

SPAULDING HIGH SCHOOL

Home of the Crimson
Tide



2017 - 2018 PROGRAM OF STUDIES

Spaulding High School
Barre, Vermont

Core Values, Beliefs, and Learning Expectations

Spaulding High School seeks to create a safe, supportive environment to promote 21st century learning in partnership with students, educators, parents, and the community. We offer a variety of educational opportunities to meet the needs of all students to enable them to become respectful, responsible, knowledgeable, healthy, and ethical global citizens.

We hold the following beliefs about learning:

1. Students learn best through authentic, inquiry-based instruction.
2. Initiative, persistence, and effort promote meaningful learning.
3. Multiple and meaningful formative and summative assessments ensure continuous improvement.
4. Diverse curricula engage students.
5. School resources -- including technology, facilities, and community -- contribute to effective teaching and learning.
6. Clear goals regarding post-secondary plans foster success.

Student Expectations

1. Students will communicate effectively in multiple literacies--including information, visual, media, and technological literacies.
2. Students will plan for post-secondary learning.
3. Students will use technology effectively.
4. Students will meet state standards in English, Mathematics, Science, Humanities, History, the Arts, Physical Education, and Health.
5. Students will demonstrate skills in leadership, collaboration, flexibility, and empathy.
6. Students will demonstrate critical thinking, problem solving, creativity, and innovation.

Students will understand and practice their rights and responsibilities as citizens

Adopted by faculty December 6, 2011. Adopted by the Spaulding High School Board 2012.

NON-DISCRIMINATION POLICY

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the High Education Act of 1972, and the rules and regulations promulgated by the Secretary of Health and Human Services, it is the policy of High School District #41 that no person shall be excluded from participation in any educational program or activity at the school upon the basis of race, color, national origin, disability, marital status, sexual orientation, gender, age, creed or faith.

TABLE OF CONTENTS

Letter from the Principal - Page 1

Academic Planning - Pages 2-7

Spaulding High School Academic Offerings - Pages 8-58

Business - Page 9 - 10

Driver's Education - Page 11

English - Pages 12 - 19

English for Speakers of Other Languages - Page 20

Family and Consumer Science - Pages 21 - 22

Fine Arts - Pages 23 - 29

Performing Arts - Pages 23 - 26

Visual Arts - Pages 27 - 29

History/Social Studies - Pages 30 - 35

Junior Reserve Officers Training Corps - Pages 36 - 37

Mathematics and Statistics - Pages 38 - 43

Physical Education - Page 44 - 48

Science - Pages 49 - 53

Special Education - Page 54 - 55

Work Place Learning - Page 56

World Languages - Pages 57 - 60

French - Pages 57 - 58

Spanish - Pages 59 - 60

Central Vermont Career Center Programs - Pages 61-75

Letter and Timeline from Barre Technical Center Administrators - Page 62

Admission Requirements - 63

Automotive Technology - Page 64

Baking and Pastry Arts - Page 65

Building Trades - Page 66

Cosmetology I + II - Page 67

Culinary Arts - Page 68

Digital Media Arts - Page 69

Electrical Technology - Page 70

Emergency Services - Page 71

Human Services - Page 72

Natural Resources and Sustainable Technology - Page 73

Plumbing and Heating - Page 74

Exploratory Technology (10th Grade) - Page 75

Cooperative Education - Page 75

Student/Parent Notes - Page 76

Proposed Four Year Plan Worksheet - Page 77



Spaulding High School

155 AYERS STREET , SUITE 1
BARRE, VERMONT 05641-4300
TEL: 802-476-4811 • FAX: 802-479-4535
Website Address: www.shsu61.org



Luke Aither
Assistant Principal

Brenda Waterhouse
Principal

Jim Ferland
Assistant Principal

Dear Parents, Guardians and Students:

This Program of Studies describes a wide range of educational opportunities available to Spaulding High School students. Within these pages you will find information to guide your decisions regarding appropriate coursework to meet your educational and career goals. It is highly recommended to review course offerings with your end goal in mind. Please make note of the sections that describe desirable credit combinations for admission to higher education. Each course description is accompanied by pre-requisites, credits earned, and student grade level. Charts representing typical course sequences appear at the beginning of subject area sections of this manual.

In the coming weeks, one of our school counselors will meet with your son or daughter to review a program of study that meets their educational or career goals. You are welcome to join your son or daughter for that discussion. Prior to that meeting, students are strongly encouraged to discuss course options with their current teachers. Course selections will be based upon student and parental requests, teacher recommendations, and students' aptitude and interests. You may schedule a meeting by contacting the guidance department at 476-6411. Appointment windows are outlined below.

Class of 2018 - February 13th - February 24th
Class of 2019 - March 8th - March 13th
Class of 2020 - March 16th - March 20th
Class Of 2021 - March 21st - March 22nd @ Barre Town
March 23rd - March 24th @ Barre City

The Program of Studies is the one document that provides you with the greatest amount of information regarding courses available to Spaulding High School students. You are always welcome to communicate directly through telephone or email with teachers, school counselors, and administrators. If you have any questions, please feel free to contact us.

Sincerely,

Brenda Waterhouse
Principal

ACADEMIC PLANNING

Whether a student's post high school goal is to attend a college or university, a technical institution, a branch of the military, or enter the job force it is extremely important to develop a four-year academic plan in order to reach these goals. Failing classes or not being enrolled in required courses can affect the choices that you have during and after your four-year experience. Many students are clear about their plans after high school, others are unsure. Whatever your plans are it is important to understand the different types of learning opportunities available to you. The following pages offer a brief description of Spaulding High School graduation requirements, information regarding preliminary course work prior to the Barre Technical Center, admission requirements for several Vermont Colleges/Universities, alternative ways of earning credit and other pertinent information that a student should know prior to selecting courses.

GRADUATION REQUIREMENTS

Every Spaulding High School student should familiarize themselves with the graduation requirements. All Spaulding High School students must earn 24 credits with the following specific requirements:

English - 4 credits

Math - 3 credits

Science - 3 credits (must include 1 credit each of Life & Physical Science)

History/Social Studies - 3.5 credits - this must include 1 credit each of World & US History, 1 credit of History Electives, and .5 credit of Civics.

Fine Arts - 1 credit

Physical Education - 1.5 credits

Health (Wellness) - .5 credit

Financial Literacy - .5 credit (starting with the Class of 2019)

Electives or Additional Core Courses - 7.0 credits

It is highly recommended that along with completing an English, Math, Science, and History credit every year, that a student complete the PE, ART, and WELLNESS requirements by the end of his/her sophomore year. By doing so, students may have more flexibility in scheduling remaining required and elective (including Barre Technical Center Programs) courses during their junior and senior years.

Students wishing to attend a four-year college or university after high school should pay close attention to the following examples of specific Vermont Colleges and Universities entrance requirements. Spaulding High School also encourages students to use the Family Connection web site at www.connection.naviance.com/Spaulding for post high school planning, college searches, career searches, and completing Personality and Learning Style Inventories. These tools will assist both the student and faculty towards reaching academic success. Registration information for this website is available to all students through their School Counselor.

Vermont Colleges and Universities Minimum Entrance Requirements - Below are several examples of entrance requirements. Students are generally evaluated on their high school performance (including the rigor of a student's program), class rank, letters of recommendation and standardized examinations (SAT and/or ACT), essay(s), extra curricular 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, the Spaulding High School Counseling Office, as well as logging onto your Family Connection Account at connection.naviance.com/Spaulding. If you have questions regarding these resources please contact your School Counselor.

The University of Vermont Recommended Minimum Entrance Requirements

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

*Please note that these are only recommended minimums. Also note that there are typically additional requirements and recommendations for a specific area of study. Please see the UVM website or call their admissions department for more information.

Middlebury College Recommended Minimum Entrance Requirements

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

*Please note that these are only recommended minimums. Also note that there are typically additional requirements and recommendations for a specific area of study. Please see the Middlebury College website or call their admissions department for more information.

Castleton State College Recommended Minimum Entrance Requirements

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

*Please note that these are only recommended minimums. Also note that there are typically additional requirements and recommendations for a specific area of study. Please see the Castleton State College website or call their admissions department for more information.

Vermont Technical College Recommended Minimum Entrance Requirements

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

*Please note that these are only recommended minimums. Also note that there are typically additional requirements and recommendations for a specific area of study. Please see the Vermont Technical College website or call their admissions department for more information.

TECHNICAL OPTIONS

Students wishing to either attend a post secondary technical institution or planning on entering the workforce with a marketable skill should seriously consider the programs offered through the Central Vermont Career Center (please see pages 54 - 70 for specific program information). If a student is planning to experience the Central Vermont Career Center for any of their high school experience it is important to be aware of the following: earn credits in English, Math, Science and History, along with PE, Art, and Wellness during your freshman and sophomore years. Work closely with your counselor to map out the completion of specific credit requirements, attend the Central Vermont Career Center presentation held at Spaulding High School as well as visiting the Central Vermont Career Center web site (more information on the Central Vermont Career Center Technical Programs can be found on pages 56-61).

PERSONALIZED LEARNING PLANS

One of the best ways to reach a desired long-term goal is to develop a plan that addresses the short-term goals associated with the final destination. For example, nearly every Spaulding High School student should set a goal of graduating in four years, and at the end of those four years have choices as a result of their academic accomplishments. These choices could include two/four year colleges and universities, technical institutions, employment, the military, apprenticeships and other post secondary options. Thus, along the way it is important to examine your values, career thoughts and learning style as a whole. Each year Personalized Learning Plans (PLP) are done with a student's advisor with assistance from their school counselor. This process helps the student to learn more about themselves and what flexible learning opportunities will best fit their needs. Below are examples of flexible pathways for Spaulding High School students.

FLEXIBLE WAYS TO EARN CREDIT

There are flexible ways to earn credit towards graduation that occur outside of the traditional classroom. Examples of these types of alternatives are listed below. If you have questions concerning any of the following options, or wish to take the steps to access them, please speak to your School Counselor about the procedure.

Independent Study - An independent study is a proposal for learning by the student and is monitored through a supervising faculty member. An independent study must be approved by the subject area Department Head, the Director of Guidance, and the Principal. An Independent Study form can be picked up in the Guidance Office. This type of course is reflected on a student's transcript as an Independent Study. Please see your school counselor for more information.

Correspondence Courses - A correspondence course can be taken through an accredited program. All correspondence courses must be approved by the subject area Department Head, the Director of Guidance, and the Principal. Spaulding High School works closely with the American School. There are fees and minimum time frames for the completion of correspondence courses. The American School web site is www.americanschoolofcorr.com. This type of course is reflected on a student's transcript as a transfer credit. Please see your school counselor for more information.

On Line Courses - On line courses may be taken through accredited programs. All On Line courses must be approved by the subject area Department Head, the Director of Guidance, and the Principal. Spaulding High School suggests the following programs: Vermont Virtual Learning Cooperative, Virtual High School, Keystone High School, and Brigham Young University High School Programs. Please see your school counselor or the Director of Guidance for more information about on line learning, including available courses and any possible fees associated with these providers. Please see your school counselor for more information.

College Courses - College courses may be taken for high school credit. All college courses must be approved by the subject area Department Head, the Guidance Director, and the Principal. Many colleges offer on line courses as well. A three credit college course will satisfy one credit for Spaulding High School. There are fees associated with college courses. Nearby colleges and universities include; the University of Vermont, Johnson State College, the Community College of Vermont, and Norwich University. Please access their websites to view offered courses. This type of course is reflected on the student's transcript as a transfer credit. **Please be advised that every Vermont student is entitled to take a maximum of two college courses during their 11th and 12th grade year free of charge through Vermont's Dual Enrollment Voucher Program.** Please see your school counselor for more information. (For more information on early college opportunities please see the following page)

Learning in the Community - A student may have an opportunity to engage in some type of internship or learning experience within the community. For example: a student may assist a teacher at one of the Elementary Schools or work in a law firm. For more information on these types of options please see the Work Based Learning section starting on page 54.

The Phoenix Program - The intent of the Phoenix program is to aid the individual student who has not met with success in the traditional setting of Spaulding High School. Through a controlled smaller academic environment, the program focuses on setting attainable long and short term goals. These goals encompass the world of work, school and standing in the community. The Phoenix Program seeks to be an alternative to the student who otherwise may drop out. The Phoenix Program is by application. Please see your school counselor for more information.

EARNING COLLEGE CREDIT WHILE AT SPAULDING HIGH SCHOOL

Many opportunities exist for students who wish to get a head start on earning college credit. Examples of these include Advanced Placement, Technical Program Agreements, the VAST Program at Vermont Technical College, Early College Programs at the Vermont State Colleges and the State of Vermont's enacted Dual Enrollment Program, which entitles every Vermont High School student to take a maximum of two college courses (1 during 11th grade and 1 during 12th grade) free of charge. Please visit: <http://www.vtdualenrollment.org/>

Advanced Placement - There are many offerings of Advanced Placement courses at Spaulding High School. These courses require a teacher recommendation and taking the AP Exam(s). Students receiving a high score on the Advance Placement Exam(s) offered through College Board may receive college credit. Be advised that there is a fee associated with the AP Exam(s). Also, please note that not all colleges and universities offer credit through this process. The student should always speak directly to a college admissions officer regarding their policy on Advanced Placement Exams.

Introduction to College Studies - Community College of Vermont offers a non credit class titled Introduction to College Studies. Originally, completion of this course provided a voucher for a free college course. However, now with the addition of Vermont's Dual Enrollment Program: (<http://www.vtdualenrollment.org/>) students no longer need this course for a voucher. However, the Introduction to College Studies course is very beneficial in terms of helping students be more organized, manage their time, and increase their study skills.

University of Vermont High School Programs - The University of Vermont offers free courses to high school students. For more information click on the "Free UVM Classes" link on your Naviance/Family Connection home page or visit www.learn.uvm.edu

Technical Agreements - Many post secondary technical programs and institutions offer college credit through agreements with the Central Vermont Career Center. A student seeking more information on these opportunities should speak directly with the Barre Technical Center Guidance Counselor.

Vermont State Colleges Dual Enrollment Early College - The VSC Dual Enrollment Program allows high school students to earn college credit while still in high school or the summer after they graduate. Successful high school students have earned anywhere from 3 to 18 college credits—reducing the time it takes to get a college degree, reducing the costs associated with college, and challenging themselves through college-level curriculum. Courses in the VSC Dual Enrollment Program are offered tuition free, with support from GEAR-UP and the State of Vermont's Next Generation Initiative. Some of the programs offered are the VAST Program at Vermont Technical College and Introduction to College Studies offered through Community College of Vermont. For a complete listing of the Vermont State Colleges Dual Enrollment Programs visit:

www.vsc.edu/SpecialPrograms/DualEnrollmentProgramforHighSchoolStudents

For more information on earning college credit during high school please see your school counselor.

SCHEDULING AND GRADES

Every student is expected to be fully scheduled. Being fully scheduled includes participation in Spaulding High School classes, on line learning, dual enrollment, or any other form of a flexible pathway approved by the School Counseling and Guidance Director. If a student has completed their graduation requirements at the end of the first semester of their senior year they may choose to no longer be scheduled for classes.

Currently Spaulding High School uses a numerical grading system based on assignments and assessments. Below is the breakdown of the grading system. However, please be advised that schools in Vermont (per the Agency of Education) are moving towards Proficiency Based Graduation Requirements. Proficiency-Based Graduation Requirements (PBGRs) are the locally-delineated set of content knowledge and skills connected to state standards that, when supplemented with any additional locally-developed requirements, have been determined to qualify a student for earning a high school diploma. Vermont's [Education Quality Standards \(EQS\)](#) require that schools' graduation requirements be rooted in demonstrations of student proficiency, as opposed to time spent in classrooms. This requirement will take effect in Vermont beginning with the graduating class of 2020. Spaulding High School has elected to now use Proficiency Based Reporting for all students.

