



# Essex High School Program of Studies 2024-2025

2 Educational Drive  
Essex Junction, VT 05452  
1-802-879-7121

[ewsd.org/ehs](http://ewsd.org/ehs)  
School Code: 460-135  
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Member of the College Board ([collegeboard.org](http://collegeboard.org))  
Approved by the State of Vermont Agency of Education ([education.vermont.gov](http://education.vermont.gov))  
Accredited by the New England Association of Schools and Colleges ([NEASC.org](http://NEASC.org))  
Member of the National Association for College Admissions Counseling ([NACACnet.org](http://NACACnet.org))  
Member of the New England Association for College Admission Counseling ([NEACAC.org](http://NEACAC.org))  
Member of the New England Secondary School Consortium League of Innovative Schools  
(<http://newenglandssc.org/league/about-the-league>)  
All EHS School Counselors are members of the American School Counselor Association  
([schoolcounselor.org](http://schoolcounselor.org))

# **Principals' Message**

Dear Students and Families:

Essex High School commits to ensuring that graduates are self-directed learners, effective communicators, creative and practical problem-solvers, responsible and involved citizens, and informed thinkers. When students graduate from Essex High School they leave as mathematical thinkers, using a scientific lens to solve problems. Graduates will design solutions and engage their literary and cultural knowledge to effectively communicate and collaborate. Essex High School students are leaders, and advocates for social justice.

The Essex High School Program of Studies offers a wide variety of courses designed not only to meet vigorous graduation requirements, but also to allow students to pursue pathways that best meet their future plans. There are many opportunities for students to optimize their mathematics, write compelling stories, and deliver proficient oral arguments individually and as part of a team.

The courses in the Essex High School Program of Studies are designed to produce self-directed learners, creative and practical problem-solvers, responsible and involved citizens, and informed and integrated thinkers. Students have opportunities to develop critical skills while attending Essex High School regardless of their college or career aspirations.

Students are fortunate to have access to an incredible faculty and staff, who are committed to ensuring every student achieves at a high level. Essex High School has a proven record of success, and a continued commitment to excellence. Essex High School's improvement is evidenced through collaborative conversations as a component of Professional Learning Communities.

Making course and program selections is not always easy or clear. Students are encouraged to work closely with the School Counseling department when making course decisions to ensure they meet individual student interests and graduation requirements. Working together with students and families, students will be able to take full advantage of what Essex High School has to offer.

Sincerely,  
Donald S. Van Nostrand  
Principal

To access a fillable four-year plan document please click on this link:  
[Essex High School Student Educational Plan](#)

To find a particular subject please use these links if online or scroll down to the desired section.

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# **Core Values and Beliefs**

## **Mission Statement/Narrative**

Essex High School is a mission-driven and learning-centered community that believes, through both independent and collaborative engagement, everyone can develop excellence in their individual pursuits. Our mission is to engage students in learning that is intellectually vital, personally meaningful, and socially valuable. We offer a rigorous and varied curriculum and believe in challenging students to think critically and act responsibly, compassionately, and respectfully. We foster intellectual curiosity and resourcefulness, so that students can engage in their learning to achieve the behaviors, skills, and knowledge essential to becoming contributing members of their community and citizens of a diverse and ever-changing world.

## **Community**

- Valuing the voice of **all** stakeholders, keeping equity in mind, and encouraging the voices of those historically marginalized.
- Valuing community languages, practices, and ways of being.
- Contributing to and supporting the community
- Our school and classrooms reflect the values of trust, partnership, and academic mindset.
- Taking care of ourselves and our community.

## **Collective Efficacy**

- Collaborating and supporting each other in our work towards common goals.
- Ensuring students achieve despite other influences in their lives that can challenge their success through professional learning community and response to intervention practices.

## **High Expectations for All**

- Providing support for everyone to reach their full potential.
- Taking responsibility for failure and success.
- Having a growth mindset for all members of the community.
- Valuing student agency and voice.
- Using multiple measurements to define success for all.
- Valuing competence in multiple areas including academic, social, and physical.

## **Making a Positive Impact**

- Making decisions that have the best interest of students in mind.
- Balancing socioemotional learning with academic learning.
- Destigmatizing mental health and using best practices to ensure wellness and self care in our community.
- Using restorative practices to build community, resolve conflict and repair relationships.

## **NEASC Learning Expectations/Outcomes**

EHS adopted the following competencies in May 2011 as a part of the accreditation process through the New England Association of Schools and Colleges (NEASC.org)

## **Academic Competencies**

1. Read and critically analyze a range of texts, media, and forms of art for a variety of purposes.
2. Communicate clearly and creatively for a variety of purposes and audiences.
3. Engage in the writing process when producing formal pieces of writing.
4. Demonstrate a command of grammar, usage, and mechanics in writing.
5. Formulate questions and solve problems.
6. Effectively analyze and evaluate information in order to draw valid conclusions.
7. Demonstrate mathematical literacy and reasoning skills.
8. Understand which learning styles and strategies best facilitate their own learning.
9. Demonstrate an understanding of personal finance.
10. Use appropriate technological tools and information literacy skills to solve problems and enhance learning.

## **Social Competencies**

1. Demonstrate and foster compassion, respect, responsibility, and integrity.
2. Work cooperatively and collaboratively with peers and adults within the school and greater community to support academic, personal, and social development.
3. Make decisions that will positively influence social, emotional, and physical health and well-being.
4. Understand choices have consequences.

## **Civic Competencies**

1. Understand and exhibit citizenship in order to be a contributing member of a democracy and of a global community.
2. Understand a wide variety of post-secondary options.

## **Proficiency-Based Learning and Graduation Requirements**

In accordance with Vermont Law Act 77 and the Vermont Education Quality Standards, students will demonstrate proficiency in the following areas:

- a) Literacy, including critical thinking, language, reading, speaking, listening, and writing.
- b) Mathematical content and practices, including numbers, operations, and the concepts of algebra and geometry.
- c) Scientific inquiry and content knowledge, including concepts of life sciences, physical sciences, earth and space sciences, and engineering design.
- d) Global citizenship, including the concepts of civics, economics, geography, world language, cultural studies, and history.
- e) Physical and Health education.
- f) Artistic expression, including visual, media, and performing arts.

EHS will emphasize and incorporate the VT Agency of Education's five transferable skills in the teaching and learning process for each proficiency area. These transferable skills are clear and effective communication, self-direction, creative and practical problem solving, responsible and involved citizenship, and informed and integrative thinking.

## **Course Proficiency and Essential Standards**

All courses at EHS have a set of essential standards that are taught and assessed; these standards lead to proficiency in each course. Each course description in the online Program of Studies includes a link to a list of the essential standards for the course.

# **Information and Definitions**

Essex High School (EHS) provides a rigorous and varied curriculum in order to support every student with access to state graduation requirements and to support students in pursuing individual interests. Courses listed in this Program of Studies may change due to insufficient enrollment, budgetary constraints, staffing changes, or other factors, including changes in state and/or national curriculum.

## **Academic Year and Course Credits**

The academic year includes four quarters, each approximately nine weeks in length. Students may register for up to 8 EHS credits of coursework per year within the EHS school day. Students may earn .5 credit, 1 credit, 1.5 credit, or 2 credits per course depending on the course length in the school year and the seat time in the course.

## **Advisory and FLEX**

### *Overview*

Advisory and FLEX are opportunities for small group, personalized learning for our students. Both Advisory and FLEX are very important to our community.

Advisory is a key time for us to incorporate Social Emotional Learning, Flexible Pathways, Personalized Learning Plans, and Community Building and build our foundation for Restorative Practices. Advisory also provides an opportunity for students to build connections with a small group and an educator.

FLEX is a key time for students to get additional academic support or enrichment in a small group setting with EHS teachers and staff. FLEX aligns with our Professional Learning Community goals and is important for students seeking additional support from their teachers. Students have an opportunity each week to sign up for academic support or enrichment.

### *Advisory/FLEX Balance in Calendar*

The first two weeks of school will be *Advisory*, and after, we transition to a balance of *Advisory* and *FLEX*. We take teacher and student feedback into account when adjusting the balance of *Advisory* and *FLEX*. *FLEX* refers to Academic Support or Enrichment. There may be times throughout the year that the schedule might change due to school-wide events. We will do our best to let everyone know in advance.

### **Full-time and Part-time Status**

Full time students are enrolled for a minimum of 6 blocks of class during each semester. Students who are enrolled in 5 blocks of class and with one of those courses also including an additional split-block will be considered full time. A student in this allowed exception will be enrolled in a class for 5 blocks plus a split block. Pre-approved alternative credit options each count as .5 credit. Part-time students are not eligible to participate in co-curricular activities including athletics, cannot receive Latin Honor designation at graduation, and are not eligible for Honor Roll. Part-time status may affect certain Federal/State benefits and insurance coverage. Approval for exceptions must be obtained from the administration.

### **Personal Learning Plans (PLPs)**

Each student at EHS will develop a personalized learning plan in collaboration with teachers, advisors, counselors, and parents/guardians. This process involves self-assessment by the student to set and achieve learning goals based on personal, academic, and career interests. Students will collect evidence of their learning and reflect on their growth related to the competencies in the EWSD Portrait of Graduate.

### **9th and 10th Grade Course Selection and Multiple Pathways**

Grades 9 and 10 serve as the foundation of the EHS program allowing students the opportunity to explore courses of interest and begin to build flexible multiple pathways. Incoming 9th grade students are required to enroll in four core courses (Math, English, Social Studies and Science) and may choose to take additional electives, including courses that meet graduation requirements. Students are strongly encouraged to enroll in Computers and Careers in 9th grade to get a strong foundation for their required personalized learning plan. A typical student's first two years at EHS include the following courses:

9th Grade		10th Grade	
9th Grade English	1 credit	10th Grade English	1 credit
9th Grade Social Studies	1 credit	U.S. History	1 credit
Mathematics	1 credit	Mathematics	1 credit
Earth and Space Science	1 credit	Biology	1 credit
Electives	2-4 credits	Electives	2-4 credits

### **Course Levels and Sequences**

Some courses are designed around student interest, such as electives. Required courses may be offered in varying "levels". All of the course levels are rigorous. The 100 level courses are foundational and provide additional support built into the class for students in accessing concepts, content, and new skills. The 200-300 level courses provide additional independence for students who feel they are ready. The 200-300 level courses will provide scaffolding when it is needed for students, but it will not routinely be built into the lesson plan as it will for 100 level courses.

## **NCAA Athletic Eligibility Center**

Students who intend to participate in sports at a Division I or Division II college must register with the National Collegiate Athletic Association (NCAA) Initial-Eligibility Center during 11th or 12th grade. In this program of studies the NCAA logo following a course title will indicate that the course is accepted for eligibility by the NCAA.

For information about NCAA eligibility requirements and EHS courses accepted by NCAA visit [web3.ncaa.org/ecwr3/](http://web3.ncaa.org/ecwr3/) and meet with your school counselor. For more information about EHS Athletics visit [ewsd.org/ehsathletics](http://ewsd.org/ehsathletics).

# **Flexible Pathways Credit Options**

## **DISCOVERY**

Course Z977            .5 Elective credit            Grades 9-12

This course provides students with the opportunity to personalize their educational experience by engaging in a self-designed project. This process encourages students to learn about themselves and strengthen their organizational and communication skills by exploring a question, idea, or dream. It builds on student interests and is designed to connect students to their educational journey. Assessment is process-based and focused on the Deeper Learning Competencies: Content Mastery, Collaboration, Self Directed Learning, Critical Thinking & Problem Solving, Effective Communication, and Academic Mindset.

## **Career and Technical Education**

The Center for Technology - Essex (CTE - [ewsd.org/cte](http://ewsd.org/cte)) and Burlington Technical Center (BTC - [btc.bsdt.org](http://btc.bsdt.org)) provides opportunities for EHS students to access rigorous technical training. Although some similar 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 interests. CTE and EHS are co-located on the same campus. For more information about pursuing technical education opportunities, students can see course lists for each program on their websites and meet with their EHS School Counselor.

## **Independent Programs**

**Students interested in receiving high school credit for an independent program must meet with their School Counselor to get approval BEFORE starting the course.**

## **Community Service and Work Experience**

Students can earn .5 credit for 60 hours of community service or work experience for a maximum of 2 credits. Students must provide a documented description of the community service or work experience activity with signatures from on-site supervisors. Work experience students must also submit copies of official pay stubs listing the employer's tax identification number. Students will receive a Pass/Fail grade.

## **Independent Study**

EHS students have the ability to work with an interested EHS faculty advisor to pursue an Independent Study. All standards and proficiencies adopted by the Vermont Agency of Education must be addressed appropriately in the proposed learning opportunity. A student interested in an independent study option must meet with a teacher or teacher leader in the



appropriate content area to discuss a proposal and complete independent study paperwork. Students interested in receiving credit for an independent study must meet with their school counselor for assistance with the approval process BEFORE starting the independent study.

Prior to approval, the form requires signatures from the student, a legal guardian, the teacher, the PLC Teacher Leader for the content area, the student's School Counselor, and an EHS Principal.

### **College Courses**

Students interested in receiving high school credit for an independent program must meet with their School Counselor to get approval BEFORE starting the course.

### **Dual Enrollment**

Vermont's Flexible Pathways Act (Act 77) gives high school students who are Vermont state residents the opportunity to use two college course vouchers during their 11th or 12th grade years in high school. Students can apply for a voucher for the college semester they wish to enroll in a dual enrollment course. The voucher covers the cost of tuition for a course of up to four credits at any participating Vermont college. The voucher DOES NOT cover the cost of materials, textbooks, transportation, and in some cases a college's enrollment fees. Students taking two UVM courses in the same fall or spring term are considered part-time students and will need to pay the \$600 UVM part-time tuition.

EHS is required to include all Dual Enrollment courses on the EHS transcript, with .5 EHS credit for each 3- or 4-credit college course, graded as a Pass (P) or Fail (F).

Dual enrollment courses can provide both high school and college credit when successfully completed. Interested students should meet with their School Counselor and visit [www.dualenrollment.vermont.gov/vtde](http://www.dualenrollment.vermont.gov/vtde) for more information.

EHS offers several courses taught on campus that may be used for Dual Enrollment Credit:

Personal Finance  
AP Literature and Composition  
AP Statistics  
Designing Solutions  
Chemistry 200  
AP U.S. Government and Politics  
French Language V  
Spanish Language V

### **Early College**

Early College is a full-year alternative to the 12th grade year of high school. Students take courses in college, completing their 12th grade year of high school and their first year of college simultaneously, tuition-free.

For more information please contact your School Counselor and go to [education.vermont.gov/student-learning/flexible-pathways/early-college](http://education.vermont.gov/student-learning/flexible-pathways/early-college).

## **Online Learning**

Students interested in receiving high school credit for an independent program must meet with their School Counselor to get approval BEFORE starting the course.

Online learning courses are delivered through the Internet. Course work is conducted through a learning platform that may include electronic forums, discussion groups, external resources, quizzes, Skype, social rooms, and electronically-submitted assignments.

Learning activities may include pair work, small group work and project work. Courses are taught by licensed teachers with special training in online student support. Online course work time is flexible and can happen during and outside of the regular school day.

Options for accessing online learning opportunities for required and/or elective courses include the following programs:

### **Vermont Virtual Learning Cooperative (VTVLC)**

VTVLC is a partnership of Vermont's K-12 schools and teachers offering online courses. VTVLC offers .5-credit and 1-credit courses. Courses meet rigorous national standards and are designed to meet or exceed school graduation requirements. Availability may be limited. For more information about VTVLC please visit [www.vtvlc.org](http://www.vtvlc.org).

### **The Virtual High School Collaborative (VHS)**

VHS online study program provides students with challenging and engaging student-centered courses that both enrich and expand EHS course offerings. Students gain 21st century global competence skills while participating in an online learning environment with a diverse peer group.

VHS addresses students' educational needs by creating an additional pathway to college and career readiness. Availability may be limited. For more information about VHS please visit [www.TheVHSCollaborative.org](http://www.TheVHSCollaborative.org).

**Other online programs and correspondence courses** may be available and must be pre-approved. Students interested in receiving high school credit for an independent program must meet with their School Counselor to get approval BEFORE starting the course.

## **Learning Strategies and Study Skills Support**

### **SUPPORTIVE STUDY SKILLS**

.5 Elective credit per marking period

This course is a specialized instructional program for students who have Individual Education Plans (IEPs). Students receive individualized instruction in reading, writing, oral language and/or math. They may also receive support with organization, behavior/social skills and/or study skills.

The focus of the program is to help students understand their abilities and needs and to improve their academic skills.

### **Learning Strategies**

The Learning Lab provides academic support for all content areas and assistance with organization and executive functioning. Learning Lab access is determined through either the Educational Support Team or the student's 504 team.

### **The Alternative Center for Education (ACE) Program**

ACE provides a flexible pathway for Essex High School students to earn credit toward their EHS diploma. Students have the opportunity to pursue an interest-based course of study which is derived from their strengths, needs, and Personalized Learning Plan (PLP).

"ACE helped me pass a course that I could not focus in. It helped me continue to work toward my high school diploma and move on with my career." - ACE graduate

## **EHS Graduation Requirements**

Successful completion of these requirements demonstrates meeting consistent, clear, and identified outcomes. To receive a diploma, students must have a working personalized learning plan (PLP) and must earn a minimum of 24 credits by demonstrating documented course proficiencies, which must include the following:

- 4 credits English including 9th grade English, 10th grade English, and 2 additional credits based on the quadrant system
- 3 credits Mathematics
- 3 credits Science including 1 credit in Physical Science, 1 credit in Natural Science, and 1 additional science credit
- 3 credits Social Studies including 1 credit in World Studies, 1 credit in U.S. History, .5 credit in American Government, and .5 additional social studies credit
- 1 credit World Language
- 1 credit Fine Arts
- .5 credit Practical Arts
- 1.5 credit Physical Education including .5 credit in Give Me Five and 1 additional credit of P.E.
- .5 credit Health
- .5 credit Computer Applications (Computers and Careers course)

6 additional elective credits to reach a minimum of 24 credits

While completion of this program meets graduation requirements, students should reflect upon their post-secondary plans such as course requirements for college acceptance when choosing courses.

