

# **ENOSBURG FALLS HIGH SCHOOL**



# **2016-2017**

**PROGRAM OF STUDIES**

**ENOSBURG FALLS HIGH SCHOOL**  
**PO Box 417, Enosburg Falls, VT 05450**  
**(802) 933-7777 • Erik Remmers, Principal**

Dear Students and Parents:



Welcome to the Enosburg Falls High School community! We are pleased that you have chosen to explore your educational options through our school. For such a relatively small school, we are proud to offer our students the richness and depth of educational opportunities that you may find in larger schools throughout the state, while still providing the support and feel of a small school community. The opportunities we provide include independent learning experiences, career and technical training, online learning, access to technology, and a wide variety of course offerings. Our goal is to provide our students with the wealth of opportunities that allow them to explore their own personal interest paths to college or career readiness.

Opportunities, however, are only one part of what makes a successful EFHS student. Here in Enosburg Falls we recognize the importance of student effort in accessing, and succeeding with, the opportunities presented to our students. It is through effort that our school, its faculty, and the students thrive and grow. In recognition of how effort impacts growth we created a school motto to remind us of this belief throughout our day. Our motto is: **“Encourage Effort, Honor Growth.”** You will find as you explore our school that both effort and growth are central themes to our work with students and staff in all domains.

The following program of studies for 2016-17 has been designed as a reference tool to aid students and families in exploring the programs and course offerings available at EFHS. Our courses are designed to foster deep understanding, critical thinking, and skill application in real world contexts. Above all, we want our students to be independent thinkers who have the tools and skills to succeed in their individual path towards college or a career.

As you read through our program of studies and consider the options available to our students, please take note of any questions that may arise for you. Our guidance staff, teachers, and administrators are available at any time to assist students and families as they begin making plans for learning here at EFHS. As a community, we welcome you to EFHS!

Respectfully,  
Erik Remmers

# FLEXIBLE PATHWAYS AT EFHS!

## FLEXIBLE PATHWAYS IS A WAY...

1. To encourage and support the creativity of school districts as they develop and expand high-quality educational experiences that are an integral part of secondary education in the evolving 21st Century classroom;
2. To promote opportunities for Vermont students to achieve postsecondary readiness through high-quality educational experiences that acknowledge individual goals, learning styles, and abilities; and
3. To increase the rates of secondary school completion and postsecondary continuation in Vermont.”



### DUAL ENROLLMENT/ EARLY COLLEGE:

Many EFHS students have taken advantage of the state of VT's offerings for two FREE college courses through [www.vtdualenrollment.org](http://www.vtdualenrollment.org). Dual enrollment offers students an opportunity to check out a University, earn both high school and college credit, and work towards their personalized learning goals. EFHS is one of the first high schools in the state to offer concurrent dual enrollment courses during the high school day including the first high school to offer Physics course during the school day.

EFHS also offers dual enrollment courses during the summer when student schedules aren't as hectic.

Several students have also taken advantage of completing their senior year at college, another completely free yet competitive option for students in the state of Vermont. EFHS students have done this through Johnson, CCV and VTC.

### ONLINE COURSES:

Enosburg High School is proud to be in partnership with Vermont Virtual Learning Cooperative (VTVLC) offering Enosburg students online courses. Students can access courses online for many reasons including: accessing a course that EFHS doesn't offer, taking a course that otherwise doesn't fit in to a student's schedule, or simply to try an online forum of learning. VTVLC is an online forum whose teachers are all from Vermont. The expectations for teachers are rigorous and include regular communication with the student via email and through phone interviews. Parents are a critical component of the VTVLC option and must sign an agreement to allow their student to participate. For more information or for the VTVLC offerings contact your child's school counselor at 802-933-7778 x115 or visit [www.vtvlc.org](http://www.vtvlc.org).

EFHS offers many supports for students interested in taking an online course including immediate support from our librarian, Angel Harris as well as through our VTVLC teacher liaison, Jessica Leo and counselor, Brenna Sturtevant.

### COMMUNITY LEARNING:

WISE: EFHS has completed its fourth year of participation as a Wise Individualized Senior Experience school. WISE is an opportunity for students to take an active part in their learning deciding what they are going to study, and where they are going to study it. Students identify one mentor whose role is to provide support and encouragement as they conduct their independent study and work with community partners. Student in the program have studied both personal and career related interests from aviation to goat farming!

CBL: CBL is a flexible and personalized program for students, grades 9-12, which offers real world learning experiences with credit towards graduation. In collaboration with a resource coordinator, guidance counselors, faculty advisors, and community mentors, students develop Learning Activity Plans for placement as interns. Assessments involve log entries on the CBL Wiki, digital recordings, narrative essays, and other proficiency-based projects. CBL offers diverse individuals opportunities to work in collaborative, hands-on, student-centered learning environments and cultivates habits of both mind and heart that compliment our W.I.S.E Program.

*\*Additional student offerings are available through our tech center called Cold Hollow Career Center. Please see the back of the Program of Studies for specific information and offerings through our tech center including embedded credits, Dual Enrollment credits offering within programs for college credit as well as certificates that are offering within programs such as OCEA certification and LNA certificates.*

# A DAY IN THE LIFE AT EFHS

## OUR SCHEDULE

The EFHS school schedule is comprised of eight class periods distributed over two days. On an A-Day students attend periods 1-4, and on a B-Day students attend periods 5-8. Each period is 75 minutes in length. Our schedule also includes a 45 minute period each day called **AT**, which is an opportunity for students to access their teachers for support or enrichment, and our lunch periods are 30 minutes each.

Times	A-Day	B-Day
8:15 – 9:30am	1	5
9:34-10:49am	2	6
10:53-11:35am	AT	AT
11:39-12:11pm	LUNCH	LUNCH
12:15-1:28pm	3B	7B
11:39-12:11pm	3A1	7A1
12:15-12:45pm	LUNCH	LUNCH
12:49-1:28pm	3A2	7A2
1:32-2:47pm	4	8

## THE BENEFITS OF THE NEW SCHEDULE

Students have reported the benefits of the schedule to be:

- Even amounts of time in each class
- Accessibility to teachers throughout the day
- Time to get homework done throughout the day
- Longer lunches
- Longer time in Cold Hollow Career Center
- Less courses in a day and therefore feeling less rushed
- Time for clubs and activities
- Time for enrichment

# ENOSBURG FALLS HIGH SCHOOL

## AT PROGRAM VISION

High performing schools systematically ensure that all students are meaningfully connected with at least one adult in the school and that there is a unified focus on growth. In order to foster these connections, EFHS has a very focused advisory structure we refer to as **AT**. The “A” represents Academic Acceleration, Access, and Advising. The “T” stands for Time. **AT** is designed to provide systematic opportunities for students to access academic acceleration, advising, interventions and supports. **AT** supports this by fostering focus on academics within a structure of community and mentoring. To further elaborate upon this purpose, the following definitions are provided:

- **Community Building** - Developing positive relationships that foster pride, responsibility, and a desire to become contributing citizens by performing service to the school and greater community.
- **Mentoring** - Providing guidance to students as they navigate transitions and challenges that they encounter at the various developmental stages of their high school career.
- **Academic Enrichment and Support** - Ensuring deeper understanding of concepts through targeted academic grouping.

### AT PROGRAM STRUCTURE

#### 2015-16

- Five days per week, the EFHS schedule includes a 42-minute **AT** Period.
- ALL students in grades 9-12 will be required to attend **AT** in their scheduled location.

#### Monday

Home Base- 42 minutes: Students meet with an academic advisor and schedule **AT**.

locations for the week

#### Tuesday-Friday

**AT** - 42 minutes: Students follow their schedule to meet teachers for academic acceleration and support

### HOW DOES IT WORK?

#### HOME BASE (Monday):

- **Home Base:** Each week, students will meet with their Academic Advisor in a consistent “permanent” location for Home Base. Most weeks Home Base will take place on Monday. However, due to a holiday or inclement weather, Home Base will take place on the first school day of the week and **AT** will take place during the remainder of the week. The main purpose of Home Base is for students to meet with their Academic Advisor in order to book (schedule) their locations for the **AT** Periods for that week. If students do not have a specific academic need on a particular day and they have not been pre-booked by a teacher, they can sign up for one of the resource areas. It is important to note that Home Base is an integral part of **AT** as a credit bearing class (1/4 credit). Home Base will also serve the function of delivering announcements and other communications.

- **AT.:** Each week, students will be booked into a variety of locations for A.T. periods for Tuesday through Friday. However, holidays or inclement weather may push **AT** days later in the week. **AT** locations will likely be some place other than the Home Base location unless there is a legitimate academic reason for the student to book a day with their Academic Advisor. While at their **AT** location, students should be engaged in academic activity and teachers are expected to hold students accountable. Attendance for **AT** days is taken through the **AT** software.
- **Booking:** Students and their Academic Advisors will schedule locations for **AT** for Tuesday-Friday during Home Base. Academic Advisors will provide appropriate support to assist students in prioritizing their academic needs. Students should be aware that teacher requests (referred to as “pre-booking”) take priority.
- **Pre-Booking:** Teachers will be able to use the **AT** software to request particular students on particular days. This is called Pre-Booking. Teachers may pre-book students for mini-conferences, academic acceleration or support, or work time, as can guidance counselors for special meetings. The only way for a pre-booking appointment to be changed is through a conversation with the booking teacher.
- **Schedule for the week:** Students are responsible for knowing their **AT** schedule. After completing bookings for the week, students will be required to utilize a physical or electronic organizational tool to RECORD where they will be going on **AT** days. The Academic Advisor must approve this recording method. The **AT** scheduler system will email students their schedule for the week.

## AT STUDENT EXPECTATIONS

Students are expected to attend and participate in the 42 minutes (starting at 10:53 AM) of Home Base or **AT** daily. Attendance and participation in Home Base and **AT** are the criteria that will be used to determine Pass or Fail status for **AT**. A passing grade is necessary to earn the .25 credit (per year) for this class that will appear on each student's transcript.

- Students are expected to bring their iPads and any other relevant materials to **AT**.
- Students are expected to work with their Academic Advisor to make a schedule for the remaining **AT** days each week (usually Tuesday-Friday).
- During Home Base, students are expected to review their current academic standing in PowerSchool in order to prioritize bookings for **AT**.
- Students are expected to respect the priority of pre-bookings for **AT**.
- If absent from Home Base, students are expected to connect with their Academic Advisor as soon as possible upon returning to school to review/update their **AT** Schedule (the Academic Advisor will complete a schedule for absent students).
- Students are expected to remain in their booked **AT** location after arriving. This also applies if the particular faculty member is out sick.
- Students are expected to meaningfully use **AT** time in support of their learning in their booked location each day.
- Students are expected to be in their booked **AT** location at the bell. Students who are found outside of their booked location during **AT** may be subject to disciplinary action by Administration.
- Students are expected to adhere to all school-wide behavioral expectations within the **AT** Period (this includes both Home Base and **AT**).
- Students are expected to be flexible during **AT** periods, understanding that there will likely be a wide variety of needs, requests, and questions for teachers.

## OTHER OPPORTUNITIES

- Time for student prevention groups
- Time for Honor Society meetings and mentorships
- Time for special interest groups to meet
- Time for band lessons
- Time for student council to meet
- Time for students to serve as class assistants

## WHAT DO OUR STUDENTS SAY ABOUT AT?

- It's very helpful when I have a lot of work
- I have been able to participate in clubs and activities that I otherwise would not be able to fit into my day, and also use it to make up missed work/improve work.
- It is nice to have more time with a teacher.
- I really like it. It helps me in classes that I need help with.
- It is very, very helpful because you are able to discuss things you need to with your teachers and it isn't rushed.
- It helps me prepare and study.