GRADING SYSTEM

By Vermont Law (starting in 2016), public schools must now use Proficiency Based Reporting to evaluate student performance. The purpose of proficiency based reporting (PBR) is to improve student achievement by focusing instruction and the alignment of curriculum with state and national standards. Proficiency based reporting measures the level of achievement towards meeting identified standards, or how well students understand the material. Starting with the 2016-2017 School Year, Spaulding High School transcripts will read as the following.

Exem = Exemplary
PExem - Partially Exemplary
Prof = Proficient
PProf = Partially Proficient
Dev = Developing (no course credit given)
Beg = Beginning (no course credit given)
Inc = Incomplete

***grades from Dual Enrollment courses from local colleges are displayed in letter form and will be calculated in the students GPA.**

WEIGHTED GRADING SYSTEM (for AP and Honors Courses)

Exemplary = 4.33
Partially Exemplary = 3.83
Proficient = 3.33
Partially Proficient = 2.83
Dev = 2.33
Beg = 1.33
Inc = 0.00

GRADE POINT AVERAGE SCALE

Exemplary = 4.00
Partially Exemplary = 3.5
Proficient = 3.00
Partially Proficient = 2.5
Dev = 2.00
Beg = 1.00
Inc = 0.00

ACADEMIC OFFERINGS

The following pages contain the course offerings for the 2014-2015 school year. Prior to selecting courses please consider your credit standings in each credit requirement area, your goals after high school, the requirements for each course offered, and your areas of interest. Please be advised that consulting with your School Counselor is always a good practice. The course offerings are divided into Departments. Each Department section offers a brief overview of the Department's philosophy. Under each Department are the courses offered. There will be a description of the course, including grade level, the length of the course, any prerequisites that are required, and what type of credit is awarded for successful completion of the course. If you are unsure of anything pertaining to a particular course please see your School Counselor.

As students it is very important to understand the parameters around course changes to your schedule. Students should make every effort to remain in their requested courses. In the event that a schedule change needs to be made please be aware of the following information on Page 7 concerning dropping and adding courses.

IMPORTANT DROP/ADD INFORMATION

Full Time Status

All Spaulding High School students are required to be scheduled for every block in each of the four quarters. Some of these blocks may be through a flexible pathway.

Adding Classes

Year long classes must be added to a student's schedule within the first five days of the first Semester. Semester classes must be added within the first five days of the Semester. Quarter classes must be added within the first five days of the Quarter.

Dropping Classes

To avoid any record of a course being on a transcript, the following timeframe must be followed. Year long classes must be dropped within the first five days of the first Semester. Semester classes must be dropped within the first five days of the Semester. Quarter classes must be dropped within the first five days of the quarter. Students do have the option of dropping a Semester class at the end of a Quarter and replacing it with a Quarter class. They also have the option of dropping a Year Long class at the end of a Quarter or at the end of a semester and replacing it with a Quarter or Semester class. The dropping of courses after the drop/add period is strongly discouraged; however there may be extenuating circumstance. In these cases no credit is awarded for dropped classes and the transcript record of the dropped class is as follows:

WP - Withdraw Passing (a grade of Proficient or above and not factored into the student's overall GPA).

WF - Withdraw Failing (a grade of Partially Proficient or below and factored into the student's overall GPA).

BUSINESS

BUS105 - Introduction to Business

This course allows students to discover how businesses work and how they affect our daily lives. Focus is placed on economic decisions, systems, roles and measurements, as well as business in our economy, business structures, managers as leaders, and producing and marketing goods and services. Computer technology will be used throughout the course. It is recommended that students pair this course with Financial Literacy.

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of Elective

NCAA Status - Not Approved

BUS106 - Financial Literacy

This course focuses on personal financial planning, which includes income and asset protection, income, investment, and money management, and spending and credit management. The course is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve life long personal financial success. It is recommended that students pair this course with Introduction to Business.

(starting with the Class of 2019 this will be a graduation requirement)

Open To - Grades 11, 12

Awarded Credit - .5 credit of Elective

NCAA Status - Not Approved

BUS107 - Computer Literacy

This course begins with an overview of touch typing and basic keyboarding skills. Students will use both Microsoft software and Google products to practice word processing and spreadsheet applications. Specific features will vary according to existing skills level of each student and will be designed to increase both efficiency and professionalism.

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of Elective

NCAA Status - Not Approved

BUS301 - Accounting I

This course provides the student with knowledge of accounting procedures for both career and personal use. The basic accounting cycles are thoroughly studied, including ethics, the theory of debits and credits, general and special journals, posting, financial reports, worksheets, adjusting and closing entries, and checking accounts. Students will need a pocket calculator. Students will have the opportunity to familiarize themselves with computerized accounting.

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit Elective

NCAA Status - Not Approved

BUS302 - Accounting II

This course is designed to develop higher skills and broader applications of knowledge than is possible in Accounting I. It is specifically oriented toward the career-minded or college bound student who will be seeking higher level business positions. The topics in this course include payroll procedures, adjustments, partnerships, taxes, and auditing.

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit Elective

NCAA Status - Not Approved

Prerequisite - Accounting I

DRIVER EDUCATION

DRE201 - Driver Education

This course prepares novice drivers to drive safely on America's highways and empowers teens to manage high risk situations using the most appropriate highway user attitudes, responsible driving skills, and traffic safety principles available. Course topics include the driving task, zone control, reference points, driving in urban traffic, rural areas, and on expressways, handling emergencies and adverse conditions, insurance and liability, legal issues, and the effects of driver impairment on driving. This program requires students to show respect and tolerance. **Also, please be aware that all Drivers Education students will also be required to be enrolled in a companion class outlined at the bottom of this page.**

Driver Education may be taken by each student **ONLY ONCE** during his/her high school career at Spaulding High School. Failure of the course will necessitate that a student arrange to retake the course privately, outside of the SHS curriculum. Be advised that these private courses have a fee associated with them.

In order to meet federal and state guidelines, students must have a minimum of thirty hours of classroom instruction and six hours of "behind-the wheel" instruction. Some students will be expected to drive during after school hours in order to accommodate the "behind-the-wheel" state time requirements. Students need to demonstrate an acceptable level of knowledge and skill during their final class and in-car exam at the end of the nine-week program.

Admissions Policy

- 1) Year of graduation - (seniors 1st, juniors 2nd, sophomores 3rd - freshmen ARE NOT ELIGIBLE)
- 2) Date of birth
- 3) Availability of the student to take Driver Education during a class period it is offered.

PLEASE NOTE: Date of birth does NOT determine semester assignments. In the event that Driver Education is over-enrolled, a waiting list will be maintained by year of graduation AND date of birth.

Open To - Grades 10, 11, 12

Prerequisite - A valid Learner's Permit prior to the first class

Awarded Credit - .5 credit of Elective

NCAA Status - Not Approved

iGen Citizenship

This companion course to Driver's Education will be offered opposite Driver's Education in the student's schedule. It will cover interpersonal relationships, diversity, tolerance, Hazing, Harassment, and Bullying Policies, workplace behavior, social media etiquette, communication skills and how the topics apply to people born between 2000 and 2010, the iGen (short for "i Generation", or "Generation Z").

Open to - Driver's Education students

Prerequisite - None

Awarded Credit - .5 Elective

NCAA Status - Not Approved

ENGLISH

The English curriculum has been designed to meet the needs of a wide variety of students. All English courses carry one English credit (except student taking an AP English course, who will receive One English credit and one general credit) and contribute toward the state graduation requirement of four credits in English. Juniors and seniors may take more than one English course in a given school year; however, **students must take at least one English course in every year of high school.**

Placement in Freshman English is determined by a team consisting of middle school teachers, school counselors, and ninth-grade instructors. After successful completion of a Freshman English course, students who intend to apply to four-year colleges should enroll in English course 201 in sophomore year. Those with exceptional ability and interest in English may, with teacher recommendation, take part in the sophomore honors course (200). Juniors and seniors who have successfully completed these sequences may choose from a variety of more-focused, college-preparatory courses (411-419). Juniors and seniors who plan to major in English and/or apply to colleges with highly selective admissions policies should select AP English Language and Composition (501) and Advanced Placement English Literature and Composition (502); these students should also consider taking more than one English course per year. All English courses require the completion of a summer reading assignment. A course sequence map is below. Be advised that courses cannot be repeated after being successfully passed.

- Please note that ESOL students may receive English credit through ESOL structured classes (Level I, Level II, Level III, Level IV, Level V - please see page 20) with approval of the School Counseling and Guidance Director.
- Also note that Freshman and Sophomore English credit can be awarded to Special Education students who take Language Lab I and/or Language Lab II (please see page 53).

Grade 9	Grade 10	Grade 11	Grade 12
101 Freshman English (with embedded honors option)	200 Sophomore English Honors	303 Junior English	403 Senior English
103 Freshman English	201 Sophomore English	414 Poetry, Prose, and Plays	414 Poetry, Prose, and Plays
	203 Sophomore English	417 Language and Composition	417 Language and Composition
		418 New England Authors	418 New England Authors
		419 Journeys in American Literature	419 Journeys in American Literature
		423 Journalism I	423 Journalism I
		424 Journalism II	424 Journalism II
		425 Literature of War	425 Literature of War
		426 Modern American Voices	426 Modern American Voices
		428 American Nature Writing	428 American Nature Writing
		501 AP English Language & Composition	501 AP English Language & Composition
		502 AP English Literature	502 AP English Literature

Freshman English Offerings

ENG101 - Freshman English (with embedded honors option)

This course is intended to provide a solid foundation for high school English. Reading and writing assignments are frequent. Students receive instruction in effective study habits, reading strategies, as well as in speaking and listening skills. Language basics (grammar, spelling, vocabulary, and mechanics) are reviewed. The units of study include mythology, hero's journey, actions and consequences, poetry, and debate. Essays will focus on the development of narrative and explanatory writing techniques. Students who choose to pursue honors credit will develop a plan with the classroom teacher in the second quarter. Honors students will be expected to display exemplary proficiency and leadership.

Open To - Grade 9

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English and 1 credit of Elective

NCAA Status - Approved

ENG103 - Freshman English

This course focuses on developing reading, writing, and study skills through year-long immersion in the English language. The first half of the year focuses on the reading-writing connection by reading poems, fiction, and non-fiction to develop reading comprehension and analysis skills. Sentence structure, parts of speech and paragraph formation are reviewed. Narrative and explanatory essays are developed in response to course readings. The second half of the year follows the Freshman English curriculum and focuses on mythology and the hero's journey.

Open To - Grade 9

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English and 1 credit of Elective

NCAA Status - Approved

Sophomore English Offerings

ENG200 - Sophomore English Honors

This is a challenging course for students who are motivated and self-disciplined. A rigorous reading program includes short stories, poetry, novels, and Shakespeare. Students will develop skills in literary analysis and interpretation. Instruction in the writing of essays and creative papers will stress organization, clarity of expression, and unity of purpose. Vocabulary study, oral presentations, and group projects are also required.

Open To - Grade 10

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG201 - Sophomore English

In Sophomore English, students will engage in study that focuses on grade-level expectations. Students will discuss, analyze, and reflect on a variety of genres, including fiction, non-fiction, drama, fantasy, science fiction, poetry, and memoir. Units will include a reading component, formal and informal writing and project-based assignments, and will be united by a thematic quest for identity. Students will also participate in weekly vocabulary and grammar instruction.

Open To - Grade 10

Prerequisite - Placement by English Department

Awarded Credits - 1 credit of English

NCAA Status - Approved

ENG203 - Sophomore English

This year-long course emphasizes reading, writing, speaking, and listening skills. Students prepare frequent practical essays while reading a range of short stories, novels, and poetry. Vocabulary and grammar will be studied weekly.

Open To - Grade 10

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English and 1 credit of Elective

NCAA Status - Approved

Junior/Senior English Offerings

ENG303 - Junior English

This semester course reinforces and continues the development of reading, writing, speaking, and listening skills. The literature focuses on American authors whose stories reflect the scope of American history. Additional reading assignments allow a more personal choice and encourage the habit of lifelong reading. Frequent writing assignments are connected to the literature study and personal expression. Vocabulary and grammar are studied weekly.

Open To - Grade 11

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG403 - Senior English

This semester course provides a final exploration of different writing conventions and reading strategies. Through close reading, interactive discussion, and type II writes, students will examine real-life themes such as ambition, cultural acceptance, and self- concept. Encountering new vocabulary, students will continue to develop context reading skills and comprehension of words and phrases by discovering meaning and applying knowledge to practical situations. Ultimately, students will connect themes discussed throughout the semester to draft, revise, and develop a final written piece that will outline a next step in their transition.

Open To - Grade 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENGLISH SEMINARS

ENG414 - English Seminar: Poetry, Prose, and Plays

In this course, students will develop an individual voice and style through participation in daily writing activities in a variety of genres. In this intensive writing workshop, students will study the works of groundbreaking novelists, dramatists, poets, and other writers, participate in ongoing (and online) peer evaluation, and apply learned concepts to their own writing. Students will be able to explore the world of self-publication and will be expected to propose, plan, and produce a final project in an area of interest.

Open To - Grades 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG417 - English Seminar: Language and Composition

This intensive writing course prepares serious students for college entry-level writing and allows them to develop a more comfortable, instinctive control of the basic aspects of writing paragraphs and essays. This course reviews parts of speech, sentences, sentence errors, grammar, usage, and mechanics to assist the students in drafting concise and coherent paragraphs and essays. Working with various study and writing strategies, students can improve their effectiveness and efficiency as they write a variety of creative and academic essays. Nightly reading, writing, and practice work is given in this workshop-driven course. Recommended especially for juniors and seniors motivated to improve their writing.

Open To - Grades 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG418 - English Seminar: New England Authors

Students will look at a variety of literature written by New England authors. We will read a variety of genres ranging from classic to contemporary. We will also look at how living in New England has had an impact on the authors' styles. Possible examples include: Chris Bohjalian, Howard Frank Mosher, Archer Mayor, stories from the granite industry, agricultural poetry, and/or David Budbill.

Open To - Grades 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG419 - English Seminar: Journeys in American Literature

This course looks at the literature of our country as a metaphor for the journey of life. Thus, our study will progress through four major themes: birth and innovation, coming of age, the burden of responsibility, and the struggle with mortality. Through these themes, students will examine the ways in which the universal struggles of life have specifically American implications. The course readings and content will range through many genres: short fiction, poetry, drama, novels, and non-fiction. Regardless of the course content, however, students will analyze the various techniques writers employ to create meaning and influence audiences through their craft.

Open To - Grades 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG423 - English Seminar: Journalism I

This course seeks to teach journalistic writing while exposing students to the publication process. The course will cover three major categories: journalistic ethics and responsibilities; the journalistic writing style and its relevance to particular article types; and the power of the word (constructing clear communication). Journalism I will be writing intensive, with particular emphasis placed on the importance of re-writing and peer editing. There will also be weekly vocabulary, current event, and mugshot assignments. Above all, this is a writing course and it is expected that students will leave the course with a thorough understanding of the fundamentals of journalism—primarily print media.

Open To - Grades 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG424 - English Seminar: Journalism II

This course seeks to teach journalistic writing while exposing students to the publication process. This course will cover three major categories: journalistic ethics and responsibilities; the journalistic writing style and its relevance to particular article types; and the power of the word (constructing clear communication). The course will be writing intensive, with particular emphasis placed on the importance of re-writing and peer editing, as well as producing articles for the school newspaper, *The Sentinel*. There will also be weekly vocabulary, current event, and mugshot assignments. Above all, this is a writing course and it is expected that students will leave the course with a thorough understanding of the fundamentals of journalism—primarily print media.

