Paine Mountain

School

District

Program of Studies

2025-2026

CVSU GUIDE TO PERSONALIZED & PROFICIENCY BASED LEARNING

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Central Vermont Supervisory Union Mission Statement

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

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

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

Why Proficiency?

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

Why did we make these changes?

Proficiency-Based Learning is best practice for student learning.

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

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

-Great Schools Partnership of Portland Maine

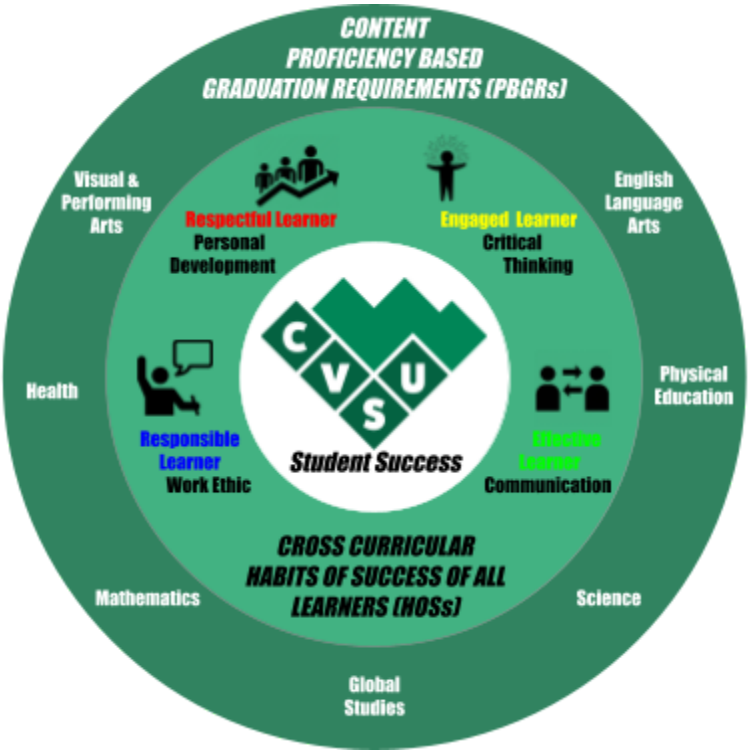
It is required by the state of Vermont

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

-Vermont Agency of Education

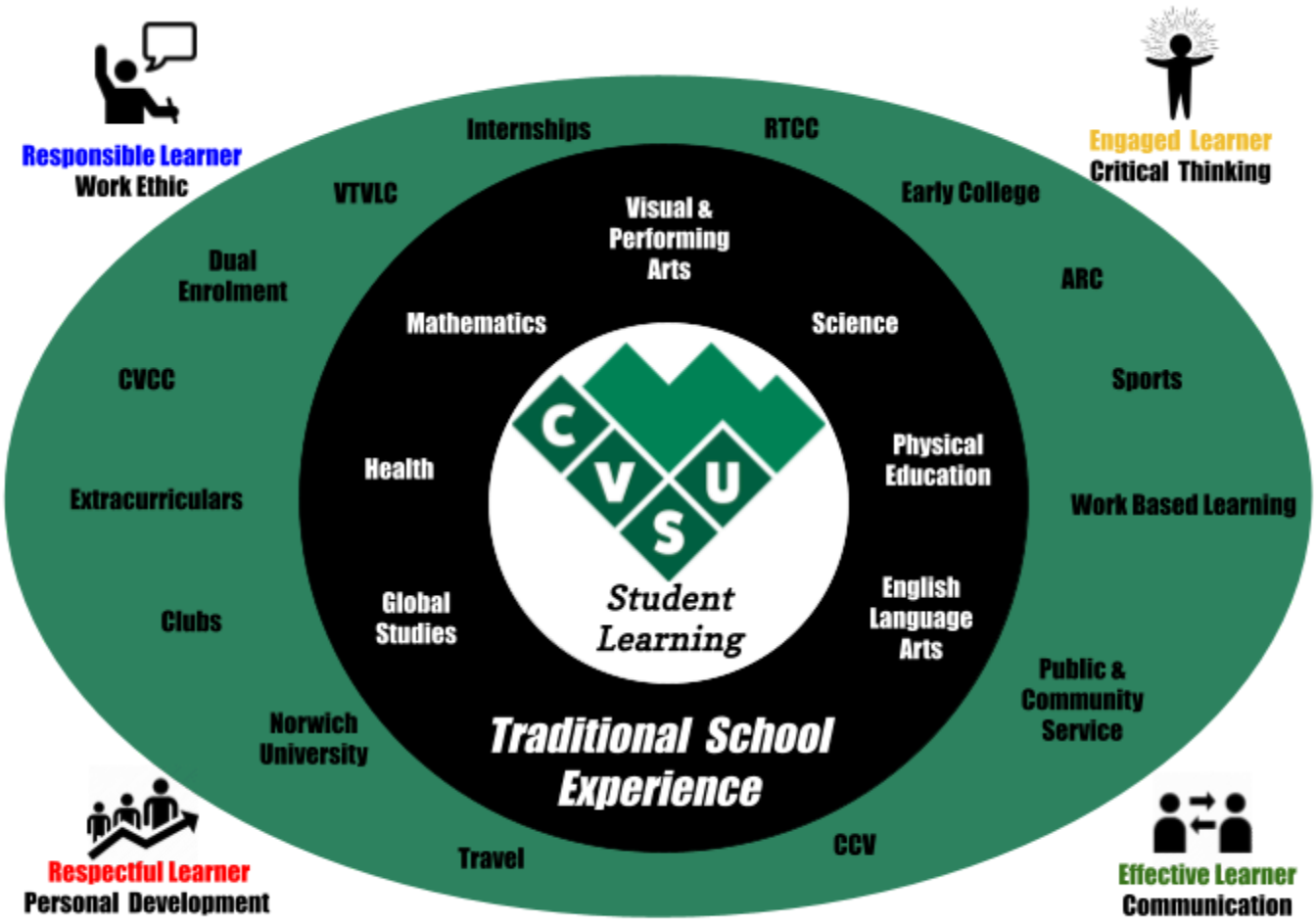
Emphasizing Transferable Skills

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



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

-World Economic Forum 2015



Personalized Learning Pathways

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

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

What about Assessment?

"The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops of feedback.'"

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

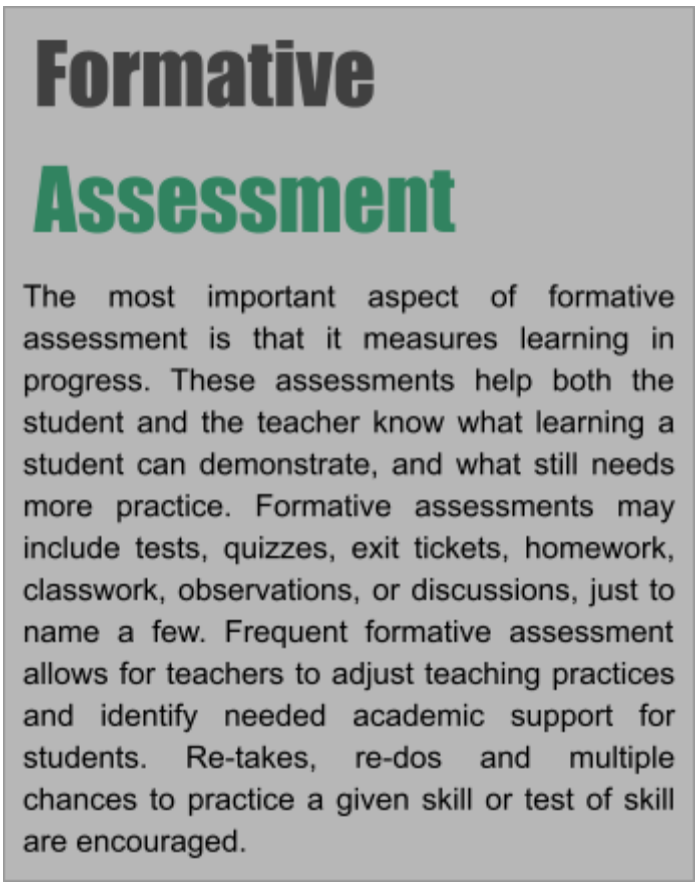
Purpose of Assessment

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

1. To provide information on progress of learning to the student for self-evaluation and to spur future growth.

2. To communicate information about a given student's achievement to their parents and others.

3. To provide information for career path or educational path programs that may use proficiency reports, transcripts, and/or GPA as a method of selecting students for their respective programs.