## **Curriculum**

The curriculum at EHS provides a wide variety of challenging and interesting courses. While students are required to meet specific graduation expectations, the depth and breadth of our curriculum makes it possible for students to design their own pathways and personalize their own educational experiences, both within and outside of the classroom.

### **Academy Pathways: AVPA, GLP, and STEM**

The EHS Academy of Visual and Performing Arts (AVPA), the EHS STEM Academy (Science, Technology, Engineering & Mathematics Academy), and GLP (Global Leadership Program) are examples of formal pathways that students may opt to access. These academies are not stand-alone programs but provide students with an opportunity to participate in an integrated pathway of courses and learning opportunities within and across EHS. Students who participate in academies are required to fulfill the standard graduation course requirements but may also earn additional distinction on their EHS diploma once they have successfully met specific Academy requirements.

#### **AVPA**

AVPA ([avpavt.org](http://avpavt.org)) is for students who wish to develop a passion for learning through exploration, creation and immersion in the arts. In addition to a rigorous experience within EHS visual and performing arts courses, students receive intensive exposure to professional artists through an arts lecture series, hands-on workshops and field trips. The internship and capstone courses offer AVPA students immersion into relevant, real-world arts settings. Students who wish to obtain the AVPA endorsement on their EHS diploma may sign up at any time during their high school career, however it is recommended to sign up at the end of 9th grade.

#### **The Academy of Visual and Performing Arts Endorsement Requirements:**

- Enroll in an AVPA advisory.
- Create an AVPA electronic portfolio.
- Earn at least three credits in visual and performing arts courses.
- Complete the AVPA Internship Course, usually during 11th grade.
- Complete the AVPA Capstone Project during 12th grade.
- Earn 30 Experiential Learning Opportunity (ELO) points by participating in AVPA field trips, Guest Artist workshops, and other advisor-approved ELOs.

Students interested in AVPA should enroll in a visual or performing arts course as soon as possible. These courses are:

- Visual Art
- Art 1-4
- AP Art
- Theater 1 & 2
- Photography 1
- Clay 1
- Media Communications
- Movie Production 1
- Theater 1: Intro to Acting
- Film: Appreciation and Criticism
- Film: Appreciation and Criticism, Animation
- Movement
- Concert Choir
- Band 100: Symphonic Band
- Orchestra
- Piano 1
- Guitar 1
- Songwriting and Electronic Music

Visual and performing arts teachers can help students with course selection and provide recommendations within a certain area of focus.

Please see [Fine Arts classes](#) for full course descriptions. For additional information regarding AVPA, including how to sign up, visit our [AVPA page](#).

## AVPA COURSES

### **AVPA Internship**

#### **Course Number F427 .5 Fine Arts credit Grades 11-12**

This .5-credit course is for 11th and 12th grade students who need to meet the internship requirement of the AVPA Academy. Students will learn pre-employment skills through in-class instructional sessions and coursework, then complete a 40-hour unpaid community internship experience at an organization or business in a career field chosen by the student. The internship phase may necessitate time and transportation outside of the school day. Students typically take this course in 11th grade.

**Required for the AVPA endorsement.**

[Access the Essential Standards for F427 course.](#)

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### **AVPA Capstone Project**

#### **Course Number F428 .5 Fine Arts credit Grade 12**

This course actively engages students in the learning process by facilitating student-designed projects.

This process allows students to learn about themselves and strengthen their organizational skills by moving an idea or dream toward a topic of interest, a post-EHS application and/or a community need.

It synthesizes previous learning, offers new interactions with ideas and people, results in a showcased product, and submits the student in charge of the project to a review and evaluation by a community panel.

The work culminates in a formal presentation to the community.

Students are expected to spend at least 40 hours of work on their capstone project.

**Required for the AVPA endorsement.**

[Access the Essential Standards for F428 course.](#)

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## GLOBAL LEADERSHIP PROGRAM (GLP)

The [Global Leadership Program \(GLP\) Academy](#) is now in its seventh year at EHS. GLP is a flexible combination of globally-focused coursework, internships, activities, and experiences that are customized to students' academic, personal, and professional goals. With a focus on global studies, cross-cultural competency, and leadership development, the program prepares students for both college and careers in today's competitive, globalized world.

Upon graduation, students receive a GLP Certificate and an endorsement on their final transcript to recognize and reward their pursuit of globally-focused skills and knowledge. Students in all grades, including incoming 9th graders, may apply.

### GLP Endorsement Requirements

- Enroll in a GLP Advisory
- Earn three or more credits of one world language, which may include study through dual enrollment at a college or university. Or, a student may elect to earn two credits *each* of French, Spanish, or Japanese for a minimum of four credits of World Language. Note: Students whose second language is English may seek a waiver of this requirement from the GLP Academy leader.
- Earn a minimum of 1.5 additional credits from the following interdisciplinary list of courses related to global studies and cross-cultural communication:

#### English

- Journalism
- Public Speaking
- World Literature 100
- World Literature 200

#### Fine Arts

- World Music Drumming (.5 credit)

#### Internship

- Internship B340
- For students also in AVPA, the AVPA Internship Course
- For students also in STEM, the STEM Internship course

#### Science

- Designing Solutions to Global Challenges

#### Social Studies

- AP Comparative Government and Politics
- AP Economics

- AP World History
- Current Issues
- Ethnic Studies: Black History
- Holocaust and Human Behavior
- Introduction to Gender Studies
- Military History
- World Geography
- World Cultures
- Complete GLP Senior Practicum (GLP seniors students participate in a full day, off-campus, highly interactive culminating practicum focused on refining cross-cultural communication skills and building leadership skills)
- Attend and/or participate in ten GLP events including:
  - GLP Language & Culture Series
  - GLP Speaker Series
  - Workshops
  - Performances
  - Conference attendance
  - International Student Forums and Presentations
  - Video and Podcast Projects
  - Virtual and in-person International exchange program participation
  - Off-campus events such as: Annual Rowland Foundation Conference at the University of Vermont; Rotary meetings and/or presentations; University of Vermont lecture series and events; Vermont World Affairs Council lectures and events

## KEY GLOBAL LEADERSHIP PROGRAM BENEFITS

- Skills and knowledge that support future success in a global economy
- Opportunities to grow a pre-professional network that supports summer internships and jobs, college applications, and valuable experiences through participation in GLP internships, guest lectures, and university and other off-campus events
- Planning for half-year or full-year study abroad programs in college
- Option to complete GLP as a stand-alone academy or concurrently with AVPA or STEM
- Achievement of advanced-level of foreign language proficiency

## STEM ACADEMY

### **The Science, Technology, Engineering, and Math (STEM) Academy**

[The STEM Academy](#) is designed to support students interested in building a strong foundation in the STEM content areas and to provide students with the opportunity to explore connections across different disciplines through additional experiences such as internships and projects.

Students who complete all of the components of the STEM Academy will receive the STEM Academy endorsement on their transcript to indicate that they have gone above

and beyond in the areas of scientific exploration and creativity. This program has been created in conjunction with an advisory board consisting of representatives from institutions including UVM, GlobalFoundries and Champlain College.

Students can apply to the STEM Academy during the spring of their 9th, 10th, or 11th grade year.

### **STEM Academy Endorsement Requirements:**

1. Participate in a STEM Advisory.
2. Create a STEM electronic portfolio.
3. Complete 9.5 credits of STEM courses, not including the lab credits from 200 level science classes.
4. Complete the STEM Internship course, usually during 11th grade.
5. Complete a STEM Capstone Project during 12th grade. This project will be completed by enrolling in one of the following courses:
  - Advanced Biology
  - Anatomy and Physiology
  - AP Chemistry
  - AP Computer Science
  - AP Environmental Science
  - AP Statistics
  - Astronomy
  - Botany
  - Care and Prevention of Athletic Injuries and Special Topics in Sports Medicine
  - CTE Engineering courses
  - Designing Solutions to Global Challenges
  - Discovery
  - Electronics
  - Entrepreneurship
  - Robotics
  - Wildlife Biology
6. Attend 10 STEM Lecture Series events or equivalent Experiential Learning Opportunities (ELOs).

## **STEM COURSE**

### **STEM Internship**

#### **Course Numbers: Fall M130 or Spring M132 .5 Elective credit Grades 11-12**

This .5-credit course is for 11th and 12th grade students who need to meet the internship requirement of the STEM Academy. Students will learn pre-employment skills through in-class instructional sessions and coursework, then complete a 40-hour unpaid community internship experience at an organization or business in a career field chosen by the student. The internship phase may necessitate time and transportation outside of the school day.

[Access the Essential Standards for the M130 or M132 course.](#)



# Business Education

Essex High School's teachers understand the need to prepare students for today's changing career world. In our economically competitive world, students must be equipped with basic business concepts and employment skills. Business Education teachers work to maximize the potential for all students' personal and professional growth.

Students have a variety of opportunities within the business course offerings and will find a course to fulfill their needs and interests.

[Bring me to the Business Education Department page.](#)

## **ACCOUNTING I (Next Offered 2025/2026 school year)**

**Course B301    1 Elective credit    Grades 10-12**

This course is designed to teach students the principles of analyzing and recording business transactions manually and using Excel software and spreadsheets. Emphasis is placed on the role accounting plays in the interpretation of the financial condition of a business. This course is recommended for students who appreciate systematic, methodical work and those interested in solving puzzles. It is appropriate for the job-bound student and is strongly recommended for students who are interested in becoming entrepreneurs or those considering a degree in Business.

[Access Essential Standards for B301 course.](#)

## **BUSINESS AND PERSONAL LAW (Offered 2024/2025 school year)**

**Course B304    .5 Elective credit    Grades 10-12**

This course is designed for the student who wishes to have a grasp of everyday law and the implications it has on our daily lives with a focus on criminal and civil law and the legal system. A variety of topics to be explored include: Law Enforcement and the Court System, Civil & Criminal Offenses and their consequences, Contractual Law and Insurance Law. Several guest speakers enrich the curriculum.

[Access Essential Standards for B304 course.](#)

## **ECONOMICS**

**Course B315    .5 Elective credit    Grades 10-12**

Today's world demands an understanding of basic Economic principles and concepts. This course highlights both Macro & Micro Economic topics. Students will explore questions such as "How are scarce resources allocated?", "How do incentives play a role in decision making?", "What is inflation and how do world events impact prices?", and "Why does one economy thrive while another struggles to meet the basic needs of its people?". Students develop an understanding of economic reasoning and the power of supply and demand as well as efficiency and productivity. This course is recommended for students who aspire to roles in business, finance, global leadership, and more.

[Access Essential Standards for B315 course.](#)

## **ENTREPRENEURSHIP**

**Course B325    .5 Elective credit    Grades 10-12**

In this course students will explore and apply the foundational principles of Empowered leadership: Responsibility, Integrity, Knowledge, Freedom, Passion, Opportunity, Sound Judgment, and Win-Win Focus. Through the lens of leadership, students will practice skills necessary to manage businesses in all aspects of product and service selection, marketing, obtaining financing, and evaluating legal ownership structures. Students will create a business plan and pitch their business idea.

[Access Essential Standards for course B325.](#)

## **INTERNSHIP**

**Course B340    .5 Elective credit    Grades 11-12**

This course offers students the chance to engage in real-life practical work experiences to explore career choices and meet future goals. Students will learn pre-employment skills through in-class instructional sessions and coursework, then complete a 40-hour unpaid community internship experience at an organization or business in a career field chosen by the student. This is a wonderful opportunity for the student who has demonstrated a strong interest and motivation to gain valuable work experience in a community setting. The internship phase may necessitate time and transportation outside of the school day.

[Access Essential Standards for B340 course.](#)

## **PERSONAL FINANCE**

**Course B331    .5 Elective credit    Grades 11-12**

This course is designed to educate students in all of the essential personal finance topics necessary to become a financially capable adult. Essential to becoming a savvy consumer, the following topics are addressed: Behavioral Economics (Consumer decision making), Banking, Taxes, Investing, Credit and Borrowing, Insurance, and Budgeting. Those who would like to learn how to be financially independent should enroll in this course.

Students who choose to use a dual enrollment voucher or pay for college credit will earn 4 credits through St. Michael's College in addition to .5 EHS credit for this course.

[Access Essential Standards for B331 course.](#)

## **COMPUTERS AND CAREERS**

**Course B324    .5 Computer Applications credit Grades 9-12**

This course is designed to provide students the opportunity to explore a variety of technology and career development tools as they learn about future and career alternatives

The student will acquire advanced skills and knowledge in the following areas:

- Digital citizenship and internet and email etiquette
- Touch typing, formatting business letters, spreadsheets and tables

- Professional skills in document formatting, and presentations
- Research skills using our library's resources and Internet sources
- Exploring career opportunities and the process of making career decisions

This course provides the student with the minimum technology skills required for graduation.

[Access Essential Standards for B324 course.](#)

## Driver Education

### DRIVER AND TRAFFIC SAFETY EDUCATION

**Course D001/D002 .5 Elective credit Grades 10-12**

Driver and traffic safety education's curriculum is designed to develop good driving skills, knowledge and attitudes with an emphasis on safety. The course consists of 30 hours of classroom instruction, 6 hours of in-car instruction and 6 hours of in-car observation. Those students registering for driver education must obtain a Vermont Learner's Permit prior to the first day of class. A minimum of twenty hours of at home driving practice with a legal adult is a requirement during the course. Driving experience prior to the course beginning is highly recommended.

Prerequisite: Students taking Driver Education in the Fall semester must provide their permit information to the Driver Ed teachers by May 1st of the prior spring.

Students taking Driver Education in the Spring semester must provide their permit information to the Driver Ed teachers by November 1st of the fall semester.

[Access Essential Standards for D001/D002 course.](#)

## English

### ENGLISH CLASSES

English teachers at Essex High School believe in the power of literacy. EHS English courses focus on critical reading of literary and informational texts, effective writing and speaking skills, and vocabulary development. In selecting courses, students should consider their interests, abilities, and plans for the future.

Some course titles include level designations related to the rigor of the course:

- 300 level (also referred to as AP (Advanced Placement) or Honors) courses are designed for students who have demonstrated exceptional ability in the subject matter.
- 200 level courses are designed for students who have demonstrated a high-performance record in the subject matter.

- 100 level courses are designed to help students meet course proficiencies and graduation requirements.
- Courses with no level assigned are open to students who have taken any indicated prerequisites.

[Bring me to the English Department page](#)

## Grade 9 Courses

Incoming 9th graders choose either Grade 9 Honors Humanities or one Single Subject course in English as well as Modern Global History.

<u>English: Single Subject Courses</u>	<u>Social Studies: Single Subject Course</u>
Grade 9 English	Modern Global History
Grade 9 Honors English	
<b>OR Team-Based Course:</b> Grade 9 Honors Humanities	

### GRADE 9 ENGLISH

**Course Number L229**

**1 English credit**

**Grade 9**

In this course students will read and analyze a variety of literary texts: novels, drama, short stories, poetry and non-fiction. Work will focus on structured writing, vocabulary development, reading comprehension, and discussions of literature. Students will be assessed and challenged as is appropriate for their needs and strengths, and emphasis will be placed on helping them make a smooth transition into high school.

***Based on STAR Reader data and teacher recommendations, some ninth grade students will be scheduled into half-block Grade 9 English Labs for additional direct instruction and literacy support.***

[Access Essential Standards for L229 course.](#)

### GRADE 9 HONORS ENGLISH

**Course Number L230**

**1 English credit**

**Grade 9**

This course is designed for motivated 9th graders, confident in their reading and writing skills. Students will be challenged to think through intensive reading and analyze literary texts. Work includes reading quizzes and tests, informal writing (journals), and formal writing (paragraphs/essays), and the study of novels, drama, short stories, poetry, non-fiction, and vocabulary. Emphasis will be placed on helping students make a smooth transition into high school.

[Access Essential Standards for L230 course.](#)

### GRADE 9 HONORS HUMANITIES

**Course No. L107 1 World Studies credit, 1 English credit Grade 9**

This humanities-based, team-based course will meet every day. It is designed for motivated 9th graders who are confident in their reading, writing, and historical analysis skills. Honors Humanities focuses on modern global history and world literature, and it will challenge students to think across disciplines through intensive reading and analysis of literary texts and historical documents. Work includes in-depth writing assignments, and where applicable, discussions of literary and historical context. Emphasis will be placed on helping students make a smooth transition into high school.

[Access Essential Standards for L107 course.](#)

## Grade 10 Courses

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### GRADE 10 ENGLISH

**Course Number L204**

**1 English credit**

**Grade 10**

This course is designed for students of various levels. It integrates a survey of traditional and contemporary literature and poetry, emphasizing reading for meaning and understanding, coherent writing, and effective speaking and vocabulary skills.

[Access Essential Standards for L204 course.](#)

### GRADE 10 HONORS ENGLISH

**Course Number L106**

**1 English credit**

**Grade 10**

This course is designed for ambitious, skilled students who are willing to challenge themselves and work independently. This course integrates the study of literature with further development of writing and speaking skills.

[Access Essential Standards for L106 course.](#)

## LITERACY

**Course L362**

**1 English credit**

**Grades 9 & 10**

Students in this class will study high-interest topics and specific reading components to build their literacy and communication skills through in-depth, highly differentiated study in a dynamic and supportive environment. Students will read young adult novels, graphic novels, short stories and nonfiction text. The class will be organized by whole class instruction, small group and pair work, as well as individualized instruction. Focus will be on increasing confidence and the joy of reading, improving skills in fluency, reading comprehension, structured reading and writing, and vocabulary development. This course is by teacher recommendation only.