Open To - Grades 11, 12

Prerequisite - Successful Completion of Journalism I and/or Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Not Approved

ENG425 - English Seminar: Literature of War

Students will examine and explore various themes and concepts of war, including but not limited to the issues of war, the men and women involved in war, the families left behind, the innocent victims of war, and war itself. In addition, students will explore social and historical issues pertaining to war, including "just war" principles and the tactics of war. The course will include the reading and discussion of non-fiction, fiction, and poetry, as well as oral histories and some film study.

Open To - Grades 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG426 – English Seminar: Modern American Voices

Modern American Voices focuses on literature written in the United States of America from the middle of the twentieth-century to recent times. Works are chosen to represent diverse ethnic, racial, and social groups in historical, political, and economic contexts for what they reflect and reveal about the evolving American experience and character. Voices represented in this course include minority and women writers; topics addressed include reactions to war, the Cold War, the September 11 attacks.

Open To - Grades 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG428 – English Seminar: American Nature Writing

In this course, students will examine writing about the natural environment, ranging from the early observations of Native Americans and European explorers to 21st century authors tackling current environmental issues. Students will analyze significant works and specific themes from a variety of genres, and will also write and learn from their own experiences with and observations of the natural world.

Open To - Grades 11, 12

Prerequisite - Placement by the English Department

Awarded Credit - 1 credit of English

NCAA Status - Approved

ENG501 – AP English Language and Composition

The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

Open To - Grade 11

Prerequisite - Placement by the English Department

Students are required to take the Advanced Placement English Language and Composition exam in May

Awarded Credit - 1 credit of English and 1 credit of Elective

NCAA Status - Approved

ENG502 - AP English Literature and Composition

Advanced Placement English is a college-level literature and composition class. Students will read poetry, fiction, and drama from British literature and continental literature. Students will also read some nonfiction. The class is conducted as a seminar. Students should be willing to think aloud and engage in discussion with a partner, a small group, and the entire class. They will write regularly in class and should be prepared to read their work out loud. Formal essay assignments on major works will further develop students' skills in analysis and interpretation. There will be several projects/presentations. Students will also study vocabulary and grammar. In addition to summer reading assignments, students must complete summer writing assignments.

Open To - Grade 12

Prerequisite - a grade of B- or higher in the student's most recent English course and/or placement by the English Department

Students are required to take the Advanced Placement English Literature and Composition exam in May

Awarded Credit - 1 credit of English and 1 credit of Elective

NCAA Status - Approved

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

The ESOL curriculum has been designed to assist high school students whose native language is not English. This language learning acculturation and support program helps students who have come from foreign countries perform well in academic courses and adjust to life in our community. The ESOL students are regularly assessed by means of standardized testing, and in coordination with school counselors, are assisted in planning their college and career goals. A supervised area serves as a homeroom for ESOL students. Direct support services are provided for ESOL students enrolled in a variety of subjects.

ESOL101 , 201 , 301 , 401 , 501 , 601

This series of structured courses supports students learning academic English in the context of an ESOL class. As students progress from beginning through advanced levels, they will develop their vocabulary and grammar, and focus on speaking, listening, reading, and writing skills.

Open To - by Teacher recommendation
Awarded Credit - 1 credit of English or Elective

TOEFL Preparation Program

To gain admission to American Colleges, ESOL students are often required to take the TOEFL (Test of English as a Foreign Language). This ESOL class helps build vocabulary and focuses on the necessary listening and reading comprehension, essay writing, grammar correction, and test-taking strategies for success in this exam.

Open To - ESOL Seniors
Awarded Credit - 1 credit of English or Elective

FAMILY AND CONSUMER SCIENCE

Family and Consumer Science education is an exploration of ideas, values, and information that assists students in defining and enhancing their personal quality of life. Recognizing the concept of family as our greatest strength in establishing quality of life, the curriculum focuses on the management of personal, family, and community resources through applied skill development in communication, critical thinking, reasoning and problem solving, personal development, and social responsibility.

FCS101 - Wellness

Personal health and planning for future careers are two parts of this semester-long course. Health topics include disease prevention, relationships, alcohol and other drugs, nutrition, and stress management. Students develop skills in communication, conflict resolution, informed decision-making, and media literacy.

Open To - Required for 9th Graders
Awarded Credit - 1 credit of Health
NCAA Status - Not Approved

FCS104 - Food Exploration

What makes bread rise? What happens when you heat beat or mix eggs? How does sugar become candy? Discover the answers to these questions and more as you explore the science of food!! Students will also study safe food handling, basic food preparation methods, alternative eating plans, (including vegetarian and diabetic) dieting, and eating disorders.

Open To - Grades 9, 10, 11, 12
Awarded Credit - .5 credit of Elective
NCAA Status - Not Approved

FCS201 - Health

Topics include disease prevention, relationships, alcohol and other drugs, nutrition, and stress management. Students develop skills in communication, conflict resolution, informed decision-making, and media literacy.

Open To - Grades 11, 12
Awarded Credit - 1 credit (1 credit of Health)
NCAA Status - Not Approved

FCS204 - Culture & Cuisine

This course will explore different cultures and the foods related to each specific culture. Students will learn how to plan, prepare, and budget meals. Emphasis is placed upon cooking principles and various food preparation techniques.

Open To - Grades 9, 10, 11, 12

Prerequisite - Successful completion of Food Exploration and/or teacher recommendation

Awarded Credit - .5 credit of Elective

NCAA Status - Not Approved

FINE ARTS

Performing Arts

Music is a universal expression of the human spirit — a basic human need. It allows us to communicate our deepest ideas and feelings, to explore and preserve our cultural heritages, and to celebrate the realms of emotion, imagination, and creativity that result in new knowledge, skills, and understanding. Therefore, every individual should be guaranteed the opportunity to learn music and to share in musical experiences.

From the Music Educators National Conference

FNA102 - Exploring Popular Music

This class traces the development of American popular music from its roots in the blues, through jazz and early rock and roll, continuing through present styles of rock music. This class will involve lecture, listening, viewing, student research, and essays.

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Approved

FNA110 - Band

This course meets everyday in the a.m. block. It is open to all students with prior instrumental music experience from either a middle school band program or private lessons on a band instrument. Students are expected to perform at all parades, home football games, and concerts.

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1/2 credit of Fine Art per semester

NCAA Status - Not Approved

FNA111 - Chorus

Chorus is a performing ensemble. This course meets everyday in the a.m. block. It is open to all students with a desire to learn to sing. Prior vocal experience is not required. The group sings a wide variety of styles and genres of music including classical, pop, Broadway, folk, and world music. In addition to preparing music for performances student will learn fundamentals of singing, sight-reading, and music notation. Attendance at public performances that take place beyond school hours is required and will be a factor in grading.

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1/2 credit of Fine Art per semester

NCAA Status - Not Approved

FNA211 - Advanced Choir

In this performance based class, students will build on the basic skills learned in Concert Choir. If you are looking for more challenging music and one-on-one attention, this is the class for you. In addition to more advanced repertoire, students will work on individual vocal development, sight-reading, and further developing their literacy in music theory. Prior vocal experience is required. Attendance at public performances that take place beyond school hours is required and will be a factor in grading.

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Fine Art

Prerequisite - Concurrent enrollment in either Band or Chorus, or permission by the instructor

NCAA Status - Not Approved

FNA120 - Jazz Ensemble

This class is a semester long class that meets opposite of Music Theory so as to allow students the opportunity to be enrolled in the two courses. Students are encouraged to join for the entire year as most of the repertoire that is learned in semester one is performed during semester two. Students must be able to play one of the following instruments: trumpet, saxophone, trombone, piano, bass, drums, or guitar. Students must be concurrently enrolled in Band.

Open To - Grades 9, 10, 11, 12

Prerequisite - Teacher recommendation

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Approved

FNA300 - Advanced Music Theory

This class is designed for students that wish to explore Music Composition. This class will cover basic harmonization, melody writing and counterpoint. Students will compose and arrange original works using the music notation software Finale. Students who wish to enroll should have already completed Music Theory.

Open To - Grades 9, 10, 11, 12

Prerequisite - Successful completion of Music Theory and/or Teacher Recommendation

Awarded Credit - .5 credit of Fine Art

NCAA Status - Not Approved

FNA301 - Music Theory

This course is designed for music students who wish to gain an understanding of the form, structure, and sound of music. This course will provide a background in the basics of music and how it is organized. Topics include reading bass and treble clef, intervals, scales, triads, rhythms, and more. Students will be taught music theory and offered practice in theory concepts through computer assisted compositions.

Open To - Grades 9, 10, 11, 12

Prerequisite - Teacher recommendation

Awarded Credit - .5 credit of Fine Art

NCAA Status - Not Approved

FNA302 - Beginning Guitar

This course is for the beginning guitar student with or without previous music experience. The course will consist of a survey of musical styles with emphasis on note reading. Guest artists will give brief clinics during the year. Limited to 15 students, priority is given to Juniors and Seniors.

Open To - Grades 9, 10, 11, 12

Prerequisite - Students are urged to supply their own acoustic guitar. If this is not possible the Music Department has a limited number of guitars for student use.

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Approved

FNA303 - Songwriting and Music Production

This class is open to students interested in writing, producing and recording music. The class can accommodate students with one or more of the following abilities: instrumental, vocal, keyboard, creative writing and audio engineering.

Open To - Grades 9,10,11,12

Prerequisite - Teacher Recommendation

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Approved

FNA304 - Dramatic Arts

In the first quarter of this semester-long course, students will focus on the basics of performance and production. Skills emphasized will include improvisation, script and character analysis, and basic design and production. In the second quarter, students will have the opportunity to apply those skills with a small-scale theatrical production. Students will learn some theater history and will be expected to attend at least one live performance.

Open To - Grades 9,10,11,12

Prerequisite - Teacher Recommendation

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Approved

FNA308 – African Drumming

This course is designed for students who wish to gain an understanding and appreciation of African music. This course will provide a background in the techniques and traditions of African drumming. The class will be taught aurally and students will not read music. No prior drumming experience is required, nor is the ability to read music. A willingness to try new things and have fun is required!

Open To - Grades 9,10,11,12

Awarded Credit - .5 credit of Fine Art

NCAA Status - Not Approved

FNA313 - Piano Lab

This course is designed for the beginning music student who is interested in developing basic piano and music reading skills. This class will teach the concepts and fundamentals needed to play the piano. It will increase musical understanding by teaching students a vocabulary of chords and keys, accompaniment patterns, and improvisational techniques. Students will develop good practice habits and learn techniques to increase the muscular agility and flexibility of their hands. Previous musical experience or knowledge is not necessary. This class operates largely on an individual basis. The curriculum is delivered in a sequential manner- moving from simple to more complex concepts. There is ample opportunity for practice and review in order for the student to gain understanding and appropriate skill development. Weekly performances in class are the primary means of assessing proficiency and skill development.

Open To - Grades 9,10,11,12

Prerequisite - Teacher Recommendation

Awarded Credit - .5 credit of Fine Art

NCAA Status - Not Approved

Visual Arts

The visual arts provide an excellent opportunity for creative expression and to develop the neglected parts of our brains. In his book *A Whole New Mind*, Daniel Pink asserts that while the aptitudes measured by the SAT are still necessary, they are no longer enough in our rapidly changing world. He describes additional aptitudes necessary for professional success and personal fulfillment in this new century: Design, Story, Symphony, Empathy, Play and Meaning.

FNA101 - Art Studio Introduction

This foundation course introduces students to creative expression in the visual arts through a variety of mediums. Students explore the elements and principles of design, critique, and art history/appreciation while building skills in drawing, painting, printmaking, sculpting and other art forms. Emphasis is on expression, creative problem solving and basic technique providing an excellent introduction to the skills needed for advanced study in 2-D Art Studio and 3-D Art Studio.

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Approved

FNA103 - Drawing Studio

This foundation course introduces students to creative expression in the visual arts through various drawing media and techniques, plus drawing-related art forms. Students explore the elements and principles of design, critique, and art history/appreciation while learning to draw both from observation and imagination. Emphasis is on expression, creative problem solving and learning to see like an artist. This course is excellent preparation for 2-D Art Studio.

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Approved

FNA201 - Digital Photography

As an introduction to digital photographic techniques, students will use Adobe Photoshop throughout the course to produce and edit their photographs. Emphasis will be placed on the elements and principles of design and how they apply to strong composition in photography. Students have the opportunity to learn the mechanics of digital photography, lighting techniques and digital image manipulation.

Open To - Grades 10, 11, 12

Prerequisite - Students are urged to supply their own digital camera. If

this is not possible, the Art Department has a limited number of cameras available for student use.

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Approved

FNA202 - 2-D Art Studio

This advanced course builds and refines the traditional skills of two-dimensional art including drawing, painting, and printmaking. Students will build on their knowledge of composition, elements and principles of design, color theory and will develop seeing skills through a series of sequential assignments using both observation and imagination. Art history/appreciation and criticism are woven into this course. This course may be repeated for further advanced level art study (teacher recommendation required for repeat enrollment).

Open To - Grades 9, 10, 11, 12

Prerequisite - Proficient (or a grade of B or better in previous years in Art Studio
Introduction, World Art or Drawing and Teacher recommendation

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Approved

FNA203 - 3-D Art Studio

This advanced course builds and refines the traditional skills and techniques of sculpture using a variety of media. Clay is emphasized in quarter one, while techniques using materials such as found objects, wood, papier maché, plaster, wire, and natural objects will be emphasized during the second quarter. Students will build on their knowledge of 3-D composition, the elements and principles of design and construction techniques through a series of sequential assignments using both observation and imagination. Art history/appreciation and criticism are woven into this course. This course may be repeated for further advanced level art study (teacher recommendation required for repeat enrollment).

Open To - Grades 9, 10, 11, 12

Prerequisite - Proficient (or a grade of B or better in previous years in Art Studio
Introduction, World Art or Drawing and Teacher recommendation

Awarded Credit - 1 credit of Fine Art

NCAA Status - Not Approved

FNA311 - Artem Future Technology (*The Art of Future Technology*)

That's cool - How did they do that? How can we use technological tools in art making? Since the invention of the integrated circuit and the Personal Computer democratic access to electronic tools has been accelerated. Robotics, Graphic Design, Photography, and Sound & Video are electronic versions of traditional disciplines such as Cinema, Music, Theater & Engineering. This accelerated course will give you access to all that you are willing to learn about the fundamentals of electronic integrated arts; whether that be via creation of electronic tools (soldering, robotics) or the use of available, off the shelf technologies (circuit bending, Adobe™ Photoshop, © GNU/FOSS/iOS/OS X/Android). Students are expected to create a body of finished work and participate in either the Spring or Winter SHS Art Show as a requirement for achieving Proficiency. No personal digital devices necessary for class participation.

Open To - Grades 9, 10, 11, 12

Prerequisite - Teacher Recommendation

Awarded Credit - .5 credit of Fine Art

NCAA Status - Not Approved

FNA312 - Ceramics

The oldest art making technology in the world is drawing (*see 2D Art Studio*). Once you can draw something in mud, if you let that clay bake long enough it will turn into stone. This magical process is at the center of Ceramic Art. Learn about the rich history of ceramic objects by making Art out of clay. Students will be able to create Ceramics and Pottery using a variety of tools including (but not limited to): extrusion, firing, glazing, hand building, modeling & wheel throwing. Students are expected to create a body of finished work and participate in either the Winter or Spring SHS Art Show as a requirement for achieving Proficiency.

Open To - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of Fine Art

NCAA Status - Not Approved

HISTORY AND SOCIAL STUDIES

The history and social science curriculum is organized chronologically and seeks to promote understanding of the world today by exposing students to all historical eras and geographic regions. Freshmen study world history, sophomores study United States History, and juniors study Civics. Juniors and seniors may choose additional courses in the History/Social Science Seminars. For graduation, students must complete one credit in world history or geography, one in American history, one half credit in civics, and one additional history credit. All world and American history classes require a research paper. The department is committed to a sequential, coordinated curriculum from grades K-12 and to continuous professional development in the content areas and classroom practices.