Formative Assessment

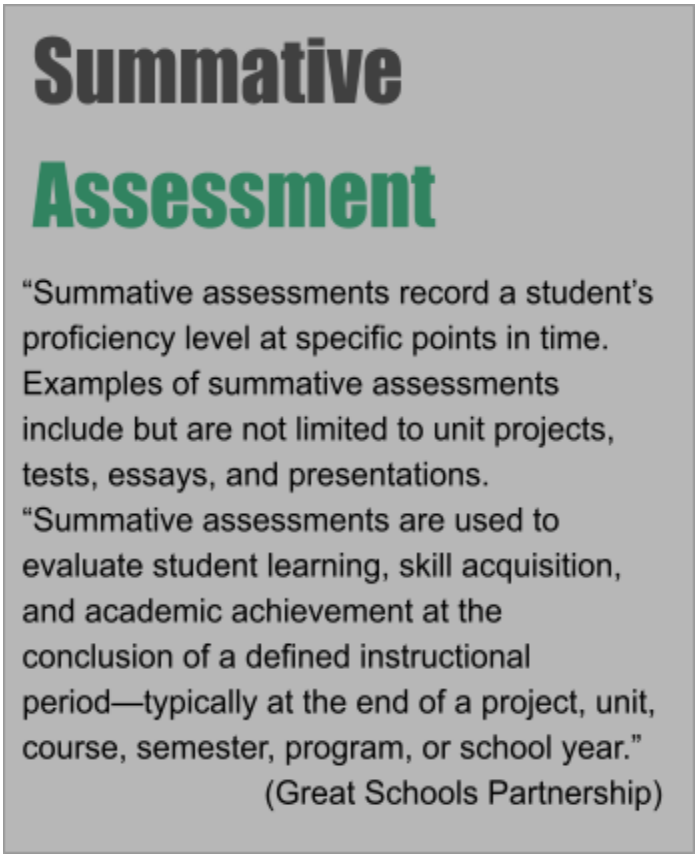
Principle

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

Practices

How Formative Assessment Contributes to the Overall Grade: Because we want students to develop stronger learning habits, the scores earned on a particular formative assessment (practice) do not count toward the overall

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

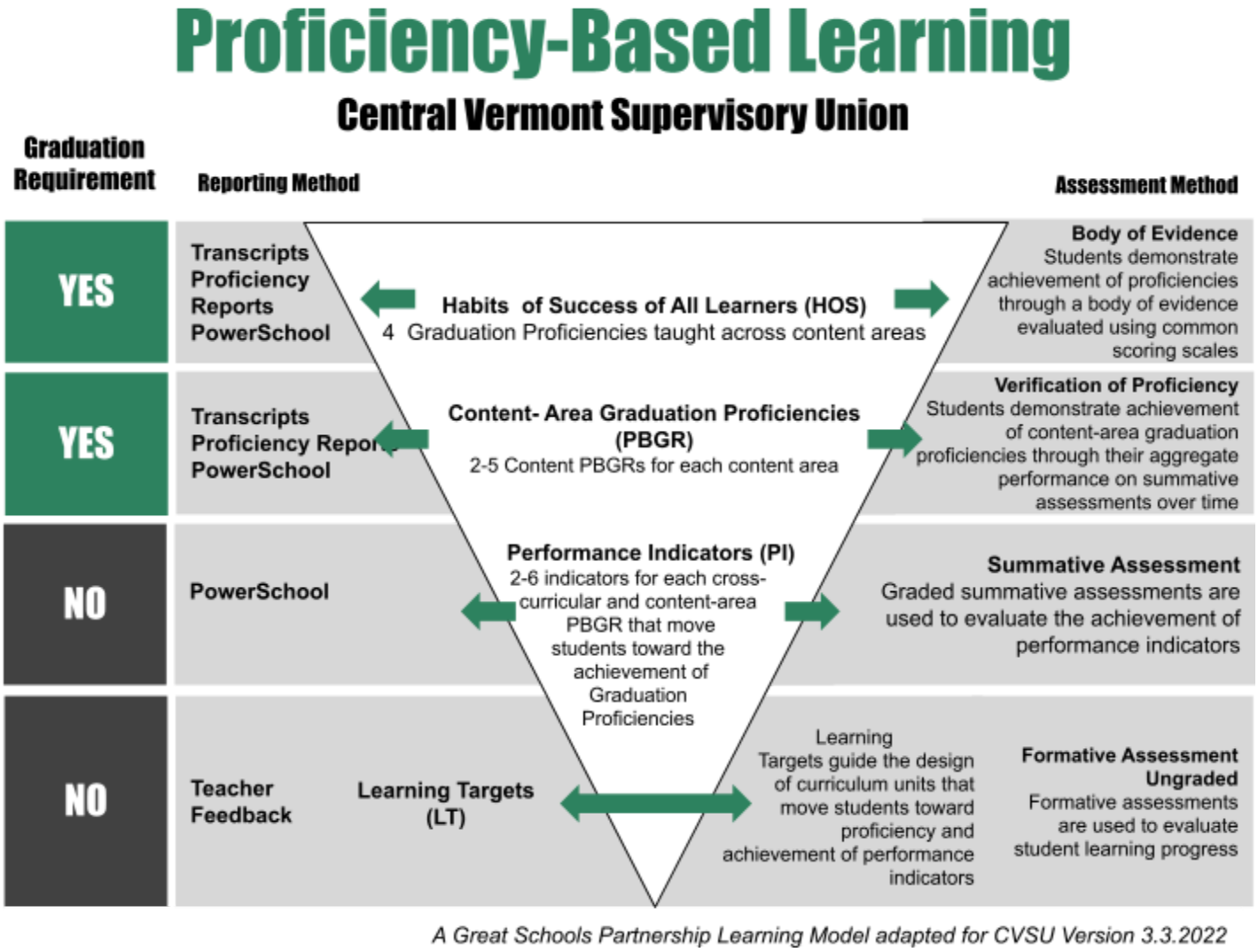


Summative Assessment

Principle

We believe students should have at least three opportunities to practice skills without being penalized. Consequently, summative assessments are the primary measure of student achievement, while formative assessments provide feedback but do not contribute to a student's final course score. Summative assessments are well designed and criterion based, with scoring scales provided in advance to students that connect to a given unit's Performance Indicators (PIs). A summative assessment is directly linked to the formative assessments (practice) that the students have been improving upon throughout the course.

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



A Great Schools Partnership Learning Model adapted for CVSU Version 3.3.2022

What Do the Scores Mean?

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

Assignment Level Scoring (see rubrics)

Beginning (1)	Approaching (2)	Proficient (3)	Exemplary (4)
Does Not Meet Proficiency: The student may demonstrate a basic foundational understanding of the PI and may be beginning to make gains toward the standard.	**Does Not Meet Proficiency:** The student has made substantive attempts and is progressing toward meeting proficiency, but does not meet proficiency independently and/or at this time.	**Meets Proficiency:** The student demonstrates solid proficient achievement on the PI. Shows good understanding of the concepts and skills.	**Exceeds Proficiency:** The student's work demonstrates excellent achievement of the PI, shows in-depth understanding of the concepts and skills, grasps, applies,and extends the key concepts. The work may not be perfect, but critically shows independent attempts to transfer or apply the learning more deeply or in other settings.

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

Proficiency Level Scoring- Course Scores and Transcript

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

Following the directive of the Paine Mountain school board, beginning in the 2023-2024 school year, a conversion chart was developed to translate proficiency course scores to traditional grades to be sent to colleges and universities. These conversion charts are not used at the classroom level. This was developed based on concerns that students may be at a disadvantage applying to colleges and universities with proficiency based course scores. Because attaining proficiency is more challenging than traditional grading to earn credit, students who attain below a 2.01 (B-) do not receive credit in the Central Vermont Supervisory Union.

