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# Champlain Valley Union High School Course Offering Booklet 2016-2017



*The CSSU mission is to develop citizens who:*  
LEARN actively and collaboratively,  
THINK creatively and critically,  
LIVE responsibly and respectfully,  
CONTRIBUTE positively to their community, and  
PURSUE EXCELLENCE in their individual interests.



## Table of Contents

### General Information

General Information	4
Policy Statements	5
Graduation Requirements	6
Planning for Life After High School	7
NCAA Clearinghouse and Athletic Eligibility	8
CVU Mission	9
Expectations for Student Learning	9

### Course Descriptions

CVU's Core Program	10
English	13
Social Studies	20
Mathematics	25
Science	30
World Languages	36
Business Education	42
Family and Consumer Science	45
Design and Technology Education	47
Visual Arts	53
Music	57
Performing Arts	60
Wellness	61
Driver Education	62
Graduation Challenge	63
Additional Credit	63

### Extended Learning Opportunities

List of Extended Learning Opportunities	64
Community Learning Programs	65
The Life Program	66
CVUHS Summer Academy	66
GOAL	66
Technical Center Study	67

## **GENERAL INFORMATION**

Students in grade 9 will be enrolled in the Core Program earning a total of 5 credits. Students in grade 10 are expected to enroll in a program that includes courses earning a total of at least 6 units of credit; students in grades 11 and 12 should enroll for at least 5 units of credit.

We do not require students to select a prescribed curricular track such as college preparatory, general academic or vocational. The program elected should reflect the interests, abilities and needs of each student. We encourage students to enroll in the most demanding program possible. After the successful completion of high school, this will allow the choice of various paths, including college, job training, etc. School counselors provide each student with assistance in self-understanding and in the selection of courses all four years. Teachers, advisors and counselors help students to understand the course offerings and provide recommendations as to appropriate student choices.

How many courses may a student select? The answer to this question varies according to the courses desired. Normally it is difficult for a student to schedule more than seven activities during a regular class schedule.

***EARLY GRADUATION:*** The high school program is normally considered to be a four-year program. In certain instances, however, the high school program may be completed in three years. Students desiring early graduation should make application to a school counselor in their sophomore year during the registration period.

***EARLY RELEASE:*** Seniors interested in completing their final year in January must apply by November 1 of their senior year. Contact a school counselor for more information on this option. Students who wish to take courses at local colleges, or who wish to seek full-time employment prior to the normal graduation date in June, may take advantage of this option – again, through a school counselor.

***ACADEMIC YEAR:*** Our academic year is divided into four quarters, each nine weeks in length. Courses are either two quarters (one semester) long and are worth 1/2 credit or four quarters (one year) long and are worth 1 credit.

## **POLICY STATEMENTS**

**Affirmative Action/Non-Discrimination Policy Statement:** In accordance with Title IX of the Education Amendments of 1972, all courses at CVU are open for enrollment for both boys and girls. It is the policy of Champlain Valley Union High School not to discriminate on any basis in its educational programs, activities or employment policies as required by Title IX, the 1972 Education Amendments, Title VII of the Civil Rights Act, Section 504, and other civil rights legislation. Inquiries regarding compliance with civil rights laws may be directed to Adam Bunting, Principal, Champlain Valley Union High School, Hinesburg, VT, or the Superintendent of Schools, Chittenden South Supervisory Union, Shelburne, VT, or the Director of the Office for Civil Rights, U.S. Department of Education, Washington, DC.

**Accreditation Statement:** Champlain Valley Union High School is accredited by the New England Association of Schools and Colleges, Inc. (NEASC), a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association of Schools and Colleges indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association: New England Association of Schools and Colleges, 209 Burlington Road, Suite 201, Bedford, MA 01730-1433 ([www.neasc.org](http://www.neasc.org)).

## CVU's GRADUATION REQUIREMENTS

To meet CVU's graduation requirements, a student must earn 20 credits, which must include:

- 4 in English
- 3 in Mathematics
- 3 in Social Studies (including U.S. & the World)
- 3 in Science (including Human Biology, .5 Physical Science, and .5 Environmental Science)
- 1.5 in Physical Education (including Personal Fitness)
- .5 in Practical Arts (Business, Tech Ed, Family and Consumer Science)
- .5 in Fine Art (Visual, Musical or Performing)
- .5 in Health
- .5 in Graduation Challenge
- 3.5 additional elective class credits

<b>Ninth Grade</b>	
English	1 credit
Social Studies	1 credit
Mathematics	1 credit
Science	1 credit
Project Adventure	.5 credit
Personal Health	.5 credit
Electives	1 credit

<b>Tenth Grade</b>	
English	1 credit
Social Studies	1 credit
Mathematics	1 credit
Science	1 credit
Physical Education (including Personal Fitness)	1 credit
Electives	1-2 credits

<b>Eleventh Grade</b>	
English	1 credit
U.S. and the World	1 credit
Mathematics	1 credit
Science	1 credit
Electives	1-2 credits

<b>Twelfth Grade</b>	
English	1 credit
Graduation Challenge	.5 credit
Electives	4-5 credits

**Please Note:** The above are minimum numbers of credits needed to graduate. Students who plan to continue their education beyond high school are strongly encouraged to pursue a full academic course load throughout their four years in high school.

A one semester course equals .5 credits.  
A full year course equals 1 credit.

## **PLANNING FOR LIFE AFTER HIGH SCHOOL**

It is important for all students to plan their high school program with post-high school options in mind. The opportunities available to students at CVU will prepare students for a variety of post-high school choices. Technical schools, two-year and four-year colleges, the armed services, and varied careers require different types of skills and preparatory coursework. Because there is no exact or prescribed course of study a student should take in order to enter a particular career, school or college, it is important for students to thoroughly research specific requirements.

### **SAMPLE MINIMUM REQUIREMENTS FOR 4-YEAR COLLEGES**

English	4 years	Science	4 years (Engineering programs may require 1 year of Chemistry and 1 year of Physics)
Social Studies	4 years	Mathematics	4 years (including Algebra 2, and Trigonometry or Calculus for certain colleges/majors)
World Lang.	2 years		

### **SAMPLE MINIMUM REQUIREMENTS FOR TECHNICAL SCHOOLS**

English	4 years	Social Studies	3 years
Science (including Chemistry & Physics)	4 years	Mathematics (including Algebra 2)	3 years

CVU offers a broad range of technical electives such as: Design & Engineering Technology 1, 2 & 3, Architectural Engineering, Metals, Power Tech, Design TASC Engineering. Additional courses are available at Burlington Technical Center and Center for Technology Essex.

### **SAMPLE MINIMUM REQUIREMENTS FOR THE WORLD OF WORK**

English	4 years	Social Studies	3 years
Science	3 years	Mathematics	3 years

Business classes (Accounting, Principles of Business, Entrepreneurship), Social Studies (Economics, Current Issues), Practical Art Electives (Cooking, Child Psychology, Clothing), Fine and Performing Arts classes can help students develop valuable skills. Students may also pursue in-depth study at the Burlington Technical Center or the Center for Technology Essex.

## NCAA CLEARINGHOUSE & ATHLETIC ELIGIBILITY

Students who intend to play sports at a Division I or Division II college must register with the NCAA Initial-Eligibility Clearinghouse. For specific information on NCAA eligibility requirements, consult the website at [www.ncaaclearinghouse.org](http://www.ncaaclearinghouse.org).

It is very important to note that not all CVU courses are considered core academic courses by the NCAA Clearinghouse. In addition, independent study, correspondence, or middle school courses are also not considered to be core courses. A list of approved core courses is provided below.

ENGLISH		
Core English 9 English 10 Ancient Greece & You Applied English I & II AP English Contemporary Literature	Creative Writing Dramatic Literature Global Literature Gothic Tales & Science Fiction Holocaust & Human Behavior Journalism	Literature, Film and Writing Major American Literature Major British Literature Trends in Contemporary Am. Fic. Utopian Literature Writing Prose
MATHEMATICS		
AP Calculus AP Probability & Statistics Advanced Algebra & Trigonometry Algebra I Algebra II, L1/L2	Computer Programming I Computer Programming II Discrete Mathematics Geometry L1/L2 IMP 1-4	Intro Probability & Statistics Math Seminar Pre-Algebra Trigonometry & Pre-Calculus
SOCIAL SCIENCE		
American Foreign Policy	Current Issues	U.S. and the World
AP U.S. Govt & Politics Ancient Greece & You Core Social Studies 9	Economics Holocaust & Human Behavior Making of the Modern World	
NATURAL & PHYSICAL SCIENCE		
AP Biology AP Chemistry AP Physics Biotechnology	Core Science 9: Intro Bio Ecology Environmental Systems Geology	Microbiology Modern Physics Natural Resources Physics I
Botany	Intro to Earth & Space	Physics II
Chemistry I Chemistry II	Intro to Human Biology Intro to Chem./Physics	Thayer Model Engineering Weather Climate & Oceans Zoology
ADDITIONAL CORE COURSES		
AP French	Latin I-IV	Spanish I-V
French I-V	Chinese I-III	

If you have questions about a particular course that you do not see on the above list, please see your counselor in the Direction Center.

***The CSSU mission is to develop citizens who:***

**LEARN** actively and collaboratively, **THINK** creatively and critically, **LIVE** responsibly and respectfully, **CONTRIBUTE** positively to their community, and **PURSUE EXCELLENCE** in their individual interests.

**EXPECTATIONS FOR STUDENT LEARNING**

**1.0 Communication**

- 1.1 Awareness of Audience
- 1.2 Physical Expression
- 1.3 Voice
- 1.4 Listening
- 1.5 Using Media
- 1.6 Using an Art Form

**2.0 Writing**

- 2.1 Purpose
- 2.2 Organization
- 2.3 Evidence and Analysis
- 2.4 G.U.M.
- 2.5 Voice and Tone

**3.0 Reading**

- 3.1 Word Knowledge
- 3.2 Reading Strategies
- 3.3 Basic Understanding of Text
- 3.4 Analysis and Interpretation

**4.0 Information Literacy**

- 4.1 Identifies Information Needed
- 4.2 Develops a Search Plan
- 4.3 Accesses, Evaluates, and Refines Information
- 4.4 Connects Findings to Information Need
- 4.5 Ethically Uses and Shares Findings

**5.0 Critical Thinking**

- 5.1 Understands the Problem
- 5.2 Identifies Relationships
- 5.3 Comparing, Contrasting and Clarifying
- 5.4 Induction
- 5.5 Deduction
- 5.6 Analyzing Perspectives
- 5.7 Refining and Reflecting

**6.0 Habits of Learning**

- 6.1 Preparation
- 6.2 Participation
- 6.3 Reflection

**7.0 Goal Setting**

- 7.1 Setting Goals
- 7.2 Pursuing Goals

**8.0 Mathematics**

- 8.1 Mathematical Skills
- 8.2 Mathematical Ideas
- 8.3 Mathematical Reasoning
- 8.4 Data Analysis and Probability
- 8.5 Algebraic Functions

**8.6 Geometric Relationships**

**8.7 Mathematical Applications**

**9.0 Scientific Literacy**

- 9.1 Information/Media Strategies
- 9.2 Observation
- 9.3 Testable Questions
- 9.4 Hypothesis
- 9.5 Data
- 9.6 Conclusions, Findings, Generalizations
- 9.7 Communication
- 9.8 Persistence
- 9.9 Safety

**10.0 Citizenship**

- 10.1 Chronology
- 10.2 Government
- 10.3 Religion
- 10.4 Democracy
- 10.5 Economics
- 10.6 Geography

**11.0 Healthy Choices**

- 11.1 Components of Wellness
- 11.2 Behaviors and Choices
- 11.3 Wellness Resources

**12.0 Culture and Diversity in Community**

- 12.1 Elements of Culture
- 12.2 Interaction between Cultures
- 12.3 Personal Connection to Culture

**13.0 World Languages Literacy**

- 13.1 Speaking
- 13.2 Writing
- 13.3 Reading
- 13.4 Listening

**14.0 Artistry**

- 14.1 Interpret
- 14.2 Create
- 14.3 Critique
- 14.4 Collaborate
- 14.5 Evolve

**15.0 Practical/Technical Skills Literacy**

- 15.1 Vocabulary & Directions
- 15.2 Equipment
- 15.3 Matching Media and Purpose
- 15.4 Craftsmanship
- 15.5 Design Planning

## CVU'S CORE PROGRAM

All entering first-year students will be enrolled in CVU's Core Program, which includes the following elements:

- Performance standards based on CVU's Expectations for Student Learning.
- Learning activities focused on the achievement of these Expectations at a very high level by all students.
- Assessments given prior to CVU entry as well as ongoing assessments, which help teachers, school counselors, parents, and students work together.

**Framework:** the following conditions are necessary to meet our core goals:

- Student numbers under 90
- Collaborative teams of teachers
- Physical space (double rooms; core office)
- Core control of scheduling

**Goals:**

- Close relationships with and among students, teachers and families
- Rigorous and intentional academic focus
- Interdisciplinary focus on skills and content
- Student-centered instruction and assessment
- Intentional heterogeneity

### The Core Curriculum

The educational program consists of English, Social Studies, Math, Science, and Wellness (Project Adventure, Personal Health). Electives in World Languages, Practical Arts, and Fine Arts may also be incorporated in student schedules. For Math, there are several options for students. Students may take Pre-Algebra, Algebra I, or Core Geometry.

The teachers from the core curriculum work together in teams. Each team is associated with a house office. The teachers have common planning time, which allows them to collaborate, design units which link to each curriculum area, and meet the individual needs of students.

The students are involved with core curriculum subjects in a "block" of uninterrupted time.

During the other periods of the day, students have access to elective classes. Please note: CVU offers a broad range of elective courses. Due to high demands of the Core Program, most electives in this book are available only to students in the upper grades.

This program allows the achievement of the following goals:

- Clear and consistent performance standards and Expectations for Student Learning (agreed upon within and across the curriculum areas) used to assess student work and communicate progress to students and parents;
- Clear performance levels established for each identified standard and expectation;
- Pre and post-assessment procedures that identify the skills and development of incoming first-year students;
- Ongoing communication with parents, including interviews before the start of the school year with each family;
- Integration of curriculum content wherever feasible; and flexible time, through block scheduling, to accommodate in-depth study and to facilitate integration.

## The Core Courses

### 1001 - Core English

Term - Year

Grade - 9

This program emphasizes writing, reading, and vocabulary development. It is also a study of literary forms including the novel, short story, poetry, and Shakespearean drama. Students write expository papers based on their experience, knowledge, readings, and research. They focus their efforts on improving their skills in reading, writing, speaking, critical thinking, and vocabulary.

### 1101 - Core Social Studies

Term - Year

Grade - 9

The origins of human societies provide the basis for this course that examines the themes of geography, power, Golden Ages, and the Global Community. This foundation provides students with the necessary background to confront the issues and problems of contemporary life. A study of geography and current issues helps students place events and concepts in a context, connecting the past with the present. When appropriate, connections are made to the themes and skills addressed in the corresponding Core English class. Throughout the year, students work toward developing skills in a variety of roles that include being a critical and creative thinker, an effective communicator, a citizen of a democratic society, a collaborative worker, and a self-directed learner.

### Mathematics

There are several options for students. Students may take Pre-Algebra, Algebra I, or Geometry.

### 1201 - Pre-Algebra

Term - Year

Grade - 9

Major topics covered in this course are algebraic properties, simplifying expressions, solving equations, and graphing and applying linear and quadratic equations.

### 1206 - Algebra I

Term - Year

Grade - 9

Major topics covered in this course are algebraic properties, solving equations and inequalities, graphing and solving linear, exponential, and quadratic equations.

### 1222 - Core Geometry

Term - Year

Grade - 9

Major topics covered in this formal Euclidean geometry course include shapes in two and three dimensions from a synthetic and an algebraic perspective. In addition to learning outcomes related to mathematical problem solving, communication, reasoning, and connections, many of the learning outcomes from the National Council of Teachers of Mathematics are included in the geometry curriculum.