The diagram below illustrates a typical progression of history and social science course sequence. Students and families are encouraged to communicate with history/social science teachers and school counselors to determine which course sequence is best.

	9 th Grade	10 th Grade	11 th Grade	12 Grade
Class of 2021	Modern World History Honors Modern World History Modern World History	AP US History US History	Civics AP European Hx AP Psychology History/Social Science Seminar Courses	Civics AP Government AP Psychology History/Social Science Seminar Courses
Class of 2020		AP US History US History * a US History Course is required in 10 th grade	Civics AP Government AP Psychology History/Social Science Seminar Courses	Civics AP European Hx AP Psychology History/Social Science Seminar Courses
Class of 2019			Civics AP European Hx AP Psychology History/Social Science Seminar Courses	Civics AP Government AP Psychology History/Social Science Seminar Courses
Class Of 2018				Civics AP European Hx AP Psychology History/Social Science Seminar Courses

HIS110 - Modern World History Honors

This course surveys world history from the seventeenth century to the present and is the first course in the Honors/AP sequence in history and social sciences. Students will read and write extensively based on assigned primary and secondary sources and their own research. They will analyze and evaluate historical information and present it in a variety of ways including a research paper, mock trials, debates, and media applications. Students with an interest in history and who look forward to a challenge should choose the honors section. A high level of independence and initiative is expected of honor students.

*** Students must write a proficient research paper to receive credit for the class.**

Open To - Grade 9

Prerequisite - Placement by the 8th Grade School Counselor and/or student choice

Awarded Credit - 1 credit of World History

NCAA Status - Approved

HIS111 - Modern World History

This course surveys world history from the seventeenth century to the present. Students use primary and secondary sources, a historical novel, and multimedia sources to build a historical knowledge base on which critical thinking exercises are based. Homework and writing assignments are assigned frequently, and a research paper is required.

*** Students must write a proficient research paper to receive credit for the class.**

Open To - Grade 9

Prerequisite - Placement by the 8th Grade School Counselor and/or student choice

Awarded Credit - 1 credit of World History

NCAA Status - Approved

HIS112 - Modern World History

This course surveys world history from the seventeenth century to the present, with an emphasis on connections to current events. Instruction will also focus on improving reading and writing skills.

*** Students must write a proficient research paper to receive credit for the class.**

Open To - Grade 9

Prerequisite - Placement by the 8th Grade School Counselor

Awarded Credit - 1 credit of World History

NCAA Status - Approved

HIS500 - AP United States History

AP US History will cover the content and skills required for success on the AP exam, which all students are required to take in May. Students will use a college-level textbook and read and write extensively. The course will refine critical thinking techniques and expose students to alternative perspectives on history through print and visual media. The class will move at a quick pace and a considerable amount of independent work will be expected of students.

Note on AP US HISTORY Scheduling

AP US History and Sophomore Honors English will run concurrently in an A/B format. Students who choose both classes will be scheduled for the same block and meet for English on one day, history the next. The expectation is that students will be better able to absorb and process the information in these two challenging classes in this manner as opposed to the faster pace of a one-semester daily block of 75 minutes. If enrollment numbers allow, additional sections will be scheduled for students who choose only one of the courses. In particular, upper classmen who have taken US History 301 are encouraged to take AP US History.

*** Students must write a proficient research paper to receive credit for the class.**

Open To - Grades 10, 11, 12

Prerequisite - Teacher recommendation and/or student choice.

Awarded Credit - 1 credit of US History

NCAA Status - Approved

HIS301 - U.S. History

Modern U.S. History courses examine the history of the United States from the Civil War era to the present. Political, military, scientific, and social developments are typically included as part of the historical overview. This course will refine critical thinking and reading, writing, and study skills. Independent reading and writing assignments will be assigned regularly, and a research paper is required.

*** Students must write a proficient research paper to receive credit for the class.**

Open To - Grade 10

Prerequisite - 1 credit of History, Teacher Recommendation and/or student choice

Awarded Credit - 1 credit of US History

NCAA Status - Approved

HIS302 - U.S. History

Modern U.S. History courses examine the history of the United States from the Civil War era to the present with an emphasis on connections to current events. Political, military, scientific, and social developments are typically included as part of the historical overview. This course will refine critical thinking and reading, writing, and study skills. Independent reading and writing assignments will be assigned regularly, and a research paper is required. Instruction will also focus on improving reading and writing skills.

*** Students must write a proficient research paper to receive credit for the class.**

Open To - Grades 10

Prerequisite - 1 credit of History, teacher/counselor recommendation only

Awarded Credit - 1 credit of US History

NCAA Status - Approved

HIS304 - Civics

Civics is the study of government and citizenship, specifically in the United States. Students will investigate the foundations and purpose of government at the federal, state, and local levels. Student inquiry will highlight the rights, duties, and responsibilities of a citizen at each level. The course culminates in an authentic, inquiry-based public policy recommendation based on Project Citizen guidelines.

Open To - Grades 10, 11, 12

Awarded Credit - .5 credit of Civics

NCAA Status - Approved

2015-2016 History Department Seminar Courses

Women's History

Native American History

Economics

Holocaust Studies

Vermont History

Sociology

Public Issues

HIS305 - History Seminar: Women in United States History

This course examines social, political, and economic issues of women in United States history from the colonial period to the present, using a variety of forums including primary sources, field trips, and Hollywood films. Students will relate these issues to conditions and social expectations for both men and women today. Topics include women and work, the suffrage movement, the development of the middle class and strict social spheres for both men and women, and the feminist movement of the 1960s and 1970s. The issues are important to both men and women, so all students are welcome.

Open To - Grade 11, 12

Awarded Credit - .5 Credit History Elective

NCAA Status - Approved

HIS306 - History Seminar: Native American History

This course explores issues in United States history specific to Native Americans. Topics of study include Native American culture prior to contact with Europeans, contact with and colonization by Europeans, Indian removal policies, reservation systems, the closing of the frontier, and current issues.

Open To - Grades 11, 12 or teacher approval

Awarded Credit - .5 credit of History Elective

NCAA Status - Approved

HIS309 - History Seminar: Economics

This course will examine economics on an individual level, business level and as it pertains to the global economy. Students will examine portions of both micro and macro economics, studying the law of supply and demand, money and prices, inflation, etc. History and politics will be intertwined through a look at government financing and its impact.

Open To - Grades 11, 12

Awarded Credit - .5 credit of History Elective

NCAA Status - Approved

HIS311 - History Seminar: Holocaust/Genocide

This course examines current political and social issues from a civic and global perspective. This course will begin with an overview of United States government and the roles of citizens. Topics will include environmental, social, political, and human rights issues. Heavy emphasis is placed on class discussion. Reading, critical thinking, and writing assignments, special projects, and opportunities for involvement within the political process and community service are components of this course.

Open To - Grades 11, 12

Awarded Credit - .5 credit of History Elective

NCAA Status - Approved

HIS312 - History Seminar: Vermont History

This course addresses Vermont and its history from settlement to the 20th Century. Topics of study will include major events such as the Civil War, the Great Depression, Barre history, and the role of ordinary people in the state's heritage. Students will participate in local research visits to the Vermont Historical Society and complete a final project on Barre history.

Open To - Grades 9,10,11,12

Awarded Credit - .5 credit of History Elective

NCAA Status - Approved

HIS314 - History Seminar: Sociology

This course explores the study of human relationships and interaction. Concepts include culture, cultural variations, norms and values, socialization process, status, classes and mobility, social institutions and social problems. Social science research techniques and critical thinking skills are stressed. Reading and writing assignments will be substantial and challenging. This course addresses the Vermont standards of literacy and problem solving.

Open To - Grades 11, 12

Awarded Credit - .5 credit of Social Studies Elective

NCAA Status - Approved

HIS401 - History Seminar: Public Issues and World Affairs

This course examines current political and social issues from a civic and global perspective. This course will begin with an overview of United States government and the roles of citizens. Topics will include environmental, social, political, and human rights issues. Heavy emphasis is placed on class discussion. Reading, critical thinking, and writing assignments, special projects, and opportunities for involvement within the political process and community service are components of this course.

Open To - Grades 11, 12

Awarded Credit - .5 credit of History Elective

NCAA Status - Approved

HIS501 - AP European History

This senior Advanced Placement course is comparable to an actual college course, emphasizing content acquisition and skill development, particularly critical thinking. This course surveys European history from the Renaissance to the present. Students are required to take the Advanced Placement European History exam in May and to write a research paper. Students are required to take the AP European History Exam in May.

Open To - Grade 11, 12

Prerequisite - 1 credit of History

Awarded Credit - 2 credits of History Elective

NCAA Status - Approved

HIS502 - AP Psychology

This is a college-level introductory psychology course that surveys the methods, approaches and history of psychology, the biological bases of behavior, sensation and perception, learning, motivation and emotion, developmental psychology, personality, testing and intelligence, abnormal psychology, and therapies. A research paper is required. Reading and writing assignments will be substantial and challenging. This course reflects the National Psychology Standards and the Vermont standards for literacy and problem solving. Students are required to take the AP Psychology Exam in May.

Open To - Grades 11, 12

Prerequisite - 2 credits of History

Awarded Credit - 2 credits of Social Studies Elective

NCAA Status - Approved

JUNIOR RESERVE OFFICERS TRAINING CORPS (J.R.O.T.C.)

JROTC is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self esteem, teamwork, and self-discipline. The program's focus is reflected in the mission statement: To motivate young people to be better citizens. JROTC prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program requires the accomplishment of community service projects to demonstrate the meaning of citizenship. Also included are the following extracurricular activities designed to provide additional leadership training and complement classroom instruction: Color Guard, Drill, Rifle, and Raider Teams. JROTC uses the military model to teach leadership, but does not recruit for the military, obligate for the military, or teach combat skills.

Credit Options received through JROTC:

1 credit of Social Studies elective (per each LET course)

.5 credit of Civics

LET1 – Leadership Education & Training 1

This introductory course emphasizes personal responsibility and includes instruction on leadership, drill and ceremonies, interpersonal communications, first aid, geography, service learning, and physical training. Cadets will gain an appreciation for the ethical values and principles that underlie good citizenship. Cadets are expected to work cooperatively, think logically, communicate effectively, improve physical fitness, and develop organizational skills. Emphasis is placed on tolerance and respect for diversity.

Open To - Grades 9, 10, 11, 12

Awarded Credit - please see above options

NCAA Status - Not Approved

LET2 – Leadership Education & Training 2

This course reinforces and expands on the LET1 curriculum and brings cadets to a higher level of critical thinking and problem solving skills. Additional emphasis is placed on history, wellness issues, civics, and current events. More emphasis is placed on teamwork development and leadership skills.

Open To - Grades 9, 10, 11, 12

Prerequisite - successful completion of LET1

Awarded Credit - please see above options

NCAA Status - Not Approved

LET3 – Leadership Education & Training 3

This advanced level course capitalizes on the training received in LET1 and LET2 to allow cadets to assume senior level non-commissioned officer and junior officer ranks in the cadet organization. The course reviews, reinforces and expands on each of the subject areas with emphasis on career development and the pursuit of higher education.

Open To - Grades 10, 11, 12

Prerequisite - Grade of "C" or better in LET2

Awarded Credit - please see above options

NCAA Status - Not Approved

LET4 – Leadership Education & Training 4

Primary emphasis will be placed on the practical application of the cadet organization. Therefore, the LET4 year is structured to allow cadets to perform their assigned command or staff duties and act as a class instructor or assistant instructor for selected LET 1 through 3 subjects. Academic instruction for LET4 will consist of self-paced study, suggested readings, seminars, vignettes, case studies, and special assignments.

Open To - Grades 10, 11, 12

Prerequisite - Grade of "C" or better in LET3

Awarded Credit - please see above options

NCAA Status - Not Approved

LET5, LET6, LET7, LET8– Leadership Education & Training 5–8

These advanced level courses are available to cadets having successfully completed the program and who wish to continue to develop leadership and managerial skills in the program by becoming teacher assistants in the LET 1 through 4 classes. Students are expected to perform duties as assigned to include: special projects, tutoring, classroom instruction, coaching of the various extracurricular activities, and to act as cadet mentors.

Open To - Grades 11, 12

Prerequisite - Permission of instructor

Awarded Credit -please see above options

NCAA Status - Not Approved

Department of Mathematics and Statistics

Course offerings in mathematics provide options to accommodate different learning styles and allow students to meet the following expectations:

- Development of critical thinking and problem solving skills as they relate to mathematics
- Ability to use technology to obtain and demonstrate an understanding of mathematical concepts
- Ability to communicate clearly and effectively through written and spoken language about mathematics

Important Calculator Information: For all math courses, it is required that students have their own Texas Instruments TI-83+, TI-84 or TI Nspire graphing calculator to support class work as well as homework. Please contact the Mathematics Department Chair with any questions or concerns regarding calculators.

MAT106 - "Math 180"

This course is a math intervention program that aligns with the Common Core. The purpose of the course is for students who are below grade level and the program builds students' confidence as well as competence in mathematics. The class design is broken down into three parts: Do Now! (warm-up), Group Rotations (instruction), Personal Software (support/practice). Work from the beginning of the course builds throughout the course, continuously reinforcing strategies from instruction and personal software. A Math 106 student should be able to work independently and within small groups. This course is not a repeatable course unless individually approved by the Math Department as well as Administration.

Open to - Grades 9, 10

Prerequisite - Placement by the Math Department

Awarded Credit 1 Math Credit, 1 Elective Credit

NCAA Status - Not Approved

MAT103 - Connections

This course is an entry-level intervention math course designed to reinforce and build on existing knowledge of numbers as well as probability, fractions, proportions, equations, inequalities, percents, angles and geometric figures. The purpose of this course is to assist students in achieving state standards, relate acquired knowledge to real-world situations, to foster the development of problem solving skills and to prepare students to take Foundations. Work from the beginning of the course builds throughout the course, continuously reinforcing earlier strategies. A Connections student should be able to work independently and cooperatively and to complete daily assignments.

Open To - Grade 9

Prerequisite - Placement by the Math Department

Awarded Credit - 1 credit of Math and 1 credit of Elective

NCAA Status - Not Approved

MAT105 - Foundations

For some students, this will be an entry-level course and for others it will be a continuation from their work in Math 106-Math 180. Students examine such topics as integers, equations, probability, patterns, order of operations, ratios and proportions, percent applications, Pythagorean Theorem, area and volume. The topics are approached through a variety of methods. Work from the beginning of the course builds throughout the course, continuously reinforcing earlier strategies. A potential Foundations student may need additional skill development in basic computation and/or a more concrete understanding of mathematical concepts generally presented in high school math courses. To be successful, a Foundations student must complete daily assignments and work cooperatively with his/her peers. To assist students in developing mathematical understanding and reasoning skills, the course extends through the year and prepares students for discovering Algebra. This course is not a repeatable course unless individually approved by the Math Department as well as Administration.

Open To - Grades 9, 10

Prerequisite - Placement by the Math Department

Awarded Credit - 1 credit of Math and 1 credit of Elective

NCAA Status - Not Approved

MAT100 - Algebra I Honors

In this course, students develop key algebraic concepts in a rapid succession through explorations and investigations using technology. A potential honors student should be able to skillfully handle the arithmetic of whole numbers, fractions, decimals and percents without a calculator and perform tasks within time limits. Students need to have a significant degree of motivation to be successful in this course.

Open To - Grades 9, 10

Prerequisite - Placement by the Math Department

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT102B - Algebra I

In this course, students examine such topics as proportions, direct and inverse variation, linear equations, systems of equations, inequalities, exponential growth and decay, transformations and quadratics. The examination of the topics is embedded in real-life situations and applications, and includes investigations where students construct their own understanding of the mathematical concepts. A potential Algebra student should also be able to follow directions and be disciplined to read, listen and think. To be successful the student must complete daily assignments and be able to work cooperatively in groups as well as independently. To assist students in being more successful, more time is given for the learning experience.