CVSU Proficiency Conversion Chart with GPA

CVSU Proficiency Course Score	Traditional GPA Points	Traditional Letter Grades
3.70-4.00	4.0	A+
3.40-3.69	4.0	A
3.01-3.39	3.7	A-
2.70-3.00	3.3	B+
2.30-2.69	3.0	B
2.01- 2.29	2.7	B-
Credit awarded for a proficiency score of 2.01 and higher		
1.80- 2.00	2.3	C+
1.50-1.79	2.0	C
1.30-1.49	1.7	C-
1.01-1.29	1.3	D+
1.00	1.0	D
0.0-0.99	0.0	F

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

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

CVSU Practices

- **Performance Indicators (PIs):** Summative assessments are assessed at the Performance Indicator level. Each course has multiple Proficiency Based Graduation Requirements (PBGRs), and each PBGR is made up of multiple Performance Indicators (PIs). In order to be considered proficient, students at CVSU must receive an overall course score of 2.01 or higher.
- **Marking Periods:** A summative score will be recorded for each course's listed performance indicators addressed in the marking period. Each marking period will have one or more summative evaluations. This allows for high quality unit design based on content areas in each given course/unit.
- **Unit Design:** Each unit within a course will be designed first and foremost around a Habit of Success (HoS) of All Learners. This cross-curricular objective will be the anchor for the more content-specific Proficiency Based Graduation Requirements (PBGR).
- **Reporting Summative Assessments:** Summative assessment scores will be recorded numerically as follows:

4 (Exemplary), 3 (Proficient), 2 (Approaching), 1 (Beginning), 0 (No Evidence).

Graduation Requirements

Proficiency-Based Graduation Policy

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

Beginning with students entering ninth grade in the fall of 2018, a student meets the requirements for graduation when the student demonstrates evidence of proficiency in each of the Graduation Proficiencies, including Habits of Success, that are in alignment with Vermont's Education Quality Standards.

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

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

CVSU Proficiency Verification Process

Graduation Requirements:

Course requirements for Graduation

English: 4 credits
Science: 3 credits
Math: 3 credits
Global Studies: 3 credits (1 US History)
Fine Arts: 1 credit
Health: .5 credit
Physical Education: 1.5 credits
Electives: 5.5 credits
TOTAL: 21.5

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

Verification - PBGR & Performance Indicators:

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

Credits

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

Early Graduation Opportunity Policy Statement:

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

Graduation Proficiency Profiles

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

College Admissions Requirements

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

Minimum entrance requirements for all areas:

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

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

General College Admission Criteria

Students are evaluated primarily on high school performance and standardized examinations. To ensure exposure to broad fields of intellectual inquiry, candidates are expected to complete at least the minimums listed above. In addition to high school performance and test scores, the following are considered: the rigor of a student's program, grade point average (G.P.A.), trends of performance, the competitiveness of the high school, experiences in a student's background, letters of recommendation, application essay(s), special talents, and community service. Colleges and universities have found that students are more successful when they have taken 4 years of math & science in high school. We highly recommend that all parents and students consider this when it comes time for pre-registration for next year. **Most colleges require at least two years of a world language.**

Below are several examples of entrance requirements.

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

UNIVERSITY OF VERMONT

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

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

MIDDLEBURY COLLEGE

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

Music, Art, and Drama also recommended

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

CASTLETON UNIVERSITY

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

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

VERMONT TECHNICAL COLLEGE

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

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

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

Registering for Courses and Learning Experiences

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

Dropping/Adding or Changing Courses

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

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

2025 - 2026
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 State University College, and the Community College of Vermont offer opportunities for students to concurrently enroll in college level courses. In addition, Vermont State University 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.

Dual Enrollment
High School Completion Program

DUAL ENROLLMENT/CONCURRENT COURSES

The Agency of Education and Vermont's higher education partners continue their collaborative effort to create systems in which students may enroll in college courses at their high school. These programs serve to introduce students to college level coursework, allows college coursework to be applied for progress toward secondary school completion, and provides high school graduates with a jumpstart on college. Dual enrollment offers upperclassmen the opportunity to remain based within their school and connected with their peers while simultaneously engaging in opportunities to gain college credits.

NMHS is excited to continue our opportunities for students to remain on campus and engage in college coursework. Rather than attending Early College off-campus, students can register for up to seven classes (for a total of 21 credits) through Vermont State University (VSU) and/or Community College of Vermont (CCV), *with Northfield Middle High School teachers*. These courses will be **FREE OF CHARGE** and open to rising juniors and seniors. Student readiness for college coursework will be determined by the student's team, and participation in the Dual Enrollment will be documented in the student's four year plan and on their transcript.

*These courses are different from Advanced Placement (AP) courses. AP courses are designed to follow a college pace and level of rigor but are taught by in-house teachers. These courses culminate with an optional exam, scored out of 5. Colleges usually require a score of 3 or 4 in order to transfer in college credit. We will continue to offer AP US History and AP World History.

Concurrent/Dual Enrollment Courses Offered On Campus:

2025-2026 School Year

VTSU Introduction to Environmental Science **ENV 1080**
CCV Effective Speaking **ENG 1070**
CCV English Composition **ENG 1061**
VTSU English Gateway to Literature **ENG 1101**
VTSU Introductory Chemistry **CHE 1020**
CCV Spanish I **SPA 1011**
CCV Spanish II **SPA 1012**
VTSU Introduction to Statistics **MAT 2021**

MY PATH

Once in a while, students need a highly individualized plan to meet their graduation requirements - our alternative programming offers just that. In partnership with students and their families, NMHS will develop a schedule that supports personal and scholastic goals in an alternative setting and incorporates elements of community and work-based learning, social-emotional well-being, and academic requirements. This opportunity is only available to students aged 16 and older who have been recommended by the administrative team. For more information, please reach out to Michelle Aftuck, Christine High, or Lee Ann Monroe at 485-4500.

English Language Arts

Required Courses

English I (freshman requirement) Grade 9

English I is a co-taught course that is designed to introduce students to the rigors of high school English study. Through this course, students will study various literary genres to help develop cognitive skills and abilities to think, analyze, organize, and express their ideas clearly and effectively. Throughout the year we will explore the writing processes and academic literacy skills which will include interpretation, comprehension, analysis, and evaluation of literary and informational texts. Attention to grammar and conventions of standard written English are a "must" in this class. The class will comprise a variety of short stories, novels, and supportive non-fiction to help shed light on the importance of the literary experience.

Length: 1.0 Credit

English II (sophomore requirement) Grade 10

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

Length: 1.0 Credit

Juniors are required to take one of the following:

CCV English Composition 1061 Grade 11

In this Dual Enrollment course, juniors develop effective composition skills and research techniques. Students learn strategies for organizing, evaluating, and revising their work through extensive reading of a variety of essay styles and literary texts; apply writing and research techniques to their papers; and demonstrate proficiency in first-year college-level writing and information literacy. This course will offer college credit through CCV.

Length: 1.0 Credit

American Literature Grade 11

This course explores works from the canon of American literature and contemporary popular works of literature. Students will critically and analytically read short stories, novels and historic fiction. Students will write in a variety of forms in response to the text.

Length: 1.0 Credit

Seniors are required to take one of the following:

VTSU English Gateway to Literature 1101 Grade 12

This Dual Enrollment course, open to seniors, introduces students to the study of literature, fiction, poetry and drama, as a university discipline. Students will develop their abilities to read perceptively and write effectively, using personal connections, formal strategies, and literary concepts to interpret and appreciate literature. Each semester the course will focus on a specific topic such as touchstone texts or popular literature. This course will offer college credit through VTSU.

Length: 1.0 Credit

Senior Seminar Grade 12

Senior Seminar is designed to help prospective graduates hone ELA skills for career and college readiness, equally. First semester students will demonstrate mastery of reading and writing skills through an exploration of literature that inspires the individual to understand who he or she is, and forge a meaningful path beyond high school. Second semester, students will complete their proficiencies, write a resume, practice an interview, conduct college level research, and write senior speeches.

Length: 1.0 Credit

Elective Courses (not used for the required 4 credits)

CCV Effective Speaking 1070 Grades 11-12

In this dual enrollment public speaking class, we will work on becoming confident, prepared public speakers! Students will learn about rhetorical appeals through viewing and reading famous speeches. In addition, students will craft and deliver their own short speeches on a variety of topics. As this is a college class, students should be self-directed learners and willing to complete a higher-level workload.

