

SPAULDING HIGH SCHOOL

Home of the Crimson Tide



2010 - 2011 PROGRAM OF STUDIES

Spaulding High School Mission Statement

Spaulding High School provides a safe, healthy, and positive environment that supports learning. Through a partnership of students, educators, parents, and community, the school strives to offer a variety of educational opportunities to meet the academic and social needs of all its students. Spaulding High School graduates will have the knowledge and skills to become productive, responsible citizens.

Academic Expectations

- Spaulding High School students will communicate effectively using written, oral, and technological means.
- Spaulding High School students will read with understanding.
- Spaulding High School students will use and apply analytical and creative skills to solve problems.
- Spaulding High School students will use technology to support their learning.

Social and Civic Expectations

- Spaulding High School students will be respectful, responsible, knowledgeable, and ethical members of the school and the community.
- Spaulding High School students will make healthy choices about themselves and the well-being of others.
- Spaulding High School students will develop skills to pursue career goals after high school.
- Spaulding High School students will demonstrate good citizenship within the school and in our 21st century world.

NON-DISCRIMINATION POLICY

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

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Spaulding High School

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Thomas Sedore
Assistant Principal

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Robert Phillips
Principal

David Nicholson
Director of Guidance

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Director of Special Services

Dear Parents, Guardians and Students:

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

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

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

Sincerely,

Robert Phillips
Principal

ACADEMIC PLANNING

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

GRADUATION REQUIREMENTS

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

English - **4 credits**

Math - **3 credits**

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

History/Social Studies - **3 credits (must include 1 credit each of World & US History)**

Fine Arts - **1 credit**

Physical Education - **1.5 credits**

Health (Wellness) - **.5 credit**

Electives or Additional Core Courses - **8 credits**

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

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

Sample Vermont College Minimum Entrance Requirements - Below are several examples of entrance requirements. Students are generally evaluated on their high school performance (including the rigor of a student's program), class rank, letters of recommendation and standardized examinations (SAT and/or ACT), essay(s), extra curricular activities and/or employment, special talents, and community service. A student should always be in communication with their School Counselor and the Admissions Departments. For all post high school planning please use the resources available to you through your School Counselor, the Spaulding High School Counseling Office, as well as logging onto your Family Connection Account at connection.naviance.com/Spaulding. If you have questions regarding these resources please contact your School Counselor.

The University of Vermont Recommended Minimum Entrance Requirements

4 credits of English

3 credits of Math (up to Algebra II or IMP III)

3 credits of History/Social Studies

3 credits of Science (including a lab ex: biology, chemistry)

2 credits of the same Foreign Language

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

Middlebury College Recommended Minimum Entrance Requirements

4 credits of English

4 credits of Math (up through at least Pre-Calculus or Statistics)

3 credits of History/Social Studies

3 credits of Science (including 3 labs ex: biology, chemistry, physics)

4 credits of the same Foreign Language

Music, Art, and Drama also recommended

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

Castleton State College Recommended Minimum Entrance Requirements

4 credits of English

3-4 credits of Math (up through at least Algebra II or IMP III)

3-4 credits of History/Social Studies

3-4 credits of Science (including 2 labs ex: biology, chemistry)

2 credits of the same Foreign Language

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

Vermont Technical College

4 credits of English

3-4 credits of Math

2 credits of History/Social Studies

2-3 credits of Science (including 1 lab ex: biology, chemistry)

2 credits of Foreign Language

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

VOCATIONAL AND TECHNICAL OPTIONS

Students wishing to either attend a post secondary technical institution or planning on entering the workforce with a marketable skill should seriously consider the programs offered through the Barre Technical Center (please see pages 57 - 64 for specific program information). If a student is planning to experience the Barre Technical Center for any of their high school experience it is important to be aware of the following: earn credits in English, Math, Science and History, along with PE, Art, and Wellness during your freshman and sophomore years. Work closely with your counselor to map out the completion of specific credit requirements, attend the Barre Technical Center presentation held at Spaulding High School as well as visiting the Barre Technical Center web site (more information on the Barre Technical Programs can be found on pages 56-61).

ALTERNATIVE WAYS TO EARN CREDIT

There are many alternative ways to earn credit towards graduation that occur outside of the traditional classroom. A Spaulding High School student can earn 1 credit per semester outside of a Spaulding High School classroom (this rule does not apply to Physical Education credits, please refer to page 43). These types of alternatives are listed below. If you have questions concerning any of these, or wish to take the steps to access them, please speak to your School Counselor about the procedure.

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

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

On Line Courses - On line courses may be taken through accredited programs. All On Line courses must be approved by the subject area Department Head, the Director of Guidance, and the Principal. Spaulding High School suggests the following programs for On Line learning; Keystone High School, Virtual High School, Brigham Young University High School Programs. There are fees associated with these courses. This type of course is reflected on a student's transcript as a transfer credit.

College Courses - College courses may be taken for high school credit. All college courses must be approved by the subject area Department Head, the Guidance Director, and the Principal. Many colleges offer on line courses as well. A three credit college course will satisfy one half credit for Spaulding High School. There are fees associated with college courses. Nearby colleges and universities include; the University of Vermont, Johnson State College, the Community College of Vermont, and Norwich University. Please access their websites to view offered courses. This type of course is reflected on the student's transcript as a transfer credit.

TIPS - Training Interns and Partnering for Success. This program is sponsored by the Central Vermont Workforce Investment Board. It consists of twenty hours of class time in the area of employment skills and practices and forty hours of an unpaid internship with a Vermont business. Completion of this program earns the student one half elective credit.

Athletic PE Credit - A Spaulding High School student may earn one half credit of Physical Education by participating on an athletic team. This alternative can only be used once during a student's entire experience at Spaulding High School. Forms can be picked up in the Guidance Office. All plans must be approved by the Athletic/Activities Director. Approval Deadlines are as follows: Fall Activity - September 1st, Winter Activity - December 1st, Spring Activity - April 1st.

ALTERNATIVE EDUCATIONAL PROGRAMS (require applications)

VAST Program - the VAST Program is coordinated through Vermont Technical College in Randolph, Vermont. In this program the high school student completes his/her senior year of high school and his/her freshman year of college simultaneously. Students are selected through an application process and must have adequate PSAT scores. There are fees associated with this program. For more information please visit the VTC web site.

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

EARNING COLLEGE CREDIT WHILE AT SPAULDING HIGH SCHOOL

Many opportunities exist for students who wish to get a head start on earning college credit. Examples of these include Advanced Placement, Technical Program Agreements, the VAST Program at Vermont Technical College, and finally the Introduction to College Studies offering at the Community College of Vermont. Dual Enrollment is offered through many of these programs. Dual Enrollment offers both college and high school credit at the same time.

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

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

VAST - As mentioned previously, the VAST Program is coordinated through Vermont Technical College in Randolph, Vermont. In this program the High student completes their senior year of high school and their freshman year of college simultaneously. Students are selected through an application process and must have ample PSAT scores. There are fees associated with this program. For more information please visit the VTC web site.

Introduction to College Studies - The Community College of Vermont offers this free course to high-school students. This is a **non-college** credit course that helps you develop skills and strategies for college success. You'll learn about:

- * Note and test taking.
- * Study and communication skills.
- * Time and stress management.
- * Goal setting and organizational skills.
- * Financial aid

Spaulding High School offers .5 elective credit for successful completion of this class. If you successfully complete Introduction to College Studies while you are still in high school, you may be eligible to apply for a voucher to take one free course at Castleton State College, Community College of Vermont, Johnson State College, Lyndon State College, Vermont Technical College. Completion of courses through this voucher would earn you college and high school credit. Please see your School Counselor for more information.

FOUR YEAR PLANNING

One of the best ways to reach a desired long -term goal is to develop a plan that addresses the short-term goals associated with the final destination. For example, nearly every Spaulding High School student should set a goal of graduating in four years, and at the end of those four years have choices as a result of their academic accomplishments. These choices could include two/four year colleges and universities, technical institutions, employment, the military, apprenticeships and other post secondary options. Thus, it is important to forecast each of the four years that you will be attending Spaulding High School. On the final page of this Program of Studies is a four- year planning work sheet. It is very helpful in designing a high school experience that will help you reach your goals. Please work with your family and School Counselor to design a program that will be in your best interest.

ACADEMIC OFFERINGS

The following pages contain the course offerings for the 2010-2011 school year. Prior to selecting courses please consider your credit standings in each credit requirement area, your goals after high school, the requirements for each course offered, and your areas of interest. Please be advised that consulting with your School Counselor is always a good practice.

The course offerings are divided into Departments. Each Department section offers a brief overview of the Department's philosophy. Under each Department are the courses offered. There will be a description of the course, including grade level, the length of the course, any prerequisites that are required, and what type of credit is awarded for successful completion of the course. If you are unsure of anything pertaining to a particular course please see your School Counselor.

Important Nuts and Bolts

Full Time Status - Other than seniors every Spaulding High School student is required to be scheduled for every block in each of the four quarters. Seniors are permitted to have only three of the four blocks scheduled.

Adding Classes - Semester classes must be added to a student's schedule within the first five days of the Semester.

Quarter classes must be added to a student's schedule within the First three days of the Quarter.

Dropping Classes - To avoid any record of a course being on a transcript, a Semester class must be dropped from a student's schedule within the first five days of the Semester and a Quarter class must be dropped within the first three days of the Quarter. If a course is dropped after that period the following record will be indicated on the student's transcript.

WP - Withdraw Passing (a grade of 60% or above and **not factored** into the student's overall GPA).

WF - Withdraw Failing (a grade of 59% or below and **factored** into the student's overall GPA).

BUSINESS

BUS100 - Computer Applications

This course provides the student with instruction on the use of technology and computer integration. Starting with a brief refresher in touch typing, the course will include word processing, databases, desktop publishing and spreadsheets. Students will also be exposed to Web 2.0 Applications such as Wikis, Blogs, and Google Docs.

Open To - Grades 9, 10, 11, 12

Course Length - 1 Semester

Awarded Credit - 1 credit of Elective

BUS105 - Introduction to Business

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

Open To - Grades 9, 10, 11, 12

Course Length - 1 Quarter

Awarded Credit - .5 credit of Elective

BUS201 - Personal Finance

This course focuses on personal financial planning, which includes income and asset protection, income and money management, and spending and credit management. The course is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success.

Open To - Grades 9, 10, 11, 12

Course Length - 1 Quarter

Awarded Credit - .5 credit of Elective

BUS301 - Accounting I

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

Open To - Grades 9, 10, 11, 12

Course Length - 1 Semester

Awarded Credit - 1 credit of Math or Elective

COMMUNITY SERVICE LEARNING

Students in Community Service Learning (CSL) learn and develop through active participation in thoughtfully organized service experiences that meet community needs. Additionally, students' experiences are coordinated in collaboration with the school and community and are integrated into their curriculum. This opportunity allows students time to reflect on the service activity, and provides them with opportunities to use skills and knowledge in real life settings. Extending learning beyond the classroom enhances students' education and fosters a sense of caring and responsibility for one's community. Students build life skills in communication, personal development, civic and social responsibility, and problem solving. Students who have participated in quality CSL experiences are attractive candidates to college admission boards who appreciate the sense of commitment shown by applicants who have worked with others to improve the quality of living for all community members. CSL experiences are also good opportunities to explore career options, to make contacts with community professionals, and to get an idea of the current and future job market.