Open To - Grades 9, 10

Prerequisite - Placement by the Math Department

Awarded Credit - 1 credit of Math and 1 credit of Elective

NCAA Status - Approved

MAT200 - Geometry Honors

In this course students follow the logical development of the structure of Euclidean Geometry, with an emphasis on problem solving involving planes and solid figures. It is a challenging course for students with a high degree of motivation to devote to daily preparedness and perseverance. Students must have the ability to read, understand, and apply the concepts presented and to draw conclusions based on work with the geometry graphing calculator. There is a rapid progression of topics and students must be able to perform within time limits.

Open To - 9, 10

Prerequisite - Successful completion of Algebra I Honors or Algebra I and/or placement by Math Department

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT202 - Geometry

In Geometry, students examine such topics as area, volume, geometric constructions, triangle properties, different forms of reasoning, similarity, and trigonometry. The examination of these topics is imbedded in real-life situations such as surveying and architecture. This includes investigations, where students use inductive reasoning to form their own understanding of the mathematical concept. A potential geometry student should be skilled in basic computation and algebra skills and have the willingness and ability to read, listen, and think. Geometry students must also work in groups and independently, and complete daily assignments to be successful.

Open To - Grades 9, 10

Prerequisite - Successful completion Algebra I and/or placement by the Math Department

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT300 - Algebra II Honors

This course is a continuation of Algebra I Honors, with an emphasis on problem solving using algebraic concepts. Students must be highly motivated with a solid understanding of previous math courses, be able to think abstractly and be proficient problem solvers. There is a rapid progression of topics and students must be able to perform within time limits.

Open To - Grades 10, 11, 12

Prerequisite - Successful completion of Geometry Honors or Geometry and/or placement by the Math Department

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT303 - Algebra II

This is a one-semester course with a rapid progression of topics such as: recursion, functions, relations, transformations, exponential and logarithmic properties, composite and inverse functions, higher degree polynomials and quadratics. The examination of these topics is imbedded in real life situations such as projectile motion and modeling. To be successful students must complete daily work and be disciplined to read, listen, and think independently.

Open To - Grades 10, 11, 12

Prerequisite - Successful completion of Geometry and/or placement by the Math Department

Awarded Credit - 1 Credit of Math

NCAA Status - Approved

MAT400 - Pre-Calculus Honors

This is an advanced one semester course for the motivated mathematics student. It is designed to prepare students for post-secondary education. Topics include: functions, mathematical models, periodic functions, trigonometric and circular functions, trigonometric identities, combinations of sinusoids, conic sections, polynomial and rational functions, limits, and an introduction to derivatives. The examination of these topics is presented graphically, algebraically, verbally and numerically. To be successful students must complete daily assignments.

Open To - Grades 11, 12

Prerequisite - Successful completion of either Algebra II Honors or Algebra II and/or placement by the Math Department

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT403 - Statistics

Statistics is a one-semester course for the college bound student interested in pursuing a wide variety of majors including math/science (Math, Engineering, etc.), business and social sciences (economics, psychology, etc). The goals of this course are to further the knowledge and usage of statistics regarding organizing and producing data, probability and inference. This course moves quickly and assumes knowledge of Algebra 1, Algebra 2 and Geometry topics and uses a variety of learning methods including explorations, experiments and self-directed study. There is a heavy dependence on the TI-83 graphing calculator. To be successful, Statistics students must complete daily work and read, and listen, and think independently.

Open To - Grades 11, 12

Prerequisite - Successful completion of either Algebra II Honors or Algebra II and/or placement by the Math Department

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT404 - Functions, Statistics, and Trigonometry

This is a one-semester course designed to explore the following in greater depth: probability and statistics, trigonometry, matrices, parametric, and modeling with functions. The examination of these topics is to be embedded into real life situations. This elective course is not required by students intending to take Honors Pre-Calculus or Statistics, but may help to better prepare students for these pathways. A successful FST student will be able to think independently and work cooperatively.

Open To: Grades 10, 11, 12

Prerequisite - Successful completion of Algebra II or Algebra II Honors and/or placement by the Math Department

Awarded Credit - 1 Credit of Math

NCAA Status - Approved

MAT500 - AP Calculus AB

This Advanced Placement Calculus course is taught at the college level and covers the topics of the first semester of college calculus, including limits, derivatives, definite integrals and indefinite integrals. Students are required to take the national Advanced Placement Calculus AB Exam in May and to have a graphing calculator on the approved list. Curriculum is defined by the AP program, which includes differential and integral calculus with a focus on problem-solving and applications. This is a full year course. A successful Calculus student will be self-disciplined, think independently, and be able to complete timed assessments in preparation for the AP Exam.

Open To - Grades 11, 12

Prerequisite - Successful completion of Pre-Calculus Honors and/or placement by the Math Department

Awarded Credit - 2 credits of Math

NCAA Status - Approved

MAT503 - AP Statistics

This course is a continuation of Statistics that covers new topics and reviews key areas in preparation for the AP Exam. This Advanced Placement class is taught at the college level and covers the first semester of college Statistics. Students are required to take the national Advanced Placement Exam in May and to have a graphing calculator on the approved list. Curriculum is defined by the AP Program. A successful AP Statistics student will be self-disciplined, think independently, and be able to complete timed assessments in preparation for the AP Exam.

Open To - Grades 11, 12

Prerequisite - Successful completion of Statistics and/or placement by the Math Department

Awarded Credit - 1 credit of Math

NCAA Status - Approved

MAT600 - AP Calculus BC

This Advanced Placement Calculus course is taught at the college level and covers the topics of the first two semesters of college calculus, including limits, derivatives, definite integrals, indefinite integrals, parametric functions, polar functions, vector topics, polynomial approximations and series. Students are required to take the national Advanced Placement Calculus BC Exam in May and to have a graphing calculator on the approved list. Curriculum is defined by the AP program which includes differential and integral calculus with a focus on problem-solving and applications. This is a full year course. . A successful Calculus student will be self-disciplined, think independently, and be able to complete timed assessments in preparation for the AP Exam.

Open To - Grades 11, 12

Pre-Requisite - Successful completion of Pre- Calculus Honors and/or placement by the Math Department

Awarded Credit - 2 credits of Math

NCAA Status - Approved

PHYSICAL EDUCATION

There are changes to the PE Curriculum - please be sure to read

Physical Education classes are offered every nine weeks and are equivalent to .5 credit. One and one-half (1.5) credits and proficiency of content requirements must be attained in order to graduate. The foundation of each course involves activities, therefore a student must participate daily to receive physical education credit and show growth towards proficiency of content. Students with short-term illness/injury may be advised to withdraw from physical education and re-enroll when they are able to participate. An emphasis is placed on motor skill development, collaboration, knowledge of content and the importance of valuing physical activity for lifelong health and wellness. Students become proficient in content through collaboration, problem solving and strategy as it relates to the units we cover in our PE curriculum. Throughout each course the students will be introduced to a variety of physical activities in order to guide them and myself in choosing the appropriate courses moving forward. Finding the appropriate courses will be critical in successfully completing the Proficiency graduation requirements. As physical educators observe the students in various activities the students will be evaluated on both their strengths and areas of improvement so that appropriate course recommendations can be made as they navigate through our PE curriculum. At the beginning of any course, during the ADD/DROP period a student can be assessed on any skill prerequisites to see if the course they've registered for is appropriate. This is done to provide all students with the opportunity to be successful in a safe and supportive physical education environment.

Starting for the 2016-2017 school year, students who have not completed and PE courses must first complete PED110 Collaborative Physical Education. After successful completion of PED110 students must successfully complete PED111 Introductory Physical Education. Once those two courses are successfully completed, students can complete their physical education CREDIT requirements for graduation by successfully completing any one of the following courses; PED112 Physical Education Games, PED113 League Sports, PED114 Outdoor activities. If students wish to take additional PE courses or need to continue taking physical education to meet their Proficiency of content graduation requirements they may participate in the following courses (Please be advised that while a student can take all of these classes they may only participate in each class once); PED112 Physical Education Games, PED113 League Sports, PED114 Outdoor activities, PED 115 Net Games, PED 116 Performance Training, PED 117 Personal Fitness. At that point in time these courses will be considered elective classes and students completing these classes will receive .5 credit towards the 8 elective credits required to graduate.

PED110 Collaborative Physical Education

Collaborative PE is a quarter long required PE course focused on student collaboration, portfolio management and PE proficiency requirements for graduation. Completion of this course, which includes a collaborative throughout the first 3 weeks of this class the students will be split into 6 groups to begin designing "PE games". These are not sports, simply games created through student collaboration. This is the "collaborative PE project" and all students are expected to be active participants. Also within the first 3 weeks students will learn to manage online portfolios in the computer lab. The online portfolio is a "working" document used to track progress, store work and house important information used in ALL PE courses offered here at SHS. At the conclusion of the first 3 weeks student will begin to understand proficiency of content and credit requirements needed to graduate. The next 3 weeks will consist of weekly "shares". During these weeks 2 groups share their PE games with the class. These games will become our "games of the week" and will be played all week long. Each game will have a "motor skill of the week"(throwing, catching, kicking, striking etc..) and the students will be assessed on their improvement of the particular motor skill throughout the week, not their success during game play. The final 3 weeks will be dedicated to "polishing up" the 3 best games created by the class. We will dedicate 1 week to each of these 3 games until we have a finished product we can all be proud of. These games will then be shared with other schools within our district and used here at SHS in our PE games course!

Open to - Grades 9, 10, 11, 12

Awarded Credit - .5 credit of Physical Education

NCAA Status - Not Approved

PED111 Introductory Physical Education

Introductory PE is a quarter long required PE course sampling units from the entire specialty PE and elective PE courses available to our students. Successful completion of this course requires an 85% score or better on the final exam. Each class starts with 20 minutes of personal fitness; I consider this an "ongoing unit" which lasts 9 weeks. Monday and Wednesday consists of 20 minutes of Energizers, Tuesdays and Thursdays we focus on Strength Circuits for 20 minutes and Friday's I introduce a 20 minute video that sheds light on current/popular video fitness options. Each day after our 20 minutes of personal fitness we begin working on our "motor skill of the week"(Striking w/ long handled implement) and work to improve this skill in our "unit of the week"(Floor hockey). Each Monday students will be assessed on the "motor skill" of the week, which will be used in our Game of the week. They will be assessed using a double sided rubric, so both the student and I have a "snapshot" of their skill level prior to the unit. On Friday, I will assess again on the reverse side of the rubric. We hope to see improvement in skill after the students have had the opportunity to practice all week. These rubrics will be electronic and results will be shared and stored in their online portfolio.

Open to - Grades 9, 10, 11, 12

Prerequisite - Successful completion of PED110

Awarded Credit - .5 credit of Physical Education

NCAA Status - Not Approved

The following courses are available to students who have completed both required courses PED 110 and PED 111. Students may select from PED112, PED113, PED114. Please be advised that while students can take all of the courses below, they can only take a specific course once.

PED112 Physical Education Games

PE Games is a quarter long specialized PE course featuring games previously created by students and teachers previously involved in Collaborative PE. Throughout this course the students will be introduced to a variety of challenging and engaging games focused on Motor skill development, general understanding of physical activity and the importance of valuing one's health. Each Monday students will be assessed on the "motor skill" of the week, which will be used in our Game of the week. They will be assessed using a double sided rubric, so both the student and I have a "snapshot" of their skill level prior to the unit. On Friday, I will assess again on the reverse side of the rubric. We hope to see improvement in skill after the students have had the opportunity to practice all week. These rubrics will be electronic and results will be shared and stored in their online portfolio.

Open to - Grades 10, 11, 12

Class Prerequisite - Successful completion of PED110 and PED111

Awarded Credit - .5 credit of Physical Education

NCAA Status - Not Approved

PED113 League Sports

League Sports is a twist on team sports and is a quarter long specialty PE course compiled of team sports that are popular in our region. The team sports covered in this course are also available to our students in the form of Men's and Women's leagues within the central VT area. Throughout this course the students will be introduced to a variety of challenging and engaging physical activities focused on Motor skill development, general understanding of physical activity and the importance of valuing one's health. Each Monday students will be assessed on the "motor skill" of the week, which will be used in our Game of the week. They will be assessed using a double sided rubric, so both the student and I have a "snapshot" of their skill level prior to the unit. On Friday, I will assess again on the reverse side of the rubric. We hope to see improvement in skill after the students have had the opportunity to practice all week. These rubrics will be electronic and results will be shared and stored in their online portfolio.

Open to - Grades 10, 11, 12

Awarded Credit - .5 credit of Physical Education

NCAA Status - Not Approved

Class Prerequisite - Successful completion of PED110 and PED111

PED114 Outdoor Activities

Outdoor Activities is a quarter long specialty PE course compiled of lawn games(Bocce) and group games(Cricket) requiring outdoor space. Throughout this course the students will be introduced to a variety of challenging and engaging physical activities focused on Motor skill development, general understanding of physical activity and the importance of Valuing one's health. Each Monday students will be assessed on the "motor skill" of the week, which will be used in our Game of the week. They will be assessed using a double sided rubric, so both the student and I have a "snapshot" of their skill level prior to the unit. On Friday, I will assess again on the reverse side of the rubric. We hope to see improvement in skill after the students have had the opportunity to practice all week. These rubrics will be electronic and results will be shared and stored in their online portfolio.

Open to - Grades 10, 11, 12

Awarded Credit - .5 credit of Physical Education

NCAA Status - Not Approved

Class Prerequisite - Successful completion of PED110 and PED111

The following courses are available to students who have completed both content and credit Physical Education Requirements. Students may select from PED115, PED116, and PED117. Please be advised that while students can take all of the courses below, they can only take a specific course once.

PED115 Net Games

Net Games is a quarter long elective physical education course. This course provides individuals who excel in striking with the opportunity to engage in a highly competitive course with like-minded and similarly skilled classmates. Throughout this course the students will be introduced to a variety of net games in order to master the skill of striking, develop a general understanding of physical activity and to embrace the importance valuing a physically active lifestyle. For any students still working on proficiency requirements each Monday they'll be assessed on the "motor skill" of the week, which will be used in our Unit of the week. They will be assessed using a double sided rubric, so both the student and I have a "snapshot" of their skill level prior to the unit. On Friday, I will assess again on the reverse side of the rubric. We hope to see improvement in skill after the students have had the opportunity to practice all week. These rubrics will be electronic and results will be shared and stored in their online portfolio.

Open to - Grades 10, 11, 12

Class Prerequisite - Successful completion of PED110 and PED111 and either PED112, PED113, PED114

Skill Prerequisite -Rubric score of "Thriving" in the motor skills of Striking w/ both Long and Short handled implements

Awarded Credit - .5 credit of Physical Education

NCAA Status - Not Approved

PED116 Performance Training

Performance Training is a quarter long elective physical education course. Completion of this course which will include a final reflection, will account for .5 credit towards the graduation requirement of 8 elective credits. Throughout this course the students will be introduced to sports performance training in our weight room area. As I observe students in the various activities I will be evaluating their strengths and areas of improvement so that I can recommend appropriate courses as they navigate through our PE curriculum. Each class starts with 10-15 minutes of warm-up activities, I consider this course to be ONE "ongoing unit" which lasts 9 weeks. Monday, Wednesday and Friday we focus on strength programs for 40 minutes and complete class with a cool down activity. Tuesday and Thursday are reserved for flexibility and agility workouts. Students will be required to track their progress and reflect on the findings. The units to be covered, motor skills assessed and circuit options are listed to the right.

Open to - Grades 10, 11, 12

Class Prerequisite - Successful completion of PED110 and PED111 and either PED112, PED113, PED114

Skill Prerequisite -Must be a Competitive athlete or Varsity level athlete in at least two sports to register for this course.