Length: 1.0 Credit

Best Sellers Grades 9-12

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

Length: .5 Credit

Legends & Literature: The Legacy of Greek Myth Grades 9-12

Step into a world of gods, monsters, heroes, and epic quests. In this course, students will explore the enduring power of Greek mythology and how it continues to shape the stories we read and tell today. Through a blend of ancient texts and modern literature, students will analyze how mythological themes—like fate, hubris, transformation, and the hero's journey—appear across cultures and time periods. We'll read classic myths alongside novels, poems, plays, and films inspired by them, examining how writers use mythology to explore human nature, morality, and society. Whether you're drawn to the drama of the Trojan War or the mystery of the Oracle at Delphi, this course offers a deeper understanding of mythology's role in shaping literature and storytelling. Creative projects, close reading, and critical writing will challenge students to engage with timeless tales in fresh, meaningful ways.

Length: .5 Credit

Human Geography Grades 9 - 12

This course is a one year course that offers 1.0 English and 1.0 Social Studies credits, and is co-taught by an English and Social Studies teacher. Students will explore topics in society and history, and read literature in conjunction with those topics. It is a deep dive into social issues, using a variety of media such as film, fiction, essays, articles, art, music, and fiction.

Length:2.0 Credits / year-long course (1.0 ELA & 1.0 Global Studies

Driver Education

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. The Driver Education Course is a decision-making process. Students will become familiar with Vermont motor vehicle laws, and learn to drive and manage their 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, and meet the State Requirements, a minimum score of 80 must be achieved on the road test and students are required to earn a minimum overall average of a 3.0 for Proficient in the classroom content. Students must also meet the minimum State Requirement of attendance at 30 hours of classroom sessions and 6 hours of guided behind the wheel instruction and 6 hours of observation instruction.

In order for the student to satisfactorily complete the course, they must pass both the classroom and driving components. The intent of Driver Education is to help students develop knowledge, skills, attitudes and habits that can serve them for a lifetime of driving and enable them to become responsible drivers who are committed to embracing a low-risk driving style, skill and mindset.

Prerequisite: Sophomore standing, age of at least 15 and in possession of a Vermont Learner's Permit. ***Students must provide the School Registrar, Amy Klinger with their official Vermont Learner's permit prior to registering/requesting this course**The paper receipt of testing is not adequate to enroll. You need to have access to a responsible, sober, licensed 25+ years aged driver who will drive with you throughout the course. It is highly recommended that you have a minimum of five hours of driving time before registering for the course.

Length: .5 Credit

Health Education

Health I — Grades 9-12

This class explores critical aspects of personal well-being and responsible decision-making. Students will delve into developing healthy habits and routines that promote physical, emotional, and mental wellness. The curriculum also addresses substance misuse prevention, fostering an understanding of mental health challenges, and strategies for seeking help. Additionally, the course covers sexual health and identity, emphasizing respectful and informed decision-making. Finally, students will learn about building positive relationships and effective communication skills to navigate social interactions and support networks. This comprehensive approach equips students with essential knowledge and skills to lead healthy and balanced lives.

Length: 0.5 credit in Health

Mental Toughness Grades 9-12

*Prerequisite completion of Health 1

Students will explore the concept of mental resilience and strategies for developing strong psychological fortitude. The curriculum will cover topics such as stress management, coping mechanisms, and building emotional intelligence. Students will learn practical techniques to enhance their ability to navigate challenges, setbacks, and pressure effectively. A key component of this course will involve studying individuals who have conquered adversity and demonstrated remarkable resilience. By examining the stories and experiences of resilient individuals, students will gain insight into the characteristics and behaviors that contribute to mental toughness. Through discussions, activities, and real life scenarios, students will have the opportunity to draw inspiration and learn from these role models. Additionally, the course will address the importance of mindset, self confidence, and positive thinking in fostering mental toughness. By the end of the course, students will be empowered with the tools to build and maintain mental toughness, enabling them to face adversity with confidence and resilience in their own lives.

Length 0.5 credit in Health

Substance Abuse, Crime, and Public Health Grades 10-12

Prerequisite completion of Health 1

In this class, students will explore the complex interplay between substance abuse, criminal behavior, and public health outcomes. The course will cover the impact of substance misuse on individuals, families, and communities, including the correlation between substance abuse and crime rates. Students will examine public health strategies aimed at prevention, intervention, and treatment of substance use disorders. Additionally, the curriculum will address the legal and ethical dimensions surrounding substance abuse, including policies and interventions designed to mitigate its societal impact. Through discussions, case studies, and research projects, students will gain a deeper understanding of this critical intersection and develop insights into promoting healthier communities and reducing harm related to substance abuse and crime.

Length 0.5 credit in Health

Health Wisdom Grades 10-12

***Prerequisite: Health 1 Completion**

An innovative course empowering high school students to address and rectify health-related issues within our school community. This comprehensive program combines the power of data-driven insights, collaboration with school administration, and the creative problem-solving approach of design thinking to foster holistic well-being and create a healthier, more supportive, and thriving school environment. Our mission is to cultivate a cohort of informed and passionate health advocates who actively contribute to creating positive change. Through a blend of data analysis and design thinking, students will develop the skills needed to address health challenges creatively, collaboratively, and effectively.

Length: 0.5 credit in Elective

Physical Education

PE 9 - *Entry Level course for all Freshman*

First-year physical education will delve into various games and activities, encompassing net games, invasion games, striking and fielding games, and target games. Our approach will prioritize skill development, strategic thinking, and team collaboration through focused activities. Alongside games, the curriculum will cover the safe and efficient utilization of the fitness center, with a focus on identifying muscles and engaging in targeted exercises to enhance both strength and flexibility. Moreover, it will foster healthy habits related to fitness, impacting overall health positively.
Length: .5 credit

Nothing But Net Games — Grades 10-12

Students will delve into a range of net games such as Volleyball, Badminton, Pickleball, Nitroball, and numerous other variants. Throughout the semester, we'll focus on different aspects of each game, honing skills, strategy, and teamwork. Additionally, students will gain insights into officiating games and organizing various types of tournaments.
Length: .5 credit

Mind and Body — Grade 11-12

Sophomores may be eligible based on instructor approval!
Science and modern technology has provided deeper insight into how our minds and bodies change based on our focus, intentions, environment, habits, stress and behaviors. With a scientific approach we will investigate these new perspectives and experience transformative mindful practices to explore our thoughts, beliefs, emotions and paradigms to create sustainable shifts towards optimal health, wellness and living. Students will gain a better understanding of how their nutritional choices contribute positively and negatively towards their health, both physically and mentally. The ultimate goal of the course is for students to come away with an understanding of how to maintain a healthy mind and body for the rest of their lives.
Length: .5 credit & .5 Science credit

Personal Fitness

***Prerequisite: PE 9 completion** — **Grades 10 - 12**

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive resistance training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Course includes lecture and activity sessions both indoors and outdoors. Students will be empowered to make health enhancing choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.
Length: .5 Credit

Strength and Stovetops Grades 11 - 12

Prerequisite: PE 9 and Health I completion

This course is designed to provide students with a comprehensive understanding of healthy living and a well-balanced lifestyle. Through a combination of theoretical and practical approaches, students will learn the significance of nutrition, culinary creativity, fitness development, and lifetime activities. Students will explore a range of topics, including the benefits of a healthy diet, the relationship between physical activity and health, and various methods to maintain a balanced lifestyle. With hands-on activities, students will learn practical culinary skills and techniques,and how to prepare healthy and delicious meals. Additionally, the course offers a wide variety of fitness activities, such as strength training, cardiovascular exercise, and endurance training, among others. The class encourages a lifetime approach to health and wellness, aiming to promote good habits that students can carry into their adult lives.

Length: .5 Credit

Game Changers Grades 11 - 12

This Physical Education course focuses on leadership, mentoring, and teaching through physical activity. High school students will design and lead engaging games and activities for middle school students during lunch or recess periods. Throughout the course, students will gain hands-on experience in planning, organizing, and facilitating group activities while developing communication, coaching, and leadership skills. This course is ideal for students interested in working with youth, pursuing coaching, or taking on leadership roles in camp or recreation settings.

Length: .5 Credit

MATH

Algebraic Reasoning Grades 9 - 12

This course serves as a stepping stone into Algebra. Designed to establish a foundation, it delves into essential mathematical concepts crucial for success in higher-level algebraic studies. The curriculum topics include, including algebraic expressions, integers, equations, decimals, fractions, exponents, ratios, proportions, percents, area, and graphing. Through comprehensive exploration, this course equips students with the necessary skills and knowledge to confidently transition into the study of Algebra and beyond.