CSL101 - CSL Placements (Graded Option)

Placements can be on or off-site. Past on-site CSL placements have included tutoring and mentoring positions, as well as managing special projects such as the Speakers' Bureau. Off-site placements include working under teachers or supervisors at Barre City Elementary and Middle School and Barre Town Middle and Elementary School, and other local schools; Vermont History Center, Project Independence, Neighbor to Neighbor, Aldrich Library, and other non-profit organizations. Students may make arrangements to work with community members of their choosing. Students who participate in the CSL Placement Program are required to attend an 80 minute orientation the first day of each quarter, develop a learning plan, keep weekly journals, attend a mid-term study group, create a resume, write an essay at the end of each quarter, and attend a round table discussion at the end of each marking period. CSL students are expected to attend their "placements" Monday through Friday during one block unless other arrangements are made in advance. Students must set up an interview with CSL staff prior to formal enrollment in the program.

Open To - Grades 10, 11, 12

Course Length - 1 Quarter

Awarded Credit - .5 credit of Elective

CSL102 - Work Assignment (Pass/Fail Option)

Students are placed in on-campus sites, including all administrative offices, and are under the supervision of a faculty member in most departments. The work assignment placements allow students to experience some of the duties that are required in the workplace. Students are required to participate in an 90 minute orientation conducted by CSL staff at the beginning of each quarter, attend their work assignment Monday through Friday during one block, and participate in either an exit interview or a round table discussion at the end of every quarter. Site supervisors are directly responsible for keeping track of students' attendance and progress.

Open To - Grades 10, 11, 12

Course Length - 1 Quarter

Awarded Credit - .25 credit of Elective

DRIVER EDUCATION

DRE201 - Driver Education

This course prepares novice drivers to drive safely on America's highways and empowers teens to manage high risk situations using the most appropriate highway user attitudes, responsible driving skills, and traffic safety principles available. Course topics include the driving task, zone control, reference points, driving in urban traffic, rural areas, and on expressways, handling emergencies and adverse conditions, insurance and liability, legal issues, and the effects of driver impairment on driving. This program requires students to show respect and tolerance.

Driver Education may be taken by each student ONLY ONCE during his/her high school career at Spaulding High School. Failure of the course will necessitate that a student arrange to retake the course privately, outside of the SHS curriculum. Be advised that these private courses have a fee associated with them. Students wishing to receive credit for taking private driver education must complete an Independent Study form and receive permission from the principal.

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

Admissions Policy

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

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

Open To - Grades 10, 11, 12

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

Awarded Credit - .5 credit of Elective

ENGLISH

The English curriculum has been designed to meet the needs of a wide variety of students. All English courses carry one credit (except AP English, which carries two) and contribute toward the state graduation requirement of four credits in English.

Placement in Freshman English is determined by a team consisting of middle school teachers, School Counselors, and ninth grade instructors. After successful completion of the Freshman English course, students who intend to apply to four-year colleges should enroll in English course sequence 201, 301 (sophomore and junior year). Those with exceptional ability and interest in English may, with teacher recommendation, take part in the honors program (courses 200 and 300). Seniors who have successfully completed these sequences may choose from a variety of more-focused elective College Preparatory courses. Seniors who plan to apply to colleges with selective and/or highly selective admissions policies should elect Advanced Placement English (500). All English courses require the completion of a summer reading assignment. A suggested course sequence is below. Be advised that courses cannot be repeated after being successfully passed.

Grade 9	Grade 10	Grade 11	Grade 12
Freshman English	Sophomore English	American Literature H	Journalism
Freshman English (102B)	Sophomore English Honors	American Literature	Fundamentals of Writing
		Junior English (ENG302)	Senior English (ENG403)
		Junior English (ENG303)	Women in Literature
		Fundamentals of Writing	Fantasy & Science Fiction
		Journalism	Sports Writing
			Creative Writing
			Social Issues in Literature
			British Masterpieces
			AP English

Freshman English

ENG101/ENG102 - Freshman English

Through a comprehensive instructional process in core courses, we strive to ensure that the transition from middle school to high school is productive and successful for each student. This course is intended to provide a solid foundation for high school English. Reading assignments are frequent. Students receive instruction in effective study habits as well as in writing, speaking, and listening skills. Language basics (grammar, spelling, vocabulary, and mechanics) are reviewed. Support services are provided for students who have not yet met the state English Language Arts standards.

Open To - Grade 9

Prerequisite - Placement by the English Department

Course Length - 1 Semester

Awarded Credit - 1 credit of English

ENG102B - Freshman English

This year-long course provides students with a more extensive study of the fundamentals of critical reading, effective writing, and literary analysis. Students will develop their speaking and listening skills as well as hone their study skills by approaching the course content using the successful habits of mind. Language basics (grammar, spelling, vocabulary, and mechanics) are reviewed.

Open To - Grade 9

Prerequisite - Placement by English Department

Course Length - 2 Semesters

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

ENG103 - Freshman English

This course focuses on developing reading, writing, and study skills through year-long immersion in the English language. The first half of the year focuses on the reading-writing connection by breaking down short essays to develop reading comprehension and analysis. Sentence, paragraph, and essay structure are developed in response to the essay readings. The second half of the year follows the regular Freshman English curriculum.

Open To - Grade 9

Prerequisite - Placement by the English Department

Course Length - 2 Semesters

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

Sophomore English

ENG200 - Sophomore English-H

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

Open To - Grade 10

Prerequisite - Placement by the English Department

Course Length - 1 Semester

Awarded Credit - 1 credit of English

ENG201/ENG202 - Sophomore English

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

Open To - Grade 10

Prerequisite - Placement by English Department

Course Length - 1 Semester

Awarded Credits - 1 credit of English

ENG203 - Sophomore English

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

Open To - Grade 10

Prerequisite - Placement by the English Department

Course Length - 2 Semesters

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

Junior English

ENG300 - American Literature Honors

American Literature is a very intensive and challenging study of American literature. Throughout the course, students will read a minimum of 15 full-length works of American authors and must write a research paper. Students are required to express themselves in various forms, including journals, creative writing, and essays. Students will also complete a group project for each unit. SAT vocabulary study is included.

Open To - Grade 11

Prerequisite - Placement by the English Department

Course Length - 1 Semester

Awarded Credit - 1 credit of English

ENG301 - American Literature

This course is a chronological survey of American literature from the time of the Puritans to the present. Writing assignments are primarily based on the interpretation and analysis of the readings. There is considerable emphasis on the American novel. The completion of a major paper is required.

Open To - Grade 11

Prerequisite - Placement by the English Department

Course Length - 1 Semester

Awarded Credit - 1 credit of English

ENG302 - Junior English

This course provides an introduction to American authors with emphasis on historical themes. Frequent writing assignments focus on practical applications and reactions to the literature. Vocabulary study is related to classroom reading.

Open To - Grade 11

Prerequisite - Placement by the English Department

Course Length - 1 Semester

Awarded Credit - 1 credit of English

ENG303 - Junior English

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

Open To - Grade 11

Prerequisite - Placement by the English Department

Course Length - 1 Semester

Awarded Credit - 1 credit of English

ENG312 - Fundamentals of Writing

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

Open To - Grades 11, 12

Prerequisite - Placement by the English Department

Course Length - 1 Semester

Awarded Credit - 1 credit of English

ENG313 - Journalism

This course affords interested students an opportunity to gain practical experience in both print and broadcast journalism. The primary objective of this class is to successfully produce the school newspaper. Thus, students will master the fundamentals of journalism (the gathering, writing, editing, and publishing of news), learn interviewing techniques, prepare a variety of articles for publication, and practice the basic principles of layout and design. In addition, they will take part in on-camera interviews, news shows, public affairs programming, and documentaries that are aired on community cable television. Because the school newspaper is financially self-sustained, students are also responsible for securing advertisements from local businesses to cover the newspaper's printing costs.

Open To - Grades 11, 12

Prerequisite - Placement by the English Department

Course Length - 1 Semester

Awarded Credit - 1 credit of English

Senior English

ENG403 - Senior English

This course provides a final review of writing conventions and reading strategies. Students will study the mechanics of writing, produce a portfolio, and read literature from various genres. Reading for comprehension, revising written work, and applying classroom skills to practical situations are stressed.

Open To - Grade 12

Prerequisite - Placement by the English Department

Course Length - 1 Semester

Awarded Credit - 1 credit of English

ENG411 - Fantasy and Science Fiction

Students in this course will explore the alternate worlds created in fantasy and science fiction works, identifying and discussing key elements of the societies authors create. Students will also identify the themes common to both types of fiction, and determine if any works cross categories or emphasize themes unusual to the genre. Some film presentations will also be analyzed, focusing on the translation from print to film, and evaluating which elements are stronger or weaker in the alternate presentations. These topics will be explored through both discussion and analytical writing. A final creative project/presentation will be required through which the student can experiment with the creation of his/her own fictional world.

Open To - Grade 12

Prerequisite - Placement by the English Department

Course Length - 1 Semester

Awarded Credit - 1 credit of English

ENG412 - Sports Writing

This course will provide students with an overview of sports journalism and enhance students' writing, reporting, interviewing and editing skills. It will focus on the unique writing and research style of sportswriters. Students will learn to write game, advance, feature and human interest stories, and opinion columns. This course will also explore the literal and metaphorical relationship between sports and society by looking at athletes as heroes. In doing so, students will examine the sociological—and even psychological—implications of being a winner, a fan, and a teammate. Students will read both the nonfiction of the most successful sportswriters and fiction that addresses the concept of sport in our world.

Open To - Grade 12

Prerequisite - Placement of English Department

Course Length - 1 Semester

Awarded Credit - 1 credit of English

ENG413 - Women in Literature

Students in Women in Literature will examine both the role of the female writer and the treatment of women in works by women over time. Can conclusions be made about gender, voice, or power by studying these works as a body? After analyzing texts over time periods and across genres, students will have the opportunity to engage in individual, focused study of an author, theme, or genre of their choice. The reading list will include works by Jane Austen, Kate Chopin, Barbara Kingsolver, Zora Neale Hurston, Sylvia Plath, Margaret Atwood, and others.

Open To - Grade 12

Prerequisite - Placement by the English Department

Course Length - 1 Semester

Awarded Credit - 1 credit of English

ENG414 - Creative Writing

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

Open To - Grade 12

Prerequisite - Placement by the English Department

Course Length - 1 Semester

Awarded Credit - 1 credit of English

ENG415 - Social Issues in Literature

In Social Issues in Literature, students will expand their understanding of basic human rights by examining works of fiction and non-fiction. As students explore themes including the ways people dehumanize others and what it means to be human, they will complete written and online responses and participate in classroom discussion. Key units will include refugee experiences, racism, and domestic violence. Students will be expected to successfully complete a guided independent project on a topic of their choice.

Open To - Grade 12

Prerequisite - Placement by the English Department

Course Length - 1 Semester

Awarded Credit - 1 credit of English

ENG416 - British Masterpieces

In *British Masterpieces*, students will focus on major works and authors from several periods in English literature (Anglo-Saxon, Medieval, Renaissance, Victorian and/or Twentieth Century). Students will explore the essential questions each work poses and the ways each work connects to the time period in which it was composed. The universal nature of these works and their connection to modern life and thought will be emphasized. Students will be expected to complete a guided independent project.