Awarded Credit - .5 credit of Physical Education

NCAA Status - Not Approved

PED117 Personal Fitness

Personal Fitness is a quarter long elective physical education course. Throughout course the students will be introduced to a variety of fitness opportunities in our weight room. Each class starts with 10-15 minutes of warm-up activities. I consider this course to be ONE "ongoing unit" which lasts 9 weeks. Monday, Wednesday and Friday we focus on Strength Circuits for 40 minutes and complete class with a cool down activity. Tuesday and Thursday are reserved for either yoga or core workouts, or a community guest who can enlighten our students in the vast world of health and wellness. Students will be required to track their progress and reflect on the findings.

Open to - Grades 10, 11, 12

Class Prerequisite - Successful completion of PED110 and PED111 and either PED112, PED113, PED114

Skill Prerequisite -Rubric score of "Executing" in 2 of the 3 personal fitness movement patterns. Hip hinge, shoulder pinch and shin angle.

Awarded Credit - .5 credit of Physical Education

NCAA Status - Not Approved

Alternative Physical Education Plans

Students may earn PE credit through an alternative physical education plan. Students must see Mr. David Ball in the Physical Education Department to propose the alternative physical education plan. These plans may include some aspects of JROTC and Sports participation. Please be advised that the grading option for these alternative physical education plans is PASS/FAIL. It is strongly advised that any alternative physical education plan is completed prior to 12th grade, to prevent any graduation complications.

SCIENCE

The science curriculum at SHS is aligned to the Next Generation Science Standards (NGSS) and allows students opportunities to learn and apply knowledge and skills related to earth and space science, life science, and physical science. Successful performance in science is achieved through engaging in several practices of science including asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions, engaging in argument from evidence; and obtaining, evaluating, and communicating information.

All students are required to successfully complete three courses in science. The science curriculum is in the process of changing. Beginning with the class of 2020, all students will take a three-course integrated science sequence that will ensure all students at SHS graduate with the knowledge and skills necessary to be successful in the 21st century.

The diagrams below illustrate the pathway a student may travel as they successfully complete their science experience. Taking more than the three required courses is strongly advised. It may be possible to take two science courses per year. Students and families are encouraged to communicate with their science teachers and the Science Department as a whole to determine what is best for students.

Class of 2020 and 2021:

Course 1-----Course 2-----Course 3-----Course 4

Integrated Science 1 *Honors Option *Honors Option: Students will have the opportunity to earn honors credit by consistently exceeding proficiency on all standards within the course as well as meeting other requirements. Students decide by the fourth week of the course whether they wish to pursue honors credit.	Integrated Science 2 *Honors Option *Honors Option: Students will have the opportunity to earn honors credit by consistently exceeding proficiency on all standards within the course as well as meeting other requirements. Students decide by the fourth week of the course whether they wish to pursue honors credit.	Integrated Science 3 *Honors Option: Students will have the opportunity to earn honors credit by consistently exceeding proficiency on all standards within the course as well as meeting other requirements. Students decide by the fourth week of the course whether they wish to pursue honors credit.	Any other science course (see Course 4 listing below)
--	--	--	--

Please note: Integrated Science 3 is under development. Beginning with the class of 2021, it will be possible to take Integrated Science 1 and 2 back to back in the same year.

Class of 2018, and 2019:

Course 1-----Course 2-----Course 3-----Course 4

*Earth Science *Earth Science Honors *No longer offered	*Biology *Biology Honors *No longer offered	Chemistry Chemistry Honors Anatomy and Physiology Physics Physics Honors Environmental Science Marine Biology Forensic Science	Chemistry Chemistry Honors Anatomy and Physiology Physics Physics Honors Environmental Science Marine Biology Forensic Science AP Biology
---	---	---	---

SCI105 - Integrated Science I

Integrated Science 1 is a foundational course where students will learn big ideas in physical, earth, space and life sciences through experiential learning, project based units and scientific inquiry. Topics studied will include properties and interactions of matter, forces and motion, plate tectonics, and weathering and erosion. This course is a prerequisite for Integrated Science 2. In this course, students will engage in laboratory investigations, engineering challenges, modeling activities, data collection and analysis, whole-class and small group learning activities, and student presentations. Students seeking honors recognition will need to meet all required course standards as well as complete additional assessments outside of class.

Open To - Grade 9

Awarded Credit - 1 credit of Science (Physical)

NCAA Status - Approved

SCI205 - Integrated Science II

Integrated Science 2 builds on the concepts and skills learned in Integrated Science 1. Students will learn how changes in the Earth's systems over time influenced the development and survival of living things. Topics studied will include the history of Earth's development, the structure and function of living things, matter and energy flow in organisms, genetics, evolution, and biodiversity. Class will involve laboratory investigations, data collection and analysis, modeling activities, whole-class and small group learning activities, and student presentations. Students seeking honors recognition will need to meet all required course standards as well as complete additional assessments outside of class.

Open To - Grades 9, 10, 11, 12

Prerequisite - Successful completion of Integrated Science 1

Awarded Credit - 1 credit of Science (Life)

NCAA Status - Approved

SCI211 - Anatomy and Physiology

This is a science elective for those students who want to learn more about the human body and are interested in pursuing a career in the health sciences including nursing, athletic training and physical therapy. This course explores the structure and workings of the human machine with emphasis on the relationships between the skeletal, muscular and nervous systems. The course includes dissection to study the structure and function of various organs and tissues as well as investigations to explore the body's systems.

Open To - Grades 10, 11, 12

Prerequisite - Successful completion of Biology or IS2 and/or placement by the Science Department

Awarded Credit - 1 credit of Science (Life)

NCAA Status - Approved

SCI300 - Chemistry Honors

This college-preparatory lab science course is an introduction to interactions of matter and energy and is designed for the highly motivated student considering a career in science. Included in the content of the course are topics such as structure and properties of matter, chemical reactions, conservation of matter, nuclear processes, and energy in chemical processes. These topics are studied both qualitatively and quantitatively through lectures, laboratory investigations, and problem-solving. This course should be selected by students planning to further their education in the fields of engineering, mathematics, medicine, or the sciences.

Open To - Grades 10, 11, 12

Prerequisite - Successful completion of Biology or IS2, successful completion of Algebra 1, and/or placement by the Science Department

Awarded Credit - 1 credit of Science (Physical)

NCAA Status - Approved

SCI301 - Chemistry

This college-preparatory lab science course is an introduction to interactions of matter and energy. Included in the content of the course are topics such as scientific measurement, structure and properties of matter, chemical reactions, conservation of matter, nuclear processes, and energy in chemical processes. These topics are studied both qualitatively and quantitatively through lectures, laboratory investigations, and problem-solving.

Open To - Grades 10, 11, 12 Prerequisite - Successful completion of Algebra I and/or placement by the Science Department

Awarded Credit - 1 credit of Science (Physical)

NCAA Status - Approved

SCI310 - Physics-Honors

This college-preparatory course is designed for the highly motivated junior or senior who wants a more in-depth understanding of the concepts presented in physics. Additional topics probed include circular motion and energy/momentum interactions. The evaluations are more rigorous and the application of mathematics more sophisticated than those required in Physics. Students should have a strong background in mathematics and have taken Algebra II.

Open To - Grades 11, 12

Prerequisite - Successful completion of Algebra II and/or placement by the Science Department

Awarded Credit - 1 credit of Science (Physical)

NCAA Status - Approved

SCI311 - Physics

This college-preparatory course introduces students to the basic laws of force and motion, electric and magnetic fields, conservation of energy and energy transfer, properties of waves, and information technology. Physics problems and their solutions are an integral part of the course. This course is strongly recommended for students pursuing future studies in a science or engineering field. Students should have a strong background in Algebra 1, Geometry, and be taking Algebra II.

Open To - Grades 11, 12

Prerequisite - Enrollment in Algebra II and/or placement by the Science Department

Awarded Credit - 1 credit of Science (Physical)

NCAA Status - Approved

SCI313 - Environmental Science and Natural History

This course, offered in the fall semester only, is a challenging introduction to Environmental Science and Natural History. Students will study the following topics: the interdependence of earth's systems, environmental quality, global changes and their consequences, and our impact on the environment. A special effort will be made to familiarize students with our local biological communities and environmental issues.

Open To - Grades 11, 12

Prerequisite - Successful completion of both IS1 and Biology and/or placement by the Science Department

Awarded Credit - 1 credit of Science (Life)

NCAA Status - Approved

SCI314 - Marine Biology

Marine biology is the scientific study of the organization and dynamics of plants and animals of the sea. This course will include an introduction to oceanography as well as a study of marine plants and animals, and the factors affecting their environments. Among the environments to be studied are coral reefs, salt marshes, tide pools, beaches and rocky shores.

Open To - Grades 11, 12

Prerequisite - Successful completion of Biology and/or placement by the Science Department. It is also recommended that students have completed or be currently enrolled in either Chemistry or Physics. Awarded Credit - 1 credit of Science (Life)

NCAA Status - Approved

SCI315 - Forensic Science

Forensic Science is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. It involves all areas of science including biology, anatomy, chemistry, physics, and earth science with an emphasis on complex reasoning and critical thinking. Students will engage in lectures, labs, case studies, online activities, and simulations. Due to the sensitive nature of this course, parents/guardians of enrolled students must sign a course permission form by the end of the first week of class.

Open To - Grades 11, 12

Prerequisite - Successful completion of both IS1 & Biology and/or placement by the Science Department

Awarded Credit - 1 credit of Science (Physical)

NCAA Status - Approved

SCI500 - AP Biology

This year long, rigorous course is designed for highly motivated students interested in a deeper college level inquiry into biology. Students are required to take the AP Biology Exam in May.

Open To - Grades 11, 12

Prerequisite - Successful completion of Biology and Chemistry and/or placement by the Science Department

Awarded Credit - 2 Credits of Science (Life)

NCAA Status - Approved

SPECIAL EDUCATION AND CONTINUUM OF SERVICES

Special Education Services are delivered to students under the direction of a Special Educator according to the student's Individual Education Plan (IEP). All students receiving Special Education Services are mainstreamed into regular education classes. Special Education teachers work with mainstream classroom teachers to provide accommodations and students may receive support and/or direct instruction through the Skills Center or the Learning Center. Students may receive specialized instruction from Special Education professionals or from other instructional staff under their direction.

SPN111 - Life Skills

The Life Skills Program is designed for students with significant learning disabilities and impairments, autism spectrum disorders, and/or multiple disabilities who are eligible and receiving special education services. These students need personal management skills, basic academic skills, social skills, independent living skills, and pre-tech skills and job readiness/work skills to make a successful transition from school to work. When deemed appropriate by the IEP team, students may also attend regular education classes such as food exploration, pre-tech classes, and various academic courses. Students in this program also have the opportunity to work with an employment specialist to be placed in the community for on-the-job training that may lead to employment.

A multi-disciplinary team comprised of a special educator, speech language pathologist, a behavior interventionist, an employment specialist, and a school nurse provides instruction and services to students in the Life Skills Program. Students will receive instruction that provides learning opportunities in the classroom and the community. The program will provide multiple ways to learn such as hands-on lessons, place-based learning, and experiential learning. The program will also support students as they explore job interests and provide "real life" work experiences in the community.

During the first two blocks of each school day, students will be assigned to the Life Skills classroom to receive instruction in personal management, basic academic skills, pre-tech, social skills, independent living skills, and job readiness/work skills. Personal management classes will include lessons on hygiene, health, and safety. Academic skills lessons will include functional reading, practical math (money, time, measurement), and printing, writing and computing. Social skills lessons will include interpersonal communication and appropriate social interactions. Lessons in independent living skills will include cooking, personal finance, and community independence. Students will also have the opportunity to develop job readiness skills such as work habits, job seeking skills, and job related skills.

During blocks three and four of each school day, students will receive individualized and/or small group instruction per their IEP, attend mainstream classes and/or participate in a community based volunteer activity or work experience. Each student's IEP/Multi-Year Plan will be closely monitored to ensure students will achieve their goals and graduate from Spaulding High School.

Open To - Grades 9, 10, 11, 12

Prerequisite - Approval through application process and the student's Individualized Education Planning Team

Awarded Credit - Proposed by the student's Special Educator Case Manager and Life Skills team along with Guidance Department Review

Teamwork

Teamwork is designed to academically assist students. A student who has been referred by his/her IEP, 504, or EST team may receive support services through Teamwork. The student will receive structured assistance to help him/her improve study skills and work to achieve greater success in academic classes. For students on IEP's, time in Teamwork may be when they receive one-on-one specialized instruction.

Open To - Grades 9, 10, 11, 12

Awarded Credit - Proposed by the student's IEP Teams

WORK BASED LEARNING

For many, understanding 'Why do I need to know this?' provides motivation for more learning. In addition to being an essential component of good teaching and learning, work-based learning is also critical to developing Vermont's future workforce.

According to the *Vermont Agency of Education Work-Based Learning Manual*, "WBL creates opportunities for employers and schools to provide structured learning experiences to develop workplace readiness, technical skills and 21st Century Skills. It is a process that allows students to explore careers, connect with businesses, learn about the functions of an organization, and understand the relevance of their education" (p. 10).

Thus a successful WBL experience can not exist without have the support, commitment, and involvement of the student, his/her parent or guardian, the school, and the employer. The benefits are threefold and could not work without this particular partnership.

WBL 200 - Introduction to Work Based Learning (WBL)

This is an introductory course on Work Based Learning that enables students to gain the necessary skills and knowledge of being a part of the work force. Topics will include Career Readiness & Professionalism in the Workplace, exposure to various work settings throughout Central Vermont. Students may also have the opportunity to participate in the nonprofit sector..

Open To - Grades 11 - 12

Prerequisites - A valid driver's license and access to reliable and insured transportation is highly recommended. If interested in a medical placement, additional requirements are needed.

Awarded Credit - 1 credit of an Elective

NCAA - not approved

Disciplinary actions and past attendance are strongly taken into consideration for enrollment in this course

WBL201 - Site Experience (Internship)

This elective is a semester long course that enables students to gain practical skills and knowledge about a particular field, along with learning about the aspects of a workplace. It allows students to gain first hand knowledge and determine if this particular career/field is still of interest to them. Components of the course include: preparation and professionalism in the workforce, climate and confidentiality, required written assignments, evaluations, and a final product, along with meeting the standards outlined in the curriculum map.

Open To - Grades 11, 12

Prerequisites - Earned Proficiency in WBL 200. A valid driver's license and access to reliable and insured transportation is highly recommended. If interested in a medical placement, additional requirements are needed.

Awarded Credit - 1 credit of an Elective (earn a grade)

NCAA - not approved

Disciplinary actions and past attendance are strongly taken into consideration for enrollment in this course

WORLD LANGUAGES

We believe that the study of foreign languages is a 21st century skill that allows all students to successfully meet the demands of our increasingly multi-cultural society. Knowing another language increases job opportunities and enhances communication and cultural awareness in our society. For these reasons, most colleges require two credits of foreign language study; highly competitive institutions require additional years.

The world languages curriculum parallels the student expectations for learning as identified in the National Standards for Foreign Language Learning. Students who enroll in the Barre Supervisory World Language program engage in conversations, understand and interpret written and spoken languages on a variety of topics, and deepen their understanding of foreign culture.

French

WLA101 – French I

This course is for students with little to no exposure to French. Listening, speaking, reading, and writing are focused on from the beginning of this class. Students are exposed to facets of language through CDs, videos, interactive activities, reading short dialogues, and writing short responses. Emphasis is on vocabulary acquisition, basic grammar skills, and familiarity with the culture and geography of the French speaking world.

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Elective

NCAA Status - Approved

WLA103 – French II

This course is designed for the student with a solid grasp of the fundamentals of French. Basic skills are reviewed before progressing into new material. Students learn more complicated grammatical concepts, such as the past tense and pronouns. Though all skill areas are covered, speaking and writing skills are especially emphasized.