## SAMPLE STUDENT SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Home Base:</b> Student meets with Advisor to schedule the week	<b>Math:</b> Student chooses to meet with the Algebra 2 teacher to prepare for a quiz.	<b>English:</b> Student chooses to work on an essay due next week.	<b>Guidance:</b> Student has a PEP meeting	<b>Computer Lab:</b> Student chooses to have silent work time in the lab to get assignments done before the weekend.

# ENOSBURG FALLS HIGH SCHOOL GUIDANCE DEPARTMENT

## STAFF:

- **Kate Clark**, Director of Guidance, Students with last names L - P
- **Casey Provost**, School Counselor, Students with last names Q - Z, Middle School
- **Brenna Sturtevant**, School Counselor, Students with last names A - K
- **Sandra Brauer**, SAP Counselor
- **Sally Bashaw**, Registrar
- **Michelle LeGault**, VSAC Counselor
- NCSS School-based Counseling available on a limited basis

## MISSION:

The mission of the Franklin Northeast Supervisory Union School Counseling Program is to prepare all students preK - 12 academically and socially to become contributing members of society. The role of School Counselors toward meeting this goal includes a partnership with students, parents, teachers, and community members to promote a positive learning environment that respects individual student needs.

Our school counseling model provides a comprehensive, developmental curriculum for all students grades preK-12 to include academic, career, and personal/social with the goal that all students carry forth the knowledge and skills necessary to live a productive and meaningful life.

## SERVICES:

School counselors focus on serving students in a variety of ways. In the high school setting, school counselors spend more time with individual students doing personal/social work and academic and career planning than in elementary or middle school, where a larger portion of delivery is done through classroom curriculum and responsive services. We work hard to help students transition from middle to high school and to prepare for the successful transition to adulthood beyond high school. As a comparison, students can expect the following differences between middle and high school counseling:

<b>Delivery System Component</b>	<b>Middle School % of Time</b>	<b>High School % of Time</b>
Guidance Curriculum	25% - 35%	15% - 25%
Individual Student Planning	15% - 25%	25% - 35%
Responsive Services	30% - 40%	25% - 35%
System Support	10% - 15%	15% - 20%

# TRANSITIONS FOR INCOMING STUDENTS AND FRESHMEN AT EFHS

## WE TAKE CARE OF OUR STUDENTS

At EFHS we work hard to begin acclimating students to our community before they enroll. It is our commitment to support 8th grade students in their journey to find a school that is the right fit for them. Therefore, we work hard to communicate EFHS' vision to potential students and families to help them decide if it's the right fit for them.

### 8TH GRADE YEAR:

EFHS works hard to create a community where students feel welcome before they even decide to attend! 8th graders are **invited to a 'Day in the Life...'** of an EFHS student where they are able to meet their teachers, attend a fair of various clubs/activities offered at EFHS, taste some great food from our culinary class, and hear about our Career Center and talk with students.

Representatives also **visit sending schools** to chat with 8th grade students and answer any of their questions.

School counselors also offer **'parent night' information sessions** to answer lingering parent questions.

A **mailing of school events** is sent to all potential incoming students to encourage them to attend a sporting event or a musical performance to really get a feel for what the larger culture at EFHS is!

### OVER THE SUMMER:

Students will **receive their schedules** over the summer and are always welcome to call or email the Director of Guidance, Kate Clark who is available during summer hours for schedule changes or visits to practice opening lockers.

A **family BBQ** is offered to incoming students and their families the night before freshmen orientation. This community building event supports family involvement in the EFHS community from the start. Families hear from the school Principal about EFHS, meet teachers, and receive student schedules.

**Freshmen Orientation** takes place the day before school begins and is attended by over 90% of incoming freshman each year. The orientation is a 1/2 day that allows for students to practice opening their lockers, and run through their schedule without other students around! The orientation helps students feel more at ease on the first day of school.

### UPON ARRIVAL:

EFHS employs a Freshman Academy model in transitioning the 9th grade into high school life. This model is centered on collaboration among teachers and consistency for students. The 9th grade team believe that this helps ease the transition of students into high school and help them build a strong foundation for academic success. There are several supports in place for freshmen as they transition to high school. They include:

- consistent academic and behavioral expectations for students
- common planning and collaborative time for 9th grade teachers
- a Humanities curriculum in which students develop critical reading, writing, speaking and listening skills in an integrated English and History curriculum
- daily **AT** (academic time) for students to access teachers for extra help or instruction
- weekly intervention team meetings for teachers to discuss the needs of individual students
- supportive guidance department who meets with all students individually



# **Enosburg Falls High School**

*Encourage Effort, Honor Growth*

## **CLUBS & ACTIVITIES**

Yearbook  
**NEW** Makerspace  
School Newspaper  
Peers Educating Peers (PEP)  
Class Council  
Students Against Destructive Decisions (SADD)  
Band & Jazz Band  
Chorus, Select Chorus, and A Capella  
Drama Club  
After School Program  
(Homework Club, Indoor/Outdoor, Art)  
Ski Club  
Student Council  
National Honor Society (NHS)  
Future Business Leaders of America (FBLA)  
Future Farmers of America (FFA)  
Raider Challenge Team (JROTC)  
Color Guard (JROTC)  
Marksmanship Team (JROTC)  
Gay, Lesbian or Whatever (GLOW)  
Our Voices Exposed (OVX)  
High Schools on the Move Student Leadership Team (HSOM)  
Scholars Bowl  
LAN (Local Area Network) Club  
Youth Risk Behavior Survey Student Analysis Team  
Principal's Advisory Council

## **SPORTS**

Varsity Women's Soccer  
Varsity Men's Soccer  
Junior Varsity Women's Soccer  
Junior Varsity Men's Soccer  
Varsity Women's Basketball  
Varsity Men's Basketball  
JV Women's Basketball  
JV Men's Basketball  
Freshmen Women's Basketball  
Freshman Men's Basketball  
Varsity Bowling  
Varsity Cheerleading  
Varsity Softball  
JV Softball  
Varsity Baseball  
JV Baseball  
Varsity Men's/Women's Golf Team  
Cross Country Team  
Varsity Indoor Track & Field  
Varsity Volleyball Team  
Varsity Track and Field  
Varsity Snowboarding  
Varsity Dance Team  
Varsity Alpine Skiing  
CrossFit

*EFHS Students also have the opportunity to play football at Fairfax  
and Ice Hockey (both Boys and Girls) at Missiquoi Valley Union, MVU*



## SCHOOL PROFILE

Enosburg Falls High School  
65 Dickenson Avenue  
PO Box 417  
Enosburg Falls, VT 05450  
www.ehornets.org

### ERIK REMMERS

Principal  
eremmers@enosburgk12.net

### JIM STARR

Assistant Principal  
jstarr@enosburgk12.net

### CHRIS BRIGHAM

Athletic Director  
cbrigham@enosburgk12.net

### KATE CLARK

Director of Guidance  
kclark@enosburgk12.net

## POST HIGH SCHOOL PLACEMENTS

- 51% to postsecondary schools
  - 40% to 4-year colleges
  - 8% to 2-year colleges, technical or trade schools
- 3% to military

## VISION STATEMENT:

“Enosburg Falls High School is a community of creative, flexible thinkers engaged in mindful discovery.”

## SCHOOL MOTTO:

“Encourage effort. Honor growth.”

## THE SCHOOL AND COMMUNITY:

Enosburg Falls High School (EFHS) is one of two High Schools in the Franklin Northeast Supervisory Union. We have tuition students who choose to come from Bakersfield, Berkshire, Enosburg, Fairfield, Sheldon, and Montgomery Elementary Schools. The current enrollment is 326 students with a faculty of 45 and a class average size of 20. Over 65% of Enosburg students are first generation with neither parent having graduated from a four-year college and 55% of students receive free or reduced lunch. EFHS was the first high school in the state of Vermont to have a 1-to-1 iPad initiative and will continue for its fourth year.

## LEARNING EXPECTATIONS:

### Academic

- Students will articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills for a range of purposes (e.g. to inform, instruct, motivate, persuade and self-reflect).
- Students will effectively gather, analyze, evaluate, and cite information, and provide evidence for arguments, claims, and beliefs.
- Students will employ 21st century skills for reasoning and problem solving.

### Social

- Students will acquire the attitudes, knowledge, and interpersonal skills to work collaboratively with peers and teachers in personal, work, and community contexts.
- Students will develop skills to work independently and accept personal responsibility for their learning.

### Civic

- Students will participate effectively in civic life by staying informed, understanding societal norms and acting responsibly with the interest of the larger community and environment in mind.

## THE ACADEMIC PROGRAM:

Enosburg Falls High School offers a comprehensive curriculum. The school offers heterogeneous groupings for Regular/Honors Courses in English and History while offering Accelerated options in Math. During their high school career, students have access to a wide range of learning experiences, including Advanced Placement courses, dual enrollment opportunities, online learning and community based learning/projects.

### Flexible Pathways in the Academic Program

- Dual Enrollment courses are offered to all students (some in house) and completed by 30% of graduates.
- Community Based Learning is available to all students grades 9-12
- Cold Hollow Career Center (CHCC) offers 5 programs to an average of 30% of EFHS students.
- Internship opportunities are available to students through CHCC
- Advanced Placement Courses in AP Calculus AB, AP United States Government, AP English Literature & Composition, AP Chemistry, AP Art History, AP Statistics, AP 2-D Studio Art and AP Physics B are open to students grades 10-12
- Online courses through Vermont Virtual Learning Cooperative and reflect the same academic rigor as EFHS' programs
- All students complete a community service requirement of 40 hours before graduating
- Wise Individualized Senior Experience (WISE) is available to all seniors on a voluntary basis. 20% of seniors choose to participate in this program and work on an independent student-led project

**ENOSBURG FALLS  
HIGH SCHOOL**  
CLASS OF 2015



**LATIN HONORS  
SYSTEM**

EFHS class of 2016 will be the first class to graduate with the Latin Honors system in addition to the Valedictorian and Salutatorian.

