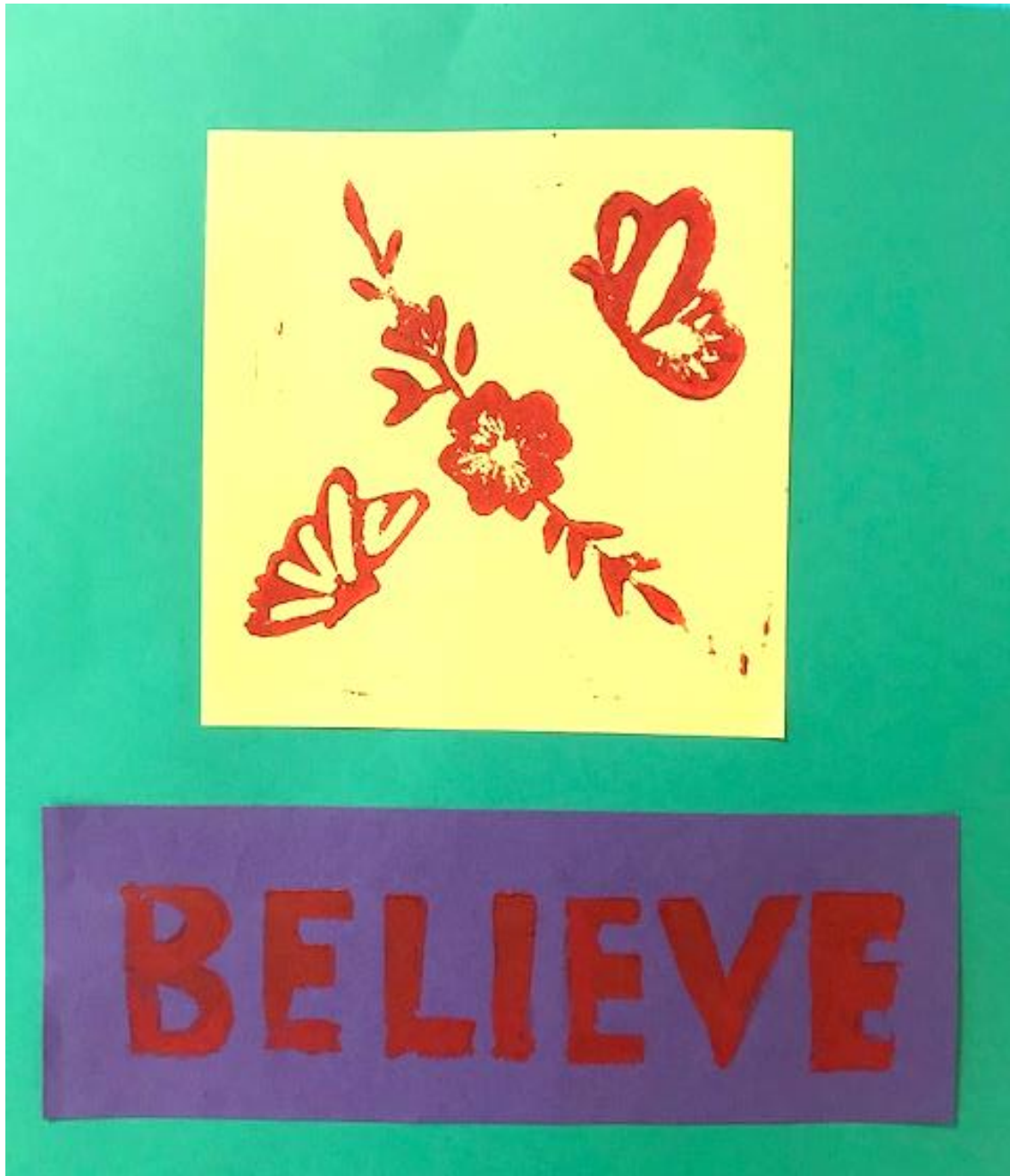


LUHS Course Description Book 2022-2023



Cover art by Savannah Haney

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Notes on Course Selection

In selecting courses, students are encouraged to review four year plans, post-secondary options, current academic progress and the recommendations of current teachers. To help determine the level of difficulty in a given course, students should carefully read the description and consult with teachers and their school counselor.

We ask that parents and guardians encourage students to enroll in the most challenging courses available based on their current demonstrated capabilities and desired future plans.

Students must keep in mind that much of their progress as a high school student depends on their personal motivation to learn, as well as self-discipline and willingness to take advantage of the opportunities offered by the school and community.

Graduation Requirements

English: 4 credits

Mathematics: 3 credits

Science: 3 credits

Social Studies: 3 credits

Physical Education: 1.5 credits

Art: 1 credit

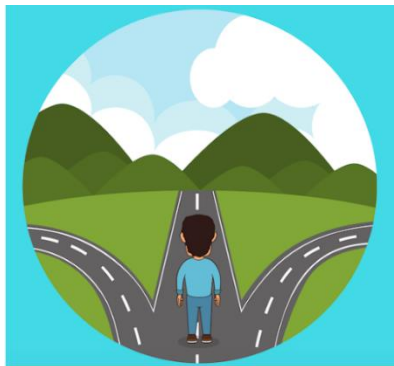
Health: .5 credits

Capstone Project: .5 credits

Electives: 7.5 credits

Total Credits: 24

Flexible Pathways



In order to graduate from Lamoille Union High School, students are required to demonstrate proficiency in content areas as well as in transferable skills. They may do so through the various courses, programs, and learning experiences on campus or outside of school listed here:

- Traditional courses on the LUHS campus including introductory courses through advanced placement.
- EPIC stands for “Educational Path I Choose” and is a project-based learning experience open to students in grades 10-12 who want to earn proficiencies by designing projects that are important to them. Schedules can be modified to incorporate traditional classes as well as the EPIC experience.
- Independent Study is for any student interested in a self-designed experience driven by inquiry to earn proficiencies.
- Extended Learning Opportunity is available to all students who are involved in activities outside of school (e.g. fire department volunteer, Taekwondo classes, horseback riding lessons, etc.) that may help them demonstrate proficiency.

- Early College is for seniors who are interested in combining their final year of high school and first year of college at one of several VT colleges.
- Dual Enrollment for juniors and seniors interested in earning both college and high school credit, two free VT college courses are granted.
- Online learning opportunities through the PLATO platform are available to all students interested in earning proficiencies through online labs, activities, and assessments.
- Green Mountain Technology & Career Center offers an exploratory pre-tech program for sophomores, and twelve career and technical training programs for juniors and seniors.
- YouthBuild is open to students age 16+ who are interested in earning proficiency through paid job-training in the construction trade.

Suggested Courses and Sequences for Students Considering Post-Secondary Education

While there may be a few exceptions, most four year colleges and universities and several categories of two year occupational/technical schools have minimum requirements of:

English, Mathematics, Science, Social Studies	4 years
Foreign Language	2-3 years of the same foreign language

- Four years of the same foreign language are not only highly recommended but expected for very selective and competitive colleges. Foreign language is recommended but may not be required for two-year technical colleges.
- Students who wish to attend a two-year college where the objective is to train for an occupation may not be required to have college-type mathematics or a foreign language in their program. However, most schools of this type encourage students to elect as many college preparatory courses as the student can handle. Students should check with their school counselor for the specific requirements of schools and occupations they may be considering.

Green Mountain Technology and Career Center

In addition to the classes listed above, the Green Mountain Technology and Career Center (GMTCC) offers a number of full-day programs for juniors and seniors. A student must also be 16 years of age to participate in one of the career and technical courses. Students must complete an application and meet the admission requirements for the specific program. The following programs are available:

- Allied Health
- Automotive Technology
- Business Administration
- Computer Networking Technology
- Construction Technology
- Creative Media & Design
- Culinary Arts
- Electrical Technology
- Forestry & Land Management
- Heating, Ventilation, & Air Conditioning
- Sustainable Agriculture & Food Systems
- Pre-Technology Education

These programs each feature an embedded academic credit which is applied toward the student's high school graduation requirement. Please consult the GMTCC Program of Studies for information on admission and course requirements. The pre-technology program is offered by nomination from a school counselor or other interested adults to rising tenth graders. This program prepares students to meet academic requirements toward high school graduation and for possible entry in a career/technology program in the eleventh or twelfth grade. Each pre-technology student will earn proficiencies in English, mathematics, science and social studies (US History).



EPIC Academy is reimagining the high school experience.

EPIC Academy is a place where you'll get to profoundly know yourself and others, explore your sense of purpose, and build the skills to bring your own projects from imagination to reality. If you have curiosity, tenacity, and a love of shared community, come be part of our EPIC family!

EPIC Students (10-12) will:

- Commit to pursuing the 4 EPIC Pillars: Know Myself, Grow Myself, Make My Mark See it Through
- Build community and prioritize positive impact by fully engaging in daily discussion circles, games, and collaborative projects that directly benefit our school and community
- Design and carry their own independent project each quarter
- Work with an EPIC mentor, peers, and community partners to help develop their projects and embed proficiencies
- Showcase their learning through tangible products they create and share with peers and an assessment panel



**Know
Myself**



**Grow
Myself**



**Make My
Mark**



**See It
Through**

Students in grades 10, 11 & 12 commit to EPIC for a semester and will engage in the program for all four blocks on either Blue or Gold days.

Want to learn more?

Check us out at www.epicacademyvt.com
or contact Amber Carbine-March (amarch@luhs18.org) and Kim Hoffman (khoffman@luhs18.org)

English

	<u>Course #</u>	<u>Recommended Grade Level</u>	<u>Page</u>
Advanced Placement (AP) Literature	HS134	11-12	7
African American Literature	HS173	11-12	7
American Dream & Identity	HS115	11-12	8
Contemporary Issues in Literature: Censorship, Justice & Equality	HS141	11-12	8
Contemporary Issues in Literature: Environmental Issues	HS116	11-12	8
Creative Writing	HS123	11-12	9
Dramatic Writing	HS174	11-12	9
English 9	HS102	9	9
English 10	HS112	10	10
Film and Fiction	HS122	11-12	10
Media Literacy and Social Justice	HS124	11-12	10
Theater I: Storytelling and Society	HS136	9-10	11
Theater II: Literature of the Theater	HS149	11-12	11

Four successful English experiences with evidence of proficiency are required for graduation. The proficiencies below are addressed in all English courses:

English Proficiencies

Reading	Writing	Speaking & Listening
I can understand, closely examine, explain, and assess a wide range and level of complex ideas in both fiction and nonfiction text.	I can produce clear and coherent writing for a range of tasks, purposes, and audiences.	I can initiate and participate effectively in a range of discussions, respond thoughtfully to diverse perspectives and express ideas clearly and persuasively.

Advanced Placement (AP) Literature

Course #HS134

Course Length: Year

Grades 11-12

Prerequisite: Successful completion of 9th & 10th grade English; instructor's recommendation; completion of the summer reading: Their Eyes Were Watching God, including a 10-page response journal

Students will study the major genres of literature: novels, short stories and poetry. They will learn the major critical theories and literary terms in each genre. Furthermore, the students will study the major themes and periods of American and British literature. In the second semester students will study classic texts from a variety of genres in preparation for the AP examination in May. Following the AP examination students will work on a variety of projects that show younger students the use of literature. All students are required to participate in the LUHS Summer Reading Program. Details are available on the school website.

Formative & Summative Evaluation Methods: research papers, essays, academic journals, other written work, oral presentations, tests, final projects, exam

African American Literature

Course #HS173

Course Length: Semester

Grades 11-12

Prerequisite: Successful completion of 9th & 10th grade English

Taking a look through history, this course seeks to build connections to the African American experience through various authors and media. In early literature we will read about the experiences of African American slaves and free persons written by many freed and escaped slaves. Starting with authors like William Wells Brown and Frederick Douglass, students will learn about the lives of both the enslaved and the free in early America. The class will move through The Harlem Renaissance and New Negro Movement in the 1920s and up to the rise of the Black Power and Black Arts Movement in the 1960s. At the end of the course, students will read and watch contemporary works about the results of the War on Drugs, the racial impact of the economic recession of 2008, and contemporary African American arts.

Formative & Summative Evaluation Methods: journals, essays, presentations

American Dream & Identity

Course #HS115

Course Length: Semester

Grades 11-12

Prerequisite: Successful completion of 9th & 10th grade English

This semester class focuses on questions of what it means to be American and an exploration of the American dream. By looking at a variety of ethnic, religious and cultural identities that are a part of America, students will see how current events are linked to the past. Additionally, students will unpack the concept of the American dream and debate if the dream is the same, and attainable, for all. Readings include both fiction and non-fiction texts; students are encouraged to engage in a variety of projects to pursue their own interests. This class includes work towards upper level writing and speaking and listening proficiencies as students continue to develop their personal portfolios.