Open To - Grade 12

Prerequisite - Placement by the English Department

Course Length - 1 Semester

Awarded Credits - 1 credit of English

ENG500 - AP English Literature and Composition

Advanced Placement English is a college-level literature and composition class. Students will read poetry, fiction, and drama from British literature and continental literature. Special and significant attention will be given to works written before 1900. Students will also read some nonfiction. The class is conducted as a seminar. Students should be willing to think aloud and engage in discussion with a partner, a small group, and the entire class. They will write regularly in class and should be prepared to read their work out loud. Formal essay assignments on major works will further develop students' skills in analysis and interpretation. There will be several projects/presentations. Students will also study vocabulary and grammar. In addition to summer reading assignments, students must complete summer writing assignments.

Open To - Grade 12

Prerequisite - Successful completion of Honors American Literature and placement
by the English Department

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

Course Length - 2 Semesters

Awarded Credit - 2 credits of English

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

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

ESOL101, 201, 301, 401

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

Open To - Teacher recommendation
Course Length - 1 Semester
Awarded Credit - 1 credit of English

ESOL102 - Writing Tutorial

This class focuses on writing techniques and styles, based on the class curriculums and offers support in writing term papers, essays, reports, college essays, etc. English grammar and spelling are also an important part of the class.

Open To - Teacher recommendation
Course Length - 1 Semester
Awarded Credit - 1 credit of Elective

ESOL103 - Reading Tutorial

The students are instructed in proper reading techniques that help them manage the material from their mainstream classes. It is focused both on fiction and non-fiction literature.

Open To - Teacher recommendation
Course Length - 1 Semester
Awarded Credit - 1 credit of Elective

TOEFL Preparation Program

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

Open To - ESOL Seniors
Course Length - 2 Semesters
Awarded Credit - 1 credit of English

FAMILY AND CONSUMER SCIENCE

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

FCS101 - Wellness

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

Open To - Required for all 9th Graders

Course Length - 1 Semester

Awarded Credit - 1 credit of Health

FCS102 - Living Spaces

This course will introduce interior decorating, design, and architecture. Students will learn how to apply the use of color, design theory, and floor plans to create interiors. Students will explore skills and produce sample interior decorating projects such as quilted pillows, special techniques for painted surfaces, upholstery, and accessories for the home. Related careers and educational programs will be discussed.

Open To - Grades 9, 10, 11, 12

Course Length - 1 Quarter

Awarded Credit - .5 credit of Elective

FCS103 - Style, Fashion, & Design I

Learn "What Not To Wear!" This is a survey course that will help students learn to choose styles, fabrics, and colors that make them look their best. Students will study the history of fashion, the effects of color and design on the human form, careers in the textile field, and basic techniques of sewing and fabric repair.

Open To - Grades 9, 10, 11, 12

Course Length - 1 Quarter

Awarded Credit - .5 credit of Elective

FCS104 - Food Exploration

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

Open To - Grades 9, 10, 11, 12

Course Length - 1 Quarter

Awarded Credit - .5 credit of Elective

FCS201 - Health

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

Open To - Grades 10, 11, 12

Course Length - 1 Quarter

Awarded Credit - .5 credit of Elective

FCS203 - Style, Fashion, & Design II

This course will provide an opportunity for more detailed clothing construction and individual design projects. Careers and further educational programs in Fashion Merchandising, Retail, or Design will be explored.

Open To - Grades 9, 10, 11, 12

Prerequisite - Successful completion of Fashion and Design I

Course Length - 1 Quarter

Awarded Credit - .5 credit of Elective

FCS204 - Culture & Cuisine

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

Open To - Grades 9, 10, 11, 12

Prerequisite - Food Exploration

Course Length - 1 Quarter

Awarded Credit - .5 credit of Elective

FCS301 - Parenting & Child Psychology

This course is recommended for any student interested in child development, who is considering a career in education, or who might someday be a parent. Babies Think It Over (infant simulators) will help students to consider the costs, responsibilities, and skills needed to care for an infant. Students will have an opportunity to participate in a practical internship working with young children.

Open To - Grades 10, 11, 12

Course Length - 1 Quarter

Awarded Credit - .5 credit of Elective

FCS401 - On Your Own

This course will help students prepare for the "real world" by learning how to find a job, better manage your money, buy a car, rent an apartment, cook on a shoe-string budget, and to successfully co-exist with roommates.

Open To - Grade 12

Course Length - 1 Quarter

Awarded Credit - .5 credit of Elective

FINE ARTS

Performing Arts

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

From the Music Educators National Conference

FNA110 - Band

This full-year course meets four days a week. It is open to all students with prior instrumental music experience from either a middle school band program or private lessons on a band instrument. Students are expected to perform at all parades, home football games, and concerts.

Open To - Grades 9, 10, 11, 12

Course Length - 2 Semesters (4A or 4B Blocks)

Awarded Credit - 1 credit of Fine Art

FNA111 - Chorus

This full-year course is open to all students who wish to have performance experience. Prior vocal experience is not required. This class meets four days per week with the option of auditioning for a select Chorus meeting on the fifth day. Attendance at public performances that take place beyond school hours is required and will be a factor in grading.

Open To - Grades 9, 10, 11, 12

Course Length - 2 Semesters (4A or 4B Blocks)

Awarded Credit - 1 credit of Fine Art

FNA102 - Exploring Popular Music

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

Open To - Grades 9, 10, 11, 12

Course Length - 1 Semester

Awarded Credit - 1 credit of Fine Art

FNA120 - Jazz Ensemble

This class meets five days a week each semester. Students are encouraged to join for the entire year as most of the repertoire that is learned in semester one is performed during semester two. Students must be able to play one of the following instruments: trumpet, saxophone, trombone, piano, bass, drums, or guitar. Students must be concurrently enrolled in Band.

Open To - Grades 9, 10, 11, 12

Prerequisite - Teacher recommendation

Course Length - 2 Semesters (4A or 4B Blocks)

Awarded Credit - 1 credit of Fine Art

FNA301 - Music Theory

This course is designed for music students who wish to gain an understanding of the form, structure, and sound of music. This course will provide the opportunity for students to compose music and receive feedback from teachers and peers. Students will be taught music theory and offered practice in theory concepts through computer assisted compositions.

Open To - Grades 9, 10, 11, 12

Prerequisite - Teacher recommendation

Course Length - 1 Semester

Awarded Credit - 1 credit of Fine Art

FNA302 - Beginning Guitar

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

Open To - Grades 9, 10, 11, 12

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

Course Length - 1 Semester

Awarded Credit - 1 credit of Fine Art

FNA303 - Songwriting and Music Production

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

Open To - Grades 9,10,11,12

Prerequisite - Teacher Recommendation

Course Length - 1 Semester

Awarded Credit - 1 credit of Fine Art

Visual Arts

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

FNA101 - World Art

This course is an excellent opportunity to earn one Fine Art credit for graduation while experiencing a variety of mediums. Students are introduced to the elements and principles of design through an exploration of the arts of various cultures: Native America, Mexico, Central and South America, Africa, Asia, and Australia. Emphasis is on developing basic art making skills through drawing, painting, sculpting, and printmaking. Art history, criticism, and appreciation are woven into this course.

Open To - Grades 9, 10, 11, 12

Course Length - 1 Semester

Awarded Credit - 1 credit of Fine Art

FNA102 - Art Studio Introduction

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

Open To - Grades 9, 10, 11, 12

Course Length - 1 Semester

Awarded Credit - 1 credit of Fine Art

FNA201 - Digital Photography

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

Open To - Grades 10, 11, 12

Prerequisite - Students are urged to supply their own digital point and shoot camera. If this is not possible the Art Department has a limited number of cameras for student use.

Course Length - 1 Semester

Awarded Credit - 1 credit of Fine Art

FNA202 - 2-D Art Studio

This advanced course builds and refines the traditional skills of two-dimensional art including drawing, painting, and printmaking. Students will build on their knowledge of composition, elements and principles of design, color theory and will develop seeing skills through a series of sequential assignments using both observation and imagination. Art history/appreciation and criticism are woven into this course.

Open To - Grades 9, 10, 11, 12

Prerequisite - A grade of B or better in Art Studio Introduction or other introductory Art course and teacher recommendation

Course Length - 1 Semester

Awarded Credit - 1 credit of Fine Art

FNA203 - 3-D Art Studio

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

Open To - Grades 9, 10, 11, 12

Prerequisite - A grade of B or better in Art Studio Introduction or other introductory Art course and teacher recommendation

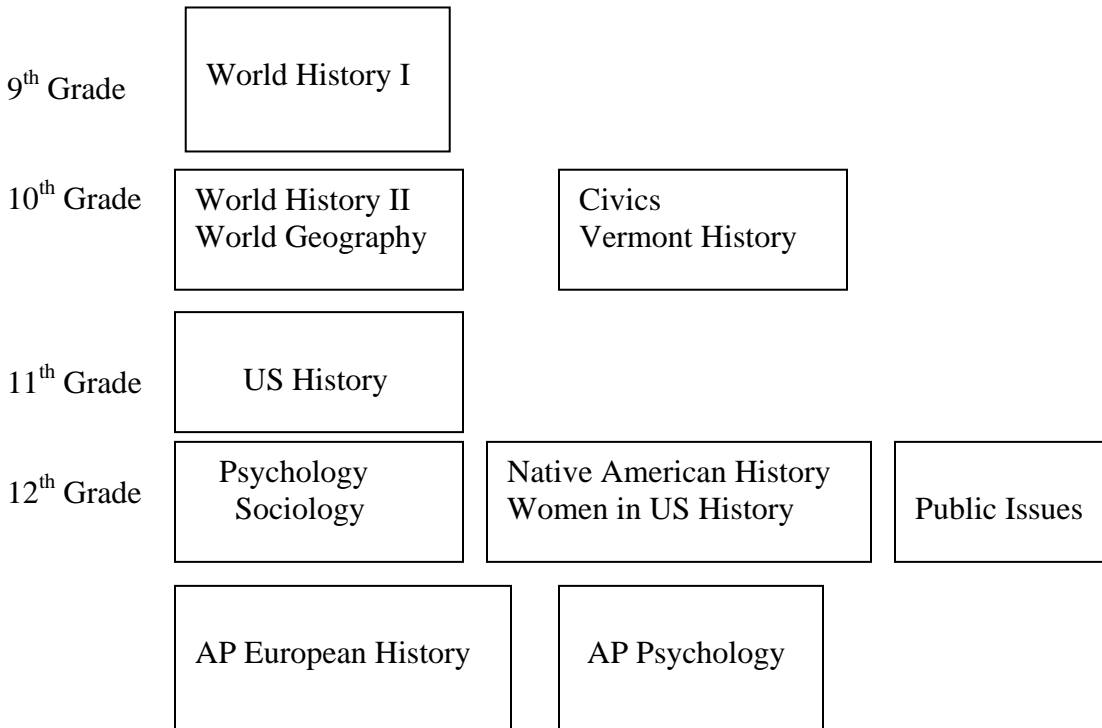
Course Length - 1 Semester

Awarded Credit - 1 credit of Fine Art

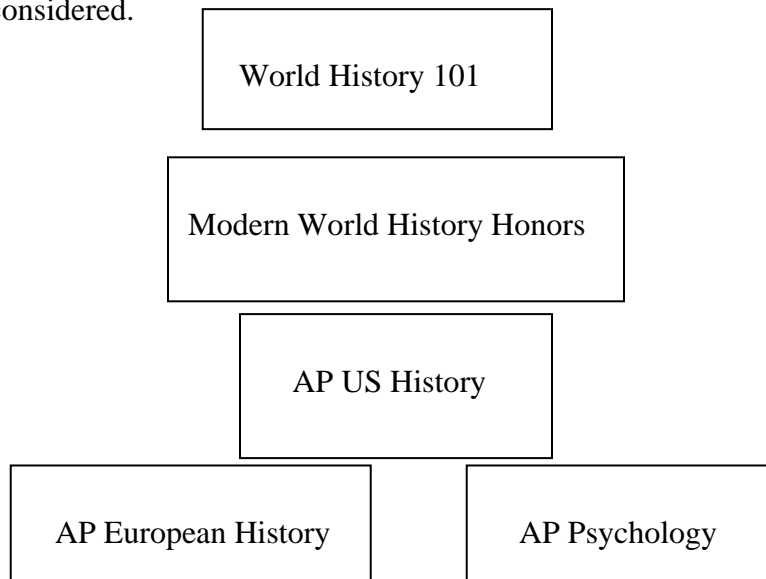
HISTORY AND SOCIAL STUDIES

The history and social science curriculum is organized chronologically and seeks to promote tolerance and understanding by exposing students to all historical eras and geographic regions. Freshmen and sophomores study world history or geography, and juniors study American history. Juniors and seniors may choose electives in history or the social sciences. For graduation, students must complete one credit in world history or geography, one in American history, and one elective history credit. All world and American history classes require a research paper. The department is committed to a sequential, coordinated curriculum from grades K-12 and to continuous professional development in the content areas and classroom practices.