### 1301 – Integrated Environmental Science

Term - Year

Grade - 9

The Core Science program integrates lab and field experiences into four units of study: ecology; cell structures and their functions; genetics; and evolution.

**1700 - Project Adventure****Term - Sem****Grade - 9**

This course encourages students to try new small and large group activities. Initiative games, group problem solving, trust activities, and the low ropes course provide students with the challenge of personal risk taking and group interaction.

**1701 - Personal Health****Term - Sem****Grade - 9**

This health course promotes overall well-being through the development of attitudes and behaviors that can improve one's quality of life. Personal Health emphasizes a wide range of current adolescent issues including time management, sexuality, and substance abuse while focusing on four skill areas: communication, goal setting, stress management, and decision making.

## ENGLISH

English courses teach skills that students will carry with them throughout their future—writing, reading, analysis, questioning. As students study English, they encounter the lives of others and in turn learn compassion and an appreciation for humanity. English students also learn valuable writing skills, both creative and critical, and then hone questioning and peer review abilities that will benefit them in our collaborative job market and interdependent world. Our English department is closely linked with Social Studies for the 9th and 10th grades, and in the 11th and 12th grade program offers electives that span the world and the ages.

### Sophomore

1002	English 10	1 credit
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### Junior & Senior

1003	Dramatic Literature	.5 credit
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1005	Major American Literature	.5 credit
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1007	Major British Literature	.5 credit
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1008	Gothic Tales, Science Fiction & Modern Horror	.5 credit
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1009	Contemporary Literature	.5 credit
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1010	Utopian Literature	.5 credit
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1012	AP English: Literature & Composition	1 credit
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1013	Literature, Film, and Writing	.5 credit
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1014	Holocaust & Human Behavior—English	1 credit**
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1015	Ancient Greece I	.5 credit
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1027	Ancient Greece II	.5 credit
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1016	Applied English I	.5 credit
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1017	Applied English II	.5 credit
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1018	Creative Writing	.5 credit
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1019	Writing Prose	.5 credit
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1020	Journalism	.5 credit
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1021	English Academic Internship	.5 to 2.5 credits, Eng./elective
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1024	Global Literature	.5 credit
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1065	The Caged Bird Sings:	.5 credit
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	Voices of Women in Literature	
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**\*\*This course is linked with a Social Studies course. The course meets for two periods for one semester. Students receive 1 credit: .5 English and .5 Social Studies.**

**1002 - English 10****Term - Year****Grade - 10**

This course is combined with the sophomore Social Studies course Making of the Modern World. Connections are made between the knowledge, understandings, and skills addressed in both classes. At times the classes meet as a combined group to work on joint English/History assignments. At other points, the classes separate to explore issues focusing more independently on each discipline.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking

**1003 - Dramatic Literature****Term - Sem****Grades - 11, 12**

Students learn how drama has evolved from its beginning on the Greek stage through Shakespeare into modern drama. Emphasis is on modern drama and how its immediacy reflects the society in which it is written. Authors studied include Aristophanes, Shakespeare, Ibsen, Strindberg, Shaw, Williams, Pirandello, Miller, Brecht, and others. Staging and production techniques and their effects on the plays are also examined. This course is designed for students interested in literature, drama and theater, and it acquaints the student with many major playwrights and movements.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking

**1005 - Major American Literature****Term - Sem****Grades - 11, 12**

In this course, students will consider the way in which a piece of literature is a reflection of its times, the American identity, and the American experience. Students will grapple with issues of class, race, gender, social justice, hegemony, and alienation explored by a variety of authors from distinct periods in America's history. Students will practice and show their mastery of critical thinking, close-reading, analytical and personal writing, and communicative skills through a variety of standards-based assessments. This course involves the in-depth study of American short stories, poetry, novels, as well as exposure to relevant visual arts, music, and film to enhance learning.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking

**1007 - Major British Literature****Term - Sem****Grades - 11, 12**

This course will expose students to a survey of major authors, literary traditions, and movements that define British Literature. Students will consider how texts of different genres from various historical periods explore the human experience. How do stories and the art of storytelling shift over time within the British tradition? The politics of gender, archetypes in storytelling (the hero and the monster), and pagan/Christian dichotomies play a major part in these considerations and will be explored in-depth. Through the study of specific literary techniques, themes, and conventions, close-reading, and various analytical, personal, and creative writing assignments, students will gain an appreciation for the artistry and importance of major works of British Literature. Students will also participate in a student-led poetry project. Standards-based assessments will cover reading, writing, and speaking skills. Course readings include the epic *Beowulf*, Arthurian legend selections, a Shakespearean play, modern short stories and novels, and poetry.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking

**1008 - Gothic Tales, Scifi and Modern Horror****Term - Sem****Grades – 11, 12**

In this course, students examine gothic, horror, and science fiction short stories and novels. Students are evaluated on nightly reading assignments by means of quizzes, tests, written assignments, participation in class discussion, and group work.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking

**1009 - Contemporary Literature****Term - Sem****Grades – 11, 12**

Students will read and discuss literature that has been written in the past 50 years. Most reading assignments will be novels and vary depending on the instructor. Through discussions and intense study, students explore themes and ideas central to the text. Students must demonstrate the willingness to read and re-read literature while examining the complex nature of society and the many conflicts in human experience. Most reading assignments will be more challenging than texts read earlier in the students' high school career, so students must demonstrate the maturity and ability to persevere and fully engage with the text.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking

**1010 - Utopian Literature****Term - Sem****Grades – 11, 12**

Students read, research, analyze, and discuss utopian and dystopian elements of society through the study of complex literature. Each student creates a utopian education system and researches ways to improve other systems in our society. The class demands from students that they be careful and thoughtful readers, that they enjoy sharing and researching ideas, and that they can self-organize and self-manage their responsibilities. There is work to be done almost every night and a small service component may be included.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking

**1012 - AP English: Literature and Composition****Term - Year****Grade – 11, 12**

This course is for students capable of doing college-level work in English while they are still in high school. Emphasis is placed on critical and analytical thinking, reading, writing, and discussion. Students should have a commitment to rigorous and intense study and challenging, demanding work with a high level of complexity. Lengthy readings in novels, drama, essays, and poetry and analytical writing about the readings are required; in addition, summer reading is assigned.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking

**Prerequisite(s)** - Summer reading and writing assignments completed by the published deadline. Juniors interested in taking the course need to contact the curricular area director prior to signing up as there is an additional process to ensure juniors are prepared.

**1013 - Literature, Film, and Writing****Term - Sem****Grades – 11, 12**

Students explore the connections between literature and its close cousin: film. Students will read a variety of texts that have been adapted into film. Film and novel genres may include the western, science fiction, and film noir. The main focus will be to make connections between literature and film through writing and discussion.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking  
**1014 - Holocaust and Human Behavior**      **Term - Sem**      **Grades – 11, 12**

Using history and literature (inclusive of art, film, primary source documents, etc.), students learn about and explore the moral, political and social implications of the Nazi Holocaust and human behavior while working to further their ability to be vigilant defenders of the ideals of a democratic society. This semester-long course requires a double period in a student's schedule, as well as participation in a non-negotiable, weeklong, intensive trip in the middle of the semester.

\* Students must be enrolled in both the English and the Social Studies sections of this course. Students will receive .5 credit in English and .5 credit in Social Studies.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity

**1015 - Ancient Greece I**      **Term - Sem**      **Grades – 11, 12**

This unique interdisciplinary class examines the history, literature, philosophy, art, and language of the birthplace of Western Civilization with emphasis on their relevance to the individual, our society, and its government. Ancient Greece can be taken as either a one-semester course or a two-semester course, and credit can be earned in English, Social Studies, or World Language (Greek-only second semester) upon successful completion of the course. The first semester will be taught in a regular classroom setting. Students choosing to earn World Language credit (second semester only) will work in small groups with the instructor.

Ancient Greece I and II must be taken in the same academic year.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity

**1027 - Ancient Greece II**      **Term - Sem**      **Grades – 11, 12**

Semester two of this interdisciplinary class takes the history, literature, philosophy, art, and language of Ancient Greece and applies it to today's world with emphasis on our literature or our social studies. During the second semester, students will continue their specialization, working independently in the classrooms and in teams. Ancient Greek language students will work in small groups with the instructor. All students will read the "Iliad" 4th quarter, approaching it from their individual credit concentration.

Ancient Greece I and II must be taken in the same academic year. Ancient Greece I is a prerequisite for Ancient Greece II. Credit concentrations (i.e., English, Social Studies or Language) can be changed from the first semester.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity  
**Prerequisite(s)** - Successful completion of Ancient Greece I in the same academic school year.

**1016 - Applied English I****Term - Sem****Grade - 11**

Students in Applied English have chosen to improve their fundamental English skills by working at a structured pace through many of the same assignments required in Writing Prose. Applied classes enjoy a lower enrollment where students gain more individual attention to their writing and self-editing skills than they might receive in Writing Prose. While students are learning and practicing writing techniques and the grammar/usage/mechanics necessary for future needs, they are also working to answer the question, "What will I do after high school?" Students use Naviance to explore career possibilities, arrange their own job shadows, and interview people in the community who have careers that interest the Applied English students. Students explore post-high school education possibilities and communicate with their CVU Guidance Counselor to review their plans. Some assignments are geared to the individual needs of students. Work is completed on elements which best prepare juniors for the rigor of writing both a research paper and a reflection paper for Grad Challenge next year. Students also practice presentation skills to help prepare for the Grad Challenge presentation next year. Students are required to complete an advisor-approved Grad Challenge Letter of Intent and find a Community Consultant in order to earn credit for this course. The expectation is that the student will leave Applied I ready to work on Grad Challenge, complete most hours over the summer, and then work on their Grad Challenge papers and presentation in Applied English II in the fall semester.

**ESL(s)** - 1-Communication, 2-Writing**1017 - Applied English II****Term - Sem****Grade - 12**

This course supports seniors who may struggle with the expectations of the Grad Challenge papers and presentation. Many of the hours for Grad Challenge should have been completed before Applied English II class begins; however, in certain situations, students can enroll in Applied English II if necessary. Students must finish solid drafts of both the Research Paper and the Reflection Paper in order to pass the course. All elements of both papers must be included to earn a passing grade. The first drafts will be completed by early November so that students can spend time self-editing their work in December and early January. It is not expected that students have their work at the "final" stage when they leave the course, but the work should demonstrate a consistent work ethic and include all the pieces both the papers and the presentation require. Presentations will be practiced in class, and students will complete checklists which serve to break down the Grad Challenge expectations into small steps. When students are not working on Grad Challenge, they are supported in working on anything that helps them with plans after high school. College essays, time to prepare for the SAT/ACT, research on education and military options, and career planning are all important activities that are often done by most students in Applied English II. Once the class ends after the first semester, students will need to continue their work with their advisor and with the CVU Learning Center staff in order to have papers and the presentation ready for at least Achieving the Standard. The course expects motivated students who understand that hours, interviews, and the building of a Tangible Product (if applicable) need to happen early in the semester.

**ESL(s)** - 1-Communication, 2-Writing

**1018 - Creative Writing****Term - Sem****Grades - 10, 11, 12**

Students write numerous fiction, creative nonfiction, and poetry pieces. Students read a variety of materials ranging from peer writing to published works. The class functions as a writers' workshop with the expectation that students participate in discussions, critiques, and public readings. Students hone their editing and revision skills.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading

**Prerequisite – 10th grade students** will need approval by their English teacher and the English Department Curricular Director.

**1019 - Writing Prose****Term - Sem****Grades - 11, 12**

Writing Prose concentrates on the writing process and developing each student's ability to become an effective self-editor. Students must be willing to revise ("see again") so that work reflects outstanding writing and a mastery of essential grammar/usage/mechanics. Students are required to demonstrate effective pre-writing, writing, self-editing, and revision strategies. Work outside class will include the generation of ideas, revision of work, research, and grammar development. Students must demonstrate a commitment to improve identified weaknesses, demonstrate a positive attitude when receiving and giving feedback, learn effective and independent self-editing strategies, and have a passion for producing work of the highest quality. Assignments may vary depending on the instructor, but most teachers will have students work on description, persuasion, compare/contrast, the college essay, preparation for the SAT and/or ACT essay, effective letters, a mini-research paper, literary analysis, a study of plagiarism, and the Graduation Challenge Letter of Intent. If there is a need to work on fundamental English skills, the Applied English course is the more appropriate choice. The sophomore English teacher will determine whether a student should take Writing Prose or Applied English I.

**ESL(s)** – 1-Communication, 2-Writing, 5-Critical Thinking

**1020 - Journalism****Term - Sem****Grades - 11, 12**

*Course may be taken for one or two semesters.*

Students work independently and cooperatively to produce issues of the student newspaper both in print and online. The class functions like a modern newsroom, and each student has a job to fulfill with the emphasis on writing and communication skills. (Sophomores interested in this course may seek approval from their ninth grade English teacher and the Journalism teacher.)

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking

**1021 - English Academic Internship****Term - Year****Grade - 12**

Academic Internship is an exciting course that offers seniors the opportunity to go into the community to work and learn in real life settings. Students not only learn new skills, but they also gain useful insights and experiences helpful for making decisions about life after CVU.

The internship experience is usually based on the student's Graduation Challenge topic, allowing for an in-depth exploration of that topic. All aspects of the Graduation Challenge Program are covered through this seminar-based English class. Reading and writing assignments that are not focused on the student's Graduation Challenge topic are also integrated throughout the year, and all emphasize work-based themes and issues. Each student completes the program with a personal e-portfolio which documents the learning gained through his/her internship experience. This class expects students to take initiative, be self-motivated, and have an independent nature.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking

**1024 - Global Literature****Term - Sem****Grade - 11, 12**

In Global Literature, students examine how authors around the world and in various historical periods have grappled with the idea of what it means to be human. This course focuses on concepts of culture and identity and challenges students to think about their place in the international community. Students will be required to read a large number of texts, including novels, short stories, poetry, and biographies. Consistent participation in full-class discussions will be expected.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity

**Power Reading****Term - Sem****Grade – 9, 10, 11, 12**

Power Reading is a regular education course offered to referred students in grades 9-12. Students may be referred for Power Reading by teachers, house directors and parents at any time during their four years at CVU. EST teams will process the referral for enrollment. The Power Reading curriculum focuses on helping students improve reading skills by using SBL learning targets to monitor progress. Skills addressed are basic reading comprehension, advanced reading comprehension (quotation/citation, analysis, paraphrasing, summarizing, reflecting), vocabulary and fluency. Half an elective credit is offered each semester. Each class includes an average of 6-12 students. Feel free to access our website as well: <http://cvupowerreading.weebly.com/index.html>

**1065 - The Caged Bird Sings: Voices of Women in Literature****Term - Sem****Grade – 11, 12**

This half credit English elective course is dedicated to the in-depth study of female voices in literature from various historical eras and cultures. Course readings will critically examine the following themes and issues in the context of the female experience: body image, standards of beauty, self-esteem, motherhood, marriage, sexuality, empowerment, equality, economic oppression, freedom, and resiliency. In addition to the study of a diverse array of poetry, short stories, and non-fiction, possible novel titles include *The Handmaid's Tale*, *The Awakening*, *The Woman Warrior*, and *Speak*. Students will work collaboratively, independently, and rigorously to improve their critical thinking, speaking, writing (analytical, creative, and reflective), and close-reading skills. By the end of the semester, students will gain not only a better understanding of the forces in society that have shaped the voices and stories of female writers, but also of themselves and the women in their lives.

## SOCIAL STUDIES

The purpose of social studies education is to develop the capabilities that students need to be responsible, contributing members of our democratic society and our interdependent world. Students span the past, present, and future as they pursue in-depth understandings of human heritage and of our multicultural nation in the global community.