Formative & Summative Evaluation Methods: Reading and writing proficiency assessments are offered as students build portfolios of their work for college and career readiness. A final project assesses speaking, listening, and presentation skills.

Contemporary Issues in Literature: Censorship, Justice & Equality

Course #HS141

Course Length: Semester

Grades 11-12

Prerequisite: Successful completion of 9th & 10th grade English. Open to 10th graders with a teacher recommendation

This course will examine current events, locally, nationally and globally and their consequent impact. Students will expand their knowledge of major news events, gaining a better understanding of how complex issues in the news can be, especially around censorship, justice and the many variations of equality. Students will be expected to keep a portfolio, expressing their opinion on various news events and issues by supporting their ideas with factual information. A familiarity of today's issues will be required, as well as daily reading of newspapers/media. Students will read and discuss a variety of literary works of contemporary authors. Daily reading and writing are a part of this course as well as the viewing of various media. Multimedia projects are required elements. Speaking and listening are major components of this class, as well as reading and writing.

Formative & Summative Evaluation Methods: research, essays, journals, oral presentations, quizzes, and a final project

Contemporary Issues in Literature: Environmental Issues

Course #HS116

Course Length: Semester

Grades 11-12

Prerequisite: Successful completion of 9th & 10th grade English. Open to 10th graders with a teacher recommendation

This course focuses on the relationship between literature and the environment. Students will look at the impact that human civilization has had on the environment and the way in which certain authors come to both explore the beauty of nature and the nature of human destruction. Through a "Nature Appreciation" unit focused on the Transcendentalists, students will deepen a joy for the literature about nature while trying their hand at some themselves. Students will then transition to a proactive phase focusing on various issues that are challenging the environment to develop solutions. Students will also learn to use the lens of ecocriticism to effectively assess the role that nature plays throughout various texts.

Formative & Summative Evaluation Methods: research, essays, journals, oral presentations, quizzes, and a final project

Creative Writing

Course #HS123

Course Length: Semester

Grades 11-12

Prerequisite: Successful completion of 9th & 10th grade English. Open to 10th graders with a teacher recommendation

Students will write in a variety of forms including poetry, short stories and prose. Writers will work through all aspects of the writing process including, planning, drafting, revising editing and publishing. Students will read from a variety of models to help them see how author's craft their work. Progress will be measured through portfolios of your work with an emphasis on growth and engagement. Students are expected to share, critique and discuss on a regular basis.

Formative & Summative Evaluation Methods: projects, presentations, homework completion, writing portfolio

Dramatic Writing

Course #HS174

Course Length: Semester 1

Grades 11-12

Prerequisite: Successful completion of 9th & 10th grade English

This upper level English course will help students focus their creative writing on pieces that are meant to be performed. It will be an English course that involves the study, analysis and creation of writing that is meant for television, radio, film, stage or even social media. Students will analyze texts and create their own pieces of writing, including a monologue or dialogue, a video recorded scene for film or TV, and a 10 minute play that could potentially be performed by a theatre class or performing arts group.

Formative & Summative Evaluation Methods: projects, presentations, homework completion, writing portfolio

English 9

Course #HS102

Course Length: Year

Grade 9

Prerequisite: None

In English 9 students will engage with literature and other media which explore their own personal identity and the relationship between an individual and society. Through personal reflection and critical thinking students will engage in writing exercises, discussion and composition of a formal narrative. Students will also build on their understanding of themselves and apply their knowledge to the greater world. Students will work with a variety of texts, develop thesis statements, cite credible sources, and draft persuasive essays. Schoology will be the courses learning management platform and an emphasis is placed on self-direction. A portfolio of students' achievements will be compiled to document proficiency and proceed to further learning.

Formative & Summative Evaluation Methods: projects, presentations, homework completion, writing portfolio

English 10

Course #HS112

Course Length: Year

Grade 10

Prerequisite: Successful completion of English 9

This year-long course will cover fictional and nonfictional works. Students will read a variety of literature, including short stories, novels, drama and articles, to explore social issues in modern society. Students will improve their writing skills through reflective journals, a persuasive essay, and other various writing exercises. An on-going portfolio of students' achievements will be compiled to document proficiency and to proceed to further study. Since learning is not limited to the classroom students will be expected to complete assignments outside of school. All students are **required** to and are expected to use Chromebook in lieu of personal devices for assignments and to access Schoology, our online learning platform. Students will be assessed through essays, quizzes/tests, projects and participation in class as well. Please note that Self-Direction is an important part of student evaluation.

Formative & Summative Evaluation Methods: projects, presentations, homework completion, writing portfolio

Film & Fiction

Course #HS122

Course Length: Semester

Grade 12

Prerequisite: Successful completion of 9th & 10th grade English and an additional English

In Film & Fiction students will read contemporary novels and engage in literary analysis of theme, symbolism, and characterization. The class will watch film adaptations of the anchor texts as well as movies and documentaries with thematic connections. Students will work on analysis and critical thinking skills in critiquing directorial choices in content and style. Students will read, write and engage in discussion.

Formative & Summative Evaluation Methods: reaction/opinion and research papers, projects, media reviews, tests/quizzes, class participation, midterm and final exams

Media Literacy and Social Justice

Course #HS124

Course Length: Semester

Grade 12

Prerequisite: Successful completion of 9th & 10th grade English and an additional English

In Media Literacy students will be asked to question, research, analyze and report on the world around them and the social justice issues that dominate our media. These skills will be developed through project based deep dives into a topic that interests them pertaining to social justice. As a class we will explore bias, rhetorical and persuasive techniques and hone critical and independent thinking, and research skills. The Lamoille Learner Expectations that will be assessed in the course are Reading, Writing and Problem Solving & Critical Thinking

Formative & Summative Evaluation Methods: reaction/opinion and research papers, projects, media reviews, tests/quizzes, class participation, midterm and final exams

Theater I: Storytelling and Society

Course #HS136

Course Length: Semester

Grades 9-10

Prerequisite: None

This course is an elective and does not fulfill an English requirement. An introductory performance based course incorporating theatre and verbal storytelling. Students will explore using their voices in different ways to create characterization and bring a story to life.

Formative & Summative Evaluation Methods: writings, analysis, vocabulary, script memorization and performance, original works

Theater II: Literature of the Theater

Course #HS149

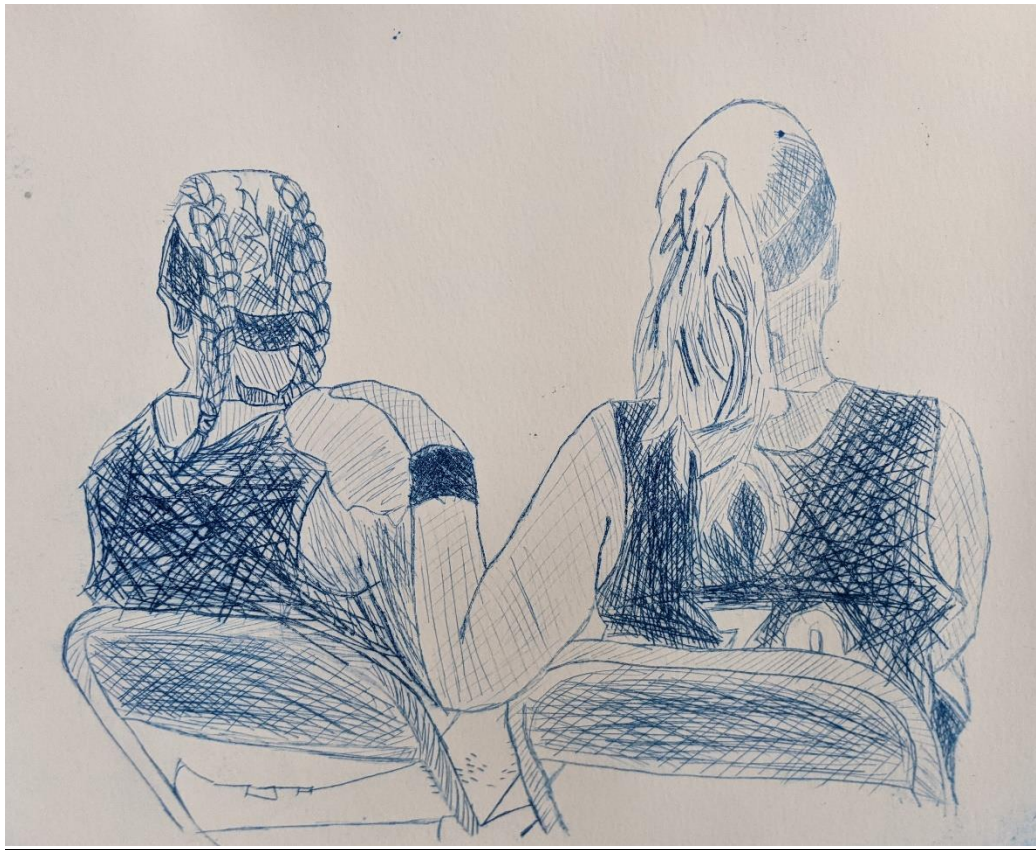
Course Length: Semester

Grades 11-12

Prerequisite: Successful completion of 9th & 10th grade English

This course is an elective and does not fulfill an English requirement. Students will learn about how performance art is used to convey a message of social change in society incorporating contemporary reader's theatre, Bread and Puppet political theatre, and spoken word poetry.

Formative & Summative Evaluation Methods: writings, analysis, vocabulary, script memorization and performance, original works



Fine Arts

<u>Art</u>	<u>Course #</u>	<u>Recommended Grade Level</u>	<u>Page</u>
Art Essentials	HS731	9-12	13
Digital Media Art	HS732	10-12	13
Drawing	HS734	10-12	13
Image Making	HS733	10-12	14
Multimedia Advanced	HS739	10-12	14
Painting	HS723	10-12	14
Printmaking	HS730	10-12	14
Sculpture	HS735	10-12	15
<u>Dance</u>			
Introduction to Dance	HS725	9-12	15
Intermediate Dance	HS726	10-12	15
Dance Company	HS727	11-12	16
Dance Independent Study	HS055	11-12	16
<u>Music</u>			
Advanced Performing Arts: Touring Choir and Jazz Band	HS707	9-12	16
Concert Band	HS711	9-12	17
Concert Choir	HS743	9-12	17
Guitar	HS715	9-12	17
Music Theory & Composition	HS728	9-12	17
Piano Lab	HS708	9-12	18

**One successful fine art experience with evidence of proficiency is required for graduation.
The proficiencies below are addressed in all fine arts courses:**

Fine Arts Proficiencies

Create	Present	Respond	Connect
I can generate, conceptualize, organize, develop and complete artistic work.	I can analyze, interpret, select, develop, refine and convey meaning through presentation of artwork.	I can perceive, analyze, interpret and evaluate artistic work.	I can synthesize and relate knowledge and personal experiences to make art and relate to societal, cultural and historical context.

Art Essentials

Course #HS731

Course Length: Year

Grades 9-12

Prerequisite: None

Art Essentials is designed as an introductory high school class in which students will explore a variety of art materials, concepts, techniques and ideas. Art history, critique and constructive feedback are all integrated into this course.

Formative & Summative Evaluation Methods: sketchbook, participation, completion of projects, reflection, critique

Digital Media Art

Course #HS732

Course Length: Semester 1

Grades 10-12

Prerequisite: Successful completion of Art Essentials and/or recommendation of prior art teacher and portfolio evidence

Students will use the fundamentals of graphic design through an understanding of the commercial visual world using industry standard technology, including but not limited to Photoshop, Illustrator, the web and digital photography.

Formative & Summative Evaluation Methods: class work, participation, completion of projects, reflection, critique

Drawing

Course #HS734

Course Length: Semester

Grades: 10-12

Prerequisite: Successful completion of Art Essentials

Drawing introduces the second year student to more advanced and in depth drawing techniques and concepts. Emphasis is placed on aspects of 2-dimensional design and composition. We will focus on realistic techniques at the beginning of the semester before moving on to projects with free choice and artist voice. We will be exploring graphite, charcoal, ink, and pastels.

Formative & Summative Evaluation Methods: classwork, participation, completion of projects, reflection, research, critique

Image Making

Course #HS733

Course Length: Semester 2

Grades 10-12

Prerequisite: Successful completion of Art Essentials and/or recommendation of prior art teacher and portfolio evidence

Students will explore digital photography, recording and movie editing using industry standard equipment. In order to create visually interesting still and moving images, they will learn about composition, scripting, storyboarding, camera shots and angles, and more. Students will use digital still and video cameras along with Light Room, Photoshop and iMovie to view and edit their imagery.