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## Grades 11 and 12 Electives

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### The Quadrant System:

In order to expose students to a balance of reading and writing courses, 11th and 12th grade credits must include the following but do not need to be fulfilled in numerical order:

- .5 credit from Quadrant 1: Composition
- .5 credit from Quadrant 2: Foundational Literature
- .5 credit from Quadrant 3: Contemporary & Classical Literature
- .5 credit from Quadrant 2, 3, or 4: Special Topics in English

**NOTES:**

Students who take AP Language and Composition fulfill the Quadrant 1 and 4 requirements.

Students who take AP Literature and Composition fulfill the Quadrant 2 and 3 requirements.

Students who take AP Language and Composition but do not take AP Literature and Composition must also take a course from Quadrants 2 and 3 during their 11th or 12th grade year.

Students who take AP Literature and Composition but do not take AP Language and Composition must also take a course from Quadrant 1, plus one other semester elective during their 11th or 12th grade year.

[Back to course index](#)

ENGLISH COURSE ELECTIVES - QUADRANT SYSTEM

<b>Quadrant 1: Composition</b>	<b>Quadrant 2: Foundational Literature</b>
College Prep Composition	American Literature
Composition	Major American Writers
	World Literature

<b>Quadrant 3: Contemporary &amp; Classical Literature</b>	<b>Quadrant 4: Special Topics in English</b>
Humanities	Creative Writing
Mystery & Horror	Poetry

<b>On the Path . . .</b>	<b>Public Speaking</b>
<b>Science Fiction &amp; Fantasy</b>	<b>Journalism</b>
<b>Short Stories</b>	
<b>Sports Literature and Writing</b>	
<b>Varied Voices in YA Literature</b>	

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## Advanced Placement English

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### ADVANCED PLACEMENT (AP) LANGUAGE AND COMPOSITION 300

**Course Number L109      1 English credit      Grade 11/12**

This course is designed for ambitious and skilled 11th/12th grade students who possess an interest in how the English language works to convey important ideas in our culture. Distinct from a literary studies approach, AP Language and Composition focuses on the study of discourse or rhetoric.

Rather than analyzing the forms of fiction or poetry, students will examine the communication strategies used in a wide range of texts: advertising copy, articles, essays, speeches, propaganda, letters, and journals that develop devices which inform those texts. Students will be asked to write concise analyses of those texts, developing a personal voice appropriate for college writing. Students will prepare for the Advanced Placement Language and Composition exam in May. Although most students need to take this course to prepare successfully for the AP exam, any student may choose to take the exam.

*Requirements: Summer reading and writing.*

[Access Essential Standards for L109 course.](#)

### ADVANCED PLACEMENT (AP) LITERATURE AND COMPOSITION 300

**Course Number L108      1 English credit      Grade 11/12**

AP Literature and Composition is an apt choice for 11th/12th graders who love to read closely and to write critically about literature (story). Students will read, discuss, and write about complex expressions of narrative art (i.e., poetry, short stories, plays and novels). Students are encouraged and expected to practice and develop their skills as active readers; much of this

course aims to analyze closely the nuanced impact of authorial choices on meaning. This course will prepare students for the Advanced Placement exam in Literature and Composition given in May.

*Requirements: Summer reading and writing.*

[Access Essential Standards for L108 course.](#)

## Quadrant 1: Composition

**COLLEGE PREP COMPOSITION 200 (Q1)** 

**Course Number L241    .5 English credit    Grades 11-12**

This course prepares students for post-secondary writing. Using the process of brainstorming, outlining, drafting, revising, and editing, students learn to write a variety of well-organized, logical essays and produce writing that is largely free of minimum-standard writing errors. Students who have taken Advanced Placement Language and Composition may not enroll in this course.

[Access Essential Standards for L241 course.](#)

**COMPOSITION 100 (Q1)** 

**Course Number L316    .5 English credit    Grades 11-12**

This course teaches students to express their opinions in clear, logical, structured pieces of writing. While using a process approach that includes brainstorming, outlining, revising and editing, students will write about a variety of topics. Students will also review basic grammar and punctuation rules while working toward learning to write independently to produce a structured piece of writing that has a minimal number of grammatical, usage and mechanical errors.

[Access Essential Standards for L316 course.](#)

## Quadrant 2: Foundational Literature

**AMERICAN LITERATURE 100 (Q2)** 

**Course Number L332    .5 English credit    Grades 11-12**

This course covers literature from Colonial times through the present day. As students consider what it means to be an American, they will read a variety of authors and genres, including novels, plays, short stories, poetry and non-fiction. Study revolves around issues and themes that have challenged, and will continue to challenge, citizens of our time. Students enrolled in this course will continue to develop reading, writing, and language skills.

[Access Essential Standards for L332 course.](#)

**MAJOR AMERICAN WRITERS 200 (Q2)** 

**Course Number L231    .5 English credit    Grades 11-12**



This course examines important American writers, ideas, and pieces of literature from colonial times to the present. Study revolves around what it means to be an American and the issues and themes that have challenged, and will continue to challenge, citizens of this country. Students enrolled in this course should be prepared to tackle significant reading and writing assignments, and they should be willing to actively participate in class discussion.

[Access Essential Standards for L231 course.](#)

## **WORLD LITERATURE 200 (Q2)**

**Course Number L214 .5 English credit Grades 11-12**

Students learn to share the joys, sorrows, and struggles common to all peoples while recognizing the demands of different cultures and different eras. Students read and analyze demanding prose and poetry focusing on these universal qualities of humankind. Students should expect extensive reading.

*Students can take this course to fulfill a GLP endorsement requirement.*

[Access Essential Standards for L214 course.](#)

## **WORLD LITERATURE 100 (Q2)**

**Course Number L319 .5 English credit Grades 11-12**

Acquaintance with cultural differences and universal themes is an opportunity that awaits students in this course. Students will read novels, short stories, plays, and poems that examine values from throughout the world and help them to understand world cultures. Frequent writing and daily reading assignments make up the core of this course.

*Students can take this course to fulfill a GLP endorsement requirement.*

[Access Essential Standards for L319 course.](#)

## **Quadrant 3: Contemporary & Classical Literature**

### **HUMANITIES 200 (Q3)**

**Course Number L210 .5 English credit Grades 11-12**

Socrates, a classic Greek philosopher from Athens, addressed one of life's most basic questions: "How should we live?" During this semester-long course, students will contemplate and debate the value of the humanities and explore emotionally and analytically the literary and artistic works of various writers, artists, film makers, and musicians.

Students will begin to define for themselves how they should live, as they analyze and evaluate humanity's quest for truth and meaning as reflected in the literature we study. This course will focus on the development of critical and creative thinking skills (crucial to addressing and solving the challenges we face in the modern world) and will further develop students' reading, writing, and vocabulary skills, as well as habits of mind (persisting, listening with understanding and empathy, learning through collaboration, striving for accuracy, and questioning and demonstrating curiosity).

[Access Essential Standards for L210 course.](#)

**MYSTERY & HORROR 200 (Q3)** 

**Course Number L265      .5 English credit      Grades 11-12**

In this course students will read, analyze and discuss a variety of mystery and horror works, including theme-related short stories and poetry. Students will examine the history and relevance of mystery and horror in today's society, identify common characteristics and themes in both genres, and report on an independent reading text in either mystery or horror. The course will center on written fiction, with occasional reference to horror in films and other media.

[Access Essential Standards for L265 course.](#)

**ON THE PATH . . . (Q3)**

**Course Number L042      .5 English credit      Grades 11-12**

Students will study topics of their own choosing to build their literacy and communication skills through in-depth, self-directed study in a dynamic and supportive environment. Students will learn multiple approaches for working with a wide range of written, audio, and visual texts. Students should expect to demonstrate and document their learning through writing and through the creation of multimedia content. On the Path is an opportunity to build your skills, explore the world, and learn about yourself.

[Access Essential Standards for L042 course.](#)

**SCIENCE FICTION & FANTASY 200 (Q3)** 

**Course Number L250      .5 English credit      Grades 11-12**

In this course students will read, analyze, and discuss a variety of science fiction and fantasy works, including theme-related poetry. Examples of texts students might read include *The Fellowship of the Ring*, by J.R.R. Tolkien; *Fear Nothing*, by Dean Koontz; *Ender's Game*, by Orson Scott Card, and *Magician: Apprentice*, by Raymond E. Feist. Students will examine common themes in science fiction and fantasy, figurative language and rhetorical devices, and the genre's relevance in today's society.

[Access Essential Standards for L250 course.](#)

**SCIENCE FICTION & FANTASY 100 (Q3)** 

**Course Number L360      .5 English credit      Grades 11-12**

In this course students will read, analyze, and discuss science fiction and fantasy works, including some theme-related poetry. Examples of texts students might read include *Harry Potter and the Sorcerer's Stone*, by J.K. Rowling, *Artemis Fowl*, by Eoin Colfer, and *The Hunger Games*, by Suzanne Collins. Students will examine common themes in science fiction and fantasy, study figurative language, and discuss the relevance of the genre in today's society.

[Access Essential Standards for L360 course.](#)

**SHORT STORIES 100 (Q3)** 

**Course Number L361      .5 English credit      Grades 11-12**

Students taking this course will study a variety of authors, genres, and time periods, and will

increase their appreciation and enjoyment of fiction. This course will provide practice in reading, writing, and thinking skills.

[Access Essential Standards for L361 course.](#)

## **SPORTS LITERATURE AND WRITING (Q3)**

**Course Number L014      .5 English credit      Grades 11-12**

In this course students will examine the unique relationship between sports and the individual through the lens of contemporary literature written by a range of authors. Writing will include argumentative, informative, and narrative pieces. Readings may include novels, poems, stories, biographies, autobiographies, articles, and pamphlets. Students can expect to read books such as *The Right Call*, by Sally Jenkins, *The Hard Hat*, by Jon Gordon, and other non-fiction pieces based on leadership, teamwork, and motivation in sports. Students may also view films such as *Field of Dreams*, *Remember the Titans*, and *Miracle*, among other possible choices.

[Access Essential Standards for L014 course.](#)

## **VARIED VOICES IN YA LITERATURE (Q3)**

**Course Number L266      .5 English credit      Grades 11-12**

Literature is an important tool for examining social differences. This course will give students the opportunity to read and analyze young adult texts that examine the topics of identity, privilege, and the role that culture plays in our day to day life. In particular, the focus will be on authors from the Global Majority, LGBTQIA+, Disability, neurodivergent, multicultural and other historically marginalized groups. Discussions will include topics such as social justice and equity. Reading will reflect the “varied voices” of people representing many different perspectives in the global community.

[Access Essential Standards for L266 course.](#)

## **Quadrant 4: Special Topics in English**

### **POETRY (Q4)**

**Course Number L011      .5 English credit      Grades 11-12**

Poetry is powerful. This course offers a varied view to understanding, analyzing, and writing poetry. Students will learn a full range of rhetorical devices, rhyme types, and figurative language that will allow them to delve deeper into the intent and meaning of poems. Students will leave this course with a new awareness of how poems communicate.

[Access Essential Standards for L011 course.](#)

## **CREATIVE WRITING (Q4)**

**Course Number L012      .5 English credit      Grades 11-12**

In this course students will study and analyze narrative, short story, and poetry techniques and will employ these techniques in their own writing. Creative Writing concentrates on the communication of ideas, stylistic techniques, experimentation with language, and proofreading competence. Students need discipline and enthusiasm for this course and should feel confident about their basic writing skills.

[Access Essential Standards for L012 course.](#)

## **PUBLIC SPEAKING (Q4)**

**Course Number L013      .5 English credit      Grades 11-12**

Would you like to conquer your fear of public speaking or perhaps sharpen your presentation skills? Public Speaking helps students improve their communication skills and gain confidence, regardless of where they begin. This course involves reading, researching, and writing about student-chosen topics. Students in this course present all of their speeches in front of an audience, and debate is included if time and class size permits.

[Access Essential Standards for L013 course.](#)

## **JOURNALISM (Q4)**

**Course Number L029      .5 English credit      Grades 11-12**

This course introduces students to the principles and practices of journalism. Students will learn what material makes a good story and how to collect information through interviews and research. In this course students will be in a continual process of writing and revising to create engaging and informative articles. The units of study may include but are not limited to the following: ethics, research, interviewing, newswriting, feature writing, opinion writing, sports-writing, digital storytelling, and social media strategy. The Journalism class will also help produce the EHS online newspaper, The Hive.

[Access Essential Standards for L029 course.](#)

## **English Language Learning (ELL)**

These courses support English Language learners with the language skills they need to be successful in high school. Students will practice and improve their skills in listening, speaking, reading and writing. Specific course content will depend on the language skill needs of each student. Course placement requires approval by ELL Teacher.

## **English Language (EL)**

English language instruction is offered at four different levels based on either the WIDA screener or yearly ACCESS scores. At each level students learn English grammar, reading, writing, listening and speaking skills that are appropriate at each individual level. All course proficiencies connected to the WIDA standards are individualized based on student proficiency scores in each domain. The goal of each level is to improve students' communication skills and fluency so they can access the academic content of their courses.

## **Content Support Labs**

In this course, English Language Learners will receive support with accessing core class content. Scaffolds and individualized supports will be based on ACCESS data and linked directly to the WIDA Can DO Descriptors. Students will be selected to join a lab based on their ACCESS or WIDA Screener scores and teacher input.

## **Introduction to Core Content**

This course is offered to students who are new to the United States and have had limited or interrupted education. Students will have the opportunity to learn foundational skills in order to access the core content curriculum. Use of the WIDA Screener, ACCESS scores and student background information will be the basis for inviting students to this course.

# **Fine Arts**

[Bring me to the Fine Arts Department page](#)

## **MUSIC COURSES**

### **ORCHESTRA**

**Course Number: F015      1 Fine Arts Credit      Grades 9-12**

Instrumentalists will learn a varied repertoire of orchestral music. Credit is based on successfully completing the required daily participation and several required public performances.

*Students may enroll in this course more than once for credit.*

[Access Essential Standards for F015 course.](#)

### **CONCERT CHOIR**

**Course Number: F014      1 Fine Arts Credit      Grades 9-12**

This course is open to any student regardless of previous choral experience or ability. Students will develop vocal technique and music reading skills while performing a wide variety of choral repertoire, from Classical to Broadway. There is a mandatory concert per marking period.

Concert Choir students can audition for any of the co-curricular vocal ensembles that meet after school.

**Requirements:** *Mandatory concert per marking period.*

*Students may enroll in this course more than once for credit.*

*Although it is recommended to take the course for the full year, it is possible to take the course for 1 semester (.5 credits) when necessary to accommodate a student's schedule.*

[Access Essential Standards for F014 course.](#)

## **CHAMBER CHOIR**

**Course Number: F083      1 Fine Arts Credit      Grades 10-12**

Chamber Choir is an advanced ensemble. Auditions will be held in March for the upcoming year. Students learn advanced music representing a variety of choral styles and historical periods. The course includes many performances inside and outside of school.

**Prerequisite:** Concert Choir

*Students may enroll in this course more than once for credit.*

[Access Essential Standards for F083 course.](#)

## **BUZZ ROCK BAND**

**Course Number: F202      .5 Fine Arts Credit      Grades 9-12**

No experience required, beginners welcome! This course is designed to help students learn a rock band instrument they've always wanted to try or help students learn the basic skills on an instrument that they may have started and then put away for a while.

This course is your chance to start from scratch on a rock instrument of your choice:

Guitar, Bass, Keyboard, or Drums!

Students will learn the basics of reading music notation as well as basic fundamentals and technique on their instrument. Students can bring in an instrument from home, or use an EHS owned instrument.

*Students may enroll in this course more than once as content is always changing and they may wish to try out another instrument.*

[Access Essential Standards for F202 course.](#)

## **BAND 100: SYMPHONIC BAND**

**Course Number: F102      1 Fine Arts Credit      Grades 9-12**

This course builds on the foundation developed through the 4th-8th grade band program. Most 9th grade band students should enroll in this course. Students collaborate and become part of our musical community through solo and ensemble performances, festivals, concerts and travel experiences. Performances outside of the school day are a required part of the curriculum.

Students without instruments can contact the director for information regarding the use of a school-owned instrument. Students who have enrolled in a fall Buzz Band Lab course may request a .5 credit of Symphonic Band for their spring semester to continue playing in a band for the rest of the year. [www.EssexBands.org](http://www.EssexBands.org).

**Prerequisites:** *Previous band experience or through instructor approval. Students who have not been in band before and would like to begin should contact Mrs. Trutor during registration or at [htrutor@ewsd.org](mailto:htrutor@ewsd.org) as soon as possible to develop a plan for successful participation.*

*Students may enroll in this course more than once for credit.*

[Access Essential Standards for F102 course.](#)

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## **BAND 200: WIND ENSEMBLE**

**Course Number: F116      1 Fine Arts Credit      Grades 9-12**

This course provides an advanced experience that builds on the foundation developed through Symphonic Band. Students collaborate and become part of our musical community through solo & ensemble performances, festivals, concerts and travel experiences. Some performances outside of the school day are a required part of the curriculum. Students without instruments can contact the director for information regarding the use of a school-owned instrument.

[www.EssexBands.org](http://www.EssexBands.org).