Open To - Grades 9, 10, 11, 12

Prerequisite - Successful completion of French I and/or teacher recommendation

Awarded Credit - 1 credit of Elective

NCAA Status - Approved

WLA104 – French III

A continuation of language acquisition, this course stresses grammar, which is used in writing exercises and short compositions. In concert with the grammar, a great deal of vocabulary is presented and students use this in both oral and written situations. The reading includes several dialogs and short stories.

Open To - Grades 10, 11, 12

Prerequisite - Successful completion of French II and/or teacher recommendation

Awarded Credit - 1 Credit of Elective

NCAA Status - Approved

WLA201 – French IV

An accelerated and intensive course providing a complete and thorough coverage of the French language, in which speaking proficiency, listening comprehension, vocabulary acquisition, reading, and writing are brought to a level enabling students to use the language actively in everyday situations. This course is especially designed for the student who has the capability to function at a higher level of language acquisition and is self-directed and highly motivated.

Open To - Grades 10, 11, 12

Prerequisite - Successful completion of French III and/or teacher recommendation

Awarded Credit - 1 credit Elective

NCAA Status - Approved

WLA300 – French V Honors

This course completes the remaining acquisition of thematic vocabulary and essential grammatical structures. A major writing component allows the students to apply new structures learned in class. The class is conducted almost entirely in French. This course will provide the student with the ability to read sophisticated passages, and to write with a firmer command of sentence/grammar structure. Successful completion of this course allows for entrance into AP French.

Open To - Grades 11, 12

Prerequisite - Successful completion of French IV and teacher recommendation

Awarded Credit - 1 credit Elective

NCAA Status - Approved

WLA501 – AP French

The AP French course covers the equivalent of a third-year college course in advanced French writing and conversation. It encompasses listening/oral skills, reading comprehension, grammar, and composition. Course content might best reflect intellectual interest shared by the students and teacher (arts, history, current events, literature, culture, sports, etc.).

Open To - Grade 12

Prerequisite - Successful completion of French V Honors and/or teacher recommendation

Awarded Credit - 2 credits of Electives

NCAA Status - Approved

Spanish

WLA111 - Spanish I

This course is for students with little to no exposure to Spanish. Listening, speaking, reading, and writing are focused on from the beginning of this class. Students are exposed to facets of language through CDs, videos, interactive activities, reading short dialogue, and writing short responses. Emphasis is on vocabulary acquisition, basic grammar skills, and familiarity with the culture and geography of the Spanish speaking world.

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Elective

NCAA Status - Approved

WLA112 - Spanish II

This course is a continuation of the work that has been done in Spanish 1. All four language areas will be focused on, but students are expected to converse with less hesitation and with improved pronunciation. Reading will include short passages and writing will consist of short narratives and various comprehension activities.

Open To - Grades 9, 10, 11, 12

Prerequisite - Successful completion of Spanish I and/or teacher recommendation. Awarded Credit - 1 credit Elective

NCAA Status - Approved

WLA113 - Spanish III

This course stresses vocabulary acquisition and grammar that is used in various writing exercises and compositions, as well as in speech. Reading includes short cultural stories and several dialogues. Speaking is emphasized at this level, with students being able to converse spontaneously.

Open To - Grades 9, 10, 11, 12

Prerequisite - Successful completion of Spanish II and/or teacher recommendation

Awarded Credit - 1 credit Elective

NCAA Status - Approved

WLA210 - Spanish IV Honors

An accelerated and intensive course providing a complete and thorough coverage of the Spanish language, in which speaking proficiency, aural comprehension, vocabulary acquisition, reading, and writing are brought to a level enabling students to use the language actively in everyday situations. This course, upon completion, will provide the student with the ability to participate more fully in general conversation, read more sophisticated passages, and to write with a firmer command of sentence/grammar structure. Spanish language videos and music presented in class and lab sessions are selected to reinforce the cultural material discussed in class. This course is especially designed for the student that has the capability to function at a higher level of language acquisition, and is self-directed, self-managing, highly motivated, and genuinely desirous to be competent in a second language. Successful completion of this course allows for continuing into the second semester of this accelerated honors program.

Open To - 10, 11, 12

Prerequisite - Successful completion of Spanish III and/or teacher recommendation

Awarded Credit - 1 Credit of Elective

NCAA Status - Approved

WLA310 – Spanish V Honors

The second of an accelerated Spanish class completes the remaining acquisition of thematic vocabulary and essential grammatical structures. There will be a continuance in which speaking proficiency, aural comprehension, vocabulary acquisition, reading, and writing are brought to a level enabling students to use the language actively in everyday situations. Furthermore, successful completion of this course allows for entrance into AP Spanish.

Open To - Grades 11, 12

Prerequisite - Successful completion of Spanish IV Honors and/or teacher recommendation

Awarded Credit - 1 credit of Elective

NCAA Status - Approved

WLA350 Cultural Literacy: The Influences of the Spanish Language and Cultures

This course is for students of the general population with an interest to explore the presence of Spanish culture and language in our society. Prior knowledge of Spanish is helpful but not a prerequisite for enrollment. The focus will be on understanding the cultural interaction, cultural assimilation and cultural negotiation as we explore the many Spanish cultural influences as they become part of our language, culinary choices, music, art, entertainment, sports, etc. Students will develop listening, speaking, reading, and writing skills as they research topics of their interest affected by cultural exchange or cultural interaction. Attention will be given to changes in spoken and written word of the dominant language, English, as it interacts with the target language, Spanish. Students will be exposed to the Spanish language and cultures through videos, interactive activities, readings in Spanish, English, and dual language. We will focus on a variety of genre: short dialogues, poems, short and micro stories, advertisements, essays, blogs and excerpts of plays and novels. Students are expected to develop a working knowledge and familiarity with the cultures and geography of the Spanish speaking world as they interact with the mainstream culture. Students will also maintain an open mind and a respectful discourse, and will challenge themselves to develop informed viewpoints void of generalizations and judgments. This course does not count as a replacement for the 2-3 years of World Language study as recommended by colleges and universities.

Open To - Grades 9, 10, 11, 12

Awarded Credit - 1 credit of Elective

NCAA Status - Not Approved

WLA510 – AP Spanish

The AP Spanish Language course covers the equivalent of a third-year college course in advanced Spanish writing and conversation. It encompasses aural/oral skills, reading comprehension, grammar, and composition. Course content will reflect the intellectual interests shared by the students and teacher (arts, history, current events, literature, culture, sports, etc.) Students are required to take the National Advanced Placement Spanish exam in May. Availability is based on adequate enrollment.

Open To - Grade 12

Prerequisite - Successful completion of Spanish V Honors and/or teacher recommendation

Awarded Credit - 1 credit of Electives

NCAA Status - Approved

THE CENTRAL VERMONT CAREER CENTER

The Central Vermont Career Center offers a range of real life career training for students interested in going straight into the workforce, onto post secondary training or the military. Programs run from 8:15 - 12:30 each day with a scheduled lunch from 12:30 -12:50. The following pages contain an important time line to be aware of that outlines the process, professional credentialing benefits from programs, a letter from the Central Vermont Career Center Director, and program descriptions. When considering a program option at the Central Vermont Career Center it is vital that the prospective student is aware of their Spaulding High School credit standing. It will be important to work with your School Counselor on determining the best program for you. Applications for the Central Vermont Career Center can be picked up at the Spaulding High School Guidance Office or found on line at www.barretechnicalcenter.org. Acceptance into a program is based on: completed application, academic/attendance/discipline record, grade level, credit status for graduation, level of interest and a successful interview.

Central Vermont Career Center Timeline

Central Vermont Career Center presentation to high school students in December 5, 2016
Student Visits to Career Center (two programs) - February 8, 2017
Application deadline for Technical Programs - March 20, 2017
Interview with Instructors (including current students) - April 13th and 14th, 2017
Admissions Meeting - May 1, 2017
Confirmation letters sent - May 5, 2017
Confirmation letter due back to BTC - May 15, 2017

Central Vermont Career Center Programs can be found on the following pages.

Automotive Technology - Page 64
Baking and Pastry Arts - Page 65
Building Trades - Page 66
Cosmetology I + II - Page 67
Culinary Arts - Page 68
Digital Media Arts - Page 69
Electrical Technology - Page 70
Emergency Services - Page 71
Human Services - Page 72
Natural Resources and Sustainable Technology - Page 73
Plumbing and Heating - Page 74
Exploratory Technology (10th Grade) - Page 75
Cooperative Education - Page 75

For more information on these programs and all that the Central Vermont Career Center has to offer please visit their website at: www.barretechnicalcenter.org or contact the Career and Technical Education Guidance Coordinator at the Central Vermont Career Center at 476-6237 ext. 1156.

Greetings from Central Vermont Career Center
Administration,

Serving Cabot, Harwood, Montpelier, Spaulding, Twinfield and U-32, we continue to provide high quality and rigorous technical skill training to students and families in the central Vermont area.

Our offerings for the 2017-2018 school year show a range of programming for 11th and 12th graders (and a 10th grade Pre-Tech option) that reflects the needs and interests of our geographic region. It is our goal to prepare our students for high-growth careers and access to postsecondary options that encourage lifelong learning.

Our instructors are knowledgeable and skilled in their fields and continue to offer rigorous and relevant programs of study that apply classroom-based instruction and work-based learning to meet academic, employability, and technical industry standards.

We continue to support and enrich our partnerships among K-12 schools, institutions of higher education, and employers across our region. We have a Cooperative Education program for students applying for a second year experience in their program that includes a new robust admissions process (please see description below) and we will work with all students in obtaining a work experience while attending CVCC. .

We support improving teacher quality and effectiveness through a strong foundation of professional development activities both locally and across the state.

We are here to serve you and look forward to working with you and your family in the coming years.

Our admissions timeline

December and January CVCC visits your school
February 8, 2017 Two Program Showcase Day
March 20, 2017 Applications due
April 13th and 14th, 2017 Interview with top two program choices
May 1, 2017 Admissions decisions are made

Please contact Stephanie Seng, Guidance Coordinator for more information
alestcvcc@u61.net or 476-6237 x1156. You can find applications in your guidance office
or at our website www.cvcc.org and be sure to like us on Facebook!

This is Education That Works!

Penny Chamberlin, Director

Jason Derner, Assistant Director

Admissions Requirements

1. Attend a CVCC visit at your school
2. Attend the two program showcase day on February 11, 2015
3. Participate in an interview at CVCC with the program instructor - Interview Day is April 15, 2015
4. Have enough credits to be junior (except for Pre Tech, 10th grade status)
5. Have good attendance
6. Have a good discipline record
7. Have a strong desire to learn and participate safely in the CVCC setting
8. Have a Personalized Learning Plan that shows an interest in the programs in which the student is applying.

**For more information including videos of each program check out:
www.cvcc@org**

Automotive Technology

What we do?

Automotive Technology provides an introduction to and training in the automotive service industry. Areas of Concentration include: steering and suspension, brake systems, electronics and engine performance and General Service Technician Training. Students will learn the proper repair and maintenance procedures to service automobiles and light trucks. Instruction includes the proper use of power and hand tools as well as all shop equipment and welding.

Furthering Education and Certifications

Students who desire to become automotive professionals need to continue their education at a post-secondary institution. Students can then choose to further their education to become a general automotive technician. Students from this program are typically hired by local area dealerships and repair shops, as well as specialty and auto supply stores, service stations, and independent service stations. American Lift Institute Safety Certification SP-2 Mechanical Safety Certification.

Related Academics

Students interested in Automotive Technology should enroll in algebra, geometry or other similar math courses as well as chemistry or physics. A sound background in problem-solving and reading comprehension is also helpful.

Career Opportunities

Entry level Automotive Technician
Entry Level parts person
Service writer, service technician

Average Salary

Auto Service Technician and Mechanic \$36,610	Diesel Service Technician and Mechanic \$42,320
Heavy Equipment Service Technician \$43,820	Auto body and Glass Repairers \$37,680
Construction Equipment Operator \$40,980	Aircraft Mechanic and Technician \$55,230
Automotive Parts Salesperson \$21,410	

Recent Employment

802 Toyota, Formula Ford, State of Vermont, Vermont Tire and Service

Certifications

Students will be eligible to receive certification from the Vermont Automotive Dealers Association (VADA) for proficiency in Basic Automotive Technology.

Open To - Grades 11, 12

Prerequisite - Students are selected through an application and interview process. For those students Planning on going onto Vermont Technical College or another post secondary institution it is recommended to complete Algebra II.

Program Length - 2 Semesters (Blocks 1, 2, 3)

Awarded Credit - 1 credit of Science

1 credit of Math

4 credits of Elective

Baking Arts

What we do?

Baking Arts is a lecture and lab format designed to provide basic and advanced baking principles, basic and advanced baking methods and preparations, customer service, culinary math and efficient working habits. Run off-campus, students get a chance to run a real bake shop and to experience the realities of a professional work space.

Furthering Education and Certifications

NECI Dual Enrollment: A 10 week online instruction and intensive weekend long residency at NECI's Montpelier campus Culinary Institute of America: If a student is admitted into CIA, they will have fulfilled the foodservice experience requirement plus \$4,000 per year in scholarship monies for a bachelors program. ServSafe Certification: A nationally recognized food safety and sanitation certification.

Related Academics

Students should be a grade level in reading and a suggestion of at least Algebra I and Geometry to enter program.

Career Opportunities

Baker's Assistant
Pastry Chef's Assistant
Cake Decorator
Bread Baker Assistant or Apprentice Baker
Pastry Sous Chef
Food Stylist
Food Journalist
Food Photographer
Chocolatier
Confectioner
Test Kitchen Staff

Average Salary

Baker \$42,480	Pastry Chef Assistant \$21,360
Food Prep Workers \$19,300	Waiters and Waitresses \$18,400

Recent Employment

J Morgans, Manghis, The Wayside, Trapp Family Lodge, Delicate Decadence

Open To - Grades 11, 12

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters (Blocks 1, 2, 3)

Awarded Credit - 1 credit of Science

1 credit of Math

4 credits of Elective

Building Trades

What we do?

Building Trades prepares students for careers in general construction. The projects students participate in are governed by the community as well as industrial trends and needs. Students will learn a basic background in the principles and skills of general carpentry by constructing a five piece modular home and other various projects.

Furthering Education and Certifications

Occupational Safety and Hazard (OSHA) ten hour card, general construction Students should have a strong math background. Enrolling in a physics, architecture/drawing course or other design course could be helpful. If a student is interested in owning his/her own business, then courses in accounting, entrepreneurship or business law could also prove to be helpful

Related Academics

Students are recommended to read at grade level and have at least Algebra I and Geometry before starting this program. Strong problem solving skills and a willingness to get dirty are a necessity!

Career Opportunities

This course will set you on the right track to pursuing a variety of fields in construction, maintenance, or the skills to be a modern-day home-owner.

Average Salary

Carpenter \$39,940	Construction laborer \$29,160
Drywall and Tapers \$37,920	Painters \$35,190 Roofers \$35,290
Sheet Metal Workers \$43,290	Tile and Marble Setters \$37,040
Hazardous Materials Removal \$37,590	Cement Mason \$35.830 Brick Mason \$44,950

Recent Employment

Huntington Homes, S.D. Ireland, GB Construction, Allied Building Contractors, E.F. Wall, East Shore Drywall, Allen Lumber, State of Vermont, Barre City School

Open To - Grades 11, 12

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters (Blocks 1, 2, 3)

Awarded Credit - 1 credit of Science

1 credit of Math

4 credits of Elective

Cosmetology I and II

What we do?