As students study the human adventure, they understand and appreciate the contributions to human wisdom made by early civilizations, evaluate the impact of various civilizations around the world, and develop awareness of non-Western histories and interpretations of human events. Students use critical thinking skills as they analyze contemporary global issues and create work illustrating the interdependence of our global system and its ongoing conflict and change. In collaboration, students deliberate what they believe to be preferable futures.

Fulfilling role expectations of democratic citizens today and in the future requires students to become effective critical thinkers, thoughtful decision-makers, collaborative workers, and creative problem-solvers, sensitive to the rights and aspirations of diverse human groups and committed to social justice.

### Sophomore Course

1102	Making of the Modern World	1 credit
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### Junior & Senior Courses

1103	U.S. & the World	1 credit
1104	U.S. & the World through Literature	1 credit
1106	Current Issues	.5 credit
1108	Economic Education	1 credit
1109	AP U.S. Government and Politics	1 credit
1110	Media and Society	.5 credit
1114	Holocaust & Human Behavior—Social Studies	1 credit <sup>1</sup>
1115	Ancient Greece I	.5 credit <sup>3</sup>
1127	Ancient Greece II	.5 credit <sup>3</sup>
1118	Environmental Perspectives of VT	.5 credit <sup>2</sup>
1119	Lake Champlain & the History of Vermont	.5 credit
1129	Money, Energy and Power: The Economics and Politics of Energy	1 credit <sup>2</sup>
1150	AP Economics	1 credit
1151	AP Human Geography	1 credit

<sup>1</sup> This course is linked with an English course. The course meets for two periods for one semester. Students receive 1 credit: .5 English and .5 Social Studies.

<sup>2</sup> **This course is linked with a Science course. The course meets for two periods for one semester. Students receive 1 credit: .5 Science and .5 Social Studies.**

<sup>3</sup> **Ancient Greece I and II must be taken in the same academic year. Ancient Greece I is a prerequisite for Ancient Greece II. Credit concentrations (i.e., English, Social Studies or Language, 2<sup>nd</sup> semester only) can be selected.**

**1102 - Making of the Modern World**

**Term - Year**

**Grade - 10**

In this course, students take a global look at the development of civilizations and their interactions from the end of the middle ages through 1865. Students will examine Asia, Europe, Africa and the Americas to understand the cultural interactions and diffusion of people, products and ideas. Learners in this heterogeneous classroom hone their problem solving, analytical reasoning, critical thinking, and communication skills. This course provides students with the historical underpinnings for an understanding of contemporary issues and world events. This course is combined with the English 10 course. Connections are made between the themes, ideas and skills addressed in both classes. At times the classes meet as a combined group to work on joint Social Studies/English assignments. At other times, the classes separate to explore issues focusing more independently in each discipline.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity

**1103 – U.S. & the World**

**Term - Year**

**Grades - 11, 12**

This course continues with the global perspective developed in Making of the Modern World. The primary focus is the emergence of the United States as a dominant military and economic force in the 20th century. Examination of the Industrial Revolution and Immigration; the Age of Imperialism; World War I; the emergence of totalitarianism; Global Depression; World War II; and the Cold War and the contemporary world considers the impact of European and U.S. global domination on Africa, Asia, the Middle East, and Latin America. The course uses a variety of assessments designed to sharpen students' critical thinking, reading comprehension, and analytical and interpersonal skills. The course is designed to give students an understanding of global forces to help them better evaluate and understand current issues.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity

**1104 – U.S. & the World Through Literature**

**Term - Year**

**Grades - 11, 12**

This course is an alternative to the US & the World course. It is intended for students that enjoy reading. The course adds a series of novels to the course work. The goal is for students to obtain a deeper and richer understanding of the historical periods we will study through the use of novels. The course work will be modified to accommodate for students being asked to read a novel for each of the eight units we study. During the year we will read novels as diverse as The Things They Carried by Tim O'Brien, Exile by Richard North Patterson, and The Poisonwood Bible by Barbara Kingsolver.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity

**1106 - Current Issues**

**Term - Sem**

**Grades - 11, 12**

This course focuses on both domestic and international events and areas of current interest. Historical connections are used to explain the relevance of current topics and breaking news. The composition of issues is considered, taking into account media bias, ethnic and religious differences, the national interest, humanitarianism, and globalization. Research, debate, and writing are used to probe and analyze the complexities of our modern world.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity  
**1108 - Economic Education** **Term - Sem** **Grades - 11, 12**

Students taking Economics will learn and apply the principles of Microeconomics and Macroeconomics. The use of simulations and the application of economic theories to real world examples will help reinforce the concepts learned in this class. Areas covered in the class will include: supply and demand; product and resource markets; GDP; Fiscal and Monetary Policy; and Money and International Trade. The course includes mathematical concepts, graphing and discussions of theory and practice.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading; 5-Critical Thinking, 12-Culture/Diversity

**1109 - AP United States Government and Politics** **Term - Year** **Grades - 11, 12**

In preparation for the Advanced Placement Exam in May, this course provides an analytical perspective on government and politics in the United States. Students are provided with information on the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. The course is designed around the following topics: Constitutional Underpinnings of the U.S. Government; Political Beliefs and Behaviors; Political Parties and Interest Groups; Institutions of the National Government; Public Policy; and Civil Rights and Civil Liberties.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity

**1110 - Media and Society** **Term - Sem** **Grades - 12**

Media and Society is a standards-based 12th grade elective that encourages students to analyze how information is presented in modern society, to evaluate why it has been presented as such, and to consider what effect this has on the human experience. Students will also learn how to create their own media messages. Content goals include teaching students what mass media is, how it can influence our society, and how students can use media to voice concerns. Skills targeted include critical thinking, ability to read and interpret information from a variety of mediums and using various technology tools to create their own media.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity

**1114 - Holocaust and Human Behavior** **Term - Sem** **Grades - 11, 12**

Using history and literature (inclusive of art, film, primary source documents, etc.), students learn about and explore the moral, political and social implications of the Nazi Holocaust and human behavior while working to further their ability to be vigilant defenders of the ideals of a democratic society. This semester-long course requires a double period in a student's schedule, as well as participation in a non-negotiable, weeklong, intensive trip in the middle of the semester.

\*Students must be enrolled in both the English and the Social Studies sections of this course. Students will receive .5 credit in English and .5 credit in Social Studies.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity

**1118 - Environmental Perspectives of Vermont Term - Sem (1)****Grades - 11, 12**

Gain a better understanding of our community in this integrated history and environmental science course by studying connections between the natural environment and the cultural history of our community. In order to develop this understanding, we will be examining both the natural and cultural characteristics of selected sites in Hinesburg, Williston, Shelburne, or Charlotte. This work will require students to engage in the role of both field scientist and historian, looking for clues to why our community developed in the way that it did. Final class projects include an interactive web resource and a community-based service learning project of student design. (Fall Semester only)

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 4-Technology, 5-Critical Thinking

**Prerequisite(s)** - Successful completion of Human Biology and Earth and Space Science. Dual enrollment with Environmental Perspectives of Vermont (Science).

**1119 – Lake Champlain & the History of Vermont Term - Sem (2)****Grades - 11, 12**

Lake Champlain and the History of Vermont allows students to learn more about the history of Vermont and the important role that Lake Champlain has played throughout American history. This course will expose participants to several fresh perspectives (historical, cultural, environmental, political and economic) of their home state and home waters. Students will participate in a variety of learning experiences including: field trips, field work, CAD technology, investigation of primary sources and self-directed projects. (Spring Semester only)

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity

**1129 - Money, Energy and Power: The Economics and Politics of Energy****Term – Sem****Grades - 11, 12**

Money, Energy and Power: the Economics and Politics of Energy will offer students an in-depth exploration of the complexities behind energy decision making by examining both the economic and political considerations of energy policies. Students will explore how energy markets work, the role of special interests in the legislative process and how ever-increasing demands for energy sources shape geopolitics. By the end of the course, students will come to decisions on energy policy while engaging in civic activism around their policy goals.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 9-Science Literacy, 10-Citizenship

**Prerequisite(s)** – Successful completion of Chemistry I and Making of the Modern World. Dual Enrollment with Money, Energy and Power: The Economics and Politics of Energy (Science).

**1150 - AP Economics****Term – Year****Grades - 11, 12**

AP Economics will provide students with a thorough understanding of the principles of economics. The course is divided between macroeconomics and microeconomics. Macro looks at the economic system as a whole, while Micro examines the principles of economics that apply to consumers and producers. There are AP tests in both Macroeconomics and Microeconomics.

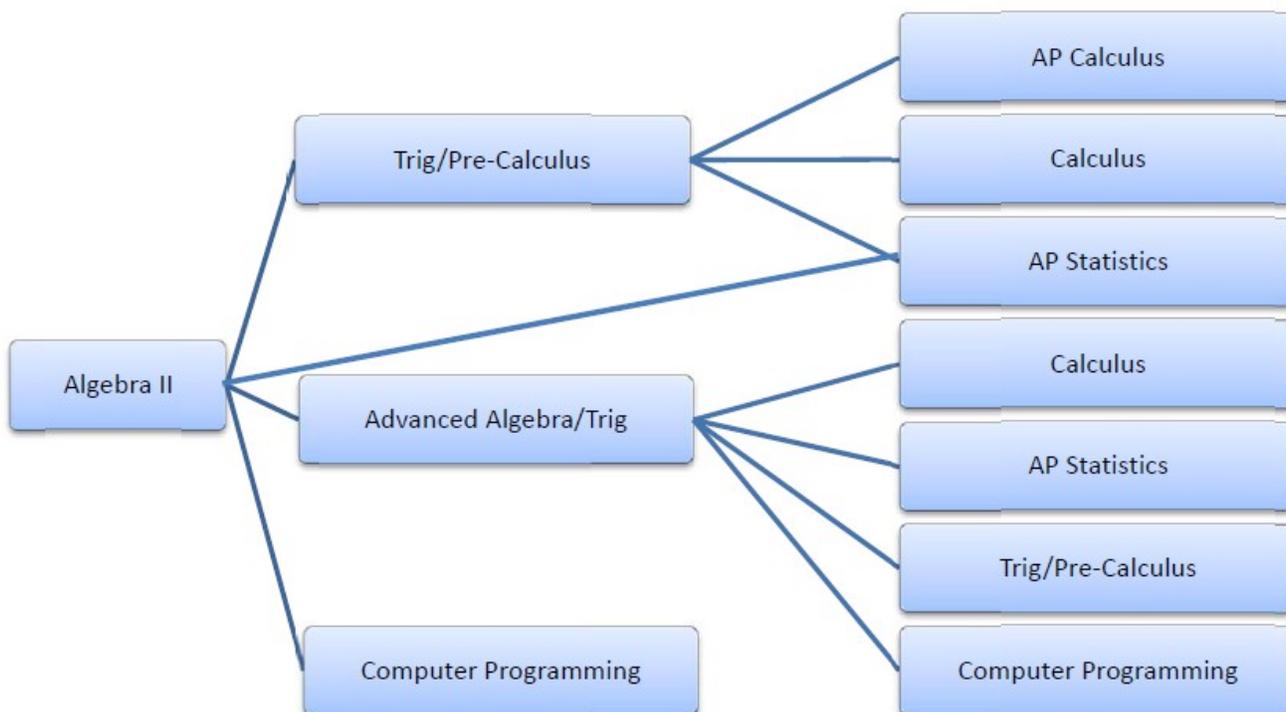
**1151 - AP Human Geography****Term – Year****Grades - 11, 12**

AP Human Geography presents students with the curricular equivalent of an introductory college-level course in human or cultural geography. Content is presented thematically rather than regionally and is organized around the main subfields: economic geography, cultural geography, political geography and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships in places, regions, cultural landscapes, and patterns of interaction.

## MATHEMATICS

CVU's mathematics program is designed to help students explore the application, relevance, and intrinsic beauty of mathematics. Students engage in mathematical thinking and communication through a variety of learning experiences that balance procedural skill and mathematical understanding. An emphasis on making sense of problems and persevering in finding solutions provides the opportunity for students to apply their knowledge to novel situations. Reasoning, both quantitatively and abstractly, enables students to justify their thinking, construct viable arguments and critique the reasoning of others. Students use mathematical tools and ideas, as well as technology, to understand and model situations. The practice of analyzing patterns and structure in mathematical communication allows students to make generalizations that can be used to inform decisions or make predictions. Our curriculum is guided by the Common Core State Standards and our local Expectations for Student Learning, and our research-based instructional methods are based on our work with the CSSU Best Practices initiative in an attempt to prepare our students for work, citizenship, and further study in the 21<sup>st</sup> century.

The following flow chart is designed to provide a visual representation of a "typical" progression through our program. There are many variables that influence student learning; thus, no chart can adequately display the variety of options available. Discussion with the student's advisor, guidance counselor, and math teacher are essential in determining the appropriate pathway through our program. Up until the completion of Algebra II, the main choices are "Level 1" and "Level 2." In general, Level 1 courses will cover a few more topics and cover them in more depth than Level 2 courses.



1201	Pre-Algebra	1 credit
1206	Algebra I	1 credit
1227	Algebra I Part 1	1 credit
1228	Algebra I Part 2	1 credit
1207	Geometry Level 1	1 credit
1208	Geometry Level 2	1 credit
1209	Algebra II Level 1	1 credit
1210	Algebra II Level 2	1 credit
1211	Trigonometry and Pre-calculus	1 credit
1212	Advanced Algebra & Trigonometry	1 credit
1226	Calculus	1 credit
1213	AP Calculus	1 credit
1229	AP Statistics	1 credit
1230	Computer Programming	1 credit

### **1201 - Pre-Algebra**

**Term - Year**

**Grades - 9, 10, 11, 12**

Major topics covered in this course are algebraic properties, simplifying expressions, solving equations, and graphing and applying linear and quadratic equations.

### **1206 - Algebra I**

**Term - Year**

**Grades - 9, 10, 11**

Major topics covered in this course are algebraic properties, simplifying expressions, solving equations and inequalities, solving systems of linear equations, graphing and solving linear, exponential, and quadratic equations, and analyzing one- and two-variable data.

### **1227 - Algebra I Part I**

**Term - Year**

**Grades - 10, 11, 12**

Major topics covered in this course include expressing patterns as algebraic rules, evaluating algebraic expressions, solving equations, inequalities, and proportions, writing equations to solve problems, finding best fit lines and curves for data sets, writing equations for graphs, and solving systems of equations and inequalities.

**Prerequisites:** Successful completion of Pre-Algebra.

**1228 - Algebra I Part II****Term - Year****Grades - 11, 12**

Major topics covered in this course include solving linear and quadratic equations, writing equations to solve problems, creating and interpreting graphs, adding, subtracting, multiplying and factoring polynomials, writing equations for graphs, and solving systems of equations and inequalities.

**Prerequisites:** Successful completion of Pre-Algebra and Algebra I Part I.

**1207 - Geometry Level 1****Term - Year****Grades - 9, 10, 11, 12**

Major topics covered in this course are geometric transformations, plane geometry (measurement and properties of flat shapes), right-triangle trigonometry, similarity, the Pythagorean Theorem, geometric constructions, logical reasoning with an emphasis on deductive and inductive proofs relating to geometric forms, and probability.

**Prerequisite(s)** – Successful completion of Algebra I.

**1208 - Geometry Level 2****Term - Year****Grades - 10, 11, 12**

In this level 2 college-preparatory course, the standard Geometry topics mentioned here are covered at a more moderate pace than in a Level 1 class and with somewhat less depth. There is also less emphasis on proof. Major topics covered in this course are building a foundation of vocabulary and symbols to describe the one, two, and three dimensional aspects of shapes, geometric transformations, plane geometry (measurement and properties of flat shapes), the Pythagorean Theorem, and similarity. Right triangle trigonometry will be introduced.