*Prerequisite: Successful audition in January/February of the prior year.*

*Students may enroll in this course more than once for credit.*

[Access Essential Standards for F116 course.](#)

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## **JAZZ BAND: ESSEX JAZZ COLLECTIVE**

**Course Number F151      1 Fine Arts Credit      Grades 9-12**

This ensemble studies and performs the music of the foremost big band composers, past and present, as well as funk, latin, and rock music. Our jazz band is one of the most active ensembles at EHS. This course is running as an independent study for the 2023/2024 school year and will meet Tuesdays and Thursdays from 7-7:55AM. Students may sign up for their 8 credits during the school day *plus* jazz band. Performances outside of the school day are a required part of the curriculum. [www.EssexBands.org](http://www.EssexBands.org)

*Prerequisite: Experience playing a band instrument or a rhythm section instrument.*

[Access Essential Standards for F151 course.](#)

## **GUITAR I: BEGINNING GUITAR**

**Course Number: F420      .5 Fine Arts Credit      Grades 9-12**

This course is designed to provide the musical novice with the fundamental guitar skills needed to perform at an introductory level. Students will learn basic music skills and guitar techniques from the perspective of the performer. The regular classroom time will be spent learning to read music while playing traditional songs and other skills-appropriate music.

Recommended for any student who wishes to begin guitar study or for students who play by ear and would like to learn to read music. Prior musical background is not necessary. All course materials, including guitars and books, will be provided by the school.

[Access Essential Standards for F420 course.](#)

## **GUITAR II: The Guitar Experience Project**

**Course Number: F152      .5 Fine Arts Credit      Grades 9-12**

Students of intermediate or advanced playing ability will develop individual goals and generate projects that cater to their specific interests and needs. Transposition, music reading, soloing, transcription, ear training, songwriting, ensemble playing and more are possibilities in this course. Final projects may include producing, designing and recording your own CD and a public performance. All course materials, including guitars and books, will be provided by the school.

*Prerequisites: Successful completion of Guitar I: Beginning Guitar or instructor approval. Students may enroll in this course more than once for credit.*

[Access Essential Standards for F152 course.](#)

## **PIANO LAB I**

**Course Number: F010                      .5 Fine Arts Credit                      Grades 9-12**

This course is designed for students who want to learn how to read music while acquiring the ability to play simple piano pieces with both hands. The lab allows group playing as well as focused individual practice. This course is for beginning pianists with little or no experience.

[Access Essential Standards for F010 course.](#)

## **PIANO LAB II**

**Course Number: F079                      .5 Fine Arts Credit                      Grades 9-12**

This course is a continuation of Piano Lab I. Piano Lab II students will finish Alfred Adult Beginner book 1 or begin book 2. They will improve their piano technique through songs, scales and standard piano classics including a variety of genres. Students will compose, improvise, study the historical origins of the instrument and perform great piano works. Piano Lab I and II students may be mixed within the same class.

*Prerequisites: Piano Lab I or at least 2 years of private instruction.*

[Access Essential Standards for F079 course.](#)

## **SONGWRITING AND ELECTRONIC MUSIC (Offered 2024/2025 school year)**

**Course F304                      .5 Fine Arts credit                      Grades 9-12**

Have you always wondered how to write your own music? This course explores writing your own music with a focus on where technology and music intersect. Through project-based assignments, students will get hands-on experience with a focus on the necessary tools to understand basic popular music, music form, and a variety of composing devices including: sound creation and manipulation, remixing, sampling, and using found sound. Students will compose music from advertising jingles, to pop songs, to pieces for vocal or instrumental combos.

[Access Essential Standards for F304 course.](#)

## **HISTORY OF ROCK AND ROLL (Offered 2025/26 school year)**

**Course F118                      .5 Fine Arts credit                      Grades 9-12**

This course is open to any student, regardless of prior musical background. The curriculum will cover the development of rock music and its relationship to society. We will begin in the early 20th century with the roots of blues music and cover each decade up to modern day. This course includes reading assignments, quizzes and active class participation.

[Access proficiencies for F118 course.](#)

## **UNIFIED ADAPTIVE MUSIC**



**Course Number: F824****.5 Fine Arts credit****Grades 9-12**

This course is designed to meet the needs of students with all abilities. Students interested in acting as helpers/partners may enroll in this course for .5 Fine Arts credit.

This course introduces students to the art form of music through various activities. Lifetime skills will align with student Individualized Education Plans (IEPs) with an emphasis on social interaction, teamwork, and joy. Students are evaluated on the growth of their skills and participation over time and are graded on a pass/fail basis.

*Students may enroll in this course more than once for credit.*

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## THEATER COURSES

### THEATER I: INTRO TO ACTING

**Course Number: F363 .5 Fine Arts Credit****Grades 9-12**

This course introduces students to the elements of stage performance, including voice, body movement, creating basic character, and stage terminology. Through acting games and exercises across an array of acting styles, students develop monologue and scenic performance, as well as one act plays.

Prerequisite: None

[Access Essential Standards for F007 course.](#)

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### IMPROV I: COMEDY

**Course Number: F108****.5 Fine Arts Credit****Grades 9-12**

The course explores the principles of comedy improvisation. Students will develop and strengthen thinking skills, spontaneity, vocal and physical prowess, and collaboration through the use of the improvisation exercises. Topics include comedy theory, performance principles, pantomime, story characterization. The class emphasizes thinking creatively and quickly, and helps students gain ease in speaking and performing publicly.

Prerequisites: None

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## FILM COURSES

### FILM APPRECIATION & CRITICISM

**Course Number: F182****.5 Fine Arts Credit****Grades 9-12**

Students will earn a variety of critical and technical methods to move beyond merely watching films to understanding them as active, critically engaged viewers. Through in-depth analysis of each film in class and in written criticisms, students learn to express their ideas and feelings about film and explore artistic choices that affect a film's impact on the viewers.

Requirements: Parent permission of film titles is required.

Prerequisites: None

[Access Essential Standards for F182 course.](#)

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## **MEDIA COMMUNICATIONS**

**Course Number: I038 .5 Fine Arts OR .5 Practical Arts Credit Grades 9-12**

Media Communications provides students with a broad understanding of digital media through hands-on projects and creative design thinking. Students will use Photoshop, Audition and Premiere Pro to design projects, including a movie poster and a short video. **This course is a prerequisite for Movie Production I.**

[Access proficiencies for I038 course.](#)

## **MOVIE PRODUCTION I**

**Course Number: F356 .5 Fine Arts OR .5 Practical Arts Credit Grades 9-12**

Students will learn about many of the skills required to conceive and produce a short movie. Story elements and composition, screenplay, lighting, basic to advanced camera work, audio recording for film, critique of award winning films, career exploration, and small-group filmmaking will help students gain real life film-making skills.

***Prerequisites:*** Media Communications

[Access Essential Standards for F356 course.](#)

## **MOVIE PRODUCTION II: ADVANCED CINEMA**

**Course Number: F358 1 Fine Arts OR 1 Practical Arts Credit Grades 10-12**

This course will focus on the creation of high quality short films. Projects will incorporate larger group film-making as well as outside works for festivals and clients. Emphasis will be on advanced video DSLR use, lighting, scripting and storytelling. This course will allow you to build on your skills from Movie Production I and fully explore video production in a more professional manner.

***Requirements:*** AVPA Film students are required to take this course after completing Movie Production I.

***Prerequisites:*** Movie Production I

[Access proficiencies for F358 course.](#)

## **VISUAL ART COURSES**

### **UNIFIED ADAPTIVE VISUAL ARTS**

**Course Number: F207 .5 Fine Arts Credit Grades 9-12**

This course is designed to meet the needs of students with all abilities. Students interested in acting as helpers/partners may enroll in this course for .5 Fine Arts credit.

This course includes a rotating curriculum of foundational Art 1, Clay 1, Photo 1 and lifetime skills that are aligned with student Individualized Education Plans (IEPs) with an emphasis on social interaction and teamwork.

Students enrolled in this course are encouraged to also be enrolled in other Fine Arts courses as this course will give students more one on one instruction to supplement the learning and work they do in their other art classes.

Students are evaluated on the growth of their skills and participation over time and are graded on a pass/fail basis.

[Access proficiencies for F207 course.](#)

## **ART I: HALF YEAR**

**Course Number: F058     .5 Fine Arts Credit     Grades 9-12**

In this one semester foundational course, students will explore and experiment with several different artistic media and techniques.

Imagination and a sense of adventure are needed as art elements and principles, design and composition are studied through drawing, painting, collage, sculpture and other media.

This course or Advanced Art I: Full Year Exploration is required for those students desiring to pursue any of the advanced courses offered in the fine arts including Digital and Graphic Design, Drawing and Painting, Art II, Art III, and AP Art.

[Access Essential Standards for F058 course.](#)

## **ART I: FULL YEAR INTENSIVE EXPLORATION**

**Course Number: F073     1 Fine Arts Credit     Grades 9-12**

This foundational level course is geared for students who are highly motivated and interested in the visual arts and applying to the Academy of Visual and Performing Arts. This course provides a broader foundation with various two dimensional and three dimensional media, techniques and processes and includes inspirations and references from art history and world cultures.

*This course or Advanced Art I: Half Year is required for those students desiring to pursue any of the advanced courses offered in the fine arts including Digital and Graphic Design, Drawing and Painting, Art II, Art III, and AP Art.*

[Access Essential Standards for F073 course.](#)

## **ART II: FULL YEAR**

**Course Number: F026     1 Fine Arts Credit     Grades 10-12**

This course is specifically designed to begin a student's portfolio for college admission. Students will concentrate on advanced techniques and design problems in the following areas: drawing, painting, printmaking and sculpture. The course will focus on developing observational skills while fostering creative imagination. Students will examine the styles of both historical and contemporary artists while developing their own personal style of expression. Students who are planning to take Art III and Advanced Placement in Art should take this prerequisite course in 10th grade.

*Prerequisite: Art I*

[Access Essential Standards for F026 course.](#)

## **ART II: HALF YEAR**

**Course Number: F049     .5 Fine Arts Credit     Grades 9-12**

This course is offered for students who cannot take a full year of Art II. The course will focus on the same advanced techniques and design problems using a wide range of media including pencil, charcoal, pastel, pen and ink, watercolor and acrylics.

The course combines observational drawing with the use of the imagination as a means of transforming visual ideas onto a two-dimensional surface. Students are recommended to combine this course with any specialty course (clay, photography, and sculpture) to meet the prerequisites for Art III.

*Prerequisite: Art I*

[Access Essential Standards for F049 course.](#)

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## **ART III**

**Course Number: F037     1 Fine Arts Credit     Grades 11-12**

This course is intended for highly motivated students who wish to take AP Art and/or pursue art

in college. This course will focus on developing the “Selected Works” portion of your AP or college portfolio with a variety of visual media and subject matter. Observational drawing will be stressed as students continue to develop personal visual imagery through intensive work in drawing, painting, mixed media, printmaking and sculpture. This course will focus on introducing students to historical and contemporary artists. Toward the end of the course, students will select a particular visual topic based on an individual interest and begin a concentration of a related body of work that focuses on a process of investigation, growth, and discovery.

**Prerequisites:** *Art II full year, or Art II half year plus any specialty course*

[Access Essential Standards for F037 course.](#)

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## **ART IV - AP ART**

**Course Number: F028      1 Fine Arts Credit      Grades 11-12**

This course is designed for students who wish to take the AP Art exam and/or pursue art in college as a career. This very intensive course is structured to prepare students to submit a comprehensive portfolio for the Advanced Placement Examination in May or for college admission.

The first semester of the course focuses on the “Selected Works” portion of the portfolio where students continue to work in a variety of media including drawing, painting, mixed media, sculpture and printmaking.

The second “Sustained Investigation” portion of the semester is spent focusing on a specific area of interest and developing a personal style of expression. Students who don’t want the intensity of the AP curriculum may elect to take this course as an Art IV credit.

**Prerequisites:** *Art III or instructor approval*

[Access Essential Standards for F028 course.](#)

## **CLAY I**

**Course Number: F040      .5 Fine Arts Credit      Grades 9-12**

In this course students express themselves in clay to make both functional pottery and sculptures. Students will explore line, shape, form, color, and texture as tools of expression and learn basic building techniques including pinch, coil, slab, and sculpting.

[Access Essential Standards for F040 course.](#)

## **STUDIO CLAY**

**Course Number: F511      .5 Fine Arts Credit      Grades 9-12**

In this course students expand and develop their basic knowledge of clay construction in a more self-directed setting. Students will have access to demonstrations, individual support, and the material and equipment within the studio as a means for creative problem-solving and self-expression. The pottery wheel is introduced as an option for construction, and guided hand-building projects are offered. New techniques in building and surface decorating will be explored. Students are encouraged to choose projects based on their individual interests and personal style. Returning students will be supported in choosing an area of personal concentration.

**Prerequisite:** *Clay I*

[Access Essential Standards for F511 course.](#)

## **WHEEL THROWING**

**Course Number: F512      .5 Fine Arts Credit      Grades 9-12**

This course facilitates the growth of new and returning students in the numerous aspects of the potter's wheel as a mode of artistic expression. Students will learn how to center, cone, trim, decorate and prepare pieces for final firings. Projects are designed to foster creativity and visual problem-solving skills while using the wheel as the main form of construction. Returning students will focus on advancing their wheel throwing abilities and personal artistic style.

*Prerequisite: Clay I*

[Access Essential Standards for F512 course.](#)

## **PHOTOGRAPHY I**

**Course Number: F350 .5 Fine Arts Credit Grades 9-12**

In this course students will create expressive and artistically composed photographs. Students will learn how to use digital SLR cameras, and edit on the computer using both Adobe Lightroom and Photoshop. Students will be able to critique photos in terms of composition and how it makes the viewer respond.

[Access Essential Standards for F350 course.](#)

## **PHOTOGRAPHY II**

**Course Number: F351 .5 Fine Arts Credit Grades 9-12**

Students will learn advanced digital and film camera techniques as well as advanced editing techniques using both Adobe Lightroom and Photoshop. Students will learn about contemporary artists and practice some of their photo techniques. Throughout the class students will develop a personal style and critiquing skills.

*Students may enroll in this course more than once for credit.*

*Prerequisite: Photography I*

[Access Essential Standards for F351 course.](#)

## **SEWING AND FIBER ARTS I, II, III**

**Course Number: H005 .5 Fine Arts Credit OR .5 Practical Arts credit  
Grades 9-12**

In this course students will study textile fiber and fabric characteristics, consider elements and principles of design in order to create and/or alter textiles and apparel, and evaluate the history of textiles and fiber arts and its impact on art, culture, and fashion today. Additionally, students will analyze career paths within textile, fashion, and apparel industries. In this hands-on, project-based class students will create with the use of sewing machines, hand sewing techniques, looms, and more. In subsequent levels students will experience increasing choice and challenge:

*I: Introduction to sewing, machines and projects*

*II: Sewing patterns and clothing*

*III: Student led and designed advanced projects*

Students can take this course to fulfill an AVPA endorsement requirement.

[Access Essential Standards for H005 course.](#)

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## **METAL SCULPTURE AND DESIGN**

**Course Number: F365 .5 Fine Arts Credit Grades 10-12**

Metal Sculpture and Design will teach the basics of metal work and welding through the creation of sculptural artwork. Students will see their work go from idea to prototype to complete work.

Students will use traditional drawing mixed with CAD design tools to create unique 3d works of art.

*Students may enroll in this course more than once for credit.*

[Access Essential Standards for F365 course.](#)

## **COMPUTER ANIMATION I or II**

**Course Number: I106 .5 Fine Arts OR .5 Practical Arts Credit Grades 9-12**

Computer Animation I focuses on learning the basics of creating digital animation. Topics include how to create 2d and 3d models effectively and how to render still images and video. We will use industry standard animation software to create exciting 3d objects and short animations. If you possess a bit of computer savvy and have a passion for animation, this course is for you.

In Computer Animation II see your hard work come alive! Employ the basic techniques learned in Computer Animation I to develop your own stories. You will finely tune modeling and animation skills while creating character animations.

*Students may enroll in this course more than once for credit.*

[Access Essential Standards for I106 course.](#)

## **DIGITAL AND GRAPHIC DESIGN**

**Course Number: F090 .5 Fine Arts OR .5 Practical Arts Credit Grades 9-12**

Using the computer as an artistic medium, you will explore the creative process and create digital artworks. You will be introduced to current computer programs, Photoshop and Illustrator and will experiment with different ways the programs can be used to create digital art. In Photoshop you will learn about pixels, layers, layer masks and other tools. In Illustrator you will learn about vectors, creating custom illustrations, typography, logo development and marketing, and much more.

**Prerequisites:** *One of the following courses: Art 1 (half or full year), Clay 1, Photography 1, Movie Production 1, Media Communications, Computer Animation I, or Web Design.*

[Access proficiencies for F090 course.](#)

## **ADVANCED DIGITAL AND GRAPHIC DESIGN**

**Course Number: F361 .5 Fine Arts OR .5 Practical Arts Credit Grades 10-12**

In this course students will learn advanced digital techniques that will build upon skills and concepts from the Introduction to Digital & Graphic Design course. They will create, investigate, explore and cultivate a personal interest and develop a portfolio that they will work on for the entire semester.

**Prerequisite:** *Digital and Graphic Design*

[Access proficiencies for F361 course.](#)

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# **Health and Physical Education**

[Bring me to the Physical Education and Health Department page.](#)

Health and Physical Education at Essex High School embrace the belief that: "...intelligence and skill can only function at the peak of their capacity when the body is healthy and strong; that hardy spirits and tough minds usually inhabit sound bodies." -John F. Kennedy

## Health Education

### HEALTH

**Course Number P008**

**.5 Health credit**

**Grades 9-12**

Students will gather, research, understand and critically analyze information to make informed healthy choices. They will acquire the skills needed to interact in positive ways with others and become contributing members of a healthy society. Students will learn to predict the consequences of their decisions recognizing that what they choose today will make a significant difference in their futures. Students will use acquired skills and information to take responsibility for their behavior as they transition from adolescence to adulthood. Students will practice and learn the following skills:

- Assertive communication
- Decision making
- Goal setting
- Risk assessment
- CPR/AED training

Content areas include alcohol, tobacco and other drugs, family and social health, growth and development, human sexuality, nutrition, personal safety, self-image and stress.