Length: 1.0 Credit

Algebra 1 Grades 9 - 12

Prerequisite: successful completion of Common Core Math 8

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

Length: 1.0 Credit

Geometry Grades 10 - 12

Prerequisite: successful completion of Algebra 1

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

Length: 1.0 Credit

Algebra 2 Grades 10 - 12

Prerequisite: successful completion of Algebra 1

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

Length: 1.0 Credit

Advanced Placement Pre-Calculus Grades 11 - 12

Prerequisite: Successful completion of Algebra 2 or recommendation of teacher

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

Length: 1.0 Credit (Offered 26/27)

Advanced Placement Calculus A/B Grade 12

Prerequisite: Successful completion of Pre-Calculus

AP Calculus AB is an advanced mathematics course that explores the fundamental concepts of change, limits, and the analysis of functions. Students will develop a deep understanding of rates of change using derivatives and learn to apply definite integrals to model net change in various real-world contexts. Through the study of limits, students will transition from discrete models to continuous functions, gaining insight into key calculus principles such as continuity, differentiation, and integration. The course emphasizes the Fundamental Theorem of Calculus, highlighting the essential relationship between differentiation and integration. By analyzing the behaviors of functions, students will connect calculus concepts to solve problems across multiple disciplines, preparing them for further studies in mathematics, science, and engineering.

Length: 1.0 Credit

VTSU Statistics (MAT 2021) Grades 11 - 12

The purpose of this course is to gain an understanding of statistical principles. You will learn how to collect data (including simple sampling and experimental designs), summarize data using graphical and numerical techniques, examine data for patterns and relationships, and analyze data so you can draw valid and appropriate conclusions. You will also interpret and judge statistical information, including information embedded in computer output. You will focus on effectively presenting statistical information to general audiences. This class is offered with a dual enrollment option through the Vermont State University system. Full year course - alternating with Personal Finance.

Length: 1.0 Credit

Mathematics of Personal Finance Grades 10 - 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: 1.0 Credit

STEAM Grades 9 - 12

This semester class is an opportunity for students to delve deeper into STEAM (Science, Technology, Engineering, Art/Architecture, Math) topics through content and projects that are predominantly driven by student interest. The course will explore themes such as engineering techniques, the design process, physical mathematics, and creative expression. Students will engage in the project-based learning process, and will be encouraged to seek out opportunities to engage with the school and town community through their project choices. Students may choose to engage in activities like bridge building, rocketry, digital design (WeVideo, TinkerCAD, etc.), robotics, circuits and electricity, coding, 3D sculpture, and more. If you like hands-on/maker-style activities and a "choose your own adventure" aspect to your learning, this is the course for you!

Length: 0 .5 Credit

Math Lab Grades 9 - 12

Math Lab is a supportive, hands-on course designed to strengthen students' understanding of core mathematical concepts through interactive exploration and personalized instruction. This course is ideal for students who need additional time and strategies to grasp foundational math skills or want to deepen their problem-solving abilities**.**

In Math Lab, students will:

- **Reinforce topics from their regular math classes (Algebra, Geometry, etc.)**
- **Engage in guided practice, collaborative problem-solving, and real-world math applications**
- **Receive targeted support based on individual learning needs**
- **Use technology, manipulatives, and visual models to explore concepts in depth**
- **Develop confidence and independence in mathematical thinking**

Length: 0.5 Credit of 1.0 Credit

Music/Performing Arts

High School Stage Band — Grades 9 - 12

(Full Year Course)

Let's jam! The High School Stage Band explores a diverse range of musical styles, adapting its repertoire to the strengths of the ensemble. Students will develop improvisation skills, stylistic accuracy, and ensemble techniques while learning how to lead productive and collaborative rehearsals. This course provides intermediate musicians with a strong foundation for performing, arranging, and even creating their own music.

This course is open to experienced instrumentalists and vocalists. Prior approval is required. Membership is determined by an audition or a meeting with the director to discuss placement. Selection is based on the following: 1. Vocal and/or instrumental ability. 2. Previous musical experience. 3. Commitment to rehearsals and performances. 4. Blend and balance of the ensemble

Students should be ready to engage, experiment, practice, and contribute to the ensemble. Performances are an essential part of the course, providing students with real-world playing experience. Students could have the opportunity to audition and participate in district music festivals.

To maintain a strong foundation in musicianship, **Stage Band vocalists must also be enrolled in HS Chorus, and Stage Band instrumentalists must be enrolled in HS Instrumental Studies: Modern Band**. Performances are a required component of the course, including the Winter Concert (mid-term), Spring Performances (final exam), and Graduation (June). Membership status will be reviewed at the end of each semester. If you are ready to collaborate, perform, and grow as a musician, Stage Band is the place for you!

Length: 1.0 Credit

High School Chorus Grades 8-12

(Full Year Course)

Love to sing? Join the HS Chorus and make music with friends! No experience is necessary—just bring your enthusiasm. The more, the merrier!

In this full-year course, students will collaborate to shape their musical experience, with song selections influenced by ensemble members. The chorus has the potential to develop into a soprano-alto-tenor-bass (SATB) performing ensemble, exploring a wide variety of musical styles. Along the way, students will strengthen their vocal technique, musicianship, and ensemble skills in a fun and supportive environment—with no pressure to sing solo!

Students will also have the opportunity to audition for district music festivals. Performances are a required part of the course, including the Winter Concert (mid-term), Spring Performances (final exam), and Graduation (June). Membership status will be reviewed at the end of each semester.

Come sing, collaborate, and grow as a musician—HS Chorus is waiting for you!

Length: 1.0 Credit

Instrumental Studies Grades 9-12

(Full Year Course)

Looking to have fun while learning an instrument and sharpening your musical skills? This course is open to students in grades 9-12. This is for students with or without musical experience. The instrumental instruction meets you where you are, helping you practice, rehearse, and grow at your own pace.

Whether you want to refine your technique, expand your repertoire, or simply enjoy making music, Concert Band is the perfect opportunity to learn and grow! Students will develop their performance skills, instrumental technique, and music theory knowledge while gaining valuable experience playing collaboratively, deepening your understanding of your instrument, and building confidence as a musician. Join us and make music a part of your journey! 🎶

Length: 1.0 Credit

Science

Progression for obtaining the 3 required Science credits:

- ➢ 9th grade: Earth & Environmental Science
- ➢ 10th grade: Biology & Science Investigations
- ➢ 11th/12th grade: Physical Science course OR Life Science Course (options vary each year, check dates)
  - Early College candidates should plan to take a Chemistry course their junior year
  - College-bound students should take four years of science
    - include Chemistry AND Physics if interested in a major in Engineering or Math
    - include a relevant Life Science course if interested in the Biology or medical field

Earth Science — Grade 9

Earth & Environmental Science focuses on scientific exploration of the atmosphere, hydrosphere, and lithosphere. Through the course, students will critically examine topics related to meteorology, climate, energy, geology, glaciology, hydrology, and astronomy. Students will engage in the skills of being a scientist through a hands-on, project-based learning model.

Length: 1.0 Credit

Biology & Science Investigations — Grade 10

Prerequisite: Earth & Environmental Science OR equivalent

Biology and Science Investigations is a survey of classic Biology concepts: the chemistry of life, cell biology processes, heredity, ecology, and evolution. The second semester of the course includes the completion of a substantial science investigation project on a topic of each student's choosing: they design and conduct a controlled experiment or research study, and communicate their results in an oral presentation to a panel of judges at the NHS Science Fair. This course will allow students to practice and develop the skills of a scientist, and experience a variety of hands-on and project-based learning opportunities.

Length: 1.0 Credit

Physical Science Options for 11th & 12th grade

Offered on a rotating basis as noted

General Chemistry — Grades 11 - 12

Prerequisite: 2 years of high school science AND 2 years of math

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

Length: 1.0 Credit ***(Offered as needed)***

VTSU Introductory Chemistry (CHE1020) Grades 11 - 12

Prerequisite: 2 years of high school science AND concurrent enrollment in Algebra 2 or higher

This course is intended to extend student understanding of atomic structure, chemical formulae and reactions including chemical bonding, mole ratios, stoichiometry, and heats of reaction. Chemistry laboratory experiments are regularly completed to help support the students' understanding of these concepts. In addition, real world applications of chemistry concepts will be emphasized. This course will move at a fast pace and involve an in-depth exploration of Chemistry concepts, and such, students will be expected to meet a high standard of engagement in this course, both in and outside of the scheduled class period. This course will meet college requirements for a Chemistry lab course. *This course is a dual-enrollment course, where students can receive 4 college credits upon successful completion of the course (per the partner college Science department expectations).*

Length: 1.0 Credit **(Offered 25/26)**

Forensic Science** Grades 11 - 12

Prerequisite: Two years of high school science

Forensic science is an inquiry, skill and content-based course that studies the connection between science and law. This course asks students to look at what the evidence tells them about a crime, suspect and/or crime scene. Students will learn to examine evidence as they extend their biological, physical and chemical knowledge from their previous years of science experience. Students can expect a mix of hands-on learning opportunities, case studies, documentaries, and written components.