**Prerequisite(s)** - Successful completion of Algebra I.

**1209 - Algebra II Level 1****Term - Year****Grades - 10, 11, 12**

Major topics covered in this course are analysis of families of functions: algebraic (linear, quadratic, inverse, and polynomial), exponential, and logarithmic. Students also study sequences and series, systems of equations with an emphasis on linear programming, modeling data with functions, and drawing conclusions from data. Students need their own graphing calculators for daily use.

**Prerequisite(s)** - Successful completion of Algebra I.

**1210 - Algebra II Level 2****Term - Year****Grades - 10, 11, 12**

In this level 2 college-preparatory course, the standard Algebra II topics mentioned here are covered at a more moderate pace than in a Level 1 class and with somewhat less depth. Major topics covered in this course are introducing linear and exponential functions with recursive formulas, describing one variable data with statistics, working with linear functions, and working with transformations of linear, quadratic, square root, and absolute value functions. If time allows, students also work with polynomial functions. Students need their own graphing calculators for daily use.

**Prerequisite(s)** - Successful completion of Algebra I.

**1211 - Trigonometry and Pre-Calculus****Term - Year****Grades - 11, 12**

Major topics covered in this course include trigonometry and a study of algebraic, polynomial, rational, exponential, and logarithmic functions. Students also study topics in analytic geometry (conics, parametric equations, and polar equations). Students need their own graphing calculators for daily use.

**Prerequisite(s)** - A strong mathematical background, coming to this course with successful completion of Geometry Level 1 and Algebra II Level 1.

**1212 - Advanced Algebra and Trigonometry  
12****Term - Year****Grades - 11,  
12**

Major topics covered in this course include trigonometry (right triangles, parametric equations, radian measure and arc length, graphing trigonometric functions and their inverses, trigonometric identities) and analysis of conic sections, exponential, power, and logarithmic functions. Polar graphing will be introduced, and (if time allows) students will study rational functions, series, and probability.

**Prerequisite(s)** - Successful completion of Geometry and Algebra II.

**1226 - Calculus****Term - Year****Grades - 11, 12**

Calculus covers topics in differential and integral calculus with an emphasis on modeling and problem-solving. Major topics include the interpretation and application of the limiting process and using differentiation and integration to answer applied questions such as optimization, rate of change, and area under and between curves. Upon completing the course, students will be well prepared for a Calculus I course in college.

**Prerequisite(s)** - Successful completion of Trig/Pre-Calculus or Advanced Algebra/Trig.

**1213 - AP Calculus****Term - Year****Grades - 11, 12**

This is a college entry-level calculus course that covers the topics in differential and integral calculus outlined in the College Board's AB Calculus Outline. Major topics include the interpretation and application of the limiting processes to demonstrate the fundamental theorems of calculus and using differentiation and integration to answer applied questions such as optimization, rate of change, area under and between curves, and the analysis of functions. Upon completing the course, students are prepared for and have the option to take the AP Calculus (AB) Exam in May.

**Prerequisite(s)** - Successful completion of Pre-Calculus.

**1229 - AP Statistics****Term - Year****Grades - 11, 12**

During the first semester, students focus on the major concepts needed for collecting, analyzing, and drawing conclusions from both univariate and bivariate data. Students also explore counting techniques, random variables, and probability distributions. Use of graphing calculators is integrated throughout the course, and the use of the Minitab Statistical Program is introduced. This course is a college level course, which covers all the topics outlined on the College Board's AP Statistics course. Upon completion, students are prepared for (and given the option to take) the AP Statistics exam in May.

**Prerequisite(s)** - Successful completion of Algebra II.

**1230 - Computer Programming****Term - Year****Grades - 11, 12**

In this course, students will learn the key concepts of object-oriented programming: how to implement simple algorithms, use variables and arrays, control program flow using conditional and iterative control structures, and design and implement classes. Students will have a basic understanding of inheritance and polymorphism. They will use library packages and classes as well as external APIs. They will design software solutions to solve problems from various application areas.

**Prerequisite(s)** - Successful completion of Algebra II.

**SCIENCE at CVU**  
**Graduating Classes 2019 and beyond**

Freshman	Sophomore	Junior	Senior
Integrated Environmental Science (1 cr.)	Integrated Biology (1 cr.)	<b>Advanced Placement Courses</b> AP Biology    AP Chemistry    AP Physics	
	Chemistry (1 cr.) *only if co-enrolled Algebra II	<b>Year Long Courses</b> Chemistry, Physics	
		<b>Semester electives- (.5 cr)</b> (see course offerings/prerequisite below)	

The principal goals of science education is to cultivate students' scientific habits of mind, develop their capability to engage in scientific inquiry, and teach them how to reason in a scientific context. Our science courses are designed to help students maximize their proficiency in true scientific practice. Our program is comprised of two year-long integrated courses that are aligned to Next Generation Science Standards (NGSS) where we view science as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines, and revises knowledge. The first two years primarily focus on learning the behaviors that scientists engage in as they investigate the natural world. These practices include:

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Courses offered Junior and Senior year follow a more traditional model emphasizing content knowledge allowing students to then implement the practices mastered sophomore year to prepare them for life, college and career.

Requirements for Graduation: All students must demonstrate proficiency with the practices outlined above and three credits of science are required for graduation. All students must take Core Science as freshmen and Year 2 Science as sophomores and may choose any course, or combination of courses, to fulfill the last credit. Note: these requirements only apply to the graduating class of 2019 and beyond.

For the graduating classes of 2017 (current juniors) and 2018 (current sophomores), the science requirements are 3 years of science credit to include .5 credits of Human Biology, .5 credits of Chemistry or Physics and .5 credits from one of the Environmental Science Courses.

**(ES)=Environmental Science, (LS)=Life Science, (PS)=Physical Science**

1306	(ES) Geology	.5 credit
1324	(ES) Weather, Climate & Oceans	.5 credit
1325	(ES) Natural Resources	.5 credit
1326	(ES) Astronomy	.5 credit
1387	(LS) Year 2 Integrated Biology	1 credit
1302	(LS) Human Biology	1 credit
1309	(LS) Zoology	.5 credit
1310	(LS) Botany	.5 credit
1311	(LS) Microbiology	.5 credit
1308	(LS) Biotechnology, Genetics & Humanity	.5 credit
1312	(LS) AP Biology	1 credit
1314	(PS) Chemistry I	.5 credit
1315	(PS) Chemistry II	.5 credit
1327	(PS) Yearlong Chemistry	1 credit
1316	(PS) Physics I	.5 credit
1318	(PS) Physics II	.5 credit
1328	(PS) Yearlong Physics	1 credit
1320	(PS) AP Chemistry	1 credit***
1321	(PS) Science Engineering	.5 credit
1323	(PS) AP Physics	1 credit
1304	(PS) Introduction to Chemistry and Physics	.5 credit
1329	(PS) Money, Energy and Power: The Economics and Politics of Energy	1 credit**

**\*\*This course is linked with a Social Studies course. The course meets for two periods for one semester. Students receive 1 credit: .5 Science and .5 Social Studies.**

**\*\*\*This course will meet 2 blocks every other day.**

**1387 – Year 2 Integrated Biology**

**Term – Year**

**Grades - 10**

**1302 - Human Biology**

**Term - Year**

**Grades - 11, 12**

Students explore the structure, function, and relationship of the human body systems through a variety of complex reasoning and problem solving labs. This class is required for graduation from CVU.

**1304 - Introduction to Chemistry and Physics**      **Term - Sem**      **Grades – 11, 12**

This semester-long course covers some introductory topics from Chemistry and Physics. Chemistry topics include measurement and units, density, physical properties, elements, atomic structure, bonding, chemical nomenclature, balancing equations, reaction types, and the periodic table. Physics topics include motion, velocity, acceleration, forces, Newton's laws, momentum, energy transformations, conservation of energy, waves, electricity, and magnetism. This course has many hands-on opportunities and is a good base for Chemistry 1 or Physics 1.

**1306 - Geology**      **Term - Sem**      **Grades - 11, 12**

This course addresses geologic topics in the Earth Sciences, including rocks and minerals, plate tectonics, earth history, weathering, erosion, and soil formation. Learning emphasis is on observation and analysis of local sites and features. Students learn to interpret Vermont's landscapes in terms of the geological forces that created them.

**1308 - Biotechnology, Genetics & Humanity (BGH)**      **Term - Sem**      **Grades - 11, 12**

The topics of this class include the history of biotechnology, structure and function of DNA and proteins, gene regulation, genetic engineering, cloning, biological warfare, gene therapy, DNA profiling, Human Genome Project, and genetic discrimination (eugenics). Students should have a strong interest in exploring scientific, political, economic, ethical, and social implications of these emerging technologies.

**1309 - Zoology**      **Term - Sem**      **Grades - 11, 12**

The field of zoology encompasses a broad expanse of knowledge that covers the smallest to largest and simplest to most advanced members of the Animal Kingdom. This course reviews the evolution and classification of animals, as well as the form, function, and behavior of animals and their interactions with the environment with a focus on organ systems and adaptations. Content is delivered through lecture, lab activities, field work, and research projects. The course work may include dissections of selected invertebrates. (Fall Semester only)

**1310 - Botany**      **Term - Sem**      **Grades - 11, 12**

The field of botany covers a broad expanse of knowledge about plants: structure and function, evolution, reproduction, responses to their environment, ethnobotany, and identification. Students will look at how plants work, as well as how humans utilize and manipulate plants to meet their needs. Content is delivered through lecture, lab activities, field work, reading assignments and class discussions.

**1311 - Microbiology**      **Term - Sem**      **Grades - 11, 12**

Microbiology, the study of microorganisms, is a wide field. In this semester course, students will observe a variety of microbes, learn and practice techniques to grow, isolate, purify, stain and identify bacteria, and delve into the field of epidemiology. The major emphasis is on laboratory skills, with an major individual inquiry project.

**1312 - AP Biology****Term - Year****Grades - 11, 12**

Advanced Placement Biology follows a national curriculum created by the College Board in concert with major colleges and universities. Student learning is the result of classroom activities, readings from college texts, multimedia/computer integrations, nationally approved laboratory experiences, and individualized/innovative learning opportunities. It is designed to prepare students for the national AP Biology Exam in May and to provide a solid foundation for college biology.

Semester one topics include cell biology, cell energetics, cell regulation, Mendelian genetics, medical genetics, molecular genetics, cancer, and biochemistry.

Semester two topics include evolutionary biology, ecology, taxonomy, plant biology, and anatomy and physiology of the human body.

**1314 - Chemistry I****Term - Sem****Grades - 11, 12**

The topics of this course include measurement, dimensional analysis, atomic structure, electron configuration, electromagnetic radiation, nuclear reactions, bonding, molecular structure and geometry, reaction types, balancing equations, moles, and stoichiometry. Students should have a strong background in algebra, scientific notation and exponents, and arithmetic operations.

**1315 - Chemistry II****Term - Sem****Grades - 11, 12**

This course offers a second semester of chemistry for students who wish to have a full year of chemistry. Topics include stoichiometry, thermochemistry, gases, intermolecular forces, liquids, solids, solutions, net ionic equations, and equilibrium. Additional topics include acid-base reactions, oxidation and reduction, reaction rates, and some organic chemistry. The topics rely on a strong understanding of the Chemistry I curriculum. This course provides a solid base for the SAT II exam.

**1327 - Yearlong Chemistry****Term - Year****Grades - 10, 11, 12**

This course combines the topics of Chemistry 1 and 2 to provide a yearlong experience with the same instructor.

**1320 - AP Chemistry****Term - Year****Grades - 11, 12**

Advanced Placement Chemistry follows a national curriculum that is approved by the College Board and is designed to be the equivalent of a college general chemistry course. Besides providing students with the necessary skills and knowledge for college chemistry courses, this course is also designed to prepare students for the national AP Chemistry Exam in May. Compared with the prerequisite Chemistry courses, AP Chemistry uses a college level textbook, offers a more rigorous laboratory program, has a greater emphasis on chemical calculations and principles, and covers more topics with further depth. Students who enroll in this class need to be committed to time in class and to individual time out of class, including summer work. This course is often much more appropriate for seniors.

**ESL(s)** - 5-Critical Thinking, 9-Science Literacy

**Prerequisite(s)** - Yearlong Chemistry.

**1316 - Physics I****Term - Sem****Grades - 11, 12**

This course is a lab-based study of kinematics and dynamics including position, velocity, acceleration, force, momentum, and energy. Computers are used to capture and analyze data as well as to create models to match the observed motion.

**Prerequisite(s)** - Algebra I and Geometry

**1318 - Physics II****Term - Sem****Grades - 11, 12**

This is a lab-based course focusing on the study of basic wave motion, sound and light behavior, the electromagnetic spectrum, static and current electricity, and magnetic and electric fields.

**Prerequisite(s)** - Successful completion of Physics I

**1328 - Yearlong Physics****Term - Year****Grades - 11, 12**

This course combines the topics of Physics I and II to provide a yearlong experience with the same instructor.

**Prerequisite(s)** – Completion of Geometry

**1321 – Science Engineering****Term - Sem****Grades - 11, 12**

This is a course for self-directed individuals who have completed at least a semester of chemistry and a semester of physics. Students will pursue studies and perform projects (small group) using the Dartmouth Thayer model. Project opportunities include Toshiba, Intel, Google, Lexus, Vermont Science Fair and others. A good match for students wanting advanced topics in science.

**1329 - Money, Energy and Power: The Economics and Politics of Energy****Term - Sem****Grades - 11, 12**

Money, Energy and Power: the Economics and Politics of Energy will offer students an in-depth exploration of the complexities behind energy decision making by examining both the economic and political considerations of energy policies. Students will explore how energy markets work, the role of special interests in the legislative process and how ever-increasing demands for energy sources shape geopolitics. By the end of the course, students will come to decisions on energy policy while engaging in civic activism around their policy goals.

**Prerequisite(s)** –

Dual Enrollment with Money, Energy and Power: The Economics and Politics of Energy (Social Studies).

**1323 - AP Physics****Term - Year****Grades - 11, 12**

Advanced Placement Physics follows a national curriculum that is approved by the College Board and is designed to be the equivalent of a college general physics course. Besides providing students with the necessary skills and knowledge for college physics courses, this course is also designed to prepare students for the national AP Physics I Exam offered in May. Compared with other physics courses, AP Physics uses a college level textbook, offers a more rigorous laboratory program, has a greater emphasis on calculations and principles, and covers more topics with further depth. This class does not have an extra lab block, and students who wish to take this class need to be committed to maximizing their time in class and to individual time out of class.

**Prerequisite(s)** - Successful Completion of Trig/Pre-Calc.

**1324 - Weather, Climate & Oceans****Term - Sem****Grades - 11, 12**

There is no question that the Earth's climate is changing. The impacts of these changes can be seen all over the world. Some regions are already experiencing particularly dramatic changes, and more changes are expected in the future. This course provides a survey of the concepts and issues associated with weather and climate variability and change by examining the physical phenomena observed in the Earth's weather and climate. This course provides the background for students to critically examine arguments being discussed by policy makers and the public at large. Students will review the current debate on climate change from a scientific point of view, with a focus on those aspects that have the largest potential impact on global society.

**1325 - Natural Resources****Term - Sem****Grades - 11, 12**

This course provides an introduction to the structure and biota of major ecosystems; provides an understanding of the physical environment and ecosystem dynamics; and investigates problems with the use/misuse of our natural resources and current management practices.

**1326 - Astronomy****Term - Sem****Grades - 11, 12**

This course covers almost everything beyond the outer reaches of Earth's atmosphere including Earth-Moon-Sun interactions, the Solar System, our galaxy, the nature of the universe, the origin and eventual end of the Solar System and universe, and the history of astronomy and space exploration. The focus will be not only on what we know, but how we know it and how discoveries are made in modern astronomy.