**Summa Cum Laude**  
*with highest honors*  
4.0 or higher

**Magna Cum Laude**  
*with great honors*  
3.8 or higher

**Cum Laude**  
*with honors*  
3.6 or higher

**TEST SCORES**

CEEB # 460130:  
SAT Scores for Class of 2015:  
Mean Critical Reading 447  
Mean Math 464  
Mean Writing 428

**CO-CURRICULAR ACTIVITIES:**

**Clubs/Activities:**

Yearbook, School Newspaper, Peers Educating Peers (PEP), Students Against Destructive Decisions (SADD), Band, Jazz Band, Chorus, Select Chorus, A Capella, Drama Club, Odyssey of the Mind, After School Program (ASP), Ski club, Student Council, National Honor Society (NHS), Future Business Leaders of America (FBLA), Future Farmers of America (FFA), Raider Challenge Team (JROTC), Color Guard (JROTC), Gay Lesbian or Whatever (GLOW), Our Voices Exposed (OVX), High Schools on the Move Student Leadership Team (HSOM), Scholars Bowl, Local Area Network (LAN)

**Athletics:**

Varsity Women's Soccer, Varsity Men's Soccer, Junior Varsity Women's Soccer, Junior Varsity Men's Soccer, Varsity Women's Basketball, Varsity Men's Basketball, Junior Varsity Women's Basketball, Junior Varsity Men's Basketball, Varsity Softball, Junior Varsity Softball, Varsity Baseball, Junior Varsity Baseball, Varsity Men's/Women's Golf Team, Varsity Wrestling Team, Cross Country Team, Varsity Volleyball Team, Junior Varsity Volleyball Team, Varsity Track & Field, Varsity Snowboarding, Varsity Dance Team, Varsity Alpine Skiing

**GRADUATION REQUIREMENTS:**

*EFHS requires 24 credits for graduation*

English .....	4 credits	History .....	3 credits
Math.....	3 credits	Physical Education.....	1.5 credits
Science .....	3 years	Health.....	5 credits
		Fine Arts .....	1.0 credits

**GRADING SYSTEM:**

*EFHS uses a 4.33 Grading System*

<b>A+</b> = 96.5-100 = 4.33	<b>C</b> = 72.5-76.4 = 2.00
<b>A+</b> = 96.5-100 = 4.33	<b>C-</b> = 69.5-72.4 = 1.67
<b>A</b> = 92.5-96.4 = 4.00	<b>D+</b> = 67.5-69.4 = 1.33
<b>A-</b> = 89.5-92.4 = 3.67	<b>D</b> = 64.5-67.4 = 1.00
<b>B+</b> = 86.5-89.4 = 3.33	<b>F</b> = 0.0-64.4 = 0.00
<b>B</b> = 82.5-86.4 = 3.00	<b>P</b> = PASS
<b>B-</b> = 79.5-82.4 = 2.67	<b>WF</b> = withdrawal fail
<b>C+</b> = 76.5-79.4 = 2.33	<b>I</b> = Incomplete

**COLLEGE AND UNIVERSITY ACCEPTANCES:**

In the past five years, Enosburg High School seniors have been accepted at the following colleges and universities: Armstrong State, Brigham Young University, Bryant University, Castleton State, Community College of Vermont, Central Connecticut State, Champlain College, Clarkson University, Clemson University, Clinton Community College, Colby Sawyer, Concordia University, Eastern Connecticut College, Eckerd University, Elmira University, Emmanuel College, Fitchburg State, Florida Gulf Coast, Fordham University, Hobart & William Smith, Hofstra University, Hudson Valley Community College, Ithaca College, Johnson State College, Johnson & Wales, Keene State College, Lakes Region Community College, Lyndon State College, Mount Allison University, Nashua Community College, New England Culinary Institute, Norwich University, Pace University, Paul Smith College, Plymouth State University, Quinnipiac, Rivier College, Saint Michael's College, Salve Regina University, Slippery Rock University, Southern Virginia University, Southern Vermont College, Southern New Hampshire College, St. Anselms College, St. Joseph (Maine), Sterling College, SUNY Canton, SUNY Cobleskill, SUNY Morrisville, SUNY Plattsburg, Syracuse University, University of Maine, University of Massachusetts, University of Chicago, University of New Haven, University of South Carolina, University of New England, University of Florida, UNOH, University of Southern Maine, United States Military Academy, Utica College, University of Vermont, Virginia Military Institute, Vermont Technical College, Virginia Polytechnic University, White Mountain Community College, Worcester Polytechnic Institute

## LANGUAGE ARTS

### READING I/READING II

GRADES 9-12

1 CREDIT

*Recommendation of the teacher and support team required.*

These courses are designed to improve reading comprehension, fluency, and writing skills for students who could be capable of doing regular-level work, but still need additional instruction in the basic skill areas. Students are taught explicit strategies that can be used to read text faster and understand it better. Students are also taught methods for writing better sentences, paragraphs, and essays. A variety of fiction and nonfiction reading materials are used that are closer to the students' instructional levels than those that are typically used in traditional high school English classes. Allow student/teacher ratio provides opportunities for individualized instruction and guided practice. Students will learn strategies and skills that will help them in their other high school classes as well as in future college courses. If skills dictate a need, students may take this class more than once for credit.

### CREATIVE WRITING

GRADES 9-12

½ CREDIT

In this course, students will engage in with a range of creative writing texts types including narratives, short stories, poems, plays and more. Students will focus mainly on descriptive writing with a focus on the use of details, event sequences and various narrative techniques. Students will work on a variety of writing prompts and pieces with a focus on utilizing creative craft, techniques and styles. At the start of the course, students will set individual goals for their writing and work to attain those goals over the semester in an effort to improve their writing skills. Students will design a Personal Exploration Project that can take on any form and will be designed by the student, which will take the form of the final assessment for this elective. This course will also include extended opportunities for editing, revisions and critiquing student work. The class students in this course will be responsible for creating and maintaining a literary magazine once a every quarter semester to distribute to the school and local community. This class course will be available to all students grades 9-12 interested in creative writing.

## JOURNALISM

GRADES 9-12

½ CREDIT

In this course, students will be instructed on how to write like a journalist. Students will explore various types of journalism including photojournalism, literary journalism and, sports journalism, and news/media reporting. Students will study contemporary media and other issues in the press today. Students will learn the basics of news, feature, editorial and sports more specific types of journalistic writing. Students will set goals in order to develop their skills as writers and will create a personalized project of their choice. This course will also include extended opportunities for editing, revisions and critiquing student work. The class students in this course will be responsible for the creation of a school newspaper in which current events will be covered to be distributed to the school and local community on a quarterly basis or more often. This class course will be available to all students (grades 9-12) interested in journalism writing.

### HUMANITIES ENGLISH 9

GRADE 9

1 CREDIT

English 9 is taught in a humanities style and explores several themes in connection with History 9. In this course, students will work collaboratively and independently to develop critical reading, writing, speaking/listening, and language skills. Students will use these skills to meet the ELA Proficiency Based Graduation Requirements. In English 9, students will engage with texts taken from a variety of genres such as literature, poetry, narrative essays, short stories, informational texts, films and documentaries. Students will make "real world" connections to literature and other texts through interdisciplinary units including: Class Induction, Identity & the Individual, Conflict in Relationships & the World, Diversity, Tolerance & Unity, and Human Impacts on the Future. These integrated units involve various proficiency based assessments including annotations and other close reading strategies, Deeper Thinking Questions, multiple discussion formats, writing opportunities and more. Students are also expected to complete two semester independent reading books as a part of the coursework of Humanities English 9, the first assessed during the midterm and the second toward the end of the school year. The final exam is based on a digital portfolio created over time displaying student work and reflection.

### HONORS HUMANITIES ENGLISH 9

GRADE 9

1 CREDIT

Honors Humanities English 9 is heterogeneously mixed with College Prep students. For honors students, there will be additional rigorous academic assignments supplemental to the regular English 9 curriculum. These students will at times be expected to teach concepts and information from honors assignments to their peers. Honors students are expected to act as leaders and role models to other students in terms of academics and behavior. They are also expected to develop a sense of independence in their academic work.

## **GLOBAL ISSUES**

**GRADE 9-12**

**½ CREDIT**

In this class, students will learn about and grapple with topics, ideas, and events that affect the world. Students will select global issues that appeal to them from a list including topics such as deforestation, poverty, peacekeeping, education, intellectual property rights and conflict prevention. They have the opportunity to investigate the world, recognize different perspectives, communicate ideas, and think about potential action. In doing this work, students will understand what it means to be active, globally engaged citizens.

## **SOCIAL JUSTICE AND EQUITY**

**GRADES 9-12**

**½ CREDIT**

In this course students will examine the significance of individual, cultural, and systemic social justice and equity issues at local, national, and international levels. Current issues that will be examined and discussed are related to: Institutional racism, ethnicity, gender equality, privilege, and the economically disadvantaged. Students are challenged to critically examine their own beliefs about social inequalities and will be introduced to a wide variety of different perspectives through multimedia, informational texts, anecdotes, and research so that students can explore many voices in all matters related to the human condition in order to develop informed opinions and develop their own awareness of a variety of perspectives. This course emphasizes Common Core State Standards Reading, Writing, Speaking/Listening, and students will be expected to think critically, read, discuss, research, and present findings throughout the semester and as part of a final exam.

## **MODERN WORLD LITERATURE**

**GRADE 10**

**1 CREDIT**

In Modern World Literature, students will continue to strengthen their reading and writing skills as well as expand their ability to analyze various types of literature. Students will study a wide variety of modern works. Students will read and make “real world” connections to literature from Africa, America, Asia, and Europe from novels such as: *A Long Way Gone*, *The House on Mango Street*, *The Things They Carried*, *Fahrenheit 451*, and *Lord of the Flies*, *Under the Same Sun*, *The Joy Luck Club* and *Night*, as well as essays, poems, and articles. The curriculum is Common Core State Standards driven and focuses on Reading, Writing, Speaking/Listening skills. Standards-based assessments will include vocabulary quizzes, student-led discussions, essay writing, reading annotations, presentations, collaborative group and independent work. Midterm and final exams are digital portfolios which showcase standards-based assessments and work each semester.

## **WORLD LITERATURE HONORS**

Honors students will be heterogeneously mixed with Modern World Lit students; they will be required to act and behave as role models in the classroom, socially and academically. Students will be required to develop a sense of independence in work ethic as well as complete rigorous academic work supplemental to the Modern World Lit curriculum. Honors students will be required to present and teach their classmates about supplemental literary works each quarter and frequently lead group discussion. Honors designation will be awarded to students who work to a higher standard while demonstrating advanced skills in essay writing and reading comprehension.

## **COLLEGE PREP**

### **AMERICAN LITERATURE**

**GRADE 11**

**1 CREDIT**

In American Literature, students will read many types of writing, including novels, short stories, poems, and essays. The main reading in the course will consist of recognized American classics by authors such as Hawthorne, Whitman, Poe, Hemingway, Fitzgerald, Kesey, and Twain, although much of the curriculum depends upon student choice. This course is designed for eleventh grade students and is assessed according to the FNESU Proficiency Based Graduation Requirements (based on the 11-12 Common Core State Standards in Reading, Writing, Language, and Speaking & Listening). For 2016-17, students will have control of much of what parts of American literature they study as well as what proficiencies they address. Students will participate in a literary community by analyzing content, structure, and style of works in their historical context by reading, discussing, and critiquing works. Students will also learn to use new words and expand their vocabularies as well as improve their writing skills. Assessments will be related to proficiencies. Students will also read and analyze outside reading novels of their own choice, approximately one per quarter. In this class, we will focus on the skills and background needed to achieve at the college level or in a professional career. As such, independent work is integral to success in American Literature.

### **HONORS AMERICAN LITERATURE**

In addition to fulfilling College Prep American Literature requirements, students will need to work to a higher standard, for example, completing extra and/or more challenging assignments and reading different or more complex readings. Most of these tasks / assignments will be completed online.

**ENGLISH FOR TECHNICAL CAREERS**  
**GRADES 11-12** **1 CREDIT**

This class will explore the variety of reading and writing that occurs in the many technical careers that students may choose to pursue. Students will read a variety of texts, including (but not limited to) technical manuals, maps, blue prints, procedural texts, invoices, correspondence, as well as visual diagrams. Students will create resumes and cover letters, as well as learn the art of professional email creation (and other forms of professional correspondence), write procedural pieces, narratives, and arguments that pertain to the technical fields. Assessment is accomplished through discussion, small group activities and written responses such as journals, creative writing and formal essays.