The diagram below illustrates a typical progression of History and Social Science Course sequence. Students and families are encouraged to communicate with their History/Social Science teachers and Guidance Counselors to determine which course sequence is best.



For those students interested in a specific concentration in History the following sequence should be considered.



HIS101 - World History I

This course surveys world history from ancient times to the seventeenth century. Through extensive analysis of a variety of primary and secondary sources, students will develop critical thinking and problem solving skills. This is a rigorous course with frequent and challenging reading and writing assignments.

Open To - Grade 9

Course Length - 1 Semester

Awarded Credit - 1 credit of World History

HIS102 - World History I

This course surveys world history from ancient times to the seventeenth century. Students will read novels and secondary sources with some primary sources. Skill development will focus on reading, writing, critical thinking, and study skills. Students will also be encouraged to use technology in presentations. Historical and social science methods of studying society are introduced.

Open To - Grade 9

Course Length - 1 Semester

Awarded Credit - 1 credit of World History

HIS104 - Civics

This course is a brief survey of the structure and function of government at the federal, state, and local levels. Current issues will be used to illustrate the workings of government. Students will be expected to complete frequent reading and writing assignments and special projects in keeping with the Vermont standards for literacy.

Open To - Grades 9, 10, 11, 12

Course Length - 1 Semester (half Block)

Awarded Credit - .5 credit of Social Studies Elective

HIS105 - Vermont History

This course is a brief survey of the history of Vermont from the first human settlement to the present. Topics of study will include major events such as the Civil War and the Great Depression, Barre history, and the role of ordinary people in the state's history. Students will be expected to complete frequent reading and writing assignments and special projects in keeping with the Vermont standards for literacy.

Open To - Grades 9,10,11,12

Course Length - 1 Semester (half Block)

Awarded Credit - .5 credit of Social Studies Elective

HIS200 - World History II-Honors

This course surveys world history from the seventeenth century to the present and is the first course in the Honors/AP sequence in history and social sciences. Students will read and write extensively based on assigned primary and secondary sources and their own research. They will analyze and evaluate historical information and present it in a variety of ways including written assignments, mock trials, debates, and computer applications such as PowerPoint.

Open To - Grade 10

Prerequisite - 1 History credit and/or placement by the History Department

Course Length - 1 Semester

Awarded Credit - 1 credit of World History

HIS201 - World History II

This course surveys world history from the seventeenth century to the present. Critical thinking is stressed. Extensive use of primary sources, and frequent writing assignments are part of the course requirements.

Open To - Grade 10

Prerequisite - 1 credit of History and/or placement by the History Department

Course Length - 1 Semester

Awarded Credit - 1 credit of World History

HIS202 - World Geography

This course stresses the global approach to the study of geography. The course focuses on themes that have global effects, such as human rights, economic development, climate, and cultural diffusion. The understanding of geography using the National Geography Standard's five themes of geography, location, place, human-environment interaction, movement, and regions, is also emphasized. Students will be expected to complete frequent reading assignments and special projects in keeping with the Vermont standards for literacy.

Open To - Grades 9,10,11,12

Prerequisite - 1 credit of History and/or placement by the History Department

Course Length - 1 Semester

Awarded Credit - 1 credit of World History

HIS301 - U.S. History

This survey course is most appropriate for students intending to pursue a post-secondary education. Topics may range from the earliest settlement to the present with greatest emphasis on events after 1865. This course will refine critical thinking and reading, writing, and study skills necessary for success in college. Reading and writing assignments will be substantial and a research paper is required.

Open To - Grades 11, 12

Prerequisite - 2 credits of History (including World History/Geography and/or placement by the History Department)

Course Length - 1 Semester

Awarded Credit - 1 credit of US History

HIS302 - U.S. History

This course surveys people, events, and customs that have contributed to the making of the United States from the colonial period to the present. Students will learn to relate historical events to current issues while developing critical thinking and problem solving skills. It is a lecture-discussion class, augmented with A/V materials and projects. Frequent in-class and homework assignments are required.

Open To - Grades 11, 12

Prerequisite - 2 credits of History (including World History/Geography and/or placement by the History Department)

Course Length - 1 Semester

Awarded Credit - 1 credit of US History

HIS305 - Women in United States History

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

Open To - Grades 11, 12 or teacher approval

Course Length - 1 Semester (half Block)

Awarded Credit - .5 credit of Social Studies Elective

HIS306 - Native American History

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

Open To - Grades 11, 12 or teacher approval

Course Length - 1 Semester (half Block)

Awarded Credit - .5 credit of Social Studies Elective

HIS401 - Public Issues

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

Open To - Grades 11, 12

Course Length - 1 Semester

Awarded Credit - 1 credit of Social Studies Elective

SOC410 - Psychology

This course surveys the many fields of psychology including developmental, abnormal, learning, and personality psychology. Students will explore the theories of prominent psychologists such as Freud, Piaget, Gardner, and Skinner. Reading comprehension and critical thinking will be stressed. Special attention will be given to the development of self-understanding. Reading and writing assignments will be substantial and challenging. This course addresses the Vermont standards for literacy and problem solving.

Open To - Grades 11, 12

Course Length - 1 Quarter

Awarded Credit - .5 credit of Social Studies Elective

SOC411 - Sociology

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

Open To - Grades 11, 12

Course Length - 1 Quarter

Awarded Credit - .5 credit of Social Studies Elective

HIS500 - AP U.S. History

This course covers American history from settlement to the present in a two-credit, two-semester format that allows students to explore the units in considerable depth. Students use a college-level textbook and read and write extensively. The course introduces and refines critical thinking techniques and exposes students to alternative perspectives on history through print and visual media. A research paper and a considerable amount of independent work are required.

Open To - Grades 11, 12

Prerequisite - 2 credits of History (World History/Geography and/or placement by the History Department)

Students are required to take the AP US History Exam in May

Course Length - 2 Semesters

Awarded Credit - 2 credits of US History

HIS501 - AP European History

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

Open To - Grade 12

Prerequisite - 3 credit of history and/or placement by the History Department

Course Length - 2 Semesters

Awarded Credit - 2 credits of Social Studies Elective

SOC502 - AP Psychology

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

Open To - Grades 12

Prerequisite - Placement by the History Department

Students are required to take The AP Psychology Exam in May

Course Length - 2 Semesters

Awarded Credit - 2 credits of Social Studies Elective

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

ROTC is designed to teach high school students the value of citizenship, leadership, and service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self esteem, teamwork, and self-discipline. Its focus is reflected in the mission statement: To motivate young people to be better citizens. It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program requires the accomplishment of community service projects to demonstrate the meaning of citizenship. Also included are the following extracurricular activities designed to provide additional leadership training and complement classroom instruction: Color Guard, Drill, Rifle, and Raider Teams.

Credit Options received through JROTC:

.5 credit of Wellness - successful completion of LET1 and LET 2 and Health (FCS201)

.5 credit of Physical Education (only once towards graduation requirements)

.5 credit of Social Studies elective (per each LET course)

Be advised that a student cannot earn more than 1 total credit per each successful completion of a semester long LET course.

LET1- Leadership Education & Training 1

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

Open To - Grades 9, 10, 11, 12

Prerequisite - successful completion of LET1

Course Length - 1 Semester

Awarded Credit - please see above options

LET2- Leadership Education & Training 2

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

Open To - Grades 9, 10, 11, 12

Prerequisite - successful completion of LET1

Course Length - 1 Semester

Awarded Credit - please see above options

LET3-Leadership Education & Training 3

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

Open To - Grades 10, 11, 12

Prerequisite - Grade of "C" or better in LET2

Course Length - 1 Semester

Awarded Credit - please see above options

LET4- Leadership Education & Training 4

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

Open To - Grades 10, 11, 12

Prerequisite - Grade of "C" or better in LET3

Course Length - 1 Semester

Awarded Credit - please see above options

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

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

Open To - Grades 11, 12

Prerequisite - Permission of instructor

Course Length - 1 Semester

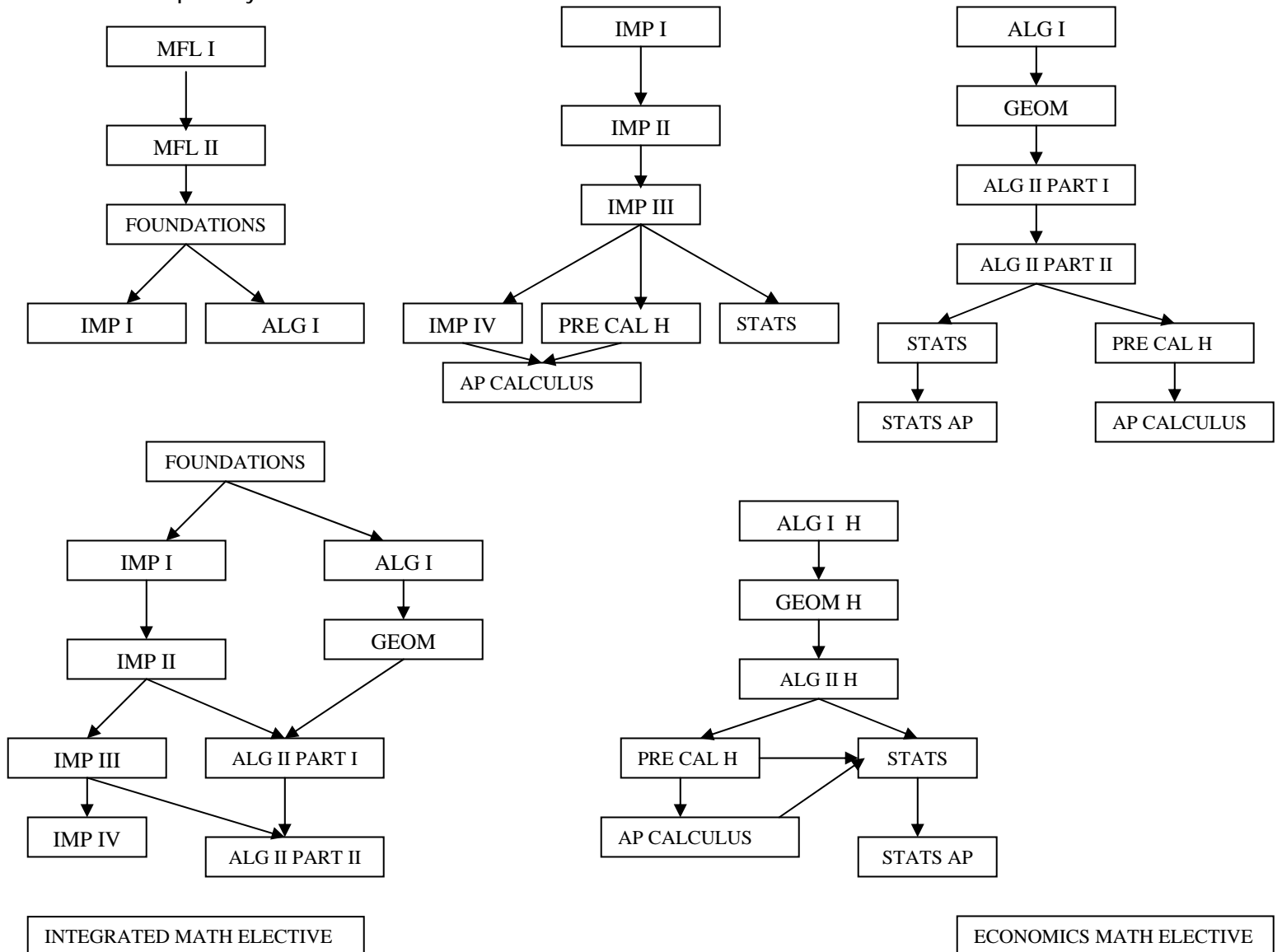
Awarded Credit -please see above options