[Access Essential Standards for P008 course.](#)

## Physical Education

All students are required to accumulate 1.5 credits in physical education which must include "Give Me Five." Every course is offered in both semesters. Students will not receive credit for enrolling in a course more than once. Because the foundation of each course is activity, a student must participate daily to receive PE credit. All courses include both fitness training and skill development.

### GIVE ME FIVE

**Course Number P220 .5 Physical Education credit**

**Grades 9-12**

This required course provides instruction in the 5 health related aspects of fitness – cardiovascular fitness, flexibility, muscular strength/muscular endurance and body composition. Students will participate in a developmentally appropriate training program designed to achieve and maintain aerobic capacity, flexibility, and muscular strength/endurance within a healthy fitness zone.

Training will include instruction and participation in a variety of activities that support fitness outcomes. This training may include cardiovascular training progressions and games, Pilates, plyometrics, yoga, and strength training using equipment such as kettlebells, dynabands, bosu balls, physioballs, medicine balls, and free weights. The academic component of the course will focus on the principles of training as they apply to these areas of fitness. Students will study the

anatomy and physiology of muscle and will understand the body's physiological response to training.

[Access Essential Standards for P220 course.](#)

## **ACTIVITY IS AN ADVENTURE**

**Course Number P221 .5 Physical Education credit Grades 9-12**

This course provides a non-traditional approach to physical education. Participants engage in experiences that focus on both intrapersonal and interpersonal development. There are four broad units of instruction: Initiatives, Team Building, Trust, and Problem Solving. Class participation enhances students' communication skills, decision making, compassion, tolerance, leadership, trust, and collaboration.

Due to the nature of activities, students must expect and be comfortable with physical contact. The class climate encourages the development of community, creativity and risk taking in a structured environment. In addition to the four primary units of instruction students will experience a low ropes course, learn to belay and climb and also geocache.

[Access Essential Standards for P221 course.](#)

## **HAVE A BALL**

**Course Number P223 .5 Physical Education credit Grades 9-12**

This course includes instruction in a variety of traditional team sports. These may include volleyball, basketball, soccer, football, softball, wiffleball, team handball, and rugby. This course may best be suited for students with a competitive spirit.

[Access Essential Standards for P223 course.](#)

## **RIGHT ON TARGET**

**Course Number P222 .5 Physical Education credit Grades 9-12**

This course provides instruction in a variety of target sport/partner activities. These may include such activities as archery, tennis, badminton, frisbee golf, fencing, and pickleball.

[Access Essential Standards for P222 course.](#)

## **WALK THIS WAY**

**Course Number P321 .5 Physical Education credit Grades 9-12**

This course provides a healthy outlet for students to obtain PE credit while taking part in low impact fitness exercise. Students will obtain the knowledge, skills, and attitudes necessary for physical fitness through participation in monitored walking and stretching led by an instructor. Students are introduced to fitness logs and activity tracking. Additional activities which support a healthy body/healthy mind will be added based on student interest. Due to the nature of the class students should expect to be outside **every day**, even on snowy cold days.

[Access Essential Standards for P321 course.](#)



## **INDEPENDENT STUDY IN PHYSICAL EDUCATION**

**Course Number PIND .5 Physical Education credit Grades 9-12**

While most students prefer to follow the EWSD curriculum to meet graduation requirements, Independent PE provides a flexible pathway to support individual needs and interests. Students work independently to show proficiency in [National PE Standards](#) by using their own sports/activities. Because of this, participation on an EHS sports team qualifies for a portion of the required hours needed to obtain a passing grade in the course.

Requirements:

- May not be taken second semester of the 12th grade year
- May only be taken once to obtain a .5 credit of P.E.
- Pass/Fail grading only
- Student must be available to meet with class instructor every two weeks
- Show competency in 5 different activities

[Access Essential Standards for PIND course.](#)

## **UNIFIED PHYSICAL EDUCATION .5 PE Credit or .5 Elective credit**

**Course Number K400**

This class joins people with and without intellectual /physical disabilities to engage in fun activity all while promoting social inclusion. The class offers a wide array of activities which are developmentally appropriate for all students. Class is modified to address individual needs. A variety of skills are “pre-taught” to allow greater ease when a student enrolls in a mainstream PE class.

- Priority enrollment is given to students in the EXCEL program at EHS
- Grading for the class is pass/fail
- Students serving as a teaching assistant may only take this class once for credit

COURSE PROFICIENCIES:

Students on an educational plan will be assessed by showing growth toward prescribed goals listed in their IEP

Students not on a educational plan will be assessed following [Casel's Five SEL Standards](#)

[Access Essential Standards for K400 course.](#)

## **CARE & PREVENTION OF ATHLETIC INJURIES**

**Course Number P300 .5 Elective credit Grades 11-12**

This course is designed to introduce students to the care and prevention of athletic injuries. It is a comprehensive introduction to preventing, recognizing, evaluating, treating, and rehabilitating basic athletic injuries. Units of instruction will include human anatomy and physiology,

kinesiology, protective taping and wrapping techniques, first aid and CPR. Students will also explore different career opportunities within athletic training and related fields. The course includes classroom and laboratory/practical instruction. Students successfully completing the course may be certified in basic first aid, CPR, and AED. They will be capable of assisting a professional certified athletic trainer and be prepared for advanced study of sports medicine.

[Access Essential Standards for P300 course.](#)

## **CARE & PREVENTION - SPECIAL TOPICS IN SPORTS MEDICINE**

**Course Number P304**

**.5 Elective credit**

**Grades 11-12**

This course examines special topics pertaining to the field of athletic training and sports medicine. Topics may include nutrition, equipment utilization, varied populations in athletics and/or other advanced topics in athletic training identified by students. It can help prepare students looking to further their education in a medical field.

Students can take this course to fulfill a STEM Academy endorsement requirement.

[Access Essential Standards for P304 course.](#)

# **Mathematics**

## **MATHEMATICS CLASSES**

The Mathematics team at Essex High School strives to offer a variety of courses to provide a solid foundation for all students.

[Bring me to the Mathematics Department page.](#)

Throughout each Mathematics course at Essex High School, teachers will reinforce the following eight mathematical practices in order to develop logical and critical thinking skills, which will enhance students' problem solving, modeling and investigative abilities.

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## **Sequencing**

Most students follow the sequence of Algebra I, Geometry, and Algebra II to prepare for College Entrance examinations (SAT and ACT). In addition to this sequence of courses, it is recommended that all students take a course in probability and statistics due to the increased focus on this field of study on standardized tests including the latest versions of the SAT and ACT.

## **Level designations**

Some course titles include number designations. These numbers indicate different entry points, and they indicate the range of scaffolding students receive to help them access concepts, content, and skills.

- 300 level (also referred to as Advanced Placement (AP) or Honors) courses are designed for students who are ready to demonstrate increased independence in learning and would like an additional challenge. These courses generally progress at a faster pace while still providing support as needed.
- 200 level courses are designed to provide a challenge while maintaining a balance of supports and independence.
- 100 level courses are designed to challenge students and provide the highest level of built-in support within the lesson plan and curriculum. The differentiation provided in these courses allows students to progress individually or be supported as needed. The 100 level courses provide structure and support so students can access higher-level, complex concepts and be given consistent opportunities to apply their skills and think critically.

## Advancing levels

Students needing support with choosing a course from the Program of Studies can reach out to their current math teacher. The easiest way for a student to choose the right course is to consider what grade they received in the previous course. If a student struggled at the level they were before, they may want to consider choosing a course with more support next time, or retaking the original course. If they found the previous course in the sequence too easy, or not challenging enough, they may want to try taking a higher-level course next time.

## GENERAL COURSES

### ELEMENTS OF MATH

**Course Number: M315      1 Mathematics Credit      Grades 9-12**

This course allows for individualized instruction for those students who would benefit from more preparation and support with fundamental mathematical concepts. Appropriate math interventions will be designed for each student dependent upon the student's developmental level and current math skills

***Prerequisite:*** Teacher recommendation

[Access Essential Standards for M315 course.](#)

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### PRE-ALGEBRA 100

**Course Number: M316      1 Mathematics Credit      Grades 9-12**

This course is meant to prepare students for the study of Algebra. Course content will explore mathematical concepts that provide a foundation for success in Algebra. Students will become familiar with properties of mathematics and the language of algebra. Topics to be covered include algebraic expressions, integers, equations, decimals, fractions, exponents, ratios, proportions, percents, area, and graphing.

*Prerequisite: Teacher recommendation*  
[Access Essential Standards for M316 course.](#)

## ALGEBRA I COURSES

Algebra I gives students a foundation in algebra to prepare for further mathematics courses. It is designed to provide students with the necessary algebraic techniques to solve practical problems. It is intended for more independent students who are confident in their skills with fractions, decimals and proportional reasoning.

Topics covered include the development of the language and structure of algebra, the real number system, a study of linear functions and inequalities, operations with algebraic expressions, factoring, polynomials, radicals, graphing, quadratic functions, and an introduction to exponential functions. Lessons integrate the use of technology, including graphing calculators.

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**ALGEBRA I 100**  **Course Number M317 1 Mathematics and .5 Elective credits Grades 9-12**

This course includes an additional .5-credit half-block to allow students time to reinforce, develop, and practice concepts taught in class.

*Prerequisites: Teacher recommendation and Pre-Algebra*  
[Access Essential Standards for M317 course.](#)

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**ALGEBRA I 200**  **Course Number M207 1 Mathematics credit Grades 9-12**

*Prerequisites: Teacher recommendation and Pre-Algebra*  
[Access Essential Standards for M207 course.](#)

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**ALGEBRA I 200 Part II**  **Course Number M207II .5 Mathematics credit Grades 9-12**

This course is for students who have demonstrated proficiency with linear equations, functions and systems of equations in 8th grade math or Algebra I. The emphasis of this course is on topics covered primarily in the second half of Algebra 1 including factoring, radicals, polynomials, and an introduction to exponential and quadratic functions. Students in this .5-credit course are advised to enroll in Geometry concurrently. 9th grade students in this course who are not concurrently enrolled in Geometry are advised to enroll in Probability and Statistics immediately following completion of this course.

*Prerequisite: Teacher recommendation*  
[Access Essential Standards for M207II course.](#)


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## GEOMETRY COURSES


The emphasis of these courses is on plane geometry and also includes basic solid geometry. Major topics include triangles, quadrilaterals, polygons, parallel lines, perpendicular lines, circles, area of polygons, right triangle trigonometry, and volume of polyhedra. A variety of problems and proofs provide the student with the opportunity to do some independent, creative and original thinking. This course also enables students to use the techniques of logical

inference so they can discover and establish geometrical relationships. A strong understanding of algebra is an important prerequisite skill for geometry.

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**GEOMETRY 100**   
**Course Number M322**                      **1 Mathematics credit**                      **Grades 10-12**  
*Prerequisites: Teacher recommendation and credit in Algebra I or concurrent enrollment in Algebra I 200 Part 2*  
[Access Essential Standards for M322 course.](#)

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**GEOMETRY 200**   
**Course Number M209**                      **1 Mathematics credit**                      **Grades 9-12**  
*Prerequisites: Teacher recommendation and credit in Algebra I or concurrent enrollment in Algebra I 200 Part 2*  
[Access Essential Standards for M209 course.](#)


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## ALGEBRA II COURSES


Algebra II gives students a more in-depth exposure to algebraic concepts and structures. Some of the topics covered are real numbers, equations and inequalities, fractions, exponents, radicals, complex numbers, and graphing and analysis of functional relationships, including quadratic, polynomial, exponential, and logarithmic functions.

There will be an emphasis on transformations of these functions. Lessons integrate the use of technology, including graphing calculators. Geometric concepts are brought in as review and to emphasize the connection between the mathematical fields.


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**ALGEBRA II 100**   
**Course Number M310**                      **1 Mathematics credit**                      **Grades 10-12**  
*Prerequisites: Teacher recommendation, Algebra I, and Geometry*  
[Access Essential Standards for M310 course.](#)

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**ALGEBRA II 200**   
**Course Number M211**                      **1 Mathematics credit**                      **Grades 10-12**  
*Prerequisites: Teacher recommendation, Algebra I, and Geometry*  
[Access Essential Standards for M211 course.](#)

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**ALGEBRA II HONORS 300**   
**Course Number M111**                      **1 Mathematics credit**                      **Grades 10-12**  
This course is the first in a three year series of mathematics courses intended for students who have demonstrated a superior aptitude for, and interest in, the discipline of mathematics. The topics of instruction include both traditional Algebra II and Precalculus subjects. Among these are rational expressions, equations and inequalities, complex numbers, functions, conic sections, logarithms, systems, sequences, series, and probability. A CAS TI-Nspire graphing calculator is highly recommended for all students in this course.  
*Prerequisite: Recommendation of the Geometry teacher. Considerations for recommendation include exceptionally strong performance in Algebra I 200, and*

Geometry 200.

[Access Essential Standards for M111 course.](#)

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## ADDITIONAL MATHEMATICS COURSES

### MATH OF FINANCIAL LITERACY

**Course Number M309**      **1 Mathematics credit**      **Grades 11-12**

This course is designed for students who are interested in gaining an understanding of financial topics and the mathematics behind them. This course will investigate in depth such topics as: income and budgeting, financial goal setting, the time value of money, banking and personal income taxes, renting vs. owning, and debt repayment. This course is designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Lessons integrate the use of technology, including graphing calculators, spreadsheet programs, and many Internet sources to perform mathematical calculations. By the end of the course, students will have a detailed understanding of the mathematics behind some key personal finance issues that affect their lives, as well as the skills and knowledge needed to improve their financial future.

*Prerequisites:* Teacher recommendation and Algebra I

[Access Essential Standards for M309 course.](#)

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### ALGEBRA & TRIGONOMETRY

**Course Number M312**      **.5 Mathematics credit**      **Grades 11-12**

This course is intended for students as an alternative to taking Pre-Calculus (cannot be taken concurrently with Pre-Calculus). The course will include a review of algebra skills as well as the further development of advanced algebra concepts covered in Algebra 2. Time will be given for preparation for standardized tests such as the ACT and SAT. The fundamentals of trigonometry will also be explored. Students looking for 1 full credit of math are encouraged to also sign up for Probability and Statistics.

*Prerequisites:* Teacher recommendation and Algebra II

[Access Essential Standards for M312 course.](#)

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### PRE-CALCULUS 200

**Course Number M216**      **1 Mathematics credit**      **Grades 10-12**

This course will focus on topics from Trigonometry and Analytic Geometry. Various relationships between functions are developed and formulas derived which are used in solving trigonometric equations and proving identities.

Graphs of relations and functions emphasizing domain, range, symmetry, and asymptotes are included. Exponential and logarithmic functions are discussed and graphed, as are parametric equations and conic sections.

*Prerequisites:* Teacher recommendation and Algebra II

[Access Essential Standards for M216 course.](#)

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## HONORS PRE-CALCULUS 300

**Course Number M115      1 Mathematics credit      Grades 10-12**

This course is designed for students who plan to study AP Calculus (level BC) following the end of the course. This course covers topics including trigonometry, vectors, polar and parametric equations, limits, and derivatives with an emphasis on problem solving and applications throughout. A CAS TI-Nspire graphing calculator is highly recommended for all students in this course.

*Prerequisites: Teacher recommendation and Algebra II Honors 300*

[Access Essential Standards for M115 course.](#)

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## PROBABILITY & STATISTICS

**Course Number M313      .5 Mathematics credit      Grades 9-12**

How can we become more informed consumers of information? This course is designed to explore and understand the role statistics play in our everyday lives. Data collection, description, and analysis are studied as ways to report findings and build mathematical models for prediction and decision making. Probability is used to assess the usefulness of models.

Lessons integrate the use of technology, including graphing calculators and/or computer software to produce charts and graphs. Examples from fields such as economics, business, education, psychology, sociology, biology, and medicine will be examined.

*Prerequisites: Credit or concurrent enrollment in Algebra 1*

[Access Essential Standards for M313 course.](#)

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## AP STATISTICS 300

**Course Number M112      1 Mathematics credit      Grades 11-12**

This course is designed for students interested in pursuing a career in natural science, social science, engineering, mathematics or any other career that involves performing research and/or interpreting research results. This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course emphasizes the use of graphical and numerical techniques to study patterns and departures from patterns, experimental design, probability, sampling distributions, and statistical inference. A graphing calculator is highly recommended for all students in this course.

Students who use a dual enrollment voucher or pay 50% tuition for college credit and pass the course could earn 3 UVM credits through the College of Engineering and Mathematical Sciences in addition to 1 EHS credit.

*Students can take this course to fulfill a STEM Academy endorsement requirement.*

*Prerequisites: Teacher recommendation and Algebra II or higher*

[Access Essential Standards for M112 course.](#)

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## INTRODUCTION TO PROGRAMMING

**Course Number M128      .5 Mathematics credit      Grades 9-12**

This course is designed to offer an introduction to computer science and assumes no knowledge in computer programming. It introduces the students to the basic concepts and techniques of developing programs for problem solving. Object-oriented programming methodology is used throughout the course to teach the fundamentals of programming. In this course, students learn how to apply an integrated program development tool to design, implement, test, debug, and document programs. It establishes the foundation on which students are able to develop application programs in the language of Python.