**COLLEGE PREP BRITISH**  
**LITERATURE & COMPOSITION**  
**GRADE 12** **1 CREDIT**

*Students may take one semester for ½ credit*

This course offers an overview of the British classics, from Medieval to contemporary British literature. Students will study an anthology of British literature, including epic poetry, King Arthur Tales, and Shakespeare. They will also look at major works of other genres, such as Gothic fiction and dystopian literature. All major reading, including quarterly self-selected outside reading books, will be followed by an analysis essay and/or writing-intensive comprehension test. Students will be encouraged to develop their writing through a process of self and peer editing and make revisions. They will work independently as well as in literature circles and participate in whole class discussion. Frequent vocabulary tests from the readings will also be given. The course will culminate in an inquiry-based research project, designed by the students. Students will be graded based on proficiency of specific skills, as outlined in the FNESU Proficiency Based Graduation Requirements (based on the 11-12 Common Core State Standards in Reading, Writing, Language, and Speaking & Listening).

**DYSTOPIAN LITERATURE**  
**(COLLEGE PREP)**  
**GRADES 9 - 12** **½ CREDIT** (English or Elective)

Imagine a world with no freedom, no individuality, constant surveillance, and fear of the outside world. In this course, students will explore the classic dystopian worlds created by Orwell, Huxley, Bradbury, and others, along with more contemporary takes on dystopian literature. All major reading, including self-selected outside reading books, will be followed by an analysis essay and/or writing-intensive comprehension and analysis test. Students will be encouraged to develop their writing through a process of self and peer editing and make revisions. They will work independently as well as in literature circles and participate in whole class discussion. Frequent vocabulary tests from the readings will also be given. The course will culminate in an inquiry-based research project, designed by the students.

Students will be graded based on proficiency of specific skills, as outlined in the FNESU Proficiency Based Graduation Requirements (based on the 11-12 Common Core State Standards in Reading, Writing, Language, and Speaking & Listening).

**AP ENGLISH LITERATURE**  
**& COMPOSITION**  
**GRADES 11 - 12** **1 CREDIT**

This course is designed to give students who are so inclined the opportunity to read, write, and think on a higher level than that which is offered in most high school classes. It demands students take responsibility for their own learning and rewards them for doing so. Through intensive reading and writing, it teaches students to think differently about the world around them, offering alternate viewpoints and encouraging empathy through immersion in diverse literature. AP English is a reading and writing intensive class; there will be summer reading requirements and students will be admitted only by recommendation. The writing skills students come to appreciate through attentive and continued analysis of a variety of poetry and prose texts can serve them in their own writing as they become increasingly aware of these skills and their uses. The course will also prepare students who plan on taking the AP exam in May to do so. Students will be assessed through essays, written tests, and oral/visual presentations.

**SCIENCE**

**CONCEPTUAL PHYSICS /**  
**CONCEPTUAL CHEMISTRY**  
**GRADES 10-12** **1 CREDIT**

*Prerequisite: successful completion of biology*

The goal of this course is to provide the basic conceptual understanding of physics without requiring advanced levels of math. This course will introduce students to the ideas of kinematics, dynamics, energy, and waves. Students will develop answers to questions by developing models and arguments to support their conclusions and perform labs to reinforce those concepts.

Conceptual Chemistry is a semester-long course intended for students who do not intend to take Chemistry at the college level. The course will cover the basic ideas of chemistry (including atomic theory and structure, chemical bonding, chemical reactions, moles and molar masses, solutions and concentrations, and acids and bases). Conceptual Chemistry will cover roughly the same topics as College-Prep Chemistry. However, due to the shorter length of the class, these topics not be covered in as much depth, or with as much mathematical rigor, and the laboratory component will be less demanding. While the class will not be math-free, the focus will be on conceptual understanding, rather than mathematical analysis. It is recommended that students take at least Algebra I before taking Conceptual Chemistry/Physics.

## **EARTH AND SPACE SCIENCE**

**GRADE 9**

**1 CREDIT**

*Prerequisites: none*

This course will focus on space systems, the history of Earth, Earth's systems, weather and climate, and human sustainability. A focus on analytical and strategic thinking will be used, and student expectations will be related to solving problems in order to understand the interrelated process of design. Students will be presented with the challenges facing society within Earth and space science relevant to resources, hazards, and environmental impacts, with emphasis on technology to design solutions.

## **COLLEGE PREP BIOLOGY**

**GRADE 10**

**1 CREDIT**

This course provides a solid foundation in the fundamental principles of biology, the study of life. Topics such as ecology, genetics, and evolution will supplement a survey of living things from single-celled bacteria to human beings. Students will analyze and understand living systems, understand the characteristics of organisms and knowledge of their structures and functions, and demonstrate an understanding of the human body. Students will learn lab techniques, scientific language, and scientific thinking as they investigate the variety and interdependence of all living things. Materials used are Prentice Hall Biology, and a variety of laboratory apparatus and computer equipment. This is a laboratory-oriented course. Assessment methods incorporated are homework completion, tests, quizzes, projects, labs, and class participation.

## **ANATOMY & PHYSIOLOGY**

**GRADE 11-12**

**1 CREDIT**

*Prerequisite: A grade of 80 or higher in College Prep Biology.*

This course is intended for students who wish to study science in college; especially those interested in careers in the medical field. Textbook, class notes, handouts and dissection are used to learn the fundamental concepts of anatomy and physiology. Topics include advanced study of body systems and how they interact to maintain normal body function and homeostasis. There is an intense focus on advanced dissection, laboratory operations and working independently. Assessments include tests, dissection/labs, projects, quizzes and homework. Course expectations include a strong work ethic and self-motivated study.

## **COLLEGE PREP BIOLOGY II**

**GRADE 11-12**

**1 CREDIT**

*Prerequisite: A grade of 80 or higher in College Prep Biology.*

This course expands upon many of the topics introduced in College Prep Biology. Possible topics include biochemistry, genetics and inheritance, natural selection and evolution, microbiology, botany and ecology. This is a laboratory-oriented course. Students will use scientific methods to investigate and explore areas of study. Students will improve their use of scientific language and thinking skills as well as their laboratory techniques. Materials include textbook, laboratory apparatus, class notes and computer resources. Assessment methods include labs, tests, projects and homework completion. Solid biology skills and a serious work ethic are required to be successful in this course.

## **COLLEGE PREP CHEMISTRY**

**GRADE 11**

**1 CREDIT**

*Prerequisite: Completion of CP Biology.*

This course covers atomic theory/ structure, periodic table, reaction types, equation balancing, stoichiometry, and elementary physical chemistry. This is a laboratory-oriented course. Textbook, handouts, class notes, and lab ware are used to learn the fundamental concepts of chemistry. Students will be assessed on homework completion, tests, and labs. Students will respect others and property while in the classroom. This will provide a safe environment. The student will observe and measure properties of and chemical reactions between one substance and another. Students will demonstrate an understanding of bonding, and quantitatively apply the gas laws, and understand the concept of gas density.

## **AP CHEMISTRY**

**GRADE 11-12**

**2 CREDITS**

*Prerequisite: Completion of C P Chemistry with a grade of B+ & Algebra II.*

This course will provide a qualitative and quantitative introduction to chemical change. Coverage will include chemical vocabulary, atomic theory, the structure of the atom, bonding, and introduction to chemical thermodynamics, chemical phases, chemical kinetics, solution equilibria, and oxidation-reduction. Time permitting, some special topics will be introduced. Students who do well in this course will be prepared to take the Advanced Placement Chemistry Exam given in May of each year by the College Board. Chemistry: the Central Science will be used as well as various lab ware. Assessment will be made on tests, problem sets, and lab scores.

## **COLLEGE PREP PHYSICS**

**GRADE 11-12**

**1 CREDIT**

*Prerequisites for the course are B in Chemistry and/or current enrollment in Introduction to Calculus, OR successful interview with physics teacher, e.g. discussing previous class grades.*

This course is an elective and is intended to provide a suitable basis for those who will proceed to do physics in college. The course covers the following units: mechanics, electricity and magnetism, optics, quantum physics. Throughout the course students will use lecture materials, handouts, lab experiments, and projects to facilitate learning. Assessment will be based upon tests, quizzes, experiments, homework, and possible projects, for example but not limited to, the Pumpkin Chuckin' Festival, TASC Competition, Bridge Building Competition, Green Mountain Physics Olympics. Students are expected to follow rules and cooperate fully

## **AP PHYSICS 1 / \*CCV**

### **DUAL ENROLLMENT PHYSICS 1**

**GRADE 11-12**

**2 CREDITS**

*Prerequisite: a successful interview with physics teacher, e.g. discussing previous class grades.*

This course is intended for those students who wish to do science / math in college. The course covers the following units: Newtonian Mechanics, Thermal Physics, Electricity and Magnetism, and Waves. Throughout the course, students will use: lecture material, textbooks, and laboratory experiments to aid learning. Assessment will be based upon tests and lab experiments. Students will also take the Advanced Placement Physics 1 test in May of the school year. Students are also expected to work hard and cooperate fully. Successfully passing first semester will also allow students to redeem a dual enrollment voucher to the Community College of Vermont for 4 college credits.

## **SCIENCE ELECTIVES**

### **AGRICULTURAL SCIENCES**

**GRADE 9-12**

**1 CREDIT**

Ag Science focuses on local agriculture and land use. Students learn about soils, forestry, tree identification, animal reproduction, dairy cow judging, beef cattle, and biotechnology. FFA contests and leadership opportunities are a vital part of this class. Students are graded on lab projects and class work as well as tests and quizzes. Students in grades 9-12 looking into agriculture careers should definitely take this class

### **THE CHEMISTRY AND BOTANY OF COOKIES**

**GRADES 10-12**

**1 CREDIT**

Where what's in them comes from, and how to bake them to perfection! This semester long science elective course has

no prerequisites and will focus on multiple aspects of biology and chemistry. Plant reproduction and photosynthesis will be explored through the ingredients of vanilla, chocolate, flour, and sugar; animal reproduction and by-products of it will be examined (eggs/chickens and butter/cows); the mechanism of chemical reactions in the context of a baking recipe (baking soda, baking powder) will be determined, and the extraction of natural resources (salt) will be discussed. Students will use various media sources (articles, radio, film) to conduct research and deepen their understanding of key concepts, explore the environmental impacts of the chocolate cookie, and determine the perfect recipe (through actual baking) for chocolate chip cookies. Students will be assessed on their classwork, projects, and recipes. Other standards addressed through this course include ratios, fractions, and precision. Please see Ms. McCuin with any questions!

## **THE PHYSICS OF SUPERHEROES**

A long, long time ago in a galaxy far, far away some pretty amazing Physics happened. There were reported cases of three foot tall, pointy eared people lifting entire spaceships out of swamps using nothing but 'the Force'. In a related report there was an individual that was faster than a speeding bullet, stronger than a locomotive and could leap over tall buildings in a single bound. There are reports of a woman who can move objects, also deflect objects heading her way, using nothing but the power of her thoughts. Is any of this all possible? How many of the laws of Physics are being broken? What would possibly give someone such heroic powers? In this class we will investigate the Physics of Superheroes and a few Super-villains. We will discuss topics such as how fast is the Flash, how strong is Superman and how does Magneto do that magnet thing he does? Please come join me on this adventure as we investigate the Physics of Superheroes. Open to students in grades 10, 11 & 12 who have successfully completed Algebra 1 or with permission of the instructor. Please see Mr. La Mantia with any questions.

## **MATH**

### **MATH FOUNDATIONS**

**GRADES 9-10**

**1 CREDIT**

*Recommendation of the teacher and support team required.*

This course (using teacher-generated materials and hands-on learning aids) is specifically designed for students who may not have yet mastered the skills for Algebra I. This course will help prepare students to use math in real life and to enroll in a higher level math course. Math Foundations emphasizes computation of whole numbers, fractions, decimals, and percents. Students will be exposed to various occupations and how math is used in these occupations. Problems, quizzes, tests, and portfolios.