Formative & Summative Evaluation Methods: classwork, participation, completion of projects, reflection, critique

Multimedia Advanced

Course #HS739

Course Length: Semester

Grades 10-12

Prerequisite: Recommendation of prior art teacher and portfolio evidence, one additional art class, teacher's permission

This course is for self-directed students who are interested in deepening their skills and knowledge of graphic design, photography or movie making. Students will be composing a personal plan regarding one of these areas of study, creating personal goals, and using their time in the Mac lab to complete their chosen area of study.

Formative & Summative Evaluation Methods: personal plan of study, classwork, homework, class participation, completion of projects, reflection, critique

Painting

Course #HS723

Course Length: Semester 2

Grades 10-12

Prerequisite: Successful completion of Art Essentials, Drawing recommended

Students will use their foundational drawing skills and the elements of art in order to explore the world of painting. We will begin by focusing on painting techniques, from color mixing, color theory, brush strokes, and more, before jumping into projects where students can apply the skills they have learned in order to create paintings using their own ideas and creative voice. Emphasis is placed on aspects of 2-dimensional design and composition. While we are focusing mainly on acrylic painting, we will also explore watercolor, and gouache.

Formative & Summative Evaluation Methods: class work, participation, completion of projects, reflection, critique

Printmaking

Course #HS730

Course Length: Semester 1

Grades 10-12

Prerequisite: Successful completion of Art Essentials

Students will be exploring the vast world of printmaking. From linocuts to monoprints to etching to collagraphs, we will learn about all four techniques of printmaking. Emphasis is placed on aspects of 2-dimensional design and composition. Students will then use these skills to explore different topics in art making, as well as finding their own artistic voices.

Formative & Summative Evaluation Methods: classwork, participation, completion of projects, reflection, research, critique

Sculpture

Course #HS735

Course Length: Year

Grades 10-12

Prerequisite: Successful completion of Art Essentials and/or recommendation of prior art teacher and portfolio evidence

Students will further their explorations of the world of three-dimensional sculpture using conventional and non-traditional materials and concepts. This course is offered every other year, alternating with pottery.

Formative & Summative Evaluation Methods: classwork, participation, completion of projects, reflection, critique

Introduction to Dance

Course # HS725

Course Length: Year

Grades 9-12

Prerequisite: None

This course teaches the fundamentals of dance. It is a course that is adaptable to any level of dance experience, especially first time dancers. Students will explore several different styles of dance, focusing on jazz, modern and ballet vocabulary, and learning how to notate choreography. They will have an opportunity to explore the elements of dance: time, space and energy (and the human form). Students will develop a set of skills that allow them to choreograph their own dances, write out choreography and appreciate the value of dance. Students need dance, yoga and sweat pants or shorts. Tops need to fully cover the torso without restricting movement. Dance jazz shoes are recommended. This course can satisfy either the one credit fine arts or physical education requirement.

Formative & Summative Evaluation Methods: class participation and attendance, technique (proper posture and correct use of movement and spoken vocabulary), short dance projects, journal writing, short essays/reports and participation in performances

Intermediate Dance

Course #HS726

Course Length: Year

Grades 10-12

Prerequisite: Introduction to Dance with a proficiency of 2.6 or higher

This is a course designed to develop the skills introduced in Dance I. Content will include more complex dance combinations and a focus on proper technique, including alignment, energy flow, flexibility and strength. Students will learn the basics of a healthy lifestyle, including the proper ways to exercise, warming up and different types of workouts, such as Pilates and yoga. Students will explore common athletic/dance injuries, including prevention and treatment. Students will be able to identify the criteria for an effective warm up, and have a basic understanding of the body's muscles and bone structure. Proper dance attire is required. Jazz shoes and ballet slippers recommended.

Formative & Summative Evaluation Methods: class participation and attendance, technique (proper posture and correct use of movement and spoken vocabulary), short dance projects, journal writing, short essays/reports and participation in performances

Dance Company

Course #HS727

Course Length: Year

Grades 11-12

Prerequisite: Teacher approval or audition video/essay

This course will continue to build upon the skills learned in Dance I and Dance II, with a stronger focus on improving technique, alignment, strength and flexibility. Students will also continue to expand on the elements of dance and incorporate them into creating individual and group dances. Students will have opportunities for self-expression and using the vocabulary, elements, movements and proper alignment learned in previous classes.

Formative & Summative Evaluation Methods: participation and attendance, technique (proper posture and correct use of movement and spoken vocabulary), short dance projects, journal writing, short essays/reports and self-assessments; rehearsals and performances are mandatory

Dance: Independent Study

Course #HS055

Course Length: Semester

Grades 11-12

Prerequisite: Dance I with a proficiency of 2.6 or higher and permission from teacher

Students who cannot fit dance into their schedule or wish to get credit for coming to a previously taken course may be able to do an independent study.

Formative & Summative Evaluation Methods: participation and attendance, technique (proper posture and correct use of movement and spoken vocabulary), teacher approved semester long dance project (ex: choreography, research, teaching practice, etc), journal writing, self-assessments

Advanced Performing Arts: Touring Choir & Jazz Band

Course # HS707

Course Length: Year

Grades: 9-12

Prerequisite: At least one year of band and/or choral experience or permission from an instructor, AND an audition to be completed during the first week of the fall semester

This is an audition based class that has two performing ensembles in it (Touring Choir and Jazz Band). It is geared towards students who are interested in playing in public settings often, and excited to learn popular, jazz, and classical styles.

Formative & Summative Evaluation Methods: active in-class participation, performances

Concert Band

Course #HS711

Course Length: Year

Grades 9-12

Prerequisite: MS Band or written permission of the instructor

This course provides an opportunity to study a wide range of repertoire for concert band, further develop rehearsal and performance skills, and appear in scheduled public concerts and parades. The course is intended to broaden musical understanding through consistent participation in the Concert Band, rehearsing in smaller ensembles, and preparing solos. Study of music terminology, music theory, and music history is included as part of this course.

Formative & Summative Evaluation Methods: playing and written tests, concert and parade performances, demonstration of correct rehearsal techniques and behavior

Concert Choir

Course #HS743

Course Length: Year

Grades 9-12

Prerequisite: None

Concert Choir is designed to develop good vocal technique through music representing diverse genres and cultures. Part-singing, critical listening, sight singing, theory and composition, and rehearsal skills are aimed to help students realize their personal goals for developing musicianship.

Formative & Summative Evaluation Methods: active in-class participation, ability to collaborate, completion of assignments and performance

Guitar

Course #HS715

Course Length: Semester

Grades 9-12

Prerequisite: None

This course is for beginning guitar students, though guitarists with previous experience are welcome to sign up. It covers tuning, first position, chords, note reading, and strumming and picking techniques. Students will use school guitars in class. If students do not have access to a guitar at home for practice purposes, arrangements can be made to borrow a school guitar. There is a written component to the class (tests and worksheets) but instruction is geared to playing the guitar.

Formative & Summative Evaluation Methods: performance, written tests, attitude and participation

Music Theory and Composition

Course #HS728

Course Length: Semester

Grades 10-12

Prerequisite: Teacher permission

Students will explore in depth the language and structure of music. They will increase their listening, analytical and compositional skills. It is also anticipated that they will submit compositions for professional online review through the Vermont MIDI Project.

Formative & Summative Evaluation Methods: oral and written tests, critique, assessment, self-evaluation, final composition project

Piano Lab

Course #HS708

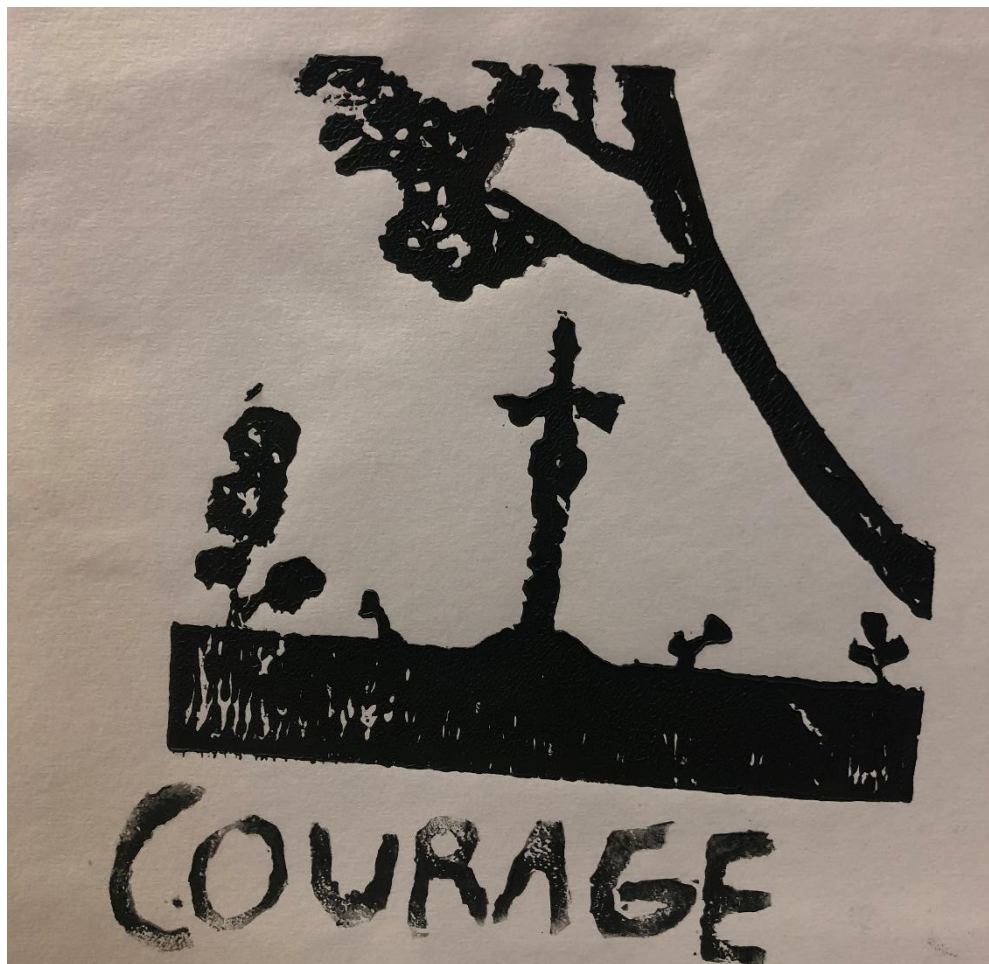
Course Length: Semester

Grades 9-12

Prerequisite: None

This class is geared towards beginner piano players interested in learning how to read music, chords, and basic music theory. This class will give you a foundation to learn how to play all of your favorite songs!

Formative & Summative Evaluation Methods: performances, projects, written assignments



Mathematics

Grade 9

	<u>Course #</u>	<u>Recommended Grade Level</u>	<u>Page</u>
Algebra I	HS405	9-10	21
Algebra I Advanced	HS413	9-10	21
Geometry	HS410	9-10	22
Geometry Advanced	HS412	9-10	23
Pre-Algebra	HS407	9	23

Grade 10

Algebra I	HS405	9-10	21
Algebra I Advanced	HS413	9-10	21
Algebra II	HS420	10-11	21
Algebra II Advanced	HS421	10-11	22
Geometry	HS410	9-10	22
Geometry Advanced	HS412	9-10	23

Grades 11-12

Calculus Advanced Placement (AP)	HS434	11-12	22
Consumer Mathematics	HS430	11-12	22
Introduction to Statistics & Probability	HS426	11-12	23
Pre-Calculus Advanced	HS432	11-12	24
Statistics & Probability Advanced	HS423	11-12	24
Trigonometry	HS425	11-12	24

Three successful math experiences with evidence of proficiency are required for graduation. The proficiencies below are addressed in all math courses:

Mathematics Proficiencies

Modeling	Number & Quantity	Algebra
I can use mathematics to help make sense of the real world: identify variables, formulate a model describing the relationship between the variables, interpret results, and validate and report conclusions and the reasoning behind them.	I can reason, describe, and analyze quantitatively, using units and number systems to solve problems.	I can create, interpret, use, and analyze expressions, equations and inequalities.

Functions	Geometry	Statistics & Probability
I can use functions, including linear, quadratic, trigonometric and exponential, to interpret and analyze a variety of contexts.	I can understand geometric concepts and constructions, prove theorems, and apply appropriate results to solve problems.	I can interpret and apply statistics and probability to analyze data, reach and justify conclusions, and make inferences.

