preparedness
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HS18F, HS18G	Lifelong Learning Revision & Reflection Creativity Synthesis & Application Collaboration	Citizenship Curiosity Perspective Analysis
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## The Blue Devil Band

**Grades 8-12**

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

*The Williamstown School Band includes brass, percussion and woodwind instruments. Interested faculty and community members are also welcome. There are multiple opportunities to perform with the ensemble, in smaller groups and as a soloist, several of which are required (e.g. Winter and Spring 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. We'll also explore the fundamentals of music, composing and arranging, and listen to some great music. Students will play from all genres, styles and times in several performances during the school year, including but not limited to the Beatles, Bruckner, Zappa, Byrd, Tchaikovsky, Vince Guaraldi (A Charlie Brown Christmas), Irving Berlin, The White Stripes, music from movies, classic jazz and more.*

**Length: Year**

<u>High School Music PIs Assessed:</u> HS16D, HS16E, HS16F HS17E, HS17F HS18F, HS18G	<u>Habits of Success Assessed:</u> Personal Integrity Problem Solving Lifelong Learning Revision & Reflection Perspective Synthesis & Application Collaboration	Adaptability Preparedness Citizenship Curiosity Creativity Analysis
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## Introduction to Musical Theater

**Grades 8-12**

**\*Prerequisite: experience singing and acting**

*In Introduction to Musical Theater, students will explore musical theatre 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: Semester**

<u>High School Music PIs Assessed:</u> HS16E, HS17E, HS17F HS18G	<u>Habits of Success Assessed:</u> Personal Integrity Lifelong Learning Preparedness Curiosity Purpose	Goals Adaptability Citizenship Perspective Collaboration
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	Literacy
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## Musical Theater Workshop

**Grades 8-12**

### **\*Prerequisite: Intro to Musical Theater**

*Musical Theater Workshop students take a deep dive into musical theatre 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: Semester**

<u>High School Music PIs Assessed:</u> HS16D, HS16E, HS16F HS17D, HS17E, HS17F HS18D, HS18E, HS18F, HS18G	<u>Habits of Success Assessed:</u> Problem Solving                      Goals Conflict Resolution                      Adaptability Lifelong Learning                      Preparedness Revision & Reflection                      Citizenship Curiosity                      Creativity Synthesis & Application                      Perspective Organization                      Collaboration
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## American Music

**Grades 8-12**

*American Music is a survey course designed for students with no previous musical experience, but an interest in exploring the music of the United States. We'll cover music from all of American history though the majority of the class will focus on music in the 20th and 21st century. There will be a great deal of listening, some reading, and hands on experience.*

### **Length: Semester**

<u>High School Music PIs Assessed:</u> HS16D HS17D, HS17F HS18D, HS18E, HS18F, HS18G	<u>Habits of Success Assessed:</u> Personal Integrity                      Citizenship Lifelong Learning                      Curiosity Preparedness                      Analysis Perspective                      Organization Self Efficacy                      Literacy
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## Intro to Music

**Grades 8-12**

*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: Semester**

<u>High School Music PIs Assessed:</u> HS16D HS17F HS18D, HS18F, HS18G	<u>Habits of Success Assessed:</u> Conflict Resolution                      Goals Lifelong Learning                      Preparedness Technology                      Citizenship Curiosity                      Perspective
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	Analysis Collaboration	Organization
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## **Intro to Music Technology**

**Grades 8-12**

*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. There will be opportunities (some required) to apply skills and knowledge gained in class to practical situations outside the normal school day.*

**Length: Semester**

<u>High School Music PIs Assessed:</u> HS16D HS17D HS18F, HS18G	<u>Habits of Success Assessed:</u> Lifelong Learning Personal Integrity Technology Citizenship Analysis Innovation	Adaptability Preparedness Perspective Curiosity Collaboration Self Efficacy
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## **Applications in Music Technology**

**Grades 8-12**

*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, theatre, and video games. This very hands on class includes opportunities (some required) for extensive pre-professional experience outside the normal school day.*

**Length: Year**

<u>High School Music PIs Assessed:</u> HS16D, HS16E, HS16F HS17E HS18F, HS18G	<u>Habits of Success Assessed:</u> Problem Solving Conflict Resolution Lifelong Learning Innovation Revision & Reflection Citizenship Synthesis & Application	Goals Adaptability Technology Curiosity Collaboration Creativity Analysis
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# Physical Education

## Physical Education Content PIs

	PBGR19				PBGR20				PBGR21				PBGR22				PBGR23			
	HS 19 A	HS 19 B	HS 19 C	HS 19 D	HS 20 A	HS 20 B	HS 20 C	HS 20 D	HS 21 A	HS 21 B	HS 21 C	HS 21 D	HS 22 A	HS 22 B	HS 22 C	HS 22 D	HS 23 A	HS 23 B	HS 23 C	HS 23 D
<b>Lifetime Activities</b>	X	X	X			X			X		X				X			X	X	
<b>Personal Fitness &amp; Wellness</b>				X	X					X	X	X			X			X		
<b>Net Racket Sports</b>	X		X				X						X	X			X			
<b>Games, Games, Games</b>							X	X	X								X		X	
<b>American Red Cross Lifeguard</b>	X														X					

### Lifetime Activities

### Grades 8-12

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

#### Length: Semester

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

### Grades 8-12

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

warm-ups, stretching, flexibility, and cardiovascular improvement. Students will learn about the FITT Principle and the 5 Components of fitness.