## **CONSUMER MATH**

**GRADES 10-12**

**1 CREDIT**

*Recommendation of the teacher and support team required.*

In this course, students will learn about personal finances including banking, consumer credit, the finances of housing, saving and investing, taxes, and insurance.

## **ALGEBRA I**

**GRADES 9-12**

**1 CREDIT**

This course is designed to give students a foundation in algebraic problem solving and reasoning skills with a focus on the Common Core standards for mathematical practice. The mathematical practice standards are the habits of mind students use to problem solve and persevere in mathematical reasoning. Major topics include simplifying expressions, solving equations and inequalities, statistics, linear equations, systems of equations and inequalities, functions, quadratics and mathematical modeling. All students will have the opportunity to receive “Accelerated” Algebra 1 distinction by meeting certain learning targets that extend thinking related to course concepts.

## **GEOMETRY**

**GRADES 9-12**

**1 CREDIT**

*Prerequisite: Successful Completion of Algebra I or teacher/guidance recommendation*

Students learn the concepts of congruence, similarity, and symmetry from the perspective of geometric transformation. Fundamental are the rigid motions: translations, rotations, reflections, and combinations of these, all of which are here assumed to preserve distance and angles (and therefore shapes generally). Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent. The definitions of sine, cosine, and tangent for acute angles are founded on right triangles and similarity, and, with the Pythagorean Theorem, are fundamental in many real-world and theoretical situations.

## **GEOMETRY ACCELERATED**

**GRADES 9-12**

**1 CREDIT**

*Prerequisite: ‘B’ or better in Algebra I Accelerated, 8th grade Algebra recommend or written teacher/guidance recommendation.*

The content of this course is much the same as Geometry, but with much more emphasis on geometric proof. This course also advances at a much faster rate than Geometry. Solid math skills and a serious work ethic are required to be successful in this course.

## **FINANCIAL LITERACY**

**GRADE 12**

**½ CREDIT**

What is money? What is a bank? How can I save for my future goals? Personal Financial Literacy charts the history of money, how banks operate, sources of income, what we spend our money on, and much more. Learn about checking and savings accounts, how to research stocks, and investing your hard-earned money. Examine income taxes, credit cards, bankruptcy, fraud and identity theft, different types of insurance, and career planning. Students learn the process of creating a budget and personal financial plan.

## **ALGEBRA II**

**GRADES 10-12**

**1 CREDIT**

*Prerequisite: Successful completion of Algebra I and Geometry.*

This college preparatory course extends students’ understanding of algebra to include linear functions, systems of equations, quadratic functions, polynomial functions, radicals and rational functions. Students should expect daily homework.

## **ALGEBRA II ACCELERATED**

**GRADES 11-12**

**1 CREDIT**

*Prerequisite: ‘B’ or better in Algebra I Accelerated and Geometry Accelerated recommend, or written teacher/guidance recommendation.*

This fast paced college preparatory course includes linear and quadratic equations and inequalities, systems of equations, polynomial, radical, rational, exponential, and logarithmic functions. Solid math skills and a serious work ethic are required to be successful in this course.

## **PRE-APPLIED MATH CONCEPTS**

**GRADE 11**

**½ CREDIT**

*Prerequisite: Successful completion of Algebra II. This course is designed for seniors who expect to attend college and study business, humanities, or social sciences.*

This course is a foundational course for students planning on taking Applied Math Concepts (a CCV dual enrollment course) in the spring semester. This course starts off with a review of operations in the real number system, problem solving and working with units, and a unit on uses and abuses of percentages in the media. Some time is allocated for individualized review of algebra skills in preparation for the Accuplacer, which is required for enrolling in Applied Math Concepts in the spring.

## **APPLIED MATH CONCEPTS / \*CCV DUAL ENROLLMENT**

**GRADE 12**

**½ CREDIT**

*Prerequisite: Successful completion of Algebra II. Completion of Pre-Applied Math Concepts is recommended. Students may earn 3 college credits by using one or their dual enrollment vouchers.*

This course develops students' ability to think quantitatively and use mathematics as a problem-solving tool in their professional and personal lives. It is a good choice for students planning on studying humanities or social sciences. Mathematical applications are selected from a range of business, human services, health, and political topics. Concepts include set theory, visual representation of data, geometry, linear and nonlinear equations, personal finance, probability, and statistics. Students must take a math assessment (the Accuplacer) for placement purposes prior to CCV registration

## **INTRODUCTION TO CALCULUS**

**GRADE 11-12**

**1 CREDIT**

*Prerequisite: This class is available to any student who has successfully completed Algebra II Accelerated with a 'C' or better (a 'B' or better is highly recommended), or Algebra II with a 'B' or better (an A is highly recommended).*

This course prepares students for college-level mathematics. It includes extensive study of functions and modeling; polynomial, power, rational, trigonometric, exponential and logarithmic functions, graphs and equations will be explored. Use of a graphing calculator for modeling is an integral part of the course. Solid math skills and serious work ethic are required to be successful in this class.

## **AP STATISTICS**

**GRADE 11-12**

**1 CREDIT**

*Recommended Course Preparation: successful completion of second-year course in Algebra and demonstration of sufficient mathematical maturity and quantitative reasoning ability.*

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

## **AP CALCULUS**

**GRADE: 12**

**1 CREDIT**

*Prerequisite: "Pre-Calc" with a C or better (a 'B' or better is highly recommended). AP Calculus prepares students to take the AP Calculus exam.*

The course work includes limits, continuity, and the derivative and integral of algebraic, trigonometric, exponential and logarithmic functions. In addition, applications of differential and integral calculus are explored, including rates of change, optimization problems, area and volumes of rotation. Graphing calculators are used to explore the concepts graphically and numerically, in addition to analytic analysis.

## **HISTORY**

### **HUMANITIES HISTORY**

**GRADE 9**

**1 CREDIT**

*This course is required for graduation.*

9th grade history is taught in a humanities style and explores several themes integrated with 9th grade English. Through collaboration in small and large groups, students will develop critical reading, writing, speaking, and listening skills. Students will work together and independently to study the peoples of the past and present to explore questions like: Who writes history? What does it mean when we say something is 'terrorism' and why does it matter? How does identity fuel conflict? What is our responsibility to our environment? How does culture impact consumption?

### **HONORS HUMANITIES HISTORY**

Students will need to complete more challenging assignments, reading different or more complex readings, and maintaining a portfolio of work throughout the year.

### **MODERN WORLD HISTORY**

**GRADE 10**

**1 CREDIT**

*This course is required for graduation.*

Modern World History is a survey course that focuses on major themes and events that have impacted the world from the 15th Century to the present day. We will read historical texts, primary and secondary, as well as some literature. We will look at and analyze art, music and other cultural materials. We will study maps and learn the names of and location of many countries. We will research and write short and longer essays. We will prepare for and have discussion and debates, role-plays and historical reenactments. We will watch informative videos, documentaries and films. We will connect the past to the modern day in ways that are intended to be memorable and meaningful to the students' lives.

## **HONORS MODERN WORLD HISTORY**

*Recommendation from their Humanities teacher is suggested*

Students will keep up with additional assignments that deepen their understanding of History. Projects will include reading, writing, research, presentations and 21st-century skill-related projects. Students will not be able to opt-out of Honors after the first progress report is issued.

## **UNITED STATES HISTORY**

**GRADE 11-12**

**1 CREDIT**

*This is the final required social studies course for graduation.*

It is a writing intensive survey of American history from Civil War to modern America, with emphasis on the development of American government and the Constitution. Class materials include textbooks, novels, handouts, class notes, and videos. Students will be assessed on the basis of homework completion, quizzes, tests, participation, and various projects that may include research papers, book analyses, mock trials and other simulations. Students will investigate the social, political, and economic causes and effects of the Civil War, WWI, the Great Depression, and WWII, as well as analyzing the impact of major domestic and foreign issues that shaped America in the 19th and 20th centuries. There will be a strong focus on technology use in class as well as analysis and interpretation of historical documents and argument development.

## **HISTORY ELECTIVES**

### **PSYCHOLOGY**

**GRADES 11-12**

**½ CREDIT**

Introductory psychology is a course that focuses on the history of psychology, biological bases of behavior, sensation and perception, states of consciousness, personality, learning, cognition, testing and individual differences, development, psychological disorders, motivation and emotion, and social psychology. Students will also learn about the methods psychologists use in their science and practice.

### **ART HISTORY**

**GRADES 11-12**

**1 CREDIT**

*AP and Dual Enrollment Options Available.*

Art History is a full-year course which is meant to be equivalent to an introductory college course in the History of Western Art. Students will have the option to take the AP College Board examination; and/or opt for dual-enrollment through CCV for either first semester (Survey of Western Art I) and second semester (Survey of Western Art II). Emphasis is placed on visual analysis and analytical writing; students will examine and critically analyze major forms of art in their historical contexts. The course text is Gardner's Art Through the Ages. Field trip opportunities to view art at museums and galleries are available.

## **AP US GOVERNMENT**

**GRADES 11-12**

**1 CREDIT**

A. P. American Government is a college-level, full-year course. This course may be used to fulfill the U.S. History graduation requirement. The course presents the structure of the American government and issues which have shaped it. The course is intended to provide students with an understanding of the American government function; it also examines American values and attitudes on a variety of issues. Weekly classroom discussions of issues are intended to help students develop an awareness of their own values and attitudes. Students who do well in this course will be prepared to take the Advanced Placement test given in May of each year by the College Board. A score of three (3) out of a possible five (5) on the examination will earn up to three (3) hours of college credit at most four-year colleges. The course is recommended for college-bound students.

## **ELECTIVES**

### **COMPUTER ARTS**

#### **INTRODUCTION TO COMPUTER SCIENCE**

**GRADES 10, 11, 12**

**1 CREDIT**

*Prerequisite: Successful completion of Algebra 1*

In this course, students will create apps and other programs using the snap programming language, learn some of the most powerful ideas of computer science, and be creative. Students will discuss the social implications of computing, thinking deeply about how they can be personally active in promoting the benefits and reducing the possible harms. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. The course is based on the AP Computer Science Principles class that is designed to give students the opportunity to use technology to address real-world problems and build relevant solutions.

Possible PBGR Standards: Global Citizenship, multiple Transferable Skills, Engineering, Technology and Application of Science

## **DIGITAL VISUAL EXPLORATIONS**

**GRADES 9-12**

**½ CREDIT**

*This course is designed to prepare students to succeed in the 21st century classroom.*

Technology skills such as appropriate Internet usage through social networking and blogging will be developed. iPad management, workflow and introduction of apps will be explored. Computer applications such as word processing, digital presentations, audio manipulation, keyboarding and image manipulation will be introduced. Students will also be exploring art and design through hands on projects as well as through technology.

## **GRAPHIC DESIGN**

**GRADES 9-12**

**½ CREDIT**

Brief review of the elements of art and in depth exploration of the principles of design, the history of graphic design, typography and color theory. This course will focus on visual and conceptual problem solving using the design process. Students will be doing hands on art projects as well as using Adobe Photoshop and Illustrator.

## **FOREIGN LANGUAGES**

### **FRENCH I**

**GRADES 9-11**

**1 CREDIT**

*Prerequisite: A grade of 74 or better in English is recommended.*

This course develops the student's ability in four basic language skills: listening, speaking, reading, and writing. Cultural similarities and differences of French-speaking areas are discussed. Students use the text Bienvenue, a workbook, handouts, class notes, and CD / tapes. Students are assessed on the basis of homework completion, quizzes, tests, group and individual listening and speaking practice, projects, and class participation. Students write and present skits to their classmates, and are expected to know vocabulary to be able to use simple present and future tense sentences in conversation and writing by the end of the course.