## WORLD LANGUAGES

The study of World Languages at Champlain Valley Union High School is a unique experience. There is an opportunity to study French, Latin, Spanish and Chinese. Our program is based on the development of oral, written, aural, and reading skills to as high a level as possible. Our goal is to develop in our students an appreciation and a respect for different languages and different cultures. In our classes, the students develop communication and problem solving skills. They learn how to function in a group, and they learn to take active responsibility for their learning. They have a positive learning experience and feel good about themselves and their accomplishments.

Important Note: To ensure the success of every language student, a minimum grade of C is required for advancement to the next stage. In some situations, a pre-semester assessment may be offered to evaluate the needs of the student and to designate appropriate placement.

The CSSU World Language teachers have the curriculum, proficiencies, and standards for Foreign Language K-12 studies that are available for review at any time.

1401	French I	1 credit
1402	French II	1 credit
1403	French III	1 credit
1404	French IV	1 credit
1405	French V	1 credit
1406	AP French Language	1 credit
1407	Spanish I	1 credit
1408	Spanish II	1 credit
1409	Spanish III	1 credit
1410	Spanish IV	1 credit
1411	Spanish V	1 credit
1412	Latin I	1 credit
1413	Latin II	1 credit
1414	Latin III	1 credit
1415	Latin IV	1 credit
1417	Chinese I - Mandarin	1 credit
1418	Chinese II - Mandarin	1 credit
1419	Chinese III - Mandarin	1 credit

**1401 - French I****Term - Year****Grades - 9, 10, 11, 12**

This course is for those who wish to begin their study of French. Students are evaluated at the beginning of the course to ensure an approach that is appropriate for those students who may have had some prior experience with the language and those who are total beginners in the language.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity

**1402 - French II****Term - Year****Grades - 9, 10, 11, 12**

This course is designed for those who wish to continue their study of French beyond middle school. The four major areas of language learning are emphasized: listening, speaking, reading, and writing. Students are evaluated based on their performance in those four areas as well as on their level of engagement in classroom activities. Students are assigned to French II based on the recommendation of their middle school or French I teacher.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity

**Prerequisite(s)** - Successful completion of French I.

**1403 - French III****Term - Year****Grades - 10, 11, 12**

This course is designed for students who have mastered the learning objectives of French II. Students will be able to understand and use past, present, and future tenses. The four major areas of language learning are emphasized: listening, speaking, reading, and writing. Students are evaluated based on their performance in these areas as well as on their level of engagement in classroom activities.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity

**Prerequisite(s)** - Successful completion of French II.

**1404 - French IV****Term - Year****Grades - 11, 12**

In this course, students are required to communicate in French during the entire block. By being provided with ample opportunities for discussion, students develop and achieve a level of fluency that should allow them to communicate with a native speaker. Varied activities are used to promote creative and critical thinking in the target language. As the year progresses, more emphasis is placed on accuracy of expression as well as on appropriate pronunciation. Students are evaluated regularly via class discussions in French, written quizzes and tests, essays, and oral presentations.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity

**Prerequisite(s)** - Successful completion of French III.

**1405 - French V****Term - Year****Grades - 11, 12**

This culture survey course is intended to increase students' language proficiency and knowledge of French-speaking cultures in a variety of settings (press reports, the theater, advertising, art exhibitions, contacts with native speakers, etc.). The works studied include: poetry, fables, comic strips, cinema, popular music, and short fiction. Students engage in class debates, give and critique presentations, write original works, perform skits, complete a student-directed project, and create an original film in the style of the French New Wave Cinema.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity  
**Prerequisite(s)** - Successful completion of French IV.

**1406 - AP French Language****Term - Year****Grades - 11, 12**

The AP French Language course is designed to promote proficiency in French and to enable students to explore culture in contemporary and historical contexts. The course focuses on interpersonal, interpretive and presentational communication, encourages cultural awareness and incorporates themes such as global challenges and contemporary life. The course helps students develop language skills that can be applied beyond the French course in further French study and everyday life.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity  
**Prerequisite(s)** - Successful completion of French IV.

**1407 - Spanish I****Term - Year****Grades - 9, 10, 11, 12**

Through thematic units, students speak in present and near future tenses. They are able to answer and ask questions, speak about themselves, their families, and their town, describe the weather, and tell time and dates. There is an emphasis on proper pronunciation of the sounds of the Spanish language. Throughout the year, the students research Spanish-speaking countries and cultures.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity

**1408 - Spanish II****Term - Year****Grades - 9, 10, 11, 12**

Students continue to learn and practice vocabulary and grammar, building on what they learned in Spanish I. Students learn to express themselves and obtain information in a variety of practical situations. Students also learn to narrate and describe using the past tenses. All major areas of language learning are emphasized: listening, speaking, reading, writing, and cultural awareness.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity  
**Prerequisite(s)** - Successful completion of Spanish I.

**1409 - Spanish III****Term - Year****Grades - 10, 11, 12**

The focus of this class is on oral comprehension and speaking fluency in Spanish. Students will communicate at a more advanced level as they expand their vocabularies and become proficient with more complex grammatical structures. Spanish III uses a thematic approach to present vocabulary and grammar in context. In addition, students will research related cultural and social topics in the Hispanic world. This is an immersion class, and students are expected to communicate in Spanish during class.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity  
**Prerequisite(s)** - Successful completion of Spanish II.

**1410 - Spanish IV****Term - Year****Grades - 11, 12**

This course requires students to communicate exclusively in Spanish for the entire block. Course work is based on the study of various geographical regions in the Spanish speaking world. Students will improve oral and written communication in Spanish through a variety of activities including reading, presenting, participating in class discussion, performing informal skits, and writing. More emphasis is placed on grammatical accuracy and correct pronunciation as the year progresses.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity  
**Prerequisite(s)** - Successful completion of Spanish III.

**1411 - Spanish V****Term - Year****Grade - 12**

Readings by well-known Hispanic writers and videos will serve as a basis for discussion and composition. Students explore a variety of cultural and literary themes, such as cultural diversity and tolerance, societal expectations and stereotypes, inter-generational conflict, magical-realism, and human rights. Grammar and vocabulary are studied in the context of readings and reinforced through written and oral activities based on readings. This class is conducted only in Spanish.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity  
**Prerequisite(s)** - Successful completion of Spanish IV.

**1412 - Latin I****Term - Year****Grades - 9, 10, 11, 12**

In this course, students learn vocabulary and grammatical structures in order to read and pronounce simple Latin stories. Students learn about the culture of the Roman resort town of Pompeii and other ancient cultural topics. In addition, students have the opportunity to enhance their English vocabulary through the study of derivatives.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity

**1413 - Latin II****Term - Year****Grades - 10, 11, 12**

In this course, students expand upon the vocabulary and grammatical structures of Latin I in order to read more complex Latin stories. Students examine the culture of the broader Roman Empire including Greece, Egypt, and Britain. The students continue the study of English vocabulary derived from Latin words.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity  
**Prerequisite(s)** - Successful completion of Latin I.

**1414 - Latin III****Term - Year****Grades - 11, 12**

This course examines intricate grammatical structures through advanced readings. Students continue to expand upon Latin vocabulary and make connections to the English language. Students study the culture of Roman divination, the structure of the Roman army, and the architecture of Rome herself.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity

**Prerequisite(s)** - Successful completion of Latin II.

**1415 - Latin IV****Term - Year****Grades - 12**

Students complete the study of Latin grammar through the reading of authentic Roman authors. Students examine the authors Cicero, Pliny the Younger, Martial, Catullus, Ovid, Vergil, and Phaedrus. Students continue to study and expand upon Latin vocabulary and make connections to the English language. In addition, students study the emperors of the Roman Empire and the culture included in the texts of the authentic authors.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity

**Prerequisite(s)** - Successful completion of Latin III.

**1417 - Chinese I - Mandarin****Term - Year****Grades - 9, 10, 11, 12**

This course is designed for students with no prior knowledge of Chinese. Instructional emphasis is on developing listening and speaking abilities. In learning reading and writing skills, Pinyin (phonetic symbols), instead of Hanzi (Characters), is used as the primary means of instruction and learning. Students also learn the fundamentals of sentence structure, word order, and basic grammatical points. Knowledge of Chinese culture, society, and history is integrated into the course. At the end of the course, students are able to engage in basic social interactions in content-specific situations with each other in the target language. Proficiency is assessed throughout the year.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity

**1418 - Chinese II****Term - Year****Grades - 10, 11, 12**

The objective of Chinese II is to help students who finished Chinese I be able to communicate accurately and appropriately in mandarin Chinese. By the end of the second year of Chinese learning, the students will be able to recognize and write about 400 Chinese characters and be able to read short stories and news in Chinese. Chinese II will continue to expose students to Chinese culture such as Chinese poetry, proverbs, colloquial expressions, cooking, calligraphy, and different cultural artifacts such as musical instruments, clothing, and holiday decorations.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity

**Prerequisite(s)** - Successful completion of Chinese I.

**1419 - Chinese III****Term - Year****Grades - 11, 12**

The objectives of Chinese III are to help the students who finished Chinese II be able to communicate accurately and appropriately in mandarin Chinese. By the end of the third year, the students will be able to recognize and write about 700 characters. They will be able to read short stories and Chinese newspaper articles, give short oral reports and presentations in Chinese, and write short journals in Chinese.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 12-Culture/Diversity

**Prerequisite(s)** - Successful completion of Chinese I & II.

## BUSINESS EDUCATION

Champlain Valley Union High School's Business Education courses are designed to prepare students to understand, work, and live in today's complex business world. Relevant and up-to-date learning experiences enable students to become well-informed consumers, workers, and citizens. Students have the opportunity to acquire personal-use skills, prepare for a variety of job-entry positions, explore various career options, and acquire knowledge that will be essential in many college programs. All credit in business courses can be applied to the Practical Arts requirement.

1501	Principles of Business	1 credit
1502	Personal Finance	.5 credit
1503	Financial Accounting	1 credit
1504	Computer Media Tools	.5 credit
1505	Entrepreneurship	.5 credit
1506	Business Law	.5 credit
1507	Business Ethics	.5 credit
1509	Pathfinder	.5 credit
1510	International Business	.5 credit
1902	English Academic Internship	.5 to 1.5 credits

**1501 - Principles of Business** **Term - Year** **Grades - 9, 10, 11, 12**

This yearlong course is broken down into quarter themes. Quarter one is management, quarter two is marketing, quarter three is e-commerce, and quarter four is accounting & finance. Throughout the course, effective business communication, business math, ethics, and technology are taught and reinforced through the projects students create. This is a hands-on, project-based course.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 4-Technology, 5-Critical Thinking, 12-Culture/Diversity

**1502 - Personal Finance** **Term - Sem** **Grades - 9, 10, 11, 12**

Students will investigate personal financial planning activities such as selecting a career, getting a job, creating a budget, maintaining a checkbook, obtaining credit, investment, investigating savings options, planning for retirement, and completing tax forms. This course provides students an opportunity to see how financial decisions change based upon life changes—students make financial decisions as a single person, a married person, a married person with children, and a person nearing retirement.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 7-Goal Setting

**1503 - Financial Accounting****Term - Year****Grades - 11, 12**

Financial Accounting is an introduction to the fundamental principles, techniques, and tools of double entry accounting as it applies to maintaining records of individuals and businesses. This full-year course is designed for students who desire a comprehensive knowledge of the accounting cycle. Students will understand how data is collected, summarized, analyzed, and reported. Students obtain practical experience by completing manual and automated simulations that summarize the entire accounting cycle. Students have the option of earning 4 college credits by taking this class.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 4-Technology, 5-Critical Thinking, 8-Mathematics

**1504 - Computer Media Tools****Term - Sem****Grades - 9, 10, 11, 12**

The main focus of this class will be Video Editing and Web Design as a means to deliver more effective and creative multimedia presentations. Students will learn the fundamentals of video production, including the techniques and the aesthetics of shooting, lighting, editing, and exporting a finished movie. Projects will include, but are not limited to, shooting commercials, public service announcements, news broadcasts, animation, and interviews. A portion of the class will also be devoted to web design.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 4-Technology, 5-Critical Thinking

**1505 - Entrepreneurship****Term - Sem****Grades - 10, 11, 12**

This course offers a framework for understanding the entrepreneurial process and exposes students to challenges and issues faced by entrepreneurs. Through the development of their own business plan, students learn how to identify and evaluate business opportunities.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 7-Goal Setting

**1506 - Business Law****Term - Sem****Grades - 9, 10, 11, 12**

This course encourages the study of law and the diverse ways in which the law is part of our everyday life. It will cover legal issues that impact every student's life. Some of the areas of study will be: ethics and the law, the court system, criminal and tort law, contracts, consumer law, employment law, dwelling, insurance and mortgage legalities. A key component of the class will be guest speakers knowledgeable in the various fields of law and a variety of field trips.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 4-Technology, 5-Critical Thinking

**1507 - Business Ethics****Term - Sem****Grades - 9, 10, 11, 12**

This course provides a forum for students to read, research, discuss, and analyze current issues in business—locally, nationally, and internationally. Students will be required to solve problems and make ethical decisions within the context of a business environment. The concept of social responsibility is strongly integrated, and students will plan and participate in events that benefit the local community.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 7-Goal Setting

**1509 - Pathfinder****Term – Sem****Grades - 9, 10, 11, 12\***

Students will dedicate time and thought to set goals in planning for the future. Through exploration of personal interests, abilities, and values, students will engage in self-awareness activities, practice goal setting and decision making skills, and finish the activities better prepared for career planning. Students will explore current and projected career options utilizing web and community-based resources. Each student will develop a portfolio to include education and training plans, information for conducting a job search, and the documentation necessary for applying for a job.

\*Recommended for Grades 9-10 and open to grades 11-12.

**ESL(s)** – 1-Communication, 2-Writing, 3-Reading, 4-Information Literacy, 5-Critical Thinking

**1510 – International Business****Term - Sem****Grades 10, 11, 12**

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for post-secondary programs in business, including international business, marketing, and management. Throughout the course students will use their creativity as well as their new international business skills to develop the framework for a fictitious multinational company. An international travel experience may be part of the class.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 4-Information Literacy, 5-Critical Thinking, 10-Citizenship, 12-Culture and Diversity in the Community

**1902 - English Academic Internship****Term - Year****Grade - 12**

English Academic Internship is an exciting course that offers seniors the opportunity to go into the community to work and learn in real life settings. Students not only learn new skills, but they also gain useful insights and experiences helpful for making decisions about life after CVU.

The internship experience is usually based on the student's Graduation Challenge topic, allowing for an in-depth exploration of that topic. All aspects of the Graduation Challenge Program are covered through this seminar-based English class. Reading and writing assignments that are not focused on the student's Graduation Challenge topic are also integrated throughout the year, and all emphasize work-based themes and issues. Each student completes the program with a personal portfolio which documents the learning gained through his/her internship experience. This class expects students to take initiative, be self-motivated, and have the ability to follow through on commitments.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking

## FAMILY AND CONSUMER SCIENCE

The study of Family and Consumer Science contributes to the development of many skills, attitudes, interests, and responsibilities which are essential to the well-being of the individual throughout his/her lifetime. The courses are designed to provide students with knowledge and practical experiences that enable them to be prepared for many roles in life. These offerings provide valuable exploratory experiences for career options, leisure time activities, consumer choices, and independent living skills.

1520	Basic Clothing Construction	.5 credit
1521	Fashion Design and Construction	.5 credit
1522	Independent Living	.5 credit
1524	Child Psychology and Development	.5 credit
1525	Psychology of Human Behavior	.5 credit
1526	Cooking & Eating Well 1	.5 credit
1527	Cooking & Eating Well 2	.5 credit

**1520 - Basic Clothing Construction**                      **Term - Sem**                      **Grades - 9, 10, 11, 12**

Students develop lifelong skills while having fun learning a new skill. Students create a portfolio of construction techniques (seams, hems, fasteners, etc.), which they keep to use as a reference. Students will purchase a fabric and pattern of their choice to construct a garment of wearable quality. Depending on available time, students may construct more than one garment/product.