Planning Your Mathematics Program 8 - 12

Option A

9th grade: Algebra I
 10th grade: Geometry
 11th grade: Algebra II
 12th grade: Pre-Calculus, or
 Statistics and Probability Advanced

Option B

9th grade: Geometry Advanced
 10th grade: Algebra II Advanced
 11th grade: Pre-Calculus Adv. Or
 Statistics and Probability Advanced
 12th grade: AP Calculus or
 Statistics and Probability Advanced

Option C

9th grade: Pre-Algebra
 10th grade: Algebra I
 11th grade: Geometry
 12th grade: Consumer Math and
 Intro.to Statistics & Probability

Students achieving algebra proficiency on the 8th grade end-of-year math assessment may choose Option B

- Evaluation methods may include tests, quizzes, homework, class work, class projects, notebook, exams, portfolio exercises and other appropriate assessment tools (up to 4 common assessments per year).
- The math department recommends all high school students plan a four-year math program (take at least four math classes during high school).
- Students expecting to attend a four-year college need to successfully complete Algebra II and/or beyond.
- The math department places emphasis on showing multiple methods to problem solving - graphical, numerical, algebraic and discussion by reason.
- Students must complete a course with a proficiency average of at least a 2.6 for promotion to the next course
- Students with a proficiency average of 2.3 to 2.5 may go on to the next course, but will be required to bring their proficiency average up to a 2.6 through the PBGR recovery process

Algebra I

Course #HS405

Course Length: Year

Grades 9-10

Prerequisite: None

Algebra I is the foundational math course for all students entering the high school. The exception would be students who demonstrate algebra proficiency on the 8th grade, end-of-year math assessment and are prepared to begin their high school career in Geometry Advanced. Topics studied in Algebra I will include solving, graphing and constructing linear equations and inequalities, solving systems of equations, adding, subtracting, multiplying, dividing and factoring polynomials, solving and graphing quadratic functions, properties of exponents and radicals, and solving and graphing exponential and radical functions.

Formative & Summative Evaluation Methods: tests, quizzes, homework, class work, portfolio exercises, class projects, notebooks, exams and other appropriate assessment tools

Algebra I Advanced

Course #HS413

Course Length: Year

Grades 9-10

Prerequisite: None

Algebra I Advanced is the foundational math course for all students entering the high school. The exception would be students who demonstrate algebra proficiency on the 8th grade, end-of-year math assessment and are prepared to begin their high school career in Geometry Advanced. Topics studied in Algebra I Advanced will include solving, graphing and constructing linear equations and inequalities, solving systems of equations, adding, subtracting, multiplying, dividing and factoring polynomials, solving and graphing quadratic functions, properties of exponents and radicals, and solving and graphing exponential and radical functions. Algebra I Advanced follows the same curriculum as Algebra I, however the pace is faster and the topics studied more in depth.

Formative & Summative Evaluation Methods: tests, quizzes, homework, class work, portfolio exercises, class projects, notebooks, exams and other appropriate assessment tools

Algebra II

Course #HS420

Course Length: Year

Grades 10-11

Prerequisite: Successful completion of Algebra I and Geometry

Course content includes sets of numbers, axioms, open sentences in one variable, systems of linear equations and inequalities, polynomials, factoring, rational numbers and expressions, complex equations, variation and proportion, analytical geometry, exponential and logarithmic functions, basic trigonometric functions, progressions and binomial expansion, polynomial expansion, polynomial functions, probability, statistics, matrices and determinants, basic trigonometric functions, progressions and binomial expansion, polynomial expansion, polynomial functions, probability, statistics, matrices and determinants.

Formative & Summative Evaluation Methods: tests, quizzes, homework, class work, portfolio exercises, class projects, notebooks, exams and other appropriate assessment tools

Algebra II Advanced

Course #HS421

Course Length: Year

Grades 10-11

Prerequisite: Successful completion of Algebra I and Geometry

A strong background in the major topics of Algebra I and Geometry is desirable. Course content includes sets of numbers, axioms, open sentences in one variable, systems of linear equations and inequalities, polynomials, factoring, rational numbers and expressions, complex equations, variation and proportion, analytical geometry, quadratic systems and equations, exponential and logarithmic functions, basic trigonometric functions and complex numbers, progressions and binomial expansion, polynomial expansion, polynomial functions, probability, statistics, matrices and determinants.

Formative & Summative Evaluation Methods: tests, quizzes, homework, class work, portfolio exercises, class projects, notebooks, exams and other appropriate assessment tools

Calculus Advanced Placement (AP)

Course #HS434

Course Length: Year

Grade 12

Prerequisite: Successful completion of Pre-Calculus Advanced

This course includes derivatives and applications of the derivative, integration - definite and indefinite, applications of the integral, differential and integral calculus of transcendental functions, methods of integration, differential equations (ordinary type), and history of math. The AP exam is given in May.

Formative & Summative Evaluation Methods: tests, quizzes, homework, class work, class projects, notebooks, portfolio exercises, exams and other appropriate assessment tools

Consumer Mathematics

Course #HS430

Course Length: Semester

Grades 11-12

Prerequisite: Successful completion of Algebra I

Topics include checking and savings accounts, hourly wages, salary and benefits, insurance, home rental and ownership costs, net pay, gross pay, taxes, purchasing (credit, cash, debit), taxes, home budgeting (order of topics is flexible and subject to change).

Formative & Summative Evaluation Methods: tests, quizzes, homework, class work, class projects, notebooks, portfolio exercises, exams and other appropriate assessment tools

Geometry

Course #HS410

Course Length: Year

Grade 9

Prerequisite: Successful completion of Algebra I

This course will cover the eight essential standards in the Common Core Geometry Curriculum: basic assumptions and definitions, constructions, triangles, parallelograms, circles, trigonometry, modeling and measurement. Emphasis will be placed on deductive reasoning and embedded algebra.

Formative & Summative Evaluation Methods: tests, performance tasks, quizzes, class work, homework, notebooks and other appropriate assessment tools

Geometry Advanced

Course #HS412

Course Length: Year

Grades 9-10

Prerequisite: Successful completion of Algebra I

This course will cover the eight essential standards in the Common Core Geometry Curriculum: basic assumptions and definitions, constructions, triangles, parallelograms, circles, trigonometry, modeling and measurement. Emphasis will be placed on deductive reasoning and embedded algebra. This course will go into more depth than the general geometry course.

Formative & Summative Evaluation Methods: tests, performance tasks, quizzes, class work, homework, notebooks and other appropriate assessment tools

Introduction to Statistics & Probability

Course #HS426

Course Length: Semester

Grades: 11-12

Prerequisite: Successful completion of Algebra I and Geometry

Students will review data (quantitative vs qualitative) how it is collected and displayed. Then the class will explore central tendencies, standard deviations, outliers, and normal distributions. Then the class will pivot to probability and probability rules - single, compound, conditional. The class will end with how to calculate expected value and using probability/expected value to analyze decisions in sports, finances, and business.

Formative & Summative Evaluation Methods: quizzes, tests, projects, presentations

Pre-Algebra

Course #HS407

Course Length: Year

Grade 9

Prerequisite: None

In Pre-Algebra, you will learn about and explore topics including integers, order of operations, algebraic expressions, one and two-step equations, proportions, percents, probability, geometry, and linear equations. These skills learned will serve as the basic foundation of supporting your mathematics learning throughout high school and college. This course prepares students to be mathematically literate as well as prepare them for future courses.

Formative & Summative Evaluation Methods: tests, performance tasks, quizzes, class work, homework, notebooks and other appropriate assessment tools

Pre-Calculus Advanced

Course #HS432

Course Length: Year

Grades 11-12

Prerequisite: Successful completion of Algebra II Advanced

Pre-Calculus is the third course in the college preparatory mathematics sequence. Heavy emphasis is placed on functions and their behavior. Linear, quadratic and other polynomial functions are investigated as well as exponential and logarithmic functions, advanced algebra applications, complex numbers, limits and statistics. Additional study includes right triangle trigonometry, circular functions, radian measure, trig identities and formulas, inverse functions, graphing, the polar coordinate system and applications in solving problems using trigonometry.

Formative & Summative Evaluation Methods: tests, quizzes, class work, class projects, exams and other appropriate assessment tools

Statistics and Probability Advanced

Course #HS423

Course Length: Year

Grades 11-12

Prerequisite: Successful completion of Algebra II Advanced or permission of the instructor

This course is an exploration of the major topics necessary to form a strong background at an introductory level for Statistics and Probability. Course content includes descriptive statistics, probability, discrete and normal probability distribution, confidence intervals, hypotheses tests of one and two samples, correlation and regression, Chi square tests and non-parametric statistics tests.

Formative & Summative Evaluation Methods: tests, quizzes, homework, class work, class projects, notebooks, portfolio work, exams and other appropriate assessment tools

Trigonometry

Course #HS425

Course Length: Semester

Grades 11-12

Prerequisite: Successful completion of Algebra I and Geometry

This course is a means for students to have an opportunity to engage with complex math ideas in a one semester format. The course follows very closely with the pre-calculus course, but in a one semester time period. Students will study how triangles and trig functions are used in high level science classes, engineering, and the real world applications. Students will learn the material during inquiry based learning and small projects that model the real life applications.

Formative & Summative Evaluation Methods: tests, performance tasks, quizzes, class work, homework, notebooks and other appropriate assessment tools

Practical Arts

<u>Course</u>	<u>Course #</u>	<u>Recommended Grade Level</u>	<u>Page</u>
Accounting I	HS699	10-12	27
Accounting II	HS630	10-12	27
Accounting Advanced	HS606	10-12	27
Business Startups	HS673	10-12	27
Career Explorations in Photojournalism	HS628	9-12	28
Coaching Youth Sports	HS603	11-12	28
Driver & Traffic Safety Education	HS644	10-12	29
Financial Independence	HS672	9-12	30
Health	HS600	10	30
Introduction to Culinary Arts	HS627	9-12	30
Introduction to Business Entrepreneurship	HS631	9-12	30
Lifetime Sports & Activities	HS619	9-12	31
On Your Own	HS681	11-12	31
Physical Education	HS601	9-12	31
Strength & Conditioning	HS629	9-12	32

One successful health experience with evidence of proficiency is required for graduation.

Health Education Proficiencies

Core Concepts	Analyze Influences	Access Information
I can comprehend concepts related to health promotion and disease prevention.	I can demonstrate the ability to access valid information and products and services to enhance health.	I can demonstrate the ability to access valid information and products and services to enhance health.

Communication & Advocacy	Decision-Making & Goal Setting	Self-Management
I can demonstrate the ability to use communication skills; to advocate to enhance health and avoid or reduce health risks.	I can demonstrate the ability to use decision-making skills and goal setting to enhance health.	I can demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

Three successful physical education experiences with evidence of proficiency are required for graduation. The proficiencies below are addressed in all physical education courses:

Physical Education Proficiencies

Knowledge & Motor Skills	Knowledge: Concepts & Principles	Affective/Social Qualities	Physical Fitness
I can demonstrate competency in a variety of motor skills and movement patterns.	I can apply knowledge of concepts, principals, strategies and tactics related to movement and performance.	I can exhibit responsible personal and social behavior that respects and promotes success of self and others.	I can apply the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Accounting I

Course #HS699

Course Length: Semester

Grades 10-12

Prerequisite: None

This unit presents the fundamental principles of accounting, emphasizing the theory of accounting and the process of tracking the flow of money through a business from recording to creating reports. Students will learn accounting vocabulary, theory, and the accounting cycle as it pertains to sole proprietorships. This unit challenges the students to develop skills they will use in life as well as a career in the business or accounting fields.

Formative & Summative Evaluation Methods: daily homework, tests, quizzes, class participation

Accounting II

Course #HS630

Course Length: Semester

Grades 10-12

Prerequisite: Accounting I

Students will apply the fundamental accounting principles learned in Accounting I (service business) to learn the procedures of a merchandising business organized as a partnership, corporation and manufacturing business. Topics covered include analyzing transactions, managing subsidiary ledgers accounts payable / receivable, preparing payroll records, managing cash control systems, preparing and analyzing financial statements.

Formative & Summative Evaluation Methods: daily homework, tests, quizzes, class participation

Accounting Advanced

Course #HS606

Course Length: Semester

Grades 10-12

Prerequisite: Accounting I & II

This course includes financial and managerial accounting and financial statement analysis topics. Compared to the traditional, stand-alone financial and managerial accounting courses, this pilot course encompasses more topics and learning outcomes than the traditional financial accounting course, and at least a quarter of the topics and learning outcomes in a traditional managerial course.

Formative & Summative Evaluation Methods: classwork, tests, quizzes, online virtual business simulation including comprehension, math and financial decision making assessments

Business Startups

Course #HS673

Course Length: Semester

Grades 10-12

Prerequisite: None

Welcome to the world of small business ownership! This is the real deal: learn social entrepreneurship (business with a purpose) through hands-on experience, from product creation to writing a business plan to marketing your creation and all of the financial decisions involved. Immerse yourself in the inner workings of a business with a purpose. Perfect for those of you looking for a creative challenge who want to make a positive contribution to the world.