Length: 1.0 Credit **(Offered 25/26)**

Physics** Grades 11 - 12

Prerequisite: 2 years of high school science AND concurrent enrollment in Algebra 2 or higher

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

Length: 1.0 Credit ***(Next offered 26/27)***

Life Science Options for 11th & 12th grade

Anatomy & Physiology Grades 11 - 12

Prerequisite: Biology AND 2 years of math

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

Length: 1.0 Credit **(Offered 25/26)**

These Dual Enrollment courses are offered on a rotating basis:

VTSU Introduction to Biology (BIO1210) Grades 11 - 12

Prerequisite: Biology AND and 2 years of high school math

This college-level course is an introduction to the study of life, including cells, organisms, ecosystems, and evolution, and the skills of a biologist. We will take a deeper dive into topics introduced in 10th grade Biology, and explore additional topics and real world applications of biology concepts. This course will include lecture and laboratory components, and will move at a fast pace with in-depth exploration of topics; as such, students will be expected to meet a high standard of engagement in this course, both in and outside of the scheduled class period. This course will meet college requirements for a Biology lab course. *This is a dual-enrollment course and students can receive 4 college credits upon successful completion of the course (per VTSU Science department expectations).*

Length: 1.0 Credit ***(Next offered 26/27)***

VTSU Introduction to Environmental Science (ENV1080) Grades 11 - 12

Prerequisites: Biology AND 2 years of math

This course explores the environment and solutions to environmental problems. Students will explore fundamental concepts in physical and ecological processes that shape our environment, and the role human civilizations have in shaping the environment. Emphasis is placed on examining solutions to current environmental problems including aspects of soil, water, and air pollution, ecosystem services, biomimicry, environmental toxicology, and more. Central to this course are hands-on labs, field-studies, and student-designed projects. *This is a dual-enrollment course and students can receive 4 college credits upon successful completion of the course (per VTSU Science department expectations).*

Length: 1.0 Credit **(Offered 25/26)**

Science Electives - Offered beyond the suggested progression of courses

These semester electives courses will be offered in 2025/26:

Outdoor Leadership Grades 9-12

The outdoor leadership course is primarily designed to teach students skills in leadership, social interactions, and social emotional skills such as conflict resolution, resilience, grit, and teamwork. The course uses an outdoor setting to help facilitate this learning. Through the use of outdoor spaces students will master hard skills in wilderness survival, outdoor navigation, trip planning/preparation, wilderness safety/medicine, and environmental stewardship. Students in the course will attend three overnight trips during the course of the school year, and plan & lead a trip for the class.

Length: 0.5 Science & 0.5 Elective Credit **(Offered 25/26)**

Advanced Outdoor Leadership

Prerequisite: Outdoor Leadership

The Advanced Outdoor Leadership course is a one semester class offered in the fall. It is designed for high school students who are eager to deepen their leadership abilities and technical skills in outdoor settings. This hands-on program challenges participants to take on leadership roles in a variety of demanding outdoor adventures, such as backcountry navigation, multi-day hiking trips, canoeing,

rock climbing, skiing, and wilderness survival scenarios. Students will focus on three key areas of development: judgment, technical skills, and interpersonal skills. Through a series of real-world outdoor experiences, students will hone their decision-making abilities, manage risk, and demonstrate situational awareness in complex environments. Additionally, students will strengthen their communication, conflict resolution, and group management skills, learning to inspire and support their peers in challenging conditions. By the end of the course, students will be well-equipped to lead teams in outdoor settings, with the confidence and expertise necessary to handle high-pressure situations, ensure the safety and success of their group, and contribute to a collaborative and supportive environment. The course culminates in a final expedition that will allow students to showcase their leadership skills in a challenging and immersive outdoor experience. This course is ideal for students seeking to pursue leadership roles in outdoor programs, wilderness expeditions, or environmental education.

Length: 0.5 Science & 0.5 Elective Credit **(Offered 25/26)**

STEAM Grades 9 - 12

This semester class is an opportunity for students to delve deeper into STEAM (Science, Technology, Engineering, Art/Architecture, Math) topics through content and projects that are predominantly driven by student interest. The course will explore themes such as engineering techniques, the design process, physical mathematics, and creative expression. Students will engage in the project-based learning process, and will be encouraged to seek out opportunities to engage with the school and town community through their project choices. Students may choose to engage in activities like bridge building, rocketry, digital design (WeVideo, TinkerCAD, etc.), robotics, circuits and electricity, coding, 3D sculpture, and more. If you like hands-on/maker-style activities and a "choose your own adventure" aspect to your learning, this is the course for you!

Length: .5 Credit in Science & .5 Credit in Math **(Offered 25/26)**

Mind and Body Grades 11 - 12

Sophomores may be eligible based on instructor approval

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

Length: 0.5 Science Credit & 0.5 PE Credit **(Offered 25/26)**

Research Science — Grades 11 - 12

This course is designed to give upper level students the opportunity to engage in both independent and citizen science research experiences. Students will select 2-3 individual, long-term research topics to study throughout the semester. These research topics should relate to student interests, college and career goals, or community issues; students will have the opportunity to engage in experimental design, field study, and research projects. Students will communicate the outcome of their research through essays, reports, and presentations to the class and school community. The class will collectively engage in a variety of citizen science and ecological monitoring projects. Students must have demonstrated success with independent work in the past, and will be expected to adhere to schedules and proposals developed around their topics and projects.

Length: 0.5 credit **(Offered 25/26)**

These semester elective courses are offered as needed, and may be offered in future years:

Astronomy — Grades 10 - 12

This one-semester elective is an introduction to the field of astronomy. It provides a survey of our modern understanding of the cosmos, including the formation of our solar system and galaxy, and our overall place in the universe. Course content includes: The Big Bang; star and planet formation; understanding energy, motion, and gravity; the early history of astronomy and the Copernican revolution; discovering the universe on an individual level; recent insight into the possibility of life elsewhere in the universe; the challenges of interstellar travel and manned exploration of the cosmos.

Length: 0 .5 Credit

Environmental Studies — Grades 11 - 12

This team-taught course will explore the key environmental issues facing the world today, such as global warming, water issues, overpopulation, human migration, sustainable agriculture and land management through documentaries, current articles, fictional pieces, music, poetry and data from a variety of sources. Connections to environmental issues affecting our community and our state will also be explored. The course will be experiential, incorporating gardening, farm visits, landfill tours, exploration of the various career possibilities in the environmental fields, and guest speakers. The culminating project will be student-driven.

Length: 0.5 Credit

Food Science & Nutrition — Grades 9 - 12

This semester course will introduce students to the science behind the food we consume. From the biochemistry makeup of an ingredient to its role in the baking process, students will gain an understanding of the chemistry of foods, the nutritional value they provide us and how the foods we consume impact our health. We will explore food from cradle to grave—where does our food come from, how can we make the most of the ingredients we use, and where does our food waste go? We will work with the Farm to School program, and may have the opportunity to visit farms, bakeries, and other local food-producers.

Length: 0 .5 Credit

Freshwater Ecology Grades 10 - 12

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

Length: 0 .5 Credit

Marine Ecology Grades 10 - 12

This course will examine the complex ecosystems of the world's oceans and the huge variety of marine organisms that inhabit them. We'll study coral reefs, kelp forests, deep sea trenches, mangroves, estuaries, tide pools, and the open ocean, as well as cetaceans (whales, dolphins, etc.), sharks, sea turtles, cephalopods and the diverse orders of fish and marine birds that make the ocean their home. We'll learn about human cultures from around the planet as well as the numerous ways human activities (climate change, overfishing, plastic pollution) are affecting the oceans.