**ESL(s)** - 2-Writing, 3-Reading, 5-Critical Thinking, 7-Goal Setting

**1521 - Fashion Design and Construction**                      **Term - Sem**                      **Grades - 9, 10, 11, 12**

This class gives students an opportunity to explore the field of fashion design, design schools, design elements, and fashion designers. The second half of the course is devoted to applying design concepts and creativity to their individual projects. This is a good time to build a portfolio for college. Students may work with a CAD program, design a line of bags, design a room or work with fabrics they have never worked with before.

**ESL(s)** - Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 7-Goal Setting

**Prerequisite(s)** - Basic Clothing Construction.

**1522 - Independent Living****Term - Sem****Grades - 11, 12**

Are you thinking about how you are going to take care of yourself once you leave Mom and Dad and have to feed yourself? How are you going to stretch your spending money and still eat well? What are you going to do if your favorite pants rip and you don't know how to fix them? Can you do your own laundry? Independent Living is a course where students will learn twenty-first century skills that relate to taking care of themselves and living independently. The class will include cooking skills—making an entire meal, cooking proteins and budgeting and actually grocery shopping to learn how to get the most for your dollar from the food you purchase. Students will also learn how to do laundry, how to repair clothes and how to do simple tasks such as hemming. The focus of class time will be hands on learning. **(Will not run 2016 – 2017)**

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 7-Goal Setting

**1524 - Child Psychology and Development Term - Sem****Grades - 11, 12**

Explore contemporary social issues such as child abuse, abortion, divorce, discipline, single parenting, etc., through discussion, classwork, and community lab work. Students are required to care for an electronic RealCare Baby for a weekend. The developmental domains of children (prenatal through elementary age) are covered in this class. Psychological theories and theorists related to child psychology are also studied.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking

**1525 - Psychology of Human Behavior****Term - Sem****Grades - 11, 12**

Students explore the psychological domains through hands-on activities and express themselves through discussion, analysis through writing and projects. A variety of units will be covered, including violence and conflict resolution, stress, diversity, tolerance, and communication. Eight hours of community service is required.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking

**1526 - Cooking and Eating Well 1  
12****Term - Sem****Grades - 9, 10, 11,**

This lab-based class gives students a chance to explore the world of foods and cooking using a hands-on approach. Students will learn basic cooking techniques and healthy food choices while eating and having fun.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 7-Goal Setting

**1527 – Cooking and Eating Well 2****Term - Sem****Grades - 9, 10, 11, 12**

Food is one aspect of cultural tradition and plays a huge role in our daily lives. What we select to eat, how we prepare it, serve it, and even how we eat it are all factors profoundly touched by our individual cultural heritage. This class will explore different cultures and their individual food traditions. The course will take up where Cooking and Eating Well leaves off. Students will learn more advanced cooking skills, using advance recipes with an international focus.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking, 7-Goal Setting  
**Prerequisite** – Cooking & Eating Well.

## DESIGN AND TECHNOLOGY EDUCATION

Whether you are interested in Engineering or in learning to weld or work with wood, Champlain Valley Union High School's Design & Engineering Technology courses offer real-world, hands-on learning for all students. We offer fun courses that will challenge your problem solving and design skills. Courses within our department are designed to provide students opportunities to pursue and apply STEM (Science, Technology, Engineering, and Mathematics) in a variety of hands-on ways.

Students will have opportunities to use 21<sup>st</sup> century tools such as CAD, laser engravers, 3D printers, Computer Assisted Manufacturing (CAM) technology, such as CNC router and CNC plasma-cutter, as well as learning to fabricate in metal and wood.

Students will go beyond textbook learning and provide them with real-life challenges that ask them to apply your classroom learning of math, science, and art in meaningful ways. The skills and concepts taught in Design Technology courses foster lifelong learning and are valuable to employment, engineering schools, and everyday life.

**Our Mission:** *The Design Technology courses at CVU seek to provide students with the skills and knowledge necessary for solving everyday design problems to much bigger problems facing the world today. The courses focus on giving all students opportunities to experience how engineers think and solve problems, and allow them to experience the technology and tools used by engineers to solve problems. Our goal is to teach students to think critically and creatively, to apply the technology and tools to design, construct, and test solutions to problems, as well as understand how material and tool constraints affect design.*

Any student who is serious about pursuing a career in engineering, architecture, carpentry, a technical field, or skilled labor should consider Design Technology Education courses as a PRIORITY! Other students who are unsure of their path will still enjoy the projects and hands-on activities that exercise all parts of your brain!

1540	Design & Engineering Technology 1 (CAD)	.5 credit
1541	Design & Engineering Technology 2 (CAM)	.5 credit
1542	Architectural Engineering	.5 credit
1543	Design & Engineering Technology 3	.5 credit
1544	Design TASC Engineering	.5 credit
1545	Metal Fabrication	.5 credit
1546	Metal Processes	.5 credit
1547	Power Technology	.5 credit
1548	Auto/Home Maintenance and Repair	.5 credit
1549	Basic Woodworking	.5 credit
1550	Advanced Woodworking	.5 credit
1555	Engineering Robotics	.5 credit

**1540 – Design and Engineering Technology 1      Term - Sem      Grades - 9, 10, 11, 12**

D&E Tech 1 is open to all students and is the introductory course in the Design & Engineering Technology Program. Students will get an introduction to the technologies and tools of the Design Lab through fun, hands-on activities and projects. The major emphasis of this course is on graphical communication, mechanical drafting, and Computer Aided Design (CAD). Hands-on activities will help students to understand how best to communicate their design ideas, as well as how different tools, skills, and technology systems are used to construct their designs. Projects include 2-D and 3-D CAD modeling, a wooden toy design, and package design.

**ESL(s)** - 1-Communication, 4-Technology, 5-Critical Thinking, 15-Technical Skills  
**Prerequisite(s)** – NONE!

**1541 - Design and Engineering Technology 2      Term - Sem      Grades - 9, 10, 11, 12**

D&E Tech 2 serves to continue and complete the technical engineering skills introduced in D&E Tech 1. Students learn the techniques and technologies that engineers use to solve real-world problems. Student will explore hands-on projects using CAD and Computer Assisted Manufacturing (CAM). Students will complete projects using CNC Laser, CNC router, CNC plasma cutter, and 3D printing technologies. Major emphasis is on thinking critically, creatively, and collaborating while following the Engineering Design Process, and understanding the technological resources needed to design and construct creative solutions to a variety of hands-on projects.

**ESL(s)** - 1-Communication, 4-Technology, 5-Critical Thinking, 15-Technical Skills  
**Prerequisite(s)** – D&E Tech 1.

**1543 - Design and Engineering Technonology 3      Term - Sem      Grades - 10, 11, 12**

D&E Tech 3 is a great course for students to think critically and creatively as they experience engineering and engineering design process first hand as they work collaboratively to create solutions to real-world problems found within the school and community. Projects in the past have included solutions for persons with disabilities, wind-turbine design, mobile table/storage unit for classrooms, window opening device retro-fit, and solutions to a variety of engineering competitions.

**ESL(s)** - 1-Communication, 4-Technology, 5-Critical Thinking, 15-Technical Skills  
**Prerequisite(s)** – D&E Tech 1 & 2 with C or better.

**1542 - Architectural Engineering      Term - Sem      Grades - 9, 10, 11, 12**

Architectural Engineering is open to students who have completed Design Tech I with an average of C or better. The course will emphasize the application of 2D and 3D drafting skills, the Elements of Art, and the Principles of Design in architecture. Students will learn about the history, technology, and impacts of architecture, and how environment and culture can shape architecture. Students will be asked to explore the rich history of architectural styles with in their community. Students will also explore the process of thoughtful house design, emphasizing an understanding of environment, orientation, materials, and structure. Students will use hand drawings and CAD software to generate the plans necessary to fully communicate a house design and other architectural ideas. Plans created will include site, foundation, floor, elevation, cross-section, and roof plans. Hands-on construction of 3-D models will strengthen student learning.

**ESL(s)** - 1-Communication, 4-Technology, 5-Critical Thinking, 15-Technical Skills  
**Prerequisite(s)** - Design and Engineering Technology 1 with a C or better average.

**1555 - Engineering Robotics****Term - Sem****Grades – 9, 10, 11, 12**

Engineering Robotics is a great course for students to think critically and creatively as they experience engineering and engineering design process first hand through robotics. This course is open to students with a strong background in mathematics and/or any computer programming experience. Students learn to program autonomous robots in C++. Hands-on activities will help students to learn robot design, sensors, object oriented programming, and systems control. Students will design and build a variety of robots using LEGO NXT kits, as well as TETRIX robotics kits. Students will work towards designing, building and programming a final robot to compete in a robotics competition. This course is required for any student interested in joining CVU's Robotics Team which competes in the US-FIRST robotics tournament.

**ESL(s)** - 1-Communication, 4-Technology, 5-Critical Thinking, 15-Technical Skills

**Prerequisite(s)** – Geometry

**1544 - Design TASC Engineering****Term - Sem****Grades - 10, 11, 12**

This is open to all students with strong backgrounds in STEM. It is a great hands-on Engineering course for students to think critically and creatively as they experience engineering and engineering design process first hand. Students work collaboratively in teams to design and create a working solution to the University of Vermont Engineering Design TASC competition. This competition occurs every Fall and pits teams of students from schools all over Vermont against one another to see who can engineer the best working solution to a particular problem. Students will need to work with a variety of materials and tools to construct their designs, as well as learn to apply math and science skills to real-world problems. Team work, problem solving, and testing are critical for success in this competition. Students must be able to attend the competition date in order to participate in this course. There are no prerequisites for this course; however, a strong backgrounds in wood/metal construction, with tools, computers, CAD or engineering is desirable. Only offered in the Fall semester.

**ESL(s)** - 1-Communication, 4-Technology, 5-Critical Thinking

**Prerequisite(s)** – Completion of ANY courses offered through Design Technology Education Department.

**1545 – Metal Fabrication****Term - Sem****Grades - 9, 10, 11, 12**

This is a project-based course. Students will develop an idea, design plans, then build the products they design. While building projects, the student will learn how to safely use fabricating and welding tools and equipment. Students will develop basic design skills, sheet metal fabricating skills and basic welding skills through designing and building projects. Safe work habits and measuring skills will be practiced while working on their projects.

**ESL(s)** – 1–Communication, 5–Critical Thinking, 15-Practical/Technical Skills

**Prerequisite** – Design and Engineering Technology 1 is recommended.

**1546 - Metal Processes****Term - Sem****Grades - 9, 10, 11, 12**

Students in Metal Processes learn the skills necessary to perform basic machining processes, sand casting, and computer-aided machining operation. Students use the Lathe, Vertical Mill, CNC Mill, and CNC Lathe. They measure using micrometers, verniers, and other precision measuring equipment. They learn safety and care of equipment and tools while performing all processes and operations.

**ESL(s)** - 1-Communication, 5-Critical Thinking

**Prerequisite(s)** - Design and Engineering Technology 1 is recommended.

**1547 - Power Technology****Term - Sem****Grades - 9, 10, 11, 12**

In this course, students learn the theory and operation of the gasoline, diesel, steam, and jet engines as part of transportation systems. Working with hydraulics, gears, sprockets, pulleys, and the effects of structural design, students investigate and demonstrate aerodynamics and power transmission through the use of models and projects. In addition, students learn the use of hand tools, specialized tools, engine parts, power transmissions, and hydraulic systems.

**ESL(s)** - 1-Communication, 5-Critical Thinking

**1548 - Auto and Home Maintenance and Repair****Term - Sem****Grades - 11, 12**

In Auto/Home Maintenance, students learn the basic parts and functions of the various systems that make up the automobile and the home. Students learn how to perform activities such as changing oil and filters, replacing spark plugs, rotating tires, testing antifreeze and battery, troubleshooting typical construction of wall systems, plumbing, and troubleshooting typical problems with various household systems. Students also learn the proper use of various hand tools and equipment required to perform basic tasks.

**ESL(s)** - 1-Communication, 5-Critical Thinking

**Prerequisite(s)** - Grade 11 standing and permission of the instructor.

**1549 – Basic Wood****Term – Sem****Grades - 9, 10, 11, 12**

This is a project-based course. The students will develop the skills necessary to design and plan a project and to set up and safely operate woodworking tools and equipment. Through designing and building their projects, the students will learn basic design elements, basic wood joints, accurate measuring techniques, basic finishing techniques, set up and operation of machinery, and use of various hand tools. Students assemble and finish the projects using various fastening and finishing techniques.

**ESL(s)** – 1-Communication, 5-Critical Thinking, 15-Practical/Technical Skills

**Prerequisite(s)** – Design and Engineering Technology 1 is recommended.

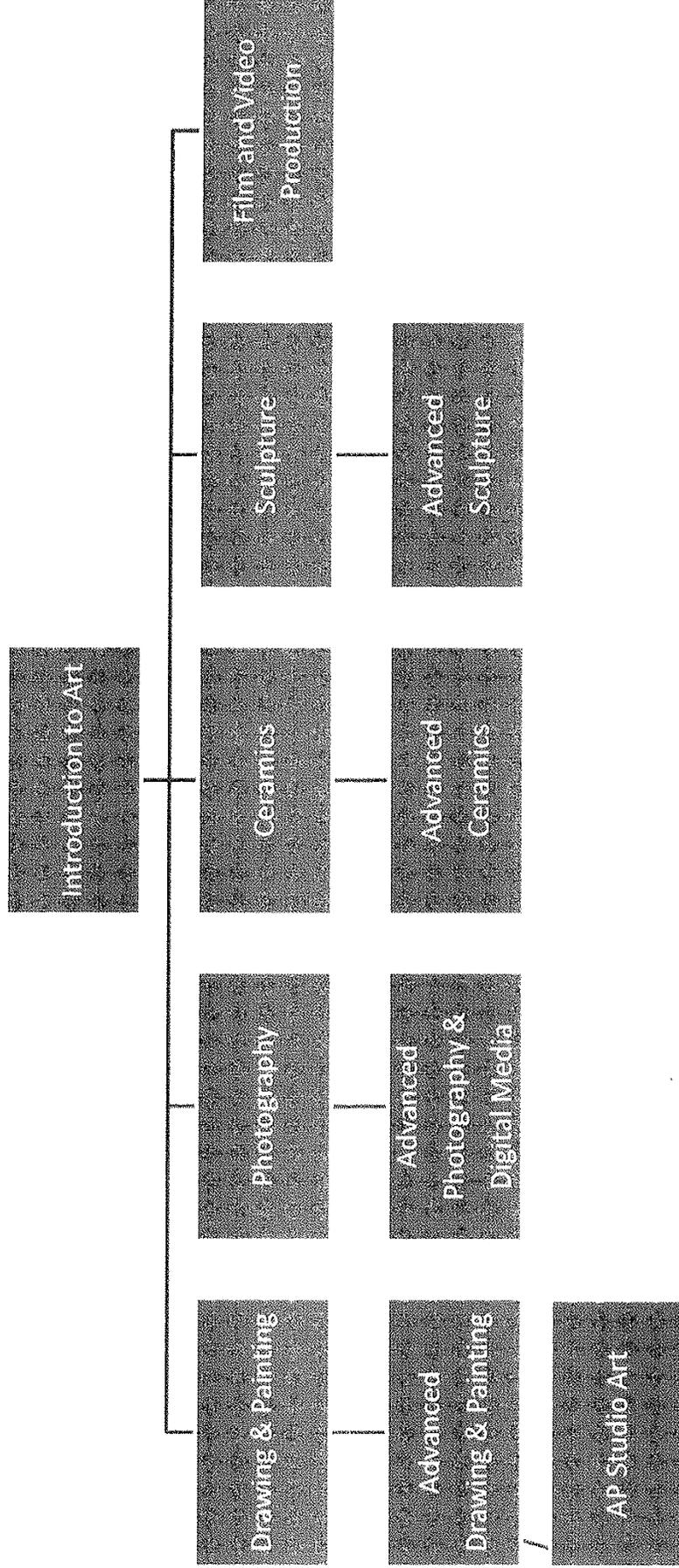
**1550 - Advanced Wood****Term - Sem****Grades - 9, 10, 11, 12**

After successfully completing Basic Wood, students in Advanced Wood will design, plan, and construct furniture or other complex projects. They learn advanced wood joinery, various construction methods, and use of a variety of wood species and products. This course is for students who have high interest and want to further develop their skills and knowledge in woodworking.