Formative & Summative Evaluation Methods: participation, correct usage of entrepreneurial concepts, projects, presentations

Career Explorations in Photojournalism

Course #HS628

Course Length: Semester

Grades 9-12

Prerequisite: None

In this course students will gain skills in page design, advanced publishing techniques, copywriting, editing, and photography while producing a creative, innovative yearbook which records school memories and events. There is an emphasis on journalism skills in this class. Participants gain useful, real world skills in time management, marketing, teamwork, and design principles. Students will be given challenging real world projects and assignments typical of the graphic design and publishing industries. They will collaborate on these projects which will culminate in the annual LUHS Yearbook. High quality work is expected and students will be given opportunities to redo work until it meets standards specified during instruction. Classroom activities will include reading, research, projects, and problem solving. Students will often work in teams, but will be expected to complete individual assignments in relation to the team's work.

Formative & Summative Evaluation Methods: tests, quizzes, written reports, projects

Coaching Youth Sports

Course #HS603

Course Length: Semester

Grades 11-12

Prerequisite: Physical Education

Coaching Youth Sports is a course designed to have students work with local youth in a sport setting. Students will learn how youth develop and design appropriate drills for specific sports according to the age of the athlete. Students will look at some of the popular sports around the region such as soccer, basketball, baseball/softball, tennis, golf and lacrosse. Students will have the opportunity to demonstrate some of their games or drills for the class and receive feedback on these exercises from the instructor and their peers. There will be a community learning piece to this course where students will work with some of the local youth coaches to gain practical experience as to what they have learned in class.

Formative & Summative Evaluation Methods: tests, demonstrations, teacher/coach evaluations

Driver and Traffic Safety Education

Course #HS644

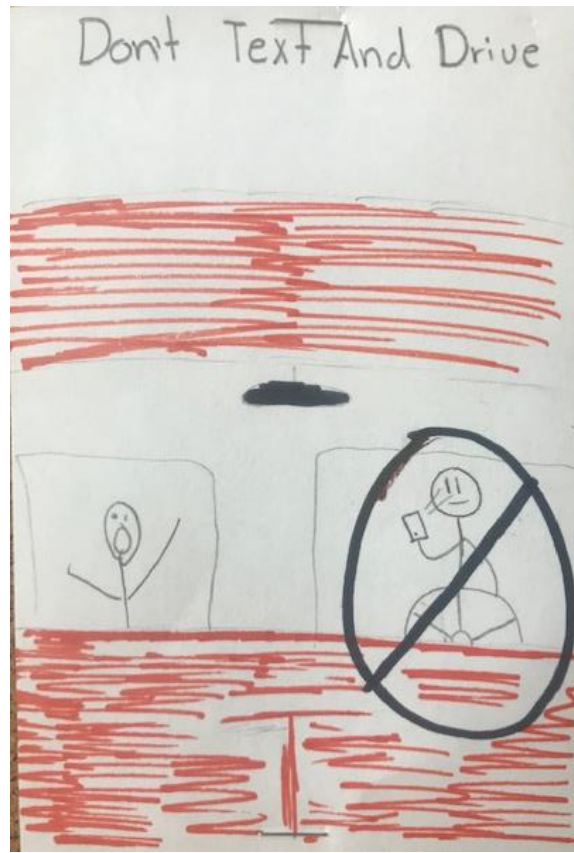
Course Length: Semester

Grades 10-12

Prerequisite: Students must be in possession of a Vermont Learners Permit in order to begin this course. It is requested that students drive a minimum of 10 hours with parents/guardians prior to class. Driver Education theory is designed to teach safety practices involved in the use of a motor vehicle. Driver and Traffic Safety Education can teach decision making skills; how to cope with various traffic problems; what to do in adverse weather conditions/emergencies; responsibility for passengers and other roadway users; basic car control, maneuvers, ownership, maintenance and how to plan a trip. Driver Education is offered each semester of the school year with a limit of 48 students per semester. A summer course is also offered on a limited basis. Students will be scheduled for Driver's Education according to the following procedures:

- Three annual sign-up deadlines will occur, the first the week of September 15, as part of course registration for semester 2, the second the week of February 15 for summer, and the last the week of May 15 for semester 1.
- Students who sign up will be prioritized as follows: seniors first, then by date of permit. After the deadline, if there are new openings, students on the waiting list will be considered according to the same criteria.
- Students may be denied access to the course or be removed from the course (in part or whole) based on their eligibility. Eligibility will be based on having a valid driver learner's permit and being in good standing (grades & behavior) with the school. A student will be considered ineligible during the current Driver's Education registration cycle if any of the following is true:
 - The student does not possess a valid driver learner's permit
 - The student presents a false or invalid driver learner's permit
 - The student is non-compliant with a substance abuse treatment program
 - The student has poor behavior or failing grades

It is the student's responsibility to present her/his driver's permit to the guidance office during the sign up periods.



Financial Independence

Course #HS672

Course Length: Semester

Grades 9-12

Prerequisite: None

This course provides instruction in certain key facets of personal fiscal responsibility. Among the topics covered are responsible use of credit, budget management, economic decisions as a consumer, worker, investor and citizen, basic taxation principles, stocks, municipal bonds, saving for college, obtaining financial aid, medical care and unanticipated financial emergencies. Students create a cover letter, resume and discover future career opportunities.

Formative & Summative Evaluation Methods: projects and presentations, on-line virtual business simulation including comprehension, math and financial decision making assessments

Health

Course #HS600

Course Length: Semester

Grade 10

Prerequisite: None

All students are required to take a half year of Health. Successful completion of Health is a graduation requirement. Health class will cover the areas of decision making, communication skills, nutrition, exercise, drugs/alcohol, disease, reproductive health and sexuality. The class involves the use of numerous guest speakers and is designed to address various issues that students are exposed to on a daily basis.

Formative & Summative Evaluation Methods: homework, quizzes, tests, student projects, exam

Introduction to Culinary Arts

Course #HS627

Course Length: Semester

Grades: 9-12

Prerequisite: None

Students will learn how to prepare nutritious meals focusing on a series of units from quick and yeast breads to full meals and desserts. Each unit is explored through written and lab work. Topics such as saving time, money and energy in meal planning will be explored.

Formative & Summative Evaluation Methods: tests, lab work, projects

Introduction to Business Entrepreneurship

Course #HS631

Course Length: Semester

Grades 9-12

Prerequisite: None

Students will experience and learn product design, through utilizing the Design for Delight model. Using the customer feedback loop, (questions/feedback/deeper questions), students learn to develop and create a product based on what the customer is looking for. Additionally, students will write a statement that identifies what the customer is looking for and why. Finally, creating a product that can meet the customer's needs.

Formative & Summative Evaluation Methods: projects and presentations

Lifetime Sports & Activities

Course #HS619

Course Length: Semester

Grades: 9-12

Prerequisite: None

This course reinforces the importance of physical activity to one's health and, in doing so, introduces students to various lifetime sports and recreational activities as fun and socially engaging options one might pursue to meet physical activity guidelines. Along with monitoring their daily physical activity, students will set their own skill development goals, identify and engage in appropriate practice strategies, and monitor their own progress toward skill competency. As in all physical education classes, safety and injury prevention will also be emphasized throughout the course. Through participation in several sports, students will gain the knowledge necessary to become an educated participant and spectator. The involvement in specific sports will provide an atmosphere that is enjoyable to the participants, promotes cooperation among peers, and develops an appreciation for the degree of fitness necessary to participate. The following sports are included in the course but are not limited to Lifetime Sports: tennis, badminton, bowling, golf, disc golf, skiing/XC skiing, mountain biking, hiking, ping pong, archery, and other games.

Formative & Summative Evaluation Methods: written tests, skill tests, homework, teacher observations, exam

On Your Own

Course #HS681

Course Length: Semester

Grades 11-12

Prerequisite: None

This course is designed to help students learn hands on skills for living on their own. Topics included in the course are budgets, checking accounts, taxes, credit and loans, housing decisions, career exploration and resumes. Students also discuss preparing for the future and making healthy choices.

Formative & Summative Evaluation Methods: tests, quizzes, written reports, projects

Physical Education

Course #HS601

Course Length: Semester

Grades 9-12

Prerequisite: None

This class will consist of team sports activities; i.e. volleyball, soccer, football, basketball, floor hockey, etc. Individual activities may include track & field, badminton, bowling, golf, etc., and lifetime activities such as fitness/aerobics and/or weightlifting. Other activities may include: ultimate Frisbee, two-hand touch football, volleyball, indoor soccer, hand ball, floor hockey, speedball and basketball. Please note that a half year or one semester of physical education must be scheduled and passed at some point in the four-year program to meet graduation requirements. The additional one credit of physical education may be earned through a variety of options including dance, personal fitness, sports team participation and independent study.

Formative & Summative Evaluation Methods: written tests, skill tests, homework, teacher observations, exam

Strength & Conditioning

Course #HS629

Course Length: Semester

Grades: 9-12

Prerequisite: None

This course will provide students with the tools and resources needed to be physically fit and healthy for a lifetime. Throughout this course, students will learn the basic and advanced level of exercise, usage of a variety of equipment, and proper form and technique for various exercises. As in all physical education classes, safety and injury prevention will also be emphasized throughout the course. Intro level class students will be learning the proper lifting techniques, which will not only help students in class, but students who will be having careers that require moving heavy items, boxes, and equipment. During this part of the course, students will be primarily focusing on their individual fitness. This course will also teach students when and how to adjust their ways of training. During this part of the course, we will work on developing strength and conditioning programs.

Formative & Summative Evaluation Methods: written tests, skill tests, homework, teacher observations, exam



Science

<u>Courses</u>	<u>Course #</u>	<u>Recommended Grade Level</u>	<u>Page</u>
Anatomy & Physiology Advanced	HS518	9-12	34
Biology	HS502	9-12	35
Biology Advanced	HS504	9-12	35
Biology Advanced Placement (AP)	HS533	9-12	35
Chemistry	HS525	9-12	36
Chemistry Advanced	HS526	9-12	36
Computing for Everyone I	HS515	9-12	36
Computing for Everyone II	HS516	9-12	36
Earth Science	HS512	9-12	37
Earth Science Advanced	HS513	9-12	37
Environmental Studies	HS523	9-12	37
History and Science of Mummification	HS138	10-12	38
Meteorology	HS530	11-12	38
Physics: Foundations	HS519	10-12	38
Science & Society	HS527	9-12	39

Three successful science experiences with evidence of proficiency are required for graduation. The proficiencies below are addressed in various science courses:

Science Proficiencies

Physical Sciences: Structure/Properties of Matter, Forces & Interactions	Physical Sciences: Energy, Waves & Electromagnetic Radiation	Biology	Earth & Space Sciences: Earth, Space & the Universe
I can understand and analyze matter, reactions and physical systems as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.	I can understand and analyze energy and the characteristics and dynamics of waves as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.	I understand and can explain how living systems (including cells, organisms, and ecosystems) operate..	I can understand and analyze the origins, interactions and relationships between and among the Earth, our solar system, and the universe as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.
		Earth & Space Sciences: Earth Systems	Engineering, Technology & Application of Science
		I can understand and analyze Earth's systems and the relationship between human activity and the earth as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.	I can demonstrate engineering concepts across multiple disciplines and novel situations as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.

Anatomy and Physiology Advanced

Course #HS518

Course Length: Semester

Grades 9-12

Prerequisite: None

This course will study the cells, tissues, organs and organ systems that make up vertebrates with emphasis on the human body. Extensive lab work will be done with dissections, including a fetal pig. This course is highly recommended for any student planning to pursue a career in the biological and health related sciences.

Evaluation Methods: labs, dissections, projects, class participation

Biology

Course #HS502

Course Length: Year

Grade 9-12

Prerequisite: None

Biology is the study of living organisms. In this class we'll look at how living beings survive, reproduce, change, and interact. In doing so, we'll investigate things as small as individual molecules (like DNA and proteins) and as large as entire ecosystems (like a Vermont forest or stream), and everything in between. To help us in these studies, we'll do labs and experiments (both inside and outside), have class discussions, share ideas and questions, and work together to learn and discover new things.

Evaluation Methods: homework, tests, quizzes, experiments and projects

Biology Advanced

Course #HS504

Course Length: Year

Grade 9-12

Prerequisite: None

Biology is the study of living organisms. In this class we'll look at how living beings survive, reproduce, change, and interact. In doing so, we'll investigate things as small as individual molecules (like DNA and proteins) and as large as entire ecosystems (like a Vermont forest or stream), and everything in between. To help us in these studies, we'll do labs and experiments (both inside and outside), have class discussions, share ideas and questions, and work together to learn and discover new things. Students choosing the Advanced level of Biology should be prepared to cover the same topics as the Biology class, but to a greater depth of understanding, and with more self-direction and motivation.

Evaluation Methods: quizzes, labs, tests, homework

Biology Advanced Placement (AP)

Course #HS533

Course Length: Year

Grades 9-12

Prerequisite: Successful completion of Biology

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore how living organisms interact with each other and their environment to survive, grow, reproduce, and evolve. Students are required to have previously completed a year of biology and chemistry and have strong self-direction and motivation (chemistry is a suggested prerequisite). This course prepares students to take the AP exam given in May.