MATHEMATICS

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

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

The diagram below illustrates some of the possible pathways a student may travel as they successfully complete their Math experience. Please be advised that this is provided as a general understanding of the typical paths. Each student's academic needs are different and because of Spaulding High School's block schedule, it may be possible to take two Math courses per year. Students and families are encouraged to communicate with their Math teachers and the Math Department as a whole to determine which class or pathway is best for them.



In order to complete AP Calculus, or any fifth math course prior to graduation, a Math student must take two Math courses any one year prior to their senior year.

Important Calculator Information

For MAT104 and MAT204, students are required to have their own basic calculator with the ability to perform addition, subtraction, multiplication, and division.

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

MAT104 - Math for Living I

This course is an intervention math course designed to reinforce and build on existing knowledge of whole numbers, fractions, decimals, and the basic operations of addition, subtraction, multiplication and division. The purpose of this course is to assist students in achieving state standards, relate acquired knowledge to real-world situations and to foster the development of problem solving skills. Students in this course will explore such topics as, but not limited to, linear measurement, capacity, time, money, and percents as they relate to everyday use. A Math For Living I student should be able to work independently or cooperatively and to complete long-term projects in a timely manner.

Open To - Grades 9, 10, 11, 12

Prerequisite - Placement by the Math Department

Course Length - 2 Semesters

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

MAT204 - Math for Living II

This course is a continuation of Math for Living 1 and revisits, with a more in-depth concentration, previously explored topics. Skills acquired in Math For Living 1 are reinforced through a more rigorous understanding of the relationship of mathematics to understanding of the relationship of mathematics to everyday life. Greater emphasis is placed on critical thinking and problem solving. A Math for Living II student should be able to work independently or cooperatively and to complete long-term projects in a timely manner.

Open To - Grades 9, 10, 11, 12

Prerequisite - Successful completion of Math for Living I and/or placement by the Math Department.

Course Length - 1 Semester

Awarded Credit - 1 credit of Math

MAT250 - Integrated Math Elective

This course is designed for students who want to continue their study of mathematics through realistic applications. The course will focus on number sense, algebraic skills, and problem solving through hands-on and realistic applications.

Open To - Grades 11, 12

Prerequisite - Placement by the Math Department

Course Length - 1 Semester

Awarded Credit - 1 credit of Math

MAT105 - Foundations

In the Foundations course, students examine such topics as integers, equations, probability, patterns, order of operations, ratios and proportions, percent applications, Pythagorean Theorem, area and volume. The topics are approached through a variety of methods. Work from the beginning of the course builds throughout the course, continuously reinforcing earlier strategies. A potential foundations student may need additional skill development in basic computation and/or a more concrete understanding of mathematical concepts generally presented in high school math courses. To be successful, a foundations student must complete daily assignments and work cooperatively with his/her peers. To assist students in developing mathematical understanding and reasoning skills, the course extends through the year and prepares students for Discovering Algebra or IMP I.

Open To - Grades 9, 10, 11, 12

Prerequisite - Placement by the Math Department

Course Length - 2 Semesters

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

Interactive Mathematics Program Path

The Interactive Math Program (IMP) integrates traditional areas of mathematics in a non-traditional manner. IMP uses graphing calculators and computers, encourages cooperative learning, and challenges students to actively explore open-ended situations. This four-year program of problem-based mathematics meets college entrance requirements and can prepare a student for Advanced Placement Calculus.

MAT101 - IMP I

IMP integrates traditional areas of mathematics in a non-traditional manner. This program is based heavily on reading, writing, and discussion of math topics. In the IMP 1 course, students examine such topics as patterns, probability, linear equations, systems of equations, functions, transformations, right-triangle trigonometry and literal equations. The examination of the topics is imbedded in varied contexts such as the Game of Pig, the Overland Trail and Edgar Allen Poe's story The Pit and the Pendulum. A potential IMP student should be skilled in basic computation of whole numbers, fractions, decimals, and percents. A potential IMP student should be willing to try different approaches and problem-solve through group work and independent work, as well as be disciplined to read, listen to and share ideas, and think. To be successful, an IMP student must complete daily assignments, work cooperatively and actively participate in the sharing of mathematical ideas.

Open To - Grades 9, 10, 11, 12

Prerequisite - Placement by the Math Department

Course Length - 2 Semesters

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

MAT201 - IMP II

In this course, students examine such topics as chi-square statistic, the Pythagorean Theorem, trigonometry, quadratic functions, probability, exponents and logarithms. The examination of the topics is imbedded in varied contexts such as statistical comparison of populations, the geometry of honeycombs and maximizing profit for a cookie company. A potential IMP II student should be willing to try different approaches and problem-solve through group work and independent work, as well as be disciplined to read, listen to and share ideas, and think. To be successful, an IMP student must complete daily assignments, work cooperatively and actively participate in the sharing of mathematical ideas.

Open To - Grades 9, 10, 11, 12

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

Course Length - 1 Semester

Awarded Credit - 1 credit of Math

MAT301 - IMP III

Students will investigate advanced mathematical ideas, including quadratic functions, coordinate geometry, geometric proofs, exponential functions, derivatives, and probability. Problem contexts focus on growth rates of trees, linear programming, city planning, and population growth. This is a one-semester course with a rapid progression of topics.

Open To - Grade 10, 11, 12

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

Course Length - 1 Semester

Awarded Credit - 1 credit of Math

MAT401 - IMP IV

This is the fourth and final course of the IMP curriculum. Students will continue to work with advanced mathematical concepts, including trigonometry, functions, ellipses, and geometric transformations. Problem contexts focus on a circus act in which a diver is dropped from a turning ferris wheel, programming a calculator to show animation, and exploring families of functions.

Open To - Grades 10, 11, 12

Prerequisite - Successful completion of IMP III or Algebra II Part I and/or placement by the Math Department

Course Length - 1 Semester

Awarded Credit - 1 credit of Math

Discovering Math and Honors Program

The Discovering Math Program is a college preparatory math program. In Discovering Math, students focus on algebra in Algebra I, Algebra II Part I and Part II. Geometry concepts are the focus of Geometry. Probability and statistics are touched upon in Algebra and Geometry, while trigonometry is addressed in the Algebra II courses. In the Discovering Math Program, mathematical ideas are developed through investigation of problem situations and then applied to more abstract mathematical operations. In the **Honors Program** courses are recommended for college-bound students who are self-motivated, enjoy math and desire an accelerated math course. The courses encompass the algebra, geometry, trigonometry, probability and statistics strands similar to the Discovering Math Program. The pace of the Honors Program is rigorous and is deeper and more abstract than that of the IMP or Discovering Math Programs.

MAT100 - Algebra Honors

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

Open To - Grades 9, 10

Prerequisite - Placement by the Math Department

Course Length - 1 Semester

Awarded Credit - 1 credit of Math

MAT102A - Algebra I (semester)

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

Open To - Grades 9, 10

Prerequisite - Placement by the Math Department

Course Length - 1 Semester

Awarded Credit - 1 credit of Math

MAT102B - Algebra I (year long)

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

Open To - Grades 9, 10

Prerequisite - Placement by the Math Department

Course Length - 2 Semesters

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

MAT200 - Geometry Honors

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

Open To - 9, 10

Prerequisite - A grade of B or better in Algebra I Honors, or a grade of A in Algebra I or IMP I and/or placement by Math Department

Course Length - 1 Semester

Awarded Credit - 1 credit of Math

MAT202 - Geometry

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

Open To - Grades 9, 10

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

Course Length - 1 Semester

Awarded Credit - 1 credit of Math

MAT300 - Algebra II Honors

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

Open To - Grades 10, 11, 12

Prerequisite - A grade of B or better in *Geometry Honors*, or a grade of A in either *Geometry* or *IMP II* and/or placement by the Math Department

Course Length - 1 Semester

Awarded Credit - 1 credit of Math

MAT303 - Algebra II Part I

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

Open To - Grades 10, 11, 12

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

Course Length - 1 Semester

Awarded Credit - 1 Credit of Math

MAT303 - Algebra II Part II

This is a one semester course designed to give the student a deeper understanding of the applications of higher level mathematics. Topics include unit circle concepts, trigonometric identities, inverse functions, limits, matrices, radians, and conic sections. There will be special focus on the use of graphing calculators and modeling software. The goals of this course are to prepare the student for success in Pre-Calculus and AP Calculus. To be successful students must complete daily assignments and work well in groups or independently.

Open To - Grades 10, 11, 12

Prerequisite - Successful completion of *Algebra II Part I* or *IMP III* and/or placement by the Math Department

Course Length - 1 Semester

Awarded Credit - 1 credit of Math

MAT400 - Pre-Calculus Honors

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

Open To - Grades 11, 12

Prerequisite - A grade of C- or better in either Algebra II Honors, Algebra II Part II or IMP III and/or placement by the Math Department

Course Length - 1 Semester

Awarded Credit - 1 credit of Math

MAT403 - Statistics

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

Open To - Grades 11, 12

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

Course Length - 1 Semester

Awarded Credit - 1 credit of Math

MAT500 - AP Calculus AB

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

Open To - Grades 11, 12

Prerequisite - A grade of C- or better in either Pre-Calculus Honors or IMP IV and/or placement by the Math Department

Course Length - 2 Semesters

Awarded Credit - 2 credits of Math

MAT600 - AP Calculus BC

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

Open To - Grades 11, 12

Pre-Requisite - A grade of C- or better in either Pre-Calculus, Honors Pre-Calculus or IMP4 and/or placement by the Math Department

Course Length - 2 semesters

Awarded Credit - 2 credits of Math

MAT306 - Economics

The course focuses upon aspects of the economy from a microeconomics standpoint. Starting with how an economy works, the course will then progress from a national level to a personal level. The basic economic concepts that will be discussed in this course include, but are not limited to: supply and demand, market equilibrium, trade gains, linear and non-linear modeling, production possibilities, profit and loss, powerball economics, cash versus annuity, autonomies, tax math, savings accounts, credit card interest and payment structure and fixed payments.