[Access Essential Standards for M128 course.](#)

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## **AP COMPUTER SCIENCE A 300**

**Course Number M127    1 Mathematics credit    Grades 10-12**

This course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a first-semester college level course in Computer Science. It also includes the study of data structures, design, and abstraction. Students will learn to: design and implement solutions to problems by writing, running, and debugging computer programs; use and implement commonly-used algorithms and data structures; develop and select appropriate algorithms and data structures to solve problems; code fluently in an object-oriented paradigm using the programming language Java; read and understand a large program consisting of several classes and interacting Objects; and recognize the ethical and social implications of computer use. In evaluating student programming solutions, consideration will be given to program correctness, error handling, and the organization, format, and documentation of the code. This course is recommended for students who intend to pursue study in scientific or technical fields. Students in this course may be candidates for the AP Computer Science A exam in May. Additional time outside of class is required. No prior programming knowledge is required. *Students can take this course to fulfill a STEM Academy requirement.*

**Prerequisites:** *Teacher recommendation and Geometry 200 or Algebra II*

[Access Essential Standards for M127 course.](#)

## **CALCULUS 200**

**Course Number M217    1 Mathematics credit    Grades 11-12**

This course is designed for students who want to continue their studies of mathematics but are not interested in taking the Advanced Placement test at the end of the year. Students planning on a career in science, mathematics, or engineering will be well prepared to take a college Calculus course and in some cases can use this credit to start at a higher level of Calculus in college. The curriculum will be very similar to the AP Calculus AB course listed below with a less rigorous coverage of the material in some areas.

**Prerequisites:** *Teacher recommendation and Pre-Calculus*

[Access Essential Standards for M217 course.](#)

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## **AP CALCULUS (AB) 300**

**Course Number M117    1 Mathematics credit    Grades 11-12**

This course is designed to prepare students to take the AP Calculus AB exam. Any student planning on a career in science, mathematics, or engineering is urged to take this course. Topics include limits and continuity, concepts of a derivative, derivatives of functions and



applications, integrals, areas, advanced topics in algebra, and volumes of revolution. Students planning to take the Advanced Placement test should confer with the teacher in early November. A graphing calculator is highly recommended for all students in this course.

**Prerequisites:** *Teacher recommendation and Pre-Calculus*

[Access Essential Standards for M117 course.](#)

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## **AP CALCULUS (BC) HONORS 300**

**Course Number M122    1 Mathematics credit    Grades 11-12**

This course is the culmination of the 3 year honors program in mathematics. Students are expected to enter the course with knowledge of limits and derivatives. The curriculum for the course will include techniques and applications of derivatives, integration techniques and applications, the calculus of transcendental functions, the calculus of parametric and polar equations, and infinite series. A CAS TI-Nspire graphing calculator is highly recommended for all students in this course. Students are required to take the Advanced Placement test.

**Prerequisite:** *Teacher recommendation and Honors Pre-Calculus 300*

[Access Essential Standards for M122 course](#)

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# **PRACTICAL ARTS**

Practical Arts is available to students under two areas of study: Family and Consumer Science, and Design and Technology Education. The variety of courses increase student learning through hands-on class lab situations. The courses in Practical Arts help students to make connections between their learning and personal/career choices. Once the .5 credit graduation requirement is met, students have a wide variety of elective options where practical skills are learned and can be used throughout their adult lives.

[Bring me to the Practical Arts Department page.](#)

## **FAMILY AND CONSUMER SCIENCE CLASSES**

### **FOODS I**

**Course Number H002    .5 Practical Arts credit    Grades 9-12**

This hands-on course emphasizes introductory cooking skills, safety and sanitation, wise consumer habits, and nutritional choices. Units begin with independent cooking and progress into group planning and team preparation of more advanced dishes. Students will examine nutrition concepts and how that knowledge affects their lives now and in the future. Students will also complete projects that correspond with current food issues and trends. This course or Food Science is recommended for all students.

[Access Essential Standards for H002 course.](#)

### **FOOD SCIENCE (Next Offered 2025/2026 school year)**

**Course Number H001    .5 Practical Arts credit    Grades 9-12**

This hands-on course focuses on understanding the role nutrition plays in maintaining a healthy lifestyle. Students explore the relationship between food and science through the practice of cooking skills, projects, and menu planning. Students interested in the careers of dietetics, nutrition, physical therapy, and food technology should consider this course. This course is recommended for students looking to expand on a base knowledge of cooking skills.

[Access Essential Standards for H001 course.](#)

## **FOODS II: INTERNATIONAL FOODS**

**Course Number H003      .5 Practical Arts credit      Grades 10-12**

This advanced course is designed for students who wish to learn about food and its relationship to our multicultural world. This hands-on course gives students the opportunity to prepare and learn about food, history, and various diverse cultures. Students will supplement their learning with research and cooking projects. Students are expected to apply their knowledge from Foods I or Food Science in order to continue building their skill set. This is an ideal course for students interested in advanced cooking and/or a career in food services.

*Prerequisites: Foods I or Food Science*

[Access Essential Standards for H003 course.](#)

## **UNIFIED ADAPTED FOODS**

**Course Number H102      .5 Practical Arts credit      Grades 9-12**

*Enrollment open to students and partners.* This Foods course is designed to reach the individual needs of all students. In Unified Adapted Foods, students will work on specialized goals and plans to meet their Individualized Education Plans (IEPs), focusing on physical and emotional development through hands-on learning, social interactions, and team building. Students enrolled in Unified Adapted Foods will be better prepared for concurrent or future enrollment in other foods classes. Students will meet proficiencies based on their individual growth and development and graded on a pass/fail basis.

Students enrolled in this course as a student helper/partner earn .5 credit. Student helpers/partners must have previously taken Foods I, Food Science, and/or Foods II.

[Access Essential Standards for H102 course.](#)

## **ON YOUR OWN**

**Course Number H009      .5 Practical Arts credit      Grades 10-11**

This course is designed to prepare students with life skills for living independently. The class will explore the following areas: personal development, financial literacy, careers, and personal living space. These units will be explored through goal-setting, decision and communication skills, and real life projects that allow the application of learning.

[Access Essential Standards for H009 course.](#)

## **SEWING AND FIBER ARTS I, II, III**

**Course Number: H005      .5 Fine Arts Credit OR .5 Practical Arts credit  
Grades 9-12**

In this course students will study textile fiber and fabric characteristics, consider elements and principles of design in order to create and/or alter textiles and apparel, and evaluate the history

of textiles and fiber arts and its impact on art, culture, and fashion today. Additionally, students will analyze career paths within textile, fashion, and apparel industries. In this hands-on, project-based class students will create with the use of sewing machines, hand sewing techniques, looms, and more. In subsequent levels students will experience increasing choice and challenge:

*I: Introduction to sewing, machines and projects*

*II: Sewing patterns and clothing*

*III: Student led and designed advanced projects*

Students can take this course to fulfill an AVPA endorsement requirement.

[Access Essential Standards for H005 course.](#)

## **CHILD DEVELOPMENT**

**Course Number H008 .5 Practical Arts credit Grades 9-12**

This course offers an overview of early childhood development. The course examines developmental domains, theories, stages, and factors that affect development in regard to physical, cognitive, social, and emotional growth. Students will explore literacy development and analyze the various approaches to positive behavior management. Students will investigate a career related to child development.

[Access Essential Standards for H008 course.](#)

## **INTERIOR DESIGN**

**Course Number H012 .5 Practical Arts credit Grades 9-12**

This course offers students the opportunity to explore principles and elements of design in relation to textiles, building materials, interior decorating, architecture, space management, and color psychology. Topics will cover architecture, interiors, and furnishings throughout history as well as current trends today. This is a hands-on and interactive project-based course. Students will explore career opportunities within the field and create their own portfolio.

*Students can take this course to fulfill an AVPA endorsement requirement.*

[Access Essential Standards for H012 course.](#)

## **TECHNOLOGY EDUCATION CLASSES**

### **BUILDING DESIGN**

**Course Number I033 1 Practical Arts credit Grades 9-12**

In this course students will learn about architectural styles, design, and engineering through hands-on work with drafting tools, CAD software, and scale model construction. We will apply construction skills and techniques in real world scenarios. This course is especially helpful for students hoping to study engineering or architecture in a technical center or after high school. This class is also beneficial for anyone who wants to confidently make plans and build elements for the home.

*Students can take this course to fulfill an AVPA endorsement requirement.*

[Access Essential Standards for I033 course.](#)

## **ELECTRONICS**

### **Course Number I016 .5 Practical Arts credit Grades 9-12**

This course is a fun way to get introduced to electronics which appear on SAT and ACT exams. No experience is necessary since we will learn the basics of electronic components as well as how to read schematics and construct circuits with confidence. We'll work with one component at a time to gain proficiency with these tiny pieces and then we will build neat circuits in preparation for a project which incorporates all of our learning into electronic devices.

*Students can take this course to fulfill an AVPA endorsement requirement.*

[Access Essential Standards for I016 course.](#)

## **MEDIA COMMUNICATIONS**

### **Course Number I038 .5 Fine Arts OR Practical Arts credit Grades 9-12**

Media Communications provides students with a broad understanding of digital media through hands-on projects and creative design thinking. Students will use Photoshop, Audition and Premiere Pro to design projects, including a movie poster and a short video.

[Access proficiencies for I038 course.](#)

## **MOVIE PRODUCTION I**

### **Course Number F356 .5 Fine Arts OR Practical Arts credit Grades 9-12**

Students will learn about many of the skills required to conceive and produce a short movie. Story elements and composition, screenplay, lighting, basic to advanced camera work, audio recording for film, critique of award-winning films, career exploration, and small-group filmmaking will help students gain real life film-making skills.

*Prerequisites: Media Communications*

[Access Essential Standards for F356 course.](#)

## **MOVIE PRODUCTION II: ADVANCED CINEMA**

### **Course Number F358 1 Fine Arts OR Practical Arts credit Grades 10-12**

This course will focus on the creation of high-quality short films. Projects will incorporate larger group film-making as well as outside works for festivals and clients. Emphasis will be on advanced video DSLR use, lighting, scripting and storytelling. This course will allow you to build on your skills from Movie Production1 and fully explore video production in a more professional manner.

*Requirements: AVPA Film students are required to take this course after completing Movie Production I.*

*Prerequisites: Movie Production I or EHSPN*

[Access proficiencies for F358 course.](#)

## **COMPUTER ANIMATION I or II**

### **Course Number I106 .5 Fine Arts OR Practical Arts credit Grades 9-12**

Computer Animation I focuses on learning the basics of creating digital animation. Topics include how to create 2d and 3d models effectively and how to render still images and video. We will use industry standard animation software to create exciting 3d objects and short animations. If you possess a bit of computer savvy and have a passion for animation, this course is for you. In Computer Animation II see your hard work come alive! Employ the basic techniques learned in Computer Animation I to develop your own stories. You will finely tune modeling and animation skills while creating character animations.

*Students may enroll in this course more than once for credit.*

[Access Essential Standards for I106 course.](#)

## **DIGITAL AND GRAPHIC DESIGN**

**Course Number F090 .5 Fine Arts OR Practical Arts credit Grades 9-12**

Using the computer as an artistic medium, you will explore the creative process and create digital artworks. You will use current computer programs, Photoshop and Illustrator to experiment with different ways you can use these programs to create digital art. In Photoshop you will learn about pixels, layers, layer masks and other tools. In Illustrator you will learn about vectors, creating custom illustrations, typography, logo development and marketing, and much more.

*Prerequisite: One of the following courses: Art 1 (half or full credit), Clay 1, Photography 1, Movie Production 1, Media Communications, or Computer Animation I.*

[Access proficiencies for F090 course.](#)

## **ADVANCED DIGITAL AND GRAPHIC DESIGN**

**Course Number F361 .5 Fine Arts OR Practical Arts credit Grades 10-12**

In this course students will learn advanced digital techniques that will build upon skills and concepts from the Digital & Graphic Design course. They will create, investigate, explore and cultivate a personal interest and develop a portfolio that they will work on for the entire course.

*Prerequisite: Digital and Graphic Design*

[Access proficiencies for F361 course.](#)

## **YEARBOOK**

**Course Number I084 1 Practical Arts credit Grades 9-12**

This course provides students with experience in all areas of publishing through planning, producing and promoting the EHS yearbook. This rigorous, deadline-driven course has real-world publishing goals. This course provides students with an introduction to a variety of professional fields, including publishing, graphic design, photography, editing, marketing communications, sales, and business management. Collectively, students will contribute to the writing, photography and design of a target number of pages each month. Individually, students will take responsibility for completing tasks related to their role (for example: Editor-in-Chief, Marketing Director, Business Manager, and Photo Editor). Each student is required to spend time outside of class to cover a variety of events, games and activities both during and after school to document and provide editorial content for the yearbook.

*Students can take this course more than once for credit.*

[Access proficiencies for I084 course.](#)

## **JEWELRY**

### **Course Number I027 .5 Practical Arts credit Grades 9-12**

In this course you will get to work with copper, brass, and real sterling silver to create rings, necklaces, earrings, bracelets, and more. You will work with torches to solder metals together including on pieces of your own design. You may take this course multiple times to further these skills as well as explore the use of other materials such as intricate sawing of sheet metal, chain creation, and other more advanced pieces. This course fits nicely with the Visual Arts strand for students involved in the Academy for Visual and Performing Arts (AVPA).

*Students can take this course more than once for credit.*

[Access Essential Standards for I027 course.](#)

## **HOW THINGS WORK**

### **Course Number I030 .5 Practical Arts credit Grades 9-12**

In this course, you will learn about how machines can make our lives easier. We will investigate Newton's Laws of motion and the mechanical advantages of hydraulic jacks, levers, ramps, and gears. How do I wire a house safely? What are the tricks for getting plumbing to NOT leak? How do small engines work? Students will investigate how an appliance works and share with the class. We'll even have an opportunity to use the wood workshop, laser cutter, and 3D printers to design and make mechanical devices. This is a fun hands-on class for students who want to invent and experiment.

[Access Essential Standards for I030 course.](#)

# **Science**

Philosophy: Scientific literacy is vital for all students to become informed citizens in order to make responsible and ethical decisions about both personal and global issues. The science content area provides many laboratory-based opportunities to achieve scientific literacy through a diverse offering of core and elective courses.

Some course titles include number designations. These numbers indicate different entry points, and they indicate the range of scaffolding students receive to help them access concepts, content, and skills.

- 300 level (also referred to as AP (Advanced Placement) or Honors) courses are designed for students who are ready to demonstrate increased independence in learning and would like an additional challenge. These courses generally progress at a faster pace while still providing support as needed.
- 200 level courses are designed to provide a challenge while maintaining a balance of supports and independence.
- 100 level courses are designed to challenge students and provide the highest level of built-in support within the lesson plan and curriculum. The differentiation provided in these courses allows students to progress individually or be

supported as needed. The 100 level courses provide structure and support so students can access higher-level, complex concepts and be given consistent opportunities to apply their skills and think critically.

So what courses should students take? Three credits of science are required for graduation at Essex High School. College bound students should take a minimum of four years of science.

[Bring me to the Science Department page.](#)

## 9th and 10th Grades

Core course placement in Science in 9th and 10th grade is based on student readiness and interests, but does not limit student access to courses in grades 11 and 12. All courses are designed to generate strong science literacy for all students. Earth and Space Science is a prerequisite for Biology, Chemistry, and Physics. Biology is a prerequisite for Life Science Electives

## 11th and 12th Grades

Course selection in 11th and 12th grades will depend on the student's career interest and the competitive nature of their college choices. Students in 11th and 12th grades may choose to enroll in more than one Science course to take advantage of the wide variety of science electives.

## EARTH AND SPACE SCIENCE COURSES

### **EARTH AND SPACE SCIENCE 100**

**Course Number Q310    1 Physical Science credit    Grade 9**

This course will provide students with scientific literacy in the earth and space sciences. Focal points include the study of space: its vastness, its origin, and the phenomena it contains, as well as Earth's formation, evolution, and interconnected systems. Topics are explored through inquiry, discussion, projects, lab investigations, research, and technology. Earth and Space Science is a prerequisite/corequisite for Biology, and a prerequisite for Chemistry and Physics.

[Access Essential Standards for Q310 course.](#)

### **EARTH AND SPACE SCIENCE 200**

**Course Number Q212    1 Physical Science credit    Grade 9**

This course will provide students with scientific literacy in the earth and space sciences. Focal points include the study of space: its vastness, its origin, and the phenomena it contains, as well as Earth's formation, evolution, and interconnected systems. Topics are explored through inquiry, discussion, projects, lab investigations, research, technology and mathematical applications. Students are expected to be able to work independently in and outside of the classroom. Earth and Space Science is a prerequisite/corequisite for Biology, and a prerequisite for Chemistry and Physics.

[Access Essential Standards for Q212 course.](#)

## BIOLOGICAL SCIENCE COURSES

These courses meet students' needs in differentiated ways. Each is a college preparatory, lab-based course that includes life science and human body topics as outlined by the Next Generation Science Standards.

## **BIOLOGY 100**

**Course Number Q312      1 Natural Science credit      Grades 10-12**

This course introduces the student to biology theories and concepts with class activities, experimentation and some projects. Topics include the Scientific Method, Ecology, DNA, Cell Cycle and Mitosis, Meiosis and Genetics, Evolution and Homeostasis.

**Prerequisite:** *Completion of or concurrent Earth and Space Science*

[Access Essential Standards for Q312 course.](#)

## **BIOLOGY 200**

**Course Number Q210      1.5 Natural Science credit      Grades 9-12**

This course introduces students to biological theories and concepts with independent work, collaborative work, lab activities, and projects. Strong study skills and the ability to work independently as well as collaboratively are key elements needed for success in Biology 200. Topics include the Scientific Method, Ecology, DNA, Cell Cycle and Mitosis, Meiosis and Genetics, Evolution and Homeostasis.