Length: 0 .5 Credit

Social Studies

United States History *(Required to Graduate)* Grade 9

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

Length: 1.0 Credit

World History Grade 10

This course will cover world history from prehistory to the present. Units include the Neolithic Period, Ancient World, Medieval Period, the Renaissance, the Enlightenment, the Age of Revolutions, the Industrial Revolution, the Age of Imperialism, the World Wars and the Holocaust, the Cold War, and Globalization. Major historical figures like Gandhi, Mao, and Luther will be spotlighted, as well as key events and inventions that reshaped the world. Changing systems of government, economics and political philosophies will also be examined. This hands-on learning class will emphasize critical reading and thinking skills, essay writing, and classroom discussion.

Length: 1.0 Credit

A.P. World History Grades 10 - 12

Teacher permission encouraged

This seminar course is geared towards mastering the basics of college level World History and preparing students to pass the AP World History exam in the spring for college credit. Students should expect to do independent reading and writing at the college level and engage in class discussions to heighten understanding. The course surveys major themes in world history from 1200 C.E. through the present.

Length: 1.0 Credit

Government, Politics and Economics Grade 11

Welcome to the exciting world of Government, Politics, and Economics. Yes, I did say exciting. Why, you might ask? It is because everything you and I think of as important and interesting in your life (sports, music, fashion, cute girls/boys, hanging with your bro's) can all be connected to something in Government, Politics, and Economics. But that's not all. Oh, no that is not all. It also includes such big concepts as warfare, values, law, punishment, independence, among many others. Over the course of the year we will study complex ideas like: what is the best form of government, what is the social contract, what are the rights and responsibilities of a citizen, what is wealth, how should we spend it, and some more direct applications: what do the democratic and republican party stand for, what does a town manager do, should a city build a stadium for a sports team, and many, many more. Hold on to your hats, you will be ready to step out of this course and become the active, informed citizen that our founders envisioned.

Length: 1.0 Credit

Advanced Placement US History Grades 11 – 12

Teacher permission recommended

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

Length: 1.0 Credit

Film Studies Grades 10 - 12

Humans are storytellers. From our earliest ancestors we have filled our history with different myths and stories to give meaning to our lives. Over the past 150 years we took these stories that were told through verbal and written mediums and changed this to a visual one. This essential course follows the development of the medium of the moving image. We will explore the development of movies from short, silent oddities to the blockbusters of the modern day. Students will watch critically how movies have changed to both reflect and shape the world around them. With the skills and knowledge of the medium of film that you develop will change how you watch them. If you like movies you'll never watch them quite the same way again.

Length: 0.5 Credit

Film Studies II — Grades 10 - 12

For those students who enjoyed Film Studies I or who are more interested in the creative process behind making a film. In this exciting course we will not only continue our study of great films we'll focus on the actual process. Ranging from screenplays, filming and editing students will adopt some of the techniques we examine through study and film to create their own movie.

Length: 0.5 credit

Introduction to Psychology — Grades 9 - 12

This course will introduce students to the basic tenets of psychology. This course grapples with such complex issues as the nature of mankind, the impact of our subconscious, human development, psychological disorders and their treatments. Designed as an introductory survey course, we will take a world-wide run through the basics of psychology with emphasis on the major theories and theorists of psychology, how our psychological profile changes over our lifespan, the link between our body and brains, the process of learning, social psychology, psychological disorders, their diagnosis and treatment and the major motivators in life.

Length: 0.50 Credit

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: 0.5 Credit

World Religions — Grades 9 - 12

World Religions is designed to provide students with an introduction to the diverse and complex religious traditions that exist across the globe. Throughout the semester, students will explore various religious beliefs, practices, and rituals of major world religions such as Christianity, Islam, Hinduism, Buddhism, and Judaism. The course aims to foster a greater understanding and appreciation of the role of religion in shaping cultures, societies, and individuals. Additionally, students will examine the historical and social contexts that have influenced the development of religions, as well as current issues and challenges faced by religious communities around the world. By the end of the course, students will have gained a deeper understanding of the diversity and complexity of religious traditions, and will be better equipped to engage with and respect individuals from different religious backgrounds.

Length: 0.5 Credit

Current Events — Grades 9 - 12

In this dynamic class on current events, students will engage with the ever-evolving landscape of global affairs, exploring the latest developments, controversies, and trends shaping our world. Through lively discussions, critical analysis of news articles, and multimedia presentations, participants will deepen their understanding of pressing issues spanning politics, economics, culture, and technology. From geopolitical tensions to social movements, from breakthrough scientific discoveries to emerging challenges, this course offers a comprehensive and insightful examination of the contemporary world, empowering students to become informed and active global citizens.

Length: 0.5 Credit

Human Geography - Social Studies Grades 9-12

This course is a one year course that offers 1.0 English and 1.0 Social Studies credits, and is co-taught by an English and Social Studies teacher. Students will explore topics in society and history, and read literature in conjunction with those topics. It is a deep dive into social issues, using a variety of media such as film, fiction, essays, articles, art, music, and fiction.

Length: 2.0 Credits / year-long course (1.0 ELA & 1.0 Global Studies)

Visual Arts

Two-Dimensional Media I Grades 9-12

This course provides a comprehensive introduction to two-dimensional art, exploring various media such as drawing, painting, printmaking and photography and design. Students will develop technical skills through hands-on projects, focusing on techniques such as shading, color theory, composition, and perspective. The course emphasizes the materials, processes, and history of each medium while integrating the elements and principles of art. Through critical analysis and creative exploration, students will refine their skills and deepen their understanding of visual expression, fostering both technical proficiency and personal artistic growth.

Length: 0.5 Credit

Two- Dimensional Media II Grades 9-12

Prerequisite: Two-Dimensional Media I

This intermediate to advanced course is designed for motivated students looking to refine their technical skills and develop a more independent artistic voice. Students in this course will engage in more self-directed projects, exploring advanced techniques in drawing, painting (watercolor and acrylic), printmaking, mixed media, and photography. Emphasis will be placed on creating complex compositions, experimenting with materials, and applying the Elements of Art and Principles of Design with greater depth and intentionality. Through hands-on projects, critique, and creative problem-solving, students will push their artistic boundaries, develop a personal style, and expand their ability to communicate visually.

Length: 0.5 Credit

Ceramics I Grades 9 - 12

This introductory course explores the fundamentals of ceramics, focusing on the techniques used to create three-dimensional forms. Students will develop skills in the three core hand-building methods: **pinching, coil construction, and slab construction**. Through the creation of both functional and sculptural pieces, students will learn to shape, refine, and decorate their work using various surface treatments and glazing techniques. Emphasis will be placed on craftsmanship, creativity, and personal expression as students gain confidence in working with clay and develop their own artistic approach to ceramic design.

Length: 0.5 Credit

Ceramics II Grades 9-12

Prerequisite: Ceramics I

This advanced ceramics course builds upon the foundational skills learned in Ceramics I, challenging students to refine their craftsmanship and deepen their artistic problem-solving abilities. Students will further develop their proficiency in pinching, coil construction, and slab construction, pushing these techniques to create more complex and sophisticated forms. In addition, Ceramics II introduces wheel throwing while allowing students to explore new approaches to ceramic design. Emphasis will also be placed on surface treatment, glazing techniques, and a deeper understanding of kiln firing and loading. Through hands-on practice and creative exploration, students will expand their technical skills, artistic expression, and knowledge of ceramic processes.

Length: 0.5 Credit

Communications & Media Grades 9-12

This course explores visual arts, media literacy, and communications, equipping students with the skills to create and analyze various types of media. Through hands-on projects in photography, digital media, and visual storytelling, students will examine contemporary practices in fine and commercial art while exploring how media shapes both cultural perceptions and their own identities. Emphasis is placed on self-expression, critical analysis, and developing a deeper understanding of visual communication's impact on society and the individual.

Length: 0.5 Credit

Advanced Independent Art III, IV, etc. Grades 10 - 12

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

Advanced Independent Art offers students the opportunity to explore and develop their personal artistic interests after completing a full year of Visual Arts coursework, including Two-Dimensional Media I (exceptions may be considered for extenuating circumstances, with teacher recommendation). This course is designed for motivated artists who wish to refine their skills, build a portfolio, and further their artistic growth. Advanced Independent Art allows students to tailor their artistic practice and provides flexibility in the number of times the course may be taken, with each iteration offering a personalized focus.

Length: .5 Credit or 1.0 Credit (Personalized)

Mixed Media & Experimental Painting Grades 9-12

This course pushes beyond traditional painting by integrating texture, collage, and printmaking to create dynamic, layered artwork. Students will explore unconventional tools and techniques, combining acrylic painting with mixed-media elements. Projects include abstract layering with printmaking, textured paintings, self-portrait studies, and experimental color explorations. Through experimentation and creative risk-taking, students will develop their unique artistic voice while expanding their understanding of contemporary painting practices.