Formative and Summative Evaluation Methods: tests, quizzes, projects, lab reports, summaries of scientific literature or evidence, and oral presentations

Chemistry

Course #HS525

Course Length: Year

Grades 9-12

Prerequisite: None

This course is designed to provide students with an understanding of how and why different substances are formed and why they “behave” the way that they do. Students will learn about the basic form and structure of substances and then use that knowledge to examine why certain substances will chemically react while other substances will not. Laboratory safety and experimentation is stressed in this course.

Formative & Summative Evaluation Methods: labs, tests, quizzes, class participation

Chemistry Advanced

Course #HS526

Course Length: Year

Grades 9-12

Prerequisite: Successful completion of Algebra I

The course presents the basic principles of chemistry and aims to achieve a thorough knowledge in basic concepts. It will develop creative, analytical, and logical thinking involving quantitative relationships. Theory, application, structure and bonding will be emphasized.

Formative & Summative Evaluation Methods: lab reports, quizzes, tests, class participation

Computing for Everyone I & II

Course #HS515 & HS516

Course Length: Semester

Grades 9-12

Prerequisite: None

Computing for Everyone is designed to be the first programming course that a student would take. Starting from basic principles, we will construct programs designed to accomplish basic tasks that a student is likely to encounter in real life which are difficult to solve without the use of a computer. As the course progresses, we will employ increasingly advanced computing concepts and techniques. The goal is to bring students to the level that they can understand and use conditional statements (while, for, if, else), functions and data structures (strings, lists, dictionaries, and tuples) to accomplish common, useful everyday tasks (such as extracting information from a text file, processing it, sorting it, etc. Python will be the language used. which has found widespread use as the language of choice for analyzing “big data” problems in real-world applications. In the second semester we will continue building on the more advanced basic computing principles of strings, files, lists, dictionaries and tuples to produce programs that can accomplish useful tasks. The able student may even find it possible to apply the techniques of Python coding to address fundamental concepts which appear in a scientific context, such as in physics, chemistry, or biology.

Formative & Summative Evaluation Methods: mastery of data structures, programming exercises

Earth Science

Course #HS512

Course Length: Year

Grade 9-12

Prerequisite: None

This course is designed for the study and investigation of the planet Earth, its place in the universe, and the forces which affect it. Units of study include: river environments and chemistry; the universe as we see it; materials and chemistry of the earth's crust; earthquakes, volcanism and mountain building; the record of earth history in rocks; changes caused by wind, water and ice; the atmosphere, including weather and climate. Problem solving, original thinking, discussion and research on environmental problems affecting the earth are required.

Formative & Summative Evaluation Methods: quizzes, tests, homework, laboratory activities and reports, research projects and reports

Earth Science Advanced

Course #HS513

Course Length: Year

Grade 9-12

Prerequisite: None

The course is designed for study and investigation of the planet Earth and the forces which shape and affect it. Units of study include: materials and chemistry of the Earth's crust, plate tectonics, earthquakes, volcanoes, mountain building, rocks and minerals, erosion, glaciers, soils, the atmosphere, weather, and the oceans. Problem solving, original thinking, discussion of environmental problems affecting the earth and individual investigation of topics through projects and reports are encouraged. Laboratory investigations appropriate to the unit of study are used with each major topic.

Formative & Summative Evaluation Methods: testing, laboratory activities, worksheets, research projects and article reviews

Environmental Studies

Course #HS523

Course Length: Semester 1

Grades 9-12

Prerequisite: None

This is a general level course for upperclassmen. This course is interdisciplinary, involving a wide variety of topics and considerations from different specialty areas of study. However, underlying the broad nature of the course are these five common themes: the need for a scientific approach to understanding; all environmental processes are interconnected; humans have great capacity to alter natural systems; social and cultural considerations are important to problem solving, and sustainability is crucial to our long-term quality of life. Topics of study will vary but include natural resources, ecological principles, population dynamics, energy use, human interaction with environments, and cover international, national, state and local issues. Numerous articles will need to be read for this class.

Formative & Summative Evaluation Methods: individual research projects, class discussions, quizzes, and oral presentations

History & Science of Mummification

Course# HS328

Course Length: Semester 2

Grades 10-12

Prerequisite: Successful completion of Biology & US History

Co-teachers from the history and science departments will help to unwrap the mysteries of human bodies preserved through the ages. We will explore the history and culture of the dried mummies of Ancient Egypt, the frozen mummies of the Incas of Peru, the bog bodies of early Europe, and the modern chemical mummies of communist leaders Lenin & Mao. We will examine the science related to the study of mummies and ancient cultures, including how mummies are preserved and the tools and techniques used to analyze them.

Formative & Summative Evaluation Methods: homework, classwork, projects, labs

Meteorology

Course #HS530

Course Length: Semester 1

Grades 11-12

Prerequisite: None

Meteorology is a course designed for the study and investigation of the Earth's atmosphere, weather and climates. Topics of study include: air and its properties, wind, atmospheric moisture, precipitation, air masses, weather fronts, climates, control of weather, observation of weather, measurement of factors affecting weather, the weather map, forecasting, and human influence upon the atmosphere. Methods of study include discussion of topics, observation and measurement of weather factors and the use of weather maps. An individual project will be done as well, emphasizing research and presentation/public speaking skills.

Formative & Summative Evaluation Methods: testing, laboratory exercises, quizzes, research presentation, exam, weather measurements

Physics Foundations

Course #HS519

Course Length: Year

Grades 10-12 (9th grade with math teacher recommendation)

Prerequisite: Successful completion of Algebra I

This full year course engages students in a variety of physics topics through active exploration and mathematical practice. Emphasis is placed on guiding students to a firm conceptual understanding of the principles of physics by means of a guided series of laboratory experiences. There will also be ample opportunity for guided practice which helps the student to apply mathematics to gain an understanding of physical principles. This is a lab credit course, and the following units will be covered: linear motion, projectile motion, forces, momentum, energy, rotational motion, gravitation, waves, electrostatics and circuits. Additional topics in magnetism, sound, light, thermodynamics and fluids will be introduced as time allows. Readings will be assigned which introduce the student to ideas in physics beyond the usual introductory course. This course will provide students with opportunities to meet all of the performance indicators related to physics within the physical sciences graduation requirements.

Formative & Summative Evaluation Methods: quizzes, guided study sheets, lab activities, class participation, readings, writing article summaries

Science & Society

Course #HS27

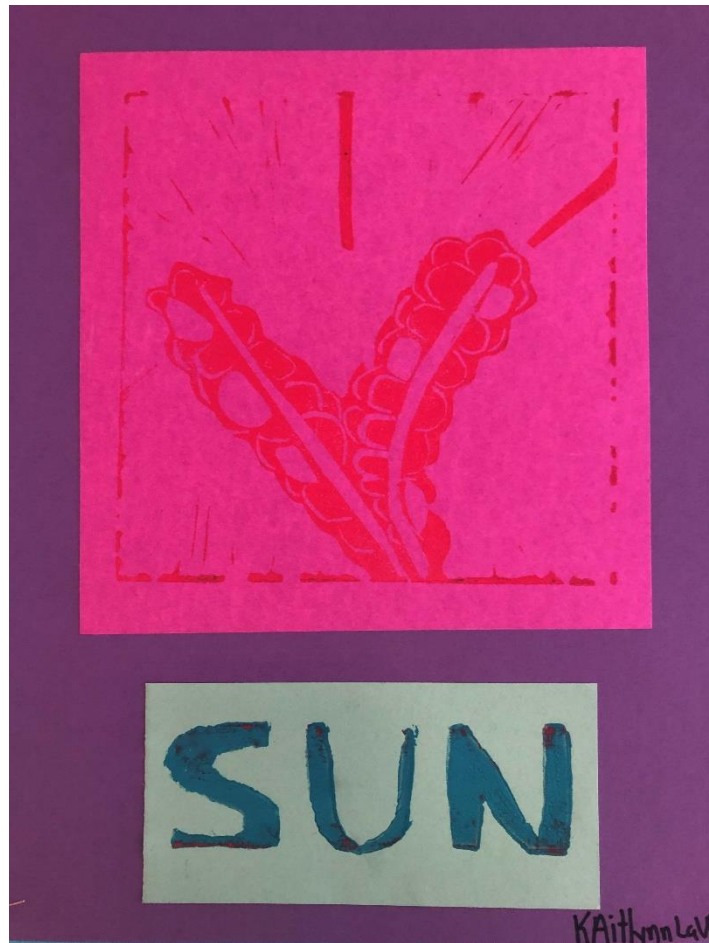
Course Length: Semester

Grades 9-12

Prerequisite: None

In this course, we will explore science topics through the lens of current world events. From understanding how vaccines work and investigating climate change to considering the neuroscience behind human behavior, students will develop skills for evaluating scientific information, examining complex relationships, and carrying out action to make a positive impact on our community and world.

Formative & Summative Evaluation Methods: discussion and action-planned implementation



Social Studies

Grade 9

	<u>Course #</u>	<u>Recommended Grade Level</u>	<u>Page</u>
United States History	HS312	9	45
United States History Advanced	HS313	9	46

Grades 10-12

Ancient World History	HS302	10-12	41
Current Events & Project-Based Learning	HS324	10-11	42
Economics	HS334	10-12	42
History of Chess, Problem Solving & Skill Development	HS344	10-12	42
History and Science of Mummification	HS328	10-12	43
Personal Law	HS331	10-12	44
Psychology	HS308	10-12	45
Sociology	HS309	10-12	45

Grades 11-12

Civics	HS342	11-12	41
Human Geography Advanced Placement (AP)	HS305	11-12	43
Introduction to Philosophy	HS304	11-12	44
Modern World History	HS322	11-12	44

The Social Studies Department course offerings provide students opportunities to achieve the Global Citizenship proficiencies described in the C3 Framework for Social Studies State Standards. ([C3 Framework](#)). In addition, social studies courses emphasize the acquisition of factual knowledge and the development of transferable skills.

Three successful social studies experiences with evidence of proficiency are required for graduation. The proficiencies below are addressed in all social studies courses:

Social Studies Proficiencies

Inquiry	History	Geography	Civics, Government & Society	Economics
I can make sense of the world around them through questioning, and analyze information to develop reasonable explanations that support inquiry.	I can use historical inquiry, including the use of primary and secondary sources, to gather information about the past that will help them make sense of the present and decisions about the future.	I can propose solutions to local and world issues by using geographic tools to analyze data and examine cultural information.	I can act as citizens by understanding how governments function and by exercising my rights and responsibilities within my current societal structure(s).	I can make economic decisions through my understanding of the interaction between humans, the environment, government, and the economy.

Ancient World History

Course #HS343

Course Length: Semester 1

Grades 10-12

Prerequisite: Successful completion of U.S. History

This course covers the period from the origins of civilization to the 15th century. It includes a study of the early river valley civilizations such as Egypt and Mesopotamia. It introduces the classical civilizations of Greece, Rome, India, and China. It concludes with the medieval world of castles, crusades, the Black Death, the Silk Road, and the origins of the European Renaissance.

Formative and Summative Evaluation Methods: may include but are not limited to quizzes, tests, projects, oral presentations, essays, journals, and participation

Civics

Course #HS342

Course Length: Semester

Grades: 11-12

Prerequisite: Successful completion of U.S. History

Do you know your rights as an American? What about your responsibilities? This course provides students with a basic understanding of civic life, politics, and government, and a short history of the government's foundation and development in this country. Students will become informed citizens in regard to their local, state, and federal government. Ultimately, students will develop the knowledge and skills necessary for active participation in a democratic society.

Formative and Summative Evaluation Methods: homework, news articles, quizzes, tests, projects

Current Events & Project-Based Learning

Course #HS324

Course Length: Semester

Grades: 10-11

Prerequisite: Successful completion of U.S. History

Students will work for an extended period of time answering a challenging question about a contemporary issue. Students will collaborate with each other doing current and historical research to develop their own answers to these questions. Students will demonstrate their knowledge and skills by creating a public product or presentation for a real audience.

Formative and Summative Evaluation Methods: homework, news articles, quizzes, tests, projects

Economics

Course #HS334

Course Length: Semester

Grades 10-12

Prerequisite: Successful completion of U.S. History

Economics is the study of how societies, governments, businesses, households, and individuals allocate their scarce resources. The study of economics can also provide valuable knowledge for making decisions in everyday life. It offers a tool with which to approach questions about the desirability of a particular financial investment opportunity, whether or not to attend college or graduate school, the benefits and costs of alternative careers, and the likely impacts of public policies including universal health care and a higher minimum wage.