Open To - Grades 11, 12

Prerequisite - Successful completion of Algebra I or IMP I and IMP II

Course Length - 1 Quarter

Awarded Credit - .5 credit of Math

MAT503 - AP Statistics

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

Open To - Grades 11, 12

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

Course Length - 1 Semester (Spring Semester only)

Awarded Credit - 1 credit of Math

PHYSICAL EDUCATION

Physical Education classes are offered every nine weeks and are equivalent to .5 credit. One and one-half credits must be accumulated to graduate. Because the foundation of each course involves activities, a student must participate daily to receive physical education credit.

Students with short-term illnesses/injury may be advised to withdraw from physical education and re-enroll when they are able to participate. An emphasis is placed on fitness and wellness activities that address health related issues involving obesity, diabetes, and sedentary lifestyle of young adults. Students learn problem solving through cooperation and team strategies. All Physical Education classes incorporate physical fitness training and fitness for life activities. Physical education classes consist of seasonal activities. Class activities are determined by class size, class make-up, weather, and teacher input. Below are examples of activities that may be offered during each quarter.

PED101 - Quarter 1

Golf, Badminton, Soccer, Flag or Touch Football, Track & Field, Softball, Lawn Games, Ultimate Frisbee, or Slow Pitch Softball

Open To - Grades 9, 10, 11, 12

Course Length - 1 Quarter

Awarded Credit - .5 credit of Physical Education

PED102 - Quarter 2

Basketball, Badminton, Volleyball, Team Handball, Floor Hockey, Indoor Soccer, Gator Ball, Mat Ball, or Climbing Wall Activities

Open To - Grades 9, 10, 11, 12

Course Length - 1 Quarter

Awarded Credit - .5 credit of Physical Education

PED103 - Quarter 3

Eclipseball, Adventure Activities, Table Tennis, Volleyball, Badminton, Gator Ball, Mat Ball, Snowshoeing, Basketball, or Climbing Wall Activities

Open To - Grades 9, 10, 11, 12

Course Length - 1 Quarter

Awarded Credit - .5 credit of Physical Education

PED104 - Quarter 4

Badminton, Tennis, Bowling, Lawn Games, Ultimate Frisbee, Slow Pitch Softball, Golf, Track and Field, Soccer, or Basketball

Open To - Grades 9, 10, 11, 12

Course Length - 1 Quarter

Awarded Credit - .5 credit of Physical Education

Independent Study Physical Education Through Athletics and Alternative Means

Students may earn .5 credit either through participation in interscholastic sports or through an alternative physical education plan. Students should see their school counselor for more information and necessary forms. Please be advised that the grading option for both of these Independent Studies is PASS/FAIL.

SCI200 - Introductory Biology Honors

This course is designed for the highly motivated student considering a career in science. Although similar to the regular Introductory Biology course, the pace in the course is accelerated and the content is covered in greater depth.

Open To - Grades 9, 10

Prerequisite - A grade of "B" or better in Earth Science and/or placement by the Science Department

Course Length - 1 Semester

Awarded Credit - 1 credit of Science (Life)

SCI201 - Introductory Biology

This lab science course is an introduction to the biological sciences. Students will explore a variety of themes related to the study of life. Topics studied will include, but are not limited to, the nature of life, biological and scientific processes, basic chemistry, an introduction to organic and biochemistry, cells, protein synthesis, genetics, and the diversity of life. Class will involve laboratory activities, lecture, group activities and individual work as well as homework, tests, and quizzes. This course is a continuation of the science curriculum introduced with Earth Science in the ninth grade.

Open To - Grades 9, 10

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

Course Length - 1 Semester

Awarded Credit - 1 credit of Science (Life)

SCI203 - Introductory Biology

This lab science course is an introduction to the biological sciences. Students will explore a variety of themes related to the study of life. Topics studied will include, but are not limited to, the nature of life, biological and scientific processes, basic chemistry, an introduction to organic and biochemistry, cells, protein synthesis, genetics, and the diversity of life. Class will involve laboratory activities, lecture, group activities and individual work as well as homework, tests, and quizzes. This course is a continuation of the science curriculum introduced with Earth Science in the ninth grade. This course is taught at a slightly slower pace than SCI201.

Open To - Grades 9, 10

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

Course Length - 1 Semester

Awarded Credit - 1 credit of Science (Life)

SCI211 - Anatomy and Physiology I

This is a Science elective for those students who want to learn more about the human body. This course explores the structure and workings of the human machine with emphasis on the inter-relationships of skeletal, muscular and nervous systems. The course includes dissection to study the makeup of various organs and tissues as well as hands on activities to explore the muscular and nervous systems. This is a pre-college course for those interested in anatomy and physiology, the principles behind conditioning and muscle development, and the affects and treatments of today's injuries. This course is recommended for students seeking a career in the treatment of the muscular skeletal system including athletic training and physical therapy.

Open To - Grade 11, 12

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

Course Length - 1 Semester

Awarded Credit - 1 credit of Science (Life)

SCI301 - Chemistry

This is a traditional college preparatory chemistry class, which emphasizes math and laboratory skills. Topics studied will include: scientific measurement, atomic structure, periodic law, chemical reactions, nomenclature, stoichiometry, thermodynamics, and the gas laws. Laboratory experiments and in- class activities are used extensively to reinforce each concept.

Open To - Grades 10, 11, 12

Prerequisite - Successful completion of either Algebra I or IMP 1, 2 and/or placement of the Science Department

Course Length - 1 Semester

Awarded Credit - 1 credit of Science (Physical)

SCI302 - Concepts in Chemistry

The primary emphasis of this course is on comprehension of the concepts of chemistry. Concepts are explained and related to experiences in the students' everyday world. Using hands-on laboratory investigations, students will study the scientific method, measurement, and the properties of matter, bonding and chemical reactions.

Open To - Grades 10, 11, 12

Prerequisite - Successful completion of Earth Science and Introduction to Biology and/or placement by the Science Department

Course Length - 1 Semester

Awarded Credit - 1 credit of Science (Physical)

SCI310 - Physics-H

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

Open To - Grades 11, 12

Prerequisite - Placement by the Science Department

Course Length - 1 Semester

Awarded Credit - 1 credit of Science (Physical)

SCI311 - Physics

This course introduces students to the basic laws of force and motion, heat, waves, optics, and DC electricity. Physics problems and their solutions are an integral part of the course. This course is strongly recommended for students pursuing future studies in the sciences or health field. Students should have a strong background in Algebra 1, Geometry, and be taking Algebra II.

Open To - Grades 11, 12

Prerequisite - Successful completion or concurrent enrollment in either IMP IV or Calculus and/or placement by the Science Department

Course Length - 1 Semester

Awarded Credit - 1 credit of Science (Physical)

SCI312 - Concepts in Physics

This course introduces students to the basic fundamentals of physics including areas of matter and energy, work, power, simple machines, light, sound, and direct current devices.

Open To - Grades 11, 12

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

Course Length - 1 Semester

Awarded Credit - 1 credit of Science (Physical)

SCI313 - Environmental Science and Natural History

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

Open To - Grades 11, 12

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

Course Length - 1 Semester

Awarded Credit - 1 credit of Science (Life)

SCI314 – Marine Biology

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

Open To - Grades 11, 12

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

Course Length - 1 Semester

Awarded Credit - 1 credit of Science (Life)

SCI500 – AP Biology

A course designed for highly motivated students interested in a deeper college level inquiry into life science. Dissections are done as part of this course.

Open To - Grades 11, 12

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

Student are required to take the AP Biology Exam in May

Course Length - 2 Semesters

Awarded Credit - 2 Credits of Science (Life)

SCI510 – AP Physics

This course reviews the first year of physics. New topics covered are heating and chemical effects, magnetic effects, electromagnetic induction, AC circuits, electronic devices, and atomic structure.

Open To - Grade 12

Prerequisite - Successful completion or concurrent enrollment in either IMP IV or Calculus and/or placement by the Science Department

Students are required to take the AP Physics Exam in May

Course Length - 2 Semesters

Awarded Credit - 2 Credits of Science (Physical)

SCI520 – AP Chemistry / Chemistry Honors

Advanced Placement Chemistry/Honors is for the student who wants to take a college level chemistry course. Students have the option of taking the class for one or two semesters. Students who complete the first semester will earn one credit (honors), while those who take both semesters will earn two credits (AP). Students who take the entire year are required to take the AP exam in May. Successful scores on the exam often result in 4 to 8 college credits.

Open To - Grades 11, 12

Prerequisite - Successful completion of or concurrent enrollment in either IMP IV or Algebra II and/or placement by the Science Department

Students taking the course for two semesters are required to take the AP Chemistry exam in May

Course Length - 1 Semester or 2 Semesters

Awarded Credit - 1 credit of Science (physical) (1 Semester)

2 credits of Science (physical) (2 Semesters)

SPECIAL EDUCATION AND CONTINUUM OF SERVICES

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

SPN11 - Life Skills

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

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

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

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

Open To - Grades 9, 10, 11, 12

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

Course Length - 2 Semesters

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

SPN850 - Skills Center

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

Open To - Grades 9, 10, 11, 12

Course Length - 1 Quarter

Awarded Credit - Proposed by the student's IEP, 504 or ESS Teams

SPN950 - The Learning Center

The Learning Center provides individual and small group direct instruction in the basic skills areas of mathematics, reading, oral, and written language to students on Individualized Education Plans.

Open To - Grades 9, 10, 11, 12

Course Length - 1 Quarter

Prerequisite - approval through the student's IEP

TECHNOLOGY EDUCATION

The Technology Education curriculum develops problem solving, critical thinking, and decision-making skills involving human and material resources, process application, and technological systems. This curriculum prepares for life-long learning in a technological society and provides opportunities in understanding the systems areas of communication, construction, manufacturing, and transportation.

TEC100 - Exploring Technology

This is a general course designed to introduce students to the world of technology. The course of study and classroom activities will focus on communication, transportation, and construction technologies.

Open To - Grades 9, 10, 11, 12

Course Length - 1 Quarter

Awarded Credit - .5 credit of Elective

TEC110 - Wood Technology I

Students will learn basic woodworking skills, use of hand tools, and shop safety. Students will construct one required project and one project of their own choosing.

Open To - Grades 9, 10, 11, 12

Course Length - 1 Quarter

Awarded Credit - .5 credit of Elective

TEC111 - Communication Technology

Students will have the opportunity to learn about the latest forms of communication technologies. Topics covered will include designing and screen painting on T-shirts, basic electronics, pinhole photography, and darkroom techniques. This course is a prerequisite for TECH117- Photography.

Open To - Grades 9, 10, 11, 12

Course Length - 1 Quarter

Awarded Credit - .5 credit of Fine Art or Elective

TECH117 - Photography

Students will learn principles of artistic photography and techniques of composition. Topics will include kinds of cameras and lenses, components and controls, dark room procedures, black and white film and print processing, creative print techniques, special treatment of negatives and prints.