This course prepares students to enter the cosmetology workforce with knowledge in all areas required by the Vermont State Board of Cosmetology. Students will learn the theory behind the hands on aspects of the industry including hair cutting, color, chemical texturizing, waxing, skin care, nail services including artificial nails, and makeup application as well as being able to perform and master these services in the operating in-house salon, while maintaining state regulations. Additional curriculum includes anatomy and physiology, chemistry, electricity, infection control, professional image, and business, just to name a few

Furthering Education and Certifications

Students will be expected not only to succeed in the creative side of hair fashion and styles, but to grow into highly trained professionals with the skills to gain employment out of high school, operate or manage a business and self-promote and market to a wide array of clientele. Student who finish this course will meet the required 1500 hours of training to sit for their Vermont State board written and practical exams.

Related Academics

Students interested in this program should enroll in anatomy, biology and/or chemistry courses. If a student is interested in owning his/her own business, then courses in accounting, entrepreneurship or business law could also prove to be helpful. Since this is a two-year program it is essential that students meet as many of the high school requirements as possible during their freshman and sophomore years.

Career Opportunities

Entrepreneurs, Color Specialists, Estheticians, Nail Technicians, Hair Stylists, Platform Artists

Average Salary

Cosmetologist, Hairdressers and Barbers \$22,770

Manicurist and Pedicurist \$19,220

Skin Care Specialist \$28,640

Recent Employment

Indigo (Burlington), Top Notch (Stowe), Regis (Berlin), Touch of Class (Barre)

Lasting Image (Waterbury), Bliss (Northfield), Paul Mitchell, Mirabella Surface, Cuccio

Open To - Grades 11, 12

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters (Blocks 1, 2, 3) (the program is a 1500 2 year Program)

Awarded Credit - 1 credit of Science

1 credit of Math

4 credits of Elective

Culinary Arts

What we do?

Culinary Arts is designed to provide the knowledge and the skills needed for employment in the Culinary Industry or to enroll in postsecondary education. Much of the student training is provided through the operation of the restaurant The Lunch Box (located on our campus). Formatted with a focus on nutrition, teamwork, and farm-to-table practices, this course has everything and more for students passionate about food preparation and gives a complete introduction into the world of professional cooking.

Furthering Education and Certifications

ServSafe Certification: A nationally recognized food safety and sanitation certification.

OSHA Food Service Worker Safety Training Certificate

NECI Dual Enrollment: A 10 week online instruction and intensive weekend long residency at NECI's Montpelier campus

Related Academics

Students are recommended to be reading at grade level and have at a minimum of Algebra 1. If a student is considering owning a business, they would benefit from courses in accounting , entrepreneurship or business law

Career Opportunities

Restaurants Food & Beverage Services, Chef, Line Cook, Sous Chef, Wait Staff, Host and Hostess
Banquet Coordinator, Catering Services

Average Salary

Chefs and Head Cooks \$42,480

Cooks \$20,550

Food Preparation \$19,300

Waiters and Waitresses \$18.540

Food and Beverage Servers \$18,400

Recent Employment

The Cornerstone Pub, Kitchen Kismet, American Flatbread, Skinny Pancake, Two Loco Guys, The Wayside

Open To - Grades 11, 12

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters (Blocks 1, 2, 3) (the program is a 1500 2 year Program)

Awarded Credit - 1 credit of Science

1 credit of Math

4 credits of Elective

Digital Media Arts

What we do?

Digital Media Arts is the home of creativity and forward thinking for the career center. Using some of the latest technologies and in anticipation of technologies to come, our students have all the tools needed to design and create in both artistic and professional routes. Combining many media types, career paths, and industry trends, the curriculum of Digital Media Arts takes a progressive approach to learning. The first quarter involves extensive practice in photography and photo manipulation. The second quarter switches the approach to focus on graphic design, including use of our full print and vinyl print shop. The third and fourth quarter introduces digital film, leading students into film editing, 2D animation, 3D visual effects, and sound design. Web Design and Music Production are also incorporated into the curriculum throughout the year

Furthering Education and Certifications

For full year students, curriculum will provide all necessary training to receive passing marks on Associate Certification exams for the following programs... Adobe Photoshop Associate Certification for Visual Communication Adobe Premiere Pro Associate Certification for Film Communication. Further options are available: Adobe Illustrator Adobe InDesign Adobe Dream weaver Autodesk Software Maxon Software.

Related Academics

Students interested in this program should have a strong level of comfort working with computers and technology. Interested students should also have extensive experience in creative drawing art courses, as well as a proficiency interacting with traditional and digital literatures.

Career Opportunities

Digital Artist, Graphic Designer, Camera Operator/Steadicam Operator, Photographer, Website Designer, Advertising and Digital Marketing, Animator, Sign/Banner/Vinyl/T-Shirt/ Merchandise Manufacturing, Application Designer/Mobile Application Designer, 3D Printing/Designer, Industrial or Independent Film Director/Assistant Director, Cinematographer, Film Editor/Visual Effect Producer/ Color Grading Editor, Screenwriter, Disc Jockey or Sound Mixer Sound Editor/Sound Engineer, Studio Music Producer, Lighting and Effects Professional for Film or Dramaturgy, Visual Effects or CGI Team Members and many more!

Average Salary

Graphic Designer \$44,150

Web Developer \$62,500

Multi Media Artist and Animator \$61,370

Photographer \$28,490

Film and Video Editors and Camera Operators \$46,280

Open To - Grades 11, 12

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters (Blocks 1, 2, 3)

Awarded Credit - 1 Science

1 Math

4 Electives (* Please note that Fine Art credit can be awarded in certain circumstances by Approval of the SHS Guidance Director)

Electrical Technology

What we do?

The Electrical Tech program gives you everything you need to prepare to be an electrician. Electricity is essential for light, power, air-conditioning, and refrigeration, and our electricians are trained to install, connect, test, and maintain electrical systems for a variety of purposes. Our training electricians may work indoors or outdoors on construction sites, such as our end-of-year project where we set up all of the electrical wiring for a house built in our Building Trades program. This course provides training to prepare electricians in both construction and maintenance.

Furthering Education and Certifications

Use of Kline Tools, top of the line power tools along with the National Electrical Code Book. Industry Certification Level 1 Certificate in the Electrical Apprenticeship program.

Related Academics

Students are recommended to read at grade level and have at least Algebra I and Geometry before starting this program. Strong problem solving skills and a willingness to get dirty are a necessity!

Career Opportunities

Employment of electricians are projected to increase by seven percent by 2016. Electricians will be needed to install and maintain electrical devices and wiring in homes, factories, offices, and other structures as technology becomes a more active part of our everyday lives. This growing field of work is rich with employment and career opportunities, especially within our own community.

Average Salary

Electrician \$49,840 Line Installer and Repairers \$58,210

Solar Photovoltaic Installer \$37,900

Electrical and Electronics Installers and Repairers \$51,200

Wind Turbine Technician \$45,970 Computer,

ATM and Office Machine Repairers \$36,620

Recent Employment

Collins Electric, Vermont Mechanical, Norway and Sons

Open To - Grades 11, 12

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters (Blocks 1, 2, 3)

Awarded Credit - 1 credit of Science

1 credit of Math

4 credits of Electives

Emergency Services

What we do?

Students in Emergency Services are provided with the basic instruction required for entry-level work or postsecondary training in the fields of Emergency Medical Services and Fire Science. Students will learn to demonstrate problem-solving and critical thinking skills to analyze, synthesize and evaluate situations independently and in teams. They will apply emergency service response skills to manage an incident scene as a First Responder. They will make informed, healthy choices that positively affect the health, safety and well-being of themselves and others. We begin initial exploration of Emergency Service classroom work (lecture, readings, and independent study projects) and transition into visits with local experts in the field. Students will participate in a 'ride along' with local First Responders and fire departments.

Furthering Education and Certifications

Dual-enrollment opportunities through Vermont Technical College in Fire Science 101 and Emergency Medical Technician 101 are available for students who receive a "B" or better average in the course.

Related Academics

Firefighting Level I

Wildlands Firefighting

Community First Aid: Child, infant, adult CPR;

Blood Borne Pathogens and Automated External Defibrillation

Emergency Medical Technician

Career Opportunities

Urban firefighter Wild lands firefighter, Emergency dispatcher, Paramedic, Emergency medical technician, Urban search and rescue, Swift water response, Fire suppression system design and installation, Arson investigator, Fire marshal, Flight paramedic, Emergency department technician, Wilderness EMT, Technical rescue specialist, Emergency equipment sales and repair

Average Salary

Firefighting \$42,250

Emergency Medical Technicians and Paramedics \$31,200

Law Enforcement \$59,980

Emergency Dispatcher \$36,300

Fire Inspectors and Investigators \$53,990

Correctional Officer \$38,970

Open To - Grades 11, 12

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters (Blocks 1, 2, 3)

Awarded Credit - 1 credit of Science

1 credit of Math

4 credits of Electives

Human Services

What we do?

The Human Services Program prepares students for employment in careers that relate to families and human needs including education, counseling, mental health services, family and financial planning, as well as personal care services. Students participating in this program will develop academic foundations, problem solving skills, workplace skills, citizenship, ethics, and leadership training

Furthering Education and Certifications

Community College of Vermont credits are available to those students that meet CCV's entry requirements and are willing to do additional classwork. Workplace Communication in ECE (4 credits), Infant/Toddler Development (3 credits), Introduction to ECE (3 credits), Human Growth and Development (3 credits), Child Development Associate (CDA), Certification Community First Aid (CFA-ARC), Certification CPR, Child, Infant and Adult (CPR-CRC) Certification, Fire Triangle Classification Certification

Related Academics

Students wishing to obtain certifications and dual enrollment must read at grade level and a recommendation of completing at least Algebra I. Other course that would be complementary to this program: psychology, child psychology, personal finance and economics.

Career Opportunities

Early Childhood Development and Services, School Counselor, Elementary/Pre-School Teacher, Childcare Facilities Director, Counseling and Mental Health Services, Sociologist, Substance Abuse Counselors, Employment Counselors, Family and Community Services Coordinators of Volunteers, Religious Leaders, Human Service Workers

Average Salary

Kindergarten and Elementary School Teachers \$53,090

PreSchool Teacher \$27,130

Special Education Teachers \$55,065

Teacher Assistants @\$23,640

Mental Health Counselors \$41,500

Probation Officers and Correctional Treatment Specialists \$48,190

Social and Human Service Assistants \$28,850

Open To - Grades 11, 12

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters (Blocks 1, 2, 3)

Awarded Credit - 1 credit of Social Studies/History Elective

5 credits of Electives

Natural Resources and Sustainable Technology

What we do?

In Natural Resources and Sustainability, we push the idea of learning outside of the classroom and into the natural world. Through hands-on education, students study realworld solutions to sustainability issues, and complete projects of importance in their community. Students learn about natural resources conservation, environmental stewardship, and sustainable systems, while working as a team to identify and solve problems.

Furthering Education and Certifications

Through lessons in environmental science, students are able to apply what they learn directly to their lives in a way that allows them to deeply understand the issues facing our planet in the 21st century. Since sustainability crosses all disciplines, students will leave this program equipped to apply their learning to a wide variety of career fields. Students will leave with their Outdoor Professional Safety Certification.

Related Academics

Recommended reading at grade level and at least Algebra I. Students must like working outside in all weather conditions.

Career Opportunities

In partnership with community professionals, students work and learn in the field of natural resources to gain skills and contacts that will assist in their employment or education post graduation.

Average Salary

Agricultural Worker \$18,900	Logging \$33,630
Conservation Scientist and Forester \$59,060	Arborist \$23,970
Environmental Science and Protechnical Technician \$41,240	Game Warden \$44,888
Forest and Conservation Technician \$33,920	

Community Partners

Since the class is based on outdoor education, students will travel daily to local business and farms. Here are some of our partners - Barre City's Cow Pasture, Bear Roots Farm, Harwood Union High School, U-32 High School, Barre City Elementary, Barre Town Elementary, Montpelier High School, Orchard Valley School, Rumney Elementary School, Barre City Wastewater Treatment Plant, Vermont Agency of Natural Resources Office, Dog River Farm, Gaylord Farm, Fruitlands Orchard, Walden Heights Orchard, The Mad River Food Hub, Hubbard Park, East Hill Tree Farm, National Forest Office, Knoll Farm, Millstone Trails, Vermont Compost Company, Grow Compost, Moretown Landfill or Coventry Landfill, Central Vermont Solid Waste Management District Office, Barre City Town Hall, Norwich Mountain Bike Trails, Vermont State Parks, Green Mountain National Forest, Vermont Fish and Game, Screamin' Ridge Farm, Kingsbury Farm, Rock of Ages Visitor Center, Renewal Energy VT Office and site visit, Barre City Auditorium, Community Garden Spaces, Vermont Technical College, University of Vermont and many more!

Open To - Grades 11, 12

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters (Blocks 1, 2, 3)

Awarded Credit - 1 credit of Science

1 credit of Math

4 credits of Electives

Plumbing and Heating

What we do?

The Plumbing and Heating program is designed to give students a basic knowledge of plumbing and hydronic heating systems. Students satisfactorily completing the program will be prepared for entry level plumbing and heating jobs.

Furthering Education and Certifications

Students receive comprehensive safety training including OSHA 10 certification. Basic business math, interviewing skills, resume writing, business letter writing and business plan development are all covered. Employability skills form an intrinsic part of the curriculum. The current Vermont Plumbing Code is thoroughly studied. Student will prepare for the first year plumber's apprenticeship program exam. 300 hours credited toward the Plumbing Apprenticeship Program at Vermont Technical College.

Related Academics

It is recommended that students read at grade level and have at least Algebra I and Geometry by the time they start the program. Design courses, as well as physics would be helpful and if a student wishes to own their own business the companion courses of Accounting, business law and entrepreneurship, as well.

Career Opportunities

Plumbing Technician, Licensed Journeyman and Master Plumber, Plumbing and Heating Contractor, Certified Water Specialist, Installation Designer Engineer, Indoor Air Quality Specialist, Control Technician, Mechanical Engineer, Maintenance Director, Plant Manager, Self-Employed Plumber

Average Salary

Plumbing, Pipe fitters and Steam fitters \$49,140

Heating, Air Conditioning, and Refrigeration Mechanics and Installers \$43,640

Boilermakers \$56,560

Recent Employment

Vermont Mechanical, New England Air Systems, Engleberth Construction, Vermont Fuel Oil Dealer's Association, Local Plumbing Contractors

Open To - Grades 11, 12

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters (Blocks 1, 2, 3)

Awarded Credit - 1 credit of Science

1 credit of Math

4 credits of Electives

Exploratory Technology (10th Grade)

What we do?

In this three-block Exploratory Tech class, students will learn foundational skills to prepare them to be successful in a career program. The Exploratory Tech Program follows a Standards based curriculum that emphasizes the development of critical thinking, reasoning, and problem solving. Students learn applied foundational skills designed to prepare them for success in Core Classes Technical Programs at CVCC, Workplace Environments, Service Core Programs, and Construction Core.

Related Academics

Following academic study and preparation both academically and professionally, enrolled students get the chance to explore any of our programs here at CVCC.

Open To - Grade 10

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters (Blocks 1, 2, 3)

Awarded Credit - 1 credit of English

1 credit of Science

1 credit of Math

3 credits of Elective

Cooperative Education

The Cooperative Education Program extends academic and technical training beyond the classroom by providing opportunities for students to apply their knowledge in a workplace setting. The program is collaboration between the Technical Center and area employers, offering paid or unpaid career related jobs that build on a student's entry level skills. Whether the goal is to develop self confidence, employability skills or advanced job placement, the Cooperative Education career based curriculum encourages students to put their education to work.

Program Requirements

- Be enrolled in a Central Vermont Career Center program and have the instructor's recommendation
- Complete all required school courses and maintain passing grades in enrolled courses
- Work up to four school days at their work site and attend a minimum of one day at CVCC
- Provide their own transportation to and from the Cooperative Education work site

NOTES

PROPOSED FOUR YEAR PLAN

Student Name: _____

Year _____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total Credits _____

Year _____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total Credits _____

Total Credits for Fours Years _____

Year _____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total Credits _____

Year _____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total Credits _____