**Length: Semester**

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

**Grades 8-12**

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

**Length: Semester**

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

**Grades 8-12**

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

**Length: Semester**

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

**Grades 9-12**

***\*Prerequisite: swimming skills - 300 yd swim, 2 min tread, 7 ft object retrieval***

*In this course, students will work to obtain an American Red Cross lifeguard certification. This nationally recognized certification is valid for 2 years after successful completion of the course and will open door for employment opportunities while providing life-long skills.*

**Length: Semester**

<u>High School Physical Ed PIs Assessed:</u> HS19A HS22D	<u>Habits of Success Assessed:</u> Relationships Personal Integrity Self-Respect Citizenship Curiosity Self Efficacy
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# Science

## Science Content PIs Offered

	PBGR1			PBGR2				PBGR3			PBGR4			
	HS 1A	HS 1B	HS 1C	HS 2A	HS 2B	HS 2C	HS 2D	HS 3A	HS 3B	HS 3C	HS 4A	HS 4B	HS 4C	HS 4D
<b>Conceptual Physics</b>	X	X					X		X			X	X	
<b>Earth Science</b>				X		X						X		X
<b>Intro to Biology</b>	X	X	X	X	X				X		X	X	X	X
<b>Intro to Chemistry</b>	X	X	X	X	X		X		X	X		X	X	X
<b>General Chemistry</b>	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Honors Physics</b>	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Honors Anatomy</b>				X	X	X			X		X	X	X	X

### **General Science: Experimental Design**

### **Grades 8-9**

*This course covers a variety of skills necessary for success in high school science while looking through the lens of multiple content areas. Students will practice the basics of measuring and unit conversions, explore different types of graphs and when to use them, and will practice designing, carrying out, and evaluating experiments.*

#### **Length: Semester**

<u>Middle School Science PIs Assessed:</u> MS1A, MS1B, MS1C MS3A, MS3B, MS3C	<u>Habits of Success Assessed:</u> Preparedness                      Evidence Revision & Reflection
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### **Conceptual Physics**

### **Grades 8-9**

**\*Prerequisite: Experimental Design or teacher permission**

*In this course we will develop a foundation of physics knowledge based primarily around understanding motion and forces. Students will be able to define and measure motion, apply Newton's Laws of Motion to everyday phenomena, and use basic conservation laws to determine changes in mechanical energy.*

#### **Length: Semester**

<u>High School Science PIs Assessed:</u> HS1A, HS1B HS2D	<u>Habits of Success Assessed:</u> Revision & Reflection                      Organization Evidence    Collaboration
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HS3B HS4B, HS4C	Analysis
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## Earth Science

**Grades 8-12**

**\*Prerequisite: *Experimental Design or teacher permission***

*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: Semester**

<u>High School Science PIs Assessed:</u> HS2A, HS2C HS4B, HS4D	<u>Habits of Success Assessed:</u> Synthesis & Application    Preparedness Revision & Reflection      Evidence
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## Intro to Chemistry

**Grades 8-10**

**\*Prerequisite: *Experimental Design***

*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 students in grades 8, 9, and 10.*

**Length: Semester**

<u>High School Science PIs Assessed:</u> HS1A, HS1B, HS1C HS2A, HS2B, HS2D HS3B, HS3C HS4B, HS4C, HS4D	<u>Habits of Success Assessed:</u> Evidence                      Analysis Synthesis & Application    Purpose Organization
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## Intro to Biology

**Grades 9-10**

*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: Semester**

<u>High School Science PIs Assessed:</u> HS1A, HS1B, HS1C HS2A, HS2B HS3B HS4A, HS4B, HS4C, HS4D	<u>Habits of Success Assessed:</u> Adaptability                  Evidence Preparedness                Analysis Synthesis & Application
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## Honors Physics

**Grades 10-12**

**\*Prerequisite: *completion of Intro to Chem, Intro to Bio, Conceptual Physics, Earth Science, Algebra I and Geometry***

*This course is designed to provide instruction in the science practices (PIs and PBGRs) through the lens of Physics. Students will analyze motion, forces, energy, and special topics in physics. This course is recommended for college bound*

students who intend to pursue a degree in the sciences, engineering or health professions. Extensive review and practice of mathematical analysis methods is provided in this class.