Open To - Grades 9, 10, 11, 12

Prerequisite - Successful completion of Communication Technology

Course Length - 1 Quarter

Awarded Credit - .5 credit of Fine Art or Elective

TEC113 - Design and Construction

Students will study architecture and will design residential and commercial structures. They will also learn to read and interpret a commercial set of drawings relevant to construction that is taking place in the local area. This course is recommended for students interested in architectural drawing or interior design.

Open To - Grades 9, 10, 11, 12

Course Length - 1 Quarter

Awarded Credit - .5 credit of Fine Art or Elective

TEC114 - Transportation Technology

Students will design and construct model rockets, cars, hovercraft, and other vehicles. They will also test vehicle design for aerodynamics, speed, and maneuverability. Small engines, suspension, and method of vehicle control will also be included.

Open To - Grades 9, 10, 11, 12

Course Length - 1 Quarter

Awarded Credit - .5 credit of Elective

TEC115 - Light Building Construction Technology

This course provides students with the opportunity to learn about basic construction materials, tools, and processes. Students will construct model buildings to scale as well as construct a full size storage building.

Open To - Grades 9, 10, 11, 12

Prerequisite - Successful completion of Wood Technology I

Course Length - 1 Quarter

Awarded Credit - .5 credit of Elective

TEC116 - Wood Technology II

Students will research, develop, design, and custom manufacture individual products from wood. A wide variety of tools, equipment, materials, and processes will be utilized to craft projects. Material cost, product market value, and laboratory safety will also be covered.

Open To - Grades 9, 10, 11, 12

Prerequisite - Successful completion of Wood Technology I

Course Length - 1 Quarter

Awarded Credit - .5 credit of Elective

TEC118 - Power and Transportation Technology

Students will dismantle and reassemble two and four cycle engines. In the process, they will measure engine performance, maintain carburization systems, ignition systems, and cooling systems. Students will have the opportunity to work on lawn mowers, snow blowers, tillers, go-carts, and electric carts.

Open To - Grades 9, 10, 11, 12

Course Length - 1 Quarter

Awarded Credit - .5 credit of Elective

TECH470 - Competition and Team Building

This course is an interdisciplinary course that integrates technology, math, and science into the curriculum. The competition consists of four key elements: design, construction, and technical writing. Mixed ability grouping of students will be encouraged. The course has a core teacher and assistance from adjunct teachers who guest speak, problem solve, lecture, etc.

Open To - Grades 9, 10, 11, 12

Prerequisite - Students must be enrolled in or have completed one science or math class, and have a working knowledge of hand tools (drill, saw, hammer, etc) as well as material (wood, metal, plastics) usage.

Course Length - 1 Quarter

Awarded Credit - .5 credit of Elective

WORLD LANGUAGES

We believe that the study of foreign languages is an important experience for all students. It is especially important for those students who have a predisposition for language study and are planning to pursue further education. Many colleges require two credits of a foreign language. Three to four credits are recommended at many post-secondary institutions. The world languages curriculum parallels the student expectations for learning as identified in the National Standards for Foreign Language Learning. Students who enroll in a World Language program will engage in conversations, understand, and interpret written and spoken languages on a variety of topics, and deepen their understanding of foreign culture.

Spanish

WLA111-Spanish I

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

Open To - Grades 9, 10, 11, 12

Course Length - 1 Semester

Awarded Credit - 1 credit of Elective

WLA112- Spanish II

This course is a continuation of the work that has been done in Spanish 1 or Spanish 1.5. All four language areas will be focused on, but students are expected to converse with less hesitation and with improved pronunciation. Reading will include short passages and writing will consist of short narratives and various comprehension activities.

Open To - Grades 9, 10, 11, 12

Prerequisite - Successful completion of Spanish I and/or teacher recommendation.

Course Length - 1 Semester

Awarded Credit - 1 credit Elective

WLA113-Spanish III

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

Open To - Grades 9, 10, 11, 12

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

Course Length - 1 Semester

Awarded Credit - 1 credit Elective

WLA114- Spanish IV

Throughout this course students will continue to develop their ability to communicate in Spanish within the context of everyday interaction. This includes narrating past events, expressing personal opinions and discussing future plans. The vocabulary and grammatical forms necessary for these communicative goals are reinforced with readings from the textbook, teacher and students' presentations, role play activities, specific projects, video program and literary readings and writing assignments.

Open To - Grades 10, 11, 12

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

Course Length - 1 Semester

Awarded Credit - 1 credit Elective

WLA210-Spanish V Honors

This is an accelerated and intensive course providing a complete and thorough coverage of the Spanish language, in which speaking proficiency, listening comprehension, vocabulary acquisition, reading, and writing are brought to a level enabling students to use the language actively in everyday situations. This course will provide the student with the ability to participate more fully in general conversation, read more sophisticated passages, and to write with a firmer command of sentence/grammar structure. Spanish language videos and music presented in class and lab sessions are selected to reinforce the cultural material discussed in class. Successful completion of this course prepares for AP Spanish.

Open To - Grades 11, 12

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

Course Length - 1 Semester

Awarded Credit - 1 credit of Elective

WLA510- AP Spanish

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

Open To - Grade 12

Prerequisite - Successful completion of Spanish V Honors and teacher recommendation

Course Length - 2 Semesters

Awarded Credit - 2 credits of Electives

French

WLA101- French I

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

Open To - Grades 9, 10, 11, 12

Course Length - 1 Semester

Awarded Credit - 1 credit of Elective

WLA103- French II

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

Open To - Grades 9, 10, 11, 12

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

Course Length - 1 Semester

Awarded Credit - 1 credit of Elective

WLA104- French III

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

Open To - Grades 10, 11, 12

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

Course Length - 1 Semester

Awarded Credit - 1 Credit of Elective

WLA200- French IV

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

Open To - Grades 10, 11, 12

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

Course Length - 1 Semester

Awarded Credit - 1 credit Elective

WLA300- French V Honors

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

Open To - Grades 11, 12

Prerequisite - Successful completion of French IV and teacher recommendation

Course Length - 1 Semester

Awarded Credit - 1 credit Elective

WLA501- AP French

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

Open To - Grade 12

Prerequisite - Successful completion of French V Honors and teacher recommendation

Course Length - 2 Semesters

Awarded Credit - 2 credits of Electives

THE BARRE TECHNICAL CENTER

The Barre Technical Center offers a range of vocational training. Programs are typically three block programs that begin Block 2. Selection is by application and interview. The following pages contain an important time line to be aware of that outlines the process, professional credentialing benefits from programs, a letter from the Barre Technical Center Director, and program descriptions. When considering a program option at the Barre Technical Center it is vital that the prospective student is aware of their Spaulding High School credit standing. It will be important to work with your School Counselor on determining the best program for you. Applications for the Barre Technical Center can be picked up at the Spaulding High School Guidance Office.

Barre Technical Center Timeline

Barre Technical Center presentation to high school students in January 2010

Interested SHS students visit top two BTC Programs of their choice March 5, 2010

Application deadline for Technical Programs March 25, 2010

Step Up Day (program participation and interviews) 9:45am to 2:08pm April 5, 2010

Confirmation letters sent May 3, 2010

Barre Technical Center Programs can be found on the following pages.

Automotive Technology - Page 60

Construction Technology - Page 60

Cosmetology - Page 61

Culinary Arts - Page 61

Digital Media Arts - Page 62

Electrical Technology - Page 62

Health Science - Page 63

Heating, Ventilation & Air Conditioning - Page 63

Human Services - Page 64

Pre Tech Foundations - Page 64

Pre Tech Outreach - Page 65

Industry Credentialing - Page 66

For more information on these programs and all that the Barre Technical Center has to offer please visit their website at: www.barretechnicalcenter.org

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155 AYERS STREET • BARRE, VERMONT 05641-4300
TEL: 802-476-6237 • FAX: 802-476-4045
Website Address: www.barretechnicalcenter.org
Penny Chamberlin, Director Ext. 1138



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Scott Griggs, Asst. Director Ext. 2124
Christopher Hennessey, Asst. Principal Ext. 1115
Thomas Sedore, Asst. Principal Ext. 1112

Amy Lester, Guidance Coordinator Ext. 1156
Sheila Cleary, Co-op Coordinator Ext. 1137
Dotty Ricks, Adult Ed. Coordinator 476-1487

A Letter from The Barre Technical Center Director

Dear Prospective Student and Parents:

Serving Cabot, Harwood, Montpelier, Spaulding, Twinfield and U-32, the Barre Technical Center proudly reaches far beyond the central Vermont area to serve its students. While attending the Barre Technical Center, students can choose from a variety of training programs. Technical education provides high level skills to students pursuing a career after graduation, planning to enter college, or seeking to improve employability skills.

The Barre Technical Center offers juniors and seniors the opportunity to enroll in technical training programs that can lead to industry recognized credentials, licensing, college credits or certifications. Successful completers of the programs not only gain career entry level skills, they also leave the center with solid foundational skills to support post-secondary education and training.

The region is also supported through our Adult Technical Education Program. Our numbers for the evening programs are growing everyday, call the center for further details (802-476-6237). Some of the more popular courses are: CDL, Plumbing and Electrical Apprenticeship, CDA (Child Development Associate), LNA (Licensed Nursing Assistant), Quickbooks, Digital Photography, Computer Applications, and more.

Career and Technical Education Student Organizations offered at the center provide students the opportunity to learn and build leadership skills. These student organizations offer over 40 skill competitions each year at the national and state levels. We currently have SkillsUSA and FBLA (Future Business Leaders of America) as options for our students. In addition to these organizations, students who excel in their program and meet the national criteria would also be eligible for National Technical Honor Society.

Joining the Barre Technical Center community sets you ahead in today's market. You are trained by highly skilled instructors in the latest technology, career related skills and entrepreneurship skills while at the same time enhancing your academic coursework through applied academics.

Coming from the perspective of a "technical student" and having been able to participate in technical education for the past 26 years, I can say that it was the best choice I made. I had the opportunity to build practical skills while at the same time earn college credits and receive "real" job experience.

Students who are interested in applying to The Barre Technical Center can either access the website (www.barretechnicalcenter.org) or call 476-6237 for more information. Acceptance into a program is based on: completed application, academic record, attendance record, grade level, credit status for graduation, interest in the program and a successful interview with the instructor.

I look forward to working with you as your career plans unfold at the Barre Technical Center.

Sincerely,

Penny Chamberlin
Director

Automotive Technology

The Automotive Technology Program provides an introduction to four areas of the automotive service industry. The program provides training and experience in the theory, operation, diagnosis and repair of automotive systems. Areas of concentration include: steering and suspension, brake systems, electrical and electronics and engine performance. Students will learn how to properly repair, maintain, and service automobiles and light trucks. Instruction includes the proper use of power and hand tools as well as all shop equipment and welding. Students will be eligible to receive certification from the Vermont Automotive Dealers Association for proficiency in Basic Automotive Technology, and may be eligible to be Vermont State Inspection Certified. Students from this program are typically hired by the State Highway Department, Walker Motors, Formula Ford, Cody Chevrolet, local specialty and auto supply stores, service stations, and independent garages. Students completing this program have gone on to attend Vermont Technical College, New Hampshire Technical College, University of Northwestern Ohio, Universal Technical Institute, Ohio Technical College, and Baran Institute.