**Prerequisite:** *Completion of ESS 100/200 or concurrent ESS 200.*

[Access Essential Standards for Q210 course.](#)

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## **ADVANCED BIOLOGY**

**Course Number Q107      1.5 Natural Science credit      Grades 11-12**

Advanced Biology is designed to be the equivalent of a general biology course with laboratory taken during the first college year. The laboratory component is essential to connect lecture concepts with hands-on experiments using modern wet-lab technology with additional emphasis on research competency that focuses on the scientific method, experimental design, statistical testing, scientific writing, and information literacy. Topics include cell biology, biochemistry and biologically important molecules, cellular metabolism and regulation, cell structure and function, cell signaling, genetics, plant and animal structure and function, evolutionary processes, ecology and human behavior. The course is mostly aligned with the AP Biology curriculum and students may choose to take the AP exam in May. Due to the long-term nature of several units and laboratory investigations, some material that is required for success on the AP exam is not covered during class time. To fully prepare for this rigorous exam, interested students are expected to meet outside of class on several occasions during the second part of this course.

*Students can take this course to fulfill a STEM Academy endorsement requirement.*

**Prerequisites:** *Completion of Biology 100/200 and Chemistry 100/200*

[Access Essential Standards for Q107 course.](#)

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## **CHEMISTRY SCIENCES COURSES**



These courses meet students' needs in differentiated ways. Most students take chemistry as the third of the core sciences after completing biology.

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## CHEMISTRY 100

**Course Number Q320      1 Physical Science credit      Grades 10-12**

This course introduces students to theories and concepts with experimentation and projects. This course provides an excellent foundation in the basic topics of general chemistry, always placing an emphasis on how chemistry relates to daily life.

**Prerequisites:** *Earth and Space Science and Biology; completion of or concurrent Algebra I*

[Access Essential Standards for Q320 course.](#)

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## CHEMISTRY 200

**Course Number Q220      1.5 Physical Science credit      Grades 10-12**

This course introduces students to theories and concepts primarily through experimentation. It has been successfully completed by students who desire to have a mathematical-based study and are possibly thinking of a career that would require this information, for example engineering, health, medical fields, environmental or other science related careers. Lectures, demonstrations, videos, computer simulations and traditional hands-on lab activities are used throughout this course. Topics include acids and bases, atomic and molecular structures, chemical bonds, chemical formulas, chemical reactions, classifying matter, gas laws, mole concept, nomenclature, periodic trends, kinetics and equilibrium, mathematics of chemistry, thermodynamics, and stoichiometry. Strong algebraic math skills are required because many concepts involve processing relevant computations and analyzing lab data. This course may be offered as a dual-enrollment course, eligible for college credit.

**Prerequisites:** *Earth and Space Science ; completion of or concurrent Biology and Algebra II*

[Access Essential Standards for Q220 course.](#)

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## ORGANIC CHEMISTRY

**Course Number Q223      .5 Physical Science credit      Grades 11-12**

This course offers an introduction to the basic principles of organic chemistry. Topics covered include bonding in molecules, the structure and naming of organic molecules, and the study of functional groups and how they affect the physical and chemical properties of molecules.

Organic chemistry is open to all students who have completed Chemistry 100 or 200. Those interested in health careers are highly encouraged to consider this course.

**Prerequisite:** *Chemistry*

[Access Essential Standards for Q223 course.](#)

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## AP CHEMISTRY

**Course Number Q122      1 Physical Science credit      Grades 11-12**

This AP Chemistry course is designed to be the equivalent of the general chemistry course

usually taken during the first year of college. For most students, the course enables them to undertake, as a freshman, second year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. This course is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the College Board. A special emphasis will be placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills. AP Chemistry is open to all students that have completed a year of chemistry who wish to take part in a rigorous and academically challenging course.

Students are expected to spend a considerable amount of time outside of class to complete assignments.

Prerequisite: Chemistry 200

[Access Essential Standards for Q122 course.](#)

## PHYSICS COURSES

These courses meet students' needs in differentiated ways. Most students take physics as the fourth of the core sciences after completing chemistry.

### PHYSICS 100

**Course Number Q306**      **1 Physical Science credit**      **Grades 11-12**

This course stimulates higher level cognitive skills by emphasizing the laws of physics as they relate to the everyday world. This course provides opportunities for multiple learning styles via projects and laboratory investigations. Topics include motion, Newton's Laws, energy conservation, waves, sound, optics, and electricity. Algebra skills are necessary for success here, but this course demands much less computation than Physics 200. Physics 100 includes traditional hands-on laboratory work and also computer-interfaced laboratories.

*Prerequisites: Earth and Space Science and Algebra I*

[Access Essential Standards for Q306 course.](#)

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### PHYSICS 200

**Course Number Q211**      **1.5 Physical Science credit**      **Grades 11-12**

This course covers topics of classical physics. Newtonian mechanics (vector-based), gravitation, conservation of energy, and momentum are covered in the first part of the course. The second part of the course covers electrostatics, DC circuits, waves, sound, light, and optics.

Demonstrations and videos are used to supplement the lectures and to provide historical background for the laws of physics. Computer simulations, computerized data collection and analysis, and traditional hands-on lab activities are used throughout the course.

*Prerequisites: Earth and Space Science and Algebra II and/or concurrent PreCalculus*

[Access Essential Standards for Q211 course.](#)

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### AP PHYSICS

**Course Number Q123**      **1 Physical Science credit**      **Grades 11-12**

Scientists and engineers are changing the world all of the time. They dream up creative,

practical solutions and work with other smart, inspiring people to invent, design, create and discover things that matter. AP Physics is a great foundation course if this sounds interesting to you. The topics covered during this course are mechanics and electricity & magnetism. Methods of calculus will be introduced as appropriate with plenty of assistance available as needed.

**Prerequisites:** *Physics 200 and completion of or concurrent Calculus*

[Access Essential Standards for Q123 course - Mechanics](#)

[Access Essential Standards for Q123 course. - Electricity & Magnetism](#)

## SCIENCE ELECTIVE COURSES

### ANATOMY AND PHYSIOLOGY

**Course Number Q322 1 Natural Science Credit Grades 11-12**

This course will cover the basic principles of human anatomy and physiology. Topics will include the structure and function of cells, tissues and organ systems of the body, homeostasis and growth and development. Lab work will be an integral part of this course.

*Students can take this course to fulfill a STEM Academy endorsement requirement.*

**Prerequisite:** *Biology*

[Access Essential Standards for Q322 course.](#)

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### BOTANY

**Course Number Q016 1 Natural Science Credit Grades 11-12**

This course begins and ends outside. In the fall, students will study forest ecology and tree identification; in the spring, the attention turns to the school landscape where students design and plant container gardens. The remainder of the course is split between the greenhouse and classroom. The class covers dendrochronology (the study of tree rings), plant physiology, photosynthesis, plant hormones, transpiration, ethnobotany (society's uses of plants), plant reproduction, and landscape design. This hands-on, interactive course relies heavily on in-class projects and labs.

**Prerequisite:** *Biology*

[Access Essential Standards for Q016 course.](#)

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### DESIGNING SOLUTIONS

**Course Number Q230 1 Physical Science Credit Grades 9-12**

Do you want to create and build things using the EHS 3-D printers and laser cutters? Do you want to strengthen your engineering and problem-solving skills? If so, Designing Solutions is for you. In Designing Solutions you will learn to use CAD (computer aided design) and "Arduino" programming, as well as traditional hands-on construction, to create your own novel designs. Designing Solutions is structured as a series of exciting and competitive engineering challenges, each of which offers a chance to acquire new skills and practice problem-solving. Previous year's projects have included 3-D printed "stomp rockets," Bluetooth "Arduino" cars, laser-cut mobiles, supercapacitor fan cars, laser-cut boats, miniature trebuchets, and more. Students who successfully complete all of the basic course requirements, plus a rigorous, individual "capstone" project, may earn three dual enrollment credits through UVM. 11<sup>th</sup> and 12<sup>th</sup> graders may apply for a dual enrollment voucher; other students can pay for UVM credits at 50% of the normal rate.

*Students can take this course to fulfill GLP and STEM Academy endorsement*

requirements.

**Prerequisites:** Completion of (or concurrent) Earth and Space Science

[Access Essential Standards for Q230 course.](#)

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## AP ENVIRONMENTAL SCIENCE

**Course Number Q124 1 Natural Science OR Physical Science credit  
Grades 11-12**

This course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary and will include topics in Earth Science and Biology. Specifically, content and labs will address: earth systems and resources, the living world, population, land use and water use, energy resources and consumption, pollution, and global change. A variety of teaching techniques will be employed, including lab, projects, lecture, discussion, and data driven field trips. This class will prepare students for the AP examination given in May.

*Students can take this course to fulfill a STEM Academy endorsement requirement.*

**Prerequisites:** Earth and Space Science and Biology

[Access Essential Standards for Q124 course.](#)

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## FORENSICS

**Course Number Q008 .5 Natural Science OR Physical Science credit  
Grades 10-12**

Forensic science is the application of scientific knowledge to questions of civil and criminal law. This is a lab-based, hands-on course that will explore what forensic scientists do. This course will delve into modern forensic methods and scientific methods to solve legal problems. We will focus on the collection and analysis of crime scene evidence and the exploration of lab techniques. Forensic scientists are also required to testify in court about their methods and analysis of evidence. To make a convincing case, you will learn to clearly and concisely explain the results and significance of the labs and techniques used.

**Prerequisites:** Earth and Space Science and completion of or concurrent second semester Biology

[Access Essential Standards for Q008 course.](#)

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## MARINE BIOLOGY

**Course Number Q324 .5 Natural Science credit Grades 10-12**

Marine Biology introduces students to the study of life in marine environments. Students will gain knowledge about the physical characteristics of the Earth's oceans; prominent marine communities and their ecological uniqueness; representative marine organisms; and environmental science principles that relate to ocean environments.

**Prerequisite:** Biology

[Access Essential Standards for Q324 course.](#)

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## NEUROSCIENCE

### **Course Number Q020 .5 Natural Science credit Grades 10-12**

This one-semester course will provide an overview of the nervous system from a biological perspective from the cellular level to the organismal level. The emphasis will be on how these systems interact to produce complex behavior in humans, and how we can use this knowledge to inform our own decisions in life. Content covered will include the biology of learning & memory, CTE and other brain injury, the biology of addiction, and the future of neuroethics in fields such as criminology and education as brain technologies improve. Topics are subject to change based on the interests of the students enrolled. This class will be taught in a lab- and project-based manner, although notes and homework are also to be expected. This course is ideal for any student interested in studying neurobiology, neuroscience, psychiatry, neuroeconomics, sports medicine, law, or education.

*Prerequisites: Earth and Space Science and Biology*

[Access Essential Standards for Q020 course.](#)

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## PLANETARY ASTRONOMY

### **Course Number Q321 .5 Physical Science credit Grades 10-12**

This course explores the amazing and revolutionary discoveries made by astronomers about the cosmos. From our earliest ancestors to the present day, smart and creative people have made observations and built innovative instruments to better understand the universe we live in. This course will cover naked-eye astronomy, the constellations, the formation of the solar system, gravity and its effects on the planets, the nature of light and how telescopes work, the planets and other bodies in our solar system, and the newly-discovered solar systems beyond our own. This course is independent of Stellar Astronomy & Beyond and can be taken either before or after.

*Students can take this course to fulfill a STEM Academy endorsement requirement.*

*Prerequisite: Earth and Space Science*

[Access Essential Standards for Q321 course.](#)

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## STELLAR ASTRONOMY & BEYOND

### **Course Number Q323 .5 Physical Science credit Grades 10-12**

This course explores the amazing and revolutionary discoveries made by astronomers about the cosmos. From our earliest ancestors to the present day, smart and creative people have made observations and have built innovative instruments to better understand the universe we live in. This course will cover the life cycle of our Sun and how it produces its energy, the evolutionary path of stars, the strange properties of red giants, white dwarfs, neutron stars and black holes, our Milky Way galaxy, dark matter and dark energy, and the history and fate of our universe as we understand it today. This course is independent of Planetary Astronomy and can be taken either before or after.

*Students can take this course to fulfill a STEM Academy endorsement requirement.*

*Prerequisite: Earth and Space Science*

[Access Essential Standards for Q323 course.](#)

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## ROBOTICS

## **Course Number Q226 .5 Physical Science credit Grades 9-12**

Robotics is one of the fastest growing fields of science. It combines engineering and science in a playfully interactive way. Students will design interactive systems that sense the world around them, make decisions, and then perform actions in the world around them. This course is designed for all ability levels, with students having input on the focus and scope of their learning. Student experiences will include laboratory-based project planning, experimentation, design, fabrication, programming, problem solving, teamwork, testing, evaluation, documentation, and presentation.

*Students can take this course to fulfill a STEM Academy endorsement requirement.*

[Access Essential Standards for Q226 course.](#)

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## **WILDLIFE ECOLOGY**

### **Course Number Q338 .5 Natural Science credit Grades 10-12**

Wildlife ecology is a mission-oriented, interdisciplinary science that focuses on how to protect and restore the diversity of life on Earth. This course, with an emphasis on conservation, will explore the concepts of ecology, animal behavior, island biogeography, conservation genetics, causes of species loss and extinction, strategies for saving imperiled populations, and conservation laws and international treaties. We'll consider the role of protected areas and the necessity of including local and indigenous communities in conservation planning. We'll investigate the science of bringing extinct species back to life and debate the merits of rewilding. The sustainable development goals of the United Nations will provide context throughout the course, which will focus extensively on case studies from around the world. The course will include laboratories, field investigations, digital projects, and will utilize visual note-taking.

**Prerequisite:** *Biology*

[Access Essential Standards for Q338 course.](#)

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# **SOCIAL STUDIES**

Essex High School's Social Studies teachers recognize the importance of acquiring the knowledge, skills, and understanding of the foundational principles advantageous for students to become active and informed citizens. Social studies is the integrated study of the social sciences and humanities to promote civic competence. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. All students should select courses to meet their Social Studies requirements while also thinking about their interests and plans for the future in making selections.

### **Required Courses:**

Selection from 9th Grade Chart:	1 credit, 9th grade, meets World Studies requirement
United States History:	1 credit, typically 10th grade, meets U.S. History requirement
American Government:	.5 credit, meets American Government requirement
Social Studies Elective	.5 credit, typically 11th or 12th grade

Some course titles include number designations. These numbers indicate different entry points, and they indicate the range of scaffolding students receive to help them access concepts, content, and skills.

Advanced Placement or Honors courses are designed for students who are ready to demonstrate increased independence in learning and would like an additional challenge. These courses generally progress at a faster pace while still providing support as needed.

[Bring me to the Social Studies Department page](#)

### 9th Grade Courses

Incoming 9th graders choose either Grade 9 Honors Humanities or one Single Subject course in English and one in Social Studies.

<u>English: Single Subject Courses</u>	<u>Social Studies: Single Subject Course</u>
Grade 9 English	Modern Global History
Grade 9 Honors English	
OR Team-Based Course: Grade 9 Honors Humanities	

## 9th Grade Courses

### GRADE 9 HONORS HUMANITIES

**Course Number S960    1 World Studies credit, 1 English credit    Grade 9**

This humanities-based, team-based course will meet every day. It is designed for motivated 9th graders who are confident in their reading, writing, and historical analysis skills. Honors Humanities focuses on modern global history and world literature, and it will challenge students to think across disciplines through intensive reading and analysis of literary texts and historical documents. Work includes in-depth writing assignments, and where applicable, discussions of literary and historical context. Emphasis will be placed on helping students make a smooth transition to the high school.

[Access Essential Standards for course S960.](#)

### MODERN GLOBAL HISTORY

**Course Number S430    1 World Studies credit    Grade 9**

This one-credit course examines the major events and turning points of world history from the Age of Exploration to the present. Students investigate the foundational ideas that shaped the modern world by exploring the social revolutions and economic and political changes that have transformed human history. Students will focus on critical events, people, and turning points

during these centuries including exploration, the Renaissance, imperialism, and twentieth-century issues. The course integrates critical thinking skills, historical analysis, and content so that students are able to apply their learning to their own lives.

[Access Essential Standards for course S430.](#)

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## 10TH-12TH GRADE COURSES

### U.S. HISTORY

#### **Course Number S215 1 United States History credit Grades 10-12**

Typically taken in 10th grade, the purpose of this required course is to have students explore the legacy that they have inherited from the historical events in the United States since 1850. To achieve this, students will begin their studies with the rise of sectionalism in America and the resulting period of war and reconstruction. From there students will explore the rise of modern America as a political, cultural, and economic world power.

Students will analyze the changing role of government in response to economic problems including the development of monopolies, the Great Depression, and the turmoil of the 1960s and 70s. Students will explore the social turmoil of the mid-twentieth century and understand its causes and effects on modern America, while also analyzing the role of the U.S. in international affairs from the world wars to the Cold War and modern conflicts. By the end of the course students will demonstrate a greater understanding of the role of America in the world today and the historical legacy of that role.

[Access Essential Standards for S215 course.](#)

### AMERICAN GOVERNMENT

#### **Course Number S216 .5 American Government credit Grades 11-12**

Typically taken in 11th or 12th grade, the goal of this required course is for students to reach an enduring understanding that the American democratic system of government requires an informed citizenry that actively engages in the political process. Toward this end students will examine the foundations of American government; the structure and principles of the Constitution; the Institutions of government; the rights and freedoms provided to citizens and the role of the citizens in American democracy. Students will also explore political parties, interest groups and the media in context of shaping government and policy.

[Access Essential Standards for S216 course.](#)

### CURRENT ISSUES

#### **Course Number S245 .5 Social Studies credit Grades 10-12**

This discussion-based course focuses on local, national, and world issues. Throughout this course students will use current publications, media, and technology to stay informed about the issues facing us today at the local, state, national, and global levels. This course will emphasize the importance of being an involved and informed citizen. Learning will be hands-on and actively changing with an opportunity to learn how to develop, articulate, support, and defend opinions and positions.