### **FRENCH II**

**GRADES 9-12**

**1 CREDIT**

*Prerequisite: A grade of 73 or higher in French I.*

This course reinforces and increases the skills of listening, speaking, reading, and writing. The past, imperfect, future, and conditional tenses are introduced. Students continue to explore cultural aspects of French-speaking areas. The texts Bienvenue and A Bord, workbooks, handouts, class notes, CD / tapes are used. Students are assessed on the basis of homework completion, quizzes, tests, group and individual listening and speaking practice, projects, and class participation. Students write and present skits to their classmates, and are expected to know vocabulary, verb tenses, and important grammatical structures. They are expected to use these in conversation with classmates and the teacher.

### **FRENCH III**

**GRADES 10-12**

**1 CREDIT**

*Prerequisite: A grade of 80 or higher in French II and a commitment to speak French at all times.*

This course is necessary if students plan to use the language with facility. The four skills of listening, speaking, reading and writing are reinforced. The texts A Bord and En Voyage, a workbook, handouts, class notes, short stories or novels and CD / tapes are used. The subjunctive is introduced and grammatical structures are reviewed and reinforced. Many readings, essays, and oral presentations, often related to French culture, are required. Students are assessed on the basis of homework completion, tests, essays, projects, and a commitment to speak French at all times.

### **FRENCH IV**

**GRADES 11-12**

**1 CREDIT**

*Prerequisite: A grade of 80 or above in French III and a commitment to speak French at all times.*

This course is a structured review of grammar and focuses on improving and refining listening, speaking, reading, and writing skills. The text En Voyage, a workbook, and a variety of short stories and novels are used. Students are assessed on the basis of class participation, completion of assignments and projects, and a strong commitment to speaking French at all times. Students are expected to converse with an intermediate degree of fluency, have a strong grasp of grammatical concepts, and a familiarity with French culture and literature by the end of the course.

## **SPANISH I**

**GRADES 9-12**

**1 CREDIT**

*Prerequisite: A grade of 74 or better in English is recommended.*

Students studying Spanish I will begin speaking and listening, reading and writing in the Spanish language. They will also discuss expressions that are characteristic of Spanish-speaking people. Students will use the text ¡Buen Viaje!, a workbook, handouts, and class notes. They will also listen to tapes accompanied by a tape manual. Assessment is based on homework completion, quizzes, tests, and oral work in class. Students will study vocabulary and will use simple present and past tense sentences.

## **SPANISH II**

**GRADES 9-12**

**1 CREDIT**

*Prerequisite: A grade of 73 or better in Spanish I.*

Students studying Spanish II will strengthen skills in speaking and listening, reading and writing in the Spanish language. They will also continue discussing expressions that are characteristic of Spanish speaking people. Students will use the text ¡Buen Viaje!, a workbook, handouts, and class notes. They will also listen to tapes accompanied by a tape manual. Assessment is based on homework completion, quizzes, tests, and oral work in class. Students will study vocabulary, verb tenses, and important grammatical structures. They are expected to use these in conversation with classmates and the teacher.

## **SPANISH III**

**GRADES 11-12**

**1 CREDIT**

*Prerequisite: A grade of 80 or better in Spanish II.*

Students studying Spanish III will continue strengthening skills in speaking and listening, reading and writing. They will also continue discussing expressions that are characteristic of Spanish-speaking people. Students will use the text ¡Buen Viaje!, a workbook, short stories or novels, handouts, and class notes. They will also listen to tapes accompanied by a tape manual. Assessment is based on homework completion, quizzes, tests, and oral work in class. Students will study vocabulary, verb tenses, and important grammatical structures. They will speak Spanish at all times.

## **SPANISH IV**

**GRADES 12**

**1 CREDIT**

*Prerequisite: Teacher recommendation required.*

## **HEALTH & PHYSICAL EDUCATION**

### **HEALTH**

**GRADES 9**

**½ CREDIT**

*This course is required for all Freshmen.*

This one-semester course is designed to give 9th grade students factual information and skills to promote good health now and in their adult lives. Areas to be covered will be conflict management and violence prevention; alcohol, tobacco, and drug prevention; responsible relationships (STD and pregnancy prevention); nutrition; and physical activity. This will be accomplished through books, films, guest speakers, lectures, classroom discussions, testing, group projects and writing assignments. There will be a final exam at the end of the semester.

### **TEAM SPORTS**

**GRADES 9-12**

**½ CREDIT**

Team sports consist of traditional sports and non-traditional activities that involve a team concept. Units in this section may include, but are not limited to Softball/Whiffleball, Basketball, Volleyball, Soccer, Floor Hockey, Flag Football, Ultimate Frisbee, Capture the Flag, Throwing & Catching Games, Team Handball, and Broomball.

### **LIFETIME SPORTS**

#### **& PERSONAL FITNESS**

**GRADES 9-12**

**½ CREDIT**

Lifetime sports consist of activities that students can do on their own and can continue to do throughout their lives, either individually, or with a partner/small group. Units in this section may include, but are not limited to Badminton, Ping Pong, Bowling, Horseshoes, Yoga, Pilates, Juggling, Walking/Jogging, Mountain Biking, Snowshoeing, Frisbee Golf, Golf, Pickleball, Darts, Bocce Ball, and Croquet.

### **PROJECT ADVENTURE (PA)**

**GRADES 9-12**

**½ CREDIT**

This course is designed around adventure-based activities, which focus on creativity, leadership, problem solving, risk taking, and team building. PA consists of problem solving games as well as low and high ropes course elements located here at school on our new adventure course.

## **JUNIOR ROTC**

### **JUNIOR ROTC LEADER EDUCATION TRAINING (LET) I GRADES 9-12**

**1 CREDIT**

This course introduces students to JROTC and gives the cadets a better understanding and greater appreciation for our American Heritage. Cadets will examine significant events, people, and places that have helped shape the basic ideas and philosophy of a constitutional democracy. They will review the rights, responsibilities, and privileges for being an American citizen. Cadets will also identify the principles of leadership and be given multiple opportunities to assume leadership roles. LET I cadets will also learn to improve their communication, planning and study skills. One class per week will be designated for either physical training or practicing basic military drill and ceremony. Cadets will be assessed through quizzes, tests, projects and performance evaluation.

All JROTC Cadets can participate in extracurricular activities including the Color Guard, Marksmanship Team (air rifle), Raider Challenge Team and Drill Team. Cadets have the opportunity to participate in community parades (Dairy Day, Memorial Day, and Veterans Day), and community service projects. They also have the option of participating in a week-long summer camp (JROTC Cadet Leadership Challenge) which occurs at the end of the school year. The Camp introduces cadets to activities including a high ropes course, the Leadership Reaction Course, canoeing and various other group activities.

### **JUNIOR ROTC LET II-III GRADE 10-12**

**1 CREDIT**

*Prerequisites: Army Junior ROTC LET 1.*

Cadets will build on what they learned during the first year of JROTC. Cadets will concentrate on leadership values, good judgment, management skills, and problem solving techniques. Cadets will learn about substance abuse issues and prevention techniques. They will also learn and demonstrate basic first aid and lifesaving skills. Cadets will be provided instruction and practical exercises to determine direction, location, and distances on a map. They will also be introduced to the use of a compass. Cadets will study the U.S. Constitution and the Bill of rights to better understand the values, principles, and responsibilities that underlie good citizenship. Cadets will be taught effective techniques of communication through written and speaking assignments. One class period per week will be designated for either physical training or practicing basic military drill and ceremony. Cadets will be assessed through quizzes, tests, projects and performance evaluation.

## **JUNIOR ROTC LET IV**

**GRADE 12**

**1 CREDIT**

*Prerequisite: Successful completion of LET I, II, and III.*

LET IV senior cadets have the opportunity to perform as commanders and staff officers. They will act as assistant instructors in specific subject areas for the LET I – III classes. Cadets continue to develop their In order to better understand the global community cadets will study the basic elements leadership skills and will be instrumental in the planning and execution of JROTC special events such as inter-school competitions and community service projects. One class period per week will be designated for either physical training or practicing basic military drill and ceremony, which LET IV cadets will plan and execute. Senior cadets will be assessed predominantly through performance evaluations.

## **PERFORMING ARTS & FINE ARTS**

### **CHORUS**

**GRADES 9 -12**

**1 CREDIT**

Chorus is available for students in grades 9-12 who plan to work on improving their individual abilities and ensemble skills. The Chorus studies and prepares for performance music from a wide variety of styles and time periods. Sight singing and music theory are incorporated in order to develop students' command of the musical language. Chorus members are given the opportunity to participate in the annual District Music Festival. Additional performance opportunities are available for interested students. Members are required to participate in all performance functions of the ensemble, including but not limited to the Fall Concert, Winter Concert and Spring Concert.

### **SELECT CHOIR**

**GRADES 9-12**

**1 CREDIT**

*Select Choir is a class selected by audition.*

This course is for students who are currently, or have previously been enrolled in chorus and are seeking a greater challenge and a higher level of musicianship. Select Choir members will refine solo and ensemble singing skills to meet a high standard of performance. Music theory and sight singing skills will be developed. It is required that all Select Choir students audition for our local District Music Festival and one or both of the following festivals: All State Festival and New England Music Festival. Members are required to participate in all performance functions of the ensemble, including but not limited to the Open House, Fall Concert, Winter Concert and Spring Concert.

## **BAND**

**GRADES 9-12**

**1 CREDIT**

*Band is available to students in grades 9-12 who already play an instrument and who plan to work at improving their individual abilities and ensemble skills.*

Band is available to students in grades 9-12 who already play an instrument and who plan to work at improving their individual abilities and ensemble skills. The Band studies, and prepares for performance, a wide variety of music including classical music, popular music, traditional wind band literature, marching band selections, and contemporary compositions. Band members are given the opportunity to audition for the annual District, All-State, and New England Festivals. Additional performance opportunities are available for interested students. Members are required to participate in all functions of the entire ensemble and must be prepared for testing on music reading and scale memorization.

## **QUARTERLY RECAP CLASS**

**GRADES 9-12**

**1 CREDIT**

This class will teach students how to run the quarterly recap including, writing scripts, hosting the show, running lights and sound board, organizing games, interviewing, creating short film ideas, filming and editing video segments. Each quarter students will lead the Quarterly Recap Assembly full of student made content. After the initial introduction to all elements of the show students will work in production groups and assign out their own work load for the assemblies. No prior knowledge of any of the above is required, just an interest in learning and creating.

## **MUSIC COMPOSITION**

**GRADES 9-12**

*5 Person Maximum*

Students work on writing music in a wide range of styles and for multiple instruments using composition software. As part of this program students will be using the online Music-COMP project getting the chance to work with professional composers. Twice a year students have the opportunity to participate in the Music-COMP Opus where after working with a mentor composer, student compositions are selected and performed by professional musicians. Students also have the opportunity to write for any of our music ensembles. No previous composition or instrumental experience necessary.

## **MUSIC TECHNOLOGY**

**GRADES 9-12**

**1 CREDIT**

*4 Person Maximum*

Recording Technology introduces students to the concepts of recording audio for both music and voice-over applications. Students learn the elements of a recording studio as well as how to set up live sound. They will also become familiar with recording audio, MIDI tracking, mixing and effects. Students must have taken Music Composition or be familiar with at least one instrument and have very basic piano skills.