Open To - Grades 11, 12

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters Blocks 2-4A

Awarded Credit - 1 credit of Science

1 credit of Math

4 credits of Elective

Construction Technology

Construction Technology prepares students for careers in general construction. The projects students participate in are governed by the community as well as industrial trends and needs. Students will learn a basic background in the principals and skills of general carpentry by constructing a five piece modular home. Areas of study include: safety, tool use, site work, excavating, form work, framing, material selection, measuring, cutting, fastening, siding, use of hand tools and power tools, foundations, drywall, scaffolding, plastering, painting, roofing, and reading of building plans. Students have an opportunity to achieve Level 1 Certification through the National Center for Construction Education and Research (NCCER) sponsored by the Association of General Contractors is offered to those who master all required competencies. Students from this program are typically hired as carpenters, brick masons, and cabinetmakers. Local companies who hire students from this program are: Lamberton Electric, East Shore Drywall, Benoit Electric, E.F. Wall, Huntington Homes, Allen Lumber Company, Blue Flame Gas, and the State of Vermont. Many graduates of this program are self-employed. Students from this program are prepared to attend post-secondary institutions, such as Vermont Technical College.

Open To - Grades 11, 12

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters Blocks 2-4A

Awarded Credit - 1 credit of Science

1 credit of Math

4 credits of Elective

Cosmetology

The Cosmetology Program is available for students with an interest in becoming a licensed cosmetologist upon graduation from high school. Completion of this two year, 1500 hour program allows students to take the State of Vermont Licensing exam. They are trained in cutting, styling, pedicures/manicures, facials and color. Many placements lead to full time employment after high school graduation. Since this is a **two year** program it is essential that students meet as many of the high school requirements as possible during their freshman and sophomore years. Students from this program have been employed by local businesses or have opened their own business.

Open To - Grades 11, 12

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters Blocks 2-4A

Awarded Credit - 1 credit of Science

1 credit of Math

4 credits of Elective

Culinary Arts

Culinary Arts is designed to provide the basic skills needed for employment in the Culinary Arts and Hospitality Industry. Students will learn critical and relevant aspects of this industry and will learn the skills necessary to be employed in restaurants and resorts, or continue on to post-secondary education. Volunteer work at the Vermont Food Bank and at the operation of the on site Green Room provides much of the training. Students successfully completing this program are given admissions considerations at Johnson State College (Hospitality Program), New England Culinary Institute, Champlain College, and Paul Smith's College. Students may receive college credit upon passing an entrance exam. Students who complete the program and pass requisite testing may receive credentials through Serve Safe and Lodging Management. Students completing this program have been employed at Capital Plaza, Simply Subs, Julio's, The Wayside, Holiday Inn, Lague Inn, Sarducci's, Bolton Valley Holiday Resort, New England Culinary Institute, Hilton Hotels, Hyatt Hotels, and Disney. Students from this program have been accepted at Johnson State College, Paul Smiths College, and Johnson and Wales College.

Open To - Grades 11, 12

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters Blocks 2-4A

Awarded Credit - 1 credit of Science

1 credit of Math

4 credits of Elective

Digital Media Arts

Digital Media Arts is a program that offers state-of-the-art experiences and projects for students interested in creating today's media-drenched world. Students learn photography, graphic design, illustration, video production, special digital effects, web site design, Flash, and 3D animation. This award-winning (Commissioner's Award for Technical Programming) program balances real-world projects, problem solving, design, and portfolio creation. The program also offers students college credit toward popular design and media arts schools. Students from this program often attend post-secondary education. Students may also take individual Computer Technology classes which are offered in one Block options and earn elective credit.

Open To - Grades 11, 12

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters Blocks 2-4A

Awarded Credit - 1 credit of Science

1 credit of Fine Art

4 credits of Elective

Electrical Technology

Electrical Technology Program students are trained as future electricians to install, connect, test, and maintain electrical systems for a variety of purposes, including climate control, security, and communications. Students will learn how to install and maintain the electronic controls for machines in business and industry. Successful students have the opportunity to test out of Electrical Level I and enter Level II in the apprenticeship program and accumulate work hours.

Open To - Grades 11, 12

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters Blocks 2-4A

Awarded Credit - 1 credit of Science

1 credit of Math

4 credits of Electives

Health Science

The Health Science Program allows students to explore many careers within the health care field. Academic theory is combined with hands-on learning in the classroom lab, and in an actual practice setting, for a realistic approach to the health care arena. Some of the topics covered include human structure and function (anatomy and physiology), personal care and hygiene, communication skills, basic metric conversions, and nutrition and medical terminology. To enroll in this program, students must be able to lift 50 pounds and must have had a physical examination within three months of entering the program. Students are strong candidates for admission into many post-secondary institutions. In addition, certifications are offered to students enrolled in Health Sciences including Licensed Nursing Assistant, CPR, and First Aid. Students from this program are typically hired at the Central Vermont Hospital, Occupational Health and Rehabilitation, First in Fitness and Training, Woodridge, and other local nursing homes. Many careers in this area require additional post-secondary education.

Open To - Grades 11, 12

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters Blocks 2-4A

Awarded Credit - 1 credit of Science (Life)

1 credit of Math

4 credits of Electives

Heating, Ventilation & Air Conditioning

The HVAC Program prepares students for careers as a licensed plumber or professional certified technicians in the field of climate control; heating, ventilating and air conditioning (HVAC). Students will learn how to install, service, and repair environmental systems that control temperature, humidity and air quality. Students also gain hands-on skills installing basic plumbing systems. There is an emphasis on applied math and pipefitting skills. Students who master all required competencies for HVAC Level I are eligible to receive Level I certification through the National Center for Construction Education and Research (NCCER). Students who master all required competencies for Plumbing Level I are eligible to receive Level I certification through the National Center for Construction Education and Research (NCCER), the same post-secondary course of instruction as in the Vermont Licensed Plumbers Apprenticeship Program. Successful students have the opportunity to test out of Plumbing Level I and enter Level II in the apprenticeship program, as well as accumulate work hours. Students from this program are prepared to enter post-secondary education in the HVAC area and are typically hired by Suburban Energy, Averils Plumbing, Heating, and Air Conditioning Systems, Inc., Johnson Dix Fuel Corporation, Conti Oil, ARC Mechanical, and Ward's Plumbing and Heating.

Open To - Grades 11, 12

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters Blocks 2-4A

Awarded Credit - 1 credit of Science

1 credit of Math

4 credits of Electives

Human Services

The Human Services Program prepares students for employment in careers that relate to families and human needs including education, counseling and mental health services, family and financial planning, as well as personal care services. Students participating in this program will develop academic foundations, problem solving skills, workplace skills, citizenship, ethics, and leadership training. Successful completers of the Human Services program may receive college credits in Early Childhood Education and admissions consideration at the Community College of Vermont. Students must pass the Accuplacer assessment with an 85 to receive college credit. In addition, students have the opportunity to earn a CDA (Child Development Associates), a national childcare certificate. Students completing this program often go on to post-secondary education and are hired by local schools and day care providers, Washington County Mental Health, Berlin Health and Rehabilitation, and Woodridge Nursing Home.

Open To - Grades 11, 12

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters Blocks 2-4A

Awarded Credit - 1 credit of Social Studies

1 credit of Math

4 credits of Electives

Pre-Tech Foundations

Students will learn foundational skills to prepare them to be successful in a technical program. Enrolled students should be interested in one of the programs offered at the Barre Technical Center.

Open To - Grade 10

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters Blocks 2-4A

Awarded Credit - 1 credit of English

1 credit of Social Studies

1 credit of Science (Life)

1 credit of Math

2 credits of Elective

Pre-Tech Outreach

(An offsite program for those looking for an experiential learning experience and a step towards a program at the Technical Center)

The Pre Tech Outreach Program offers a work-based curriculum rooted in the land, traditions, and communities of Vermont. It has been a critical lifeline for struggling students: they are expected to meet high expectations, they develop a genuine sense of pride in their work, and they are just beginning to recognize the impact they can have in their own communities.

Students being able to earn credit outside of the traditional classroom while developing the hard and soft skills needed to succeed in the workforce are a significant incentive to complete the program.

The program itself was developed through the evidence of the need for students of to develop soft skills so needed in all walks of life. This program is now in place at four different locations serving the needs of six different schools. Students from Spaulding High School, Harwood Union High School, and a combined U-32/Montpelier crew and a Cabot/Twinfield crew work at projects around the county and their communities. They work on trails, the Vermont Food Bank, Central Vermont Humane Society and Groton State Forest to name a few.

Students also meet requirements set by both Barre Technical Center and their sending schools to receive their academic credit. School Instructors integrate academic lessons into their projects to give real world applications to lessons formerly taught in a classroom. Students then see how academics impact the world and gain new appreciation of the work they've done in school. Barre Technical has provided instructional support and professional development to aid instructors in their lesson planning and helping to meet any educational needs or participants.

Open To - Grades 9, 10

Prerequisite - Students are selected through an application and interview process

Program Length - 2 Semesters Blocks 2-4A

Awarded Credit - 1 credit of English

1 credit of Social Studies

1 credit of Science (Life)

1 credit of Math

2 credits of Elective

Industry Credentials and Dual Enrollment Agreements through Barre Technical Center Programs (2010)

Students mastering the program competencies could receive the following industry recognized credentials and/or be eligible to receive college credit through dual enrollment agreements. Dual enrollment agreements between specific Colleges and Universities require additional work within the respective programs and a passing score on the Accuplacer entrance exam.

Automotive Technology	<ul style="list-style-type: none">*Automotive Tire Service Training (ATC) Certificate*Vermont Automotive Dealers' Association (VADA) Certificate
Construction Technology	<ul style="list-style-type: none">*Association of General Contractors Certification (NCCT)
Cosmetology	<ul style="list-style-type: none">*Licensed Cosmetologist (LC) - students must attend for 2 years to meet 1500 hour requirement and take State Board Licensing Exam
Digital Media Arts	<ul style="list-style-type: none">*Up to 15 credits with Lyndon State College and Video Technology*Up to 9 credits with the Community College of Vermont*Up to 3 credits with the New England Institute of Art/AI
Electrical Technology	<ul style="list-style-type: none">*Association of General Contractors Certification*300 hours credited toward electrical apprenticeship
Health Science	<ul style="list-style-type: none">*Community First Aid (CFA-ARC) Certificate*CPR child, infant and adult (CPR-ARC) Certificate*Licensed Nurse Assistant (LNA) Certificate*Automated External Defibrillation (AED) Certificate*Blood borne Pathogens (ARC) Certificate*3-6 credits with Community College of Vermont, Medical Terminology and Human Biology
Hospitality/Culinary Arts	<ul style="list-style-type: none">*ProStart (HBA-PS1 & HBA-PS2) Certificate *Serve Safe Certificate*3 credits with New England Culinary Institute; online component and completion of on-campus experience for two weeks.
Human Services	<ul style="list-style-type: none">*Child Development Associate (CDA) Certification*Community First Aid (CFA-ARC) Certification*CPR, child, infant and adult (CPR-ARC) Certification*Up to 9 credits with Community College of Vermont with additional coursework.
Plumbing, Heating, Ventilation	<ul style="list-style-type: none">*Association of General Contractors Certification & Air Conditioning (HVAC)*300 hours credited toward plumbing apprenticeship
Pre-Technical Foundations	<ul style="list-style-type: none">*VSHA Safety Training Certificate

NOTES

PROPOSED FOUR YEAR PLAN

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