Formative & Summative Evaluation Methods: may include but are not limited to quizzes, tests, projects, oral reports, cooperative assignments, essays, journals, current events, and participation

History of Chess, Problem Solving & Skill Development

Course #HS344

Course Length: Semester

Grades 10-12

Prerequisite: Successful completion of U.S. History

Students will be introduced to the history of chess through the game's origins in ancient India, its spread to Europe through trade and the Islamic conquest of Spain and Portugal, up to its popularity with medieval European nobility. We will also consider more modern issues and events including the domination of Soviet chess in the 20th century, the rise of the American Bobby Fischer and his symbolic importance in the Cold War, women in chess, discrimination and gender bias, computers and machine learning. To complement the history portion, students will also be introduced to the rules, strategy, and tactics of chess and be encouraged to improve their skills and problem solving through study, play, and analysis.

Formative and Summative Evaluation Methods: homework, news articles, quizzes, tests, projects

History & Science of Mummification

Course# HS328

Course Length: Semester 2

Grades 10-12

Prerequisite: Successful completion of U.S. History and biology

Co-teachers from the history and science departments will help to unwrap the mysteries of human bodies preserved through the ages. We will explore the history and culture of the dried mummies of Ancient Egypt, the frozen mummies of the Incas of Peru, the bog bodies of early Europe, and the modern chemical mummies of communist leaders Lenin & Mao. We will examine the science related to the study of mummies and ancient cultures, including how mummies are preserved and the tools and techniques used to analyze them.

Formative & Summative Evaluation Methods: homework, classwork, projects, labs

Human Geography Advanced Placement (AP)

Course #HS305

Course Length: Year

Grades 11-12

Prerequisite: Successful completion of U.S. History is required. Self-motivated juniors and seniors, and sophomores with special permission from teacher. Must have approval of previous social studies teacher and a proficiency grade of 3+. Must take national AP exam at end of year. Summer assignment required.

This course is equivalent to an introductory college-level course in human geography. It introduces students to the study of the patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. They also learn about the methods and tools geographers use. The course is organized around 7 major topics:

- Geography: The Problem with Maps
- Population and Migration
- Culture: Language, Religion, Ethnicity
- Political Boundaries
- Agriculture, Food Production, and Rural Land Use
- Industrialization and Economic Development
- Cities

Formative & Summative Evaluation Methods: daily homework, news articles, tests, quizzes, practice multiple-choice questions and free response questions from old AP tests, end-of-year project

Introduction to Philosophy

Course #HS304

Course Length: Semester

Grades 11-12

Prerequisite: Successful completion of U.S. History; open to 10th graders with permission of the instructor

Introduction to Philosophy will introduce students to the history of Western philosophical thought from the Greeks to contemporary thinkers. Students will be exposed to big ideas and questions including, but not limited to: Who are you? Where did the universe come from? Is there a God? What is death? Is morality relative? Can computers think? How do you know what you know? Do animals have rights? What is justice? How should we govern ourselves? What should we eat? Students will also be asked to apply what they learn to modern societal, and personal ethical questions. Students will be introduced to the material through assigned readings, role play, class discussions, and lecture.

Formative & Summative Evaluation Methods: may include but are not limited to quizzes, tests, projects, oral reports, cooperative assignments, essays, journals, current events, and participation

Modern World History

Course #HS322

Course Length: Semester 2

Grades 11-12

Prerequisite: Successful completion of Ancient Civilizations and United States History; open to 10th graders with permission of the instructor

By the mid-eighteenth century, the world had become smaller. The New World was no longer new, their native populations subjugated by European powers. These same empires dominated a network of trade and power that extended to nearly every corner of the Earth. But something was about to change...

Students taking this course will apply historical thinking skills and concepts to analyze historical narratives of our modern world. The course begins with an overview of these skills, then will move into the outbreak of revolutions that sparked around the globe. Next, we will explore the origins of industrialization and its impact on labor, race and gender. From there we will discuss the impacts of colonialism and imperialism, followed by their eventual collapse during and after the World Wars. The course ends with an exploration of the Cold War and the emergence of a highly technological, globalized society.

Formative & Summative Evaluation Methods: May include but are not limited to quizzes, tests, projects, oral reports, cooperative assignments, essays, journals, current events, and participation

Personal Law

Course #HS331

Course Length: Semester 1

Grades 10- 12

Prerequisite: Successful completion of Ancient World History and U.S. History

This course includes practical information and problem solving opportunities that develop in students the knowledge and skills necessary for survival in our contentious world. The content includes an introduction to the legal system, criminal and juvenile justice, consumer law, family law, and housing law.

Formative & Summative Evaluation Methods: may include but are not limited to quizzes, tests, projects, oral reports, cooperative assignments, essays, journals, current events, and participation

Psychology

Course #HS308

Course Length: Semester 2

Grades 10-12

Prerequisite: Successful completion of U.S. History

This course is designed to introduce students to the study of how we think, feel and behave. Major themes include the brain and neuroscience, behavioral genetics, cognitive and social development, perception, learning, memory, decision-making, language, consciousness, emotions, and motivation.

Formative & Summative Evaluation Methods: may include but are not limited to quizzes, tests, projects, oral reports, cooperative assignments, essays, journals, current events, and participation

Sociology

Course #HS309

Course Length: Semester 1

Grades 10-12

Prerequisite: Successful completion of U.S. History

This course offers students an introduction to the ways we describe, investigate, and analyze social life. Major themes include the relationship between the individual and society, how society is both stable and changing, the causes and consequences of social inequality, and the social construction of human life.

Formative & Summative Evaluation Methods: may include but are not limited to quizzes, tests, projects, oral reports, cooperative assignments, essays, journals, current events, and participation

United States History

Course #HS312

Course Length: Year

Grade 9

Prerequisite: None

This course is designed as a survey of United States history ranging from the Revolutionary Era to the 21st century. Unit topics include the Declaration of Independence/Constitution; Territorial Expansion/Reform Era; the Civil War; Industrialization, Progressivism, and World War I; the Roaring 20s and Great Depression; World War II and Early Cold War; Civil Rights Movement/Vietnam War at Home and Abroad; and the Global Age.

Formative & Summative Evaluation Methods: may include but are not limited to quizzes, tests, projects, oral reports, cooperative assignments, essays, journals, current events, and participation

United States History Advanced

Course #HS313

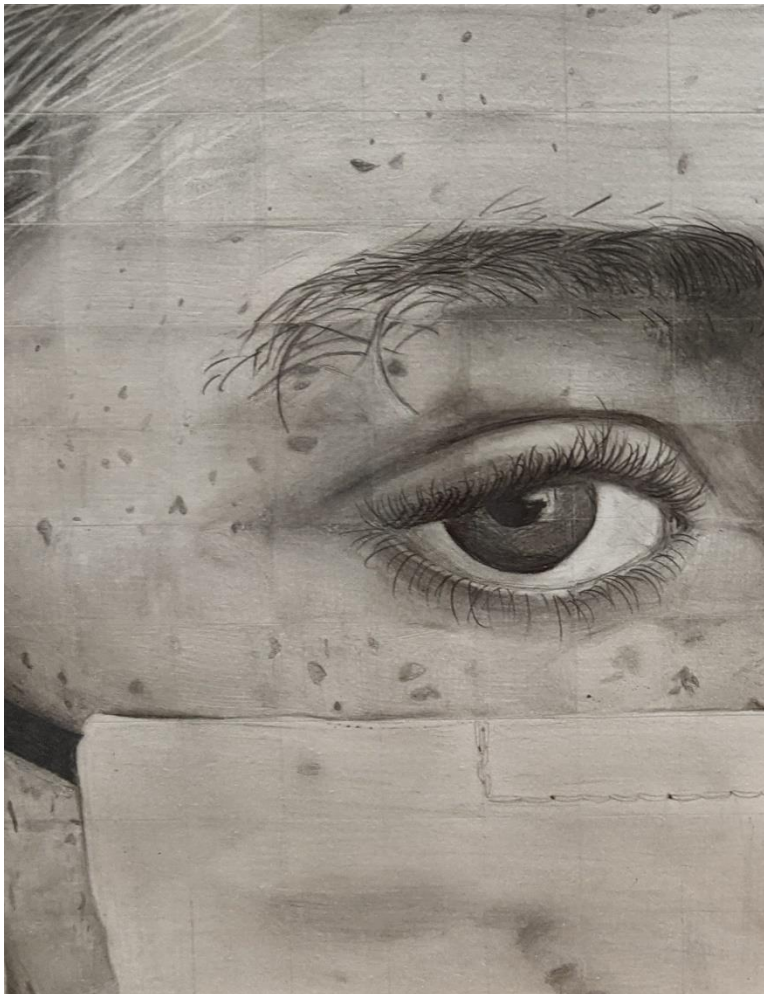
Course Length: Year

Grade 9

Prerequisite: None

This course is designed as a survey of United States history ranging from the Revolutionary Era to the 21st century. Unit topics include the Declaration of Independence/Constitution; Territorial Expansion/Reform Era; the Civil War; Industrialization, Progressivism, and World War I; the Roaring 20s and Great Depression; World War II and Early Cold War; Civil Rights Movement/Vietnam War at Home and Abroad; and the Global Age.

Formative & Summative Evaluation Methods: may include but are not limited to quizzes, tests, projects, oral reports, cooperative assignments, essays, journals, current events, and participation



World Languages

French	<u>Course #</u>	<u>Recommended Grade Level</u>	<u>Page</u>
Beginning French	HS206	8-12	48
Intermediate French	HS207	9-12	48
Advanced French	HS208	10-12	49
Advanced High French	HS209	11-12	49
French Advanced Placement (AP)	HS216	11-12	49

Latin

Beginning Latin	HS210	8-12	50
Intermediate Latin	HS218	9-12	50
Advanced Latin	HS236	10-12	50
Advanced High Latin	HS220	10-12	51

Spanish

Beginning Spanish	HS203	8-12	51
Intermediate Spanish	HS204	9-12	51
Advanced Spanish	HS237	10-12	52
Advanced High Spanish	HS219	11-12	52

We encourage students to experience other languages and cultures as a means of developing a deeper understanding of how our country is part of an increasingly interdependent world.

Students will learn to use a foreign language effectively and appropriately in a range of situations and for a variety of purposes. Students will demonstrate knowledge and develop awareness and appreciation of other languages and cultures. Through the second language the student will develop a clearer understanding of the English language and a greater sensitivity to structure, vocabulary and syntax. Learning a foreign language also enhances career opportunities and facilitates world travel for business, pleasure or education. Many colleges and universities require a minimum of two years of the same foreign language for admission. Selective colleges will typically require 3 or 4 years of the same foreign language for admission.

We strongly recommend that a student maintain a high average in order to succeed in the next level of study. To this end, students may borrow textbooks over the summer and review guides will be available upon request.

Eight successful elective experiences with evidence of proficiency are required for graduation. The proficiencies listed below are addressed in all world languages courses:

World Languages Proficiencies

Interpersonal Communication	Interpretive Communication	Presentational Communication	Culture	Language Comparison
Conversation	Reading & Listening	Writing & Speaking	Culture	Language Comparison

Beginning French

Course #HS206

Course Length: Year

Grades 8-12

Prerequisite: Recommendation of 8th grade English teacher and team

In the beginning level of a world language course, students can expect to listen extensively and read regularly in the language. This course is taught using Comprehensible Input; language that is easily understood via repetition, gestures and lots of visuals. Students will acquire language by listening and reading to support their eventual output of writing and speaking. The language is often taught through storytelling and reading. Often student's lives, ideas, and interests become part of the curriculum! Students can expect to do the following activities: story asking and telling, movie talk, weekend/calendar talk, mysterious/special person, one-word-image, write and discuss, dictations, language games, and other varied activities.

Formative & Summative Evaluation Methods: homework, class participation and effort, skits and dialogues, tongue twister songs, written and oral quizzes, written and oral tests, exams

Intermediate French

Course #HS207

Course Length: Year

Grades 9-12

Prerequisite: Successful completion of Beginning French with a minimum 2.6

This course is a continuation of Beginning French and will still use comprehensible input with heavier focus on listening in the language. Students will be expected to speak and write the language more often and with more independence. Similar activities as Beginning French will be used in the classroom. Students will begin to read independently each class to increase their vocabulary.

Formative & Summative Evaluation Methods: written and oral quizzes, written and oral tests, homework, class participation and effort, skits and dialogues, tongue twister songs, projects, reading assignments, compositions, exams

Advanced French

Course #HS208

Course Length: Year

Grades 10-12

Prerequisite: Successful completion of Intermediate French with a recommended minimum 3.0 or teacher permission

Advanced French students continue to work on the four basic language skills: listening, speaking, reading and writing. Course work is focused on intermediate grammatical structures in an effort to improve written and oral expression. At this level, students begin to communicate their ideas and opinions in a more sophisticated manner and are expected to use their language skills in the classroom. Students may keep a "Journal Culturel" to reflect on various aspect of the French speaking world.