## **INTRO TO GUITAR**

**GRADES 9-12**

**1 CREDIT**

Students will be provided with a guitar for class. Students begin by learning the most basic elements of guitar playing. Throughout the year they will learn scales, chords and some basic blues and rock patterns. They will also learn how to read written music for the guitar. Students will also have time to work on songs of their choice individually. No experience is needed to take the course. Students wishing to take the course a second time must submit a plan outlining goals and plans for use of class time.

## **INTRO TO DOCUMENTARY FILM**

**GRADES 9-12**

**½ CREDIT**

This course will introduce students to documentary films in a variety of styles and on a number of topics. Students will examine the techniques used to create mood, educate, and present a viewpoint. Students will share their knowledge in class discussions and short writing assignments. During the course students will plan and film their own short documentary on a topic of their choice.

## **DRAMA**

**GRADES 9-12**

**1 CREDIT**

Drama class consists of the study of all aspects of theater, including acting, directing, costumes, sets, lights and sound, etc. Students will be expected to participate in class activities such as pantomime, improvisation, cold readings of text, and public speaking, as well as to appear on stage in front of an audience. There will be schoolwide performances, including one act plays and scenes from Shakespeare's Hamlet (to be performed for twelfth grade English classes studying Shakespeare) and seasonal one-acts. Participation in live theater encourages students to develop self-confidence, communication skills, creativity, and the ability to work cooperatively.

## **FOUNDATION ART: THE BASICS**

**GRADE 9-12**

**1 CREDIT**

Students explore the studio side of art: drawing, painting, 3-D sculpting, collage and printmaking. Work is created within a variety of mediums, with a focus on the elements and principles of design. Art history and art appreciation lessons are integral to the studio activities.

## **ADVANCED ART**

**GRADES 10-12**

**1 CREDIT**

*Prerequisite: Foundation Art*

Students develop basic skills begun in Foundation Art. However, students experience flexibility in directing the substance of their personal portfolios. Serious work is expected and a continuation of exploring different mediums along with the study of artworks past and present.

## **POTTERY**

**GRADES 9-12**

**½ CREDIT**

*Prerequisite: a desire to learn about and work with clay.*

In this semester-long class students will experience working with clay using both hand and wheel techniques. Students will become familiar with the works of potters including traditional Native American to contemporary. Underglaze techniques will be used. Pinched, coiled, and slab methods of working with clay are taught. In addition, we have one electric wheel for throwing clay.

## **PHOTOGRAPHY**

**GRADES 10-12**

**½ CREDIT**

A point and shoot digital camera will be used, in addition to the iPad. This class will change the way you see the world. Many genre of photography will be looked at from traditional to contemporary, landscape, portrait, and documentary. We will use the works of several photographers as the basis for our studies. Some Adobe Photoshop and digitizing is involved. Students will develop a portfolio of their works. Assessment will be through critique in writing and verbally.

## **WOODWORKING**

**GRADES 9-12**

**½ CREDIT**

This course is designed to give you a basic introduction to woodworking. In this course we will learn a variety of joining techniques, as well as learn about essential tools and their uses. We will make a number of small projects that are useful, practice basic construction techniques, and allow you the opportunity to explore your creative side.

## **CALLIGRAPHY**

**GRADES 9-12**

**½ CREDIT**

Words are art. In this course you will learn a number of lettering styles, including italic and gothic hand writing. You will also have the opportunity to create your own font. We will also explore how words are found in our everyday lives through advertisements and how graphic designers work to develop these works. If you love music, poetry, or literature, you will most likely love this course and find it a engaging and relaxing.

## **FAMILY LIVING & CHILD DEVELOPMENT**

**GRADES 9-12**

**1 CREDIT**

The students will have the option to run a play school for area children two and a half to five years of age. The students will learn what children of these ages are like socially, emotionally, physically, and mentally. In addition to these ages, the students will learn about pregnancy, babies, and toddlers through simulation activities. The students will have a textbook. Student assessment will be based on classwork, tests, class participation, projects, and tests.

## **FOODS**

**GRADES 9-12**

**1 CREDIT**

Students learn and practice a broad range of food preparation techniques. Textbooks, cookbooks, periodicals, and videotapes are used. Students watch professional demonstrations, gather current nutrition information, learn cooking methods, proper use of equipment, and artful presentation of food. Assessments include project evaluations and regular tests and quizzes. Students enter and receive feedback from at least one community cooking contest. Students function as part of a team for various food-service operations.

## **ADVANCED FOODS**

**GRADES 10-12**

**1 CREDIT**

*Prerequisite: Satisfactory completion of Foods.*

Career exploration, leadership skills, planning and advanced food preparation techniques are included for those who plan careers in food-service and for those with a serious personal interest. Students are expected to show independence and a strong work ethic. Assessments follow completion of laboratory projects.



## OTHER ELECTIVES

### PURPOSE AND CAREER EXPLORATION (PACE)

GRADE 10

½ CREDIT

*Need for Graduation Requirement, for all 10th graders*

This course will help students identify their purpose, establish goals as they progress through high school with a view to their future, and find the path that will enable them to achieve those goals. When students have an idea of where they are headed, they can more confidently explore their choices. In order to make appropriate decisions about high school courses, post secondary education and training, and career fields. Additionally, PACE will give students the opportunity to understand their personal interests, preferences, values, and talents. The class will also emphasize the development of transferable skills.

### ENTREPRENEURSHIP I

GRADES 10-12

½ CREDIT

This course will provide students with an introduction to the entrepreneurial mindset through experiential learning activities. Students will explore what skills and knowledge it takes to become a successful entrepreneur. Creativity, critical thinking, innovation and problem solving skills will be developed as they identify a dream or passion and plan (and potentially execute) how to make it a reality. During the process, students will learn about planning, organizing, implementing and managing. The class will also focus on developing transferable skills.

### DRIVER'S EDUCATION

GRADES 9-12

½ CREDIT

The Driver Education Course is offered to students in Grades 9-12. Students must be 15 years of age and have a valid learner's permit **on the day of the first class. The state of Vermont allows no more than 3 absences in this course. This course is a pass/fail course with a fail being a 69 or below.** Students are required by the State of Vermont to complete a minimum of 30 hours of classroom and six hours of behind-the-wheel training (Drivers Education Requirement). In addition students must complete 40 additional hours of documented at-home practice/ skill sheets (Vermont Motor Vehicle Requirement). Once this is completed students are eligible to receive certificates. The certificates enables the driver to schedule his/her appointment with the Department of Motor Vehicles based on eligibility-see latest editions of Vermont Driver's Manual Laws. Successful completion of the Driver's Education program at EFHS will help to prepare the young driver to obtain his/her Vermont Junior Operator's License.

## COMMUNITY BASED LEARNING

GRADES 9-12

1 CREDIT

Community Based Learning (CBL) is a flexible elective that engages students with real-life experiences to earn credit towards graduation. In collaboration with the program coordinator, teacher advisors, and guidance counselors, participants are encouraged to develop personalized learning plans, to document projects and discoveries, and to serve as interns with local mentors. Learning activities are linked to the Vermont Framework of Standards' "Vital Results" and are evaluated through proficiency-based assessments, including personal web pages, recording sessions, site visits, and student-centered inquiries to grow more mindful. Please see Mr. Skurdall to apply.

## OTHER PROGRAMS & SERVICES

### NATIONAL HONOR SOCIETY TUTORS

Trained tutors are available to provide students with extra help in all content areas. Shortly after the beginning of the school year, a list of tutors and their availability during the eight periods of the day will be published. The National Honor Society advisor or your classroom teacher can make the tutoring arrangements with you.

## DUAL ENROLLMENT

### FLEXIBLE PATHWAYS

New Vermont law allows for high school students to take up to two college courses for FREE at any participating university or college. Currently these colleges include: Lyndon, Castleton, Johnson, CCV, UVM, Southern Vermont College, Norwich, Marlboro, Green Mountain, New England Culinary Institute, Vermont Technical College, Burlington College, Bennington College and Champlain College! Students are highly encouraged to take advantage of this wonderful opportunity. Dual enrollment allows students to access courses that are not offered at their sending high school, to begin their college transcript early and to access challenging courses during less busy times of the year like summer.

Upcoming juniors and seniors who are residents of Vermont and attend a public high school can get more information by visiting: <http://education.vermont.gov/flexible-pathways/dual-enrollment> or by meeting with their school counselor. Students must be approved 'college-ready' by their school counselor and schedule a meeting with their parent/guardian prior to enrolling in a course.

## **VERMONT VIRTUAL LEARNING COOPERATIVE: WWW.VTVLC.ORG**

Visit the website above for course offerings and descriptions. Students can access online courses through VTVLC by successfully completing the online orientation, a forty-minute assessment of student readiness to learn online. In the past EFHS students have accessed such courses as: SAT Prep, AP Microeconomics, AP Macroeconomics, Psychology, Game Design, Creative Writing, Entrepreneurship, and many others. The Vermont Virtual Learning Cooperative (VTVLC) is an organization developed through a partnership of Vermont public schools, which is funded by a grant provided by the Vermont Department of Education using ARRA/Title IID funds. Programs and courses are available to all Vermont students, but enrollment is prioritized based on school partnership status. Priority for enrollments is given to all partner schools who contribute teachers for online courses. Partner schools may enroll 25 students tuition free for each course offered.

## **POTENTIAL 2016-2017 COURSES**

### **PHYSICAL EDUCATION CREDIT THROUGH SNOW CLUB**

Students will receive .5 PE credit by attending 6 Snow Club Trips to Jay Peak. Snow Club takes 6 day-long trips to Jay Peak each winter, starting in December and ending in March or April, depending on the weather. This can be cumulative, over a student's high school career.

# **COLD HOLLOW CAREER CENTER**

## **MISSION**

To provide the opportunity for every individual to reach their highest potential by:

- Teaching relevant skills that prepare students for the 21st Century
- Creating a positive learning environment that respects individual student needs
  - Developing well-rounded, respectful citizens

## **PROGRAMS**

CHCC Technical Programs are designed for 11th and 12th graders, although 10th graders who demonstrate motivation and show exceptional promise may be admitted. All programs are two-year, half-days. Students meet daily, attending the morning block during the first year, and the afternoon block in the second year. Students receive both elective credits (4) per year, and (1) embedded core credit (with successful completion of both years) toward graduation requirements. CHCC also offers several short block classes including Pre-Tech Foundations (10th graders) and Agricultural Science (9th & 10th graders)

## **STUDENT SERVICES**

CHCC coordinates career development services including career exploration, employability training, interview preparation and practice, and work experience opportunities. We facilitate relationships with business/industry, postsecondary institutions, and community organizations to support students' transition to college or career. We work collaboratively with sending schools to promote comprehensive planning and support services for our students.

## **COOPERATIVE EDUCATION**

Students may be recommended by their instructors for a co-op work experience during their senior year. They must be in good academic standing, and willing to adhere to the program requirements. Based on the students interests, the Co Op Coordinator develops community based opportunities in which they apply the skills and knowledge attained through their program in an employment setting. Cooperative education may also be utilized for job shadows or short term job try-outs to help students clarify their work-related interests.

## **INDUSTRY RELATED CREDENTIALS**

CHCC students earn Industry related credentials (IRC's) through skill assessments aligned with industry-recognized standards to measure technical achievement. IRC's offer employers with recognized documentation that a student has acquired a defined set of skills and knowledge within their career field.

## **STUDENT ORGANIZATIONS**

Career & Technical Education Student Organizations (CTSO's) help students develop the technical and leadership skills that will enable them to succeed in their career paths. Students compete in State and national conventions & competitions, meet other students and professionals and develop additional valuable networking opportunities.