Length: 0.5 Credit

Art & Mindfulness: Creative Expression for Well-Being Grades 9-12

This course explores the connection between art and mental well-being through intuitive, abstract, and meditative practices. Students will engage in expressive mark-making, neurographic art, and art journaling as tools for self-reflection and relaxation. Projects include abstract painting, mandala creation, meditative sculpture, and sound or movement-inspired visual art. This class encourages personal exploration and stress relief through creative expression.

Length: 0.5 Credit

Sculpture (3D Media) Grades 9 - 12

Sculpture (3D Media) provides students with the opportunity to create three-dimensional works using a variety of materials, both conventional and non-conventional. Students will explore the concepts of space, form, and structure, drawing inspiration from contemporary and historical works of art. This course encourages experimentation with different techniques and materials, helping students develop a deeper understanding of sculpture as an art form.

Length: 0.5 Credit

World Languages

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 this level, students will be able to describe and converse about themselves, their family, their school day and their hobbies.

Length: 1.0 Credit

Spanish II — Grades 10 - 12

Prerequisite: Spanish I

At the intermediate level, emphasis will be placed on improving the students' ability to understand spoken Spanish as well as to speak the language more fluidly. Students will create cultural presentations, participate in conversations about current events, and recite songs and poetry. By the end of this level, students should be comfortable carrying on daily conversations regarding topics such as food, shopping, travel and health/medical needs.

Length: 1.0 Credit

Spanish III Option CCV Course (SPA 1011) — Grades 11 - 12

**Prerequisite: Spanish II completion w/ 3.0 and teacher recommendation*

This course continues the fundamentals of the Spanish language skills covering grammar, vocabulary, and pronunciation. Vocabulary units go into depth regarding the ways students spend their time, family dynamics, and daily routines. The course includes conversation, reading and writing exercises and provides an introduction to the arts and cultures of Spain, Latin America and Spanish-speaking peoples.

Length: 1.0 Credit

Spanish IV Option CCV Course (SPA 1012) — Grade 12

**Prerequisite: Spanish III completion w/ 3.0 and teacher recommendation*

In Spanish level 4, students now have the skills to conduct a large percent of the class in the target language. Vocabulary units will focus around food, medical needs, and the environment. Students will do hands-on projects in each unit. The English part of class will focus on verb conjugation in the past and future tenses. By the end of four years, students should be proficient meaning they would be able to communicate in most basic situations of daily life.

Length: 1.0 Credit

Russian II — Grades 10 - 12

The emphasis in Russian II is continuing to build on vocabulary units and start working with verb conjugation and noun declension. Reading, writing, speaking and listening skills are all stressed in order to build a basic level of proficiency. Students will study a variety of vocabulary units according to areas of their interest. Students will memorize and recite a cultural song each semester and share out on cultural and current events. By the end of this level students will be able to have more fluid, yet still basic, conversations related to vocabulary units and will have a greater awareness of Russian-speaking countries.

Length: 1.0 Credit

Russian III — Grades 11 - 12

The curriculum in Russian III is similar to level 2. This class continues to build on vocabulary units and verb conjugation and noun declension. Reading, writing, speaking and listening skills are all stressed in order to build a basic level of proficiency. Students will study a variety of vocabulary units according to areas of their interest. Students will memorize and recite a cultural song each semester and share out on cultural and current events. By the end of this level students will be able to have more fluid, yet still basic, conversations related to vocabulary units and will have a greater awareness of Russian-speaking countries.

Length: 1.0 Credit

Russian IV — Grade 12

The curriculum in Russian IV is similar to level 3. This class continues to build on vocabulary units and verb conjugation and noun declension. Reading, writing, speaking and listening skills are all stressed in order to build a basic level of proficiency. Students will study a variety of vocabulary units according to areas of their interest. Students will memorize and recite a cultural song each semester and share out on cultural and current events. By the end of this level students will be able to have more fluid, yet still basic, conversations related to vocabulary units and will have a greater awareness of Russian-speaking countries.

Length: 1.0 Credit

Other Learning Opportunities

Flexible Pathways

Independent Studies — Grades 9 - 12

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

Length: .5 Credit or 1.0 Credit

see the Pathways section of this guide for more information

Woodworking — Grades 9 - 12

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

Length: 0 .5 Elective Credit

Freshman Seminar — Grade 9

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

Length: 1.0 Elective Credit

Are U Ready? — Grades 9 - 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: 0.5 Credit

Computer Science Principles — Grades 11 - 12

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

Length: 1.0 Credit

Athlete Prep — Grades 9 - 12

This course is designed to equip middle/high school athletes with the knowledge and skills necessary to pursue collegiate sports opportunities successfully. Students will explore key aspects of athletic preparation, including coaching principles, strength and conditioning tailored for their sport, and game film analysis to enhance performance. They will also develop athlete profiles, learn proper sports nutrition, and practice interview techniques to effectively present themselves to recruiters. Additionally, the course emphasizes sportsmanship, leadership, and the mental aspects of competition, ensuring students are well-rounded and prepared for the next level of their athletic journey.

Length: 0.5 (*Elective Credit*)

Flexible Pathways/Elective 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 School Counselor.

Flexible Pathways Plans are specifically designed around the individual students interests in order to help them succeed. A program is designed and a contract is written to aid the student in meeting both their Performance Indicators and Habits of Success on a path to graduation. The student and the parent then sign the contract to be sure they understand the commitment.

An Example: One of our contracts put a student at Sunset Ridge Riding and Homestead in Washington, VT. They are earning or have earned credits in Science, Math, English, History, PE & Health simply by learning what it takes to run a Homestead, types of feed, distribution of medications, journaling everything, the physical activities, researching the development of animals and the types of injuries most common to this type of job.

We have potential to utilize other areas of student interest.

Work-Based Learning Opportunities Grades 9 - 12

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

Internships Overview:

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

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

Online Course Opportunities Grade 9 - 12

Prior approval from the School Counselor & Principal is required

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

CCV's Introduction to College and Careers — Grades 10 - 12

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

Service Learning — Grades 9 - 12

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

Credit Recovery Opportunities — Grades 9 - 12

Students in grades 9-12 who have missed earning the proficient level for any Performance Indicator with a score between (1.8 - 2.0) may enroll in credit recovery to attempt to demonstrate those PI's at the proficient level. The student must meet with their teacher, advisor and obtain approval by a certified teacher from the content area of the respective Performance Indicator.

Off-Campus Learning Opportunities

Randolph Technical Career Center (RTCC) — Grades 11 - 12

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

Students interested in technical training programs should express their interest to their Advisor and School Counselor. All students will have the opportunity to visit the RTCC prior to applying for enrollment. In order to be eligible, students must have completed their sophomore year with a majority of their PIs. Online applications to RTCC are available in December and are due by Mid-January.

Central Vermont Career Center (CVCC) Grades 11 - 12

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

Students interested in technical training programs should express their interest to their Advisor and School Counselor. Your school counselor will facilitate a time to visit & shadow programs of interest and an interview. In order to be eligible, students must have completed their sophomore year with a majority of their PIs. Applications to CVCC are due in the beginning of February.

Dual Enrollment Grades 11 - 12

Prior approval from the Coordinator of Student Support is required

With the 2013 passage of the Flexible Pathways bill (S.130/Act77), students in the state of Vermont have the opportunity to take up to two college courses at participating Vermont state colleges/universities. Eligible students can use two Dual Enrollment vouchers during their 11th and/or 12th grade years. These vouchers can be used to take a college course at schools such as Norwich University, Community College of Vermont, Vermont Technical College, University of Vermont and more. Effective November 30, 2015, any student wanting to participate in a dual enrollment course must have this goal included in their Personalized Learning Plan (PLP). 11th and 12th grade students may enroll in college courses provided a schedule can be arranged to coordinate with the high school program. Your college course and grade will be recorded on your high school transcript.

Visit the following for course schedules:

- Norwich University: www.norwich.edu/registrar
- CCV: www.ccv.edu
- VTSU: https://vermontstate.edu/academics/programs-courses
- Sterling College: www.sterlingcollege.edu
- UVM: www.uvm.edu/~rgweb

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

Early College Grade 12

Prior approval from the Coordinator of Student Support is required

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

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