**ESL(s)** - 1-Communication, 5-Critical Thinking

**Prerequisite(s)** - Basic Wood (with a grade of B or higher) and Design and Engineering Technology 1 recommended.

# CVU VISUAL ARTS COURSE OFFERINGS: FLOW CHART



## THE VISUAL ARTS

The Fine Arts Program promotes the artistic development of individual students by focusing on art production, art history and art appreciation. This hands-on learning experience will focus on the basic elements and principles of design while students gain the skills and vocabulary they need to deepen their artistic expression and personal identity. This program has opportunities for beginning students hoping to reconnect with art as well as passionate students hoping to take art to an advanced level.

THESE ENDURING UNDERSTANDINGS ARE THE TENETS OF EACH COURSE:

- *Students will understand that visual tools can communicate ideas;*
- *Students will understand how the visual arts are intrinsically linked to culture;*
- *Students will understand how to make informed judgments about the visual arts;*
- *Students will understand the nature of art philosophy within the visual arts; and*
- *Students will deepen their personal identity.*

1601	Introduction to Art	.5 credit
1651	Photography	.5 credit
1602	Ceramics	.5 credit
1603	Drawing and Painting	.5 credit
1604	Sculpture	.5 credit
1609	Film and Video Production	.5 credit
1605	Advanced Drawing and Painting	.5 credit
1606	Advanced Sculpture	.5 credit
1607	Advanced Ceramics	.5 credit
1608	Advanced Photography	.5 credit
1610	AP Studio Art	1 credit

### **1601 – Introduction to Art**

**Term - Sem**

**Grade - 9, 10, 11, 12**

Whether a student is looking to discover the artist hidden within or s/he wants to improve skills to allow his/her expressive side to shine, Introduction to Art can teach the student what s/he may have thought was “unteachable” and help promote development as an artist. Students explore both two dimensional (flat) and three dimensional (sculptural) art forms while learning about the visual language of art: the elements of art and principles of design. Creating artwork is at the core of Introduction to Art, but the course also incorporates art history, art criticism, and aesthetics (the philosophy of art). This course will serve as the prerequisite for all further study in the visual arts.

**ESL(s)** - 1-Communication, 5-Critical Thinking, 14-Artistic Literacy

**1651 - Photography****Term - Sem****Grades - 9, 10, 11, 12**

This course introduces students to traditional film and darkroom based photography, as well as digital imaging techniques. This “tra-digital” approach to photography provides students with the skills and knowledge necessary to control manual exposure, process film, print in the darkroom and upload, edit, manipulate, and print images digitally. The course is taught from a fine art perspective with a continual focus on artistic composition and photographic communication. Students will gain a deeper understanding of the elements of art and principles of design as they relate to artistic decision making and photographic aesthetics. This is a hands-on, lab-based art course that requires students to be self-directed and demonstrate an ability to manage long-term and complex assignments.

**ESL(s)** - 1-Communication, 4-Technology, 5-Critical Thinking, 14-Artistic Literacy

**Prerequisite(s)** - Successful completion of Introduction to Art or by permission of instructor via portfolio review.

Please Note: Students can choose to take Photography for either a Practical Art or a Fine Art (.5 credit).

**1602 - Ceramics****Term - Sem****Grades - 9, 10, 11, 12**

This course is an introduction to clay and ceramic art and a continuation of explorations of elements of art and principles of design begun in Introduction to Art. Students learn the fundamentals of hand-building techniques and are introduced to throwing on the pottery wheel. Students learn the basics of kiln operation, glazes, and history of clay.

**ESL(s)** - 1-Communication, 5-Critical Thinking, 14-Artistic Literacy

**Prerequisite(s)** - Successful completion of Introduction to Art or by permission of instructor via portfolio review.

**1603 - Drawing and Painting****Term - Sem****Grades - 9, 10, 11, 12**

Drawing and Painting provides students an opportunity to continue their learning through further involvement with the art areas and media introduced at the introductory level of study. Students will be introduced to more difficult challenges in drawing and painting, including realistic, abstract, and non-representational styles, giving them ample opportunity to grow and develop a personal style.

**ESL(s)** - 1-Communication, 5-Critical Thinking, 14-Artistic Literacy

**Prerequisite(s)** - Successful completion of Introduction to Art or by permission of instructor via portfolio review.

**1604 - Sculpture****Term - Sem****Grades - 9, 10, 11, 12**

Sculpture is an intermediate course for students who enjoy working with a variety of 3-D building materials. The course concentrates on developing technical skills and artistic appreciation of three-dimensional art work. Students should bring an understanding of the elements of art and principles of design acquired in Introduction to Art, which will be further developed. Studio projects will be tied to discussion of historical topics in art and uses of art in modern societies. Lessons will include studio work and class discussions in which students are required to participate. Students will use a variety of methods which include (but are not limited to) assemblage, carving, and modeling.

**ESL(s)** - 1-Communication, 5-Critical Thinking, 14-Artistic Literacy

**Prerequisite(s)** - Successful completion of Introduction to Art or by permission of instructor via portfolio review.

**1609 - Film and Video Production****Term - Sem****Grades - 11, 12**

This course will provide technical, historical and stylistic reference of filmmaking as students become familiar with production while developing their own personal voice in filmmaking. Additionally, students will continue their knowledge acquired during Introduction to Art while delving deeper into the understanding of the elements of art and principles of design as they are applied to visual and artistic decision-making in the realm of video production and storytelling.

**ESL(s)** - 1-Communication, 4-Technology, 5-Critical Thinking, 14-Artistic Literacy

**Prerequisite(s)** - Successful completion of Introduction to Art or by permission of instructor via portfolio review.

**1605 - Advanced Drawing and Painting****Term - Sem****Grades - 10, 11, 12**

This course is designed for the advanced level art student who is ready to develop his or her own artistic voice. In this course, students will build visual skills at an advanced level, delving deeper into an understanding of the elements of art and principles of design as applied to visual and artistic decision-making and problem solving. Students will refer to the work of master artists of all styles to inspire and create their own expressive drawings/paintings and develop a portfolio of art work.

**ESL(s)** - 1-Communication, 5-Critical Thinking, 14-Artistic Literacy

**Prerequisite(s)** - Successful completion of Drawing & Painting.

**1606 - Advanced Sculpture****Term - Sem****Grades - 10, 11, 12**

Advanced Sculpture is an advanced level course for students who wish to create in three dimensions and develop a portfolio of art work. The course concentrates on further developing technical skills and artistic appreciation of successful three-dimensional art work and the development of the artistic voice with these materials. Students will refer to the work of historical and contemporary artists as they explore the ideas of motion and stillness, formality and playfulness, predictability and surprise, illusion and integrity in their own abstract and representational sculpture.

**ESL(s)** - 1-Communication, 5-Critical Thinking, 14-Artistic Literacy

**Prerequisite(s)** - Successful completion of Sculpture.

**1607 - Advanced Ceramics****Term - Sem****Grades - 10, 11, 12**

Advanced Ceramics is designed for students interested in further exploration of the art and craft of clay. Advanced hand-building problems are solved. Students will focus on becoming proficient in using the potter's wheel. Advanced surface decoration techniques are explored. Students typically spend 3-4 hours per week in the studio outside of class time to complete pieces. Students will work to develop a personal style in the medium.

**ESL(s)** - 1-Communication, 5-Critical Thinking, 14-Artistic Literacy

**Prerequisite(s)** - Successful completion of Ceramics.

**1608 - Advanced Photography****Term - Sem****Grades - 10, 11, 12**

Advanced Photography is an advanced level course for students who wish to increase their knowledge and skills in both traditional darkroom photography and digital imaging techniques. Students use both SLR film cameras and digital cameras as they continue to develop their own artistic voice. This course moves at a rigorous pace and requires students to be independently motivated as making photographs becomes a daily exercise. Students will be expected to spend 3-4 hours per week in the photo lab outside of class time to complete the work. Students will create a body of work that demonstrates their artistic decision-making in regards to photographic composition, aesthetics, and communication.

**ESL(s)** - 1-Communication, 4-Technology, 5-Critical Thinking, 14-Artistic Literacy

**Prerequisite(s)** – Successful completion of Introduction to Art and successful completion of Photography.

**1610 - AP Studio Art****Term - Year****Grades - 11, 12**

The AP Studio Art course is designed to prepare students for the AP Studio Art Exam and is intended for students who are seriously interested in the practical experience of art at the college level. The goals of the AP Studio Art are to emphasize making art as an ongoing process through continued development of technical drawing skills, encourage creative and systematic investigation of formal and conceptual issues in art, and critical decision making. Students should have a commitment to rigorous and intense art making and challenging, high level work. Nightly work is expected. Summer art work, deadlines, and class meetings are required.

**ESL(s)** - Communication, 5-Critical Thinking, 14-Artistic Literacy

**Prerequisite(s)** - Introduction to Art, Drawing and Painting, Advanced Drawing & Painting, ***permission of department***, and the completion of summer work.

## MUSIC

The music program at CVU offers students the opportunity to enjoy and understand music through participation in one or several classes/performing groups. These groups strive to perform at a very high level, offering several concerts throughout the year and throughout the community. Students are able to increase their knowledge and skills as well as learn self-discipline, self-esteem, and teamwork.

No audition is required for Concert Band, Chorus, or Vocal Ensembles. Prerequisites must be met for Symphonic Band, Symphonic Winds, Men's Chorus, and Women's Chorus. Jazz Ensemble and Madrigals are Co-Curricular activities which require audition or director recommendation. Attendance at every class/rehearsal is expected, and commitment is required to succeed in all musical ensembles.

Students also have the opportunity to participate in a number of festivals, including at the District and State levels. To be eligible, students must be actively involved in the CVU Music Program.

1612	Chorus	1 credit
1613	Vocal Ensemble	.5 credit
1618	Basic Music Theory—Guitar	.5 credit
1620	AP Music Theory	1 credit
1631	Men's Chorus	.5 credit
1632	Women's Chorus	.5 credit
1633	Concert Band	1 credit
1634	Symphonic Band	1 credit
1635	Symphonic Winds	1 credit

### **1612 - Chorus**

**Term - Year**

**Grades - 9, 10, 11, 12**

This class is the choral option for incoming freshmen and inexperienced singers. Rudiments of music theory and singing skills are taught to support the study of an interesting and challenging repertoire. Students study, rehearse, and perform a wide variety of musical styles and periods. While performances and extra rehearsals are not mandatory, there are several performance opportunities throughout the year. This class (or audition and permission of the instructor) is a prerequisite for Vocal Ensembles, Men's Chorus, Women's Chorus, and Madrigal Singers (auditioned).

**ESL(s) – 1-Communication, 5-Critical Thinking, 7-Goal Setting, 14-Artistry**

**1613 - Vocal Ensembles****Term - Sem****Grades - 10, 11, 12**

The CVU Vocal Ensembles class is comprised of experienced musicians who are interested in pursuing their craft at an advanced level. Students are expected to have a solid working knowledge of the rudiments of music theory and singing technique. This group performs a varied repertoire throughout the year in a variety of settings. Performances and extra rehearsals are not mandatory. This class may be retaken for credit.

**ESL(s)** - 1-Communication, 5-Critical Thinking, 7-Goal Setting, 14-Artistry

**Prerequisite(s)** - Chorus, or an audition and permission of the instructor.

**1618 - Basic Music Theory - Guitar****Term - Sem****Grades - 9, 10, 11, 12**

This course is an entry-level class where students will learn the basics of Music Theory and apply them to the guitar. No experience is required, nor is it essential that you own a guitar. This class is centered around reading and writing musical notation and will start with identifying musical symbols and end with students composing their own pieces!

**ESL(s)** – 1-Communication, 5-Critical Thinking, 7-Goal Setting, 14-Artistry

**1620 – AP Music Theory****Term – Year****Grades - 11, 12**

The Advanced Placement course for Music Theory follows a rigorous curriculum to familiarize students with the details of functional music theory. This is for the serious musician!

**ESL(s)** – 1-Communication, 5-Critical Thinking, 7-Goal Setting, 14-Artistry

**Prerequisite(s)** – Completion of any course which involves music theory.

**1631 - Men's Chorus****Term - Sem****Grades - 10, 11, 12**

The CVU Men's Chorus is comprised of experienced musicians who are interested in pursuing their craft at an advanced level. Challenging a cappella repertoire of all genres are studied, rehearsed, and performed throughout the year. Extra rehearsals and performances are optional. This class may be retaken for credit.

**ESL(s)** – 1-Communication, 5-Critical Thinking, 7-Goal Setting, 14-Artistry

**Prerequisite(s)** - Chorus, or an audition and permission of the instructor.

**1632 - Women's Chorus****Term – Sem****Grades - 10, 11, 12**

The CVU Women's Chorus is comprised of experienced musicians who are interested in pursuing their craft at an advanced level. Challenging a cappella repertoire of all genres are studied, rehearsed, and performed throughout the year. Extra rehearsals and performances are optional. This class may be retaken for credit.

**ESL(s)** - Communication, 5-Critical Thinking, 7-Goal Setting, 14-Artistry

**Prerequisite(s)** - Chorus, or an audition and permission of the instructor.

**1633 - Concert Band****Term - Year****Grades - 9, 10, 11, 12**

Concert Band meets as a class during regular school hours. Music varies in style and level of difficulty. The main goal of this course is to prepare students for lifelong involvement with music. To this end, there will be focus on refining performance skills and developing knowledge of basic music theory.

**ESL(s)** – 1-Communication, 5-Critical Thinking, 7-Goal Setting, 14-Artistry

**Prerequisite(s)** - Previous experience with a wind or percussion instrument.

**1634 - Symphonic Band****Term - Year****Grades - 9, 10, 11, 12**

Symphonic Band meets as a class during regular school hours. Music varies in style and level of difficulty. The main goal of this class is to further students' knowledge in music and to bring students to a level of proficiency in musical performance.

**ESL(s)** – 1-Communication, 5-Critical Thinking, 7-Goal Setting, 14-Artistry

**Prerequisite(s)** - Achievement of standards set in Concert Band or the equivalent.

**1635 - Symphonic Winds****Term - Year****Grades - 9, 10, 11, 12**

Symphonic Winds meets as a class during regular school hours. Music varies in style and level of difficulty. The main goal of this course is to develop and refine advanced ensemble skills. This course is designed for students who are very serious about musical performance, and it is meant to prepare students for a college-level ensemble experience.

**ESL(s)** – 1-Communication, 5-Critical Thinking, 7-Goal Setting, 14-Artistry

**Prerequisite(s)** - Achievement of standards set in Symphonic Band or the equivalent.



## WELLNESS

The Wellness teachers at CVUHS are dedicated to providing the most relevant, diverse and current program possible, so that all students will have the opportunity to achieve success. We believe that every student should have the skills and knowledge to make healthy lifelong choices. Through the development of communication, goal setting, problem solving, and positive risk taking, students have the capacity to maximize each of the Dimensions of Wellness: physical, intellectual, social, emotional, spiritual, and environmental throughout their Wellness experiences. Student performance is evaluated on the following criteria: active participation, demonstration of responsible behavior, positive attitude and effort, and empathy towards others.

1702	Personal Fitness	.5 credit
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1703	Life/Team Sports	.5 credit
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<b>1702 - Personal Fitness</b>	<b>Term - Sem</b>	<b>Grades - 10, 11, 12</b>
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This course emphasizes fitness on an individual level. The goal of Personal Fitness is to develop individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. Each student is exposed to various fitness assessments, exercise programs and fitness concepts that are applied. A combination of classroom instruction and active participation provides students with the necessary knowledge to set fitness goals, exercise regularly and carry out their own fitness program now and in the future.