## **COLLEGE CREDIT**

CHCC students have the option of pursuing college credit while completing their programs through dual enrollment courses with various state colleges within Vermont.

For application or registration information please see Guidance or visit our website at [chccvt.net](http://chccvt.net)

## **AUTOMOTIVE TECHNOLOGY**

**CREDITS: 4 ELECTIVE/YR.**

**EMBEDDED CREDIT: 1 SCIENCE\***

Program Description: This program is designed to prepare students for entry-level automotive jobs, or to help prepare to enter a technical/trade college. Students will receive training in the following areas: Safety, Brakes, Electrical/Electronic Systems, Engine Performance, Steering and Suspension. Students will experience a mix of classroom instruction and auto lab time during each class period. Time in classroom versus lab is split 50/50. Classroom time includes working in textbooks, workbooks, training videos, on line training, and classroom lecture. Laboratory time includes demonstration, team activities, and actual vehicle repair. Assessments are based both on hands-on demonstrations and written/on line testing. Creating repair orders, researching service information, reading repair manuals, and working with others, are important skills a student must master in order to be proficient at working in an automotive shop. These skills are also assessed in a quarterly employability worksheet that is mailed home to students and parents.

**IRC's:** Vehicle and Automotive Distributors Association (VADA) State Assessments, SP2 Safety Training, American Oil Change Association, American Lift Institute Training, Tire Industry Association Training, Vermont State Inspection Certification

**College Credit Options:** Dual enrollment: Vermont Technical College, Articulation Agreements: University of Northwestern Ohio/Technical Institute, Central Maine Community College

**Program Entry Recommendations:** Physical Science - successful completion, Physics (recommended during Auto Automotive Program), basic computer literacy, strong reading skills, good attendance and behavior records, willingness to learn 21st century employment skills.

## **BUSINESS LEADERSHIP STUDIES**

**CREDITS: 4 ELECTIVE/YR.**

**EMBEDDED CREDIT: 1 MATH\***

Program Description: The Business Leadership Program provides students the opportunity to learn and practice skills needed to organize and manage a business. Students will use technology to learn and develop skills in the following areas: leadership, accounting, marketing, ethics, finance, entrepreneurship, public relations, management, and communication. Students will experience and learn about a variety of skills related to the world of business. With technology and communication trends continuously changing, jobs and careers in business are exciting and rewarding. Students will experience and variety of projects encompassing emerging technology trends, digital ethics, and e-business. Students will also explore skills in effective communication, relationship building, and leadership. These skills are also assessed in a quarterly employability rebric that is mailed home to students and parents.

\* Embedded credits earned upon program completion

**IRC's:** National Retail Federation

**College Credit Options:** Dual enrollment - Intro to Business 3 cr. - Community College of Vermont, Dale Carnegie Leadership Training Course - 2 cr., High Impact Presentations 1 cr. - Excelsior College

## **CONSTRUCTION TECHNOLOGY**

**CREDITS: 4 ELECTIVE/YR.**

**EMBEDDED CREDIT: 1 MATH\***

Program Description: This program is designed to introduce and teach students the skills needed to enter the construction field of their choice. Using a combination of classroom, lab units and on site construction methods, students will learn the process of general construction. Students completing this program will demonstrate: safe and proper use of hand and power tools, site layout, blueprints, the foundation process, floor, wall, and roof framing systems, drywall, siding, roofing, trim and finish work, heavy equipment training, and introduction to the plumbing, electrical and masonry trades. This program will provide students with a solid base and understanding of carpentry and general all around knowledge of the Construction fields.

**IRC's:** OSHA 10 Certification, American General Contractors Certification, Carpentry Level 1, American General Contractors Certification, Carpentry Level 2, Defensive Driving through AGC.

**College Credit Options:** Central Maine Community College

**Program Entry Recommendations:** Geometry - successful completion, good attendance and behavior, willingness to learn 21st century employability skills.

## **DIGITAL MEDIA PRODUCTION**

**CREDITS: 4 ELECTIVE/YR.**

**EMBEDDED CREDIT: 1 ART\***

Program Description: Digital Media Production is a career field for the rapidly developing creative economy. Students in this program develop creativity and problem solving skills, while learning the latest visual communication tools. Areas of study include drawing, basics of design & layout, color theory, illustration, photography, videography/editing, computer animation, web design. Adobe software explored includes Photoshop, Illustrator, InDesign, Flash, Dreamweaver, as well as Premier and After Effects.

**IRC's:** Adobe Certified Associate

**College Credit Options:** Graphic Design I, Photography I, and Website Design (pending) - Community College of Vermont

**Program Entry Recommendations:** Art Foundations or Introduction to Photography, computer technology literate, a strong desire to develop creativity and artistic skills, good attendance and behavior records, and willingness to learn 21st Century employability skills.

## **FORESTRY & NATURAL RESOURCES**

**CREDITS: 4 ELECTIVE/YR.**

**EMBEDDED CREDIT: 1 SCIENCE**

Students in this program cover twelve core competency areas which include: work place safety, equipment safety, surveying and mapping skills, forest management, forest protection, harvesting and processing timber, forest products, soil and water conservation, wildlife and outdoor recreation management, operating and maintaining forestry equipment, business management, sales and marketing concepts, and leadership skills. These competencies are covered through project-based learning with written, oral and practical assessments. The projects include a logging operation, a Christmas tree operation, a maple sugaring operation, a wildlife project and various community projects in land and water conservation and forest recreation. Students also operate and maintain a John Deere 440C skidder, a John Deere 400G bulldozer, a John Deere 550 4wd tractor, a Caterpillar 236 Skid steer, a portable saw mill and edger, chain saws and an 1800 tap sugaring operation with an oil fired sugaring arch and a reverse osmosis system. The students also manage a 105 acre school-owned woodlot and lease a 40 acre bush. All students become members of FFA and compete in many statewide career development events throughout the year. The program offers students "Game of Logging" training covering levels I through IV. Top students earn the right to represent Cold Hollow Career Center at state Game of Logging competitions.

**IRC's:** Game of Logging - Levels 1 - 4 American Red Cross First Aid Certification

**College Credit Options:** Paul Smiths College - Articulation agreement

**Program Entry Recommendations:** Agricultural Science (successful completion) Good attendance and behavioral record. Willingness to learn 21st Century employability skills.

## **MEDICAL CAREERS**

**CREDITS: 4 ELECTIVE/YR.**

**EMBEDDED CREDIT: 1 SCIENCE**

Employment opportunities continue to grow in the health care field. Medical Careers prepares students for either post-secondary education programs, or entry-level employment in nursing centers or physician's offices. All Medical Careers students will learn the following: injection control, basic first aid, CPR, and AED skills, history and trends in the health care fields, health care systems, professional and legal requirements of health care workers, medical terminology, medical math, human anatomy and physiology, diseases processes, human growth and development, skills for taking and recording vital signs, patient mobility, personal care, and capillary sampling, substance abuse, mental health, medical administration, and specialty area skills.

**IRC's:** License Nursing Assistant (LNA). This is approved by the Vermont State Board of Nursing. First Aid and CPR/AED through the American Red Cross, NCS Blood Borne and Airborne Pathogens.

**College Credit Options:** Medical Terminology, 3 cr., Human Biology 3 cr. - Community College of Vermont

**Program Entry Recommendations:** B or better in CP Biology, good attendance and behavior records, and willingness to learn 21st Century employability skills.

## **SINGLE PERIOD CLASSES**

### **PRE-TECH FOUNDATIONS**

**CREDITS:**

**1/2 ELECTIVE**

This is a one period, half year class designed for 10th graders to provide an introduction to technical careers, basic career exploration within the 16 Career Clusters, as well an introduction to 21st century employability skills. Students complete a variety of interest assessments, and occupational research assignments. They receive an introduction the fundamentals of job interviewing, resume and cover letters, in addition to work place behaviors necessary to maintain employment, critical thinking skills, teamwork, creativity, self determination, and independent learning activities as required for success in the workforce.

### **AGRICULTURAL SCIENCE**

**CREDITS: 1 SCIENCE**

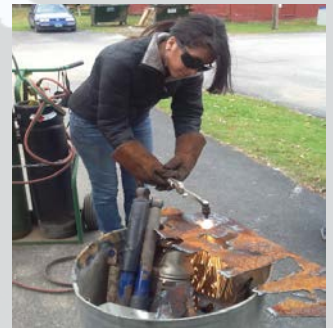
This is a one period, full year class designed for primarily for 9th and 10th graders who plan to work in the dairy farming industry, or other agriculturally related fields. All students become members of FFA. This class is all particularly recommended for students who plan to apply to the Forestry & Natural Resources Program.

\* Embedded credits earned upon program completion

# COLD HOLLOW CAREER CENTER

## CHCC Programs

Automotive Technology  
Business Leadership Studies  
Construction Technology  
Digital Media Production  
Forestry & Natural Resources  
Medical Careers



## Student Services

Cooperative Education  
Career Exploration  
College & Career Readiness  
Guidance/Student Support  
Academic Support



2015 - 2016

184 Mississquoi St., Enosburg Falls, VT 05450

Phone: 802-933-4003 Fax: 802-933-2431

*Cold Hollow Career Center is open to both students and adults and does not discriminate on the basis of race, color, national origin, creed, gender, sex, age, sexual orientation or handicapping conditions.*

# WHY?

## COLD HOLLOW CAREER CENTER FACT SHEET

**Over 80% of CHCC Program Completers over the last two years are currently enrolled in 4-year colleges, other post-secondary institutions, or employed in the workforce.**

**College credit** is available to students while attending certain CHCC Programs through CCV's Fast Forward Program and Vermont State College System.

**Work-based learning** through CHCC's Co-Op Program allows second-year CHCC students in good standing to apply the skills and knowledge they've learned at a job site instead of attending their class.

**Career exploration, career plan development, resume writing, interview & employability skills, as well as individualized support and guidance** are all provided by CHCC's Co-Op & Guidance Coordinators so that each and every student can choose the next steps that are right for them.

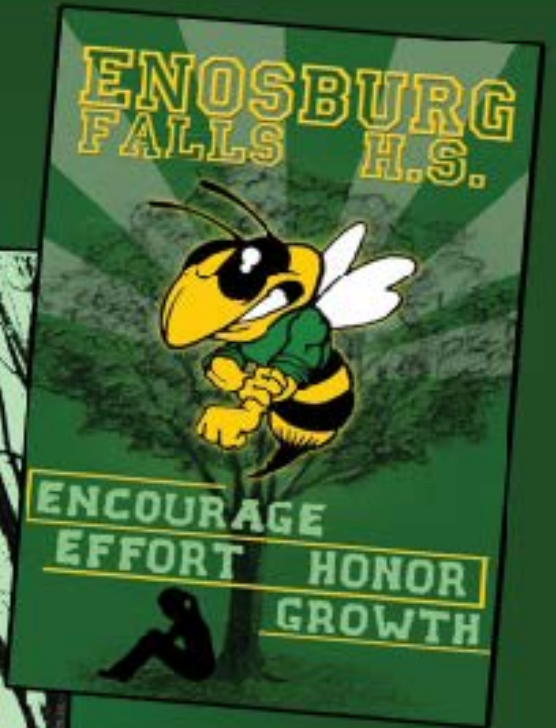
**Industry-related Credentials** are earned by CHCC students in all seven programs. These certifications are of particular value to employers, and improve your chance of being hired over applicants who have none.

# HOW DO I APPLY?

**Contact us directly at 802-933-4003 for an application, or speak with your sending high school counselor.**



**REMEMBER TO "LIKE" US ON FACEBOOK!!**



It  
Starts  
With  
You