**Length: Year**

<u>High School Science PIs Assessed:</u> HS1A, HS1B, HS1C HS2A, HS2B, HS2C, HS2D HS3A, HS3B, HS3C HS4A, HS4B, HS4C, HS4D	<u>Habits of Success Assessed:</u> Adaptability                      Technology Evidence                              Analysis Synthesis & Application      Organization Purpose
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**General Chemistry**

**Grades 11-12**

**\*Prerequisite: completion of 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: Year**

<u>High School Science PIs Assessed:</u> HS1A, HS1B, HS1C HS2A, HS2B, HS2C, HS2D HS3A, HS3B, HS3C HS4A, HS4B, HS4C, HS4D	<u>Habits of Success Assessed:</u> Technology                      Evidence Synthesis & Application      Analysis Purpose                              Organization
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**Honors Anatomy (college level)**

**Grades 11-12**

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

*The Human Body, you've got your very own, now learn how it works! This is an upper 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: Year**

<u>High School Science PIs Assessed:</u> HS2A, HS2B, HS2C HS3B HS4A, HS4B, HS4C, HS4D	<u>Habits of Success Assessed:</u> Goals                                  Adaptability Preparedness
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# Visual Art

## Visual Art Content PIs

	PBGR16			PBGR17			PBGR18		
	HS 16A	HS 16B	HS 16C	HS 17A	HS 17B	HS 17C	HS 18A	HS 18B	HS 18C
<b>Ceramics</b>	X				X				X
<b>Architecture: Sketching &amp; Rendering</b>		X		X					X
<b>Creating Dynamic Concept Art</b>		X			X			X	
<b>Illustration: Images as Narrative</b>	X	X						X	X
<b>Form Study</b>	X			X					X
<b>Studio Art</b>		X		X					X
<b>Figure Drawing &amp; Anatomy for the Artist</b>		X		X				X	

### **Ceramics**

### **Grades 8-12**

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

**Length: Semester**

<u>High School Visual Art PIs Assessed:</u> HS16A HS17B HS18C	<u>Habits of Success Assessed:</u> Preparedness Self-Efficacy
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### **Architecture: Sketching & Rendering**

### **Grades 8-12**

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

posters and model diagrams on par with architects working in the field.

**Length: Semester**

<u>High School Visual Art PIs Assessed:</u> HS16B HS17A HS18C	<u>Habits of Success Assessed:</u> Problem Solving Technology Perspective
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**Creating Dynamic Concept Art**

**Grades 8-12**

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

**Length: Semester**

<u>High School Visual Art PIs Assessed:</u> HS16B HS17B HS18B	<u>Habits of Success Assessed:</u> Revision & Reflection Technology Literacy
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**Illustration: Images as Narrative**

**Grades 8-12**

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

**Length: Semester**

<u>High School Visual Art PIs Assessed:</u> HS16A, HS16B HS18B, HS18C	<u>Habits of Success Assessed:</u> Preparedness Evidence Literacy
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**Form Study**

**Grades 8-12**

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

**Length: Semester**

<u>High School Visual Art PIs Assessed:</u> HS16A HS17A HS18C	<u>Habits of Success Assessed:</u> Adaptability Synthesis & Application
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## Studio Art

Grades 8-12

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

*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: Year**

<u>High School Visual Art PIs Assessed:</u> HS16B HS17A HS18C	<u>Habits of Success Assessed:</u> Goals Revision & Reflection Adaptability
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## Figure Drawing & Anatomy for the Artist

Grades 8-12

**\*Prerequisite: met proficient in Drawing & Painting**

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

**Length: Year**

<u>High School Visual Art PIs Assessed:</u> HS16B HS17A HS18B	<u>Habits of Success Assessed:</u> Self-Respect Adaptability
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# World Language

## **Spanish I**

**Grades 8-12**

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

### **Length: Year**

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

**Grades 9-12**

### **\*Prerequisite: Spanish I**

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

### **Length: Year**

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

**Grades 10-12**

### **\*Prerequisite: Spanish II**

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

**Length: Year**

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

### **Williamstown Agriculture & Sustainability Project Grades 10-12**

*The Williamstown Agriculture & Sustainability Project is an educational strand for students who are interested in an immersive project-based style of learning. This is not a traditional classroom and is unlike other opportunities offered on Paine Mountain. Students will have the opportunity to meet a variety of HoS as well as tailor their experience around PIs toward graduation.*

*We will meet as a team for the full day twice a week and again on Friday every other block. In this time we may be engaged in any of the following:*

- *Working on team based or individual projects*
- *Content specific learning*
- *Place-based learning*
- *Outing adventures*
- *Interacting with experts*

*Students will look at sustainability through a variety of lens, such as energy use, waste management, and green architecture, addressing global issues at the local level.*

*One aspect of this will be the development of an agricultural infrastructure on the Williamstown campuses. They will have the opportunity to be a part of the CVSU's long-term goal of developing a multi-grade agricultural experience for all students in the Williamstown schools. They may be involved in any or all of the planning, planting and building of this vision for the future.*

**Length: Year**

### **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.*

### **Flexible Pathways**

### **Grades 8-12**

*Pathways is a system that facilitates flexible and challenging individual and personal learning plans designed to recognize and nurture unique learning styles, interests, and strengths of individual students, and supports multiple pathways towards achievement and assessment of proficiencies. Individual paths for students can include, but are not limited to: experiential, service, blended,*

*independent, online, skill-based, work-readiness, advanced college-readiness, and traditional learning. You will meet with your advisor and the Coordinator of Student Support in your school to discuss these options.*

**Length: Semester/Year**

### ***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 learning product which is most meaningful to you.*