*Students can take this course to fulfill a GLP endorsement requirement.*



[Access Essential Standards for S245 course.](#)

## **HOLOCAUST AND HUMAN BEHAVIOR**

**Course Number S256 .5 Social Studies credit Grades 10-12**

Holocaust and Human Behavior leads students through an examination of the catastrophic period in the twentieth century when Nazi Germany murdered six million Jews and millions of other civilians in the midst of the most destructive war in human history. Through rigorous historical analysis combined with the study of human behavior, Holocaust and Human Behavior's approach heightens students' understanding of racism, religious intolerance, and prejudice; increases students' ability to relate history to their own lives; and promotes greater understanding of their roles and responsibilities in a democracy. Students are equipped to analyze contemporary and past political situations, think critically about ethical responsibility, and respond actively to injustice.

*Students can take this course to fulfill a GLP endorsement requirement.*

[Access Essential Standards for S256 course.](#)

## **MILITARY HISTORY**

**Course Number S266 .5 Social Studies credit Grades 10-12**

Military History is open to all students at EHS. This is a difficult course that requires at-home learning in addition to in-class learning. Students will study global military history through the themes of "causes of conflict", "types of conflict", technology, "strategy and tactics", logistics, morale, leadership, and propaganda. This class will focus heavily on the underlying themes of conflict and use case studies and examples of real-world conflict. This means that students will be exposed to media and descriptions of conflict from the Peloponnesian Wars through the World Wars to current, recent, and ongoing conflicts. This class discusses adult themes and students will be exposed to mature content in relationship to violence and language.

[Access Essential Standards for S266 course.](#)

## **ETHNIC STUDIES: BLACK HISTORY**

**Course Number S247 .5 Social Studies credit Grades 10-12**

Ethnic Studies courses operate from the consideration that race and racism have been, and continue to be, profoundly powerful social and cultural forces in American society. The major purpose of this course is to develop an understanding of the role and contributions of African Americans to the growth and development of the United States. The course offers opportunities to examine the historical significance of African Americans from African Origins through present times. The course challenges students to think about race, and other systems of difference that shape individual and group interactions, American identity, and culture while celebrating the richness, diversity, and contributions of African American culture to national and international life and the world.

*Students can take this course to fulfill a GLP endorsement requirement*

[Access Essential Standards for S247 course.](#)

## **INTRODUCTION TO GENDER STUDIES**

**Course Number S242 .5 Social Studies credit Grades 10-12**

This course offers students an in-depth understanding of the critical role gender plays in society.

We will examine the cultural and social construction of gender, explore the history, experiences and contributions of women/LGBTQIA+ to society, and learn about the influences of gender on our lives. In this course, we will look at the diverse cultural, historical, and social experiences of women/LGBTQIA+ in history as well as a variety of issues facing young people in the world today. We will examine women's roles and accomplishments in history, literature, politics, art, and music. We will ask critical questions about the portrayal of gender in the media and gender's place in politics, and make connections with other cultures. We will also discuss the effects of this portrayal on women, men, and LGBTQIA+. This course will use excerpts from textbooks, internet, speakers, newspapers, and videos. Students will reflect on their ideas, questions, and current events. Students will produce a culminating research project based on a relevant topic of their choice. This course will raise your awareness of the status of gender in the world today and throughout history.

*Students can take this course to fulfill a GLP endorsement requirement.*

[Access Essential Standards for S242 course.](#)

## **GREAT IDEAS IN PHILOSOPHY**

**Course Number S249 .5 Social Studies credit Grades 10-12**

In this course, students will engage in discussions and explore different perspectives on the purpose of our lives. This creative introduction to philosophy delves into the "great ideas" of history, including those of influential thinkers such as Socrates, Lao-Tze, Dewey, and Kierkegaard. By examining the lives of great philosophers like Buddha and Aristotle, students will gain insights into contemporary life. The course will delve into the nature of change and how our perceptions of reality are shaped by our experiences. Class participation will be an integral part of the learning experience, with students engaging in Socratic Seminar discussions. The two central questions the course will explore are "What does it mean to be human?" and "Who am I?" Students will engage in deep introspection to determine how to lead an ethical and purposeful life.

[Access Essential Standards for S249 course.](#)

## **WORLD GEOGRAPHY**

**Course Number S274 .5 Social Studies credit Grades 10-12**

This course offers a study of people, places, and environments at the state, regional, national, and international level by examining both the physical and human geographical world. Using the essential elements of geography, students will learn content and skills that will help them navigate our society and a changing world. Additionally, this course will include geographic studies of world issues with connections to other social sciences including economics, political science, history, sociology, and anthropology.

*Students can take this course to fulfill a GLP endorsement requirement.*

[Access Essential Standards for S274 course.](#)

## **WORLD CULTURES**

**Course Number S253 .5 Social Studies credit Grades 10-12**

Students will concentrate on the cultural, social, political, racial, diversity, and economic traditions around the world to help students become global citizens. We will examine ways in which race and culture intersect with other group identifications such as gender, class, ethnicity, religion, age, sexual orientation and disability. We will focus on understanding the relationships between culture, ethnicity, diversity, and power. We will explore what it means for individuals and institutions to exist in a multi-racial, multicultural world. We will also investigate

the forms race and racism have taken in different areas and time periods.  
*Students can take this course to fulfill a GLP endorsement requirement.*  
[Access Essential Standards for S253 course.](#)

## AP COURSES

### AP ECONOMICS (Macro & Micro)

**Course Number S136    1 Social Studies credit                      Grades 10-12**

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy.

Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. There are no prerequisites for AP Economics. Students should be able to read a college-level textbook and possess basic mathematics and graphing skills.

[Access Essential Standards for S136 course. - Macro](#)  
[Access Essential Standards for S136 course. - Micro](#)

### AP U.S. GOVERNMENT & POLITICS

**Course Number S140                      1 American Government credit**  
**Grades 10-12**

This course will give students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U. S. politics and the analysis of specific examples. Topics and questions will include the Constitutional underpinnings of the U. S. Government, Political Beliefs and Behaviors, Political Parties, Interest Groups and Mass Media, Institutions of National Government, Civil Rights and Civil Liberties and Public Policy.

Students will examine the various institutions, groups, beliefs, and ideas that constitute U.S. politics. A variety of theoretical perspectives and explanations for behaviors and outcomes will be inspected. Particular attention will be given to events and issues locally, statewide, nationally, and worldwide that are of timely importance. Lastly, the goal of this course is to develop the qualities of civic-mindedness, civic intelligence, and civic literacy through application and analysis of content covered. Enrollment is open to all who are interested in current events and issues, politics, and the U.S. Government and who are willing to work hard to develop an advanced understanding in the discipline.

*\*\*Special Note: this course meets the American Government requirement for graduation but does not meet the .5 credit Social Studies elective requirement.*

[Access Essential Standards for S140 course.](#)

## AP U.S. HISTORY



**Course Number S134 1 United States History credit Grades 10-12**

This challenging course is comparable to an introductory college course and requires students to be interested in history and self-motivated. Students will actively engage with material covering pre-Columbian times into the 21st century. Writing will constitute a major portion of assessment, and classes will often be devoted to discussion and other interactive strategies. This course is designed to prepare students for the College Board Advanced Placement exam. Since the course will be conducted as a seminar, students will be responsible for information covered outside of class. Enrollment is open to all who are interested in the discipline and are willing to work hard and learn.

*The ability to keep up with extensive reading and writing is required.*

[Access Essential Standards for S134 course.](#)

## AP WORLD HISTORY: MODERN



**Course Number S135 1 World Studies credit Grades 10-12**

This course is the equivalent of a one-semester college level introductory course and is designed to prepare students for the Advanced Placement World History exam. Students will examine the history of human societies from 1200 C.E. to the present. Students will explore the development of and interactions between the world's cultures in the modern era. The course will be structured around geographic and chronological patterns, as well as the development of historical thinking skills such as argumentation, contextualization, comparison, causation, and change and continuity over time. Students will delve into multiple perspectives on historical evidence and discuss interpretive issues relevant to historical work. Specific themes will focus on technological advances, gender roles, demographic forces, cultural developments, and political structures. Enrollment is open to all who are interested in the discipline and are willing to work hard and learn.

*The ability to keep up with extensive reading and writing is required.*

*Students can take this course to fulfill a GLP endorsement requirement.*

[Access Essential Standards for S135 course.](#)

## GRADE 12 ONLY COURSES

### PSYCHOLOGY



**Course Number S229 .5 Social Studies credit Grade 12**

This course is a survey course of the field of psychology and serves as a valuable basis for college level psychology. Students will learn about many areas in the field, including research methods, genetics and behavior, the brain, states of consciousness, sensation and perception, learning and conditioning, lifespan development and psychological disorders. Psychology is a useful course for many occupations and in helping students better understand themselves and others.

[Access Essential Standards for S229 course.](#)

### SOCIOLOGY



**Course Number S230 .5 Social Studies credit Grade 12**

Our present world presents one of the more accelerated and comprehensive eras of social change. All areas of social relationships have been or are being examined or challenged, and in

many cases are experiencing new patterns and values. This Grade 12 course attempts to relate these changes to each other and to the past. The primary purpose is to learn about basic sociological patterns, while exploring as many points of view as possible. Students will gain insight into some of the problems in our society and into information about the field of Sociology. This course will also help students to handle situations confronting them as individuals. A basic text is used covering such topics as: Heredity and Environment, Social Adjustment, Goals of Marriage and Family, and Behavior Problems of Children and Youth. Current publications, as well as supplemental books and a variety of films and records are used throughout the course. [Access Essential Standards for S230 course.](#)

## World Languages

### WORLD LANGUAGES CLASSES

EHS students are required to complete one credit in a World Language in order to graduate. Currently most colleges and universities require or highly recommend a multi-year, same-language sequence of study for admission. Consequently many EHS students take multiple credits of one or more languages. The languages offered at EHS are French, Spanish, and Japanese.

EHS World Languages courses focus on interpersonal, presentational, and interpretive communication through literature, music, film, media, and the study of cultures related to the target languages.

Students are encouraged to participate in linguistic and cultural exchanges. Students with pre-existing language skills may contact the World Languages office to schedule an appointment with a teacher of that language to discuss the proper level of placement for the student.

[Bring me to the World Languages Department page.](#)

### FRENCH COURSES

#### FRENCH I

**Course Number G201    1 World Language credit    Grades 9-12**

This course is an introduction to the French language and the cultures of francophone countries and regions. The course emphasizes practical speaking and listening skills, while introducing basic reading comprehension and writing skills.

[Access Essential Standards for G201 course.](#)

#### FRENCH II

**Course Number G204    1 World Language credit    Grades 9-12**

This course is the foundation for the intermediate and advanced levels of French at Essex High School. Students continue to develop speaking and listening skills, but also develop reading and writing skills. Students continue to study French-speaking cultures through literature, art, music and geography. This course is designed for students who have taken French I in middle school

or high school.

**Prerequisite:** *French I*

[Access Essential Standards for G204 course.](#)

### **FRENCH III**

#### **Course Number G206 1 World Language credit Grades 9-12**

In this course, students will continue to develop their interpersonal, presentational and interpretive French language skills. Through readings, film, video, music, and communication with students abroad, students will learn to express themselves at an ever more sophisticated level and achieve a greater understanding of written and spoken French. Students will continue to gain more cultural knowledge through the study of French-speaking cultures and through a comparison of cultures. The course will be conducted almost entirely in French.

**Prerequisite:** *French II*

[Access Essential Standards for G206 course.](#)

### **FRENCH IV**

#### **Course Number G207 1 World Language credit Grades 9-12**

Students will develop French interpersonal, presentational and interpretive language skills through the study of more complex grammatical structures and vocabulary. Students will navigate a variety of resources, including authentic oral and written materials, including correspondence with sister schools abroad, to gain a broader perspective of the French language and French-speaking cultures.

**Prerequisite:** *French III*

[Access Essential Standards for G207 course.](#)

### **ADVANCED FRENCH LANGUAGE V**

#### **Course Number G108 1 World Language credit Grades 9-12**

This course is designed for students interested in developing a high level of linguistic and cultural competency. Students will work toward ease of communication and greater cultural knowledge through the study of film, literature, media, and correspondence with VIA Collaborative schools in France, Belgium, and Spain. This course will also focus on professional communication skills and cultural competency as preparation for working in an international environment. Advanced French Conversation and Culture takes a practical approach for students desiring to apply the French language in everyday life, within and outside of the school setting. This course is conducted entirely in French.

Students who use a dual enrollment voucher or pay 50% tuition for college credit and pass the course could earn 3 UVM credits through the College of Arts and Sciences' department of Romance Languages and Cultures in addition to 1 EHS credit.

**Prerequisite:** *French IV*

[Access Essential Standards for G108 course.](#)

## **JAPANESE COURSES**

## JAPANESE I

**Course Number G229 1 World Language credit Grades 9-12**

This course emphasizes conversation and cultural information necessary to communicate in this non-Western language. Students master two new alphabets: Hiragana and Katakana. Students are encouraged to take two credits of Japanese at the high school.

[Access Essential Standards for G229 course.](#)

## JAPANESE II

**Course Number G230 1 World Language credit Grades 9-12**

This course continues language development in listening, speaking, reading, and writing skills in Japanese. There is expanded cultural study and use of language in the classroom. Students master up to 50 Kanji.

*Prerequisite: Japanese I*

[Access Essential Standards for G230 course.](#)

## SPANISH COURSES

### SPANISH I

**Course Number G217 1 World Language credit Grades 9-12**

This course is an introduction to the Spanish language and the cultures of Spanish speaking countries and regions. The course emphasizes practical speaking and listening skills, while introducing basic reading comprehension and writing skills.

[Access Essential Standards for G217 course.](#)

### SPANISH II

**Course Number G219 1 World Language credit Grades 9-12**

This course is the foundation for the intermediate and advanced levels of Spanish at Essex High School. Students continue to develop speaking and listening skills, but also develop reading and writing skills. Students continue to study Spanish-speaking cultures through literature, art, music and geography. This course is designed for students who have taken Spanish I in middle school or high school.

*Prerequisite: Spanish I*

[Access Essential Standards for G219 course.](#)

### SPANISH III

**Course Number G221 1 World Language credit Grades 9-12**

In this course, the student will maintain and develop listening and speaking skills, with increased emphasis on reading and writing. The introduction of more advanced grammar and vocabulary will equip students with the tools to express themselves at a more sophisticated level. Students will continue to study Spanish-speaking cultures through readings, media, music and film. This course will be conducted at least 75% of the time in Spanish.

*Prerequisite: Spanish II*

[Access Essential Standards for G221 course.](#)

## SPANISH IV

### Course Number G222 1 World Language credit Grades 9-12

In this course, students will maintain and develop listening and speaking skills, and will develop more advanced reading and writing skills through the study of more complex grammatical structures and vocabulary. Students will focus on the reading of selected literary works. The study of cultures will give students a broad perspective of Hispanic peoples throughout the world. This course will be conducted 90% of the time in Spanish.

**Prerequisite:** Spanish III

[Access Essential Standards for G222 course.](#)

## ADVANCED SPANISH LANGUAGE V

### Course Number G104 1 World Language credit Grades 9-12

In this course, students will continue to develop more advanced proficiency across the three communicative modes: interpersonal, presentational and interpretive as outlined in the ACTFL Proficiency Guidelines. Students will demonstrate a greater level of sophistication, accuracy, and fluency with their oral and written communication. They will utilize a variety of authentic print and audio sources, as well as literature, film, video, and music to deepen their understanding of the historical, political and contemporary practices, products, and perspectives of the Spanish-speaking world and its distinct cultures. This course is conducted entirely in Spanish. This course will be taught as a dual-enrollment class in collaboration with the University of Vermont for 3 credits.

**Prerequisite:** Spanish IV (or equivalent experience)

[Access Essential Standards for G104 course.](#)

## CTE Embedded/Integrated Credits EHS 2022-2023

11th and 12th grade only except where noted. Find course descriptions at [www.ewsd.org/cte](http://www.ewsd.org/cte)

Program	Math	Phys or Nat Sci.	Social Studies	Fine Arts	English	Practical Arts	Other
Automotive Tech	1	1 PS			1	0.5	Computer Apps .5
Automotive Tech 2	1	1 PS					
Building Tech: Residential	1	1 PS			1	0.5	
Building Systems	1	1 PS			1*		
Childhood Education/HS			1		1	0.5	Computer Apps .5
Childhood Education/HS 2			1		1		
Computer Animation				1	1	0.5	Computer Apps .5
Computer Animation 2		1 PS		1	1		
Computer Systems Technology	1	1 PS			1	0.5	Computer Apps .5
Computer Systems Technology 2	1	1 PS			1		
Cosmetology	1	1 NS			1	0.5	Computer Apps .5



Cosmetology 2	1	1 NS			1		
Dental Assisting	1	1 PS or NS			1	0.5	
Dental Assisting 2	1	1 PS or NS			1		
Design and Creative Media	1				1	0.5	Computer Apps .5
Design and Creative Media 2	1				1		
Engineering/Architecture Design	1				1	0.5	Computer Apps .5
Engineering/Architecture Design 2	1				1		
Health Informatics	1	1 PS			1	0.5	Computer Apps .5
Natural Resources - Forestry	1	1 PS or NS			1	0.5	
Natural Resources - Mechanical	1	1 NS			1	0.5	
Professional Foods	1	1 NS			1	0.5	
Professional Foods 2	1	1 NS			1		
9th/10th grade Pre-Tech Foundations: Intro to Engineering						0.5	.5 Elective
10th grade Pre-Tech: 6 credits	1	1 NS			1		1 P.E., 1 Elective

Students earn a minimum of six credits for full day participation and may earn an additional credit for community service, cooperative education and companion courses outside of technical center hours.

\*Students in Building Systems will not receive 1 English credit if enrolled in a co-op.