**ESL(s)** - 6-Habits of Learning, 7-Goal Setting

<b>1703 – Life/Team Sports</b>	<b>Term - Sem</b>	<b>Grades - 10, 11, 12</b>
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In this course, students will gain the skills and knowledge needed to participate in a variety of sports and lifelong activities. Students are encouraged to be active participants while creating a learning environment inclusive of all. Students will gain self-confidence while having fun through regular physical activity.

**ESL(s)** - 6-Habits of Learning

**Please Note:** Students may choose to receive credit through interscholastic sports or outside activities in place of taking Life/Team Sports. **In order to use this process to obtain PE credit, the student must first have successfully completed Personal Fitness.** Learning to write SMART goals is an essential component of Personal Fitness and a student desiring to get PE credit for playing a sport at CVU, or participating in an outside of CVU activity, must create SMART goals as part of that process.

For “sport” credit, the student is required to make arrangements for credit within two weeks of the start of the sport season and to submit a personal reflection immediately following the season. “Outside of CVU” activities do not have those time restrictions. The applications for both options (CVU sport or outside of CVU activity), which includes directions, is available on the school’s website: (<https://sites.google.com/a/cvuhs.org/cvu-athletics/home/forms>), or may be obtained from a guidance counselor, the Student Activities Director, or by contacting the Wellness Department Administrator.

## DRIVER EDUCATION

The Driver Education program at CVU prepares students for the Junior Operator's License Exam that is administered by the Vermont Department of Motor Vehicles. The State of Vermont requires that all students successfully complete Driver Education instruction before a license can be issued.

- **1950 - [Driver Education](#)** (Fall Semester) 1 semester .5 credit
- **1951 - [Driver Education](#)** (Spring Semester) 1 semester .5 credit

This course assists students in developing the appropriate skills and attitudes to be a safe and responsible driver throughout their lifetime. The course consists of 30 hours of classroom time in addition to at least 6 hours of in-vehicle driving time. The in-vehicle driving is graded as Pass/Fail and is done during the student's free blocks during regular school hours. Students are required to have at least one free block in order to register for the course. Each student must demonstrate and meet the objectives of each driving lesson in order to pass. Students are expected to have a classroom average of 80%, attend 30 hours of classroom instruction, and meet the above in-vehicle driving requirements in order to be eligible to receive the Vermont Department of Motor Vehicles course completion card, or commonly referred to as the "Yellow Card."

**Prerequisite(s)** - Students must have their Vermont Learner's Permit by 5/30/16 for First Semester (Fall 2016) and 10/1/16 for Second Semester (Spring 2017) in order to secure enrollment. ***Please bring them to the Direction Center for verification.***

**ADDITIONAL INFORMATION:** All in-vehicle driving must be completed during a student's free block. All in-vehicle driving must be completed by the end of the semester.

**PLEASE NOTE:** Enrollment in this course is allotted by date of birth. A waiting list is maintained to ensure an equitable system for student enrollment.

**ESL(s)** - 1-Communication, 2-Writing, 3-Reading, 5-Critical Thinking

**Prerequisite(s)** - All students are required to have their Learner's Permit ON OR BEFORE THE DATES LISTED ABOVE, PRIOR TO THE FIRST CLASS! You are expected to receive practice at home with a parent/guardian in order to be successful.

## Graduation Challenge

### 1900 Graduation Challenge

Term-Year

Grade - 12

This program provides CVU seniors with an opportunity to design their own learning experience in the topic area of their choice, thereby demonstrating that they have mastered essential learning skills. Students learn by doing an activity, researching the topic, and interviewing experts. The three phases in the program are completed in an established time frame. Each student selects a community member with expertise in the topic area who can guide them in their learning process. In addition, each student works with a CVU faculty advisor throughout the program. Students state their intention in a letter and with a contract, complete an agreed-upon number of hours of community learning experience which may or may not result in a Tangible Product, and demonstrate their learning through a paper and presentation to a panel of faculty and community members. Grad Challenge is a requirement for graduating seniors.

### Graduation Challenge - .5 elective credit

#### Additional Credit

### 1599 Story as an Essential Experience

Term- Sem

Grade – 11, 12

*Story as an Essential Experience* will expose students to the history and breadth of storytelling, from oral traditions to the first written tales to poetry, plays, novels, movies, podcasts, and other mediums. This course will also help students learn the immense power stories have as windows and mirrors, teaching us about ourselves and others. Students will choose books to read as a background thread of the course, participating in weekly “Story Summits” where they will need to pull evidence from their particular text to engage in group activities designed around a specific theme like resilience, fear, character, or culture. In *Story as an Essential Experience*, story is the number one priority. This is a story course, as I believe learning to love the power of story is an essential human experience.

## EXTENDED LEARNING OPPORTUNITIES FOR STUDENTS

The framework for the delivery of the educational program at CVU has four interconnected parts:

- shared mission and expectations for student learning;
- challenging standards;
- engaged learners;
- multiple pathways.

CVU provides, and is continuing to develop, a wide variety of ways to deliver programs (from traditional coursework to community-based learning) to enable different types of learners to achieve success in their education.

Extended Learning Opportunities include:

- Online courses (Virtual High School, BYU)
- Community Learning Programs (DUO and Buddy)
- College Study (Dual Enrollment, Academically Talented)
- Life (CVU alternative education program)
- CVU Summer Academy
- GOAL
- External P.E. credit
- Technical Center Programs (Center for Technology/Essex, Burlington Technical Center)

Students interested in pursuing any of these pathways will find more information and assistance available to them from counselors in the Direction Center.

### ONLINE LEARNING

#### Virtual High School

Term – Sem or Year

Grades - 10, 11, 12

VHS is a non-profit, global consortium of over 500 high schools offering over 200 innovative online courses which range from semester electives to full year AP courses. Students can pursue specific areas of interest with other students from across the globe. While the bulk of the coursework is completed online, students are required to attend one early block class a week with the CVU Site Coordinator. Students commit to spending a minimum of 6-8 hours a week for each course.

To view the VHS Course Catalog, go to <http://thevhscollaborative.org/catalog>

Students may earn CVU credit through other approved online sites such as Brigham Young University (BYU). Students pay a fee for enrollment in each course. Courses must be pre-approved and grades

will be entered onto the CVU transcript as a Pass/Fail and are not included in a student's GPA. Course information is available online at [elearn.byu.edu](http://elearn.byu.edu).

## COMMUNITY LEARNING PROGRAMS

### DUO – Service Learning Program

CVU encourages student learning through community involvement by offering elective credit for volunteer, community-based learning endeavors in non-profit organizations and internships. Experiential learning provides a student with an opportunity to develop skills, gain experience, and increase self-awareness of what one knows and what one wants to learn.

DUO is open to all students at CVU. Students participate during school hours, after school, on weekends, and during summer. To participate, students meet with the program coordinator and establish a volunteer situation. Students take the initiative to create the volunteer experience and manage their own schedule. The program coordinator provides help with resources, contact names, and problem-solving issues of transportation and scheduling. When a program has begun, students keep a log of hours and are required to meet with the coordinator quarterly for reflection and a discussion of goals. Credit is awarded based on time and completion of a reflection; 45 hours of service learning earns .25 elective credits.

### DUO/Buddy Program – variable credit

CVU students serve as role models to young elementary school students in grades K-4 at the five local elementary schools. The goal of the Buddy Program is to create a supportive relationship for the benefit of the younger students. CVU students are matched with elementary students taking into consideration schedule, gender, interests, and preferred school. CVU students commit one block to the Buddy program, going to the elementary schools Monday-Thursday, meeting with a younger student twice per week. Time is spent playing games, doing craft activities, reading, playing sports, or helping with classwork. Transportation is provided. There are two culminating celebrations during the school year. Sophomores, juniors, and seniors are eligible to participate. An application form, interview, training, and attendance at quarterly reflection seminars are required.

## COLLEGE COURSES

The **Dual Enrollment Program** enables students to access one free college-level course during their high school career. Students can access this program in one of two ways:

1. **CCV'S Introduction to College Studies**, is a 26-hour course designed to help students develop strategies for college success and is offered each semester and during the summer. Students who successfully complete the course will earn .5 CVU English credit and .5 CVU elective credit and a voucher for a free course which can be used at any of the Vermont State Colleges, the University of Vermont, and other selected colleges, through the statewide Dual Enrollment agreement.
2. **VSC Accelerated Program** is available to juniors and seniors who are academically prepared to enroll in college-level courses, without the Introduction to College Studies course. Several private colleges offer this option (Burlington College, Champlain College, New England Culinary Institute) but specific enrollment criteria vary. Students can check in the Direction Center for more information about application requirements and counselor recommendations.

**UVM's Talented Student Program** is for students who would like to continue to study at the college level and have used their one free voucher. UVM offers a 50% reduced tuition rate for applicants who have not yet graduated, and registration is on a space available basis. For more information: <http://learn.uvm.edu/high-school-2/information-for-parents/>.

**Vermont Academy of Science & Technology (VAST)** is a full-year alternative to senior year for students who are highly motivated and who have a strong interest and aptitude in science, math and technology. Students simultaneously complete their senior year in high school and their freshman year in college by taking standard college courses at VTC. Tuition is free. Further information is available online at [www.vtc.edu](http://www.vtc.edu).

## THE LIFE PROGRAM

In the Life Program, students earn a CVU diploma by completing weekly contracts that include all content areas. Semester portfolios assess student learning, and students have opportunities for employment, plumbing and electrical apprenticeships, and summer credit. Interested students should speak to a guidance counselor.

The Life Program is an alternative educational program for young men and women whose needs are not being met in the regular school program. Students master the skills and behaviors outlined in Vermont's Framework of Standards and required for a CVU diploma through an individualized program of instruction.

Students may be accepted to Life after personal application and faculty/administration recommendation. Students can earn up to 1.5 credits per quarter toward graduation if they successfully complete academic and attendance requirements. In addition, a six-week summer Life Program is a choice available to students who wish to gain an additional credit.

## SUMMER STUDY

**CVU Summer Academy** offers classes to help students add additional credits or to make up for work they missed in earlier semesters. Depending upon student demand, the following CVU courses may be offered during the summer of 2016. Course descriptions may be found in the appropriate department section of this booklet for further information on these classes. A complete listing of summer offerings will be published in late spring.

Personal Fitness	Writing Prose	Algebra I**
Geometry**		Algebra II**

**\*\*These courses are open to students who have already taken the year-long course and who wish to strengthen their background or raise their grade.**

## GOAL – Go Out and Learn

A diverse student body deserves personalized approaches to meet the interests and needs of each student. CVU's requirements, courses, ESLs and national standards create guidelines, benchmarks and goals for graduation. Each student takes a path to successfully complete these requirements based on his or her distinct interests and academic needs.

GOAL opportunities provide a process for students to design learning tailored to their passions and interests. This study can take place at CVU, at a community-based learning site, or at another off-

campus location at any time in the year, as long as the study has been approved by the GOAL Committee in advance. A GOAL project might take place on weekends, during free blocks, after school, summer, or throughout the semester. All credits earned by completing a GOAL apply toward CVU's graduation requirements.

**TECHNICAL CENTER STUDY**

CVU students can access technical education at both the Burlington Technical Center (BTC) and The Center for Technology, Essex (CTE). Although some of the same courses are available at both centers, each center has its own unique delivery model. Students can visit programs at each center to decide which one best meets their educational goals and needs.

<b>Burlington Technical Center</b>	<b>Center for Technology, Essex</b>
1/2 day program can be completed in 2 years.	Full day program can be completed in 1 year.
Awards 3 credits per year.	Awards 6 credits per year.
Students can continue to take CVU courses in the half day they are not at BTC.	Students can choose to take additional companion courses at CTE.
Students must be in 11th or 12th grade	Pre-tech program is also available for 10th graders.
Programs run in the morning 9:35-11:47 or in the afternoon 12:09-2:21. (2 hours 15 min)	Programs run from 9:15-2:15.

More specific information and detailed course descriptions on both centers can be found at the individual centers web site:

- Center for Technology, Essex: [www.go-cte.org](http://www.go-cte.org)
- Burlington Technical Center: <http://burlingtontech.org>

The primary objective of all the technical programs is to provide the student with specific knowledge and skills to enable him/her to obtain employment upon program completion and/or to enter college with some specific, advanced training. Students may experience a school-to-work placement during the year in their career field, which may evolve into paid work (Co-op at CTE in the second year) for some successful students. Industry credentials and licenses are affiliated with many of the programs as well.

Interested students need to have completed a minimum of ten credits by the start of their junior year in order to be considered during the application process.

*Please see the next page for a full listing of course options*

## Technical Center Courses

**BTC**

**CTE**

Course Name	Credits	Course Name	Credits
Auto Body Repair 1	3 Elective	Pre-Tech (grade 10)	Math/Sci/Fine Art/Eng/PE
Auto Body Repair 2	2 Elective + 1 Sci	Automotive Technology	Math/Sci/Prac Art
Auto Science & Tech 1	3 Elective	Automotive Technology 2	Math/Sci
Auto Science & Tech 2	2 Elective + 1 Sci	Building Technology	Math/Sci/Prac Art
Aviation Tech 1	3 Elective	Building Technology 2	Math/Sci
Aviation Tech 2	1 +1 Sci + 1 Math	Childhood Ed. /Human Serv	Eng/Soc Studies
Computer Systems 1	3 Elective	Childhood Ed. /Human Serv 2	Eng/Soc Studies
Computer Systems 2	2 Elective + 1 Sci	Computer Animation	Eng/Fine/Prac Arts
Criminal Justice 1	3 Elective	Computer Animation 2	Eng/Fine Arts
Criminal Justice 2	2 Elect + 1 Soc Sci	Computer Systems Technology	Math/Sci/Prac Art
Culinary/Prof Foods 1	3 Elective	Computer Systems Technology 2	Math/Sci/Prac Art
Culinary/Prof Foods 2	2 Elective + 1 Sci.	Cosmetology	Eng/Math/Sci/P.Art
Design & Illustration 1	3 Elective	Cosmetology 2	Eng/Math/Sci
Design & Illustration 2	2 Elective + 1 Art	Dental Assisting	Math/Sci/Prac Art
Electronic Recording Arts 1	3 Elective	Dental Assisting 2	Math/Sci
Electronic Recording Arts 2	2 Elective + 1 Sci	Engineering/Arch Design	Math/Fine/Prac Art
Human Services/Early Child. Ed 1	3 Elective	Engineering/Arch Design 2	Math/Fine Art
Human Services/Early Child. Ed. 2	2 Elective + 1 Soc Studies.	Graphic Design/Digital Pub	Math/Fine & Prac Art/Eng
Medical & Sports Sciences 1	3 Elective	Graphic Design/Digital Pub 2	Math/Fine & Prac Art/Eng
Medical & Sports Sciences 2	2 Elective + 1 Sci.	Health Informatics	Math/Sci/Eng/P.Art
Princ.Eng/Arch/Construction 1	3 Elective	Natural Resources- Forestry	Math/Sci/Prac Arts
Princ.Eng/Arch/Construction 2	2 Elective + 1 math	Natural Resources- Mechanical	Math/Sci/Prac Arts
Welding/Metal Fab. 1	3 Elective	Professional Foods	Math/Sci/Prac Arts
Welding/Metal Fab. 2	2 Elective + 1 Math	Professional Foods 2	Math/Sci
		Vermont Youth Conservation Corps	Math/Sci/Soc Studies/Eng/PE

*\*Please note: Students taking technical courses at The Center for Technology, Essex have the option of taking them for 4-6 periods per day and will receive up to 6 credits depending on the number of periods chosen. Students can add companion courses if available. Additional information is available in the Direction Center or online.*