Formative & Summative Evaluation Methods: oral and written tests and quizzes, compositions, skits, projects, reading assignments, translations, dictations, class participation and effort, skits and dialogues

Advanced High French

Course #HS209

Course Length: Year

Grades 11-12

Prerequisite: Successful completion of Advanced French with a recommended minimum 3.0 or teacher permission

Advanced High French students continue to perfect their oral and written skills through the study of advanced grammatical structures. The teacher will use French almost exclusively in class. Students also read texts, including poems, essays, short novels, taken from the French speaking world. Students at this level will gain a greater understanding of France and her "offspring" -- the many other regions of the world that use French as a primary or secondary language. Students are given the opportunity, and are expected, to work independently and have much choice in the selection of projects.

Formative & Summative Evaluation Methods: homework, class participation and effort, projects, songs, reading and writing assignments, skits, quizzes, tests

French Advanced Placement (AP)

Course #HS216

Course Length: Year

Grades 11-12

Prerequisite: Suggested 3.0 in Advanced High French or recommendation of teacher

The AP French Language and Culture course is designed to challenge students at a level equivalent to a college level curriculum. This demanding course helps students fine tune the language skills acquired over the five years of language study. The six themes (Global Challenges, Science & Technology, Contemporary Life, Personal & Public Identities, Families & Communities, and Beauty & Aesthetics based on the College Board's Curriculum Framework, will be the focus of the teaching and learning through the entire year. Students will be exposed to a number of authentic materials so that they may develop a higher level of understanding in interesting and relevant contexts. The students and teacher will use French exclusively in class at all time in the classroom. Exploration of facets of the Culture of the French-speaking world will be an integral part of the course throughout the year. Culture will be the 'prism' by which students deepen their understanding of the Francophone world. Students will be expected to take the AP French Language and Culture Exam at the end of the course.

Formative & Summative Evaluation Methods: active classroom participation, discussions & debates, writing of emails and persuasive essays, projects, quizzes, tests, translations and/or analysis of selected poems or readings, final project after the AP exam.

Beginning Latin

Course #HS210

Course Length: Year

Grades 8-12

Prerequisite: Recommendation of teacher or team

Latin is everywhere! Ever wonder why the chemical symbol for gold is Au? Or why a six-sided shape is a hexagon, but a six-member musical group is a sextet? Or why the abbreviation of our state university is UVM and not UVT? When is it appropriate to use the word whom? What do per se, e.g., i.e., etc. actually mean? Why shouldn't you defenestrate your younger siblings? What number is Superbowl XLVIII, anyway? You will learn the answers to these questions and many more in Latin! Students in their first year of Latin will develop the ability to read and write Latin, build their Latin (and English!) vocabulary, and learn about Roman history and culture. Carpe diem, disce Latine!

Formative & Summative Evaluation Methods: individual and collaborative quizzes, tests, and projects, which involve translations from Latin and compositions in Latin, recitations of Latin, and investigations and presentations of Latin grammar and Roman culture

Intermediate Latin

Course #HS218

Course Length: Year

Grades 9-12

Prerequisite: Successful completion of Beginning Latin with a 2.6 or higher or teacher recommendation

Students in their second year of Latin will continue to develop the ability to read and write Latin, grow their Latin and English vocabularies, and learn about Roman history and culture. Students will immediately begin reading adapted Latin from primary sources, including Roman philosophers, historians, and poets. Individual and class explorations into the history and culture of Rome is largely guided by student interests.

Formative & Summative Evaluation Methods: individual and collaborative quizzes, tests, and projects, which involve translations from Latin and compositions in Latin, recitations of Latin, and investigations and presentations of Latin grammar and Roman culture

Advanced Latin

Course #HS236

Course Length: Year

Grades 10-12

Prerequisite: Successful completion of Intermediate Latin with 2.6 or higher or teacher recommendation

Students in Advanced Latin will continue to develop the ability to read Latin, growing their vocabulary and learning about Roman history and culture with the goal of reading authentic Latin texts. Potential readings (chosen based on student interest) include battle-filled histories of Julius Caesar and Eutropius, the loving and lovingly-insulting poetry of Catullus and Martial, and the mythological epics of Ovid and Vergil. Students will also explore Greek and Latin roots as they relate to English word formation, the linguistic rules that govern that formation, and the impact of Latin grammar on that of English.

Formative & Summative Evaluation Methods: grammar, vocabulary, and content of the Latin readings, and are in the form of quizzes, translations, essays, and creative projects

Advanced High Latin

Course #HS220

Course Length: Year

Grades 10 -12

Prerequisite: Successful completion of Intermediate Latin with 2.6 or higher or teacher recommendation

Students in Advanced High Latin will continue to develop the ability to read Latin, growing their vocabulary and learning about Roman history and culture with the goal of reading authentic Latin texts. Potential readings (chosen based on student interest) include battle-filled histories of Julius Caesar and Eutropius, the loving and lovingly-insulting poetry of Catullus and Martial, and the mythological epics of Ovid and Vergil. Students will also explore Greek and Latin roots as they relate to English word formation, the linguistic rules that govern that formation, and the impact of Latin grammar on that of English.

Formative & Summative Evaluation Methods: grammar, vocabulary, and content of the Latin readings, and are in the form of quizzes, translations, essays, and creative projects

Beginning Spanish

Course #HS203

Course Length: Year

Grades 8-12

Prerequisite: Recommendation of 8th grade English teacher and team

In the beginning level of a world language course, students can expect to listen extensively and read regularly in the language. This course is taught using Comprehensible Input; language that is easily understood via repetition, gestures and lots of visuals. Students will acquire language by listening and reading to support their eventual output of writing and speaking. The language is often taught through storytelling and reading. Often student's lives, ideas, and interests become part of the curriculum! Students can expect to do the following activities: story asking and telling, movie talk, weekend/calendar talk, mysterious/special person, one-word-image, write and discuss, dictations, language games, and other varied activities.

Formative & Summative Evaluation Methods: homework, class participation and effort, skits and dialogues, tongue twister songs, written and oral quizzes, written and oral tests, exams

Intermediate Spanish

Course #HS204

Course Length: Year

Grades 9-12

Prerequisite: Successful completion of Beginning Spanish in the previous year with a minimum 2.6 or teacher recommendation

This course is a continuation of Level I and will still use Comprehensible Input with heavier focus on listening in the language. Students will be expected to speak and write the language more often and with more independence. Similar activities as Level I will be used in the classroom. Students will begin to read independently each class to increase their vocabulary.

Formative & Summative Evaluation Methods: tests, quizzes, projects, reading assignments, skits and dialogues, essays, class participation and effort, exams

Advanced Spanish

Course #HS237

Course Length: Year

Grades 10-12

Prerequisite: Successful completion of Intermediate Spanish in the previous year with a recommended minimum 3.0 or teacher permission

Students will continue to improve in the skills of listening, speaking, reading and writing. Supplemental material will be integrated into class work to meet needs of students as they work on these skills and continue the study of advanced grammar. This course is conducted primarily in Spanish and students are encouraged to use Spanish as the sole language of communication in the classroom. Students will be assigned daily grammar and communication work, and will also be expected to complete larger projects.

Formative & Summative Evaluation Methods: tests, quizzes, projects, reading assignments, journals, dialogues and skits, compositions, class participation and effort, exams

Advanced High Spanish

Course #HS219

Course Length: Year

Grades 11-12

Prerequisite: Successful completion of Advanced Spanish with a recommended minimum 3.0 or teacher permission

Students will continue to improve their oral and written skills in this advanced level course by incorporating the language skills that have been acquired as the medium of learning about people and cultures of Spain and Latin America. Qualified students may consider the SAT II exam in Spanish language upon successful completion of Advanced Spanish. This course is conducted almost entirely in Spanish.

Formative & Summative Evaluation Methods: oral presentations, written responses about reading content, written paragraphs in response to assigned topics, essays, quizzes, tests, exams, and daily written work



Capstone Seminar

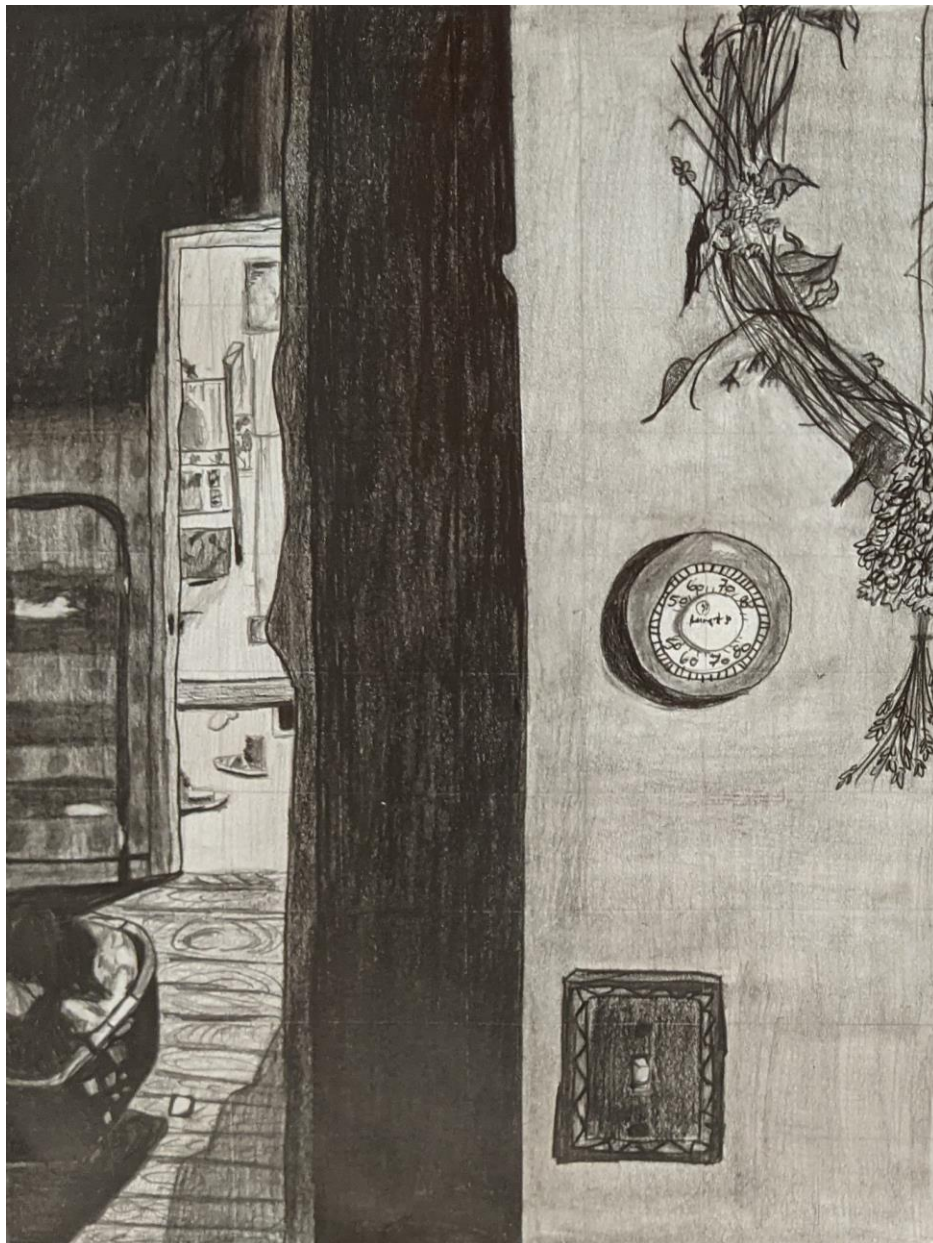
Course #HS613

Course Length: Semester

Grades 11-12

Prerequisite: None

This course is designed to help you meet the Capstone graduation requirement. A Capstone is a project in which you explore a topic of personal interest to you, engage in in-depth learning of that topic, and share your learning with a broader audience. You will begin the semester by developing a proposal for your project, and spend much of your time in the class learning more about your topic through making connections in the community, reaching out to experts in the field, and collaborating with teachers and students around your work. The class culminates in an exhibition of learning, in which you share what you have discovered and completed with a panel of teachers, peers, and community members you have assembled. This class emphasizes hands-on, project-based learning in a topic of your choosing! You will be challenged to take your learning into your own hands, but will be rewarded by a sense of satisfaction at having completed a meaningful, relevant project.



It is the policy of the Lamoille Union High School Board to respect the legal rights of all students, parents, employees, applicant for admission or employment, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the school district. The board will seek to comply with all applicable federal and state non-discrimination laws. The board will not discriminate against any person or group on the basis of race, color, religion, national origin, sex, ancestry, place of birth, age or disability.

Building a community prepared for the choices and challenges of life.